

University Senate Agenda

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

Monday, April 13, 2009

1. Minutes and Announcements
 - Minutes from March 9 pg. 2-10
 - Announcement Regarding May Senate Agenda Items:
 - Proposed Change to *Administrative Regulations II-1.0-1*, Parts I-III (input only - possible endorsement) pg. 11-27
 - Proposed Change to *Administrative Regulations 3:14 (II-7.0-1)* ("Faculty Practice Plans") (input only - possible endorsement) pg. 28-41
2. KCTCS December 2008 Candidates for Credentials pg. 42
3. UK May 2009 Degree List pg. 43-71
4. UK August 2009 Degree List pg. 72-77
5. Proposed New Department: Gender and Women's Studies pg. 78-151
6. Proposed Change to Graduation Standards: BS Merchandising, Apparel and Textiles pg. 152-157
7. Proposed Suspension of Minor in Merchandising, Apparel and Textiles pg. 158-160
8. New University Studies Program: BS Mining Engineering and MS Mining Engineering pg. 161-170
9. New Graduate Certificate: Clinical and Translational Science pg. 171-180
10. Proposed Change to *Senate Rules 5.2.4.6* ("Dead Week") from Student Government Association pg. 181
11. Proposal to Change Foreign Language Requirement (first reading) pg. 182-187
12. Curricular Teams (first reading) (PDF of Curricular Templates) pg. 188-208
(PDF of Appendices) pg. 209-223
 - Overview
 - State of Academic Resources - Provost Subbaswamy
 - Presentation on Individual Curricular Teams (1 - 10)

Next Meeting: May 4, 2009

University Senate
March 9, 2009

The University Senate met in regular session at 3 pm on Monday, March 9, 2009 in the Auditorium of the W. T. Young Library. Below is a record of what transpired. All votes were taken via a voice vote unless indicated otherwise.

Senate Council Chair David Randall called the meeting to order at 3:01 pm.

1. Minutes from February 9 and Announcements

Hayes **moved** to approve the minutes from February 9 as distributed. Perry **seconded**. There being no discussion, a **vote** was taken and the minutes from February 9 were approved as distributed.

The Chair had a couple of announcements to report to senators. The first was a rule waiver approved by the Senate Council (SC) for a student who wanted to utilize the repeat option but was not currently enrolled at UK. Secondly, the Chair reported that revisions to *Administrative Regulations II-1.0-1*, Parts I – III would be sent to senators and faculty councils in the near future for input; the Senate is scheduled to vote to endorse or not to endorse the proposed changes prior to the end of the semester.

2. Memorial Resolution for College of Design Professor Stephen Deger

College of Design Professor Bruce Swetnam read a memorial resolution in honor of Professor Stephen Deger.

STEPHEN C. DEGER
1939-2009
Professor of Architecture
University of Kentucky College of Design

Stephen C. Deger, Professor of Architecture at the University of Kentucky, died January 8, 2009 of natural causes at his home in Lexington, Kentucky.

Professor Stephen Deger always knew that he wanted to design buildings. It was this desire that guided him through a successful career as an architect and an educator. He received his B.S. in Architecture from the University of Cincinnati in 1963, and his M.S. in Architectural Engineering from the University of Illinois, Champaign-Urbana, in 1966. He began teaching at the University of Kentucky College of Architecture in the fall of 1966 and taught here continuously through the fall of 2008.

Professor Deger was passionate about architecture, but he was even more passionate about the work of his students. He was a truly inspirational teacher, mentor and colleague, and he touched all those fortunate enough to have known him. His students remember fondly his unique ability to both challenge and inspire, while his colleagues and friends will always remember his wit, intelligence, and selflessness.

Friends of Professor Deger shared these memories of his endearing idiosyncrasies: he loved Reese's Peanut Butter Cups to a fault; he spent hours in libraries reading Mid-Century Modernist magazines; and he loved to explore the built environment by attending real estate open houses.

A former student, Brian Stephen Rosen (Class of 2001), had this to say about Professor Deger: "He changed my life. I remember when I came to visit UK's campus, trying to find a home in architecture and not sure of my abilities or myself. Professor Deger believed in my potential, he believed that anyone with the heart and passion for architecture could be a part of it. That is such an important ingredient in a professor and teacher. I feel very fortunate that our paths crossed. I will always remember Professor Deger. Thank you for believing."

Another of his former students and colleague who is now an architect and professor remembered Professor Deger this way: "As we traverse through life there are milestones. We may not recognize them when they are in front of us, but when we look back they are clearly visible. Stephen C. Deger is responsible for a number of those moments in my life. As a student in Professor Deger's third year studio I learned, more than any anywhere else, analytical thinking and creativity. Stephen opened the doors for me and influenced my development as an architect and a teacher. He was a mentor and a friend and I am deeply in his debt."

We celebrate Stephen's life, his quiet demeanor, his quirkiness, his insight, his wonderful sense of humor, and most of all his teaching. Stephen was a devout Christian and I believe that in his eternal life he will have the great pleasure of knowing how many lives that he touched and changed for the better. Well done, Stephen!"

Stephen C. Deger changed lives one at a time and as a result he left the University of Kentucky and this world a better place than he found it. His contribution will endure for years to come. In honor of Stephen's ability to change the lives of so many incoming undergraduates, the Stephen C. Deger Scholarship fund has been established.

The College of Design will hold a Memorial service for Stephen Deger on Tuesday, April 14, at 6:00 p.m. in the Student Center Theater. The service will be followed by a reception in Pence Hall.

A moment of silence was held in Professor Deger's honor.

Hayes **moved** that the resolution be made part of the minutes of the University Senate and that a copy be sent to Professor Deger's family. Chappell **seconded**. A **vote** was taken and the motion passed without dissent.

3. Annual State of the Library Address – Libraries Dean Carol Diedrichs

The Chair invited Dean Carol Diedrichs to offer her presentation. After Dean Diedrich's presentation, she solicited questions. Hayes asked about improvements to the Engineering Library. Dean Diedrichs replied that attention by the accrediting agency helped push improvements. Hayes went on to comment about the inordinately high cost of digital library subscriptions and wondered if universities ever got together to lobby for lower prices for digital libraries. Hayes added that it was a shame for faculty to do without some articles, especially current ones.

Dean Diedrichs replied by noting that faculty should never have to do without an article that was not available through UK Libraries – she said that Interlibrary Loan fields over 32,000 request every year for articles not available at UK. Regarding digital libraries, Dean Diedrichs said that libraries did work together in group purchases and have been for more than 20 years, but that it ~~might be more effective~~ would also be helpful for faculty who are members of their professional society/association members to lobby their professional groups to lower costs as well.

In response to a question from Janecek about print monographs, Dean Diedrichs replied that UK Libraries is at full capacity and any new print item coming in requires something to be moved to remote storage ~~taken out~~. She noted that over \$100,000 is spent annually to store materials.

Dean Diedrichs answered Snow's question about professional development in times of decreasing budgets by saying that although travel costs may seem easy to cut, the amount of money spent does not overly burden the budget. In addition, professional development is essential for librarians.

The Chair thanked Dean Diedrichs and she returned to her seat.

4. New Graduate Certificate: Global Health

The Chair invited Professor Julia Costich, from the College of Public Health, to explain the proposal. Guest Costich said that the proposed graduate certificate was developed by an interdisciplinary team from a handful of different colleges. All required courses were already in existence, and students would have a large variety of electives to choose from.

The Chair noted that all of the day's proposals came to the Senate with a positive recommendation from the SC.

Jensen **moved** to approve the new Graduate Certificate in Global Health. Arnold **seconded**. There being no discussion, a **vote** was taken and the motion **passed** without dissent.

5. New Bachelor of Arts Degree: Gender and Women's Studies

Professor Susan Bordo, from the College of Arts and Sciences, explained the proposal. Guest Bordo said that development began back in 2005, along with a proposal to transition from program status to

departmental status. She explained that this is why all the faculty resources are currently already in place. She noted that a flowchart illustrating deployment of faculty resources was also included.

Chappell asked about the number of students who were anticipated to enroll. Bordo replied that it was somewhat difficult to estimate, but that a best guess would be an initial enrollment of about 20 students, with an increase of 10 students or so per year afterwards.

Sellnow **moved** to approve the new Bachelor of Arts degree in Gender and Women's Studies. D. Anderson **seconded**. There being no further discussion, a **vote** was taken and the motion **passed** without dissent.

6. Update on Curricular Teams

Susan Carvalho, convener of the General Education Reform Steering Committee, offered senators a brief update on the activities of the 10 curricular teams. Guest Carvalho commented that many curricular team members were present in the audience. She also noted that the curricular team information in the handout and posted with the online Senate agenda was already out of date by at least two versions – she asked senators to visit www.uky.edu/GenEd to access a newer version.

Regarding resources, Carvalho explained that at the end of each template, the curricular teams (CT) were asked to outline some possible delivery models for courses, including the number of students and what type of TA support would be required. The 11th CT, along with Provost Subbaswamy, was doing the math to find out what the program will cost. They are also looking at costs of the current gen ed, "University Studies Program." Carvalho said that in conjunction with products from the CT, senators would also receive a statement of feasibility of implementation from Provost Subbaswamy. The delivery information will be removed from the CT documents, however, since they are not really part of the curriculum. She said that anything extraneous, such as bibliographic material, would be pulled out of the frameworks prior to the Senate vote – they were included currently so faculty would have access to that information.

Carvalho explained that members of the CT were meeting with departments, colleges, educational policy committees, deans, deans' staff, etc., whenever they were invited, to make sure all faculty have seen, talked about and voiced concerns regarding the output of the ten CT. She added that all comments and concerns are shared with the CT so when the finalized version comes to the Senate in April, there will not be any new, major issues to contend with. Carvalho reiterated that the collective wisdom of the faculty was best offered presently, and not on the floor during the Senate's April discussion.

A meeting with DGS and DUS faculty in the College of Engineering resulted in a good discussion about the number of credits required for Engineering programs; that area was looking good. Carvalho noted that such activities should be taking place in all colleges, so colleges can report to the CT what the changes will mean to students in terms of required credit hours for a degree, how TAs might be affected, etc.

Nadel asked if the implementation feasibility statement would include feasibility if salaries were frozen or if it would be implemented with funds that should be used for faculty salary increases; Carvalho said that she would pass that question on to those responsible for the report.

Chappell noted that a list of instructional outcomes will be presented to senators in April, and wondered when senators would have a chance to see something like a list of approved Gen Ed courses. Carvalho replied that the work of the CT would need to be approved first, after which some as-yet-unnamed committee would receive the report and be charged to act upon it. She added that, if the Senate approves the course templates in May, then there will be work ongoing over the summer. In the fall semester, faculty members, departments and colleges could begin the process of presenting syllabi to illustrate how a course syllabus meets the Senate-approved course requirements. A launch date for the new Gen Ed cannot effectively be decided upon until there is a sufficient number of courses to offer. One option might be a pilot implementation if there were not enough courses ready to be approved under the Gen Ed guidelines. Carvalho added that if the current templates were confusing, she wanted to know so that they could be revised for better understanding.

In response to a question from Wermeling about existing courses, Carvalho explained that some courses would no longer be used in a new Gen Ed, although they could still be used for other purposes; some courses would be modified to meet requirements for a new Gen Ed; and new courses could be created. Wermeling wondered about how programs would know if Gen Ed requirements were met without the benefit of seeing all the courses approved for inclusion in Gen Ed. Carvalho replied that one could look at the template to see the requirements for Gen Ed and compare that to what the program already requires/offers. If there is a tension between satisfying a Gen Ed template and a program's requirements, the Gen Ed template would be used and the other requirements would be satisfied through the program's required courses. Since Gen Ed would require 30 hours (compared to 45 hours for the University Studies Program , or USP), there would be wiggle room. Carvalho reiterated that departments should be reviewing their program requirements to see what adjustments would be needed. If a department was not sure about how to go about doing that, Carvalho and others were consistently available to help departments with such efforts.

Janacek asked about the resource requirements that were in the handout for the curricular teams – he expressed a desire to be able to access that information somewhere if it were removed. Carvalho said that there was a desire to ensure there was sufficient detail present for programs to know that a new Gen Ed would be implementable and would not wreak havoc. The curricular teams are made up of 120 faculty members who will present the curricular aspect to Provost Subbaswamy, who will be responsible for figuring out the finances. The University Senate, however, is charged with determining if a new Gen Ed is a curricular framework which will benefit students.

Yanarella suggested that Janacek communicate any resource concerns to the curricular teams so that known issues can be worked on.

The Chair asked if there were any further questions for Carvalho – there were none. He noted that each of the 10 curricular teams’ templates would be reviewed in April, and strongly suggested that senators be familiar with each one prior to the meeting. Carvalho asked that senators act as liaisons for the April Senate meeting and talk about the efforts of the curricular teams with colleagues.

Arnold asked about the process for implementation if problems were identified. Carvalho responded that there was currently no plan for dealing with failure, but that any identified problems should be shared with the curricular teams as soon as possible. She assumed that the back-up plan would necessarily be a continued use of the current USP.

7. Revisiting the New Distance Learning Form

The Chair recalled that discussion on the new Distance Learning Form had been tabled in February to clarify when it would be required. He noted that senators were being asked to approve the requirement that the form be used for requests to modify the delivery mode of courses, as well as for requests to modify courses that have been previously approved for distance learning (DL) delivery.

Chappell **moved** that the Senate approve the requirement that the Distance Learning Form be used in conjunction with: requests to modify course delivery; and requests to change current DL-approved courses, as appropriate. Houtz **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

8. New Graduate Certificate: Assistive and Rehabilitation Technology

The Chair invited Professor Margaret Bausch to explain the proposal. She said that federal law mandates that all students with disabilities be considered for assistive technology, affecting over six million students in the United States. She said that school districts and rehabilitation agencies need people trained in this area, which is the population to be served by the proposed graduate certificate. She volunteered to answer questions, but there were none.

Yanarella **moved** to approve the new Graduate Certificate in Assistive and Rehabilitation Technology and McCormick **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

9. Change to College of Engineering Probation and Suspension Rules

College of Engineering Associate Dean for Administration and Academic Affairs Rick Sweigard explained the proposal. Guest Sweigard said that there was just one substantive change, pertaining to the time frame in which a certain cumulative GPA must be earned. He explained that under the current policy, a student whose GPA drops below a 2.0 after one semester is suspended from the college. Sweigard said that the primary change would be to require a 2.0 GPA after two semesters – this would give a student the opportunity to utilize the repeat option and perhaps bring up their grades without having to be suspended from the college and moved to “Undergraduate Studies.” He added that there were a few wording issues that were changed, too.

In response to a question from Zentall, Sweigard explained that there was no lower limit by which the old rule would apply. Sawaya wondered if the suspension and probation activities were a benefit to students. Sweigard replied that there are freshman advisors who help students remediate the problem, as well as select appropriate courses. It was relatively simple to improve the GPA in the second semester with the appropriate use of repeat options.

Chappell commented that he appreciated the spirit in which it was proposed, but wondered if the revised language would only serve to save marginal students. Sweigard said that it was a retention step – it would give students one more semester to get back on track. Such a policy is common in other programs. In response to Arnold, Sweigard said that in the fall semester, such a change would have affected 90 students out of the 450 students in the freshman class.

Hayes suggested additional information be shared about pre-engineering status. Sweigard obliged, saying that any student admitted to the College of Engineering (CoE) is placed in “pre- standing” and has to satisfy certain requirements prior to taking any upper level classes. He noted that the proposed change would not result in more substandard students graduating, but rather would give students one more semester in which to increase their grades. He opined that many students with a GPA below 2.0 after the first semester likely have the intellectual capacity to succeed, but might have just encountered a bump in the road.

Sottile commented that under the proposed language, if a student went on probation in the first semester, they could remain in CoE for advising, which was preferable to the student being removed from the college’s advising net. In response to a question from Parker, Sweigard explained that with appropriate use of repeat options, a student could get quite a bit above a 2.0, even to a 2.5, during the second semester. There were no other comments or questions.

D. Anderson **moved** to approve the changes to the probation and suspension rules in the College of Engineering. Effgen **seconded**.

Tagavi **offered a friendly amendment** to add “UK” to modify “GPA” in the last line of number three. Both D. Anderson and Effgen **accepted**. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

10. Informational Presentation on UK’s Advising Network

The Chair invited Matthew Deffendall from the Central Advising Service and Transfer Service to share information about UK’s advising services. Guest Deffendall gave a presentation and spoke for about 10 minutes. Afterwards, it was suggested that his presentation and the web address for the department (<http://www.uky.edu/UGS/centadv/>) be emailed to senators.

11. Proposed Resolution Regarding Tenure and the Kentucky Community and Technical College System

The Chair said that he assumed senators were aware of the news regarding the proposed action by the Kentucky Community and Technical College System (KCTCS) Board of Regents (BoR) to no longer issue

tenure-based contracts. The faculty who are currently tenured would be grandfathered in, but no new tenured positions would be created or filled. Instead, employees would be issued contracts for one to four years of service. He explained that the SC developed a resolution, as had several other schools in Kentucky. The Chair went on to say that if the Senate so approved, he would send the resolution to BoR and other interested individuals the next day. He directed senators to the language on the overhead screen:

In light of plans to place on the Kentucky Community and Technical College System (KCTCS) Board of Regents agenda for its forthcoming meeting a proposal to end tenure in the Kentucky's community and technical college system, we, the members of the University of Kentucky Senate Council and University Senate in our capacity to represent the faculty of the University of Kentucky, wish to express our strong and principled support for the practice of tenure in KCTCS for current and future faculty.

At the University of Kentucky, tenure is traditionally given to academic faculty members achieving senior faculty status after a successful probationary period that includes demonstration by the faculty members that they are likely to succeed and contribute to the institution on a long-term basis. The tenure policy exists primarily to ensure the continuation of an atmosphere of academic freedom. The tenure process rigorously applies the university's standards of teaching, research, and service to its faculty candidates. The representative faculty bodies of the University of Kentucky are committed to a tenure system as a measure of excellence and symbol of academic quality. As KCTCS is an institution that strives to maintain its status as a national leader in community and technical college education, it is important for KCTCS to maintain their current tenure policies.

According to the American Association of University Professors:

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Based upon information brought to our attention regarding this drastic, and likely irreversible step, it is our conclusion that the rationale and evidence thus far presented are neither strong nor compelling enough to warrant termination of tenure within the Kentucky Community and Technical College system.

In response to Wermeling, the Chair explained that the given rationale was to save money. The Chair commented that in the analyses he had read, it would not save very much money. He mentioned that he

had heard the intent was also to facilitate administrative types of things, but he was not satisfied that was a sufficient justification.

Jensen commented that KCTCS is made up of very diverse colleges – some junior, some technical – with a wide variety of institutional structures. She noted that when the term “tenure” is used at UK, it is used in reference to faculty, whereas in the KCTCS system tenure has been granted to non-faculty in solely administrative positions. She ended by saying, though, that the large issue at stake is tenure as it applies to faculty members.

There being no further comments, the Chair solicited a motion. Snow **moved** to approve the resolution, and direct the Chair to forward to it to members of the KCTCS Board of Regents and Chappell **seconded**. There was no discussion, so a **vote** was held. The motion **passed** with none opposed.

The meeting was adjourned at 4:43 pm.

Respectfully submitted by Stephanie Aken,
University Senate Secretary

Absences: Adams; H. Anderson*; Arrington; Atwood; Bernard; Blackwell; Blades; Bollinger; Brown; Campbell*; Crofford*; Denison; Desormeaux; English*; Enlow; Ford*; Fox; Gesund*; Gonzalez*; Graham; Hallman*; Hardesty*; Hardin-Pierce; Hatcher*; Heller; Hoffman; Hopenhayn; Hughes; Hulse; Humphrey*; J. Jackson; V. Jackson; D. Johnson; Jung; Kidwell*; Kirschling*; Leibfreid; Lester; Lorch; Marano; Martin; McCorvey; McNeill*; Mehra*; Mendiondo*; Miler*; Mobley; Moise; Moliterno*; Montell; Montgomery*; Nardolillo; Neiman*; Parrot; Patwardhan*; Perman*; Ray*; Richard; Rieske-Kinney*; K. Roberts*; Rohr; Roorda; Segerstrom; Shay; M.S. Smith; Steiner*; Stenhoff*; Subbaswamy; Sudharshan; Swanson*; Terrell; Thompson; Todd; Tracy; Troske; Turner; Viele; Waterman; Watt; Webb; Wiseman; D. Williams*; G. Williams; D. Witt; M. Witt; Woods; Wyatt.

Prepared by Sheila Brothers on Thursday, April 2, 2009.

* Denotes an absence explained prior to the meeting.

UNIVERSITY OF KENTUCKY ADMINISTRATIVE REGULATIONS	IDENTIFICATION AR II-1.0-1, Parts I-III [Version B draft 2-22-09]	PAGES 1
	DATE EFFECTIVE [date]	SUPERSEDES REGULATION DATED 3/27/91, 8/20/92, 4/30/93 1/25/94, 11/24/95, 7/1/98, 8/18/98, 1/11/99, 7/27/00

PROCEDURES FOR FACULTY APPOINTMENT, REAPPOINTMENT, PROMOTION AND THE GRANTING OF TENURE

I. Introduction

A university capable of educating its students for work and citizenship in the twenty-first century must have an outstanding faculty. These procedures and criteria have been developed for the purpose of continually improving the quality and performance of the faculty in order to enhance the quality of the University's programs and permit the University to achieve its multiple missions.

The review required for promotion and granting of tenure is a summative evaluation of both the candidate's accomplishments over the entire probationary period and the candidate's future scholarly potential. It is based on the criteria set out in the *Administrative Regulations*, which require a consideration of information (e.g., the evaluations of external reviewers) that might not be available for the annual performance and tenure progress reviews.

Faculty appointments are in educational units and shall be of three types: (1) tenure-ineligible appointments; (2) tenured or tenure-eligible appointments; and (3) post-retirement appointments. (GR X-B.1)

Before appointing a faculty employee, the educational unit must ensure that it has followed the established hiring policies and practices of the college, as codified in the college rules and unit rules, and all *Governing Regulations* and *Administrative Regulations* on appointments.

II. Sources of Procedures and Criteria for Appointment and Advancement

A. Procedures

The procedures to be used in each educational unit for preparing recommendations for appointment, reappointment, promotion, and granting of tenure shall be those established by the University, the college and the faculty of the educational unit (GR VII.B). The University procedures are those established in the *Governing Regulations*, the *Administrative Regulations* and as may be further elaborated by the Provost. In addition to the procedures prescribed here, college-level procedures may be established by the dean in consultation with the

college faculty (GR VII.A.4). Additional procedures at the level of the educational unit (hereafter referred to as “the unit”) are established jointly (GR VII.A.5, 6) by the faculty of the unit and by the department chair, graduate center director, school director (when the school does not contain departments), or the dean in a college without departments or schools (all referred to hereafter as the “educational unit administrator”).

B. Criteria and Evidences of Activity

1. The University-level criteria and evidences of activity to be used in evaluations for appointment, reappointment, promotion, and tenure for the various faculty title series are specified in various sections of the *Administrative Regulations* as indicated below:

- (a) Regular Title Series – (see AR II-1.0-1, Part V-A and V-B)
- (b) Extension Title Series – (see AR II-1.0-1, Part VI)
- (c) Special Title Series – (see AR II-1.0-1, Part VII)
- (d) Research Title Series – (see AR II-1.0-1, Part VIII)
- (e) Clinical Title Series – (see AR II-1.0-1, Part IX)
- (f) Librarian Series – (see AR II-1.0-1, Part X)
- (g) Adjunct Title Series – (see AR II-1.0-1, Part XI)
- (h) Emeritus Faculty – (see sub-section II.C.4 below)
- (i) Voluntary Title Series – Criteria for academic ranks of voluntary faculty are established upon approval by the Provost (see AR II-1.0-1, Part XIV).
- (j) Lecturer Series – Unit criteria and evidences of activity, and procedures for appointment, reappointment, promotion, and merit review of Lecturers shall be developed by those educational units that employ full-time Lecturer faculty and submitted to the dean of the college for approval (see AR II-1.0-1.XIII).

2. In addition to the above, each unit’s faculty may develop policy statements describing the evidences of activity in instruction, research and other creative activity, and service that are appropriate to their field(s), for use in

guiding evaluations for promotion and tenure. The departmental statement is operative in the unit upon approval by the dean (GR VII.A.6.c). If no such statements are approved for a unit, then only the specifications of the University-level regulations shall be used for evaluation.

C. Other Faculty Appointments

1. Joint Appointments – The constituent appointments relating to a joint appointment may be processed simultaneously or at different times; however, each appointment shall be processed independently and shall be considered on its own merits. An individual's academic rank, though usually the same, may differ in the constituent appointments (see GR X.A.1.b).

2. Faculty Employee Assignments at the Veterans Affairs and other academically affiliated non-UK hospitals and clinics – There are occasions when a regular faculty employee may be assigned to work at the Veterans Affairs or another non-UK hospital or clinic pursuant to an academic affiliation agreement. In such cases, salaries may be paid partially or totally by the University, or reimbursed by the affiliated institution. Faculty employees so assigned shall retain all the rights and privileges of regular faculty employees as described in the *Governing Regulations* and *Administrative Regulations* and are subject to all applicable University policies and procedures. Salary funding arrangements shall be defined by contract.

3. Named Professorships – Individuals appointed to named professorships shall meet all criteria for the rank of Professor and shall have acquired national recognition for excellence in instruction, research and other creative activity, or service in their disciplines. While normally reserved for exceptional professors, a named professorship may be granted to an exceptional associate professor. Each named professorship will provide specifically identified resources for program support of a professor, and it is ordinarily expected that a significant portion of the compensation and program support allocations will come from endowment income or extramural gifts (see AR II-1.2-3, "Policies Governing Private Funding of Academic Positions"). In exceptional circumstances (e.g., the recruitment or retention of a member of the National Academy of Science) named professorships may be submitted by the President to the Board of Trustees for approval for which funding may derive from revenue sources other than endowment income or extramural gifts.

4. Emeritus Faculty - Upon retirement, tenured faculty members shall retain their titles with the designation of "emeritus" (e.g., Professor Emeritus). Faculty employees with emeritus status are entitled to the following rights and privileges: to be included in faculty lists in University bulletins and, upon request, to be provided a mailbox in the appropriate educational unit; to be

assigned office and/or laboratory space and furnished supplies for creative work (upon request, subject to availability and approval of the concerned educational unit); to have faculty library privileges; to apply for research grants and publication subsidies funded by the Office of the Vice President for Research; to receive University identification cards; to receive parking privileges as specified in University parking policies; to participate, upon invitation by the respective unit faculty, as non-voting members of departmental or college faculties; to use University recreational facilities upon presentation of suitable identification; to purchase tickets to athletic events with previous priority status; to hold membership in the University of Kentucky Federal Credit Union; to make purchases at the University Bookstore at the employee discount rate; to participate in academic processions; to be appointed to represent the University at academic ceremonies at other institutions; to receive notices of University events; and to take part generally with the faculties in all social and ceremonial functions of the University.

5. Temporary Faculty Employees - An individual whose assigned duties and responsibilities should be completed within one year or less may be appointed as a faculty employee on a temporary basis. Temporary appointees are not eligible for tenure; however, time spent in a full-time faculty appointment on a temporary basis at the University of Kentucky may be counted as a part of the individual's probationary period should the individual subsequently be appointed to a regular, full-time position in a tenure-eligible title series. Temporary faculty employees are not eligible for University contributions toward employee benefits, but may participate at their own expense in certain University benefit programs.

(a) Visiting Faculty - The designation "visiting" before an academic title indicates that the individual who holds an appointment at an academic institution or research center has been offered a temporary appointment for an academic year, semester, summer session, or other specified term not to exceed one year. The visiting title used should be appropriate to the appointee's home base academic rank (i.e., Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor, or Visiting Instructor). Where the usual academic rank or title does not appear to be suitable, the title "Visiting Lecturer" shall be used. The final decision on such an appointment is made by the Provost upon recommendation of the educational unit administrator and the dean without reference to an Academic Area Advisory Committee. A visiting appointment is typically full-time, either salaried or unsalaried. The appointment is temporary, by definition, and the visitor is not eligible for faculty benefits. A visiting faculty employee with a salaried full-time appointment is not eligible for University contributions toward employee

benefits, but may participate at their own expense in certain University benefit programs. Visiting faculty are not eligible for membership in the University Senate, but faculty membership, with or without voting privileges, may be extended to visiting faculty by the faculty of the educational units to which they are assigned academically appointed. Visiting faculty are not eligible for tenure; however, time spent in a full-time appointment on a visiting basis at the University of Kentucky may be counted as a part of the individual's probationary period should the individual subsequently be appointed to a regular, full-time position in a tenure-eligible title series.

(b) Part-time Faculty - Part-time faculty employees have an official faculty appointment, receive a salary, and participate substantially, but less than full-time, in the program of an educational unit. The dean makes the final decision on appointments of a part-time faculty employees member at any rank, is made by the dean, without reference to an Academic Area Advisory Committee. The appointment shall be for one year or other stated period not to exceed one year, subject to renewal. Appointees are not eligible for tenure, sabbatical leave, or membership in the University Senate. Appointees are not eligible for University contributions toward employee benefits, but may participate at their own expense in certain University benefit programs. Faculty membership, with or without voting privileges, may be extended to part-time faculty employees by the faculty of educational units to which they are assigned academically appointed.

III. The Comprehensive Tenure Review

A tenure-eligible faculty employee is entitled to one (1) comprehensive tenure review, which shall be completed no later than the end of the next-to-last year of the probationary period. A comprehensive tenure review shall also be extended to a new faculty employee whose initial appointment at the academic rank of Associate Professor or Professor also proposes immediate tenure. In addition, a comprehensive tenure shall be extended to a new faculty employee whose initial tenure-eligible appointment stipulates Professor (without tenure) and whose educational unit initiates a tenure review, and not a non-renewal of appointment, in the first year of service.

In a comprehensive tenure review, the dossier is reviewed at all levels of the University (educational unit, college advisory committee and dean, academic area advisory committee and Provost, and the President), irrespective of the judgment, favorable or not, at the previous level of review. Considerable deference in tenure cases shall be shown by the Provost to the judgments emanating from the college, especially in cases where those college-level judgments (unit faculty, educational unit administrator, college advisory committee and dean) are nearly unanimous, either for or against the granting of tenure. Final action by the Board of Trustees,

upon the recommendation of the President, shall result either in the granting of tenure and, where appropriate, promotion to the rank of Associate Professor, or the issuance of a terminal (one-year) reappointment contract. The exercise of a comprehensive tenure review shall not affect a faculty person's right to appeal a tenure decision on the grounds of procedure, privilege and/or academic freedom, as provided below (AR II-1.0-1.X.B), or to appeal as provided in the *Governing Regulations* (GR I.I).

IV. Tenure Consideration During the Terminal Contract Year

A. By waiving his or her right to a comprehensive tenure review in the next-to-last year of the probationary period (see section V.A.4. below), a faculty employee forfeits his or her right to a comprehensive tenure review. However, the possibility of consideration for tenure during the terminal contract year, subject to the terms stated in section IV.B, immediately below, is not abridged.

B. After consultation with the unit faculty, an educational unit administrator may initiate a request to the dean for tenure consideration on behalf of a faculty employee who was placed on terminal contract either after a comprehensive tenure review or after waiving his or her right to a comprehensive tenure review (see section V.A.4. below). If the dean finds insufficient evidence to warrant a new tenure consideration, the dean shall deny the request and notify the educational unit administrator that a terminal year consideration of tenure shall not be initiated. If the dean determines that the evidence in support of a favorable tenure decision has substantially strengthened, the dean may grant the request and authorize the educational unit administrator to initiate the review.

Once initiated, the terminal year tenure review shall be conducted in accordance with the procedural steps enumerated in sections V-X below, except that the review process shall be stopped and the specified parties notified, if the dean or Provost renders a negative judgment on the tenure proposal. Prior to making his or her judgment, the dean and Provost shall obtain a written recommendation from the specified faculty advisory committee (see sections VI.B. and VII.B.1 below).

V. Procedural Steps Occurring at the Level of the Educational Unit

A. Initiating the Review Process

1. Recommendations for appointment, reappointment, terminal reappointment, joint appointment, post-retirement appointment, ~~non-renewal of appointment~~ decision not to reappoint, promotion and the granting of tenure, concerning faculty of any rank or title series, shall be initiated by the educational unit administrator.

2. Reviews for promotion or granting tenure shall be completed in time for the affected faculty employee to be notified of the result in accordance with GR X.B.1(e).

3. During the second year at the rank of instructor, the individual shall be considered for promotion or terminal reappointment effective in the third year, unless the individual requests in writing that such not be done because of the intent to resign or willingness to accept a terminal reappointment.

4. An assistant professor shall be considered for promotion and tenure no later than who is in the sixth or next-to-last year of a probationary period ~~shall be considered for promotion and tenure~~, unless the individual requests in writing that such consideration not be done because of the intent to resign or willingness to accept a terminal reappointment.

5. An associate professor without tenure may be considered for tenure at any time prior to the next-to-last year of the stated probationary period. However, a tenure-eligible associate professor shall be considered for tenure no later than the next-to-last year of a probationary period, unless the individual requests in writing that such not be done because of the intent to resign or willingness to accept a terminal reappointment.

6. A tenure-eligible professor shall be considered for tenure in the first half of a one-year probationary period, unless the individual requests in writing that such not be done because of the intent to resign or willingness to accept a notice of non-renewal of appointment.

B. Consultations Conducted by the Educational Unit Administrator

Individuals who have defined or assigned administrative roles and participate in the decision-making at or above the level of educational unit administrator shall not be involved as consulted faculty employees in the educational unit in which they hold an academic appointment.

C. Consultation with Applicants and New Faculty

1. Either before or at the time of interview of an individual for a faculty appointment, the educational unit administrator shall inform the individual about those parts of the *Governing Regulations* and the *Administrative Regulations* that deal with appointment, reappointment, promotion and tenure and shall provide access to these regulations as requested. At the time an appointment is offered, an individual shall be informed of the criteria for academic ranks by the educational unit administrator.

2. The educational unit administrator shall inform all new faculty employees (within one month of the beginning of their employment) of the existence and locations of the following University documents: (a) the *Governing Regulations*; (b) the *Administrative Regulations*; (c) the *Rules of the University Senate*, in particular the Faculty Code; (d) the rules and procedures of their college; (e) the rules and procedures of their educational unit; and (f) the *Student Rights and Responsibilities*. Access to any of these documents shall be provided by the educational unit administrator as requested.

D. Consultation with the Faculty Candidate for Promotion or Tenure

Prior to the initiation of a recommendation concerning tenure for an individual during the next-to-last-year of a probationary period, the educational unit administrator shall consult with the faculty employee as to whether the individual waives the exercise and thereby stops the consideration. Any such waiver shall be in writing to the dean and the dean shall offer the individual a terminal reappointment. An assistant professor or associate professor with tenure whose promotion to a higher rank has not been considered by an Academic Area Advisory Committee for a period of six years may request such consideration by September 1 of the seventh or a subsequent year. The educational unit administrator shall make the individual aware of the option to submit such a request.

E. Assembly of the Dossier

1. The educational unit administrator is responsible for the assembly of a dossier associated with a faculty personnel recommendation. The dossier is prepared from materials in the Standard Personnel File (see below) and from additional materials supplied by the educational unit administrator and faculty employee. The dossier contents necessary for most faculty personnel actions other than annual faculty performance review are specified in Appendix II (Dossier Contents.) In the preparation of a joint appointment dossier, the educational unit administrator in the secondary department shall develop the dossier for the secondary appointment.

2. All written judgments from consulted individuals shall be obtained only through the request of the educational unit administrator.

3. Pursuant to Kentucky Revised Statutes KRS 61.878, the written judgments of persons consulted in connection with appointments, promotions, and tenure decisions are not confidential, and the writers of such judgments shall be notified accordingly when their judgments are solicited.

4. No materials will be made part of a faculty employee's dossier other than those described above and specified in Appendix II (Matrix of Dossier Contents), except with the written permission of the faculty employee under review.

F. The Standard Personnel File

1. There shall be one Standard Personnel File maintained for each faculty employee. The Standard Personnel File contains the Notice of Academic Appointment and Assignment form, curriculum vitae, the teaching credentials certification form and, if appropriate, the teaching credentials justification form, and transcripts of academic work leading to advanced degrees. This personnel file also contains many of the crucial materials, particularly evaluation materials, needed for or taken from the dossier, which are defined below. The file contains Distributions of Effort forms, faculty merit or other evaluation reports, evaluations prepared by committees and those of educational unit administrators, and all other professional evaluation reports. The file shall also contain materials related to responsibilities that the faculty employee has to governmental or other agencies. The file contains regularly updated assessments of effectiveness in instruction, research and other creative activity, and service.

2. The Standard Personnel File shall be updated regularly and in particular completed by actions of the educational unit administrator, and also actions of the faculty employee. The faculty employee shall update his or her curriculum vitae annually and such other documents as he or she deems appropriate. The educational unit administrator shall update files as necessary to keep them reasonably current.

3. Unsolicited materials relevant to professional function may be included in the Standard Personnel File provided the faculty employee sees them and is offered the opportunity to document his or her response to them.

4. The Standard Personnel File shall be kept in the office of the educational unit administrator or in the office of the dean as deemed appropriate for each educational unit by the dean. No other Standard Personnel File shall be kept. The Standard Personnel File shall always be available to the faculty employee and to such other persons who he or she authorizes in writing to see that file. The Standard Personnel File is always accessible to the educational unit administrator or higher administrative officer who is responsible for its maintenance and to such administrators superior to him or her who request access to the file.

5. The Standard Personnel File may contain communications to or from the faculty employee, solicited or unsolicited letters or memos relating to professional function, which are not relevant to consideration for promotion or the granting of tenure.

F. Consultation with the Faculty in the Educational Unit

1. An educational unit administrator shall consult with appropriate faculty employees of the unit in preparing recommendations for appointments, reappointments, promotion and/or the granting of tenure, as delineated above, such consultation being in accordance with *Governing Regulations* section VII.B.5. See also Appendix I (Matrix of Consultations and Written Judgments).

2. The following provisions apply to the solicitation of outside letters by the educational unit administrator:

(a) A promotion or tenure dossier shall include a minimum of six (6) letters of evaluation from qualified persons outside the University. These outside letters are crucial in promotion and tenure reviews.

(b) The letters from outside of the University shall be obtained by the educational unit administrator directly from appropriately qualified persons selected in part from, and in part independent of, suggestions of the individual being considered for promotion or tenure.

(c) At least four (4) of the letters from outside of the University shall come from reviewers selected by the educational unit administrator independent of the candidate for promotion or tenure.

(d) Outside letters from scholars at research-oriented universities shall be given the most serious consideration, except in promotion and tenure reviews involving faculty employees whose assignments do not include significant research responsibilities. Where deemed appropriate by the unit administrator, letters from persons affiliated with prestigious non-academic institutes, centers or specialized schools may be used.

(e) The letters from outside of the University shall be accompanied in a promotion and/or tenure dossier by a written statement by the educational unit administrator indicating for each letter whether or not the name of the respondent had been suggested by the individual under consideration and, if known, whether or not the respondent had been a previous faculty colleague of the individual.

3. The educational unit administrator shall notify the consulted faculty employees when the dossier is available for their review. All letters from outside of the University received shall be included in the dossier and made available to consulted faculty employees prior to their providing individual written judgments to the educational unit administrator. The consulted faculty employees shall be expected to read and consider the contents of the dossier, including the outside letters, on matters of appointment, reappointment, promotion and/or the granting

of tenure, before providing individual written judgments to the educational unit administrator.

G. Recommendation of the Educational Unit Administrator to the College Dean

The educational unit administrator shall add to the dossier all written judgments received from the unit faculty, and his or her written recommendation, and forward the that completed dossier ~~with the educational unit administrator's recommendation~~ to the dean. Where disagreement occurs between the educational unit administrator and the consulted educational unit faculty concerning a recommendation, the educational unit administrator shall report this difference with adequate documentation to the dean and also notify the consulted unit faculty regarding such action.

VI. Procedural Steps Occurring at the Level of the College

A. Completeness of the Dossier

The dean shall review the dossier for completeness (see Appendix II) and procedural compliance. If the dossier is not complete or procedurally compliant, the dean shall direct the educational unit administrator to secure the missing materials or procedural compliance and, as appropriate, to allow the consulted unit faculty to examine the new materials and contribute new consultative input to the educational unit administrator or to submit new written judgments.

B. Consultation with College Advisory Committee on Appointment, Reappointment, Promotion and Tenure

1. Each college with at least two educational units (e.g., departments, schools and graduate centers) within the college shall have a college advisory committee comprised of tenured faculty members from the college faculty, excluding educational unit administrators and assistant/associate deans. The college advisory committee shall be concerned with policy matters on, and individual cases related to, faculty appointment, reappointment, promotion and the granting of tenure. Its members can be elected by the college faculty, or appointed by the dean after consultation with an appropriate faculty body of the college as documented in the College Rules. Upon prior recommendation by the college faculty and approval of the dean and the Provost, a large college comprised of multiple departments representing a diversity of academic disciplines may establish multiple college advisory committees. Such an arrangement shall be documented in the College Rules.

2. Prior to making a recommendation or decision on terminal reappointments or ~~non-renewals of appointment~~ decisions not to reappoint, the dean shall provide the dossier to the college advisory committee, and obtain its written advice.

3. The dean shall also obtain a written recommendation from the college advisory committee whenever an assistant professor, associate professor, or professor is considered for promotion and/or tenure.

4. It is recommended that ~~such advice~~ a written recommendation from the college advisory committee also be sought for initial appointments at the associate professor or professor rank.

5. A member of a college advisory committee or an Academic Area Advisory Committee shall be excluded from any participation in that committee's consideration of a recommendation initiating from the educational unit in which the faculty employee holds an academic appointment. He or she shall participate fully in the unit-level evaluation of those candidates. Persons shall not serve at the same time as a member of both a college advisory committee and an Academic Area Advisory Committee.

C. Actions Taken by the Dean

1. The dean of a college shall make the final University decision to approve or disapprove a recommendation for those actions specified in Appendix III (Matrix of Authority of the Dean) as being delegated to the dean's final authority. The dean shall ~~inform~~ notify the candidate in writing of the action taken, with a copy of that notification to the educational unit administrator, and as specified in Appendix III the dean shall communicate the action taken through the Provost to the President to be reported to the Board of Trustees.

2. If a dean disapproves an educational unit administrator's recommendation for reappointment at any rank and offers a terminal reappointment instead, but the tenured members of the unit faculty reaffirm their positive judgment by majority vote and the educational unit administrator reaffirms his or her positive recommendation for reappointment, the Provost shall refer the matter to the pertinent Academic Area Advisory Committee.

3. In actions for which the dean is not delegated final approval (see Appendix III), the dean shall obtain, as appropriate, the written recommendation from the college's advisory committee, and then act upon the recommendation from the educational unit administrator. If the dean approves a positive recommendation or overturns a negative recommendation of the educational unit

administrator, the dean's written recommendation and the written recommendation of the college advisory committee, shall both be added to the dossier and forwarded to the Provost.

4. In cases involving a comprehensive tenure review, the dean shall first obtain the written recommendation from the college's advisory committee on the tenure recommendation from the educational unit administrator. The dean shall then reach a judgment on the recommendation from the educational unit administrator. Finally, the dean shall add to the dossier both the written recommendation of the college's advisory committee and the dean's written recommendation, and forward the dossier to the Provost.

VII. Procedural Steps Occurring at the Level of the Provost

A. Completeness of the Dossier

The Provost shall ensure that the dossier is complete and procedurally compliant. (Appendix II) If the dossier is not complete or if there is procedural noncompliance, the Provost shall direct the dean to secure the missing materials or the procedural compliance and, as appropriate, to allow the consulted unit faculty, the educational unit administrator, the college advisory committee, and the dean to examine the materials and contribute new consultative input or to submit new written judgments or recommendations.

B. Recommendations from Academic Area Advisory Committee

1. Academic Area Advisory Committee

(a) The Provost shall forward the dossier to the appropriate academic area advisory committee for all cases involving appointment at, or promotion to the rank of Associate Professor or Professor, or the granting of tenure. In those cases that have not received near-unanimous support from all lower-level reviewers (external letter writers, unit faculty and educational unit administrator, college advisory committee and dean) the Provost shall require a written evaluation from the academic area advisory committee. The academic area advisory committee may elect to submit to the Provost a written evaluation on any case assigned to that committee. If the Provost is inclined to render a negative judgment on a case that has received near-unanimous support from all lower-level reviewers, but which has not been recommended on by an academic area advisory committee, the Provost shall first obtain a written recommendation from an academic area advisory committee.

(b) For cases in which the Provost has received a dean's recommendation for terminal reappointment of an individual, in contrast to the majority vote of the tenured faculty and educational unit administrator's concurrence for reappointment, the Provost shall refer the matter to the appropriate academic area advisory committee for an independent written evaluation. The committee in its deliberations shall address itself to the individual's scholarly potential, ability as an instructor, and other professional qualifications indicative of a probable eventual tenured appointment and shall submit a written recommendation to the Provost.

(c) An academic area advisory committee may request the written advice of an ad hoc committee (appointed by the Provost) for further evaluation before returning the dossier with the ad hoc committee's written advice, and the academic area advisory committee's written recommendation, to the Provost.

C. Actions Taken by the Provost

1. The Provost shall make the final University decision to approve or disapprove a recommendation concerning visiting title series faculty and promotion to Senior Lecturer. The Provost shall communicate approval through the President to the Board of Trustees and convey the substance of his or her final action (approval or disapproval) in writing to the dean. The dean shall notify the candidate in writing with a copy of that notification to the educational unit administrator.

2. For cases in which the Provost has received a dean's recommendation for terminal reappointment of an individual, in contrast to the majority vote of the tenured faculty and educational unit administrator's concurrence for reappointment, the Provost shall refer the matter to the pertinent academic area advisory committee and request a written recommendation. After reviewing the dean's recommendation, the material forwarded through the dean from the educational unit and the written recommendation from the Academic Area Advisory Committee, the Provost shall either approve the proposal for terminal reappointment and report the action through the President to the Board of Trustees and notify the dean in writing, or disapprove and stop the terminal reappointment proposal and ~~inform~~ notify the dean in writing of the Provost's decision for reappointment. The dean shall notify the candidate in writing of the Provost's respective decision, with a copy of that notification by the dean being copied to the educational unit administrator.

3. For cases involving the consideration of initial appointment (with or without tenure), reappointment, promotion, or the granting of tenure in the terminal year of a probationary period, the Provost shall review the dossier and all recommendations and either forward a positive recommendation to the President of the University, or stop the evaluation process and inform the dean in writing of that decision. The dean shall notify the candidate in writing with a copy to the educational unit administrator.

4. In cases involving a comprehensive tenure review, the Provost shall first consider the written recommendation, if any, from the appropriate academic area advisory committee (see section VII.B.1). The Provost shall then reach a judgment on the recommendation from the dean. Finally, the Provost shall add to the dossier both the written recommendation, if any, of the academic area advisory committee and the Provost's written recommendation and forward the dossier to the President.

VIII. Procedural Steps Occurring at the Level of the President

The President shall either approve the Provost's recommendation and make a positive recommendation to the Board of Trustees for final action or disapprove and stop the tenure review and inform the Provost in writing. The Provost shall inform the dean in writing, who shall notify the candidate in writing with a copy of that notification to the educational unit administrator.

IX. Procedural Steps Occurring at the Level of the Board of Trustees

A. The Board of Trustees shall take final action on the proposal by approving or disapproving the President's recommendation. The President, through the Provost, shall inform the dean in writing of the Board's action. The dean shall notify the candidate in writing with a copy of that notification to the educational unit administrator.

B. The Notice of Academic Appointment and Assignment form constitutes the official appointment record. With the exception of salary, the precise terms and conditions covering each appointment shall be stated in writing on that form. The appointment, including salary, becomes final when it is approved by or reported to the Board of Trustees.

Notice of reappointment for tenure-eligible faculty shall be processed in a timely manner, preferably at least three months before the renewed appointment begins. It shall be the responsibility of the Provost to ensure compliance with this regulation.

C. The ending date of the probationary period in a tenure-eligible appointment shall be set by the dean prior to signing the initial Notice of Academic Appointment and

Assignment form and shall not exceed seven years from date of initial appointment, except as permitted in GR X.B.1(c). Previous full-time service with the rank of Instructor or higher at another institution of higher learning may be counted as part of the probationary period as negotiated between the appointee and the dean prior to initial appointment. Time spent in a full-time faculty appointment on a visiting or temporary basis at the University of Kentucky may be counted as a part of the individual's probationary period, as negotiated between the appointee and the dean, should the individual subsequently be appointed to a regular, full-time faculty position in a tenure-eligible title series.

X. Procedural Steps Involving a Negative Recommendation to Reappoint, Promote or Grant Tenure.

A. Whenever a recommendation is disapproved at any level, this fact shall be reported back to the preceding level(s) and an opportunity provided for a thorough discussion of the recommendation among the concerned parties.

B. Any related appeal(s) to the Provost concerning procedural matters or privilege or to the University Senate Advisory Committee on Privilege and Tenure concerning procedural matters, privilege, or allegations of violation of academic freedom shall be initiated in writing by the faculty employee within 60 days after being notified in writing by the dean of the disapproval of the recommendation to reappointment, promote or grant tenure. When such an appeal to the University Senate Advisory Committee on Privilege and Tenure has been initiated in writing by a faculty employee, the chair of that committee shall inform the appropriate dean and Provost of that development.

C. ~~It is University policy not to provide~~ require the final decision maker to provide written reasons in cases of non-renewal of appointment. ~~A faculty employee may request a meeting with the dean to~~ However, upon the faculty employee's request, the dean of the college may meet with the faculty employee and discuss informally the circumstances surrounding the non-renewal of appointment, the denial of promotion and/or the granting of tenure. If the faculty employee is not satisfied with this conference, a related conference with the Provost may be requested.

XI. Final Disposition of the Dossier

At the conclusion of processes leading to negative decisions about appointments, reappointments, promotions or the granting of tenure, the dossier shall remain intact during the sixty (60) day period for filing an appeal, or, in cases where a formal appeal has been filed, until such time that a final decision has been rendered. Thereafter, the dossier shall not be retained, although all evaluative letters and reports or reviews contained in the dossier shall be added to the faculty employee's Standard Personnel File. Representative examples of research and other creative activity included in the dossier as it ~~is~~ was forwarded-developed shall be returned to the

faculty member for his or her retention. The teaching portfolio, or teaching materials submitted by the faculty employee, shall also be returned to the faculty employee.

XI. Appendices

- A. Appendix I – Matrix of Consultation and Written Judgments
- B. Appendix II – Dossier Contents
- C. Appendix III – Matrix of Authority of the Dean

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	DATE EFFECTIVE 7/1/2009	TO SUPERSEDE REGULATIONS AR II-7.0-1; AR II-7.0-3; AR II-7.0-4; AR II-7.0-8; AR II-7.0-9; AR II-7.0-10; AR II-7.0-11; AR II-7.0-12	

**PRACTICE PLANS FOR HEALTH SCIENCE COLLEGES AND
UNIVERSITY HEALTH SERVICES**
(Approved by the Board of Trustees)

I. Introduction

This Administrative Regulation authorizes faculty practice plans (“Plan(s)”) for all University health science colleges, currently the Colleges of Dentistry, Health Sciences, Medicine, Nursing, Pharmacy, Public Health, and the University Health Services (“college(s)”). This Administrative Regulation establishes the base plan (i.e. minimum requirements) for the Plan. Each college will complete an addendum (“College Addendum”) to describe the details for the college’s individual Plan and to identify any differences from the basic plan requirements. Each College Addendum shall be the same or substantially the same as the template attached hereto as Appendix “A” and incorporated by reference herein. This Administrative Regulation, along with each College Addendum, constitutes the complete Plan for each college or service.

Authority to approve College Addenda is hereby delegated jointly to the dean of each respective college, the Provost, and the Executive Vice President for Health Affairs (EVPHA).

The purpose of the Plan is to facilitate proper functioning of the instruction, research, and service programs of the University, consistent with the integrity and responsibilities of the University. Income generating activities of the members of the Plan that relate to their professional expertise or credentials are facilitated by their employment at the University. The Plan is created to ensure accountability and legal compliance of these activities. The operation of the Plan shall be evaluated periodically with the underlying principles hereinafter set forth as guides.

This Administrative Regulation supersedes and takes precedence over any other regulations related to professionally generated income provided by a faculty member in any one of the health science colleges for such income that is determined by the college to be included in the Plan, consulting services of a clinical nature, as determined by the college, provided by a faculty member in any of the health science colleges. Except for reporting and disclosure obligations set forth in Section XI of this regulation, professionally generated income determined by a college not to be part of the Plan, as well as University-approved entrepreneurial activities and royalties associated with income from intellectual property, shall be governed by applicable University regulations or policies. (See, *Administrative Regulation II-1.1-1, Faculty Consulting and Overload, and Administrative Regulation II-1.1-3, Intellectual Property Disposition and Administrative Regulation*)

II. Scope

A. The Plan establishes policies and general procedures relating to compensation for services rendered by all members of the Plan, regardless of specialty. Members of the Plan shall include all faculty employees in all title series, regardless of period of appointment, and physicians employed by University Health Services, unless otherwise determined by the college. For purposes of this regulation, the term "faculty" includes physicians employed by University Health Services. The only exception will be those faculty members who were at the University at the time the prior Plan for his or her college was originally established and chose not to join. Individuals in non-faculty positions or staff in adjunct faculty appointments may not be members of the Plan.

B. The Plan is applicable to all services provided by Plan members incident to the care of patients and to all other activities which are a part of the health care programs of the University. Such services and activities include compensation, income and payments (direct or in kind, and whether characterized as fees, retainers, or otherwise) for professional services rendered or to be rendered, including, but not limited to, those relating to: (a) the diagnosis, treatment, and evaluation of patients; (b) the provision of therapeutic products for patients or others; and, (c) consultation with patients. Additional income to be included in the Plan may be determined by each college in its College Addenda.

C. Royalty income or other compensation resulting from intellectual property owned and licensed by the University is exempt from the Plan as it is addressed by Administrative Regulation II-1.1-3. University-approved entrepreneurial income is exempt from the Plan.

D. Any professionally generated income that is not included by a college in its Plan is governed by AR II-1.1-1, Faculty Consulting and other Overload Employment.

III. Definitions

A. The "Fund" means the Fund for Advancement of Education and Research in the University of Kentucky Medical Center, a non-profit corporation organized in 1959 under the laws of Kentucky to promote, advance, and support the educational, research, and other purposes of the University of Kentucky Medical Center. The Fund shall be the Fiscal Entity for each Plan, unless otherwise specified in an individual College Addendum.

B. The "Board of Directors of the Fund" means the Board of Directors of the Fund for Advancement of Education and Research in the University of Kentucky Medical Center. The Board of Directors of the Fund shall include representation from each Plan for which the Fund serves as Fiscal Agent.

C. The "Practice Plan Committee" means the committee of each college elected by the Plan members and chaired by the dean of the college as provided in Section X of this regulation.

D. The "Division or Department" means all approved divisions or departments in which the Plan members are employed.

E. The "Plan Services Account" means that separate depository account to be established as provided in Section VI and VII of this regulation.

F. The "Board of Trustees" means the Board of Trustees of the University which by law is the governing board of the institution.

G. The "Fiscal Agent" shall be the 501(c)3 Corporation maintaining the funds of each Plan.

H. The "Billing Entity" shall be that organization billing third parties for services rendered which are subject to each Plan.

I. The "Plan Member Documents" mean the documents by which members are enrolled to bill for services subject to each Plan.

J. The "College Addendum" means the document, approved as an addendum to this regulation, by which the college may add more detail or certain options not specified herein.

IV. Underlying Principles

A. Clinical services are provided by the University's health care programs because they are essential to the instruction, research and service missions of the University, and to the proper use of the facilities and professional skills, and to reinforce health care resources in local communities throughout the Commonwealth.

B. The kinds and volume of services provided shall be determined by the needs of the instruction, research, and service missions of the University. Income derived from the provision of patient care is essential to carrying out these missions and in this sense is properly considered an appropriate product of their operation.

C. Patient care facilities shall be used exclusively for activities which are part of the University's instruction, research, and service programs.

D. The professional interests of Plan members should be concentrated in academic activities. Arrangements creating financial incentives for Plan members that would tend to inappropriately divert or dilute their concentration on instruction, research, and service program responsibilities are not consistent with the mission of the University.

E. Each Plan member can rightfully expect:

1. Facilities, materials, and support needed for instruction and research;
2. Opportunity to maintain and develop clinical skills;
3. Compensation for work on a basis which recognizes the Plan member's responsibilities, competence, and productive effort and which is reasonably in line with compensation which the faculty member could obtain elsewhere in an academic environment; and,
4. Professional liability coverage, to the extent legally permissible, through the University's self-insurance program for clinical activities conducted in accordance with and accounted for through the Plan. The definition of "clinical activities" for coverage purposes shall be set, from time to time, by the UKHealthCare Risk Management Committee or its successor in responsibilities.

F. It is the University's responsibility to assure that the level of compensation for Plan members is competitive with other nationally-recognized academic medical centers and adequate to attract and maintain a strong, competent faculty. Responsibility should rest with the University not only for ensuring that initial and subsequent levels of remuneration are adequate, but also for ensuring that such levels are not excessive. Through budgetary and related actions, the University should, to the extent possible and permissible, assure the Plan member that the member's total remuneration from all sources shall be in accord with a predetermined level which is fixed consistent with adequacy for the particular profession and which is periodically reviewed.

G. Payments received for services rendered by Plan members shall be used only for remuneration of such faculty, in such manner and in such amounts as determined by the Board of Trustees, and for such other purposes as defined in Section VII of this regulation.

H. With respect to each member of the Plan the amount of total compensation shall be established by the Board of Trustees in the operating budgets of the University. The manner and extent to which compensation from the Plan's Services Account is combined with other compensation shall be reviewed and approved annually by the EVPHA and the Provost, with the objective of providing stability of total compensation without impinging on the freedom of Plan members to apportion their time and efforts among instruction, research, and service activities as determined by their interests and program responsibilities.

V. Setting of Charges for Health Professionals' Services

Standard schedules of charges for services are subject to review by the Practice Plan Committee of each Plan and approval by the dean of the college and EVPHA and shall be the general basis for assessing such charges to patients. However, the amount of charges may be adjusted on a case by case basis as proposed by the Plan member rendering the services with approval by the dean if variation from standard charges is deemed to be warranted by the circumstances and not prohibited by law, regulation, or applicable contract.

VI. Billing and Collection of Charges for Health Professionals' Services

A. Charges for services rendered by Plan members shall be billed by the Billing Entity at the time services are provided or subsequently, with such charges and billings being appropriately coordinated with charges and billings for other services to patients. Billings and collection of all amounts shall be handled by a billing system and Billing Entity approved by the University. Amounts collected for combined charges for services and undesignated receipts from or on behalf of individual patients who receive health care services shall be applied on appropriate bases of pro ration to payment for the various entities providing services. Major problems relating to collection from patients of charges for services shall be handled in a manner that is subject to consultation with the concurrence of the Plan member rendering the services to the patients, subject to applicable legal, regulatory and contractual requirements.

B. Any payments, other than compensation as established by the Board of Trustees, which are received by Plan members for professional services within the scope of the Plan, shall be transmitted immediately on a current basis to the University for inclusion with other funds collected for services of the Plan members.

C. All funds collected or received by any person or entity, including the University, for Plan members' services shall be collected and received in trust for the Fiscal Agent. Such funds, if not received directly by Fiscal Agent, shall be segregated upon receipt and shall be paid over to the Fiscal Agent for deposit into a separate account of the Fiscal Agent for each individual Plan managed by that Fiscal Agent. Each separate account shall be designated and known as the Plan Services Account of the individual Plan.

VII. Use of Funds Deposited in the Plan Services Account

As a standing policy, the Fiscal Agent, shall use and expend all monies and funds deposited in the Plan Services Account to the extent available for the following purposes:

A. Compensation to members of the Plan in such amounts as may be necessary to provide the difference between other University compensation and the total compensation as established by the Board of Trustees in the operating budget of the University. The operating budget shall show the amounts to be paid from the Plan Services Account, which amounts are dependent upon the availability of funds.

B. Such other purposes as from time to time may be recommended to the Board of Directors of the Fiscal Agent by the Practice Plan Committee of each Plan provided, however, that such funds may not at any time be used for payment to Plan members of income in excess of the total compensation established for the individual members thereof by the Board of Trustees in the operating budget of the University.

VIII. Plan Administrator and Budget

A. The dean of each college, in consultation with the Plan members, shall appoint a Plan administrator. The Plan administrator will be responsible for the day-to-day operation of the Plan and its funds and for the preparation of reports to the dean and the Practice Plan Committee on the financial status of the Plan. The Plan administrator will also be responsible for preparing the annual budget of the Practice Plan.

B. The annual budget shall include funding for the following:

1. Account(s) to enhance college programs;
2. Estimated administrative expenses to manage the Practice Plan;
3. Expenses associated with program implementation;
4. Operating expenses to support Plan member efforts to secure and manage services and contracts;
5. Grant(s) to the University to provide for payment of salary funding of all faculty lines to the extent supported by Practice Plan income and support for staff involved in assisting faculty in generation of professional income; and
6. Contingency reserve to meet potential shortfalls.

C. The proposed annual budget for the Plan shall be submitted by the dean to the Practice Plan Committee for review and comment prior to submitting to the Board of Directors of the Fiscal Agent for approval at its annual meeting.

IX. Provisions for Faculty Salary Supplemental Compensation Program under the Practice Plan

A. Objectives

The specific objectives of the salary supplementation plan include the following:

1. To increase faculty income in addition to that available through State support to the college in an effort to remain competitive with other academic institutions in the recruitment and retention of outstanding faculty;
2. To increase faculty incentive to participate in income-producing activities which are beneficial to the college, the University, and the State;
3. To maintain primary emphasis on the teaching and research programs of the college; and
4. To use professional practice by faculty as a vehicle for clinical training.

B. Basis

The program is based on a system allowing the dean and chairs to reward faculty members for unusual productivity and effort. The rewards shall be derived from income generated by faculty activity but shall not necessarily be directly related to the fiscal productivity of each individual. The system shall allow maintenance of the college balance without overcompensation for one segment of activity to the exclusion of other equally important commitments.

C. Applicable Provisions

1. Supplemental compensation and benefits shall be estimated for the ensuing fiscal year during the annual operating budget process; the amount budgeted shall be included as a separate nonrecurring, supplemental budget item. This supplemental budget shall be submitted to the Board of Directors of the Fiscal Agent and the Board of Trustees for approval as part of the annual operating budget. The appropriation of funds for expenditures shall be equal in amount to additional income to the University provided by a grant by the Board of Directors of the Fiscal Agent to the University specifically for the purpose of financing the supplementary operating budget. Such a grant shall be in addition to that made by the Fiscal Agent in support of salaries provided in the basic operating budget of the college.
2. Fiscal Agent grants for the purpose of supplemental compensation shall constitute non-recurring funds, and approval of the supplementary operating budget based thereon shall not constitute an increase in the budget base of the college. Unless otherwise specified in the College Addendum, supplemental compensation payable to participating individuals in accordance with approved supplementary operating budgets shall be distributed quarterly by the University based on equity determinations on September 30, December 31, March 31, and June 30 of each fiscal year. Supplemental compensation shall be paid at the end of the month following the equity determinations. Individuals no longer in the employment of the University are eligible to receive supplemental compensation

at the first distribution following termination based on equity determinations through the last day of their employment, as collected through the last day of the quarter in which the faculty member resigns.

3. The EVPHA and the Provost are delegated the authority to approve the percentage of net revenue to be allocated for supplemental compensation. The amount of the grant to the University by the Fiscal Agent for the purpose of supplemental compensation or increases to individual discretionary accounts within the Fund shall be calculated quarterly based on the approved percentage to individual faculty members on the basis of net revenues collected from professional fees and other sources.

4. Criteria utilized in determining the percentage to be allocated shall be submitted by the dean of the college for review by the Plan members prior to preparation of the supplementary operating budget. Changes in the criteria may be recommended to the practice plan committee and others, as appropriate, by the dean if necessary to reconcile differences between the actual figures and the projected supplemental budget.

5. Unless otherwise specified in the College Addendum, disbursements for the first quarter of a fiscal year shall be based on the pro rata revenues collected from July 1 - September 30th. Disbursements for the second quarter of a fiscal year shall be based on pro rata revenues collected from October 1 - December 31st. Disbursements for the third quarter of a fiscal year shall be based on pro rata revenues collected from January 1 - March 31st. Disbursements for the fourth quarter of a fiscal year shall be based on pro rata revenues collected from April 1 - June 30th.

6. Supplemental compensation and increases to individual discretionary accounts are predicated on and subject to pro rata reductions based on: (a) projected availability of cash on the disbursement dates; (b) availability of net revenues to meet projected annual budget; (c) a projected positive cash balance at the end of the fiscal year; and (d) sufficient projected fund balance to have allocated fund balance to cover Accounts Receivable in accordance with University policy. To the extent distributions have been made for supplemental compensation and increases to individual discretionary accounts, this constitutes full and final payment.

7. If the actual amounts generated and required for the supplementary expenses are greater than the approved annual supplementary operating budget, a revised budget shall be prepared and submitted in accordance with university budgetary procedures, before the established budgetary authority is reached.

8. In preparation of the supplementary operating budget, the dean of the college shall allocate the Fiscal Agent grant for supplemental compensation based

on generation of income from professional fees and other sources and based on performance.

9. Departmental or Divisional Practice Plans (“Departmental Plans”) are allowed if authorized by the College Addendum. If so authorized, the Departmental Plans shall be approved by the Dean, Provost, and EVPHA, and shall comply with the terms of this regulation.

X. The Practice Plan Committee

A. The Practice Plan Committee of each Plan shall be elected by the members of the Plan and will consist of a minimum of five (5) members of the Plan. In addition, the dean of the college shall serve as an ex-officio member ~~ex officio as Chair~~ of the Committee.

B. The Committee shall meet periodically and shall review the operation of the Plan and the College Addendum, including matters relating to the applicability of the Plan to sources of income, standard schedules of charges for services, and any other aspects of the operation of the Plan. The Committee shall make such recommendations as it may deem appropriate to the dean of the college, with respect to the modification of the policies and procedures provided by this Plan or utilized in its operation. In the event that changes are deemed necessary by the dean, they shall be brought before the college Plan members by the Chair of the Committee.

XI. Limitations on Practice by Faculty Members

A. As a condition of employment, Plan members shall not maintain offices or engage in the practice of their profession outside of the approved programs of the University, except in infrequent and special circumstances as in emergencies and in other situations where provision of service is required by professional ethics. The Plan Member Documents shall reflect the limitations set forth in this regulation.

B. Plan members shall avoid all actual or potential conflicts of interest in their professional activities. Accordingly, during any period of assignment, non-assignment, sabbatical or other leave, all outside professional activities, whether income-generating or not, and whether exempt from inclusion in the Plan, shall be reported in advance to the ~~Dean~~ and again on a annual basis on forms prescribed by the EVPHA and Provost. All outside professional activities are subject to applicable University regulations and policies related to conflicts of interest, including but not limited to: *Governing Regulation, Part I, Ethical Principles and Code of Conduct and Code of Conduct Addendum-Clinical Enterprise, and Administrative Regulation II-4.0-4, Research Conflict of Interest and Financial Disclosure Policy.*

C. To assure compliance with Internal Revenue Service (IRS) regulations, an employee who has controlling interests (owns at least 50% or more) of an outside company must report any contributions made to a Qualified Retirement Plan, Simplified

Employee Pension plan- Individual Retirement Account (SEP-IRA) or any other retirement investment vehicle. Contributions made should be reported immediately to the Human Resources Employee Benefits Office to ensure Internal Revenue Service plan limits are not exceeded.

XII. Exceptions and Appeals

A. Plan members requesting exclusion from the Plan of an income generating activity not subject to an exemption enumerated in the each college's plan shall make a request in writing through the respective director or chair to the dean. The dean shall make a decision based upon an interpretation of the definition of income and other facts and circumstances. The decision shall be communicated, in writing, through the division or department, to the Plan member. Plan members wishing to appeal the decision of the dean shall do so in accordance with paragraph B, below.

B. Plan members wishing to appeal a decision of the dean to deny a request for exclusion of income from the Plan, any salary or distribution dispute, or any actions of the Plan, shall advise the dean, in writing, within thirty business days of when the Plan member knew or should have known about the matter so appealed. The dean shall have ten business days to affirm, modify or deny the appeal. If no action is taken, the original action shall be deemed to have been affirmed. The Plan member shall then have thirty business days to appeal the action of the dean to the Provost and EVPHA, each of whom shall receive a written request from the Plan member setting forth the details of the basis for the appeal and the alleged reason(s) the dean is not correct. The Provost and EVPHA shall have thirty business days to issue a joint written decision to affirm, modify or deny the appeal.

XIII. Effective Date

A. This regulation is effective July 1, 2009

B. Until such time as an individual College Addendum is approved, any other existing Administrative Regulation establishing a practice plan for that college shall remain in effect. Upon the effective date of the initial College Addendum for each college, the prior Administrative Regulation shall be superseded in regard to that college's Plan.

C. College Addenda, and revisions thereof, are effective when executed jointly by the respective college dean, the Provost, and the EVPHA, on such date as specified therein.

COLLEGE (or UNIT) PRACTICE PLAN ADDENDUM
(SAMPLE)

Preamble: This Addendum (the “Addendum”) supplements Administrative Regulation (AR) 3:14_____ and provides specific information concerning the practice plan of _____ (the “College” or “Unit”). It may be referred to as the College of _____ or _____ Unit Practice Plan Addendum.

General: An annual contract (the “Annual Contract”) _____ is _____ is not (check one) authorized with an approved Fiscal Agent (not required if Fund serves as Fiscal Agent). If authorized, the annual contract is part of this Addendum and incorporated by reference, herein. If a conflict in terms arises between the Annual Contract and the College or Unit Addendum, terms of the Annual Contract shall take precedence.

Specific: College or Unit Addendum Modifications, below, are made in reference to the specific paragraphs of *Administrative Regulation (AR) 3:14, Practice Plans for Health Science Colleges and University Health Services*.

I. Introduction.

The terms set forth in AR 3:14, Paragraph I, are not subject to local modification.

II. Scope.

The Plan Members are faculty in the (title series, appointment periods, University Health Services):

Services provided by Plan Members incident to the care of patients and to all other activities which are a part of the health care programs of the University are included in the Plan. This includes compensation, income and payments (direct or in kind, and whether characterized as fees, retainers, or otherwise) for professional services rendered or to be rendered, including, but not limited to, those relating to: (a) the diagnosis, treatment, and evaluation of patients; (b) the provision of therapeutic products for patients or others; and, (c) consultation with patients.

In addition, the following professionally generated income is included in the plan: (check “yes” or “no”)

YES _____ NO _____ Direct and in-kind payments (excluding actual out-of pocket costs) for providing (a) advice, (b) professional consulting services, (c) service on boards, committees, commissions, or the like, and (d) oversight, supervision, or other participation with any entity or person involved with health or medical care are included in the Plan.

YES ___ NO ___ Witness fees and payments relating to depositions, testimony, or other evaluations in the capacity of a witness;

YES ___ NO ___ Professional fees and compensation for educational consulting in medical and pharmacy focused programs in conjunction with the pharmaceutical industry and/or other external agencies;

YES ___ NO ___ Honoraria for lectures;

YES ___ NO ___ Unassigned income from publications;

YES ___ NO ___ Prizes for personal past achievements and not for services rendered;

YES ___ NO ___ Special administrative stipends paid by the University for performing administrative assignments beyond those normal to academic appointments;

YES ___ NO ___ Income for a profession or activity unrelated to the professional education, experience, or training that qualifies members of the Plan for a University appointment;

YES ___ NO ___ Payments for service to NIH or other governmental peer review research project site visits or review activities;

YES ___ NO ___ Any reimbursement and fees associated with regular continuing education programs funded by the College;

YES ___ NO ___ Other income which relates to or would not exist but for the professional education, experience, or training that qualifies members of the Plan for a University appointment.

III. Definition Details.

The Fiscal Agent, if other than the Fund, of the Plan is: _____

The Practice Plan Committee consists of:

Department or Division Plans ___ are ___ are not authorized. If authorized, the following requirements apply (first five apply, unless an exception is granted by the Provost and EVPHA):

- ___ Written Document
- ___ Approval by Dean
- ___ Approval by Provost

___ Approval by EVPHA
___ Legal Review
___ Annual Audit

Other: _____

The Plan Service Account is maintained by: ___ the Fund; ___ Other
Specify _____

The Billing Agency is: _____

The Plan Member Documents include:

___ Practice Agreement
___ Assignment for Billing to: _____
___ Non Compete or Restrictive Covenant
___ Other (specify) _____

An example of the form of each is attached hereto, as Collective Attachment III, and incorporated by this reference.

IV. Underlying Principles.

The principles set forth in AR 3:14, Paragraph IV, are not subject to modification.

V. Setting of Charges.

Any special terms concerning the setting of fees are attached hereto as Attachment V, which is attached hereto and incorporated herein by this reference.

VI. Billing and Collection.

The college billing and collection process, if in more detail than AR 3:14, Paragraph VI, is described in Attachment VI, which is attached hereto and incorporated herein by reference.

VII. Use of Funds Deposited in the Plan Services Account.

The terms set forth in AR 3:14, Paragraph VII, are not subject to modification.

VIII. Plan Administrator and Budget.

The Plan Administrator is: _____.

The College budget process, if described in more detail than AR 3:14, Paragraph VIII, is described in Attachment VIII, which is attached hereto and incorporated herein by reference.

IX. Provisions for Faculty Salary Supplemental Compensation.

The percent of net revenue to be allocated for supplemental compensation, as determined by the EVPHA and the Provost is _____.

The College shall retain _____ percent of collected fees for its use in professional development, educational promotion, academic enrichment and related endeavors. Any special retention of funds or fees is described in Attachment VII, which is attached hereto and incorporated herein by reference.

The Frequency of Distributions is: _____ monthly; _____ quarterly; _____ other (Specify)_____.

X. The Practice Plan Committee.

The terms set forth in AR 3:14, Paragraph X, are not subject to modification.

XI. Limitations on Practice by Plan Members.

Any additional modifications or limitation on practice are attached as Attachment XI, which is attached hereto and incorporated by this reference.

XII. Exceptions and Appeals.

Any modifications to the grievance procedure are described in Attachment XII, which is attached hereto and incorporated by this reference.

Any Special Provisions are attached hereto, as the Special Provisions Attachment, and incorporated by this reference. If any Attachment referenced herein is not included, the Attachment is conclusively presumed to be omitted intentionally.

XIII. Effective Date.

This Addendum shall be in force for a term beginning July 1, 2009 and ending June 30, 2010. It shall automatically renew for any number of successive one year terms unless terminated or modified by a writing signed by the approving parties, below.

APPROVING PARTIES:

DEAN, College of _____

(Signature)

PROVOST:

(Signature)

EVPHA:

(Signature)



UNIVERSITY OF KENTUCKY

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MEMORANDUM

To: SAOSC, Sue Humphrey, Chair

From: Susan Bordo, Interim Director of GWS *SB*

Date: March 9, 2009

Subject: GWS Response to SAOSC

First, I want to thank the committee, and particularly Sue Humphrey, for helping us to make our proposal as thorough and convincing as possible, and for alerting us to some missing documents that were supposed to have been attached to the proposal. I have now supplied those documents, supplemented our proposal with some others, and added further explanatory material to the text of the proposal itself. I hope that these materials, along with Dean Harling's letter of support, will address the concerns articulated in your memo of January 12, and clarified and concretized in a very helpful follow-up conversation with Sue Humphrey, as follows:

- 1) **Justification:** Please see expanded sections of the proposal on "Justification" and "Description" of the proposed GWS department.
- 2) **Milestones of Five-Year Plan Reached by Program:** A copy of the original five-year plan is now included in the Appendices to the departmental proposal. In that plan, the program proposes, over a period of five years, to: *"(a) change its name to Gender and Women's Studies to reflect the focus of the research faculty and program; (b) transition to departmental status; (c) hire faculty reflecting the diversity of the field and recruit quality graduate students with diverse scholarly interests; (d) develop expanded curricula at the undergraduate and graduate levels; and (e) implement BA, MA and PhD degree programs."*

With respect to these overall goals: (a) has been achieved; (b) is in process; (c) has been partially achieved, in the hiring of three superb scholars with expertise in diverse areas ear-marked as essential to the development of our curricular and research profile; (d) is well underway at the undergraduate level. New courses have been developed and are in the process of being approved, a teaching seminar aimed at developing the transnational curriculum (proposal included in appendices) will be held this May, and our BA (description included in appendices) has been approved by the faculty senate; (e) has been partially achieved; our BA program will be launched this coming fall.

Because of unanticipated budgetary constraints, we have not thus far been able to hire the necessary number of faculty to launch a graduate degree. However, nowhere in our plan is it specified that the ability to offer the PhD is a pre-condition of departmental status. Despite not having yet met our ideal of 8 full-time faculty, we have attained the numbers of full-time faculty that are sufficient to form a department (see Dean Harling's letter of support, as well as discussion in proposal under "Resources").

- 3) Projected number of students served: In our proposal for the undergraduate degree (included as an appendix to the departmental proposal) we estimate that we will have 20 majors in our first year, with 10 majors added each year subsequent to that. These estimations are of necessity impressionistic (e.g. our generally excellent enrollments, the many excited queries we have received about the progress of our major and PhD, via email, at conferences, in conversation with students and faculty at other institutions, and so on) or based on informal surveys: e.g. 8 out of the 10 of our 13 minors who responded to a survey conducted at the time that the proposal was first drafted said that had it been offered, they would have majored in GWS. (I include a sampling of some of these comments and queries in an appendix to this memo.) It is also worth noting that those students who have minored or done a topical major in GWS have sought us out in the absence of any advertising or other promotion from us. They also tend to be highly motivated, socially concerned, and academically successful. (I have also included brief descriptions of our current topical majors in the appendix to this memo.) We have tried to gather additional data from other institutions, but few of them have the relevant information and/or the circumstances of their change from program to department are so different from ours that no inferences could be made.
- 4) Administrative demands on faculty: As described in Dean Harling's letter, our faculty are already coping with the administrative demands of a department. Indeed, the demands on their time are higher, more stressful, and more fragmenting by virtue of the fact that many of them have service demands in other departments or units as well. Being members of a department would enable them to consolidate their efforts and use their time more efficiently. They would no longer have to deal with the uncertainty and stress of serving different "gods" at the same time. This stress fragments their scholarly life as well, and increases anxieties about tenure and promotion. Because their scholarship rightfully should be judged by the standards of interdisciplinary gender studies, which has its own journals, conferences, and experts, "dual citizenship" can be very problematic in the evaluation of their work.
- 5) Financing: This is appropriately addressed in Dean Harling's letter of support.
- 6) Course work: Please refer to the proposal to establish an undergraduate degree for detailed documentation on courses.
- 7) Support from other departments: Unfortunately, due to clerical error our letters of support were omitted from our original submission. That situation has been corrected, and the letters are now included in our appendices.

I hope that these responses, along with the additional materials included in the proposal, adequately address your concerns. If any remain outstanding, please do not hesitate to get in touch with me.

Appendix I:**Information and testimonials from present, past and future GWS students:****Dawn Graham**

GWS topical major with 3.91 GPA, Dawn is the founder of the "Break the Silence" project which encourages the exploration of issues surrounding sexual abuse through creative means in order to promote self-expression, to provide a possibility for healing and community-building, and to further raise public awareness and dialogue on these subjects. breakthesilenceproject.com

Brittany Moore

"I will be a GWS major as soon as the program goes through and I can officially switch to GWS (hopefully next month so I've heard). Some interesting things I do and have done are: Currently I am the Vice President of the Bluegrass Chapter of the National Organization for Women (only active NOW chapter in KY), I have clinic escorted at the Louisville abortion clinic various times, I protested the passing of Prop8 in downtown Lexington, canvassed on the streets of Bethesda, MA for the Healthy Families Act, got people registered to vote and sign petitions regarding reliable access to birth control, I go as a delegate every year to National NOW Conferences (this year will be my 4th year), I have also attended a Women's Equality Summit last year in DC, I have been interviewed for a feminist journal in India, and etc.

I plan to work for a non-profit organization after I finish college (more specifically to try and be a field organizer or something related), but first I hope to join the Peace Corps (I will be applying next year). The kind of non-profit organization I want to work for is women's rights, GLBT rights, pro-choice, or something equally related orientated. I also plan to intern at the National NOW Headquarters in DC next summer."

Hannah Alsgaard

GWS Topical Major with a 3.94 GPA. She is writing her senior paper on forced hysterectomies, and has been accepted into law schools at the University of Michigan and Berkeley. She has been an avid and successful member of the Debate Team at UK, and is well known on campus for her skills as a debater.

"I took a GWS course my freshman year because I needed a humanity credit and it sounded interesting. It didn't take me long to decide that women's issues will be my life work. Although I debated between graduate school or law school for quite a while, I knew that regardless of the means of my education, helping women would be the end. I finally settled on law school, and am now in the process of deciding which top law school to attend. Regardless of what school I enroll in, I will be committed to studying issues that directly impact women. I do not know yet if I want to advocate for women's reproductive rights, work as a family court judge with teenage mothers, do academic research, or even work in an administrative role in government. However, I do know that an undergraduate degree in Gender and Women's Studies will aid me immensely after I graduate from law school, because the combination of an education from and elite law school and a knowledge base in Gender and Women's Studies will allow me to provide a particular view on issues that very few people can.

While I have enjoyed courses at UK and have certainly learned a lot, the most meaningful and educational experience I gained while at UK was my GWS internship. I worked ten hours a week at the Florence Crittenton Home in Lexington. I sat through meetings, helped around the

office, and mentored a girl. The experience opened my eyes to a whole new world of women's issues. These girls were dealing with issues that spanned from rape to prostitution, drug abuse to abandonment, and mental illness to genetic disorders. And despite all of this, they just wanted to be teenage girls and straighten each others hair or go to the mall, even if they did have a baby on their hip. My internship at the home is what made me recognize my desire to work in public interest law: there are so many girls and women who struggle through the legal system and desperately need assistance."

Rhiannon Goad

Topical Major, graduated May 2008.

"I'm currently an Americorps*VISTA Community Trainer for the Ohio Association of Second Harvest Food Banks. I train members of various Ohio non-profits on how best to conduct public benefits outreach. I also reach classes about public benefits, welfare stigma and poverty in Ohio.

I'm moving to Austin in this spring to begin working towards my teaching/counseling certification and hopefully will begin teaching in the fall. While I'm awaiting certification I'll be working with GirlStart, non-profit organization created to empower girls to excel in math, science, and technology."

Alecia Fields

A GWS topical major with a 3.63 GPA, is the recipient of a Chellgren Fellowship, associated with one of the most prestigious centers of undergraduate excellence at the college, and has been part of the Undergraduate Showcase of Scholars with a project on Maternal Mortality in Sub-Saharan Africa. Her goal is medicine, with a particular emphasis on women's health care and policy. She expects to pursue a medical degree as well as a degree in Public Health. Alecia was also invited by the Board of Planned Parenthood to be an intern. Her assistance and hard work made a significant difference in the community's ability to continue to provide reproductive healthcare to the citizens of Lexington, and she has received much praise from prominent citizens including former Mayor Pam Miller. She also leads VOX on campus, a collective of students working with Planned Parenthood to provide educational materials to students, to bring speakers to campus, and in general to open discussions surrounding issues of women's reproductive healthcare.

John Crowell

Former GWS minor, is a first year student at Salmon P. Chase College of Law and am part of the Boone County Foster Care Review Board, an organization that reviews case files for foster children and makes recommendations to a judge about the cases. He will be working at Welcome House of Northern Kentucky this summer (pending a fellowship), at which he would assist permanently disabled people in applying for Social Security disability benefits.

Ericka Barbour

"When I came to the University of Kentucky as a first semester freshman I came with the typical knowledge any high school student would have. I knew that I had to pick a major and it should probably something I enjoy studying. So I began as a biology major. It wasn't until I picked up my Women's Studies Minor that I really understood how a student could absolutely love

something they study. After taking various classes under the Women's Studies department I realized that this was the place for me. Thanks to this department I have learned to examine the world we live in with a broader view. The courses offered there bring forth material that helps me evaluate real life situations on day-to-day bases. Considering it is skills like these that I believe one should attend a university to learn, I have just recently decided to change myself from a biology major to a Gender and Women's Studies topical major. It has taken me five semesters to even discover that I can graduate with a topical major in Women's Studies, but had there been an official major for this department when I arrived on campus for my freshman orientation I believe I wouldn't have wasted so much time searching for something that feeds my academic thirst the way the courses offered under Women's Studies does. It is my hope that a major in Women's Studies will be made available for students like me in the near future. The student body interest in the material being taught is growing and it's high time for there to be an official major for all those like myself to attain."

Katie Goldey

"The Gender and Women's Studies program at UK is a phenomenal program, and something that UK should be extraordinarily proud of. As a freshman, I took intro to Gender Studies, and it changed my life. I was able to learn about so many things that have always affected me, but I have never understood. For the first time ever, I was in a class that taught me about things like body image, and the way media and advertising affects the way women and men view themselves. I got to learn about what the concept of gender really means, and was able to understand the way our cultural gender dichotomy shapes our society. I better understand social inequalities, that the same system that perpetuates sexism, also perpetuates racism, classism, heterosexism, and more. Through readings and class discussion, I was able to better recognize my potential role in society. I was able to see the way society boxes us into certain roles based on our gender, and once I recognized that, understood that I can be so much more.

My sophomore year, I had the opportunity to take Women and Spiritual Journeys. In this class I learned about women and men in cultures different from my own. I learned about Islam, about Native American spirituality, I read about the spiritual experience of a woman living in the barren landscape of South Dakota. This class took me to a place I had never imagined, showed me the world in a light I had never seen. I learned to understand this intimate part of other people's cultures, and how spirituality can be directly linked to both empowerment and oppression.

I was also able to take a course in Cross Cultural Perspectives in Gender Studies. All of these courses together absolutely opened my eyes. They helped me better understand myself and my culture by giving me new perspectives and ideas. I remember in one class we were able to talk about how taboo the menstrual cycle is, and how many of us have grown up to believe that child birth is a curse. We read a book about a woman who overcame this oppressive perspective, and realized just how amazing and powerful the female body can be. I went home from class that day feeling gifted, magical, special, and amazing because I was a woman. I no longer feel disgusted or ashamed about my body or who I am.

The Gender and Women's studies program is an incredible asset to this campus. It is an unbelievable gift. All of the classes are small, intimate, creative communities that foster learning, understanding, and critical thinking. I am still in contact with my professors from my gender studies classes, and I became friends with many of my classmates. This cannot be said for many of the courses I have had: large, lecture based classes where I normally don't get the

chance to learn my classmates' names. The material and the learning environment that GWS provides is exactly what UK needs--particularly as we are taking measure after measure to improve diversity relations at the University. GWS creates empowered, motivated, articulate leaders on UK's campus, men and women both. GWS taught me about gender, culture, religion, and more. It incorporated aspects of sociology, anthropology, and philosophy. Most importantly, however, on top of all of the readings and core material; I was taught not only that I have a voice, but a wonderful, articulate, powerful voice that I can use to bring positive change to both my campus community, my state, my nation, and my world. This is the kind of program UK needs, these are the kind of leaders UK wants."

Caitlyn Matracia

"I graduated with a BA in ISC in Dec. 2007. I heard from Dr. Pat that GWS is trying to get approved to become a department at UK and a major. I wish this would have been offered when I was at UK; I would have loved to double major in Comm. and GWS. I took a few GWS classes as electives, and would have loved to take all of the courses but this wasn't possible or technically beneficial for me unless I just wanted to take extra courses. I believe that the GWS courses that I did take have taught me more and shaped who I am than any other course I took. The lessons I learned in GWS have stuck with me, whereas there are classes I see on my transcript that I don't even remember taking. Though I have graduated and moved on, I still try to read the books that we had to choose from in the Women & Spiritual Journeys course I took with Dr. Pat. I wish you the best of luck in you application process."

**Christine G. Beauchamp, Senior Academic Recorder
Eastern Kentucky University, Office of Academic Testing**

I am writing to you today to inquire about the status of the GWS Baccalaureate major. I am currently a student and employee at Eastern Kentucky University and I am getting a Bachelors degree in Criminal Justice with a minor in Women's and Gender Studies. I would prefer however to get a Bachelors degree in GWS. I see from your website that the major has been approved and may be available starting in fall of 2009. Could you please give me more information? Thank you very much, I look forward to hearing from you.



UNIVERSITY OF KENTUCKY

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March 9, 2009

University Senate
David Randall, Chair
Office of University Senate Council
203E Main Building
CAMPUS 0032

Dear Chair Randall,

It is with great enthusiasm that I write in support of the application submitted by the Gender and Women's Studies Program to be transformed into the Department of Gender and Women's Studies in the College of Arts and Sciences. Shepherding this transformation to fruition has been one of the College's priorities in recent years, and we are most pleased that developments have now so progressed that we can give our strongest support to the creation of the department.

Over the past two decades or so, numerous colleges and universities have instituted departments in this area. As here at UK, these departments have often emerged out of pre-existing programs and centers. All these programs, centers, and departments arose, moreover, from the realization in the 1970s and 80s that scholars and courses in the humanities and social sciences had traditionally focused on men and neglected the lives and situations of women. Women's studies programs were initially set up outside existing departments, in part because scholarship on women and the introduction of courses about them met with resistance in these departments and in part out of recognition of the fact that the study of women is a multidisciplinary enterprise. Over time, as scholarship and teaching about women expanded and became more accepted, a great many of these programs have become academic departments. Today, roughly half of UK's benchmarks have departments in this area; in the state of Kentucky, both the University of Louisville and Berea College have them. Women's studies faculty, furthermore, have long investigated a broad range of topics commensurate with the many phenomena that bear on women's lives, for instance, economic systems, politics and government policy, cultural representations, and the delivery of education and health care. Recently, the focus of these scholars' work has expanded to include gender more broadly, a development reflected in the name of UK's proposed department. In short, women's studies programs, centers, and—increasingly—departments have created and filled an important intellectual niche on American campuses, and they continue today to be energetic communities that make major scholarly, teaching, and cultural contributions to these campuses.

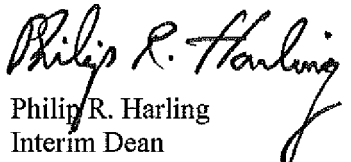
This holds also at the University of Kentucky. The Gender and Women's Studies Program has invigorated teaching, research, and culture at UK and now so developed that it is ready to move on to the next level and become a department. The attainment of departmental status will enable the unit to consolidate and, over time, expand its activities while also injecting new energy into its efforts.

A look at the units at UK's benchmark institutions shows that UK is ready to transform its Gender and Women's Studies Program into a department. Once the department is formed, it will initially have 5.0 FTEs (including the FTE of its present interim director, Professor Susan Bordo, who will transfer her appointment to the department – a move facilitated by the fact that her endowed chair is currently a College-level appointment). This total lies within the range of sizes boasted by similar departments at UK's benchmarks, which range from 2.5 at Iowa, 4.5 at Minnesota, and 5.0 at UCLA to larger numbers at Arizona, Ohio State, and Maryland. The College leadership has absolute confidence that the current level of resources is sufficient to form a department at this time, and does not believe that every hire from the departmental five-year plan needs to be in place prior to forming a department. As circumstances permit, and as stated in its strategic plan, the College of Arts and Sciences is committed to putting more resources into the nascent department, in particular, to bringing the number of full-time lines in the department to 8.0 and, once a graduate program is established at some point in the future, to increasing the number of TA lines as well. We are also open to faculty presently at UK moving to joint appointments with the new department, thereby further increasing the department's FTEs. The University's, State's and country's financial situation at present makes it difficult to be definite as to timeline. But the College is committed to keeping as close to the ideal schedule articulated in the departmental five-year plan as conditions permit. It is worth emphasizing that much of the remainder of the department's infrastructure is already in place: a full-time staff person, a recurring budget, and space in Breckenridge Hall. It is likewise important to stress that in every meaningful way the current core faculty already function as a department -- in their modes of collective decision-making and faculty governance, in service assignments (such as Director of Undergraduate Studies) that are significant enough to merit substantial changes in DOE percentages, in the office of Program Director, who already functions very much like a Department Chair, and so on.

Transforming the Gender and Women's Studies Program into a department makes not just scholarly, pedagogical, and administrative sense. It also makes strategic sense. By signaling to the scholarly community the University's commitment to teaching and research in this area, the transformation will facilitate the hiring of outstanding teacher-scholars, draw the attention of prospective graduate students to the graduate program to be implemented separately, and also bring attention to the University as a forward-looking place. For all these reasons, the College of Arts and Sciences enthusiastically, and in the strongest terms, supports the application to institute a Department of Gender and Women's Studies in the College.

Please do not hesitate to contact me if you have any questions about the College's endorsement of this proposal.

Sincerely,


Philip R. Harling
Interim Dean
College of Arts and Sciences

PRH:akh

cc: Provost Kumble Subbaswamy
Associate Dean Ted Schatzki
Associate Dean Leonidas Bachas
Assistant Dean John Pica



UNIVERSITY OF KENTUCKY

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March 6, 2009

University Senate
David Randall, Chair
Office of University Senate Council
203E Main Building
CAMPUS 0032

Dear Chair Randall:

On behalf of the College of Arts and Sciences Executive Committee, please accept this letter of support for the creation of a Gender and Women's Studies Department. The College's Executive Committee reviewed the Proposal to Establish a Department of Gender and Women's Studies twice, on April 21, 2008 and September 22, 2008. In both instances, the Executive Committee was quite supportive of the overall proposal, and offered suggestions for only minor changes. The Committee's verbal feedback was forwarded to the Director of Gender and Women's Studies through Dean's Office personnel. Our recommendations were promptly addressed and the current proposal has our unanimous support and approval.

The College of Arts and Sciences Executive Committee has been and continues to be committed to the establishment of a Gender and Women's Studies Department. In addition to endorsing the submitted proposal, the Committee has played a key role in developing and implementing the College's current strategic plan, which specifically prioritizes establishing a GWS Department.

I would be pleased to provide additional information if needed.

Sincerely,

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

Virginia Blum, Chair
College of Arts and Sciences Executive Committee
Professor of English

**Proposal to Establish a Department of Gender and Women's Studies in
the College of Arts and Sciences at the University of Kentucky
(Submitted March 10, 2009)**

The Gender and Women's Studies Program (GWS) at the University of Kentucky proposes to transition from program to department status.

Proposal Development Process:

During AY 2005/06, the Steering Committee of the Women's Studies Program (now Gender and Women's Studies) undertook development of a proposal for a department of Gender and Women's Studies, with undergraduate and graduate degrees. The Committee performed an analysis of UK benchmark institutions, as well as other institutions across the country with Gender and/or Women's Studies programs. (Appendix I) From this analysis, the Committee drafted a Five-Year Plan which was vetted by the Steering Committee and Affiliated Faculty through a series of meetings of the full Steering Committee, and a number of break-out committees whose charges were to focus specifically on development of the undergraduate and graduate degrees. All Affiliated Faculty were invited to attend these program-development meetings. Upon consolidation of the final draft, which was approved by the Steering Committee in January of 2006, the final proposal (Appendix II: Women's Studies Program – 5 Year Plan) was submitted to the Dean of the College of Arts and Sciences for approval, which was granted.

In the Fall of 2007, GWS submitted proposals to the Council on Post-Secondary Education to establish undergraduate and graduate degrees in Gender and Women's Studies at UK. These proposals were approved in January 2008.

In the Fall of 2006/Spring of 2007, the GWS Ad-Hoc Committee for the Development of the Undergraduate Degree in GWS proposed an undergraduate major with input from the Affiliated Faculty. At the direction of the A&S Dean, GWS undertook the hiring of three full-time faculty members in GWS (tenure homes are currently in anthropology until the Department of GWS is established). Once these new faculty joined the program (Fall 2007), the undergraduate major program was finalized, submitted to the Steering Committee for final approval on January 11, 2008, and accepted by unanimous vote. The proposal for the UG major (Appendix III) was approved by the A&S Education Policy Committee on April 22, 2008 and by the Faculty Senate on March 9, 2009.

In addition, during AY 2007/2008, GWS undertook preparation of a departmental Tenure and Promotion document (Appendix IV), and a departmental Policy and Procedure document (Appendix V). Both documents have been approved by the GWS faculty, GWS Steering Committee, and Dean of Arts and Sciences. Finally, an ad-hoc committee on the GWS PhD program is working on a proposal for the graduate program.

The document in hand specifically contains the proposal for the structure and rules needed to attain departmental status. The proposed degree programs are outlined in separate documents and are proceeding through appropriate channels for approval. The processes for departmental status

and degree programs are different and must be addressed separately according to the rules for creating a department.

Departmental Status Justification:

As the history of higher education demonstrates, disciplines and departments are not timeless entities but emerge, evolve, and are transformed in response to changing intellectual, cultural, and political ideals and practices. It's difficult to imagine in 2009, but neither History nor English Literature were established departments within the college curriculum until the end of the 19th and beginning of the twentieth century, respectively. Anthropology did not follow suit until the 1940's. Even the familiar division of knowledge which we think of as "traditional"—the natural sciences, the social sciences, and the humanities—is a relatively recent taxonomy.¹ Looking at still more recent history, many thriving new fields—gerontology and media studies among them—have been the offspring of interdisciplinary collaborations across departments, which have themselves evolved into departmental structures.

Such transformations are often fraught with struggle that gives birth to new institutional configurations and paradigms of learning. When, in the 1880s, the faculty at the University of Pennsylvania rejected proposals to bring the new departments of history, government, and economics into their ranks, they found a welcoming home at the newly established Wharton School of Business.² In the process, a new, interdisciplinary field of study was born. Marilyn Boxer has commented that when Women's Studies first entered the academy in the late 1960s and early 1970s, "merely to assert that woman should be studied was a radical act."³ Forty years later, there are over 800 women's studies programs nationwide, including B.A.s, graduate certificates, M.A.s, and Ph.D.s. At the same time, the parameters of the field have been redefined in many of these programs to embrace the study of men's gendered lives as well as women's.

The dazzling proliferation of scholarship in gender, the flourishing of prestigious journals, conferences, institutes, and the deep transformation of nearly all the disciplines by the introduction of the lens of gender are all testaments to the evolution of gender and women's studies from a "radical" idea to an established, intellectually powerful field. The statistics, too, bear this out. American-based masters programs in women's studies went from 6 in 1994 to over 34 in 2007. Between 1997 and 1998 the number of women's studies Ph.D. programs increased by 50%; at the University of Maryland, every year there are approximately 100 applicants to their Ph.D. program, of which 5-7 are commonly accepted.⁴

We recently communicated with Claire Moses, the editorial director of *Feminist Studies* and a distinguished professor of Women's Studies at the University of Maryland, about their own transition from program to department. The particulars of their history are very different from ours, since they had tenured faculty in Women's Studies before they became a department, and could have offered a major and a Ph.D. without becoming a department (University of Maryland

¹ W. B. Carnochan, *The Battleground of the Curriculum: Liberal Education and American Experience*, 1993: Stanford University Press, pp. 61.64, 92. 104.

² John R. Thelin, *A History of American Higher Education*, 2004: Johns Hopkins U. Press, p. xvi

³ Alice Ginsberg, *The Evolution of Women's Studies*, 2008: Palgrave MacMillan, p. 1.

⁴ Ginsberg, p. 30.

allows interdisciplinary programs to grant these degrees.) Why, then, did they ask for departmental status? We wanted to be recognized, Moses wrote, “for what we were.” “It is more than time for women’s studies to have the full status of other fields,” she went on, and urged that we “please know that we are 100% behind you.”

The original 2006 Five-Year Plan of the Women’s Studies Program describes the intellectual commitments, accomplishments, and future promise of Gender and Women’s studies at University of Kentucky. The plan included transitioning from a program to a department within the College of Arts and Sciences, and a name change from the “Women’s Studies Program” to the “Department of Gender and Women’s Studies,” a change that signals our understanding of gender as a construct that permeates human experience, thought, and history. Understanding women’s experiences, resources, strategies and contributions to society globally is central to the GWS mission, but GWS at UK also recognizes that men’s lives are gendered and that gender relations occur simultaneously with other hierarchical social relations and inequalities of power including those based on ability, age, class, ethnicity, family composition, race, region, religion, sex, sexual orientation and the inequitable distribution of resources in and among countries and groups globally. Thus GWS has always supported an integrative, multi-disciplinary, global, and theoretically diverse approach to the study of gender. As a department, Gender and Women’s Studies will be able to expand upon its commitment to fostering this vision through a broad and challenging interdisciplinary curricula, a research-supportive environment for faculty, undergraduate and graduate students, and service to the College, University, and Commonwealth.

As a department, Gender and Women’s Studies will be able to competitively recruit top faculty at all levels and from a variety of disciplinary backgrounds. Departmental status will allow for primary appointments of faculty members with specializations in Gender and Women’s Studies. Among our benchmarks (Appendix I), 53% (8/15) have established Departments of Women’s Studies or Gender and Women’s Studies; 33% (5/15) are Programs, and 13% (2/15) are Interdisciplinary Research Centers. Transitioning at this time would give Gender and Women’s Studies at the University of Kentucky a competitive edge in hiring top faculty in the field. Departmental status will also allow for a concentration of research energy that will nurture collaborative, multi-disciplinary scholarship from within one academic unit, while at the same time building upon and sustaining current research links across a number of academic and research units on campus.

Departmental status will facilitate administration and coordination of degree programs in Gender and Women’s Studies. Currently, all but two of our benchmarks offer the undergraduate major (see Appendix I); with the addition of our proposed major, UK will join the vast majority of our benchmarks. At the same time, 60% of our benchmarks (9/15) offer the PhD, either stand-alone or jointly with other programs. The development of a PhD program (which has received CPE approval – see above) will place the University of Kentucky among the most academically impressive of these benchmarks.

Within the Commonwealth of Kentucky, Berea College and the University of Louisville have Women’s/Gender Studies Departments. Berea College offers a BA in Women’s Studies and the University of Louisville offers a BA/BS and an MA in Women’s and Gender Studies. At this time, there is no PhD offered in the state. As Kentucky’s flagship university, UK’s transition to a department offering a PhD in Gender and Women’s Studies will fill this gap most appropriately.

As a department, Gender and Women's Studies will be able to expand upon its current curricula. The department will be able to develop and offer courses on a regular basis and better meet the growing demands of undergraduates and graduate students for courses in women's and gender studies. Faculty members will be able to teach a full load of courses within curricula planned to serve the needs and interests of students in both domestic and international contexts. Departmental status will also allow GWS to develop large enrollment introductory courses to be taught on a regular basis, as well as specialties in research and graduate training as indicated below.

Finally, as a department, Gender and Women's Studies will be able to consolidate, support, and enhance the intellectual community of gender scholars that already exists at UK, but without a central "home" for its initiatives and collaborations. The benefit, to both research and teaching, will be significant. As just two examples, we include our successful proposals for a faculty seminar to globalize our curriculum (Appendix VI), to be funded by Arts and Sciences, and a historical, transnational reader in feminist thought (Appendix VII) for which we have signed a contract with University of California Press. Neither of these projects would have been possible had we not already made significant progress toward, and begun to function as, the department that we hope to become, with investments in a shared vision and concrete contexts for the embodiment of that vision.

Resources:

Currently, GWS includes the following faculty: Three full time faculty (Alcalde, Basu and Ramberg) whose tenure homes are in Anthropology until such time as GWS transition to a department; one 50% jointly appointed faculty member (Cooper, joint with History), one 50% jointly appointed full-time lecturer (Oaks, joint with English), one faculty member with a 25% DOE assignment to GWS (Riggle, in Political Science – formal 25% joint appointment is in process), and one professor with a 12.5% appointment in GWS (Bordo, current Director of GWS, 12.5% English, 75% A&S).

Once departmental status is granted, GWS will become the tenure home of Alcalde, Basu, and Ramberg. In addition, Bordo will shift from a tenure home in English to a tenure home in GWS, and Cooper will shift from a joint appointment with History to a 100% appointment in GWS. This will result in faculty resources (5 full-time faculty, one of whom holds an endowed chair, and 2 joint appointments, 1 of whom is 50% and one of whom is 25%) that equal and arguably surpass those of several of our benchmarks. UCLA currently has only two full time faculty, in addition to six joint appointments who contribute 50% of their teaching and service efforts to WS. University of Iowa has only one full appointment, and all but one of its 6 jointly appointed faculty are 25% appointments (one is 50%. The 25% appointments teach only one WS course per year, with a corresponding 25% service.) University of Minnesota has 3 full-time faculty, and 6 joint appointments with 50% responsibilities in GWS. (See Appendix I for other data on these departments.)

To make the comparisons explicit: In terms of joint appointments, we currently have 3 fewer than UCLA and Minnesota. In addition, one of our appointments is currently only 25%. (However, it should be noted that Oaks is a full-time-lecturer who teaches 2 courses a semester for us.) It is harder to make a precise comparison with a department such as University of Iowa,

which has 3 more joint appointments, but with less GWS responsibilities than ours do. However, the comparison of full-time faculty are clear, and decidedly to our advantage. Our projected full-time appointments—which arguably are the most significant resources, not only for teaching but for coherent curriculum planning, departmental vision, day-to-day operations, and public profile—exceed all of these three benchmarks.

It should be noted, too, that additional current members of the UK faculty have expressed an interest in negotiating joint appointments with GWS; these negotiations will proceed through appropriate channels during and after the program's transition to departmental status.

The current A&S plan calls for hiring an additional four faculty members over the next five years, along with an additional 3.5 Teaching Assistants (GWS currently has two TAs). GWS has a full-time staff person (Business Officer) and is already responsible for its own budget within A&S.

Initial, full-time faculty recruitment focused on scholars who specialize in global perspectives on gender issues, feminist theory, cross-cultural or comparative gender studies, ethnic, race and gender studies, and gender and policy studies. It is a priority of the program to hire a diverse faculty that includes minority faculty members, and GWS has implemented that priority in its hiring to-date. Faculty who specialize in post-colonial analysis of gender or transnational/international gender issues will serve to develop the important area of International Studies in the College. Faculty specialized in ethnic, race and gender studies will contribute substantially to the urgent goal of the University and College to increase diversity in research and representation of faculty.

Description of the University of Kentucky, Department of Gender and Women's Studies

The UK Department of Gender and Women's Studies will offer undergraduate (and eventually, graduate) students the opportunity to do interdisciplinary work within six major areas of concentration. Some of these areas, e.g. sexuality and masculinity studies, represent new structures of knowledge that would not exist but for the ground-breaking research and curricular innovations of women's studies scholars. Others, e.g. the study of narrative and visual representations, have been deeply transformed by those innovations. Taken together, GWS's proposed areas of concentration reflect both existing faculty strengths as well as the profound contributions that gender and women's studies has made to (1) arts, literature, and humanities; (2) science and technology; and (3) social science, political action, and policy. Based on current faculty and courses including electives, and taking into consideration GWS's five-year hiring plan, GWS will phase in the areas of concentration as it grows, as follows:

Phase 1:

- States, economies and social action
- Narrative, visual and media representations
- Sexuality

Phase 2:

- Race and ethnicity
- Science, technology and health

Phase 3:

- Masculinity studies

In addition to offering these areas of concentration, the Department of GWS will facilitate the archeology and creative articulation of relations *between* significant areas of contemporary scholarship. This dimension of the program, will encourage exciting new research collaborations and teaching opportunities for faculty working across these areas, will establish UK Gender and Women's studies as a leader and innovator in creative program development, and will fill debilitating gaps that now exist for students wanting to do integrative work spanning the arts, sciences, and social sciences. Susan Bordo, for example, has received numerous inquiries from students who want to work in a qualitative, cultural mode on racial, sexual, and feminist dimensions of eating problems. This is work that currently could not be supported by the resources of any one department at UK. The Department of Gender and Women's Studies will be uniquely suited for such work, since it will allow for the construction of courses of study from the diverse interdisciplinary resources of its own faculty, as well as faculty associated with GWS from a variety of other departments.

Ultimately, GWS will offer several foci for such integration. As its inaugural "partnership," GWS has identified two of the most vibrant areas of contemporary interdisciplinary scholarship, areas which build on the strengths of current GWS faculty and Affiliated Faculty: (1) **body studies** (including sexuality and queer studies); and (2) **transnational studies** (including race and ethnic studies). A glance at course offerings, publications, and job advertisements across the disciplines makes it clear that each of these has become a major stream of research rippling throughout contemporary scholarship, and thus that many institutions, certainly our own, have the human resources to create imaginative and cohesive programs that integrate the two. It is thus striking—and at the same time an exciting opportunity for UK—that we are not aware of any program in gender studies that is known for the study of the body in transnational perspective or that advertises to prospective students along such lines.

UK is fortunate to have, among its faculty, feminist scholars with established reputations in these areas. Susan Bordo (English and Women's Studies) has written well-known books on the body in contemporary culture, and is widely credited as helping to establish the study of the body in culture as a legitimate academic field. Our three recently hired, full-time faculty (Alcalde, Basu, and Ramberg) are all doing important work at the intersection of transnational studies and body studies. Cristina Alcalde's work focuses on racialized, gendered bodies in contexts of violence and intranational as well as international migration. Srimati Basu's current research focuses on bodies in law, particularly the construction of the body in discourses of mediation and family violence in South Asia. Lucinda Ramberg's research in India and the United States focuses in particular on the body as an artifact of culture and power in relation to questions of sexual subjectivity, religiosity and citizenship. Among our other "core" faculty, Patricia Cooper (Gender and Women's Studies and History) works on the racialized body in the context of work. Ellen Riggle (Gender and Women's Studies and Political Science) is an expert on the effects of homophobia and minority stress as risk factors to the psychological and physical health of same-sex couples and sexual minorities. A number of affiliated faculty are also distinguished for their work on the body in cultural context. As just some examples, our English Department includes Ellen Rosenman and Virginia Blum, who have written significant books about, respectively,

Victorian sexuality and cosmetic surgery. Francie Chassen-López's (History) research explores not only the multiple ways that women participated in and were affected by war in 19th century Mexico, but also how their bodies emerged as battlegrounds, both physically and verbally in propaganda. Karen Tice (Education and Policy Studies) is at work on a book about beauty pageants and the making of gendered bodies. Anthropologist Deborah Crooks works transnationally in critical biological anthropology and gender and ethnicity in food and nutrition, and anthropologist Mary Anglin is well known for her work on women and AIDS, breast cancer, and women's reproductive health nationally and internationally. We have faculty working on women and aging (e.g., Laurie Hatch, Sociology; Nancy Schoenberg, Behavioral Science) and in the innovative and growing field of disability studies (e.g., Debra Harley and Malachy Bishop, Special Education and Rehabilitation Counseling). Several of our faculty have also done important work in masculinity studies, including Susan Bordo (English and Gender and Women's Studies) on the male body, Ellen Rosenman (English) on Victorian masculinity, and Karen Petrone (History) on masculinity and the culture of Soviet militarism.

These lists of relevant faculty currently at UK are far from complete; yet they give a clear indication that we are already strong in the areas of gender and women's studies which we will take as our foci as we move to department status and design our curricula.

Supporting Letters:

GWS requested letters of support from units with whom GWS has held strong collaborative affiliation in the past; and from departments which are the tenure homes of many GWS Affiliated Faculty. Appendix VIII includes letters of support from the following units/programs.

Center for Research on Violence Against Women
 Committee on Social Theory
 Department of Anthropology
 Department of English
 Department of Geography
 Department of History
 Department of Philosophy
 Department of Political Science
 Department of Sociology
 President's Commission on Women

Appendix I: UK BENCHMARKS⁵

("N/A" indicates program is not available; "--" indicates information is not available)

Institution	Administrative unit	UG Minors Yes/No	# of UG Minors	UG Majors Yes/No	# of UG Majors	Grad Minors Yes/No	# of Grad Minors	Grad Certificate	# of Grad Certif. Students	Masters Degree Yes/No	# of Masters Students	PhD Degree Yes/No	# of PhD Students	Benchmark Dept. FTEs ⁶
Univ of Arizona	Dept	Yes	N/A	Yes	N/A	Yes	N/A	Yes	3	Yes ⁷	12	Yes	N/A	8 F 6 J
UCLA ⁸	Dept	Yes	40	Yes	150	No	--	No	--	No	--	Yes	22	1 F 6 J
University of Florida	Center	Yes	N/A	Yes	N/A	No	--	Yes	N/A	Yes ⁹	N/A	Joint PhD	N/A	
Univ. of Georgia	Program	Yes	42	Yes	32	No	--	Yes	29	No	--	No	--	
University of Illinois Urbana ¹⁰	Program	Yes	30	Yes	32	Yes	39	No	--	No	--	No	--	
Univ. of Iowa	Dept	Yes	NA ¹¹	Yes	40	No	--	No	--	No	--	Yes	7	1 F 6 J
University of Maryland ¹²	Dept	Yes	75	Yes	45	No	--	Yes	20	No	--	Yes	30	8 F 3 J ¹³
University of Michigan ¹⁴	Dept	Yes	74	Yes	80	No	--	Yes	21	No	--	Joint PhD ¹⁵	45	0 F 30 J ¹⁶
Michigan St.	Center	Yes	80	No	--	No	--	No	--	No	--	No	--	
University of Minnesota ¹⁷	Dept	Yes	15	Yes	30	Yes	40	No	--	No	--	Yes	18	3 F 6 J
North Carolina State	Program	Yes	40	Yes	10	Yes	6	No	--	No	--	No	--	
Ohio State	Dept	Yes	107	Yes	82	Yes	3	No	--	Yes	16	Yes	18	10 F

⁵ All information is for 2007-2008 enrollment unless otherwise noted.

⁶ These numbers do not include affiliated, adjunct, or teaching faculty.

⁷ The terminal MA degree for the University of Arizona will be discontinued in 2008.

⁸ These are enrollment estimates. UCLA awarded 2 PhD degrees in 2007-2008 and admits between 4-6 students to the PhD program per year.

⁹ University of Florida offers a BA/MA which allows students to enroll in graduate coursework while working on their BA to receive the MA and BA simultaneously. They also offer an MA/JD in Law and Women's Studies.

¹⁰ Univ. of Illinois-Urbana 2006-2007 degrees awarded: UG majors: 15; UG minors 15; graduate minors: 2.

¹¹ Univ. of Iowa contact says the undergraduate minors are unknown because students don't need to declare a minor until they apply for graduation.

¹² Univ. of Maryland has awarded 100 BA degrees and 115 graduate certificates since its inception. 3 PhD degrees were awarded in 2007-2008.

¹³ These numbers are approximate, as it was difficult to ascertain from the website which faculty are joint and which full.

¹⁴ Univ. of Michigan awarded 52 undergraduate degrees in 2007-2008.

¹⁵ "Joint" here refers to WS and another department within the university.

¹⁶ Listed as "budgeted faculty," with no separate listing for "full."

¹⁷ Univ. of Minnesota 2006-2007 enrollment: UG majors: 15; UG minors: 42.

			¹⁸											6 J
Penn State	Dept	Yes	N/A	Yes	N/A	Yes	N/A	No	--	Dual MA	3	Dual PhD ¹⁹	41	0 F 15 J
Purdue, W. Lafayette ²⁰	Program	Yes	24	Yes	13	No	--	Yes	N/A	No	--	No	--	
Texas A&M	Program	Yes	31	No	--	No	--	Yes	26	No	--	No	--	

¹⁸ OSU contact says these numbers are usually higher, but are currently at these figures because of the upcoming graduation. OSU awards 50-60 BA degrees per year. Previous years (combined) degrees awarded estimate: UG minors: 120; UG majors: 150.

¹⁹ "Dual" here refers to WS and another department within the university.

²⁰ These numbers reflect the number of undergraduate degrees awarded in 2007-2008. Purdue 2008-2009 (estimate): UG majors: 9; UG minors: 31. 2006-2007 degrees awarded: UG minors:21; UG majors: 13.

Appendix II.

UNIVERSITY OF KENTUCKY

Women's Studies Program — 5-Year Plan

Beginning in Fall, 2006

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Section I: Background and Overall Plan

Mission, Commitments

The Women's Studies Program at the University of Kentucky investigates, from feminist / womanist perspectives, gender broadly conceived and the cultures and contributions of women worldwide. The purposes of the program are to develop and coordinate an interdisciplinary curriculum in gender and women's studies at the undergraduate and graduate levels; support critical research, teaching and public programming in gender and women's studies; and foster interdisciplinary scholarly and pedagogical collaboration. The Women's Studies Program aims to serve the University and

the Commonwealth through the promotion of social equality and commitment to scholarly excellence.

The faculty of the Women's Studies Program of the University of Kentucky share a commitment to research and teaching about the lives, cultures, perspectives, and activities of women globally, and to the understanding of gender as a construct that permeates human experience, thought, and history. Understanding and celebrating women's resources, strategies, contributions, and creativity, wherever and however they occur is central to our mission. At the same time, we recognize both that men's lives are gendered, too, and that gender relations occur simultaneously with other hierarchical social relations and inequalities of power including, but not limited to, those based on ability, age, class, ethnicity, family composition, race, region, religion, sex, sexual orientation, and the inequitable distribution of resources in and among countries and groups globally. Thus, we support an integrative, multi-disciplinary, theoretically diverse approach to the study of gender. Faculty associated with the Women's Studies Program have distinguished reputations for their contributions to scholarship on the history, experience, and accomplishments of women; to innovative developments in gender theory and masculinity studies; to explorations of the intersections of gender with race, class, and sexuality; and to investigating the importance and impact of gender throughout human cultures, including the academic disciplines and other scholarly endeavors.

In recognition of our growing role and reputation, the Women's Studies Program plans to begin a transition from program to departmental status, and to expand our faculty and curricula.

Over the next five years, the Women's Studies Program proposes to (1) change its name to Gender and Women's Studies to reflect the focus of the research faculty and program; (2) transition to departmental status; (3) hire faculty reflecting the diversity of the field and recruit quality graduate students with diverse scholarly interests; (4) develop expanded curricula at the undergraduate and graduate levels; and (5) implement BA, MA and PhD degree programs.

Departmental Status

The 5-Year Plan of the Women's Studies Program includes transitioning from a program to a department within the College of Arts and Sciences. A name change will accompany this transition: from the "Women's Studies Program" to the "Department of Gender and Women's Studies." As a department, Gender and Women's Studies will expand upon its commitment to creating a research-supportive environment for faculty and graduate students, teaching broad and challenging interdisciplinary curricula for graduate and undergraduate students, and providing service to the College, University, and Commonwealth.

As a department, Gender and Women's Studies will be able to competitively recruit

top faculty at all levels and from a variety of disciplinary backgrounds. Departmental status will allow for primary appointments of faculty members with specializations in gender and women's studies. Among our benchmarks, departmental status is still less common than program status (6 departments versus 11 programs), giving a new department at UK a competitive edge in hiring the top faculty in the field. Departmental status will also allow for a concentration of research energy that will nurture collaborative, multi-disciplinary scholarship from within one academic unit.

Departmental status will facilitate offering graduate degrees in Gender and Women's Studies at a time when there are still relatively few opportunities for doctoral-level studies in the field. A majority of our benchmark programs (12) do offer graduate degrees, including Masters, joint MA/JDs, and PhDs. Eight programs offer a PhD or joint PhD. The development of a PhD program will place the University of Kentucky among the most foresighted of these benchmarks. Within the Commonwealth of Kentucky, Berea College and the University of Louisville have Women's Studies Departments. Berea College offers a BA in Women's Studies and the University of Louisville offers a BA/BS and an MA in Women's and Gender Studies. There is no PhD offered in the state. As Kentucky's flagship university, UK's transition to a department offering a PhD in Gender and Women's Studies will fill this gap most appropriately.

As a department, Gender and Women's Studies will be able to expand upon its curricula. The department will be able to develop and offer courses on a regular basis and better meet the growing demands of undergraduates and graduate students for courses in women's and gender studies. Faculty members will be able to teach a full load of courses within a curriculum planned to serve the needs and interests of students. Departmental status will also allow the program to develop large enrollment introductory courses to be taught on a regular basis; and it will allow the program to develop specialties in research and graduate training. Seventeen of our benchmarks offer an undergraduate major in Women's Studies.

Degree Programs

The Department of Gender and Women's Studies proposes to offer an undergraduate major and minor, MA, and a PhD.

The undergraduate minor is already in effect. The undergraduate BA will replace the current topical major.

The graduate MA and PhD will expand upon the current graduate certificate program, which has been extremely successful. (The Women's Studies Program has awarded 96 graduate certificates since the curriculum's inception in 1994.) The MA and PhD curricula will be free-standing; but we also propose to develop joint graduate degree curricula in cooperation with other graduate programs. Joint degree programs will be developed first with departments from which the Women's Studies Program has a history of drawing graduate certificate students and where faculty have a commitment to teaching courses related to women's and gender studies, departments such as but not limited to: Anthropology, English, Geography, Hispanic Studies, History, Philosophy, and Sociology in

the College of Arts and Sciences; and Educational Policy Studies and Evaluation and Special Education and Rehabilitation Counseling in the College of Education.

The Department of Gender and Women's Studies will work closely with other departments and programs that have a commitment to a focus on gender and women's studies within their disciplines, creating joint graduate degrees that serve the precise interests and needs of students. In this, we follow the University of Michigan and Penn State University, which offer joint degrees with other departments. The University of Iowa offers a PhD with a concentration in a single discipline outside of the Women's Studies Department. By adopting the joint degree model along with the freestanding model, we will allow for maximal enhancement of student educational and research opportunities, as well as expanded options for our graduates' professional employment.

Resources and General Hiring Plan (General)

Faculty: Of our benchmark departments with full-time faculty, five is the minimum number of faculty. We believe that this number constitutes a minimum for implementing the transition from program to department. Because of our aspirations to offer graduate degrees in the future, over the next five years, a minimum of eight full-time faculty will be needed to develop and staff appropriate curricula. This faculty will need to be supplemented by a minimum of 10 joint appointments (our benchmark average for joint faculty is 8.5), perhaps recruited from current UK faculty who are already consistently teaching and conducting research in women's and gender studies. The 10-year plan for the department will include the hiring of additional faculty to maintain and build upon the scholarly reputation of the original faculty and to bring about parity with other departments in the College and among our benchmarks, and to meet expected growing demands by students.

Initial full-time faculty needs will include hiring faculty who specialize in global perspectives on gender issues, feminist theory, cross-cultural or comparative gender studies, ethnic and gender studies, and gender and policy studies. It is a priority of the program to hire a diverse faculty that includes minority faculty members. Faculty who specialize in post-colonial analysis of gender or transnational/international gender issues will serve to develop the important area of international studies in the College (an area where the College traditionally lacks research faculty but for whom there is great need). Faculty specialized in ethnic and gender studies will focus on intersections of identities or the layering of women's spaces, and will contribute substantially to the urgent goal of the University and College to increase diversity in research and representation of faculty.

Teaching Assistants: Examination of our benchmarks suggests that we will also need to have 10 TA positions.

Staff: The average number of staff positions of our benchmark programs is 2.75; thus, developing degree programs and departmental status will require additional staff support.

Space: Appropriate space to house faculty and TAs will need to be provided.

Section II: Description of the University of Kentucky Department of Gender and Women's Studies

Areas of concentration

The UK Department of Gender and Women's Studies will offer undergraduate and graduate students the opportunity to do interdisciplinary work within six major areas. Some of these areas, e.g. sexuality and masculinity studies, represent new structures of knowledge that would not exist but for the ground-breaking research and curricular innovations of women's studies scholars. Others, e.g. the study of narrative and visual representations, have been deeply transformed by those innovations. Taken together, our areas of concentration reflect both our existing faculty strengths as well as the profound contributions that gender and women's studies has made to (1) arts, literature, and humanities; (2) science and technology; and (3) social science, political action, and policy. The six major concentrations that we have identified are:

- Narrative, visual and media representations;
- Race and ethnicity;
- Sexuality;
- Science, technology, and health;
- States, economies, and social action;
- Masculinity studies

Areas of Integration

In addition to offering these areas of concentration, we plan on creating a department that will facilitate the archeology and creative articulation of relations *between* significant areas of contemporary scholarship. This dimension of our program, we believe, will fill debilitating gaps that now exist for graduate students wanting to do integrative work spanning the arts, sciences, and social sciences, will encourage exciting new research collaborations and teaching opportunities for faculty working across these areas, and will establish UK Gender and Women's studies as a leader and innovator in creative program development.

Ultimately, we hope to offer several foci for such integration. As our inaugural "partnership," we have identified two of the most vibrant areas of contemporary interdisciplinary scholarship: body studies (including sexuality and queer studies) and transnational studies (including race and ethnic studies.) A glance at course offerings, publications, and job advertisements across the disciplines makes it clear that each of these has become a major stream of research rippling throughout contemporary scholarship, and thus that many institutions (certainly our own) have the human resources to create imaginative and cohesive programs that integrate the two.

It is thus striking—and at the same time an exciting opportunity for UK—that we are not aware of any program in gender studies that is known for the study of the body in

transnational perspective or that advertises to prospective PhD students along such lines. Indeed, it is our impression that most often, body studies and transnational studies are conceived of—for example, in decisions about faculty hires—as competing areas of concentration. This not only creates conflict and division within departments, but perpetuates the intellectual fragmentation of knowledge that noted educator and author Gerald Graff (*Clueless in Academe*) charges with encouraging students to “experience the curriculum not as a connected conversation but as a disconnected series of courses that convey wildly mixed messages” (Graff, p. 27). Instead of imagining body/transnational as competing commitments, we will create a department that is doing cutting-edge work—as a collectivity—on each and the living relationships between them. This will require, of course, visionary and long-range planning. The prize will be a unique department that we believe will be immensely attractive to scholars and graduate students.

Existing Faculty Strengths in Body and Transnational Studies

There is no doubt that Gender and Women’s Studies at UK is poised to create a department doing innovative, integrative work organized around the partnership of these areas. Feminist scholars have been especially innovative and influential both in body studies and in the movement to develop transnational perspectives throughout the disciplines, and UK is fortunate to have, among its faculty, feminist scholars with established reputations in these areas, some of whom are already working integratively and even collaboratively. For example, Susan Bordo (English and Women’s Studies), whose work is widely credited as ground-breaking in helping to establish the study of the body in culture as a legitimate academic field, recently collaborated with UK anthropologist Monica Udvardy, on an essay-length entry on “The Body” for Scribner’s *New Dictionary of the History of Ideas*. The entry is appended to this document (Appendix IV) as just one example of the kind of integrative, interdisciplinary work on the body in context that is already underway among our faculty and that the Department of Gender and Women’s Studies will promote.

Although it is somewhat artificial and difficult to tease apart and “define” the rich, interdisciplinary work of our individual faculty members in terms of the two broad categories “Body/Sexuality Studies” and “Transnational Studies,” we do so now for the purposes of making clear our existing resources for research and teaching collaborations in these areas.

Transnational studies: The Department of Gender and Women’s Studies would offer interdisciplinary perspectives that are addressed within the context of a transnational world and from perspectives as diverse as postcolonial theory, history, literature, sociology, and cultural studies. Our faculty, both affiliated and associated with the department, will draw students into interdisciplinary analysis of specific gender practices and areas such as: the politics of women and children’s labor in a transnational world (Susan Roberts, Geography); North African women and Islamic fundamentalism (John D. Erickson, French); gender, race, and nation in postcolonial Latin America (Francie R. Chassen-López, History); spatial politics of gender and citizenship in Turkey (Anna J. Secor, Geography); gender, kinship, and household organization in Central Africa (Lisa Cliggett, Anthropology); women writers in Germany (Linda Worley, German); women and domestic intimacy in England and

France (Suzanne R. Pucci, French); women's roles in Russian folklore and ritual (Jeanmarie Rouhier-Willoughby, Russian); women and gender in the Ancient World (Ross Scaife, Classics); family and social relations in urban early twentieth century China (Kristin Stapleton, History); the body in postwar Japanese literature (Doug Slaymaker, Eastern Studies); and transnational feminism and gender practices (position to be filled, see Appendix I).

Body studies: A number of UK faculty already associated with Women's Studies are distinguished for their work on the body in cultural context. As just some examples, our English Department includes Ellen Rosenman and Virginia Blum, who have written significant books about, respectively, Victorian sexuality and cosmetic surgery, as well as Denise Fulbrook, who works on the Victorian body in literature and culture. Poet Nikky Finney's latest collection of poems, *The World Is Round*, has a strong thematic focus on the body as a site of memory, experience, and cultural meaning. Yolanda Pierce (English) was the organizer of last year's *Black Women's Conference*, whose theme was Black Women and the Body. Patricia Cooper (Women's Studies and History) works on the racialized body in the context of work. Susan Bordo (Women's Studies and English), whose work on body-image is internationally known, has published recently on the globalization of eating problems, and will soon have an article published on hair and the racialized body. Karen Tice (Education and Policy Studies) is at work on a book about beauty pageants and the making of gendered bodies. In addition to Professors Udvardy and Cliggett, our Anthropology Department includes Deborah Crooks, who works transnationally in critical biological anthropology and gender and ethnicity in food and nutrition, and Mary Anglin, who is well known for her work on women and AIDS, breast cancer, and women's reproductive health nationally and internationally. Other faculty working on women's reproductive health include Joanna Badagliacco (Sociology) and Joan Callahan (Philosophy), whose work deals with a range of ethical and policy issues concerning women's health. We have faculty working on women and aging (e.g., Laurie Hatch, Sociology; Nancy Schoenberg, Behavioral Science), on women's homelessness and health (e.g., Debra Anderson, Nursing), and in the innovative and growing field of disability studies (e.g., Debra Harley and Malachy Bishop, Special Education and Rehabilitation Counseling). Others work on violence against women (e.g., Jan Oaks, English; Dorothy Edwards, Educational and Counseling Psychology) and much of the clinical work of Mary Bolin-Reese (Educational and Counseling Psychology) involves eating disorders and body image, and issues relating to trauma among survivors of sexual assault.

Sexuality studies and masculinity studies are both vital and rapidly expanding areas within body studies, which are well-represented by UK faculty. A number of our faculty work in areas related to sexual and gender minorities. Both Ellen Riggle (Political Science) and Sharon Rostosky (Educational and Counseling Psychology) are experts on the effects of homophobia and minority stress as risk factors to the psychological and physical health of same-sex couples and sexual minorities. Melanie Otis (Social Work) also focuses on health issues specific to Lesbian, Gay, Bisexual and Transgendered Individuals. Joan Callahan (Philosophy) works on sexuality, gender, and policy issues involving sexual minorities, and Jay Francis (Classics) and Michael Trask (English) work on issues in the history of sexuality. Several of our faculty have done important work in masculinity studies, including Susan Bordo (English and Women's Studies) on the male body, Ellen Rosenman (English) on Victorian masculinity, and Karen Petrone (History) on masculinity and the culture of Soviet militarism.

These lists of relevant faculty currently at UK are far from complete; yet they give a clear indication that we are already strong in the areas of gender and women's studies which we will take as our foci as we move to department status and design our curricula.

Demonstrable Student Interest in Body Studies

Courses and topics within courses which deal with the body are immensely attractive to students, both graduate and undergraduate, in no small measure because of the perception of relevance to their own lives, but also because of the fascination and excitement of doing innovative, cultural research. Some recent graduate theses and dissertations, both completed and current, include the following topics and titles:

- *Authorship and the disavowal of the female body,*
- *Female disorders as expressive communications,*
- *The female body as a source of empowerment/disempowerment,*
- *The 19th Century "New Woman" and the body,*
- *"Soldier Girls: Pop Culture Representations of America's Women in Uniform from WWII to the 'War on Terror'"*
- *Bodily Performance as Cultural Ideology,*
- *Eating Problems in Global Perspective,*
- *"ReFashioning Masculinity: Men, Fashion, and Consumer Culture in Britain, 1860-1914" (accepted for publication)*
- *"Desirable Deviance" (Representations of the lesbian body in literature and popular culture)*
- *Advertising and male body image, racial and sexual perspectives*
- *"Stripped: Inside the Lives of Exotic Dancers" (published)*
- *"Mixed Company: Explorations of Bodily and Linguistic Habitus in Mixed-Class Scenes from Victorian Writing"*
- *"The Holy Ground: The Corpse as Text in Space and Place"*
- *"Who Cares? Women's Work in Women's Fiction and Film"*
- *"Bodily Being: Understanding Living Human Materiality through a Feminist Phenomenological Analysis of Pregnant Embodiment"*
- *"Birth Control Women: Controlling Reproduction in the South 1933-1970."*

To those of us who have been working in this area for many years, it seems indisputable that student interest in body studies has dramatically increased over the last half decade, and that this interest has included a growing attentiveness to racial, ethnic, sexual, and international dimensions. What we are witnessing, we believe, is the rapid development of a substantial new field that eventually will be as academically recognized as, for example, film studies. However, body studies, unlike film studies, has no obvious disciplinary "home(s)" but rather is virtually a paradigm case of a object/subject of knowledge that is thoroughly interdisciplinary—in its origins, canonical authors, conceptual tools, and research methodologies. For this reason, despite our considerable faculty resources, students find it extremely difficult to assemble committees within their departments, and many prospective students, unable to find what they are looking for at UK, simply do not apply to our graduate school.

Susan Bordo, for example, has received numerous inquiries from students, some from countries outside the U.S, who want to work in a qualitative, cultural mode on racial, sexual, and feminist dimensions of eating problems. This is work that currently could not be supported by the resources of any one program at UK; indeed, some seemingly "relevant" departments might even be dismissive of such an approach. It has been extremely disturbing to our faculty doing this kind of work to receive growing numbers of inquiries from students who are interested in doing exciting, cutting-edge scholarship in various aspects of body studies (queer theory, masculinity and the body, women and sport, violence against women, to name just a few) in an interdisciplinary, cultural mode that simply could not or would not be supported by any of our existing departmental structures. The Department of Gender and Women's Studies will be uniquely suited for such work, since it will allow for the construction of courses of study and graduate committees from the resources of its own faculty, as well as faculty associated with GWS from a variety of other departments.

Section III: Faculty Hiring Plan

Immediate Needs

After carefully reviewing existing faculty resources, we have identified the following positions as *immediate* needs of our program, which could be fulfilled by joint hires in any number of different departments:

1. An **Asia Studies** scholar who works on body/sexuality issues. Here, we could profit enormously from the collaboration currently being proposed Geography and Women's Studies for a joint appointment in an area broadly defined as "Contemporary Transnational Processes and Gendered Subjects." In this proposal, several positions are described that have the potential to cohere well with our trajectory. The proposal for this position follows as Appendix I.²¹
2. A scholar who works on **race and beauty/body image**. The proposal for this position follows as Appendix II.
3. A scholar who works on **transnational perspectives on gender violence**. The proposal for this position follows as Appendix III.

²¹ Appendices to the Five Year Plan are not included in the March 10, 2009 proposal for departmental status.

Appendix III

Proposed UG Degree in Gender and Women's Studies

PROGRAM INFORMATION

Degree Title: Bachelor of Arts
 Major Title: Gender and Women's Studies
 Primary College: College of Arts and Sciences
 CIP Code: 05.0299

CONTACT INFORMATION

Name: Deborah L. Crooks, Director, Gender and Women's Studies
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ABSTRACT

Gender and Women's Studies at the University of Kentucky is committed to research and teaching about the lives, cultures, perspectives, and activities of women globally, and to the understanding of gender as a construct that permeates human experience, thought, and history. Understanding women's experiences, resources, strategies and contributions to society is central to the GWS mission, but GWS at UK also recognizes that men's lives are gendered and that gender relations occur simultaneously with other hierarchical social relations and inequalities of power including those based on ability, age, class, ethnicity, family composition, race, region, religion, sex, sexual orientation and the inequitable distribution of resources in and among countries and groups globally. Thus the GWS Program supports an integrative, multi-disciplinary, theoretically diverse approach to the study of gender.

The proposed baccalaureate major in Gender and Women's Studies is an interdisciplinary, transnational program of study of gender and its intersections with other relations of power, such as sexuality, race, class, age, nationality, religion, and colonialism. It focuses on building critical, investigative, and communication skills through the study of theory, culture, social and historical life, and the practices of research, writing, and social engagement. The program includes 6 credit hours of pre-major requirements in interdisciplinary gender and women's studies in both the social sciences and the humanities. The major requirements include: (1) 15 hours of coursework in the history of feminist thought, contemporary feminist theorizing, gender and social movements, feminist research methods, and a capstone writing-intensive senior seminar; and (2) 15 hours of electives to be selected from a list of courses taught by GWS faculty and GWS Affiliated faculty.

The GWS program at UK has a history of collaboration with other Kentucky academic institutions in terms of accepting courses in fulfillment of UK GWS courses and requirements, as well as in cosponsoring programs. This collaboration will continue with the establishment of the

major. We have no plans at the moment to provide the baccalaureate degree program via distance learning; however, some courses taught by our affiliated faculty are available on-line. Thus students could fill some of the proposed program requirements, especially allied coursework, through on-line coursework.

The proposed undergraduate program in Gender and Women's Studies will equip students for success in most fields where an understanding of diversity, and the way it plays out in society, is important. For example, graduates will find employment in the non-profit and/or social services sectors (women's shelters, immigrant organizations, legal advocacy groups), health education/advocacy organizations (women's health coordinator, immigrant health coordinator/advocate), journalism (major magazines, newspapers around the state), and the business sector (banking, marketing, retail sales management, human resources), among others. Also, the major in GWS provides an excellent baccalaureate background for students who intend to go on for professional and academic graduate degrees.

PROPOSAL DEVELOPMENT PROCESS

During AY 2005/06, the Steering Committee of the Women's Studies Program undertook development of a proposal for a department of Gender and Women's Studies, with undergraduate and graduate degrees. The Committee performed an analysis of UK benchmark institutions, as well as other institutions across the country with Gender and/or Women's Studies programs. From this analysis, the Committee drafted a Five-Year Plan which was vetted by the Steering Committee and Affiliated Faculty through a series of meetings of the full Steering Committee, and a number of break-out committees whose charges were to focus specifically on development of the undergraduate and graduate degrees. All Affiliated Faculty were invited to attend these program-development meetings. Upon consolidation of the final draft, which was approved by the Steering Committee in January of 2006, the final proposal (Women's Studies Program – 5 Year Plan) was submitted to the Dean of the College of Arts and Sciences for approval.

In the Fall of 2006/Spring of 2007, the GWS Ad-Hoc Committee for the Development of the Undergraduate Degree in GWS continued to refine the undergraduate major with continued input from the Affiliated Faculty. Upon hiring three GWS faculty, who joined the program in Fall 2007, the undergraduate major program was finalized, submitted to the Steering Committee for final approval on January 11, 2008, and accepted by unanimous vote.

A draft was submitted to the Ed Policy Committee; the current Director of GWS attended the 1/22/08 meeting to discuss the proposal. The Committee provided a number of suggestions to clarify and improve the proposal. This current draft is the result of that process.

PROGRAM DESCRIPTION

- A. University Requirements (See UK Bulletin 2007-2008, pp. 77-81).
- B. College of Arts and Sciences Requirements (See UK Bulletin 2007-2008, pp. 100-105).
- C. Proposed Major in Gender and Women's Studies.

(6 Pre-Major credit hours, 30 major credit hours).

1. **Pre-major (6 hrs):**

GWS 200 and 201: (Existing Courses, 3 cr hr each = 6 cr hr): Introduction to GWS in Social Sciences and Introduction to GWS in the Humanities.

These existing two courses are terrain-mapping introductory courses. While both courses adopt an interdisciplinary approach to scholarship in gender and women's studies that covers a broad range of readings, each provides a more selective focus on the disciplines within either the Humanities or the Social Sciences. Students are required to take both courses; based on current practice in the minor and interdisciplinary major, many students already elect to do so. These courses currently serve both the GWS minor and the USP program and will continue to do so.

Enrollment Expectations: These two courses currently serve, on average, 175-200 students per year. We expect those enrollment numbers to continue and to grow as the university increases freshman enrollments.

2. **Major (30 hours).**

Core Courses (15 hours).

GWS 250: (New Course, 3 cr). Gender and Social Movements.

This course provides an historical treatment of social movements across at least three different cultural/national world areas, focused topically, e.g., on struggles for women's suffrage, women and labor, sexuality rights, anti-slavery struggles etc. World areas and topics will shift depending upon the teaching interests and expertise of the instructor.

Enrollment Expectations: Our expectation is that this course will serve the major, as well as other programs. We anticipate initial enrollment of 20-25 students, increasing approximately 10 students/year for at least 5 years as other programs begin to include the course in their electives.

GWS 340: (New Course, 3 cr). History of Feminist Thought to 1985.

Working with primary source material from around the globe, including classic texts, short works of fiction, poetry and political manifestos, this course provides a transnational, historical introduction to feminist thought up to 1985.

Enrollment Expectations: Current GWS 300-level courses draw 20-25 students per semester; our expectation for GWS 340 is 20-25 students in the initial years of the program, increasing as the major grows (see "F" below).

GWS 350: (Existing Course, 3 cr). Introduction to Feminist Theorizing.

This course provides an in-depth examination of feminist theory, which is not limited to academic discourse, but in fact embraces the varied forms—literary, political, cultural--of critical engagement with central feminist debates of the past several decades. It will cover the period from 1985 to the present.

Enrollment Expectations: This course current draws approximately 25 students each year. We expect that level of enrollment to grow as the number of majors grows (see “F” below)

GWS 400: (New Course, 3 cr). Doing Feminist Research.

This feminist research methods course provides students an introduction to methods and styles of feminist research among and beyond the disciplines. It is designed to prepare students for interdisciplinary teaching and research through discussions of methodology, social engagement, feminist pedagogy, and feminist writing.

Enrollment Expectations: Because of the interdisciplinary focus of this course, we expect it will attract students from a number of majors. Our projected initial enrollment is 30 students; however, as demand increases, and as the number of GWS faculty increases, the course will be taught each semester rather than once per year, with an expected total enrollment of 40-50 students within 5 years.

GWS 599. (New Course, 3 cr). Senior Seminar.

This capstone, writing intensive course will require students to develop an interdisciplinary, globally-informed research project of their choosing, culminating in a major piece of written work. Projects will be shared, critiqued, and revised during the course of the semester.

Prerequisite: Senior standing in Gender and Women’s Studies or permission of instructor.

Enrollment Expectations: Expectation for initial years of this course is approximately 20 students per year, with increases as the number of majors increases (see “F” below).

Electives (15 credit hours).

Students will select five 3-credit-hour courses from a list of GWS electives or other approved electives. Following is a list of established GWS elective courses, followed by GWS courses that are currently in development by new and existing faculty. The final list includes courses taught by non-GWS faculty over the past three years that have been accepted as electives in either the GWS minor program or GWS Topical Major program. As new courses are developed, they will be added to the electives list as appropriate.

Expected Enrollments for elective courses: Course enrollment data from AY 2007/08 and AY 2006/08 indicate 300 level GWS courses enroll 20-25 students/course; 400 level courses enroll approximately 25 students; and 500-level courses 10-15 students per course.

Established Electives in GWS:

GWS 300 Topics in Gender and Women’s Studies : Various topics.

GWS 395	Independent Study in GWS
GWS 399	Internship in GWS
GWS 416	Gender Roles in Cross-Cultural Comparison
GWS 430	Gender, Power and Violence (new course form submitted)
GWS 595	Issues in Gender and Women's Studies: Various topics.

GWS Electives Under Development: (These courses have been taught at least once and new course form applications are under development):

GWS	Introduction to Queer Studies
GWS	Women and Spiritual Journeys
GWS	Asian Women

Electives Outside GWS : These courses have been accepted as GWS electives during the last 3 years:

Course #:	Title:	Instructor:	Semester taught:
ANT 350	Topics in Anthrop: Subtitles as relevant	Anglin	Spr 06
ENG 234	Intro Women's Lit	Oaks	Spr 06, Fa 06, Spr 07, Fa 07
ENG 330 Spr 07,	Text and Context: Subtitles as relevant	Blum, Oaks, Rosenman	Spr 06, Fa 06, Fa 07
ENG 487	Cultural Studies: Subtitle as relevant	Blum	Fa 06
ENG 480	Studies in Film: Subtitles as relevant	Blum	Spr 07
ENG 485	Stds. In Lit and Gndr: Subtitles as relevant	Rosenman	Spr 07
HIS 404	US Wom Hist to 1900	Kern	Spr 06
HIS 405	US Wom Hist snce 1900	Kern	Fa 07
HIS 563 08	Women in Latin Am	Chassen-Lopez	Spr 06,
HIS 595	Studies in History: Subtitles as relevant	Chassen-Lopez	Fa 06
LIN 517	Special Topics	Bosch	Fall 07
PHI 540	Feminist Philos	Callahan	Fall 06
RUS 370	Russian Folklore	Rouhier-Willoughby	Fa 06, Fa 07
SOC 302	Soc Res Methods	Badagliacco	Fall 07
SOC 334	Soc of Family	Badagliacco	Fall 06

3. Distribution Requirements.

Students majoring in GWS must complete at least 27 credit hours of the major through upper division coursework (i.e., 12 credit hours of core courses, 15 credit hours of electives). There will be no initial distribution requirements except that

students work closely with their GWS faculty mentor to create a course plan appropriate to their interests.

**D. Four Year Curricular Map: Bachelor of Arts in Gender and Women's Studies.
(Evaluated by Graduate Certification Officers in A&S as meeting all USP and A&S requirements on February 15, 2008)**

Year 1: Fall ENG 104 (4) Foreign Language 101 (4) USP Math (3) <u>GWS 200 or 201 (3)</u> 14 credits	Year 1: Spring Foreign Language 102 (4) PHI 120 (3) USP NS (3) USP HU (3) <u>GWS 200 or 201 (3)</u> 16 credits
Year 2: Fall Foreign Language 201 (3) STA 200 (3) USP NS (3) GWS 250 (3) <u>GWS Elective 1 (3)</u> 15 credits	Year 2: Spring Foreign Language 202 (3) USP SS (3) USP HU (3) GWS 340 (3) <u>GWS 350 (3)</u> 15 credits
Year 3: Fall A&S NS (3) A&S HU (3) USP SS (3) GWS Elective (3) <u>300+ Elective (3)</u> 15 credits	Year 3: Spring USP Cross-Cultural/A&S SS (GWS 401) (3) GWS 400 (3) GWS Elective 3 (3) A&S NS (3) <u>300+ Elective (3)</u> 15 credits
Year 4: Fall A&S HU (3) A&S SS (3) A&S Lab (1) GWS Elective 4 (3) <u>2nd Tier Writing (3)</u> 16 Credit Hours	Year 4: Spring GWS 599 (3) GWS Elective 5 (3) 300+ elective (3) Elective (3) <u>Elective (3)</u> 15 Credit Hours

E. Student Recruitment and Advising.

Students will be recruited through the GWS web site, through brochures, through academic advising in A&S, and by word of mouth. Currently, our GWS minor generates remarkable interest in both the social sciences and humanities fields, and 80% of our minor students and all of our interdisciplinary major students have stated that they would prefer to have a major in GWS at UK, and would have chosen this option if available.

The GWS Major will employ a professional academic advisor responsible for advising all students majoring in GWS; students are required to meet with the academic advisor twice per year. All GWS students are assigned a GWS faculty mentor, with whom they must meet twice per year in advance of their meeting with the professional advisor.

F. Analysis of Needs and Projected Program Size.

Among our national benchmark institutions, all currently offer an undergraduate major in either women's studies or gender and women's studies, and all but two offer the undergraduate minor (see table below). Within the Commonwealth, ten institutions offer the undergraduate minor, and three offer the undergraduate major (one is an interdisciplinary major - see table below).

Benchmark (in bold) and Other Institutions	UG Minors Yes/No	# of UG Minors	UG Majors Yes/No	# of UG Majors
Arizona State University	Yes	150	Yes	60
University of Arizona	Yes	34	Yes	31
UCLA	Yes	40	Yes	150
University of Cincinnati	Yes	30-40	Yes	30-40
University of Florida	Yes	N/A	Yes	N/A
University of Georgia	Yes	42	Yes	50
University of Illinois Chicago	Yes	19	Yes	21
University of Illinois Urbana	Yes	30	Yes	32
Indiana Bloomington	Yes	62	Yes	88
University of Iowa	Yes	N/A	Yes	N/A
University of Maryland	Yes	75	Yes	45
University of Michigan	Yes	98	Yes	96
Michigan State	No	80	Yes	n/a
University of Minnesota	Yes	15	Yes	30
University of Missouri	Yes	15-25	Yes	40
University of North Carolina	Yes	N/A	Yes	N/A
North Carolina State	Yes	40	Yes	10
Ohio State	Yes	107	Yes	82
Penn State	Yes	61	Yes	35
Purdue, W. Lafayette	Yes	24	Yes	13
Rutgers	Yes	100	Yes	100
University of Tennessee	Yes	13	Yes	15
Texas A&M	No	31	Yes	n/a
University of Texas Austin	Yes	100	Yes	31
University of Virginia	Yes	14	Yes	42
University of Washington	Yes	100	Yes	75
Univ Wisconsin Madison	Yes	100	Yes	137

Kentucky Institution	UG Minors Yes/No	# of UG Minors	UG Majors Yes/No	# of UG Majors
Berea College	Yes	11	Yes	4
Eastern Kentucky Univ.	Yes	27	No	N/a
Morehead State University	Yes	25	No	N/a

BCTC.	No	N/a	No	N/a
Northern Kentucky Univ.	Yes	23	No	N/a
Western Kentucky Univ.	Yes	60	No	N/a
Transylvania University	Yes		Yes (Interdisc. major)	
Georgetown College	Yes		No	N/a
Centre College	Yes		No	N/a
Midway College	Yes		No	N/a
University of Louisville	Yes		Yes	N/a

Since the GWS program at UK (formerly WS program) was initiated in 1989, over 200 students have enrolled in the minor program, approximately 22 students per year. In addition, between 1997 and 2001, 911 students enrolled in undergraduate GWS courses; with 1644 students enrolled between 2002 and 2006. GWS has also awarded four topical major degrees in GWS.

We polled our current registered minors in GWS and asked if they would have declared GWS as a major if that option had been available to them. Of the 13 currently enrolled minors (note that some students officially declare their minor upon completion of coursework, therefore, their names are not listed on our "minor" rolls), 10 responded to our survey and 8 of those responses were "yes." This year, the Director of GWS has received at least 6 inquiries from students not yet enrolled at UK about the availability of the baccalaureate degree in Gender and Women's Studies.

Benchmark institutions' enrollments in the major range from 10-150. We examined enrollments in other A&S departments, focusing specifically on smaller departments, measuring department size by the number of faculty (all departments have more faculty than will GWS at its inception as a department). For the year 2006, Anthropology (12.5 faculty) had 105 majors, Geological Sciences (9 faculty) had 57 majors, Philosophy (14 faculty) had 76, Sociology (10.5 faculty) had 205, and Statistics (12.85 faculty) had 25 majors.

We estimate the GWS major will enroll approximately 20 students in its first year, putting it in the middle of the smaller A&S departments at UK in terms of student-to-faculty ratio. We interpret the enrollments of our benchmarks as indicating a strong demand for this degree. Therefore, we anticipate adding 10 majors per year as faculty size grows at the rate of 1 per year (A&S Strategic Plan). Within five years of establishing the degree, we expect an enrollment of 70 students.

G. Study Abroad Policy.

Because of the transnational focus in the GWS program, students majoring in GWS will be strongly encouraged to explore opportunities for education abroad. In the twice-yearly mentoring sessions with their faculty mentor, students will be provided information on the various opportunities available through the Office of International Affairs, and GWS faculty mentors will discuss with their student mentees the advantages of learning abroad for some part of the undergraduate career.

A number of programs provide interesting opportunities for GWS majors. For example, the Reciprocal Exchange program allows students to broaden their cultural perspectives as well as improving foreign language abilities through education at institutions in Japan, Australia, England, Ireland, Russia and Germany. The ISEP Exchanges program provides similar opportunities. The Cooperative Center for Study Abroad provides several programs of study that directly link to the various program foci and goals of the GWS program, e.g., programs on Institutional Violence Against Women and Children in Ireland, the Women's Movement in Irish History and Popular Culture, Women's Health and Wellness in the US vs. UK, the Australian program on The Study of Women's Health (in international perspective). The International Service Learning program provides students interested in activism and community service to incorporate international service learning into their degree programs for academic credit (e.g., through the GWS 399 internship course).

GWS faculty will communicate an expectation that students seek out these and other opportunities, and will work with their student mentees to facilitate making international education an integral component of the GWS major experience.

H. Transfer Credits.

Approved transfer credit may be applied to the GWS major as permitted by the University's Residence Requirement which mandates that at least 30 of the last 36 credit hours be earned at the University of Kentucky. (See UK Bulletin).

I. Minor

For those students who prefer to minor in GWS, GWS will continue the minor program, which will consist of 21 hours of courses, including either GWS 200 or 201, GWS 250, GWS 340, and GWS 350. The additional 9 credit hours are to be taken from courses approved as GWS elective courses (see IIIB above).

J Evaluation

Similar to all other academic units in the College of Arts and sciences, the GWS major will be subject to periodic internal review and evaluation as required by the governing regulations.

RESOURCES

The proposed major in Gender and Women's studies is constituted of a number of **existing courses** that have served the minor and topical major programs in Gender and Women's Studies to-date. However, because the proposed major has been designed as a cutting-edge program, it also includes a number of **new courses** necessitated by an interdisciplinary, transnational approach to gender and its intersections with other relations of power, such as sexuality, race, class, age, nationality, religion, and colonialism. These courses draw on the expertise of GWS's current and future faculty and represent the most up-to-date theoretical and pedagogical approaches in the interdisciplinary field of gender and women's studies.

Current faculty in GWS (three full-time faculty appointments, two 50% appointments, two 25% appointments) is sufficient to support the initial implementation of the program. Based on current figures on the number of minors and interdisciplinary majors in GWS and projected number of majors in the initial stages of the program (see "F" above), GWS faculty will need to teach a total of 11 sections of GWS core courses in each of the first two years of the program. GWS can support 13 sections with existing faculty. In addition, GWS's ability to teach the core is supported by the current A&S allocation of two TAs and one recurring PTI per year who teach additional sections of GWS 200 and 201, thus releasing faculty to teach core and elective courses. Our more than 50 GWS affiliated faculty teach courses that serve as electives to the current GWS minor and topical major programs (see C2 above), and will serve the GWS undergraduate major in the future.

We fully expect GWS faculty to grow along with student enrollment in the major (see "F" above). GWS is currently listed in the A&S five year plan for an additional five faculty hires, and an additional 3.5 TA lines. And while GWS has also proposed a graduate program, that program will not be phased in until GWS has added additional faculty to the proposed department - as new hires and/or as additional joint appointments of current UK faculty.

As UK prepares to add 6,200 students to the undergraduate level in support of Kentucky's *Double the Numbers* plan and the UK Top 20 Business Plan, it is essential that UK offer a comprehensive program of baccalaureate degrees to meet diverse needs. The GWS degree will fill an important gap in the current offerings to help support enrollment growth and increased degree production.

Plan of Courses for the GWS Major

Attached you will find charts providing an overview GWS course offerings for the next four years. Students moving through the GWS Major will be able to choose when to take required courses and can fill out their schedules with an array of electives. The charts arrange the courses by academic year and then semester. Note that all required courses will be taught every year by GWS "core" faculty. Required courses are:

Pre-Major Courses

- GWS200: Introduction to Gender and Women's Studies in the Social Sciences.
- GWS201: Introduction to Gender and Women's Studies in the Humanities.

Required Courses for the Major in GWS

- GWS 250: Gender and Social Movements
- GWS 340: History of Feminist Thought to 1985
- GWS 350: Introduction to Feminist Theorizing
- GWS 400: Doing Feminist Research
- GWS 599: Senior Seminar

The Department will offer two sections of both Pre-Major courses each semester and have included that same number throughout the four years we map here. However, once the new USP requirements are in place, it may no longer be necessary to offer so many sections. Full-time faculty may then offer more electives. In the fall semester, we will regularly offer GWS 250 and GWS 340. In the spring semester, we will always offer GWS 350, GWS 400, and beginning in 2013 (and perhaps earlier since some current students already several hours of credit towards

the major), GWS 599. Please take note that although the “Typical Fall and Spring Schedule” included here assigns a specific faculty member to each of our required courses, in fact the GWS “core” faculty will rotate through these courses, with at least three faculty (and in some instances the entire “core”) rotating through each core course. The rotation also permits “core” faculty members to offer graduate courses that count towards the Graduate Certificate. Note that GWS has an agreement with the Department of Educational Policy Studies and Evaluation to allow Dr. Karen Tice to teach two courses a year for GWS. She may occasionally offer a required course and will regularly contribute to the Pre-Major courses, but we are fully able to present all needed courses even if the agreement should terminate in the future.

Electives come from both GWS and from various departments throughout the College. The former are offered by GWS faculty and the latter are courses that affiliated faculty regularly offer in their departments. Our affiliated faculty, who number upwards of fifty and range across the disciplines, offer GWS an additional rich and diverse pool of skilled teaching resources. While we are unable to predict exactly which elective will appear in a given semester, we present them here as possible offerings and in the case of a few, in what has been a customary pattern over the past few years. We also include courses we intend to propose within the next year or so: Introduction to Queer Studies, Women and Spirituality, Asian Women, and Masculinity and the Body.

COURSE	FACULTY MEMBER
FALL 2009 REQUIRED COURSES	
GWS 200: Introduction to GWS in the Social Sciences	Srimati Basu
GWS 200: “	TA
GWS 200: “	PTI
GWS 201: Introduction to GWS in the Humanities	Jan Oaks
GWS 201 “	TA
GWS 250: Gender and Social Movements	Cristina Alcalde
GWS 340: History of Feminist Thought to 1985	Susan Bordo
GWS ELECTIVES	
GWS 300: Women and Spirituality	Pat Cooper
GWS 300: Women Write the Supernatural	Jan Oaks
GWS 595: Sexuality, Gender, and Law	Ellen Riggle
GWS 595: Feminist Activism	Karen Tice
OUTSIDE ELECTIVES	
ENG 234: Introduction to Women’s Literature	Jan Oaks
HIS 506: History of Sexuality in the United States	Pat Cooper
RAE 370: Russian Folklore	Jean-Marie Roughier-Willoughby
SOC 335: Women and Men in Society	Shaunna Scott
SOC 409: Sociology of Families	Joanna Badagliacco

COURSE	FACULTY MEMBER
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SPRING 2010 REQUIRED COURSES	
GWS 200	Pat Cooper
GWS 200	TA
GWS 201	TA
GWS 201	Jan Oaks
GWS 350: Introduction to Feminist Theorizing	Lucinda Ramberg
GWS 400: Doing Feminist Research	Srimati Basu
GWS ELECTIVES	
GWS 300: Gender, Pop Culture and the Media	Karen Tice*
GWS 430: Gender, Power, Violence	Cristina Alcalde
GWS 595: Masculinities	Cristina Alcalde
GWS 595: Issues In Gender and Women's Studies: Film Femmes Fatales—Dangerous Women in Detective Fiction	Jan Oaks
OUTSIDE ELECTIVES	
ANT/GWS 416: Gender Roles in Cross Cultural Comparison	Monica Udvardy
ENG 330: Jane Eyre (Profs. Blum, Davis, James Rosenman, and Rust regularly offer 300 -500 level ENG courses in the spring and fall.	Ellen Rosenman
ENG: 480G: Studies in Film: Love Stories	Virginia Blum
HIS 405 : U. S. Women's History Since 1900	Pat Cooper
HIS 563: The History of Women in Latin America	Francie Chassen-Lopez

COURSE	FACULTY MEMBER
FALL 2010 REQUIRED COURSES	
GWS 200	Lucinda Ramberg
GWS 200	TA
GWS 200	PTI
GWS 201	Jan Oaks
GWS 201	TA
GWS 250	Srimati Basu
GWS 340	Pat Cooper
POSSIBLE GWS ELECTIVES	
GWS 300: Nabokov's Lolita and Her Descendants	Susan Bordo
GWS 300: Women and Science Fiction	Jan Oaks
GWS 300: Latin American and U. S. Latina Women's Lives	Cristina Alcalde
GWS 595: Issues in Women's Studies: Sexual Minorities and Questions of Policy	Ellen Riggle

GWS 595: Beauty Culture	Karen Tice
POSSIBLE OUTSIDE ELECTIVES	
ENG: there are a variety of courses including Psychoanalysis and Culture	Profs. Blum, Davis, James, Rust, and/or Rosenman
ENG 330: Text and Context: Frankenstein	Jan Oaks
ENG 330: Black Women in the United States	Rynetta Davis
HIS 506: History of Sexuality in the U. S.	Pat Cooper
HIS 405: U. S. Women's History to 1900	Kathi Kern
HIS 595: Studies in History: Women and Power in History	Francie Chassen-Lopez
ANTH	Mary Anglin
GEOG	Profs. Anna Secor, Sue Roberts, and Patricia Ehrkamp may offer courses
LIN 517: Special Topics in Linguistics: Language and Gender	Anna Bosch. She offers this generally in the fall semester.
PHIL 340: Introduction to Feminist Philosophy	Anita Superson
RUS 370: Russian Folklore	Jean Marie Rouhier-Willoughby
SOC	Profs. Joanna Badagliacco, Ana Liberato, or Shaunna Scott may offer courses

COURSE	FACULTY MEMBER
SPRING 2011 REQUIRED COURSES	
GWS 200	TA
GWS 200	TA
GWS 201	Susan Bordo
GWS 201	Jan Oaks
GWS 350	Lucinda Ramberg
GWS 400	Cristina Alcalde
GWS ELECTIVES	
GWS 300: Pop Culture and Gender	Karen Tice*
GWS 300: Asian Women	Srimati Basu
GWS 595: Gender and Work	Pat Cooper
GWS 595: Women & Poetry	Jan Oaks
OUTSIDE ELECTIVES	
ENG330: Text and Context: Ghost Stories	Jan Oaks
ENG 485: Studies in Literature and Gender	Ellen Rosenman
ENG 487: Cultural Studies (gender topics vary)	Virginia Blum
HIS 405: History of Women in the U.S. since 1900	Pat Cooper
HIS 595: Issues in History: Women and Religion	Kathi Kern
HIS 563: Women in Latin America	Francie Chassen-Lopez
ANTH 350: Topics in Anthropology	Profs. Anglin, Udvardy, Ramberg

SOC 334: Sociology of the Family	Joanna Badagliacco
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COURSE	FACULTY MEMBER
FALL 2011 REQUIRED COURSES	
GWS 200	Karen Tice
GWS 200	TA
GWS 200	PTI
GWS 201	Jan Oaks
GWS 201	TA
GWS 250	Pat Cooper
GWS 340	Srimati Basu
POSSIBLE GWS ELECTIVES	
GWS 300: The Male Body	Susan Bordo
GWS 300: Gender and Motherhood	Jan Oaks
GWS 300: Sexuality and Religion	Lucinda Ramberg
GWS 595: Sexuality and the Law	Ellen Riggle
GWS 595: Latin American and U.S. Latina Women's Lives	Cristina Alcalde
POSSIBLE OUTSIDE ELECTIVES	
ENG	Profs. Blum, Davis, James, Oaks, Rosenman, and Rust
ENG 485: Black Feminist Theory	Rynetta Davis
HIS 506	Pat Cooper
HIS XXX: Gender and History	Profs. Chassen-Lopez, Kern, and Petrone
ANTH	Profs. Anglin and Udvardy
GEOG	Profs. Roberts, Secor, Ehrkamp
SOC	Profs. Liberato and Scott
SOC 535: Studies in Social Inequality: Family and Poverty	Joanna Badagliacco

COURSE	FACULTY MEMBER
SPRING 2012 REQUIRED COURSES	
GWS 200	TA
GWS 200	TA
GWS 200	Srimati Basu
GWS 201	Jan Oaks
GWS 350	Cristina Alcalde
GWS 400	Lucinda Ramberg
GWS ELECTIVES	
GWS 300:	Karen Tice

GWS 300	Susan Bordo
GWS 595: Gender and the Global Factory	Pat Cooper
GWS 595: Literary Women of Appalachia	Jan Oaks
OUTSIDE ELECTIVES	
ENG 485: Studies in Literature and Gender	Ellen Rosenman
ENG 480G: Representations of Intimacy in U. S. Cinema	Virginia Blum
HIS 405: History of Women in the U.S. since 1900	Pat Cooper
HIS 404: History of Women in the U.S. to 1900	Kathi Kern
HIS 563: Women in Latin America	Francie Chassen-Lopez
ANTH 350: Topics in Anthropology	Profs. Anglin, Udvardy, Ramberg
SOC 334: Sociology of the Family	Joanna Badagliacco

COURSE	FACULTY MEMBER
FALL 2012 REQUIRED COURSES	
GWS 200	Karen Tice
GWS 200	TA
GWS 200	PTI
GWS 201	Jan Oaks
GWS 201	TA
GWS 250	Cristina Alcalde
GWS 340	Lucinda Ramberg
GWS ELECTIVES	
GWS 300:	Susan Bordo
GWS 300:	Srimati Basu
GWS 595:	Ellen Riggle
GWS 595:	Jan Oaks
GWS 595:	Pat Cooper
OUTSIDE ELECTIVES	
ENG	Profs. Blum, Davis, James, Rosenman, and Rust will likely offer at least one course.
ENG 485: Race, Class, and Gender	Rynetta Davis
HIS	Profs. Cooper, Chassen-Lopez, Kern, and Petrone
ANTH	Prof. Anglin
GEOG	Profs. Roberts, Secor, Ehrkamp
SOC	Profs. Liberato and Scott

COURSE	FACULTY MEMBER
SPRING 2013	

REQUIRED COURSES	
GWS 200	TA
GWS 200	TA
GWS 200	Lucinda Ramberg
GWS 201	Jan Oaks
GWS 350	Srimati Basu
GWS 400: Research Methods	Cristina Alcalde
GWS 599: Capstone	Pat Cooper
GWS ELECTIVES	
GWS 300:	Karen Tice*
GWS 300:	Susan Bordo
GWS 595:	Jan Oaks
OUTSIDE ELECTIVES	
ENG 485: Studies in Literature and Gender	Ellen Rosenman
ENG 487: Cultural Studies	Virginia Blum
HIS 405: History of Women in the U.S. since 1900	Pat Cooper
HIS 404: History of Women in the U.S. to 1900	Kathi Kern
HIS 563: Women in Latin America	Francie Chassen-Lopez
ANTH 350: Topics in Anthropology	Profs. Anglin, Udvardy, Ramberg
SOC 334: Sociology of the Family	Joanna Badagliacco

Appendix IV.
Department of Gender and Women's Studies – University of Kentucky
Tenure and Promotion Guidelines
 Approved by GWS Faculty on January 25, 2008

Evaluation of faculty for promotion and tenure will be based on a continuing record of high-quality, effective and committed teaching and advising; substantive, creative and innovative scholarship; and effective service.

Guidelines for Promotion to Associate Professor with Tenure.

Research:

The successful candidate for promotion to Associate Professor with tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication and dissemination of research in appropriate peer-reviewed venues. Through the research statement and supporting materials, the candidate must demonstrate that s/he has established an independent research agenda and a long-term trajectory for her/his research, within a sustained, long-term commitment to scholarly research and publication.

The research record of the successful candidate for promotion to Associate Professor with tenure will be evaluated based on scholarly productivity that may take the form of publication of original books by leading academic or commercial publishers; articles in referred journals; and book chapters in high-quality collections. Because Gender and Women's Studies is an interdisciplinary field, no single hierarchy of presses and journals can be specified. While the department recognizes that the quality and significance of published work are more important than the quantity or place of publication, the department expects its members to publish in highly regarded peer-reviewed outlets within the interdisciplinary field of gender and women's studies and relevant disciplinary fields, including foreign language publications where relevant.

In addition, candidates may also show evidence of sustained scholarly activity by editing books and special journal issues, authoring publications that innovatively synthesize or conceptualize the scholarship of a field or other body of literature, delivering conference papers, and receiving invitations to speak at other institutions. In fields of study where external research funds are available, the candidate may seek extra-mural support for her/his research program; however, external funding as an indicator of research achievement must be validated by refereed publications. While the contributions noted in this paragraph amplify a candidate's scholarly profile, they do not substitute for scholarly and/or creative work published by respected journals and presses.

Collaborative research with colleagues is common in many areas of feminist scholarship. Publications may be co-authored with the understanding that in all collaborative work the candidate must demonstrate the extent of her/his contribution to the project. While collaborative research with colleagues or students is encouraged, it is also important that the candidate demonstrate scholarly independence and leadership through lead or single authorship.

Teaching and Advising:

The successful candidate for promotion to Associate Professor with tenure will demonstrate a continuing record of effective teaching and advising at all levels. Given the diversity of topics covered within the field of gender and women's studies, successful candidates are expected to teach a variety of graduate and undergraduate courses that contribute to the department's core curricula, in addition to teaching courses that reflect the candidate's own scholarly areas of specialization.

Successful and effective teaching will be evaluated based primarily on the candidate's teaching portfolio, prepared according to the University of Kentucky guidelines. Taken in its entirety, the portfolio should provide evidence of effective teaching through a variety of materials, including the reflective statement on teaching, representative course syllabi, quantitative and qualitative summaries of student evaluations, and other materials.

A successful teacher is also a successful advisor, and faculty are expected to advise, mentor and assist undergraduate and graduate students toward the successful completion of their degrees. The successful candidate for promotion to Associate Professor with tenure should provide evidence for commitment to undergraduate mentoring and advising through, for example, service on undergraduate thesis committees or incorporating undergraduate students into research. The successful candidate is expected to provide evidence for commitment to graduate mentoring and advising through directing dissertations, service on graduate committees, and other activities that relate to the professionalization of graduate students.

Service:

Contributions by individuals to the collective functioning of the department, college, university and profession are highly regarded and expected. However, the department recognizes that service expectations for junior colleagues must be more modest than those of senior colleagues. The successful candidate for promotion to Associate Professor with tenure will demonstrate modest levels of quality service through service on committees in the department, the college, and/or professional organizations, establishing a record of effective collaboration in performance of service responsibilities. Refereeing essays, manuscripts, proposals, and applications for journals, presses and institutions, and authoring textbooks, falls under service to the profession.

Guidelines for Promotion to Professor.

Candidates for the promotion to the rank of Professor must provide evidence of professional excellence in all areas of activity. They must continue to pursue research that contributes significantly to the scholarly literature and they must be recognized by distinguished colleagues nationally and internationally, as having emerged as leaders in their field. Faculty members at the rank of Professor must excel at graduate and undergraduate teaching and advising, with continued service to the department, college, university, community and profession.

Research:

The successful candidate for promotion to Professor of Gender and Women's Studies will have produced a substantial body of original scholarship in her/his area of expertise beyond the work completed at tenure. This body of scholarship may include, as appropriate, a book by a top-quality press with a strong reputation in the candidate's field, or a group of articles in high-quality, peer-reviewed journals that constitutes a significant body of research within the interdisciplinary field of gender and women's studies and relevant disciplinary fields, including foreign language publications where relevant. This work should be regarded by senior scholars in the field as a distinguished research record that has earned the candidate a national and international reputation.

Evidence of national and international reputation may also include invitations to speak at colleges, universities and conferences, contributions to important edited volumes, and selection as editor of an important scholarly journal. Seeking external funding for research will be seen as a positive aspect of a research program; however, receipt of external funding as an indicator of research achievement must be validated by refereed publications.

The department recognizes that mature and engaged scholars may publish in a variety of outlets, including some read by general audiences and some emerging as communications technology advances. Publications in these venues are valued. However, they augment the candidate's record and do not substitute for publications in high-quality, peer-reviewed venues. In addition, activities such as editing books and special journal issues, also provide evidence of sustained scholarly activity, but do not substitute for scholarly work published by respected journals and presses.

Teaching and Advising:

The candidate for promotion to the rank of Professor must continue to teach an array of undergraduate and graduate courses and do so effectively, as indicated above. Pedagogical innovation is highly valued as is leadership in departmental and college programs to enhance undergraduate education. At the graduate level, professors are expected to direct dissertations, serve on student committees, and oversee their advisee's progress from classroom and thesis research. Full professors must make this type of long-term commitment to insure that their students begin successful careers.

Service:

Service at various levels is both a sign of continuing professional engagement and an opportunity to apply one's scholarly insights. A candidate for Professor must demonstrate important contributions to the service mission of the department, college, university and profession. Candidates for promotion to Professor are expected to contribute more to service than probationary faculty. In most cases, candidates for the rank of Professor will have accepted responsibility for a meaningful aspect of departmental governance or policy development, and will have been invited to serve on important committees at the college and university level,.

Appendix V:

Departmental Policies and Procedures Gender & Women's Studies Approved by GWS Faculty 3/19/2008

Preamble: The purpose of Gender and Women's Studies Department is to develop and coordinate an interdisciplinary curriculum; to encourage, support, and develop research in the field; and to design and sponsor programs which share and highlight our curriculum and research in a variety of venues, both on and off campus. As a field of study, Gender and Women's Studies is interdisciplinary: It employs methodologies from the humanities and social sciences; it synthesizes data from the natural, medical, and social sciences; it recursively trains feminist analysis on all these areas of inquiry, opening new avenues of research. In order to have a vibrant and rigorous GWS department, the policies and procedures must allow for a smooth integration of expertise from multiple disciplines. As a program, Gender and Women's Studies has thrived because of the research and service of a large group of affiliated faculty. The policies and procedures below assume a department that will continue to benefit from a large, diverse affiliated faculty. This Policies and Procedures document is composed in such a way that it both reflects this interdisciplinary necessity and complies with university governing and administrative regulations (GRs and ARs) and University Senate rules (USRs). All department policies and procedures are subordinate to those set forth in the Governing Regulations (GRs), the Administrative Regulations (ARs) and the University Senate Rules (USRs), including those enacted after the approval of these rules.

Administration of the Department

The Department of Gender and Women's Studies includes the following positions: Chair, Associate Chair, Director of Undergraduate Studies (DUS), Director of Graduate Studies (DGS), and Business Officer. No two persons may occupy two or more of these offices simultaneously. The roles and responsibilities of each departmental administrator are set forth below.

Department Chair

The Chair is selected by the Dean of the College, in accordance with university procedures. This involves consultation with the GWS faculty.

The Chair leads the department faculty in its development and execution of academic and service policies. The Chair (or the Chair's designee) prepares an agenda, circulates it in advance, and presides at all department meetings.

The Chair, in consultation with the faculty, is responsible for recommendations on the appointment of new faculty, promotions, reappointments, terminal appointments, post-retirement appointments, the granting of tenure, and decisions

not to reappoint.

The Chair, in concert with the Executive Committee, is responsible for the periodic evaluation of department members and staff by procedures and criteria established by the University, the College, and the Department faculty. See "Executive Committee" below for a description of the process.

The Chair is responsible for preparing the departmental budget. The Chair shall seek the advice of the Executive Committee prior to forwarding the budget to the Dean. Upon approval of the budget, the Chair is responsible for administering the budget in accordance with University procedures.

As general practice, the Chair shall seek the advice of members of the department, including from individuals and from Standing Committee Chairs and members in all matters related to their areas of responsibility. When considering an administrative decision that can reasonably be expected to substantially affect the working conditions of one or more members of the faculty, the Department Chair shall seek the advice of the appropriate departmental committees and/or the affected faculty member(s).

All substantial policies and decisions concerning programs and procedures, either academic or executive, shall be referred to the faculty by the Chair for their approval and ratification. However, when the matter demands an immediate response, the Chair is empowered to act without benefit of counsel. In such cases, the Chair must inform the faculty as soon as practicable. Staff employees shall be consulted, when appropriate, by the Chair, in the development of administrative policies and on decisions that directly affect staff employees.

The Chair shall communicate relevant information to the faculty, and also serve as the spokesperson of the Department. In the event that the Chair believes it necessary to depart from the opinion of the Department faculty, the Chair shall communicate the Department faculty's opinion as well as the Chair's recommendation, stating reasons for differing from the Department faculty's opinion, and notify the Department faculty of such action.

Evaluation of the administrative performance of the Chair is the responsibility of the College. The Dean's office will conduct an evaluation at regular intervals. This evaluation will include participation by Department faculty.

Associate Chair (when negotiated)

The Associate Chair will help the Chair perform duties related to academic and budgetary matters.

Director of Undergraduate Studies (DUS)

The Director of Undergraduate Studies shall be recommended by a majority of the

Executive Committee and appointed by the Chair. The Director of Undergraduate Studies shall act as liaison between students and the Department, the College of Arts and Sciences, and any other unit of the University when appropriate. The DUS shall be responsible for preparing reports and requests for information concerning the undergraduate program from other units and agencies of the University. The DUS will provide a draft of the schedule of undergraduate course offerings to present to the Chair and Executive Committee. The term of office for the Director of Undergraduate Studies is two years, renewable.

Director of Graduate Studies (DGS)

The Director of Graduate Studies shall be recommended by a majority of the Executive Committee and appointed by the Dean of the Graduate School. The DGS shall be responsible both to the Department and the Dean of the Graduate School, and as such shall act as liaison between these two bodies. The DGS shall recruit new graduate students, advise all incoming graduate students, act as their liaison with the Graduate School, and maintain proper and up-to-date records of all official correspondence between graduate students, the Department, and the Graduate School. The DGS shall provide a draft of the schedule of graduate course offerings to present to the Chair and Executive Committee. The term of office for the Director of Graduate Studies is two years, renewable.

Business Officer

The Business Officer (staff position) works with the chair to develop and prepare budget requests and prepare financial reports. The Business Officer is also responsible for processing paperwork for and monitoring grant budgets and endowment funds. The Business Officer maintains all personnel and payroll documents.

Professional Advisor

The Professional Advisor, appointed by the College of Arts and Sciences to the Department, serves as the official advisor to all Undergraduate GWS Majors to insure that students have met all University requirements in a timely fashion in order to graduate. The Professional Advisor will work in concert with the faculty, who will mentor students primarily, though not exclusively, through the capstone course and work opportunities.

The Faculty

Faculty membership in GWS with voting privileges is automatically awarded to tenure-line faculty with appointments of 25% or greater in GWS and full-time lecturers with appointments in GWS and to Affiliated Faculty who hold some percentage of their DOE in GWS. [See Appendix A for a description of the process through which faculty become affiliated.]

Membership, without voting privileges, is extended to visiting faculty and to a graduate student representative. In specific cases, outlined below in the descriptions of standing committees, other Affiliated Faculty, particularly those teaching courses that will count toward the major, are granted temporary, specific voting privileges.

Except where written ballots are required by other regulations, decisions shall be by voice vote, and in either instance, a majority shall suffice.

Minutes of each meeting shall be taken by alternating members of the department. The recorder will distribute electronically these minutes, typically within one week of the meeting.

At least one faculty meeting per month is required. All faculty are expected to attend. Additional faculty meetings may be called by the Chair or at the written request of three or more faculty. Quorum is set at half of those eligible to vote. Voting by proxy is not allowed.

Standing Departmental Committees

The Department Chair serves as a voting ex officio member of all Department committees.

There are four standing committees of the GWS faculty: (1) the Executive Committee, expanded to absorb the Evaluation and Salary Committee and the Promotion and Tenure Committee; (2) the Graduate Studies Committee, chaired by the DGS; and (3) the Undergraduate Studies Committee, chaired by the DUS; (4) and the Interdisciplinary Committee.

All committee members serve a two-year term (first-year staggered). All committees shall meet at least once per semester and provide the faculty with a brief report of their activities at the end of each academic year. Minutes of each meeting shall be taken by alternating members of the committee. The recorder will distribute electronically these minutes to the Chair, typically within one week of the meeting.

Executive Committee deliberates on all matters concerning educational Policy, and other departmental matters including hiring, curriculum, promotions and reviews, salaries, budgets, and programming.

All tenured members of the faculty are eligible to serve on the Executive Committee. The Committee shall be composed of 3 elected members, one of whom will be elected as Committee Chair by the committee members. All members of the committee are authorized to vote. The Chair (ex officio) also sits on the Committee.

The charges of the Executive Committee include:

Hiring Decisions and Hiring Priorities The Executive Committee shall prepare job descriptions for full-time positions before positions are advertised and present them to the faculty for a vote. In consultation with the Chair, the Executive Committee will appoint an Ad Hoc Search Committee, when necessary, to review and recommend candidates to be hired and lead discussion about the candidates at a faculty meeting, in preparation for a vote. Majority vote will determine whether any candidate and, if so, which candidate, should be offered a position.

Faculty Performance Evaluation. At the request of the Chair, the Executive Committee evaluates the performance of non-tenured and tenured faculty, assigns a rating, and reports their recommendation to the Chair. If a GWS faculty member holds a joint appointment in one or more units in addition to GWS, the evaluation will be a collaborative effort among all units, whose participation is weighted according to the DOE agreement, and must be jointly conducted.

Promotion and Tenure. A recommendation to promote and/or grant tenure shall originate with the department Chair. Upon instruction from the Chair, the Executive Committee shall notify all members of the GWS Department about upcoming promotions, set a timetable for reading the files, and organize a meeting of the tenured faculty to discuss candidates for promotion. All tenured members of the GWS faculty will participate in the tenure process, although only full professors will deliberate on promotion to the rank of full professor. If a GWS faculty member holds a joint appointment in one or more units in addition to GWS, the evaluation will be a collaborative effort among all units and must be jointly conducted.

Undergraduate Committee

This committee serves as an advisory body to the Director of Undergraduate Studies. All recommendations issuing from this committee shall be forwarded to the Chair of the Department for presentation to the faculty as either discussion or action agenda items. Chaired by the Director of Undergraduate Studies, the Committee will also be constituted by one elected GWS faculty, one Affiliated Faculty representing the Humanities, one Affiliated Faculty representing the Social Sciences, the Professional Advisor, one student representative appointed by the DUS, and the Chair (ex officio). All members have voting privileges within the committee. Affiliated Faculty members who serve on this committee are extended a Department vote in matters related to the Undergraduate curriculum.

Graduate Committee

This committee serves as an advisory body to the Director of Graduate Studies. The Committee's charge includes creating and monitoring policies about progress towards degree, consistent with the Graduate Students' Rights and Responsibilities. All recommendations issuing from this committee shall be forwarded to the Chair of the Department for presentation to the Faculty as either

discussion or action agenda items. Chaired by the Director of Graduate Studies, the Committee will be constituted by one elected GWS Faculty, one Affiliated Faculty representing the Humanities, one Affiliated Faculty representing the Social Sciences, one graduate student representative appointed by the DGS, and the Department Chair (ex-officio). All members have voting privileges within the committee. Affiliated Faculty members who serve on this committee are extended a Department vote in matters related to the Graduate Curriculum.

Interdisciplinary Committee

This committee is charged with creating opportunities for interdisciplinary conversation and sparking interdisciplinary research and curriculum development through talks, colloquia, film series, and other programming. All recommendations issuing from this committee shall be forwarded to the Executive Committee, which will make recommendations for funding. The Chair, after consulting with the Executive Committee, will appoint the chair of this committee. The Committee Chair, in turn, will invite other GWS and Affiliated Faculty as well as a graduate student representative to serve. At minimum, the Interdisciplinary Committee shall be constituted by at least one Affiliated Faculty representing the Humanities and one Affiliated Faculty representing the Social Sciences; however, the Committee Chair has the discretion to determine the size of the committee.

Students

Undergraduate Majors

These students are represented in the Department by the DUS. In addition to the DUS, GWS majors will be assigned to the Department's Professional Advisor, as appointed by the College of Arts and Sciences. Students and Advisor must meet at least once per semester. The GWS Department is committed to creating scholarly and professional development opportunities for undergraduate students. Such opportunities may take the form of office work, participation on the Interdisciplinary Committee, research support, peer tutoring for 100- and 200-level GWS courses, and the like. As the number of GWS majors grows, an undergraduate student club is also a possibility; a student club can strengthen the role that undergraduate students play in a department.

Graduate Students

These students are represented in the department by the Director of Graduate Studies (DGS) and by a graduate student representative. Once a graduate student organization is formed, the grad student representative will be elected by that organization. Until such time as the grad student organization is formed, the representative will be appointed by the Graduate Committee Chair. The interests and intellectual development of the graduate student are an important responsibility of the student's advisor. Before starting the graduate

program students are designated a faculty advisor by the DGS, in consultation with the faculty member. After the student's graduate committee is formed, the director of this committee will serve as the student's primary advisor.

Teaching Assistants (TAs)

Departmental teaching assistants are selected annually by the Graduate Committee and are represented in the department by the DGS and their primary instructors (for lecture classes where the TA does not have prime teaching responsibility). In addition to attending university-mandated orientations, new TAs also are expected to attend any sessions organized by the GWS Department. For problems related to instruction and/or student behavior, TAs first should seek advice from their primary instructor or, if they are responsible for their own course, the DGS. Issues that cannot be resolved at this level should be forwarded to the Chair of the Department.

Research Assistants (RAs)

Research assistants report to the faculty member who supervises their research activities. RAs are selected by the faculty member who directs the grant funding the RA or who is otherwise designated a RA. If a problem arises that cannot be resolved between the RA and the faculty member, the matter should be forwarded to the Chair of the Department.

Procedures and Policies

Teaching & Service— The Department of GWS recognizes that, because of its interdisciplinary roots, GWS faculty may hold joint appointments in other departments and/or academic units. The chairs of the units involved must collaborate in the construction of the DOE of these faculty. The DOE accounts fairly for service and teaching/mentoring, including service on student committees, in departments in addition to GWS.

Affiliated Faculty Members: Because GWS sees significant service contributions from our Affiliated Faculty, work and service in GWS should be recognized and accounted for in the DOE.

Appendix VI:

*Gender and Women's Studies Program
Faculty Seminar to Globalize the Gender Studies Curriculum*

Proposed by Susan Bordo, Acting Director, Gender and Women's Studies

As more and more Gender Studies programs and departments spring up across the country, teachers have become ever more aware of the limitations of existing curricula. Over the last ten years, for example, we've seen the flourishing of "transnational" approaches, attempting to remedy the deficiencies of older, Eurocentric models of study. As Gender and Women's Studies at UK moves toward departmental status, we want our undergraduate major (as well as our graduate curriculum) to demonstrate that astute and creative feminist thinking is not only multi-racial and transnational, it also reaches far back into history. Women (and a few forward-thinking men) were passionately imagining, theorizing, and arguing long before the first Women's Studies course was offered, long before the study of gender became splintered into disciplines, and even long before Simone deBeauvoir and Virginia Woolf authored their groundbreaking studies.

Our proposed course in the History of Feminist Thought, GWS 340, is designed to fill this need, by providing students with a historical overview of the cultural diversity, creative and theoretical expression, and defining moments in the development of feminist thought from antiquity to the present. The terms "feminist" and "thought" are here employed broadly. In GWS 340, which follows the history of feminist thought into the 1970's, we intend to include works, such as that of Hypatia, Christine De Pizan, Sor Juana Ines de la Cruz, Alexandra Kollontai, Raicho Hiratsuka, Rokeya Sakhawat Hussain, Hoda Shaarawi, Mary Astell, and Magda Portal that pre-date the term "feminist" but that are pioneering statements in the struggle for gender equality. "Thought" will include political manifestos, poetry, and short stories, as well as classic works of feminist theory and cultural criticism. The goals of both the courses are:

To show students that feminism has a long and diverse history, in which men and women of many cultures and times have played a key role.

To help students to better comprehend, analyze, and integrate texts from a variety of periods and cultures.

To prepare students to advance to reading and research in contemporary feminist thought, better able to deal critically, independently, and in a historically informed way, with the complexities of existing debates.

To foster an appreciation of the historical and cultural contexts shaping key issues and continuing controversies in feminist thought—e.g. reproductive rights, sexual violence, politics of appearance, sexuality, the gendered nature of poverty, public and private space, marriage and property, "equality" versus "difference," women and religion, the impact of colonialism.

As part of our proposed major, GWS 340 is "new." However, it may meaningfully be seen as part of the curricular re-design of Gender and Women's Studies, both to accommodate a major and to better serve general education at UK. As such, we believe that the construction of these courses falls appropriately under the rubric of the initiative to improve classroom

instruction that is the goal of these awards. Moreover, because the courses will be both interdisciplinary and transnational in scope, as well as historically organized, they require diverse kinds of faculty expertise to put together. We will not be enlisting the aid of outside experts; rather, we will be bringing our own expertise into a new form of collaborative engagement.

Specifically, our proposal is for an intensive, two or three week faculty seminar in transnational feminist thought whose goals are: (1) to develop a core list of readings for GWS 340; (2) to educate participating faculty in those writers, national traditions, and cultural and political contexts that are essential to the course but outside their individual areas of expertise; and (3) in this way, to prepare faculty to teach these courses.

The seminar will be facilitated by the current Director of Gender and Women's Studies, Susan Bordo, who will also serve as the designated contact person for the project. (Bordo@uky.edu) Approximately 10 other participants, with first preference given to members of the core GWS faculty, will represent a range of disciplinary orientations and international expertise. Each will be responsible for selecting and leading the group in potential course readings within their areas of expertise.

Through reading and discussion, we will make selections, construct topics, and craft a core syllabus for GWS 340. This syllabus will be the result of a collaborative process, not the brainchild of any one of us. In this way, we hope to mitigate our individual intellectual limitations and ideological biases—to avoid not merely “Eurocentrism” but also the dominance of particular disciplines and/or trends in feminist theory. Our aim is to make use of diverse strengths, bodies of knowledge, and perspectives in order to create a collaborative history that will be the framework of what we believe will be a truly innovative, trend-setting undergraduate course.

We are requesting \$3,000 to cover:

Books for all thirteen participants: \$100 (Amazon.com prices) X 13= \$1300

Copying costs for additional reading materials, refreshments, supplies, etc.

500

Stipends for participating faculty (excluding chair)

1200

Appendix VII.

Before Women's Studies: A Historical, Transnational Reader in Feminist Thought

As more and more Gender Studies programs and departments spring up across the country, teachers have become ever more aware of the limitations of existing course materials. Over the last ten years, for example, we've seen the flourishing of "transnational" readers, attempting to remedy the deficiencies of older, Eurocentric anthologies. Most of these newer anthologies, however, are overwhelmingly (if not exclusively) devoted to writings of the past twenty or so years, and as such reflect biases in favor of contemporary debates and academic authors. Moreover, they are almost without exception topically organized, thus providing little sense of historical or cultural continuity, transition, or development. A good example is *An Introduction to Women's Studies: Gender in a Transnational World*, edited by Inderpal Grewel and Caren Kaplan (2002). Although many of the organizing themes covered in this anthology are historical in conceptualization—e.g., "Gender and the Rise of Modern Science," "Medicine in Historical Perspective," "The Making of Sex, Race, and Empire," "Gender and the Rise of the Modern State" and so on—the ordering of the themes is ahistorical²², and the authors of the pieces themselves are overwhelmingly contemporary. Only a handful of selections are original historical sources.

We want students to appreciate that astute and creative feminist thinking is not only transnational, it also reaches far back into history. Women were passionately imagining, theorizing, and arguing long before the first Women's Studies course was offered, long before the study of gender became splintered into disciplines, and even long before Simone deBeauvoir and Virginia Woolf authored their ground-breaking studies.

This reader, accordingly, is designed to provide students with a historical overview of the cultural diversity, creative and theoretical expression, and defining moments in the development of feminist thought before "Women's Studies" became a field of study. The terms "feminist" and "thought" are employed broadly. Texts will include works, such as that of Hypatia, Christine De Pizan, Sor Juana Ines de la Cruz, Alexandra Kollontai, Raicho Hiratsuka, Rokeya Sakhawat Hussain, Hoda Shaarawi, Mary Astell, and Magda Portal that pre-date the term "feminist" but that are pioneering statements in the struggle for gender equality. "Thought" will include political manifestos, poetry, and short stories, as well as classic works of feminist theory and cultural criticism. The goals of the reader, which is intended for both undergraduate and graduate courses, as well as a welcome addition to any feminist library, are:

To show students that feminism has a long and diverse history, in which men and women of many cultures and times have played a key role.

To help students to better comprehend, analyze, and integrate texts from a variety of periods and cultures.

²² For example, a section on "The Rise of Print and Media Cultures" immediately follows a section on "Feminist Interventions in Art and Media"

To prepare students to advance to reading and research in contemporary feminist thought, better able to deal critically, independently, and in a historically informed way, with the complexities of existing debates.

To foster an appreciation of the historical and cultural contexts shaping key issues and continuing controversies in feminist thought—e.g. reproductive rights, sexual violence, politics of appearance, sexuality, the gendered nature of poverty, public and private space, marriage and property, “equality” versus “difference,” women and religion, the impact of colonialism.

To demonstrate how our reader will uniquely foster these goals, it's useful to compare it to three other anthologies, each representing a different “stage” in conceptualizing how to represent the history of feminist thought. Alice Rossi's *The Feminist Papers: From Adams to deBeauvoir*, published in 1973, was one of the first to offer a historical survey of feminist thought. The selections are meaty, and Rossi provides extensive, helpful introductions to each one, and to the larger sections in which they are contained. However (and reflecting the times in which it was compiled,) the history it represents is both culturally and chronologically limited to the development of white, western feminism from the “enlightenment” to *The Second Sex*. One of the great virtues of Rossi's collection, notwithstanding its limitations, is the length of the selections, which enable a teacher to do close and fair readings of the authors, rather than simply “taste” their ideas.

The tendency among more recent collections is to sacrifice content and context to coverage. A good example is 1997's *Women Imagine Change: A Global Anthology of Women's Resistance From 600 B.C. to the Present*, edited by Eugenia Delamotte, Natania Meeker, and Jean O'Barr. This useful collection corrects the sins of collections like Rossi's, arguably to a fault, by going for breathtaking historical sweep and transnational representation. The result is a “kettle-tour” of the globe, with selections so brief that any kind of rigorous analysis is impossible. The problem is compounded by the fact that this anthology, like many contemporary readers, is organized thematically. It has an additional chronological table of contents, but anyone who wants to use the book in an historical way would have a very difficult time. This, to my mind, is the problem with most “inclusive” projects. They add a pinch of difference here and there, but no integrative context for understanding those differences. Thus, students are never truly given a transnational understanding of history and culture, but a “carnival” of diversity.

The recently published (2007) *Essential Feminist Reader*, edited by Estelle Freedman and probably the most usable of the three, provides some longer selections (although many are still little more than snippets,) is organized chronologically, and provides brief, context-setting introductions. However, it too tries for too much coverage at the expense of content and context, going as far as to include selections from some “third-wave” feminists. We applaud the attempt at sweep, but at the same time we have concerns about the “light-weighting” of feminist thought, especially for students that have been raised on sound-bites and caricatures. We are also concerned here with the perpetuating of the notion that “theory” only begins when contemporary, white, western academics begin to theorize in a self-conscious way. We see “theory” as embedded in and taking a variety of forms in feminist thought. However, the only way to exemplify this is to provide selections meaty enough to do justice to the *ideas*--not merely represent “voices”--and to place those ideas in the historical and cultural contexts that illuminate their meaning and importance. We believe that the notion of diverse “voices” trivializes feminist

thought. Would anyone describe the history of philosophy, say, or even post-structuralist thought, in terms of “voices”?

Instead of pursuing historical and cultural sweep at all costs, our reader will follow feminist thought only up to (roughly) the mid-to-late seventies. This period represent a crucial turning point in several respects, as the contours of feminism as imagined up to that point are publicly challenged, expanded, and diversified. The seventies were designated the United Nations Decade on Women, and inaugurated a worldwide women’s movement, as many countries in Africa, Asia, Europe and Latin America saw an efflorescence of feminist activism and research. In Latin America, the 1970s witnessed the emergence of “motherist” movements in the context of dictatorial regimes and political violence and the beginnings of the NGOization of feminism. In the United States, the issue of racial exclusion in feminist thought comes to the forefront, along with the first sustained articulations (although not the first expressions) of African-American feminism (e.g. the early work of Audre Lorde, the classic “Combahee River Collective Statement”.) During this period, as well, the first Women’s Studies courses began to be offered, with the resulting re-organization and specialization of feminist thought according to academic disciplines, and the generation of a host of new issues, debates, concepts. To do justice to those issues, particularly in transnational perspective, would require an enormous volume, perhaps several. Certainly, in our own curriculum, we do not imagine covering ancient writings to “third wave” feminism in one semester.

We also intend, as much as possible, to provide extended selections rather than snippets, and when appropriate, to juxtapose selections—e.g. Li-chen’s “Flowers in the Mirror” (1800), Rokeya Sakhawat Hossain’s “Sultana’s Dream” (1905) and Charlotte Perkins Gilman’s “The Yellow Wallpaper” (1892) as three creative, visionary works informed by the particularities of three very different cultures. Introductions, written by specialists in the relevant national traditions and historical periods, will place the selections in cultural and historical context. When appropriate, original essays by the editors will provide bridges to particular periods and problematize specific topics—e.g. an editor’s essay on the 1950’s, the “New Left”, Civil Rights, and Black Power as sources of the “Women’s Liberation;” an editor’s essay on ancient views of women, against which our earliest feminist writers are protesting; an essay on the value and limitations of the “wave” metaphors as descriptions of feminist history, and so forth. Our goal is to mitigate intellectual fragmentation—one of main reasons, according to educators, why students feel overwhelmed and hopeless about the acquisition of knowledge in our increasingly specialized, often contradictory information-factory—without enshrining one narrative as foundational.

Selecting texts will be the work of an interdisciplinary seminar, to be held in the Spring of 2009, whose participants will represent a range of disciplinary orientations and international expertise. For this reason, it is impossible to present a final Table of Contents at this time. Rather, we have attached a provisional list of headers and editor’s essays, with *potential* texts listed under each one. We emphasize the provisional nature of this TOC, not only in terms of periodization and conceptualization, but also in terms of the selections. We have listed far more than we will actually include. In the seminar, we will make final determinations, based on our collective judgment. The final collection will thus be the result of a collaborative process, not the brainchild of any one of us. In this way, we hope to mitigate our individual intellectual limitations and ideological

biases—to avoid not merely “Eurocentrism” but also the dominance of particular disciplines and/or trends in feminist theory. Our aim is to make use of diverse strengths, bodies of knowledge, and perspectives in order to create a collaborative history

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Editor’s Essay: Global Perspectives on “The Sixties”

9. Feminists Engage Sexuality: Audre Lorde (U.S.) Monique Wittig (France), Cherrie Moraga (U.S.), Gloria Anzaldúa (U.S.), Helene Cixous (France), Luce Irigaray (France) Adrienne Rich (U.S.) Cheryl Clarke (U.S.) Barbara Smith (U.S.), Barbara Omolade, selected manifestos and other political documents.

10. The 1970’s: “Decade of The Woman”: Mariarosa Dalla Costa (Italy), Committee on the Status of Women in India, United Nations Convention on the Elimination of All Forms of Discrimination Against Women, Domitila Barrios de Chungara (Bolivia), Association of African Women, Fatima Mernissi (Morocco), Rigoberta Menchu (Guatemala), Elvia Alvarado (Honduras), Virginia Vargas (Peru)

Editor’s Essay: Re-Examining the Exchange Between Domitila Barrios de Chungara and Betty Friedan at the International Women’s Tribunal of 1975

11. Transition to the Present: Concluding Original Essays

The 70's As a Turning Point for Feminism

From Women's Studies to Gender Studies (An overview of feminist scholarship from the 70's to today)

The 90's: Cultural Backlash and a New Generation Speaks Up (Anita Hill, Naomi Wolf, Rebecca Walker, and other "new voices" from the nineties)

Feminism Today: Is Ophelia Drowning or Surfing the Third Wave?

Appendix VIII: Letters of Support

Department of Anthropology

Department of English

Department of Geography

Department of History

Department of Philosophy

Department of Political Science

Department of Sociology

Center for Research on Violence Against Women

Committee on Social Theory

President's Commission on Women



UNIVERSITY OF KENTUCKY

D r e a m • C h a l l e n g e • S u c c e e d

COLLEGE OF ARTS AND SCIENCES

April 15, 2008

Dr. Steven L. Hoch, Dean
College of Arts and Sciences
University of Kentucky
Patterson Office Tower 213

Dear Steve,

I write as Chair of the Department of Anthropology to confirm my department's continued strong support for the timely establishment of a Department of Gender and Women's Studies. The other anthropology faculty and I are proud that our discipline is so valued that the first three faculty members hired in the initiative to transform the Gender and Women's studies program into a department are anthropologists. We have also been happy to support the development of the GWS as a department by accepting the primary appointments of Drs. Alcalde, Basu, and Ramberg in Anthropology for purposes of tenure and promotion. However, the Department of Anthropology believes that it is in the best interests of GWS, Anthropology, and, not least, these professors, that a full-fledged Department of Gender and Women's Studies be created as soon as possible, preferably by Fall 2009, as was our original understanding.

Best Regards,

A handwritten signature in black ink, appearing to read 'Chris Pool'.

Chris Pool
Chair and Associate Professor

Cc: Deborah L. Crooks, Director of Gender and Women's Studies



UNIVERSITY OF KENTUCKY
College of Arts and Sciences
Department of English

*1215 Patterson Office Tower
Lexington, KY, USA, 40506-0027
tmclay@email.uky.edu*

22 July, 2008

Deborah L. Crooks
Director, Gender and Women's Studies
University of Kentucky
211 Lafferty Hall
Lexington, KY 40506-0024

Dear Professor Crooks:

It is my pleasure to write in support of the formation of the new Department of Gender and Women's Studies.

As you know, the English Department has deep and long ties to the Gender and Women's Studies Program. Several of our faculty member pursue research interests related to gender and women, among them Susan Bordo, Ellen Rosenman, and Michael Trask. These and other tenure-line faculty, as well as full-time lecturer Jan Oaks, have followed their research interests to affiliation with the Gender and Women's Studies Program.

Additionally, we have an established pedagogical relationship with the Gender and Women's Studies Program. Top begin, several faculty members teach on subjects related to gender and women—often in classes cross-listed with the Gender and Women's Studies prefix. Further, every year a cohort of English graduate students with research interests in gender and women teaches in your program.

We in the English Department welcome the strengthening of research and teaching in gender and women's studies that the establishment of the Department of Gender and Women's Studies promises, and we look forward to a new chapter in our research and teaching relationship with the department.

Sincerely,

Thomas Clayton
Chair



UNIVERSITY OF KENTUCKY

Department of Geography
College of Arts & Sciences
1457 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-2931 / 257-2932
Fax: (859) 323-1969
www.uky.edu/ArtsSciences/Geography

19 May 2008

Professor Deborah L. Crooks
Department of Anthropology
211 Lafferty Hall
University of Kentucky
Lexington, KY 40506

Dear Deborah:

On behalf of the Department of Geography I would like to offer our very strong support for your proposed Department of Gender and Women's Studies in the College of Arts & Sciences. Our department has at least three faculty members (Ehrkamp, Roberts, and Secor) who are affiliated faculty in the current GWS program, and have had several graduate students who have taken courses in the program. At the undergraduate level our department has offered Geo 240, Geography and Gender, for several years and we usually have to cap enrollments for that class because of its popularity. Geography is strongly interdisciplinary and I can foresee strengthening our interaction with GWS as the program makes the transition to a department. If I can provide any additional information about possible links between Geography and the new GWS Department please let me know.

Sincerely,

Karl Raitz
Professor and Chair



UNIVERSITY OF KENTUCKY

Department of History
College of Arts & Sciences
1715 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-6861
Fax: (859) 323-3885
www.uky.edu

July 31, 2008

Professor Phil Harling
Interim Dean, College of Arts and Sciences
213 Patterson Office Tower
University of Kentucky
Campus.

Dear Dean Harling,

I am writing this letter to enthusiastically support the establishment of a Department of Gender and Women's Studies at the University of Kentucky. The Proposal submitted by the GWS Program is the culmination of thorough investigation and many hours of collaboration, which included the participation of not only Steering Committee Members and long-standing affiliates of the program but also students. It is a carefully crafted proposal exhibiting a well-thought out Five-Year Plan for the creation of a department of Gender and Women's Studies. The time is right for this transition.

Having been actively involved in the GWS program since my arrival at UK, I have seen the program grow and flourish over the last twenty years. From a small program centered on Women's Studies in the U.S., GWS has expanded its teaching and research not only to encompass gender and masculinity but also to transform itself into a truly transnational program. Created in the mid 1990s, the Graduate Certificate in Women's Studies has been an unqualified success, symbolizing the increasing interest in the field at UK. Nevertheless, at this point, it is abundantly clear that the certificate is no longer sufficient to serve the needs or interests of the student body or the university at large.

As the proposal underlines, the majority of our benchmarks, and the University of Louisville and Berea College, have already responded to the needs of their students by creating departments of Gender and Women's Studies. Nevertheless, no institution in the state has yet to establish a Ph.D. program in this crucial interdisciplinary field. It is unquestionably the mandate (and an urgent one at that) of the flagship university to respond to this imperative.

The Proposal does a stellar job of explaining how a GWS department is absolutely indispensable to the interdisciplinary mission of the college. It also identifies the areas of greatest potential, the "six major areas of concentration," and, two critical themes in particular – "(1) the body (including sexuality and queer studies) and (2) transnational studies (including race and ethnic studies)," related to those areas. Thus, recognizing that it will be a relatively small department at the outset, it does not promise to cover all possible ground but wisely plays to the strengths of its faculty to position this new

department at the forefront of the most exciting fields of scholarship. This suggestion makes this proposal eminently viable.

I cannot emphasize enough the importance of this move to department status and the establishment of the undergraduate major and Ph.D. program for the attainment of a Top Twenty standing. The faculty affiliated to the GWS program has included many of the most productive professors at UK with not only national but also international reputations. Granted that the core faculty is small, nonetheless the three recent hires (Professors Basu, Alcalde, and Ramberg) have brought not only greater diversity but also amazing energy to the program. And, with the continuing support of associated faculty, I am absolutely convinced that the GWS Department will become one of the best departments on campus and bring great distinction to the University of Kentucky. I strongly support this proposal and urge you to bring it to fruition.

Sincerely,

A handwritten signature in cursive script that reads "Francie Chassen-López". The signature is written in black ink and is positioned above the printed name.

Francie Chassen-López
Chair and Professor of History



UNIVERSITY OF KENTUCKY

Department of Philosophy
College of Arts & Sciences
1415 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-1861
Fax: (859) 257-3286
www.uky.edu/ArtsSciences/Philosophy

April 28, 2008

Prof. Deborah L. Crooks
Director, Gender and Women's Studies Program
112 Breckinridge Hall
University of Kentucky
Lexington KY 40506-0056

Dear Prof. Crooks,

I recently had the chance to examine the new detailed proposal for establishing an academic department in Gender and Women's Studies, to be housed in the College of Arts and Sciences. I was impressed, both by the work and imagination that had obviously gone into this document, and by the strong case it makes for converting the present and long-standing "program" in Gender and Women's Studies into a full-fledged "department" of the same, offering both Undergraduate and Graduate degrees.

As the document points out, there are powerful reasons that urge such a change, reasons including, but by no means limited to the salubrious effect this would have upon recruiting top-notch faculty and attracting the best students. Offering advanced degrees would also do much to improve both the vitality and the visibility of Gender and Women's Studies as an academic unit, and I am sure there would be a ready "market" for such advanced degree offerings. Indeed, virtually all of the arguments that have been advanced on behalf of establishing a "program" in this area are even better arguments for establishing a "department."

In my view, this change is long overdue, and I am therefore eager to express my strong support for the same. Of course, launching a new department and making the necessary new hires will be difficult in the present financial climate, so we can only hope that things will improve on that score in the Commonwealth. But when and if they do, then let us both hope that this will be one of the first new proposals funded within the College of Arts and Sciences.

Cordially,

Daniel Breazeale
Acting Chair, Department of Philosophy



UNIVERSITY OF KENTUCKY

Dream • Challenge • Succeed

COLLEGE OF ARTS AND SCIENCES

5-20-08

University Senate,

I am writing this letter in regards to the proposal to move Gender and Women's Studies from its current status as a program to a new status as an academic department. When I was a member of the Arts and Sciences Executive Committee, I supported the idea of creating a Department of Gender and Women's Studies. As the current Chair of the Department of Political Science, I continue to support its creation. Over the years numerous individuals, including some from my own department, helped work to create a place where individuals from different traditional departments could interact based upon a common interest in Gender and Women's Studies. Interest in the field has grown among students and active researches alike. Top twenty universities tend to have stand along departments that focus on issues associated with Gender and Women's Studies. It is widely regarded as a field by itself and it is time for the University of Kentucky to follow the growing trend among universities nation-wide and establish Gender and Women's Studies as a department.

Sincerely,

A handwritten signature in black ink, appearing to read 'Donald A. Gross'.

Donald A. Gross, Chair
Department of Political Science



UNIVERSITY OF KENTUCKY

July 15, 2008

Department of Sociology
College of Arts and Sciences
1515 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-6896
Fax: (859) 323-0272
www.uky.edu/AS/Sociology

Dean Harling
College of Arts and Sciences
Patterson Office Tower
University of Kentucky

Dear Dean Harling:

As Chair of the Department of Sociology, I strongly support the transitioning of the Gender and Women's Studies Program to Department status. Many of our faculty members and graduate students are closely tied to the research and instruction programs in this field. Thus, we share a strong interest in a successful transition and will be glad to do what we can to facilitate the creation of this interdisciplinary Department. In my opinion, the University of Kentucky will benefit overall from upgrading this program to Department status.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Mooney'. The signature is fluid and cursive, with a long, sweeping tail on the final letter.

Patrick H. Mooney, Chair
Department of Sociology



UNIVERSITY OF KENTUCKY

April 2, 2008

Deborah L. Crooks, Associate Professor
 Department of Anthropology
 Director, Gender and Women's Studies Program
 University of Kentucky
 112 Breckinridge Hall
 Lexington KY 40506-0056

**Center for Research on
 Violence Against Women**

108 Bowman Hall
 Lexington, KY 40506-0059
 (859) 257-2737
 Fax: (859) 323-4848

Dear Dr. Crooks:

It is with pleasure that I write to support move of the Gender and Women's Studies Program from an interdisciplinary program to departmental status within the College of Arts and Sciences. It is highly appropriate for strong support for this move to come from the interdisciplinary research center at the University of Kentucky that addresses gendered violence, for as stated in the 2006 Women's Studies strategic planning document, "Probably no issue or topic has been more instrumental in galvanizing Women's Studies than gender violence. In fact, the field of Women's Studies grew out of the political concern and activism around rape and domestic abuse--two of the most often recognized forms of gender violence" (page 16).

The plan to move the Gender and Women's Studies Program from an interdisciplinary program to a department, while offering an extraordinary opportunity to innovate, is not unique in the nation. In fact, over half (53%) of UK's benchmarks use this model and only a third operate with the program model currently used by our university. These data alone reveal that, among the advantages of departmental status for the Gender and Women's Studies Program is the opportunity to be competitive in recruiting top faculty from around the country to this institution.

Departmental status brings with it an academic and administrative structure that will advance the mission of the program far beyond what it is presently able to achieve. From the organizing framework of a department, the program will be much better positioned to administer and coordinate degree programs; to implement an interdisciplinary curriculum in gender and women's studies at

Letter of Support for Department of Gender and Women's Studies
April 3, 2008
Page 2 of 2

both the undergraduate and graduate levels; and to foster scholarly and pedagogical collaboration in a way that integrates the theoretical strengths of multiple disciplines.

A Department of Gender and Women's Studies will also advance use of collaborative, interdisciplinary research teams around a wide spectrum of gender-related issues. That violence against women will be among the Department's priorities is evidenced by the fact that among the first faculty members hired for the future department is a scholar whose research addresses transnational perspectives on gender violence.

This letter of support brings with it a commitment to collaborate fully with the Department of Gender and Women's Studies should it receive the full approval of the University Senate and the Board of Trustees. The Center for Research on Violence Against Women maintains an affiliate department program that provides us a mechanism for structured collaboration with departments and colleges across campus. I look forward to an opportunity to extend an invitation for affiliate status to a new Department of Gender and Women's Studies.

Best regards,



Carol E. Jordan
Director



UNIVERSITY OF KENTUCKY

D r e a m • C h a l l e n g e • S u c c e e d

July 15, 2008

COLLEGE OF ARTS AND SCIENCES

Professor Deborah Crooks
Director, Gender and Women's Studies Program
University of Kentucky
112 Breckinridge Hall
Lexington, KY 40506-0056

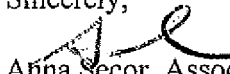
Dear Dr. Crooks,

It is my pleasure to write on behalf of the Committee on Social Theory in support of the transition of UK's Gender and Women's Studies (GWS) Program to departmental status. This is a very important move that will contribute significantly intellectual life at UK. The Committee on Social Theory (CST), an interdisciplinary program that draws affiliates from across the University, benefits directly from a strong GWS Department that will be home to faculty members and PhD students working across disciplinary boundaries. And without doubt these synergies work to make UK a more attractive intellectual environment for scholars across the humanities and social sciences.

The field of "Gender and Women's Studies" is of critical importance to a broad spectrum of research. Today one finds that every major area of social theoretical thought, from political theory to cultural studies, includes work that grapples with questions of gender and how it is inscribed and performed. A strong GWS Department at UK will enable us to recruit and retain top-notch scholars doing research at the cutting edge of their fields. Furthermore, because of the interdisciplinary nature of GWS, these faculty members will be able and likely to form collaborative relations (in part through the CST) across departments. These are the kinds of activities that lead to the immergence of rigorous interdisciplinary research.

In short, the Committee on Social Theory strongly and unequivocally supports the transition of the Gender and Women's Studies Program to a Department at UK.

Sincerely,


Anna Secor, Associate Professor
Director of the Committee on Social Theory

Phone: (859) 257-1362
Email: ajseco2@uky.edu

Committee on Social Theory
1613 Patterson Office Tower • Lexington, Kentucky 40506-0027
(859) 257-1771 • fax (859) 257-7034
<http://www.uky.edu/AS/SocTheo/>



UNIVERSITY OF KENTUCKY

April 10, 2008

Dr. Deborah Crooks, Director
Gender and Women's Studies Program Office
112 Breckinridge Hall
University of Kentucky
Lexington, KY 40506-0056

President's Commission
on Women
203C Main Building
410 Administration Drive
Lexington, KY 40506-0032
(859) 257-3493
Fax: (859) 323-9804
E-mail: women@uky.edu
www.uky.edu/PCW

Dear Dr. ~~Crooks~~, *Deb*

I am writing in support of the transition of the Program from an interdisciplinary program offered by the College of Arts and Science granting a graduate certificate to a department within the College offering undergraduate majors and graduate degrees. As you know, this next step in the evolution of the program is long overdue.

In comparing the UK program to departments and programs at our benchmark institutions I was struck by the differences between programs and departments. The programs, similar to that of UK's offer undergraduate majors and minors with in the framework of their colleges' traditional departments and offer certificates for graduate students. They have about the same numbers of courses on their books, less than a handful of full-time faculty and a host of affiliates. Limited numbers of students are able to pursue their interests in women's studies due to the boundaries inherent to the structure of an interdisciplinary program.

In contrast, departments of women's studies are more robust than their program counterparts. Departments are able to offer undergraduate and graduate degrees, recruit dedicated scholars as faculty, and more fully participate in the governance and administration of their colleges and universities. Many of our benchmark institutions such as Ohio State, University of Minnesota, and University of Arizona already have departments of women studies. Most are housed in colleges of arts and sciences. If the University of Kentucky aims to be a Top 20 university it is time for the Gender and Women's Studies Program to become a Department so that we can join the ranks of our peers. Congratulations on taking that next step, and please contact me should you desire any assistance I might be able to provide.

Warmest Regards,

Mitzi Schumacher, Chair, President's Commission on Women,
and, Professor, Behavioral Science Department

From: Griffith, Charles H
Sent: Wednesday, March 25, 2009 2:37 PM
To: Humphrey, Sue P; Reed, Deborah B; Denison, Dwight V; Fox, Charles W; Houtz, Robert L; Moliterno, David J; Sellnow, Timothy L; Smith, William T
Cc: Brothers, Sheila C
Subject: FW: NEW CMTE ITEM_REVISIED PROPOSAL FOR GWS DEPT

Hi everyone, I only received a few comments regarding the GWS revised proposal, all supportive. So, Sue and Sheila, I would say that our committee supports the revised proposal, as they now include information that answers our concerns (numbers of students affected, faculty numbers, etc).

Sheila can apprise Dave Randall that we are supportive of the proposal.....chipper

From: Humphrey, Sue P
Sent: Tuesday, March 17, 2009 8:03 AM
To: Reed, Deborah B; Denison, Dwight V; Fox, Charles W; Griffith, Charles H; Houtz, Robert L; Humphrey, Sue P; Moliterno, David J; Sellnow, Timothy L; Smith, William T
Cc: Brothers, Sheila C
Subject: MCAFEE E-MAIL SCAN ALERT!~FW: NEW CMTE ITEM_REVISIED PROPOSAL FOR GWS DEPT

SAOSC Committee,

There has been a flurry of activity on our response to this proposal since I last communicated with you as a committee. After multiple emails and a meeting with the Senate President, Dave Randall, I met with Dr. Susan Bordo, who is proposing the GWS Department status.

I would like to ask each of you to again review the proposal with the newly attached information (see web address from Sheila Brothers in the forwarded information attached below). If Charles Griffith and Tim Sellnow would again be the in-depth reviewers to follow up on their original concerns, I would really appreciate it.

Please look carefully at the remaining bulleted items from our original response and evaluate the new information to see if you feel that the original concerns have been addressed.

Unfortunately I will be out of the office from this coming Thursday until I return to work on April 6th. Please send your comments after reviewing the documents again to Chipper at the following email address: cgrif00@uky.edu. This needs to be done by March 23rd.

Thanks to you all, especially Dr. Griffith, for again spending time with this document.

Sue P. Humphrey RDH, MEd
Associate Professor, Periodontics
University of Kentucky College of Dentistry
D448 Chandler Medical Center

University of Kentucky Senate Admissions and Academic Standards Committee

From: Senate Admissions and Academic Standards Committee (Joe Sottile (Chair), Lee Ann Jung, Alan Nadel, Peggy Piascik, Suzanne Segerstrom, Glenn Telling, Don Witt, ex officio, Kumble Subbaswamy, ex officio)

To: Sheila Brothers, Office of the Senate Council

Date: January 20, 2009

The attached proposal has been reviewed and given a positive recommendation by the University Senate Admissions and Academic Standards Committee.

Changes to Merchandising, Apparel, and Textiles Undergraduate Program

See attachment.

skinn1 153 3/17/2009 11:48:02 AM H06-014
 Note REQUEST FOR CHANGE IN UNDERGRADUATE PROGRAM
 Highlighted section on page 4 requires review by Senate's Admissions and Academic Standards

Program Merchandising, Textiles and Apparel

Formal Option (if applicable) _____ or Specialty Field (if applicable) _____

Department (if applicable) Merchandising, Apparel & Textiles

College (if applicable) College of Agriculture

Degree title B. S. MAT Bulletin pages 93-94

CIP Code 19.0901 UK ID No. MATX HEGIS Code _____

Accrediting Agency (if applicable) _____

PROPOSED CHANGE(S) IN PROGRAM REQUIREMENTS

1. Particular University Studies Requirements of Recommendations for this program

	Current	Proposed
Math	3	No Changes in USP
Foreign Language	2 years or 6 credits	
Inference-Logic	3	
Written Communication	Eng 104 (4)	
Oral Communication	COM 181	
Natural Sciences	6	
Social Sciences	{PSY 100 and Soc 101 (7) required for pre-major}	
Humanities	6 (His 104 & 105 recommended)	
Cross-Cultural	3	
Electives	6	

2. University Graduation Writing Requirement: Select from approved courses

3. College Depth and Breadth of Study Requirements (if applicable) (including particular courses required or recommended for this program) NOTE: To the extent that proposed changes in 2 through 6 involve additional courses offered in another program, please submit correspondence with the program(s) pertaining to the availability of such courses to your students.

Current School of HES Requirements	Proposed School of HES Requirements
HES 100 (1 hr)	No change in requirements
HES 400 (2 hr)	
One course in HES, outside the student's major prefix	
Total College Hours	
	6

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REQUEST FOR CHANGE IN UNDERGRADUATE PROGRAM

4. Premajor Course Requirements (if applicable)

Current	Proposed
Writing course (200 level) (Graduation Writing Req) *COM 181 FAM 250 *PSY 100 *SOC 101 ECO 201 ECO 202 *STA 200 or ** STA 291	No Change in Requirements. See program change request below for grade requirements for these classes.
Total Pre-major Hours 25	

*May also be used to meet USP requirements.

**MA123 is a prerequisite for STA 291

5. Credit Hours Required

	Current		Proposed			
a. Total Required for graduation:	120		No Change			
b. Required by level: Excludes USP	100	17	200	24	300	16
					400-500	23
c. Pre-major or Pre-professional (if applicable)		25			f. Hours Needed for a Particular Option or Specialization (if applicable)	6 (HES 100, HES 400, 3 credits outside major in college)
d. Field of Concentration (if applicable)					g. Technical or Professional Support Electives (if applicable)	21
e. Division of Hours between Major Subject and Related Field (if applicable)		40			h. Minimum Hours of Free or Supportive Electives (required)	3

6. Major or Professional Course Requirements

Change here is moving MAT 515 from a requirement to an option in the "Choose 6 credits from" list. Also, see Program Change below for change in grade policy.

Current Major Requirements (MAT)	Proposed
MAT 114 MAT 120 MAT 237 MAT 247 MAT 315 MAT 340 (1 credit) MAT 350 MAT 414 MAT 425 MAT 470 MAT 490 (6 credits) MAT 515 Choose 3 credits from: MAT 480, DMT 520, MAT 533, MAT 547, MAT 559 or independent study (395, 595), MAT 359, DMT 522.	MAT 114 MAT 120 MAT 237 MAT 247 MAT 315 MAT 340 (1 credit) MAT 350 MAT 414 MAT 425 MAT 470 MAT 490 (6 credits) Choose 6 credits from: MAT 480, DMT 520, MAT 515 , MAT 533, MAT 559 or independent study (395, 595), MAT 359, DMT 522, MAT 547.
Total Major Hours 40	

REQUEST FOR CHANGE IN UNDERGRADUATE PROGRAM

(current requirements –no change proposed in courses. See below for change in grade policy related to Professional Support requirements.)

Professional Support

- Acc 201
- Acc 202
- MKT 300
- MKT 320
- MGT 301

Plus six hours at the 200 level or above chosen with approval of the academic advisor from such areas as business, communication and social sciences or additional MAT courses.

Total Hours: 21

The primary change we are requesting is in the Progression and Graduation Requirements Section (Page 94 bulletin).

Current Bulletin Statement

Students must attain a C or better in all pre-major courses required for progression into course work designated as major requirements. This includes: writing course (200 level), Com 181, FAM 250, PSY 100, SOC 101, ECO 201, ECO 202, STA 200 or STA 291.

Graduation Requirements

Students must fulfill all prerequisites and achieve a grade of C or better in all MAT courses which are major requirements.

Proposed Bulletin statement

Graduation Requirements:

MAT majors and transfers students must obtain or have received a "C" or better in ALL pre-major, professional support and MAT major required courses. No letter grade of a "D" would be accepted in the pre-major, professional support and MAT major required courses.

6. Minor Requirements (if applicable)

Current	Proposed
NA	
	Total Minor Hours
	TOTAL HOURS 120

7. Rationale for change(s): (If rationale involves accreditation requirements, please include specific references to those requirements.)

These changes have been proposed to enhance the MAT program rigor and to enhance the quality of students coming into the program. MAT is an applied business degree program, and students graduating from the program must be able to demonstrate proficiency in those areas directly and indirectly related to doing business in the merchandising and apparel industry. These changes are consistent with programs at other universities, for example Ohio State University and the University of Tennessee.

8. Please attach the current and proposed semester by semester program for this degree program. SEE ATTACHED.

Will this program be printed in the Bulletin?

YES

NO

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REQUEST FOR CHANGE IN UNDERGRADUATE PROGRAM

8. Rationale for change(s): (If rationale involves accreditation requirements, please include specific references to those requirements.)

These changes have been proposed to enhance the MAT program rigor and to enhance the quality of students coming into the program. MAT is an applied business degree program, and students graduating from the program must be able to demonstrate proficiency in those areas directly and indirectly related to doing business in the merchandising and apparel industry. These changes are consistent with programs at other universities, for example Ohio State University and the University of Tennessee.

9. Please attach the current and proposed semester by semester program for this degree program. SEE ATTACHED.

Will this program be printed in the Bulletin?

YES

NO

Signatures of Approval

Susan Michelman

Department Chair

2/14/07

Date

[Signature]

Dean of the College

April 12, 2007

Date

April 5, 2007

Date of Notice to the Faculty

[Signature]

*Undergraduate Council

5/6/08

Date

*University Studies

Date

*Graduate Council

Date

Academic Council for the Medical Center

Date

Senate Council

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Department of Merchandising, Apparel & Textiles
 School of Human Environmental Sciences, College of Agriculture
 University of Kentucky, 318 Erikson Hall, Lexington, KY 40506-0050
 (859) 257-2855 or (859) 257-4917

Suggested Four Year Plan

<u>Dept. #</u>	<u>Semester 1*</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 2*</u>	<u>CR</u>
ENG 104	Writing	4	ENG 104	(if not completed in Fall)	- 4 -
USP	Humanities	3	USP	Humanities	3
MA 109	College Algebra	3	PHI 120	Logic or MA Calculus	3
SOC 101	Intro to Sociology	3	PSY 100	Intro to Psychology	4
HES 100	Intro to Professions in HES	1	MAT 120	Textiles for Consumers	<u>3</u>
MAT 114	Intro to Merchandising	<u>3</u>			13 or 17
		17 or 13			

<u>Dept. #</u>	<u>Semester 3</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 4</u>	<u>CR</u>
USP	Natural Science	3	USP	Natural Science	3
COM 181	Basic Public Speaking	3	ACC 201	Financial Accounting I	3
ECO 201	Principles of Econ. I	3	STA	Statistics (STA 200 or 291)	3
FAM 250	Consumer Issues	3	ECO 202	Principles of Econ. II	3
MAT 237	Aesthetic Experience in Retail	<u>3</u>	MAT 247	Dress and Culture	<u>3</u>
		15			15

<u>Dept. #</u>	<u>Semester 5</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 6</u>	<u>CR</u>
MKT 300	Marketing Management	3	MAT	<i>Selection from Major Course List</i>	3
ACC 202	Managerial Uses of Accounting	3	MAT 350	Problem Solving in Merch.	3
ENG 203	Business Writing	3	MAT 340	Professional Practice	1
MAT 315	Merch. Planning & Control	3	MGT 301	Business Management	3
USP	USP Elective	<u>3</u>	MKT 320	Retail & Distribution Mgt.	<u>3</u>
		15			13

SUMMER SEMESTER

MAT 490 Merchandising, Apparel & Textiles Internship 6

<u>Dept. #</u>	<u>Semester 7</u>	<u>CR</u>	<u>Dept. #</u>	<u>Semester 8</u>	<u>CR</u>
**	Professional Support	3	**	Professional Support	3
HES 400	Concepts in HES***	2	MAT 414	Merchandising Strategy Analysis	3
MAT 470	International Merchandising	3	MAT 425	Economics of Merch. Sourcing	3
MAT 515	Specif. & Eval. of Textile Products	3	Elective	Free Elective	<u>3</u>
USP	USP Elective	<u>3</u>			12
		14			

* If the Mathematics (MA 109) and/or the Foreign Language requirements have not been met, they should be taken during Semester 1 and/or 2.

** Professional Support Selection - 6 hours at the 200 level or above to be chosen from such areas as business, communication, social sciences or additional MAT courses, with prior advisor approval.

*** HES 400 may be taken during semester 7 or 8.

SUSPENSION/DELETION OF A PROGRAM

College Agriculture Date 8/25/2006

Department (Unit) Merchandising, Apparel and Textiles MAJOR CODE MATX

Name of Program Merchandising, Apparel and Textiles CIP 19.0901

Nature of action (mark one) Suspension Deletion

Reason for suspension/deletion

The minor was developed in the 1990s when the MAT program was small and there was a need to attract students into the major. This may have served this purpose well, but the number of students in the MAT major has increased 92% since 2001 while the number of faculty has essentially remained stable. Our faculty number is currently at 5 tenured (including the chair), 1 tenure track and one full time lecturer. Our undergraduate student population is around 240. Our class size and advising load has increased appreciably. We are stretched very thin for providing a quality learning environment. Minors are not calculated as part of our official numbers, yet, they need to be accommodated in many major classes and in advising. By suspending (not eliminating) the minor, we can focus more closely on the needs of our majors as we are a small faculty. By suspending, not eliminating, the minor it will allow MAT to focus more on their majors. It will allow our major students better access to course registration and advising contact.

What provisions are being made for students already in the program?

Students in the minor will be allowed to complete the minor. New students will not be allowed to enter the program.

Will another degree program replace the one suspended or deleted? Yes No
If yes, please describe the new program.

Will courses connected with the program also be deleted? Yes No
If yes, forms for dropping a course or courses should be attached.

Date at which suspension/deletion will take effect. Fall 2009

Signatures of Approval

8/25/2006
Date of Approval by Department Faculty

Susan Michelman
Reported by Department Chair

4/17/2007
Date of Approval by College Faculty


Reported by College Dean

Approved by UC 5/29/08

*Date of Approval by Undergraduate Council

Reported by Undergraduate Council Chair

*Date of Approval by Graduate Council

Reported by Graduate Council Chair

*Date of Approval by Heath Care Colleges Council (HCCC)

Reported by HCCC Chair



UNIVERSITY OF KENTUCKY

Dream • Challenge • Succeed

COLLEGE OF AGRICULTURE

October 11, 2007

To: Dr. Phil Kraemer

From: Dr. Mike Mullen

Re: Suspension of minor in Merchandising, Apparel, and Textiles.

Enclosed is a petition for the suspension of the minor in MAT effect as soon as is possible. The department has experienced very heavy growth and can no longer effectively accommodate the needs of minors at the expense of students in the program.

From: Menciondo, Marta
Sent: Monday, March 16, 2009 1:16 PM
To: Brothers, Sheila C
Cc: Arrington, Michael; Barnes, Thomas G; Hayes, Jane E; Schoenberg, Nancy E; Smith, Richard; Waterman, Richard; Wermeling, Daniel
Subject: SAPC

Sheila,
At the March 13th, 2009 meeting the Senate Academic Programs Subcommittee decided:

Recommend the approval of the:

4) Suspend Program: Minor in Merchandising, Apparel and Textiles

Let me know if you need any additional details.

The committee plans to discuss (and approve if there are no problems) via email the New PhD in Epidemiology and Biostatistics and New MS in Epidemiology as soon as the members have time to review them. We are trying to facilitate this year's Senate approval of these programs so they can start in August 09.

By the way, the New MS in Epidemiology is the full name, without Biostatistics for the MS.

Marta

*Marta S. Menciondo, PhD
University of Kentucky College of Public Health - Biostatistics Department
121 Washington Avenue - Suite 201 - Lexington, Kentucky 40536-0003
Sanders Brown Center on Aging
Rm 309B Sanders-Brown Bldg. - 800 S. Limestone St. - Lexington, KY 40536 - 0230
(859) 257-1412 ext 274 - FAX (859) 323-2866
marta@email.uky.edu*

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April 24, 2008

TO: Kaveh Tagavi
Senate Council
201 Main Bldg.
CAMPUS 0032

Dear Dr. Tagavi,

I am transmitting to you the Proposal for University Scholars Program for the M.S. Mining Engineering program combined with the B.S. Mining Engineering program. The Graduate Council approved this proposal on April 24, 2008.

Sincerely Yours,


Digitally signed by Jeannine Blackwell
DN: cn=Jeannine Blackwell, o=U.S.
o=University of Kentucky, ou=Graduate
School, email=jeannine.
blackwell@uky.edu
Date: 2008.04.24 15:22:24 -04'00

Jeannine Blackwell, Dean
The Graduate School

Cc: Sheila Brothers

Nikou, Roshan

From: Graduate.Council.Web.Site@www.uky.edu
Sent: Tuesday, April 22, 2008 12:07 PM
To: Nikou, Roshan
Cc: Price, Cleo
Subject: Investigator Report

AnyForm User: www.uky.edu
AnyForm Document: <http://www.research.uky.edu/gc/GCInvestigatorReport.html>
AnyForm Server: www.uky.edu (/www/htdocs/AnyFormTurbo/AnyForm.php)
Client Address: 128.163.129.114

College/Department/Unit: = University Scholars in Mining Engineering

Category:_ = New

Date_for_Council_Review: = 4/22/2008

Recommendation_is:_ = Approve

Investigator: = Kert Viele

E-mail_Address = viele@ms.uky.edu

1__Modifications: = None yet. It is unclear all the electives listed in the proposal (MNG581, MNG661, MNG681) exist, as I can't find them in the bulletin. However, there are a sufficient number of other courses available. As with most engineering programs, the scheduling requires careful planning to get all requirements completed.

2__Considerations: =

3__Contacts: = Richard Sweigard regarding courses above.

4__Additional_Information: =

--

AnyForm/PHP3 0.1

AnyFormRandomSeqNo: 36377412

Office of the Dean
College of Engineering
351 Ralph G. Anderson Building
Lexington, KY 40506-0503
(859) 257-1687 / 257-8827
Fax: (859) 323-4922
www.engr.uky.edu

April 8, 2008

Dean Jeannine Blackwell
Graduate School
Gillis Building

Dear Dean Blackwell:

The College of Engineering supports the University Scholars Program between undergraduates in the Mining Engineering program and the Mining Engineering program.

We have a student who is interested in joining this program beginning Summer 2008.

We apologize for the delay in getting this proposal to you.

Please feel free to contact me if you have questions.

Sincerely,



Richard J. Sweigard, Ph.D.
Associate Dean for Administration
and Academic Affairs

APR 08 2008

PROPOSAL

A UNIVERSITY SCHOLARS PROGRAM FOR THE M.S. MINING ENGINEERING PROGRAM COMBINED WITH THE B.S. MINING ENGINEERING PROGRAM

BACKGROUND

The M.S. program in Mining Engineering (MSMIEN) at the University of Kentucky is administered through the Mining Engineering Department and the College of Engineering. The program goals are to provide students with an advanced knowledge of applied science for use in the mining industry and to offer specified topics for specialization. Areas of specialization include Mine Ventilation, Rock Mechanics, Mine Ventilation, Rock Fragmentation & Blasting, Mine Power Systems, Mine Health & Safety, Coal Preparation and Minerals Processing. The program objectives focus on the intellectual and personal development of our students so that graduates will have:

- a detailed fundamental knowledge of a specialized area in mining engineering that can be applied to solve complex technical problems in industry or to develop a research program directed at advancing technologies and methodologies;
- the ability to develop programs to investigate problems, analyze data, and derive, communicate and implement technically and economically viable solutions;
- professional skills that will maximize job effectiveness and career success, including exceptional oral and written communication skills;
- an appreciation of the need for, and an ability to engage in continued learning throughout their adult lives, including an awareness of changing contemporary societal issues and their impact on the profession.

The MSMIEN program is available as a thesis option (Option A) or as a project option (Option B). Option A requires 24 credit hours of course work, 6 hours of thesis research and an approved thesis (Option A). Option B entails 30 credit hours of course work and a report on one or more mining related topics (Option B). The program provides specialization into one of the principle areas of mining and thus has no formal course program requirement (i.e., the program does not mandate the completion of a specific course or series of courses). However, two-thirds of the course program must be within the major, a minimum of one-half of the total credit hours must be 600 level or higher and completion of MNG 771: Mine Seminar is required.

The B.S. Mining Engineering program is a 4 year program requiring the completion of 132 credit hours. Courses include basic introduction and application of the aforementioned specialized topics. The program is accredited by the Accreditation Board of Engineering and Technology (ABET).

This document proposes the establishment of a University Scholars program that leads to dual B.S. and M.S. degrees in Mining Engineering. The program will be restricted to students who are pursuing a B.S. degree in Mining Engineering. The University Scholar program is intended to

appeal to the undergraduate students who wish to obtain a specialization in one of the principle areas in Mining Engineering. The Mining Engineering program seeks to use the University Scholars program as a recruiting tool for the graduate program. Recent studies directed by industrial leaders revealed a significant shortage of specialized mining engineers at both the M.S. and Ph.D. degree levels. The University Scholars program will be attractive to the top-level undergraduate mining engineering students who may otherwise enter an industrial position directly upon completing their B.S. degree requirements.

PROGRAM STRUCTURE

Admissions

A student desiring admission into the MSMIEN University Scholars Program is required to meet the following criteria for admission:

1. The applicant must have senior standing (completed at least 90 credits hours toward the B.S. degree).
2. The applicant must be an undergraduate pursuing a B.S. degree in Mining Engineering.
3. The applicant must have an overall grade point average of 3.2 or above on a 4.0 scale and a grade point average of 3.5 or above in Mining Engineering courses.
4. The applicant must follow the application procedures for the Graduate School and meet the admission requirements of the Graduate School and the MSMIEN program.

Applicants to the program should complete and file a University Scholars application form and a standard Graduate School application form with the Graduate School at the end of their junior year. Admission decision will be made by the Dean of the Graduate School or designated appointee.

Advising

The Director of Graduate Studies for the Mining Engineering program in collaboration with a graduate advisor will oversee the program of study for the University Scholar students. The student's undergraduate advisor will provide guidance for the undergraduate program.

M.S. MIEN University Scholar Program Options

University Scholar students in Mining Engineering will have the opportunity to choose from Option A: Thesis Option or Option B: Project Option. Under the dual degree program, the total number of credit hours completed for the combined program may be twelve (12) fewer than the total required for both the bachelor and master of science degrees. As such, the total credit hour requirement to complete both Options A or B will be 151 credit hours (= 132 undergraduate

credit hour requirement plus 19 additional graduate credits including MNG 771 seminar). The total credit hour requirement for Option A includes six credit hours of residence credit (MNG 768). The Option B program includes three credit hours of project work (MNG 780).

PROGRAM OF STUDY

The dual degree with a B.S. and M.S. in Mining Engineering will require the completion of 151 credit hours of course work for both Option A or Option B. The details of both programs are provided as attachments. All current course requirements for the B.S. degree will be maintained as published in the 2005-2006 University Bulletin. In the second semester of the Junior year, a Mineral Processing Technical Elective requirement must be fulfilled by completion of one of the following 3 credit hour courses:

MNG 575: Coal Preparation Design;
MNG 580: Mineral Processing Plant Design.

An Engineering Technical Elective requirement in the second semester of the Senior year can be satisfied with a non-Mining Engineering course taught within the College of Engineering at a 400g or 500 level or with a Mining Engineering course that is 500 level. An additional Mining Engineering Technical elective must also be completed in the same semester. The 500-level Mining Engineering courses that can be taken as a technical elective include:

MNG 511: Mine Power System Design (3 credits);
MNG 561: Mine Construction Engineering I (3 credits);
MNG 563: Simulation of Industrial Production Systems (same as MFS 563; 3 credits);
MNG 581: Geostatistics I (3 credits);
MNG 599: Topic in Mining Engineering (3 credits).

In the fifth year of study, all students must take MNG 771: Mine Seminar and complete 12 credit hours of Mining Engineering Electives that are 600 level or higher. The list of courses that can be taken to satisfy the 12 credit hour requirement include:

MNG 611: Mine Power System Protection (3 credits)
MNG 641: Advanced Mine Ventilation (3 credits)
MNG 661: Mine Construction Engineering II (3 credits)
MNG 681: Geostatistics II (3 credits)
MNG 690: Advanced Mineral Beneficiation Engineering (3 credits)
MNG 691: Simulation of Mineral Processing Circuits (3 credits)
MNG 699: Topics in Mining Engineering (3 credits)
MNG 780: Special Problems in Mining Engineering (3 credits)
MNG 790: Special Research Problems in Mining Engineering (3 credits)

The total number of credit hours for MNG 780 and 790 courses that will count towards the required 151 credit hours for the dual BS/MSMIEN degrees is 3 each.

For the thesis option (Option A), the student must take 6 credit hours of MNG 768 which involves the performance of an experimental program and data analysis leading to the formulation of a thesis. Upon completion of the thesis and approval by the graduate advisor and the Director of Graduate Studies, the thesis will be submitted to a graduate committee and a final examination administered according to Graduate School guidelines. Completion of the dual degree is recognized upon completion of the course requirements, passing the final examination and submission of an approved thesis.

Option B requires the completion of a project report which is assigned and formulated as part of the requirements in MNG 780 (a three credit hour requirement to be taken in the second semester of the fifth year). Students following the Option B program will take an additional Engineering Technical Elective (3 credit hours) that can be chosen from 600 level or higher courses offered in any engineering program within the College of Engineering. Option B students must present a project report as part of a final examination in accordance to Graduate School guidelines.

CURRICULUM LEADING TO:

**DUEL BACHELOR OF SCIENCE DEGREE IN MINING ENGINEERING (BSMIEN) &
MASTER OF SCIENCE IN MINING ENGINEERING (MSMIEN-Option A)****FRESHMAN YEAR****FIRST SEMESTER**

CHE 105 General College Chemistry I	3
CS 221 First Course in Comp. Sci. for Engineers	2
ENG 104 Writing: an Accelerated Found. Course	4
MA 113 Calculus I	4
MNG 101 Introduction to Mng. Engr.	1
* University Studies	3
	<hr/>
	17

SECOND SEMESTER

CHE 107 General College Chemistry II	3
MA 114 Calculus II	4
MNG 264 Mining Methods	3
PHY 231 Gen University Physics	4
PHY 241 Gen. University Physics Laboratory	1
	<hr/>
	15

SOPHOMORE YEAR**FIRST SEMESTER**

EM 221 Statics	3
GLY 220 Principles of Physical Geology	4
MA 213 Calculus III	4
MNG 331 Explosives and Blasting	2
PHY 232 General University Physics	4
PHY 242 Gen. University Physics Laboratory	1
	<hr/>
	18

SECOND SEMESTER

EM 302 Mechanics of Deformable Solids	3
MA 214 Calculus IV	3
ME 220 Engineering Thermodynamics I	3
MNG 211 Mine Surveying	2
MNG 291 Mineral Reserve Modeling	2
MNG 303 Deformable Solids Laboratory	1
MNG 332 Mine Plant Machinery	3
	<hr/>
	17

JUNIOR YEAR**FIRST SEMESTER**

COM 199 Presentational Communication Skills	1
EE 305 Electrical Circuits and Electronics	3
GLY 230 Fundamentals of Geology I	3
ME 330 Fluid Mechanics	3
MNG 301 Minerals Processing	3
MNG 302 Minerals Processing Laboratory	1
MNG 371 Professional Dev. Of Mining Engineers	3
	<hr/>
	17

SECOND SEMESTER

ECO 201 Principles of Economics I	3
EM 313 Dynamics	3
MNG 335 Intro. To Mine Systems Analysis	3
MNG 463 Surface Mine Design and Env. Issues	3
Minerals Processing Technical Elective (500 level)	3
* † University Studies/Graduation Writing Req.	3
	<hr/>
	18

SENIOR YEAR**FIRST SEMESTER**

MNG 341 Mine Ventilation	3
MNG 431 Mine Sys. Engineering and Valuation	4
MNG 551 Rock Mechanics	4
MNG 591 Mine Design Project I	1
* University Studies	3
	<hr/>
	15

SECOND SEMESTER

MNG 592 Mine Design Project II	3
** Supportive Elective	3
Engineering Technical Elective (400g or 500 level)	3
Mining Engr Technical Elective (500 level)	3
* University Studies	3
	<hr/>
	15

FIFTH YEAR**FIRST SEMESTER**

MNG 771 Seminar in Mining Engineering	1
Mining Engineering Elective (600 level or above)	3
Mining Engineering Elective (600 level or above)	3
Mining Engineering Elective (600 level or above)	3
	<hr/>
	10

SECOND SEMESTER

Mining Engineering Elective (600 level or above)	3
MNG 768 Residence Credit for Master's Degree	6
	<hr/>
	9

Total Credit Hours = 151

CURRICULUM LEADING TO:

**DUEL BACHELOR OF SCIENCE DEGREE IN MINING ENGINEERING (BSMIEN) &
MASTER OF SCIENCE IN MINING ENGINEERING (MSMIEN-Option B)****FRESHMAN YEAR****FIRST SEMESTER**

CHE 105 General College Chemistry I	3
CS 221 First Course in Comp. Sci. for Engineers	2
ENG 104 Writing: an Accelerated Found. Course	4
MA 113 Calculus I	4
MNG 101 Introduction to Mng. Engr.	1
* University Studies	3
	<hr/>
	17

SECOND SEMESTER

CHE 107 General College Chemistry II	3
MA 114 Calculus II	4
MNG 264 Mining Methods	3
PHY 231 Gen University Physics	4
PHY 241 Gen. University Physics Laboratory	1
	<hr/>
	15

SOPHOMORE YEAR**FIRST SEMESTER**

EM 221 Statics	3
GLY 220 Principles of Physical Geology	4
MA 213 Calculus III	4
MNG 331 Explosives and Blasting	2
PHY 232 General University Physics	4
PHY 242 Gen. University Physics Laboratory	1
	<hr/>
	18

SECOND SEMESTER

EM 302 Mechanics of Deformable Solids	3
MA 214 Calculus IV	3
ME 220 Engineering Thermodynamics I	3
MNG 211 Mine Surveying	2
MNG 291 Mineral Reserve Modeling	2
MNG 303 Deformable Solids Laboratory	1
MNG 332 Mine Plant Machinery	3
	<hr/>
	17

JUNIOR YEAR**FIRST SEMESTER**

COM 199 Presentational Communication Skills	1
EE 305 Electrical Circuits and Electronics	3
GLY 230 Fundamentals of Geology I	3
ME 330 Fluid Mechanics	3
MNG 301 Minerals Processing	3
MNG 302 Minerals Processing Laboratory	1
MNG 371 Professional Dev. Of Mining Engineers	3
	<hr/>
	17

SECOND SEMESTER

ECO 201 Principles of Economics I	3
EM 313 Dynamics	3
MNG 335 Intro. To Mine Systems Analysis	3
MNG 463 Surface Mine Design and Env. Issues	3
Minerals Processing Technical Elective (500 level)	3
* † University Studies/Graduation Writing Req.	3
	<hr/>
	18

SENIOR YEAR**FIRST SEMESTER**

MNG 341 Mine Ventilation	3
MNG 431 Mine Sys. Engineering and Valuation	4
MNG 551 Rock Mechanics	4
MNG 591 Mine Design Project I	1
* University Studies	3
	<hr/>
	15

SECOND SEMESTER

MNG 592 Mine Design Project II	3
** Supportive Elective	3
Engineering Technical Elective (400g or 500 level)	3
Mining Engr Technical Elective (500 level)	3
* University Studies	3
	<hr/>
	15

FIFTH YEAR**FIRST SEMESTER**

MNG 771 Seminar in Mining Engineering	1
Mining Engineering Elective (600 or above)	3
Mining Engineering Elective (600 or above)	3
Mining Engineering Elective (600 or above)	3
	<hr/>
	10

SECOND SEMESTER

Mining Engineering Elective (600 or above)	3
Engineering Elective (600 or above)	3
MNG 780 Special Problems in Mining	3
	<hr/>
	9

Total Credit Hours = 151

From: Mendiondo, Marta
Sent: Monday, March 16, 2009 1:16 PM
To: Brothers, Sheila C
Cc: Arrington, Michael; Barnes, Thomas G; Hayes, Jane E; Schoenberg, Nancy E; Smith, Richard; Waterman, Richard; Wermeling, Daniel
Subject: SAPC

Sheila,
At the March 13th, 2009 meeting the Senate Academic Programs Subcommittee decided:

Recommend the approval of the:

3) New University Scholars Program: BS Mining Engineering and MS Mining Engineering

Let me know if you need any additional details.

The committee plans to discuss (and approve if there are no problems) via email the New PhD in Epidemiology and Biostatistics and New MS in Epidemiology as soon as the members have time to review them. We are trying to facilitate this year's Senate approval of these programs so they can start in August 09.

By the way, the New MS in Epidemiology is the full name, without Biostatistics for the MS.

Marta

*Marta S. Mendiondo, PhD
University of Kentucky College of Public Health - Biostatistics Department
121 Washington Avenue - Suite 201 - Lexington, Kentucky 40536-0003
Sanders Brown Center on Aging
Rm 309B Sanders-Brown Bldg. - 800 S. Limestone St. - Lexington, KY 40536 - 0230
(859) 257-1412 ext 274 - FAX (859) 323-2866
marta@email.uky.edu*

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UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET

REVISION OF
Proposal Title: *Insert name here* **GRADUATE Certificate in Clinical and Translational Science**
Name/email/phone for proposal contact: *Insert information here* **Thomas H. Kelly / tkelly@uky.edu / 3-5206**

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (Yes or no)
<i>Dept of Behavioral Science</i>	<i>Tom Kelly tkelly@uky.edu 35206</i>	<i>[Signature]</i>	<i>---</i>	<i>NO</i>
<i>College of Medicine Curriculum Committee</i>	<i>C DARRELL SWININGS edswinn@uky.edu 7-5286</i>	<i>APPROVED [Signature]</i>	<i>2-6-09</i>	<i>NO</i>
<i>College of Medicine Faculty Council</i>	<i>JENNIFER BRUECKNER jennifer.brueckner@uky.edu 3-5261</i>	<i>[Signature]</i>	<i>2-18-09</i>	<i>NO</i>
<i>College of Medicine Dean</i>	<i>Gay Porman 3-6582</i>	<i>[Signature]</i>	<i>2-19-09</i>	<i>NO</i>

Subject: Graduate Certificate issue**Date:** Friday, December 19, 2008 12:07 PM**From:** Randall, David C <randall@email.uky.edu>**To:** "Thomas H. Kelly" <thkelly@uky.edu>**Cc:** "Brothers, Sheila C" <sbrothers@uky.edu>

Tom,

Sheila Brothers, whom you will come to know well, has helped me on the certificate issue for CTS. Her minutes have not been approved yet, but that's not a problem. The text of the relevant portion reads:

"There were a variety of issues raised by SC members; one of the thorniest involved a proposed requirement of a six-month research practicum. SC members were concerned that there was no mention of a specific course, no mention of whether or not the six-month's research was at full-time or part-time student status, and no mention of the number of associated credit hours.

The SC determined that the proposal for a new Graduate Certificate in Clinical and Translational Sciences should be returned to the department for revision. It was thought that a revised proposal might not need additional formal review by all the relevant councils – review by a council chair could be sufficient."

My reading and recollection is that the SC thought the proposal would not need to jump through all the customary hoops – perhaps Heidi and Jeannine (HCCC and GC chairs, respectively) can review it and sign off on the changes. Since the Senate's Academic Programs Committee did not identify any problems with the proposal, it doesn't seem like a good use of their time to re-review something they didn't object to in the first place. Therefore, if Heidi/Jeannine have no objections, I believe that the SC can review this again in January. I am not sure about what other committees you have to run this by within the MC, but that had probably better be done prior to sending it to the two council chairs.

Once this is ready for council chair/SC approval, please forward the proposal to Sheila, and she will take care of sending it to Jeannine and Heidi and putting it on an SC agenda.

Hope this helps!!

Dave



UNIVERSITY OF KENTUCKY

Memorandum

To: Carl Leukefeld, PhD

From: Thomas H. Kelly, PhD
Director, Certificate in Clinical and Translational Science

Date: December 22, 2008

Re: Modification of Proposed Certificate in Clinical and Translational Science

College of Medicine
Department of Behavioral Science
College of Medicine Office Bldg.
Lexington, KY 40536-0086
(859) 323-5771
Fax: (859) 323-5350
www.uky.edu

The Senate Council has requested modifications of the proposed Certificate in Clinical and Translational Science to address two concerns.

First, students should be given information on the time requirements and expectations for the research practicum, along with a means of determining whether they have successfully completed the requirement.

To address this concern, we propose adding a 1-credit independent research course requirement to the Certificate curriculum. Students can take BSC 790 to meet this requirement, although any equivalent course is available, as well. This requirement will serve as a minimum standard for completing the research practicum requirement and should provide guidelines and feedback for students as requested by the Senate Council. This change will increase the Certificate curriculum from 12 credit hours to 13 credit hours.

Second, only faculty having graduate faculty status should be included as program faculty.

We have removed the two individuals who do not currently have graduate faculty status from the Curriculum faculty.

These changes are identified in track-change mode on the attached file.

Since the Certificate in Clinical and Translational Science had been approved by all committees prior to Senate Council review, the Senate Council suggested that the proposal modification would not need to jump through all the customary hoops – and that Drs. Anderson and Blackwell (HCCC and GC chairs, respectively) could review it and sign off on the changes.

This memorandum is to request your approval of these changes prior to sending them to Drs. Anderson and Blackwell for consideration.

UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET

Proposal Title: *Insert name here* Graduate Certificate in Clinical and Translational Science
Name/email/phone for proposal contact: *Insert information here* Thomas H. Kelly / thkelly@uky.edu / 3-5206

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Dept. of Behavioral Science	Tom Kelly thkelly@uky.edu 3-5206	APPROVED <i>[Signature]</i>	10-4-07	NO
Co Medicine Curriculum Committee	E Darrell Jennings edjenn@uky.edu 7-5286	APPROVED <i>[Signature]</i>	11-19-07	NO
Co Medicine Faculty Council	Jennifer Beckman jennifer.beckman@uky.edu 3-3780	APPROVED <i>[Signature]</i>	1-31-08	NO
Co Medicine Dean	Jay Pateman 3-6582	<i>[Signature]</i>	2-1-08	NO
HCCC	3-6589	<i>[Signature]</i>	3/18/08	NO

GRADUATE CERTIFICATE IN CLINICAL AND TRANSLATIONAL SCIENCE

Background

The University of Kentucky has established a Center for Clinical and Translational Science (CCTS). Partial financial support for this Center has been requested via a grant application to the National Institutes of Health in response to a request for applications to establish academic units to support clinical and translational science (PI: C. William Balke, MD, Senior Associate Dean for Clinical Research). Among the key elements required of the academic units of the CCTS is the development of programs to support research education, training, and career development.

The Graduate Certificate in Clinical and Translational Science will serve as the entry point for graduate-level training in clinical and translational science. The curriculum is designed to establish knowledge-based and skill-based competencies in communication, professionalism, critical thinking and synthesis of knowledge, planning, management and assessment, and leadership in five areas: CTS methods and technologies, scientific knowledge, measurement and statistics, research integrity (research ethics and responsible conduct of research), and collaboration and team building. These competencies are required of all CTS scholars, regardless of level of training or academic concentration. The Certificate curriculum will integrate scholars with diverse backgrounds and training into a common training environment with group assignments and shared professional socialization experiences.

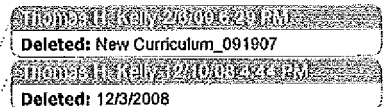
Target Audience and Admission Requirements

The Certificate in Clinical and Translational Science will be available to (a) faculty members at the University of Kentucky who are planning to participate in clinical and translational research but lack previous training and the skills necessary for clinical and translational research, (b) professionals in postgraduate training at the University of Kentucky, including residents and fellows in the College of Medicine, College of Pharmacy, and College of Dentistry; (c) graduate students in health-related PhD and MS programs; and (d) project managers and other staff members interested in contributing to clinical and translational science; and (e) professionals practicing in the community. Trainees will make a substantial time commitment to their clinical and translational research and career development.

Students admitted to the Certificate curriculum must meet the minimum Graduate School requirements for admission either for post baccalaureate status or as degree-seeking students, if applicable, and must be approved for admission by the CCTS Training, Education, and Mentoring (TEAM) Leadership Committee.

Goals and Objectives of the Certificate Curriculum

The Certificate curriculum is intended to offer participants the necessary coursework, informational sessions, and mentored clinical research opportunities necessary to provide them with a strong background in the competencies necessary to participate in clinical and translational research. The knowledge and skills obtained will support participants' ability to attract research funding and publish the results of that work in appropriate peer-reviewed journals. The Department of Behavioral Science in the College of Medicine is the organizational unit responsible for the Certificate. The hours earned toward the Certificate may be used by students who wish to continue their study and earn an additional degree, such as the Master's degree in Medical Sciences.



After completing coursework and the research practicum, certificate scholars will be prepared to step into ongoing clinical and translational protocols with minimal training, and serve valuable roles in supporting these protocols.

Certificate Requirements

To be awarded the Certificate, participants must complete the following coursework (currently a total of 13 credit hours) with an overall GPA of at least 3.0:

BSC 731	Methods & Technologies in CTS	3 credit hours
BSC 732	Interdisciplinary Protocol Development	2 credit hours
BSC 733	Seminar in CTS	1 credit hour
CPH 665	Ethical Issues in Clinical Research	3 credit hours
STA 580	Biostatistics I (or equivalent)	3 credit hours
BSC 790	Research Practicum (or equivalent)	1 credit hour

Graduate School policies regarding transfer of credit for Certificate requirements will apply.

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BSC 731/CPH 669: Methods and Technologies in CTS (3 credits)

(Currently offered in the spring semester and during the summer)

This overview course is designed to introduce students to the major CTS methods and technologies, enable students to interpret and evaluate research findings using these methods and technologies, enhance appreciation for multidisciplinary approaches to CTS; and enhance interdisciplinary vocabulary. The course will consist of presentations followed by open discussion. Topics include experimental, survey and qualitative research methods, community engagement/participatory research, cultural sensitivity, proteomics, genomics, imaging, translation of basic research, clinical trials, epidemiology, health behavior models, extending evidence-based treatments to the community and health services utilization. Homework assignments will include readings and experiential opportunities to work with these CTS methods and technologies.

BSC 732/CPH 670: Interdisciplinary Protocol Development (2 credits)

(Offered in fall 2007 as BSC 772-003; currently offered in the fall semester)

This course is designed to orient students to leadership and teamwork processes involved in clinical and translational research and to train students to function effectively in team settings. Teams will be composed of students from different disciplines with a designated principal investigator. Each team will develop a conceptual model for an integrated multidisciplinary research proposal, in response to an existing NIH Request For Application. Each team member will be responsible for developing one component of the protocol. The course objectives are to understand the role of leadership and teamwork in multidisciplinary clinical and translational research; contribute effectively to a multidisciplinary team engaged in clinical research protocol development; apply knowledge of the responsible conduct of research, statistics, and CTS methodologies and technologies to protocol development; and model professional clinical and translational teamwork through effective interaction and communication with leadership and team members.

BSC 733/CPH 671: Seminar in Clinical & Translational Science (1 credits)

(Offered in fall 2007 as BSC 772-002; currently offered during the fall and spring semesters)

TEAM sponsors a continuously running bi-monthly seminar series that serves as a training and career development resource for all CTS faculty and scholars. This seminar series includes cutting-edge CTS research presentations by faculty, 'work-in-progress' presentations by

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scholars designed specifically to offer constructive peer-review support and feedback from the CTS community, and professional development presentations. Depending on a scholar's stage of development, presentations may consist of project updates, reviews of papers or grants, or practice sessions for podium talks at national meetings. Discussion/critiques will be lead by a review panel consisting of the scholar's mentors and additional reviewers with relevant research experience and other program scholars. Relevant papers and grants in-preparation will be distributed several weeks in advance to provide sufficient time to prepare critiques. This series will also provide career enhancement seminars led by faculty from across the university on such topics as "Getting the Most from your Mentored Training Experience," "Grantsmanship 101: Selecting the Right Funding Mechanism," "Facilitating Neutrality in Studying Special Populations Diverse from the Backgrounds of the Research Team," and "Effective Time Management Strategies". This seminar course is designed to engage certificate scholars in critical review of clinical and translational research at University of Kentucky and to train students to incorporate a multidisciplinary cooperative approach to clinical and translational research. The course objectives are to understand and contribute to the development of clinical and translational research; develop effective interdisciplinary scientific communication skills; apply knowledge of and responsible conduct of research and CTS methodologies and technologies in oral, written communication; model professional clinical and translational demeanor through effective interaction and communication; and demonstrate respect for diverse CTS methodologies and technologies.

CPH 665: Ethical Issues in Clinical Research (3 credits)

(Next offering tentatively scheduled for fall 2008)

Based on NIH guidelines for responsible conduct of research, this course will present ethical and regulatory guidelines for conducting clinical research. Topics include institutional protection, regulation of human and animal research, subject recruitment/retention, vulnerable populations, research ethics, placebo and washout issues in clinical trials, ethics and genetic research, tissue/DNA banking, data ownership/sharing, misconduct, mentoring, and conflict of interest.

STA 580: Biostatistics (3 credits)

(Currently offered during the fall and spring semesters)

This course will present descriptive statistics, hypothesis testing, paired and unpaired t-tests, ANOVA, contingency tables, log rank test, and regression with biostatistics applications.

Note: STA 570 or equivalent course can be substituted.

Research Practicum (1 credit)

A clinical and translational research practicum is required for certificate completion. Completion of Graduate Certificate coursework will include certification of the competencies needed to participate effectively in clinical and translational research. As such, Certificate scholars will be prepared to step into ongoing clinical and translational protocols with minimal training, and serve valuable roles in supporting these protocols. The certificate scholar, in collaboration with his/her mentor, must submit a detailed research training plan that includes a description of the research project, a list of objectives and expected outcomes for the scholar in relation to the project, and a detailed plan for measuring objectives and monitoring progress. The practicum must meet the minimum requirements of 1 graduate credit in a supervised individually directed research course, such as BSC 700, Research in Medical Behavioral Science. The research practicum must contribute to original research and peer-reviewed publications. This plan will be submitted to the Certificate Curriculum Faculty for review and approval.

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- Deleted: In addition to formal coursework, a six-month
- Deleted: Prior to entering the research practicum, t
- Deleted:
- Deleted: , a proposed timeline of scholar activities, and description of the mentoring plan
- Deleted: This plan will constitute a 'contract' signed by scholar and mentor.
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- Deleted: and research funding consideration
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- Deleted: 12/3/2008

Certificate Curriculum Faculty and Graduate Faculty Status

Name	Department(s)	Graduate Faculty Status
Thomas H. Kelly PhD (Director)	Behavioral Science, Psychiatry, Psychology, Nutritional Science	Full
Jane S. Harrison PhD (Co-Director)	College of Medicine Dean's Office	N/A
Richard J. Kryscio PhD (Biostatistician)	Statistics, Public Health	Full
C. William Balke MD	Physiology	Full
Thomas Foster PharmD	Pharmacy	Full
Jimmi Hatton Pharm D	Pharmacy	Full
Carl G. Leukefeld PhD	Behavioral Science, Communications, Sociology	Full
Ada Sue Selwitz MA	Behavioral Science	N/A
Steve Shedlofsky MD	Toxicology	Full
Susan S. Smyth MD	N/A	Full
Mary E. Vore PhD	Toxicology	Full
Mitzi Schumacher PhD	Behavioral Science	Full
Brian Stevenson PhD	Microbiology, Immunology & Molecular Genetics	Full

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Certificate Director

Thomas H. Kelly, PhD, Robert Straus Professor of Behavioral Science and Director of TEAM for the CCTS will serve as director.

Affiliated Faculty Members

Although a large number of faculty members may be involved in mentoring the clinical research projects of the Certificate participants, the group of faculty members who will be most closely affiliated with the Certificate and who will be involved in delivery of the course work include Steven Shedlofsky, MD, Jimmi Hatton, PharmD, Richard J. Kryscio, PhD, Thomas Foster, PharmD, C. William Balke, MD, Susan S. Smyth, MD, Carl Leukefeld, PhD, Mary Vore, PhD, Mitzi Schumacher, PhD, and Brian Stevenson, PhD.

~~THOMAS H. KELLY 2/6/09 1:47 PM~~
Deleted: , Ada Sue Selwitz, MA

Certificate Proposal

We request that the Certificate be authorized as a new certificate, with potential renewal thereafter. Funding for the program has been provided by the Jay Perman, Dean of the College of Medicine, and extends to August 31, 2011. We will seek to continue the curriculum with additional funding once this funding expires.

Benefit to Trainees and the Institution

Receipt of the Graduate Certificate in Clinical and Translational Science will indicate that the trainee has met the requirements listed above. The Certificate will reflect acquisition of skills that serve as a basis for performing high-quality research and for pursuing a career in clinical and translational research. The Certificate offers our scholars the opportunity to acquire the competencies necessary to facilitate research in clinical and translational science and will strengthen the clinical research efforts at the University of Kentucky and the Commonwealth of Kentucky. The Certificate will appear on each Scholar's transcript as an official entry.

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From: Lindsay, Jim D.
Sent: Thursday, March 05, 2009 2:18 PM
To: Brothers, Sheila C
Subject: RE: Revised Proposal for Grad Cert In Clinical and Translational Science

March 5th, 2009

T R A N S M I T T A L

TO: David Randall, Chair and Sheila Brothers, Coordinator
Senate Council

FROM: Heidi Anderson, Chair and Jim Lindsay, Coordinator
Health Care Colleges Council

Dr. Heidi Anderson has reviewed and approved the revised proposal: Graduate Certificate in Clinical and Translational Science.

Jim Lindsay
Health Care Colleges Council Coordinator
Associate Provost for Faculty Affairs Office
University of Kentucky, 205 Frazee Hall
Lexington, KY 40506-0031 Ph. (859) 323.6638
www.uky.edu/Provost/AcademicCouncil/council.php

From: Brothers, Sheila C
Sent: Wednesday, March 04, 2009 11:06 AM
To: Lindsay, Jim D.; Nikou, Roshan
Cc: Kelly, Thomas; Anderson, Heidi Milia; Blackwell, Jeannine
Subject: Revised Proposal for Grad Cert In Clinical and Translational Science

Hello, Jim & Roshan! When the SC reviewed the attached document, there were a few concerns. Tom graciously took the proposal back and reworked it a tad. (The initial pages of the attached proposal outline the concerns and solution.)

At the time when this was discussed, the SC opined that full council review by both the HCCC and GC was unnecessary – review by the council chairs would be sufficient.

Could both of you ask that your respective council chair look over this proposal to ensure that the changes do not have unintended consequences, etc.? When that review is finished, please let me know and I'll again place this on a SC agenda.

Thank you,
Sheila

Sheila Brothers
Office of the Senate Council
203E Main Building, -0032
Phone: (859) 257-5872
sckinn1@uky.edu
<http://www.uky.edu/usc2/>

From: Jackson, Brian A
Sent: Friday, March 13, 2009 1:29 PM
To: Brothers, Sheila C
Cc: Blackwell, Jeannine; Lindsay, Jim D.; Kelly, Thomas; Nikou, Roshan
Subject: FW: Revised Proposal for Grad Cert In Clinical and Translational Science
Attachments: Grad Cert Clinical & Translational Sci - New Grad Cert_Complete1.pdf

Hi Sheila:

We are perfectly content with the modifications, but recommend one very minor wording change. In the narrative for the Research Practicum I recommended to Dr. Kelly that we delete the word "detailed" on line 6 (. . . must submit a detailed . . .). The intent is to try to reduce concerns that there appears to be a lot of work required for a one credit-hour course. Dr. Kelly is in complete agreement with this change.

Best wishes,

Brian

From: Blackwell, Jeannine
Sent: Sunday, March 08, 2009 4:18 PM
To: Jackson, Brian A
Subject: FW: Revised Proposal for Grad Cert In Clinical and Translational Science

Brian,

Did Roshan pass this on to you for review? Would you do so?

Dr. Jeannine Blackwell
Dean of the Graduate School
Interim Associate Provost for Undergraduate Education
University of Kentucky, Lexington, KY 40506-0033
859-257-1759
email: blackwell@uky.edu
website: www.gradschool.uky.edu

From: Brothers, Sheila C
Sent: Wednesday, March 04, 2009 11:06 AM
To: Lindsay, Jim D.; Nikou, Roshan
Cc: Kelly, Thomas; Anderson, Heidi Milia; Blackwell, Jeannine
Subject: Revised Proposal for Grad Cert In Clinical and Translational Science

Hello, Jim & Roshan! When the SC reviewed the attached document, there were a few concerns. Tom graciously took the proposal back and reworked it a tad. (The initial pages of the attached proposal outline the concerns and solution.)

At the time when this was discussed, the SC opined that full council review by both the HCCC and GC was unnecessary – review by the council chairs would be sufficient.

Could both of you ask that your respective council chair look over this proposal to ensure that the changes do not have unintended consequences, etc.? When that review is finished, please let me know and I'll again place this on a SC agenda.

Thank you,
Sheila

Proposed Amendments to Dead Week Policy

III. DEAD WEEK

As previously noted, "Dead Week" refers to the final week of classes prior to final examinations. On April 10, 2006, the University Senate modified the Dead Week Policy as follows:

5.2.4.6 Dead Week (US: 4/10/06)

- A. The last week of instruction of a regular semester is termed "Dead Week". In the rest of these Rules, this term also refers to the last three days of instruction of a summer session and a summer term.
- B. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course.
- C. No written examinations (including final examinations) may be scheduled during Dead Week, ~~except as provided for in D.~~
- ~~D. Only quizzes that are regularly scheduled at least as frequently as every other week and listed in the syllabus and all have equal weights will be allowed during Dead Week.~~

New text should read: No quizzes may be given during Dead Week.

- ~~E. No project/lab practicals/paper/presentation deadline shall be scheduled to fall during the Dead Week unless it was scheduled in the syllabus.~~

New text should read: No project/lab practical/paper/presentation deadlines or oral/listening examinations may be scheduled to fall during Dead Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during Finals Week. A course with a lab component may schedule the lab practical of the course during Dead Week if the lab portion does not also require a Final Examination during Finals Week.

- F. Make-up exams and quizzes are allowed during Dead Week; these are exempt from the restriction stated in C, D, and E.
- G. Class participation and attendance grades are permitted during Dead Week.

Process for UK approval:

Undergraduate Studies Committee → Admissions & Academic Standards Committee (Joe Sottile, chair)
→ Univ. Senate

The General Education Reform Steering Committee, in consideration of its Learning Outcome #4:

Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

proposes a revision of the Foreign Language entrance requirement. The current Foreign Language entrance requirement is the following:

“meet Kentucky's pre-college curriculum requirement” (see <http://www.uky.edu/Admission/apply.htm>)

which means, according to the Kentucky Department of Education website:

“2 credits required or demonstrated competency” (see <http://education.ky.gov/KDE/Instructional+Resources/High+School/Additional+Information/The+PreCollege+Curriculum.htm>)

that is, 2 years of high school study, or the equivalent demonstrated competency. We propose that the University of Kentucky entrance requirement be changed from that “seat time” requirement to a competency-based requirement; that is, we propose that the entrance requirement be amended to read:

“competency equivalent of two years of high school foreign language.”

The rationale for this change is the following: In all other academic areas, students entering UK are required to demonstrate competencies, rather than completion of credit hours, as prerequisites for enrolling in university-level coursework. Studies have shown significant variation among Kentucky school districts, in terms of the efficacy of high school language instruction, and resulting student competencies. We propose that students be required to demonstrate competency, according to any of the methods listed below; and that if said competency is not demonstrated, then remediation should be implemented (a one-semester “high beginner” elementary language course at the University of Kentucky, or equivalent), as is currently the case for students with other entrance-requirement deficiencies.

Students may demonstrate competency in any of the following ways:¹

- STAMP test developed at the University of Oregon, currently implemented in 15 Kentucky public school districts;² score of “Novice Mid” or higher in the areas of Speaking, Reading, and Writing;³
- AP language or literature exam, score of 2 or higher
- acceptable SAT Subject Test scores in a second language;⁴
- Test of English as a Foreign Language (TOEFL) score above UK minimum,⁵ if the TOEFL constitutes part of the student’s application requirements

Students who opt to enroll in the 101-102 sequence of any language at the University of Kentucky do not need to show test results. Heritage speakers would be evaluated on a case-by-case basis, as they are now.

In order to allow for accurate calibration of Kentucky students’ foreign language ability from individual school districts and institutions, we propose the following: that the assessment measures be implemented in Fall 2010, along with the new General Education curriculum, and that the scores submitted by incoming students on the tests mentioned above be reported back to the corresponding school districts. The implementation of remediation (coursework) at UK would begin in Fall 2012, thus allowing individual districts and other concerned parties time to make necessary curricular and pedagogical adjustments, to help students achieve the required levels of foreign language proficiency.

¹ Heritage speakers would be assessed on a case-by-case basis.

² Students could present the score of the STAMP test administered during their high school course of study, if available; alternatively, they could take the test on campus during the summer preceding their first year of study at UK (during Advising weekends). The STAMP test could also be offered during the high school World Language Festival, held annually on the UK campus in May.

³ Expectations will remain linked to the Kentucky Department of Education and the CPE standards; we anticipate that the statewide standard will reach “Novice High” by 2016.

⁴ SAT Subject Test scoring varies by language; see

[HTTP://professionals.collegeboard.com/profdownload/sat_subject_tests_lang_performance_years_study_2008.pdf](http://professionals.collegeboard.com/profdownload/sat_subject_tests_lang_performance_years_study_2008.pdf).

⁵ Current minimum TOEFL scores for admission to the University of Kentucky are 527 (paper-and-pen version), 197 (computer-based), or 71 (iBT).

Date: March 27, 2009

TO: David Randall, Senate Council

FROM: Jeannine Blackwell, Chair
Undergraduate Council

RE: Foreign Language Placement Policy

Undergraduate Council met on Tuesday March 25, 2009 to discuss the proposed change in Foreign Language Placement Policy. The Council voted unanimously to approve this policy, but with the stipulation that the date of full implementation of required remediation not be set at 2012, but rather left open until data has been assessed concerning remediation resources needed. This implementation would be an open date after fall 2011, depending on the outcome of the assessment of data.



Steven L. Beshear
Governor

Elaine Farris
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

March 4, 2009

Susan Carvalho
Assistant Provost for International Programs
Convener, General Education Reform Steering Committee
1125 Patterson Office Tower
University of Kentucky
Lexington, KY 40506

Dear Dr. Carvalho:

Please accept this letter from the Kentucky Department of Education in support of your committee's recommendation of a competency-based, minimal proficiency requirement as part of the University of Kentucky's general education admission requirements.

Eliminating the "seat time" entrance requirement follows the trend of the Council on Postsecondary Education's 2007's 13 KAR 2:20 Guidelines for admission to the state-supported postsecondary education institutions in Kentucky to move toward to a competency-based requirement. The current and proposed (2009) guidelines state that students must either have two units in the same foreign language or demonstrate the linguistic competence equivalent to two years of high school language.

Your proposal also reinforces the 2006 State Board of Education's recommendation to plan for a 2016 world language high school graduation requirement based on a minimum competency level of Basic User (Common European Framework of Reference) or novice-high (ACTFL Proficiency Guidelines). Referencing both these criteria addresses the national call for international benchmarking of educational performance.

Other states (e.g., Michigan) and universities (e.g., University of Washington) are also moving toward the competency-based model. As the flagship institution in the commonwealth, the University of Kentucky will be providing leadership for other postsecondary institutions and secondary schools to help us better prepare our students with skills necessary to compete in the twenty-first century global economy.

Very truly yours,

A handwritten signature in cursive script that reads "Jacqueline Van Houten".

Jacqueline Van Houten
World Language & International Education Consultant





UNIVERSITY OF KENTUCKY

Dream • Challenge • Succeed

MODERN & CLASSICAL LANGUAGES, LITERATURES AND CULTURES

February 23, 2009

Dr. Susan Carvalho
Assistant Provost for International Affairs and
Convener, General Education Reform Steering Committee

Dear Susan,

I am writing on behalf of the faculty of the Department of Modern and Classical Languages, Literatures and Cultures to express our strong and unqualified support for the proposal being put forward in conjunction with general education reform to change the University's Foreign Language entrance requirement from one of two years of high school "seat time" to a competency requirement based on national standards and measured by widely recognized assessment instruments. This proposal will align entrance requirements for Foreign Languages with those in place for other basic subject areas such as English and Math. It is also very much in keeping with one of the central aims of the University's general education reform. In an age of globalization when full competency in another language is becoming ever more important both in terms of the job market and as an aspect of global citizenship in an increasingly interdependent yet multilingual world, the proposed change will signal the University's seriousness in moving its undergraduate students toward this goal.

We are especially pleased to see that the proposed revision is linked to joint efforts undertaken by the Kentucky Department of Education and the Kentucky Council on Postsecondary Education to improve learning outcomes in the teaching of foreign languages in Kentucky's public high schools. We are aware that the Jefferson County School District has already adopted the competency level "Novice High" as its norm for learning outcomes after two years of foreign language instruction by 2010 but that KDE and the CPE have more realistically identified this as the level to be achieved statewide by 2016. It is important that Kentucky's flagship university be involved in gradually raising the bar for college-bound students, and we are more than willing to participate in the efforts needed to bring about the implementation of this goal.

Sincerely,

Theodore Fiedler
Professor of German and Chair



UNIVERSITY OF KENTUCKY

College of Arts and Sciences
Department of Hispanic Studies
1115 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-1565
Fax: (859) 323-9077
www.uky.edu/as/spa

March 5, 2009

Dr. Susan Carvalho
Professor, Department of Hispanic Studies
Convener, General Education Reform Steering Committee

Dear Dr. Carvalho:

The Department of Hispanic Studies met on February 25, 2009 to discuss the proposal that was submitted to us regarding the university's foreign language entrance requirement. I am attaching the proposal to this letter.

The faculty in Hispanic Studies finds the proposal and its rationale cogent from a pedagogical and curricular standpoint and is willing to have the conversations needed for implementation. We understand that this proposal, which is put forward in conjunction with the General Education reform, changes the two years of high school "seat time" to a competency requirement that is based on national standards and evaluated by recognized assessment instruments. We are indeed pleased to learn from your communication that the proposed revision has the support of the of the Kentucky Department of Education and the Kentucky Council on Postsecondary Education. We look forward to the positive washback effect that this new requirement will surely have on foreign language education at our institution, other institutions of higher education, and, most important, secondary schools across the state of Kentucky. We find the strategy of gradual implementation and targeted remediation for deficient students sensible and effective. We look forward to further updates on the progress of the proposal.

Sincerely,

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

Dr. Ana Rueda
Professor of Spanish Literature and Chair

CURRICULAR TEMPLATES 4-8-09

The proposed General Education curriculum consists of ten courses within four broad areas:

- I. Intellectual Inquiry
 - a. Inquiry in the Humanities
 - b. Inquiry in the Natural/Physical/Mathematical Sciences
 - c. Inquiry in the Social Sciences
 - d. Inquiry in Creativity & the Arts

- II. Composition and Communication
 - a. Composition and Communication I
 - b. Composition and Communication II

- III. Quantitative Reasoning
 - a. Quantitative Foundations
 - b. Statistical Inferential Reasoning

- IV. Citizenship
 - a. Community, Culture and Citizenship in the U.S.
 - b. Global Dynamics

For each of these courses, a template will outline: a) the general purpose of the course category, b) the core competencies that the course will address, c) at least one type of assessment that will demonstrate these competencies. A version of these templates will eventually be used by a committee in Undergraduate Studies charged with oversight of the General Education curriculum, and by faculty wishing to submit courses for Gen Ed credit. For this reason, we have attempted to design templates that are sufficiently specific to create coherence among the courses of a particular area, yet broad enough to invite participation by a variety of disciplines and colleges.

Intellectual Inquiry: General Preamble

The courses in the area of Intellectual Inquiry are designed in accordance with the University Senate's recommendation that "We should intentionally set knowing how to learn and think as an essential goal of a general education program. At its best, general education establishes a foundation for critical and thoughtful approaches to solving problems and promotes intellectual development. In the context of disciplinary learning, one intended outcome of general education is the development of evidence-based thinkers: students capable of understanding what critical argument demands and what it offers as a way of understanding ourselves, others, and the world around us." The Senate issued the following guidelines regarding the core elements of the General Education curriculum:

- "ask students to explore the nature of intellectual inquiry within the established, broad knowledge areas;"
- "bring students in contact with faculty, advanced graduate students and others who are engaged in the core activities of a research university;"
- "establish a foundation for critical and thoughtful approaches to solving problems and promote intellectual development."

Thus, the Intellectual Inquiry division of the General Education curriculum is designed around four broad knowledge areas: Humanities, Natural/Physical/Mathematical Sciences, Social Sciences, and Creativity & the Arts. Courses that fulfill these requirements must address all of the learning outcomes within the corresponding curricular template.

However, the organization of these four broad knowledge areas is not intended to discourage multi-disciplinary approaches to critical thinking and problem-solving. Indeed, a multi-disciplinary approach will enrich the curriculum, bring students in contact with current modes of scholarly inquiry, and equip our graduates to draw conclusions and make decisions based on multi-faceted frames of reference.

With that in mind, the following faculty guidelines should be kept in mind:

- 1) While the listed learning outcomes must form part of the course, other learning outcomes may be added, related to the mastery of particular content or of multi-disciplinary approaches to the topics of discussion.
- 2) A single course may be proposed to fulfill the requirements of two (or more) areas, provided that the course addresses the learning outcomes of each of the areas for which it is proposed. However, in such cases, the student may not apply a single course towards multiple General Education requirements; rather, the student will determine which of the requirements to fulfill with that particular course and, in the end, will still take four courses across the category of Intellectual Inquiry. This provision invites faculty to span traditional disciplinary boundaries, in designing and delivering the course.

Intellectual Inquiry – Humanities

The Humanities are united in their reflection upon the human condition as embodied in works of art and literature (including folklore, popular culture, film and digital media), philosophical and religious contemplation and argumentation, language systems, and historical narratives and the activities and events they relate. The principal activities of humanists and, therefore, the principal skills to be inculcated in students relate to *interpretation* and *analysis*, and the *evaluation* of competing interpretations of the same or similar texts and phenomena. In a course fulfilling the Humanities Gen Ed requirement students should learn to interpret, evaluate and analyze such creations of the human intellect.

Students will demonstrate the ability to construct their own artistic, literary, philosophical, religious, linguistic, and historical interpretations according to the standards of the discipline. It is hoped that students learn to recognize (a) the validity of different points of view – whether these points of view devolve from differences of class, race, gender, nationality or even historical period – and (b) a degree of tolerance and mistrust of dogmatism. Further it is hoped that students will be able to recognize some aspects of human life that might be considered eternal and constant and distinguish these aspects from those which are contingent products of history and culture.

- 1) Demonstrate the ability to present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.
- 2) Demonstrate the ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.
- 3) Demonstrate the ability to identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. Students will therefore analyze and interpret at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).
- 4) Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.
- 5) Demonstrate the ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable. The student's analysis should demonstrate appropriate information literacy in a particular discipline of

the humanities, which, depending on the nature of the assignment might include, for example:

- posing questions that shape an inquiry and identify sources necessary for this purpose
- getting and checking facts
- getting overviews, opposing views, background information, context
- recognizing and finding primary sources and distinguish primary from secondary sources
- identifying scholarly publications (monographs, articles, essays)
locating them (library stacks, Internet, other libraries)
citing them (MLA, Chicago styles)
- assessing the value of sources

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Intellectual Inquiry – Natural/Physical/Mathematical Sciences

An understanding of the natural world is essential for well-educated citizens who work and live in a world strongly influenced by science and technology. At the heart of this General Education Science Inquiry course is this fundamental idea: Scientists advance knowledge through experimentation. Because this course is designed to convey a general understanding of science and the processes of scientific thinking, it will be taught using strategies that reflect the ways scientists work; students likewise will do basic science, engage its methods, with the goal of attaining some understanding of the way science works in and with the natural and social worlds.

Learning Outcomes

By the end of the course, students should be able to:

1. Describe methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.
2. Explain fundamental principles in a branch of science.
3. Apply fundamental principles to interpret and make predictions in a branch of science.
4. Demonstrate an understanding of at least one scientific discovery that changed the way scientists understand the world.
5. Give examples of how science interacts with society.
6. Conduct a hands-on project using scientific methods to include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies.
7. Recognize when information is needed and demonstrate the ability to find, evaluate and use effectively sources of scientific information.

Guidelines for syllabi

Each learning outcome is essential to meeting the requirements of a science inquiry course.

While providing for as much flexibility as possible within science disciplines, the syllabus will include the following:

- A demonstrated focus on the processes of science and scientific thinking;
- A required student product (paper, laboratory report, presentation, etc) based on the hands-on project. This requirement is the curriculum-embedded performance-based assessable product and must be a component of the course grade, weighting at discretion of instructor.
- Information literacy should be integrated into the course.

Intellectual Inquiry – Social Sciences

Although they vary in terms of content and intellectual traditions, foundational courses in the social sciences promote an understanding, based on living bodies of theory and research, of individuals in the context of social interactions, groups, and societies. Human societies are diverse and varied, with different understandings of the world among them, and with a multiplicity of actors within them who do not necessarily share the same views or goals. As a consequence, human phenomena are not as easily predictable as natural phenomena, and social science inquiry can lead to many plausible answers to any given question. Nevertheless, inquiry in the social sciences is empirical, guided by rigorous but varied theories and methods. Thus, students who complete a General Education course in the social sciences should understand how a discipline's modes of scholarly inquiry have led to the development of the discipline's shared bodies of knowledge and the interplay between a social science discipline and its broader social context. The successful social science course will present a variety of approaches to any given question about social phenomena, preparing students to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.

1. Demonstrate knowledge of the theories associated with a social science discipline, either broadly or as applied to an important social science topic.
2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge.
3. Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims.
4. Demonstrate knowledge of how a social science discipline influences society.
5. Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Intellectual Inquiry – Arts & Creativity
Toward Outcomes in Creative Endeavors

Creativity is pertinent to all disciplines. In general education, a focus on creativity adds to the vitality and relevance of learning and will translate into graduates who are better prepared to face the challenges of a dynamic society. Inquiry Courses under this rubric will explore the human need to experience, comprehend, and utilize processes that transcend the conventions of utility, whether that involves the mastery of rules or the decision to break them, the desire to identify and refine the expressible or to recognize and prize the ineffable. The creative process and its products and results are the focus on this course; while they may be taught from the traditional fine arts perspectives, it is expected that courses will also be based on an exploration of the creative and aesthetic aspects of “rational”, “scientific” or quantitative disciplines, e.g., the “elegance” of certain scientific/mathematical proofs or the beauty inherent in a well-articulated design.

Outcomes

- Students will personally perform, produce, fabricate or generate an artifact or artifacts that demonstrates their engagement with the creative process (e.g. an object, product, installation, presentation, record of a performance etc.) either as an individual or as part of a collaborative. As part of this process students will:
 - Define and distinguish different approaches (historical, theoretical, and methodological issues) to “creativity” as appropriate to the disciplinary practices specific to the subject, medium, or approach that informs a particular course.
 - Apply the logic, laws, or constraints of the area of study, (e.g. “out of the box” thinking, or the masterful, elegant treatment of given rules or forms).
 - Demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools. These analyses should utilize relevant information resources to incorporate historical, theoretical, and or cultural factors.
 - Evaluate results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Guidelines

The primary emphasis of courses in the Area of Inquiry must be on active learning through student performance, expression, and/or production (what is known as “process-focused” creativity). This emphasis should be documented through the number of assignments or class meetings devoted to this work (expressed as a percentage) or through the grading mechanism for the final grade for the course.

Though “process-focused” the course may highlight other approaches to creativity. Students may be expected to explore forms of creativity that are constraint-focused (mastering or overcoming established “laws” or “systems”), product-focused (emphasis

on the originality, utility or value of the thing produced), transformation-focused (risk-taking, willingness to make mistakes, role of chance) or fulfillment-focused (personal or professional accomplishment). Proposals for courses should identify which approaches are present in the syllabi.

Syllabi must incorporate assignments or exercises whose final product reflects a process of analysis, evaluation, reassessment, and refinement.

Syllabi must include projects or exercises that introduce tools or develop information literacy appropriate to the discipline.

Syllabi must incorporate attendance and/or participation in relevant co-curricular activities as part of the course. Students should be required to critically engage with these activities through a written analysis or similar project.

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Composition and Communication Learning Outcomes

Drafted by conveners Roxanne Mountford and Deanna Sellnow, 4-8-09 – under discussion by curricular teams

The General Education Reform Proposal passed by the Senate in December 2008 describes two foundations courses under the area of “Communication”: Writing I and Communication II. Two committees were formed to develop learning outcomes for these courses, which were conceived as a course in written communication, followed by a “3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills” (see Learning Outcomes document on the uky.edu/gened website). After campus input and further deliberation, *the Writing I and Communication II Gen Ed Reform Committees recommend that the process of composing and communicating ideas in oral, written, and visual contexts should be integrated across both courses.* We derived the skills from research conducted regarding (a) general education composition and communication goals at other colleges and universities that have recently revised their general education curricula and (b) data on what employers seek in college graduates based on surveys from several clearinghouses (e.g., the American Society for Training and Development, the US. Department of Labor, and the National Association of Colleges and Employers).

Both courses are designed to engage students in the practice of composing and communicating their ideas using speech, writing, and visuals in an active learning environment. Both courses participate in the broad goal of developing critical thinking and information literacy skills within an academic context that emphasizes the real-world problems and decisions that students will confront as educated citizens of the twenty-first century. Students will receive substantial practice in composing, critiquing, and revising their ideas for audiences, with a broad goal of developing life-long habits of writing and speaking for learning, personal expression, and community participation.

Composition and Communication I

In this course, students will

- compose written texts and deliver oral presentations that represent a relevant and informed point of view appropriate for its audience, purpose, and occasion in an environment that reinforces the recursive and generative nature of the composition and delivery rehearsal processes.
- demonstrate an awareness of strategies that speakers and writers use in different communicative situations and media, and in large and small groups; learn to analyze and use visuals effectively to augment their oral presentations; to employ invention techniques for analyzing and developing arguments; to recognize and address differing genre and discourse conventions; and to document their sources appropriately.

- find, analyze, evaluate, and properly cite pertinent primary and secondary sources, using relevant discovery tools, as part of the process of speech preparation and writing process.
- develop flexible and effective strategies for organizing, revising, editing, proofreading, and practicing/rehearsing to improve the development of their ideas and the appropriateness of their expression.
- collaborate with peers, the instructor, and librarians to define revision strategies for their essays and speeches, to set goals for improving them, and to devise effective plans for achieving those goals.
- engage in a range of small group activities that allow them to explore and express their experiences and perspectives on issues under discussion.

Composition and Communication II

In this course, students will

- compose in writing and deliver orally at least two major research projects that are appropriate and effective for the audience, purpose, and occasion; supported by visuals (using Powerpoint or an equivalent medium); and involving other appropriate digital media (e.g., audio or video essays, poster sessions, or Web exhibits). The development of these two projects is the course's major educational focus.
- conduct significant research on their subject, using the resources of the UK Libraries and other discovery tools, as part of the development of their projects.
- employ more advanced invention techniques for analyzing and developing arguments, with greater emphasis on addressing and mediating issues of public interest.
- refine their speaking, writing, and visual communication skills, focusing on matters of both construction and delivery style.
- develop self-, peer-, and professional critiquing skills.
- collaborate with peers, the instructor, librarians, and appropriate members of the public to revise and rehearse their written and oral presentations.
- understand, employ, and evaluate interpersonal and small group communication skills, as they apply to personal and professional environments.

Curriculum-Embedded, Performance-Based Assessable Products:

- Formal written texts
- Recorded Presentations (e.g., individual speeches, symposiums, panels, audiovisual presentations)
- Revision plans and/or peer reviews
- Written documentation (e.g., self and peer evaluations, application and reflection papers, formal outlines, flowcharts, cluster diagrams, generative lists, or other artifacts of planning and shaping messages)
- Visual Products
- Interpersonal interactions/simulations/role plays

Quantitative Foundations

Quantitative reasoning (QR) is a conceptual process that employs one or more of a family of mathematical or logistical methods to analyze and solve problems in a variety of disciplines. Such methods guide both deductive and inductive reasoning in mathematics, the sciences (including physical, life, psychological, social, political, and economic sciences), the humanities and arts as well as in engineering, computer science, and information technology. They also have great utility in helping students clarify and critically evaluate information that is relevant to personal life and to everyday decisions about health, finance, citizenship, and government. When these methods are applied to real-world examples and taught in contexts that engage student interest they have been found to improve the capacity of students to draw sound inferences. Quantitative reasoning is multi-disciplinary and invites a wide diversity of disciplines and departments to offer courses to satisfy this requirement. We describe here the requirements for the first course in Quantitative Reasoning, focusing on Mathematical, Logical, and Statistical Foundations. Statistical elements in this course are at the level of basic skills in descriptive statistics; the second course in Quantitative Reasoning will focus on Statistical Reasoning and Inference and is described in its own template.

Objectives

As with all General Education courses, students in this course will demonstrate information literacy by their measurable ability to independently locate, identify and utilize information resources from a variety of credible sources. They will be able to understand the ethics surrounding the information. Using critical thinking skills, students will extract, evaluate and validate information as well as organize, communicate and accurately use it in their research.

Courses designed to meet the Mathematical, Statistical, and Logic Foundations requirement will demonstrate how the course elements (e.g., structure, activities, assignments, projects, homework, papers, and exams) will contribute to the following student learning objectives.

Students will be able to:

1. demonstrate proficiency with number sense (e.g., order of magnitude, estimation, comparisons, effect of operations) and with functional relationships between two or more sets of variable values (i.e., when one or more variables depend upon, or are functions of, other variables) and also relate different representations of such relations (e.g., algebraically or symbolically, as tables of values, as graphs, and verbally). Relations between numerical values must be included in order that students will be prepared for the Statistical Inferential Reasoning course.

2. apply fundamental elements of mathematical, logical, or statistical knowledge to model and solve problems drawn from real life. In this modeling process, students will be able to:
 - a. recast and formulate everyday problems onto appropriate mathematical or logistical systems (viz. algebra, geometry, logic), represent those problems symbolically (i.e., in numbers, letters, or figures), and express them visually or verbally.
 - b. apply the rules, procedures, and techniques of appropriate deductive systems (e.g., algebra, geometry, logic) to analyze and solve problems.
 - c. apply correct methods of argument and proof to validate (or invalidate) their analyses, confirm their results, and to consider alternative solutions.
 - d. interpret and communicate their results in various forms, including in writing and speech, graphically and numerically.
 - e. identify and evaluate arguments that contain erroneous or fallacious reasoning (e.g., unsound mathematical or logical inferences), and detect the limitations of particular models or misinterpretations of data, graphs, and descriptive statistics.

At least 30% of the course should address objective (1), and at least 40% of the course should address objective (2). (If the course has more than three credit hours, then these percentages refer to the equivalent time of a three credit hour course.)

Guidelines for Course Designers

There are definite needs and rich opportunities for many different departments (besides the ones currently addressing the current USP Basic Skills and Inference requirements) to develop and offer courses. Courses at our benchmark institutions that are addressing their own QR requirements are drawn from mathematics, statistics, engineering, natural and physical sciences, humanities, social sciences, art, and other disciplines.

The course should have a central applications-driven, problem-solving focus, with particular attention to problems of potential “real-life” relevance to the students. The students should be actively engaged in modeling and problem-solving (though the problems and modeling may range from relatively straightforward to complex). There are various technology tools (e.g., interactive applets or computer programs) that can assist in visualizing concepts and making models, as well as reinforcing basic skills. The

desire is that the course will develop such quantitative reasoning skills as to be generally useful to students in their further studies, work, and engagement in civic life.

The course will embed information literacy incorporating independent learning and utilizing active learning techniques, technology, instruction and consultations and/or tutorials. Instructors will collaborate with librarians to create a course-relevant component developing lifelong learning skills allowing students to identify, evaluate, utilize, apply and communicate information, a critical competency in becoming a contributing member of society.

The course will ensure that students will create at least one assessable product (e.g., the result of modeling and solving a problem) that can be shared with UK's Assessment Office to contribute to the assessment of the General Education program.

It is to be assumed that students will enter the course with an appropriate mastery of high school mathematics through Algebra I, Algebra II, and Geometry to earn a Math ACTE score of at least 19, or the equivalent.

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Statistical Inferential Reasoning

Courses that would qualify to be one of the “3-hour course(s) devoted to a conceptual and practical understanding of statistical inferential reasoning” should be focused on the student’s ability to evaluate the efficacy of claims based on statistical constructs and to understand and articulate important risks that these claims often address, both through the formal science of statistical inference and informal activity of human inference. These courses should not have computations and derivations as their primary focus; neither should they be abstract reasoning courses devoid of numerical data.

Toward that end, it is expected that any course that qualifies must exhibit a syllabus that offers convincing evidence that, upon successfully completing this course, students will be able to:

- A. (At least 25% of the course) - Evaluate common claims arising from the formal statistical inference conveyed in margins of error and confidence intervals. Students must be able to articulate the sense in which margins of error and confidence intervals address and purport to quantify risks that are of practical interest. Although skill in the computation of these quantities is an acceptable by-product, the demonstrated skill set **must not** be confined to, or even largely focused on the computation of these quantities,. In particular, the student must:
1. Be able to connect the uncertainty of sampling variability with margins of error and confidence intervals. This connection needs to be formal in the sense that the student needs to be able to demonstrate an understanding of the roles of sampling distributions, and standard scores, as well as the central limit theorem (non-mathematical treatment) in the production, but more importantly, the interpretation of margins of error and confidence intervals.
 2. Be able to demonstrate an understanding that some of the other major sources of uncertainty, such as biased samples and questionnaires that are worded in a biased or misleading fashion are not addressed by margins of error or confidence intervals.
- B. (At least 25% of the course) - Evaluate common claims arising from the formal statistical inference conveyed in null hypothesis testing associated with statistically designed experiments. Students must be able to articulate the sense in which null hypothesis testing addresses and purports to quantify risks that are of practical interest. Although skill in the actual testing of such hypotheses is an acceptable by-product, the demonstrated skill set **must not** be confined to, or even

largely focused on the actual construction of such tests. In particular, the student must

1. Be able to demonstrate a substantive understanding of “statistical significance,” and the sense in which p-values and null hypothesis testing offer a useful and practical articulation of risk assessment. To do this, the student must also be able to demonstrate mastery of the basic language of statistical experimental design and null hypothesis testing, and articulate the role that statistical modeling plays in the development and interpretation of “statistical significance.”
 2. Be able to articulate the strengths and weaknesses of using classical null hypothesis testing as a decision tool. Students should understand the sense in which common hypothesis testing, and the associated “significance” addressed in media, is intimately related to a perspective that looks for evidence against a claim, and infers about the truth of that claim based on the weight of that evidence
- C. (At least 20% of the course) - Evaluate common claims that arise from statistical constructs, like charts and graphs, tables and numerical summaries, through the important, but informal, act of human inference. Although skill in the actual construction of these constructs is an acceptable by-product, the demonstrated skill set **must not** be confined to, or even largely focused on these constructions. In particular, students must:
1. Be able to demonstrate an understanding of the challenges that confront informal inferences arising from these kinds of statistical entities and offer evidence that they can construct these inferences in a rational and informed manner.
 2. Be able to discuss the practical importance of effective conditional reasoning (e.g. false positives, Prosecutor’s paradox); the importance of hidden variables and confounding (e.g. Simpson’s paradox); the issue of association versus correlation and correlation and causation; the importance of having the right and/or enough information; and the problem of misinterpreting randomness.
- D. (At least 5% of the course) - Demonstrate information literacy by their measurable ability to independently identify and utilize appropriate information resources from a variety of sources. Instructors will collaborate with librarians to create a course-relevant component developing lifelong learning skills allowing students to identify, utilize, evaluate, apply and communicate information, a critical competency in becoming a contributing member of society.

The prerequisite for courses in this category is a course in the proposed category of “quantitative foundations.”

Curriculum-Embedded, Performance-Based Assessable Products

All students must create at least one assessable product that can be shared with the University’s Assessment Office and the course syllabus must make clear what that product is. Individual instructors (or departments) are encouraged to consult with the Director of Assessment at the University, prior to the construction of a new syllabus. Rather than test knowledge or particular techniques, the assessment tool(s) should allow students to demonstrate an understanding of how statistical inference is used in decision making and to appraise the efficacy of statistical arguments that are reported for general consumption. That is, the assessment, too, should focus upon real world applications of learning outcomes A-D above. We recommend that the tool be validated, structured to allow electronic submission, and that an appropriate assessment rubric be developed based upon these criteria.

Guidelines for Course Designers

The ways in which the course outcomes are achieved, and the contexts in which the concepts are motivated, are the purview of individual departments, colleges, and instructors. However, while many of the concepts discussed in this course category are, at their root, complex mathematical concepts (e.g. the Central Limit Theorem), this course *is not* intended to be a mathematically complex course. Rather, the complexity of the course will likely be rooted in the ideas being discussed and the ways in which core concepts in statistical science connect to and surface in activities as common as reading the morning newspaper. With this in mind, the following suggestions are offered:

Conceptions of Community, Culture and Citizenship in a Diverse U.S. Society

Courses in this area lay the foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities. These courses may be disciplinary or interdisciplinary and should engage students in interactive learning techniques such as debates, digital documentaries, guided discussions, service-learning projects, and simulations, as well as develop their information literacy. Students completing this requirement will achieve the following learning outcomes:

- 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 the subject matter of the course:
 - a. Societal, cultural, and institutional change over time
 - b. Civic engagement
 - c. Regional, national, or cross-national comparisons
 - d. Power and resistance
- E. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Global Dynamics

Courses satisfying this requirement will focus attention on the student's civic role and place in the world and the dynamic interaction between locale (place and people) and global processes (international and transnational). In order for UK students to be prepared for careers in a globalized world, they must understand and appreciate global cultural diversity and the impacts of globalization processes. This new knowledge and attitude will also lead to the student's heightened awareness of her/his own culture and society. Issues like, but not limited to, environmental concerns (e.g., climate change, soil depletion, transboundary pollution), the built environment (e.g., architecture, urban planning, sustainable design), public health (e.g., sanitation, local-global disease transfer, nuclear and coal-fired energy risks), political and socio-economic structures and policies (e.g., social and political processes; diverse public policies; and social and governmental regulations) and the interaction of world cultures (including music, art, religions, literature and folklore) are among the topics that may be explored in the many possible courses fulfilling this part of the general education curricular framework.

Student Learning Outcomes:

1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
4. Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.
5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
6. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance

Guidelines for Course Designers:

1. Students will complete a project accounting for at least 15% of the course grade that explores a significant issue or problem from a global perspective.
2. The non-US focus must constitute at least 50% of the course.

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The attached document contains the proposed Delivery Models for each of the ten Curricular Templates of the proposed General Education Curriculum (Appendix A). It also contains various illustrations, bibliographies, and other supplementary materials to amplify the information contained in the Curricular Templates (Appendix B).

APPENDIX A – DELIVERY MODELS

I. Intellectual Inquiry

A. Intellectual Inquiry in the Humanities

To deliver these courses, which are heavily dependent on discussion and writing, each course should contain no more than 30 students. If it is absolutely essential to have larger enrollment courses, the courses should be capped at 60 to allow for no more than 20 students per teaching assistant/instructor in the break-out groups. This distribution will allow for more intensive writing assignments and involved discussion. It is anticipated that the courses will be offered from the 100 to the 300 levels, although primarily at the 100-200 level. They will be open to non-majors and have no pre-requisites.

B. Intellectual Inquiry in the Natural/Physical/Mathematical Sciences

The Science Inquiry Curricular Team was aware that when it included a hands-on project requirement that this would entail extra work for the instructors. We considered this issue.

Our Team was won over, by a number of positive factors, such as:

- current K-12 science learning outcomes stress the importance of hand-on activities and ours is a simple extension of that curriculum;
- these activities add life to a course that doesn't have a lab component;
- the structure of science is inherently based upon observational methods, so a one-time introductory science class should rightly include this component;
- a science course that involves a project with a written component will strengthen the writing component of the overall curriculum,

The majority of the current USP Science courses are taught as large enrollment courses (150 – 300+ students). Anticipating that the new Gen Ed Science Inquiry courses will also be large enrollment courses (100+ students at a minimum), the Curricular Team members have provided examples of hands-on projects (with anticipated costs) that could be incorporated into a Gen Ed Science Inquiry course. See Appendix B.

C. Intellectual Inquiry in Social Sciences

Departments and multidisciplinary teams offering General Education courses in the social sciences should be encouraged to experiment with varying delivery models, including (but not limited to) (a) large (150 +) lecture sections with varying combinations of discussion or (where appropriate) laboratory sections and assistance from Teaching Assistants, (b) medium-sized (75-150) lecture sections with assistance from Teaching Assistants, and (c) smaller sections. Appropriate delivery may vary by discipline (or multidisciplinary combination), but it will be the case in all departments that instructors of sections of General Education courses in the social sciences cannot reasonably be expected to fulfill expectations for active learning and the development of critical thinking skills without adequate assistance and support. This will include Teaching Assistants as well as access to smart classrooms and other appropriate technical support.

D. Intellectual Inquiry in Arts & Creativity

- Many existing courses (e.g. Art Studio courses, Design courses, creative writing) are currently offered with enrollments of 20 or less. It is expected that this will continue and that many new courses in this area of Inquiry will be in this format.
- It is possible that courses can be designed using the large lecture/breakout format.
- A majority of the courses will be offered at 100 or 200-level, though we anticipate some courses at 300-level or above.
- Most courses in this area will be open to enrollment for non-majors, with no pre-requisites.

II. Communications

Integration of Oral, Written, and Visual Communication. Because oral, written, and visual modes of communication are an integrated set of foundational skills, we recommend the formation of an integrated center for training TAs and other instructors for the Composition and Communication courses, co-directed by faculty leaders in the Writing Program and Department of Communication. A center

- would allow for the sharing of administrative support, teaching staff and the coordination of the integrated learning outcomes of these courses;
- would “establish an academic staffing model based on national best practices with an optimal mix of Teaching Assistants and full-time [and part-time] faculty,

including clinicians and lecturers” (taken from Objective 1.2 of the University’s proposed strategic plan);

- would be an ideal venue to train and evaluate instructors, to assess curriculum and instruction; and to suggest ways to incorporate effective information literacy research skills, which are an integral component of the courses; and
- would encourage instructional assessment collaborative research opportunities.

Class Size. According to the National Council of Teachers of English (NCTE), students should learn to write in small classes of no more than 20 students per section. Because teaching composition and communication responsibly is labor-intensive, small class size is critical to student success. NCTE further recommends that college instructors teach no more than 60 students per term. Currently, the Writing Program is able to cap its first-year writing courses at 22 students per section, and some full-time lecturers teach up to 88 first-year students per semester. We recommend that The University of Kentucky adopt the NCTE guidelines for course enrollment and instructor load, but in no case go over the current limit of 22 students for either course.

Instructor Training, Qualifications, and Observation. To increase the interdisciplinary nature of the course, TAs and other instructors of the course should be drawn from more than one discipline. The Southern Association of Colleges and Schools requires graduate students to earn 18 credit hours of coursework in the discipline before teaching undergraduate courses, so most of the pool of TAs likely will be drawn from—but not necessarily limited to—disciplines that are deeply engaged in teaching composition and communication (e.g., communication, English, English education, history, linguistics, telecommunication, etc.). All instructors will be selected, trained, and periodically evaluated by leaders of the Center.

Implications for Other Existing Resources. Expansion of campus-wide training in oral and visual communication has implications for the existing Writing Center and, in the longer term, the Writing Initiative. Communication across the curriculum (CXC) is the cutting edge, so moving these units toward the CXC model could make the University of Kentucky a model for institutions across the country.

III. Quantitative Reasoning

A. Quantitative Foundations

Courses of this kind introduce students to a new language or to a more sophisticated use of mathematical or statistical skills than they may have encountered in high school. In a real sense this is akin to learning a foreign language. Classes of 25-30 students afford the best conditions to support this kind of learning, but if this is not economically feasible and a large

lecture format is contemplated, there must be at least one recitation type class per week devoted to amplifying or clarifying lecture materials, to addressing particular students' questions, and to providing guided practice in the subject matter. These should be taught by TA's well grounded in the subject—preferably advanced TA's. Departments must have the resources (including designated faculty time) to provide regular initial training for these TA's and coordination and supervision through the semester.

An analysis must be made to anticipate potential changes in course enrollment patterns as students shift from the USP Inference requirement to the Gen Ed QR requirement. It is desirable and imperative to invite and encourage many departments to offer courses meeting the new requirements.

B. Statistical Inferential Reasoning

- Large lecture classes alone are not recommended. Lectures, perhaps meeting once or twice a week, with recitation breakouts are a better solution. While class size may end up being the purview of individual departments or colleges, it does have implications for the comparability of the different assessments that may be embedded across departments and colleges.
- Teaching assistants will be needed to help staff the recitations. These TAs will need to be trained and departments will need resources to create and sustain effective training programs.

IV. CITIZENSHIP

A. Community, Culture and Citizenship in U.S.

The committee feels that this template would fit a range of class sizes, from small seminars to large lecture courses and, therefore, resources will need to be considered in light of the size of class to be taught. Teaching Assistants will be required for larger courses, and/or courses initiating innovative pedagogical techniques.

The courses taught according to this template will require smart(er) classrooms, and course development support (such as workshops and seminars). In addition, instructors are encouraged to cross-list courses (for example, courses within special programs should be able to cross-list with departmental offerings), and to seek librarian involvement (for example, regarding information literacy).

B. Global Dynamics

In satisfying this component of the new General Education curriculum, courses may be offered at the 200-, 300- or 400- levels. Class enrollment size would generally range between 50 and 150 from one department to another. For courses with enrollments of 100 or more, a teaching format involving two lectures and one discussion section per week would be followed and ample TAs would be supplied to cover the discussion sections. All courses meeting this requirement would assign an individual or team project, which would both: (1) be included as part of the final course grade; and (2) act as the means for assessing the courses success in meeting the learning outcomes specified in the new General Education curriculum.

APPENDIX B – ILLUSTRATIONS, RESOURCES, ETC.

CONTENTS:

- 1. Sample projects, Natural/Physical/Mathematical Sciences**
- 2. Sample assessments, Arts & Creativity**
- 3. Sample questions and bibliography, Quantitative Foundations**

I. Sample projects, Natural/Physical/Mathematical Sciences

Earth and Environmental Sciences

For Earth and Environmental Sciences courses this could involve utilization of climate data (ice cores, geochemical parameters recorded in the rock record) or earthquake location/intensity data available, e.g., through the U.S. Geological Survey. A hypothetical course might be: Gambling on the Big One: Earthquake Risks and Prediction

The course would focus on seismic hazard risk assessment and prediction. Lectures and readings would provide content background. There would be five blocks of work time (~2 lectures) in which groups of 5 students would first access and download data sets, organize and plot data (depth and spatial distribution of earthquakes in the crust), intensity distribution of earthquakes, determine recurrence intervals of events of various magnitude, and assess precision of all measured parameters. Students would use standard spreadsheet/ statistical/graphing software (Excel).

This would require 20 laptops/ 100 students accessing on-line datasets via the campus the wireless system.

One TA / 100 students

Physics

There are many sound-related projects which students can do at home, some of which involve using software available for free on the web. Students have analyzed the sound made by their voice, their guitar, and by birds, for example. Other home projects involve various optical effects students can investigate, such as interference -- observed with soap films on water, diffraction and refraction of light, or a study of the colors of the sunset. Students can obtain and characterize small systems of lenses, or study the effects of using the polarizing lenses in their sunglasses to look at scattered light.

It is estimated that 1 full-time TA would be needed for every 100 students in these classes. Their assignment would be to meet with the students to discuss their project ideas and plans, and to grade the final papers. To maximize efficiency, the project assignments could be staggered across the class over the first half of the term, and collected and graded over the last half. TAs could meet with 15 students for each of the first 7 weeks, and grade the papers of 15 students in each of the final 7 weeks.

Medicine

Biofeedback training and execution

In the near future, neuro-prosthetic interfaces may be used to control devices and machinery, in contrast to mice, joysticks and remote controls. This laboratory will allow students to explore biofeedback as an approach to developing electronic interfaces of the future, whether they are household devices, prosthetic limbs or wearable electronics. Neuro-prosthetic interfaces require a training period to align the biological or neurological responses to the output and an execution phase to implement the device. Students will learn about neuro-prosthetic interfaces, the biology of learning & memory, and the scientific method.

Students will be given the opportunity to integrate biofeedback sensors (EMG, EEG, etc.) with standard computer software.

DESIGN: Groups of 10-15 students would receive an introduction to the biofeedback equipment and train on standard computer interface software. Independently, the groups will choose several variables to manipulate (e.g. position of sensors, direction of the sensors, and difficulty of the task). Quantitative measures will be recorded, including time to criterion performance, number of errors, and permanence of task performance.

OUTCOME: Students will be introduced to the scientific method using biofeedback electronic control that is likely to become more common in the future. Students will gain an understanding of trial and error learning, persistence of learning, and reversibility of learning.

RESOURCES:

1. Small classroom/laboratory setting
2. Biofeedback hardware (sensors, control module)
3. Software

Biology

This activity is used to introduce the students to a soil erosion unit in the Human Ecology (BIO 102) course (current USP course) and involves the students conducting a soil survey of the state. Students collect soil samples from around the state of Kentucky. The students, in groups of 8 – 10, test these samples for nitrogen, potassium, phosphate and pH (using commercially available soil test kits). They also determine the relative fertility of the soil samples, and conduct an animal and microbial inventory of the soil samples. This activity is used to introduce the students to the soil erosion unit of the Human Ecology (BIO 102) course. During later class periods, the results obtained from the soil tests are used as a basis for the lecture. The students use their results to hypothesize on the relationship between the chemical levels and the relative fertility of soil. Each student submits a written report of the activity and each group orally shares their results with the rest of the class.

Another activity focuses on the problems associated with water pollution. In order to sensitize students to the impact of even small amounts of pollutants on water ecosystems, the unit begins with a water pollution experiment. In this activity, students test the effects of common household fluids and waste on water quality. During later class periods, the results obtained from the water pollution tests are used as a basis for the lecture.

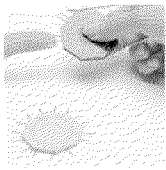
Both of these activities have been successfully carried out with 300 students in a lecture hall during a 50-minute class period with the assistance of only one teaching assistant. Estimated cost \$100.00/ 300 students

Rehabilitation Sciences

Topic: Sensory Mapping and Tactile Perception

Goal: Assess the distribution and sensitivity of tactile sensory endings on human skin throughout the body surface using an adjustable two-point discrimination assessment tool.

Procedure: The class is divided into pairs, with each student operating as a subject on one turn and a tester on a second turn. An adjustable 2 pt assessment apparatus (left picture) is touched to the skin site in question and the subject (who is blind-folded) is required to respond with the



words “one” or “two” to indicate their perception of the event delivered by the tester. The response is recorded and the testing cycle repeated with a different inter-point distance. Inter-point distances are adjusted in 1 mm steps (up and down) to find a perceptual threshold point, defined as the distance at which a subject is able to detect two distinct points 50% of the time within a pre-

determined number of trials. The procedure is repeated for different body parts (leg, arm, back, face, fingers, etc). Data can then be compiled across the entire class to build a 2 pt sensitivity map of the body surface. Simple descriptive statistics could be run to provide quantitative insights and the data can be compared to published reports on tactile sensitivity.

Resources: 2-point tools are low-cost items than can be ordered through most science supply catalogs. For a class of 300, you would need 150 sets for each pair of students. Approximate

cost for supplies = \$5.000. This would be a onetime initial cost, since these devices can be reused in subsequent semesters. Alternatively, a set of 2 pt testers can be made from simple household items if desired. This hands-on project can be performed either in or out of class. A TA trained in 2 pt assessment would be useful to field questions from the students. The TA would only be needed for those class periods or time periods when the project was being conducted during the semester.

Chemistry

Do pesticides break down at the same rate? Does the rate depend on the pH?

This exercise addresses the question of whether chemicals break down at an observable rate in the environment. Depending on the specific focus of the course, students can address the question of whether different chemicals (in this case commercial pesticides) behave in the same manner, whether different soils lead to different rates of chemical degradation, or others.

Students collect soil samples in plastic vials. To one is applied a small amount of a dilute solution of Roundup in water. The other vial functions as a control. After a week or two, the content is analyzed by thin layer chromatography. Ninhydrin stain can be used to visualize the residual compound.

Cost ~\$500 for 300 students, plus TA time for preparation of solutions, assistance with the TLC step, and grading.

Mathematical Sciences

Example course; Geometry and Symmetry in Nature

The nature of space imposes striking constraints on organic and inorganic objects. This seminar examines such constraints on both biological organisms and regular solids in geometry.

Geometry.

Construct and catalog regular solids (solids whose faces are congruent regular polygons). Count vertices, edges and faces. Verify Euler's relation. Have we found all regular solids? Construct polyhedra with faces that are one of two regular polygons. (Such as the pattern of hexagons and pentagons on a soccer ball.)

Cost: Classroom sets of snap-together polygons for experimentation.

TA's to grade and give guidance.

Summary of resources needed for the SAMPLE projects listed above:

- The majority of the current USP Science courses are taught as large enrollment courses (150 – 300+ students). It is anticipated that the new Gen Ed Science Inquiry courses will also be large enrollment courses (100+ students at a minimum),

- That several “general purpose science labs” be made available for Gen Ed Science Inquiry classes on a rotating basis throughout the semester.
- Laptop computers: 20/100 students
- Consumable supplies (chemicals, test kits): \$100 - \$500/300 students
- Up-front equipment (other than computers): \$5000/ 300 students (one –time costs)
- Teaching Assistant support for all courses (average -1 TA per 100 students)

Curriculum-Embedded, Performance-Based Assessable Product:

The student product (paper, laboratory report, presentation, etc) based on the hands-on project.

II. SAMPLE ASSESSMENTS, ARTS & CREATIVITY

Options for assessment include direct and indirect measurements:

Direct: Assessment should be based on artifacts created by students in the course. These artifacts may include records of performance/object or a portfolio in which students document and evaluate the process and products of their work for the course.

Indirect: Assessment could be linked to the current Oswald Creativity contest (an increase in the number of applicants to the competition, an increase in the quality of the applicants work over time)

Assessment could be linked to increased rates of attendance or participation in campus cultural or co-curricular events.

Assessment could be linked to other undergraduate research programs such as eUreKa, Kaleidoscope.

III. SAMPLE QUESTIONS AND BIBLIOGRAPHY, QUANTITATIVE FOUNDATIONS

A Few Examples of Potential Questions/Investigations of Varying Complexity

1. [From *For All Practical Purposes*, 7th edition] The framers of the U.S. Constitution wrote that seats in the House of Representatives “shall be apportioned among the several states within this union according to their respective Numbers...” The table below shows the populations of the 15 states in 1790.

[Insert Table]

- a. The House of Representatives was to have 105 members in the 1792 apportionment. Use the above populations to apportion the seats, and justify why your method is reasonable.
- b. Alexander Hamilton proposed a method of making the apportionment. Study a description of his method. Describe it using mathematical notation and carry it out using the data in the above table. Compare his method to yours.
- c. George Washington vetoed Hamilton’s 1792 apportionment (the first bill in U.S. history to be vetoed). What were his reasons? Note: Hamilton’s method was adopted by Congress in 1850 and used until 1900.

- d. Thomas Jefferson and Daniel Webster each proposed a different method of apportionment. Study a description of their methods. Describe them using mathematical notation and carry them out using the data in the above table.
 - e. Congress presently uses the Hill-Huntington method. Again, study a description of this method, describe it using mathematical notation, and carry it out using the data in the above table.
 - f. Which of the above methods is the most “fair”? Which of the above methods can lead to unexpected, and perhaps unsettling, results? Study the Alabama paradox of 1881, and proposed criteria for the fairness of proposed apportionment methods. Explain this statement: “No apportionment method that satisfies the quota condition is free of paradoxes.”
2. Here is an excerpt from an article in the *Lexington-Herald Leader*, March 10, 2009:

The children of older fathers scored lower than the offspring of younger fathers on IQ tests and a range of other cognitive measures at 8 months old, 4 years old and 7 years old, according to a study released Monday that added to a growing body of evidence suggesting risks to postponing fatherhood.

The study is the first to show that the children of older fathers do not perform as well on cognitive tests at young ages. Although the differences in scores were slight and usually off by just a few points on average, the study's authors called the findings on children of fathers ages 50 and over were “unexpectedly startling.”

“The older the dads were, the slightly worse the children were doing,” said Dr. John J. McGrath, the paper's senior author and a professor of psychiatry at the Queensland Brain Institute in Brisbane, Australia. “The findings fit in a straight line...”

By contrast, children with older mothers generally performed higher on the cognitive measures, a finding in line with most other studies...

From this article, is it reasonable to conclude that the sperm cells of older men are less healthy than the sperm cells of younger men, but the egg cells of older women are healthier than the egg cells of younger women?

3. Soda cans are often in the shape of cylinders. Let's designate the height of the can by h and its radius by r .
- a. What is the formula for the volume of the can? Why does this formula make sense?
 - b. What is the formula for the surface area of the can? Why does this formula make sense?
 - c. Suppose you can make a can with extremely little waste of material and you desire to make a 355 mL can (typical volume of a soda can) with the least

- material, and hence the smallest possible surface area. What would the dimensions of the can be?
- d. How do these dimensions compare to the commercially available soda cans? Comment on the reasons for any differences you may find.
4. [Example from <http://www.fallacyfiles.org>.] Consider the following reasoning (taken from the book *Carl Sagan: A Life*): “If ‘experts’ could always be trusted to make the right moral decision, then public participation would not be necessary. But they cannot be, and so it is.”
 - a. Is this a valid argument? If not, what's wrong with it?
 - b. Write the argument symbolically (use propositions P: experts can always be trusted to make the right moral decision; Q: public participation is necessary) and indicate where the argument goes wrong.
 5. Ask a friend to give you any three numbers x , y , and z .
 - a. Create a set of numbers for which x is the mean, y is the median, and z is the mode.
 - b. Describe a general procedure to solve the above problem that will work for any three numbers.
 6. A piano is usually tuned according to an “equal temperament” system—the ratio of the frequencies of every pair of adjacent notes is the same. An octave on the piano is divided up into twelve steps with equal frequency ratios.
 - a. The frequency of 440 Hz is assigned to the note A above middle C (“A4”) on the piano. One note an octave above another has twice the frequency of the first. So, for example, the note A (“A5”) that is an octave above A4 has the frequency 880 Hz. Determine the frequencies of the 13 notes from A4 to A5, inclusive.
 - b. Some composers have advocated using a tuning system, in which the octave is divided into 19 equal steps. If an instrument were tuned this way, with A4 tuned to 440 Hz, what would be the frequencies of the 20 notes from A4 to A5, inclusive?
 7. [Example from <http://www.fallacyfiles.org>.] The New York Times reported the following story about the famous statesman Benjamin Disraeli: “[S]harp-tongued Benjamin Disraeli, so the story goes, was ordered in the last century to withdraw his declaration that half the Cabinet were asses. ‘Mr. Speaker, I withdraw,’ was Disraeli’s response. ‘Half the Cabinet are not asses.’” Analyze the meaning of Disraeli’s earlier statement and his “withdrawal”. Why was this a clever response?
 8. If you use a global positioning system (GPS) device to determine your location, the device calculates your position on the earth based upon your distance from a number of geosynchronous satellites that are orbiting the earth.
 - a. How many satellites are needed to determine your position? For example, one is not enough, because there are many points that have a given fixed distance from one satellite.

- b. How does the device determine its distance from a given satellite? What effect do errors in measurement have in the answer to (a)?
9. Find appropriate data and create a table showing the carbon dioxide emissions per person, and also the infant mortality rates, by country. From this data create a graph of infant mortality rate vs. carbon dioxide emissions, plotting a point for each country. Does this graph support the conclusion that high carbon dioxide emission rates are beneficial because countries with higher emission rates generally have lower mortality rates?
10. In the Powerball game of the Kentucky Lottery you choose 5 numbers from 1 to 55 in the “Pick 5” section (white balls), and 1 number from 1 to 42 in the “Pick 1” section (the red powerball).
- What is the probability that your choices will match all five white balls as well as the powerball in the random drawing—getting the Jackpot?
 - Suppose a path of coins, each 1.043 inches in diameter, is strung along the 2400 miles of highway from Lexington, Kentucky to San Francisco, California. Suppose further that one of these coins is an authentic dollar coin, while the rest are all clever fakes. You get to choose one of these dollars at random. Is the probability that you choose the authentic coin greater or less than your chance of winning the Jackpot above?
11. Suppose you have a credit card that requires you to make a minimum payment of at least \$25 on your balance each month, but also charges you 1% each month on the remaining unpaid balance, which is added to next month’s balance. Unfortunately, you do not pay attention to your spending and end up with a balance of \$3000 due. You make a firm commitment not to use this card ever again, and to dutifully send a payment of \$25 each month until your debt is cleared.
- How many months will it take to do this?
 - What are the terms for your own credit card(s)?
12. *It was the first time that Poole had seen a genuine horizon since he had come to Star City, and it was not quite as far away as he had expected.... He used to be good at mental arithmetic--a rare achievement even in his time, and probably much rarer now. The formula to give the horizon distance was a simple one: the square root of twice your height times the radius--the sort of thing you never forgot, even if you wanted to... – Arthur C. Clarke, 3001, Ballantine Books, New York, 1997, page 71*
- In the above passage, Frank Poole uses a formula to determine the distance to the horizon given his height above the ground.
 - Use algebraic notation to express the formula Poole is using.
 - Make a diagram and derive your own formula for the distance to the horizon, given your height h and the radius r of the planet.
 - Compare your formula to Poole’s; you will find that they do not match. How are they different?
 - When I was a boy it was possible to see the Atlantic Ocean from the peak of Mt. Washington in New Hampshire. This mountain is 6288 feet high. How far away

is the horizon? Express your answer in miles. Assume that the radius of the Earth is 4000 miles. Use both your formula and Poole's formula and comment on the results. Why does Poole's formula work so well, even though it is incorrect?

13. My grandfather had ancestors who worked in the textile industry in Massachusetts as pattern makers. They were aware that, with respect to symmetries, there were only 17 different types of two-dimensional repeating patterns possible. What does this mean? Bring in some samples of wallpaper patterns from local suppliers (they often have pattern books that they are discarding). How can we classify each of these patterns into the appropriate type? Are some pattern symmetry types used more often than others?

Some References that may be Helpful in Designing a Course

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- Textbooks: Quantitative Reasoning/Literacy, <http://www.statlit.org/PDF/2006TextbooksQR.pdf>.
- Information on courses satisfying QR requirements at our benchmark institutions, posted on the UK Gen Ed SharePoint website, http://www.uky.edu/GenEd/SharePoint_site.php.