

Brothers, Sheila

From: Cross, Al
Sent: Wednesday, April 03, 2019 8:36 PM
To: Brothers, Sheila
Cc: Bird-Pollan, Jennifer; Brown, Christia; Kornbluh, Mark; Jones, Davy
Subject: Proposed endorsement of Center for Equality and Social Justice

Proposed endorsement of the Center for Equality and Social Justice

The Academic Organization and Structure Committee of the University Senate recommends that the Senate endorse the proposed academic organization of the Center for Equality and Social Justice in the College of Arts and Sciences.

The Center is already operating as an administrative unit of the College of Arts and Sciences. Under this proposal, it does not meet the definition of an educational unit that requires Senate action on its academic content, resources or reporting. However, the Center and the College seek Senate endorsement of the Center's academic organization, saying they are following the example of multidisciplinary research centers. The Center does not appear to be an MDRC, because it does not have at least one FTE of faculty time (other than the director) officially assigned to its activities. However, its interim director, Dr. Christia Brown, calls Senate endorsement "the most prudent path" and says "There is clearly a lot of faculty, student, community, staff, and administrator support and encouragement for the center."

The proposal says the Center's "overarching mission . . . is to promote equality and social justice through collaborative scholarship and education and to help highlight the importance of social justice within our communities, public policies, and laws." It says, "There is an urgent need for high quality scholarship from a diverse set of disciplines and viewpoints addressing the causes, consequences, and possible solutions to continued social inequality. That scholarship then needs to be translated for decision makers and the public, so that research can more effectively inform discussions of justice and equality." The Center aspires to be "a prominent voice, both in the Commonwealth of Kentucky and the nation, in offering research-based recommendations for socially-just public policies. This can only be done as a formalized research center with full university credentials behind it." Among other relevant points, the proposal says the Center "will offer fellowships for graduate and undergraduate students to expand their education and training, and offer workshops for faculty hoping to engage in public-policy or advocacy work. Thus, the center, although not offering classes *per se*, will contribute to both the research and educational missions of the university."

Committee members made several comments and suggestions about the proposal, which was revised as a result, and was endorsed by the committee. It is attached. The committee moves that the Senate endorse the academic organization of the Center for Equality and Social Justice.

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Read Kentucky Health News at <http://kyhealthnews.blogspot.com>

Read the Midway Messenger at <http://midwayky.blogspot.com>

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COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

The Senate’s Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*¹.

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at <http://www.uky.edu/universitysenate/forms>). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a-----i, below.

- a. Disposition of faculty, staff and resources (financial and physical);
- b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- d. Consultation with the faculty of educational unit that will be significantly reduced;
- e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
- f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
- g. Letters of support or opposition from appropriate faculty and/or administrators; and
- h. Letters of support from outside the University.

Section I – General Information about Proposal

One----- to two-----sentence description of change:	We are proposing to newly formalize an interdisciplinary research center, the Center for Equality and Social Justice (CESJ), that supports scholarly efforts that seek to encourage equality and social justice. The overarching mission of the Center for Equality and Social Justice is to promote equality and social justice through collaborative scholarship and education and to help highlight the importance of social justice within our communities, public policies, and laws.			
Contact person name:	Christia Spears Brown, Ph.D	Phone:	859-----257-----6827	Email: christia.brown@uky.edu
Administrative position (dean, chair, director, etc.):	Assoc. Chair, Psychology			

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).	
<input checked="" type="checkbox"/>	Department of: African American and Africana Studies, Gender and Women's Studies, Peace Studies, Appalachian Studies, Community and Leadership Development, Sociology, Psychology, Anthropology, Sociology, Political Science, Law, STEM Education, Curriculum and Instruction, Health Management & Policy, Curriculum & Instruction, Philosophy, Geography, Educational, School, and Counseling Psychology, (i.e., any department that has faculty who study inequality or social justice)
<input checked="" type="checkbox"/>	School of: Public Policy, Information Science, Art & Visual Studies
<input checked="" type="checkbox"/>	College of: A&S, Agriculture, Health Sciences, Education, Public Health, Social Work, Design, Communication and Information, Law, Medicine, Libraries, Business and Economics (i.e., any

¹ Items a-----i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

<input type="checkbox"/>	college that has faculty who study inequality or social justice)
Graduate Center for:	
Interdisciplinary Instructional Program:	
<input checked="" type="checkbox"/>	Multidisciplinary Research Center/Institute: Human Development Institute

Section III – Type of Proposal

Check all that apply.	
<i>A. Changes</i>	
<input type="checkbox"/>	Change to the name of an educational unit.
<input type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
<i>B. Other types of proposals</i>	
<input type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input type="checkbox"/>	Discontinuation, suspension or closure of an educational unit.
<input checked="" type="checkbox"/>	Other (Give a one----- or two-----sentence description below; a complete description will be in the proposal.
This is a proposal to newly formalize a center at UK that would be housed within the College of Arts & Sciences. The center, however, would comprise faculty and students from across the university and governed by a multicollege advisory board. It is not considered an educational unit within the meaning of GR VII.C.2, GR VII.E.6	

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)

✓✓✓✓ SAOSC review of proposal.

✓✓✓✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)

✓✓✓✓ SAOSC review of proposal.

✓✓✓✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

✓✓✓✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).

//// Program review in past three years (attach documentation).

//// Request to Provost for new program review (attach documentation).

✓✓✓✓ Open hearing (attach documentation).

- SAOSC information must be shared with unit 10 days prior to hearing.
- Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate

//// Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.

- This vote is taken by the SAOSC, SC and Senate for every SAOSC proposal.

//// Approve (or do not approve) the academic status or content of academic program.

- This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

1) What is the impetus for the proposed center?

More than fifty years after the U.S. Civil Rights Movement, the struggle for justice and equality on the basis of race/ethnicity, immigration status, gender, sexual orientation and gender identity, religion, age, ability level, and social class is still ongoing. For example, racism targeting African Americans is still prevalent. News coverage of police shootings, public protests, and activism on university campuses bring these complex problems to the forefront. Kentucky's rapidly growing Latino immigrant population and large number of Congolese refugees frequently face discrimination, inequitable wages, and poor and unstable housing conditions. Poverty and social class inequalities deeply affect residents of eastern Kentucky and the Appalachian region. These inequalities have led to health, economic, and educational disparities that make breaking the cycle of poverty extremely difficult. Entrenched prejudice against lesbian, gay, bisexual, transgender, and queer (LGBTQ) Americans was widely apparent following the U.S. Supreme Court decision recognizing the legality of marriages between same sex couples. The resistance of state officials to enforce this newly identified right placed Kentucky in the international spotlight. With the increased terrorist threats of ISIS, Islamophobia has increased around the world, including the Commonwealth. The recent Supreme Court decision to ban travelers to the U.S. from Muslim-majority countries is further evidence of rising Islamophobia. Locally, Muslim Kentuckians were the victims of hate crimes when their mosque was vandalized with anti-Muslim graffiti. Beyond these examples, research has shown pervasive structural, institutional, and cultural inequalities that impact all facets of life. There is a clear, continuing need for greater equality and social justice across the U.S., and in Kentucky specifically.

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

The Center for Equality and Social Justice (CESJ) will provide benefits to the university faculty, graduate and undergraduate students, and community. For example, the CESJ will benefit faculty by (a) enhancing their sense of community by connecting them with scholars with similar interests, (b) facilitating collaborative scholarship, (c) extending their expertise into policy studies or translational interactions, and (d) increasing their knowledge base with colloquia and workshops. The CESJ will benefit students by (a) providing training on issues surrounding inequality and social justice, (b) connecting them with faculty who share their interests, and (c) providing opportunities for research experience and community engagement projects that can benefit them on the job market and in graduate school. The CESJ will benefit the community by connecting them to allies and opportunities for collaboration at the university, and giving them a public platform that they may not have otherwise. All of these direct benefits can also indirectly benefit the university. Most notably, the presence of a center focused on equality and social justice will help recruit and retain diverse students and faculty. It also contributes to the general intellectual life of the university. One weakness of CESJ is that the center does not have several key disciplines represented on the advisory board. We will address this challenge as the center becomes officially established.

3) Describe the organization structure. Current and proposed organizational charts are often helpful in illustrating reporting lines.

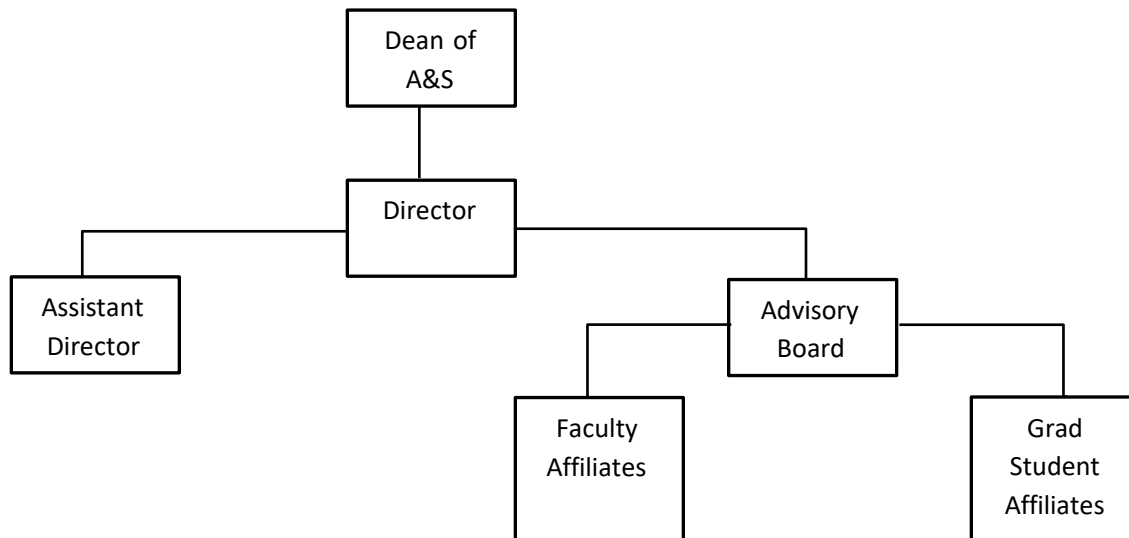
Although the CESJ will comprise faculty and graduate students from across UK, the Center will be housed within the College of Arts & Sciences. Dr. Christia Brown has been serving as director

of CESJ as it has existed as an unofficial university center. The Dean, in consultation with the advisory board, will appoint the Director and Associate Director of CESJ. Once the Center is approved Dean Kornbluh will appoint Dr. Christia Brown, Interim Director, and Dr. Chhaya Kolavalli, Interim Assistant Director of CESJ. The Director will report to the Dean of the College of Arts & Sciences (refer to organizational chart below). The Assistant Director will be a full-time, three year post- doctoral position reporting to the Director, and will have experience in grant management and community engagement. Dr. Chhaya Kolavalli, has been hired as interim Assistant Director for 2018-2019 academic year. To reflect the interdisciplinary nature of the Center, which is an essential and critical feature of the Center, the CESJ will be governed by a multi-college advisory board. The advisory board will be made up of 10 voting members and 3 ex officio members. The voting boarding members include the center director and 9 affiliated faculty members. The ex officio members will include the Assistant Director, a community member (to be named once the center is approved), and a graduate student representative (to be named once the center is approved). Following A & S rules of the faculty, all voting members on the advisory board will have a rank of lecturer, senior lecturer, assistant professor, associate professor, or professor in the regular, special, extension, or library title series. The Advisory Board will consist of faculty who are affiliated with the Center who wish to participate in decisions and discussions related to the Center. The board will meet twice a year. Advisory board members may be nominated by another faculty affiliate or self-nominated. All nominations for the Advisory Board will include an application and CV, and will be evaluated and appointed by the centers director in consultation with the advisory board. Each member of the Advisory Board will serve a three year term, with members being able to serve a second term if they have been active members of the Board. The graduate student representative and community member will be based on faculty nominations. Both will serve up to a two-year term.

The current advisory board was created from the CESJ planning board of 9 members plus the Center Director, who met multiple times during the formation of this proposal. This already existing 10 person advisory board will remain once CESJ is approved as an official university center, as this body fits the criteria for the Advisory Board. The graduate student representative and community member will be named once the center is officially approved. The rest of the Center will consist of Faculty/Staff Affiliates and Graduate Student Affiliates. Any faculty, staff, or graduate student at the University who can demonstrate scholarly commitment to issues of equality and social justice can apply for CESJ affiliate status. Affiliate status will be based on a brief application and CV. Once the center becomes an official center, the Advisory Board will begin approving the list of Affiliates. A graduate student representative and community member representative will be added to the Advisory Board in Fall 2019.

The Advisory Board will counsel the Director and Assistant Director about upcoming symposium, speakers, projects, and workshops. They will also help review applications and help select graduate students for fellowships and faculty for mini---grants. They will help shape the issues addressed by the Center. The Advisory Board will meet once a semester to set the agenda for the next semester and oversee issues for the current semester. For the specific

projects sponsored by the CESJ (such as the campus survey), there will be project sub-committees of volunteer Faculty Affiliates, formed on an as-needed basis.



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

The Center would fit well with the University Strategic Plan for “Diversity and Inclusivity.” This part of the plan states that a key objective is to “Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.” This Center would serve both components of that objective. It would help recruit and retain diverse faculty and students, as many faculty and students in underrepresented groups do work on issues related to equality and social justice. It would also help enrich the diversity-related experiences taking place on campus. Because the CESJ is academic in focus (rather than focused on student services, for example), it is appropriate to be housed within an academic college. The most relevant college is Arts and Sciences, as it is also the home of Gender and Women Studies, African American and Africana Studies, and other departments that would house faculty with similar equality and social justice research interests.

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the goals of its strategic plan?

As mentioned above, this Center would directly help the goal of UK’s strategic plan, specifically the goal to improve and enhance diversity and inclusion. One of its key functions will address one of the action steps in the strategic plan: It will increase the number of campus/community engagement and service activities that involve our community partners to strengthen cultural awareness and competence. This Center will also work closely with the Office for Institutional

Diversity to integrate the work of the CESJ with other sustainable diversity and inclusivity efforts.

As can be seen in Appendix A of the proposal, many similar centers exist in universities around the country. Efforts to increase diversity are increasingly common, as is evident by most universities requiring diversity courses and many funding agencies shifting their missions to focus on reducing inequality. A national focus on equality is only gaining steam. Our goal is to create the strongest, most influential center on equality and social justice in the country, with a particular specialization on issues that are relevant to the Commonwealth of Kentucky.

In terms of specific University Benchmark Institutions, many of them have very similar centers. Some, like the proposed Center, focus on equity across groups; other centers are more group-specific:

- University of Minnesota--- Twin Cities: Institute for Diversity, Equity, and Advocacy
- University of North Carolina--- Chapel Hill: Samuel DuBois Cook Center on Social Equity
- University of Wisconsin--- Madison: Havens Center for Social Justice
- Michigan State: Center for Gender in a Global Context
- University of California--- Davis: Center for Reducing Health Disparities
- University of Florida: Center for Gender, Sexualities, and Women’s Studies Research
- University of Michigan--- Ann Arbor: Institute for Research on Women & Gender

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

The following people currently hold positions on the Advisory Board for the CESJ as an unofficial university center, and would continue to do so after approval (as discussed above, in question 3). They meet once a semester.

Name	Department/College	Title
1. Christia Brown	Psychology/A & S	Professor
2. Anastasia Curwood	African American & Africana Studies; History/A&S	Associate Professor and Director, African American & Africana Studies
3. Alison Gustafson	Dietetics and Human Nutrition/Agriculture, Food, and Environment	Assistant Professor
4. Garret Hansen	Fine Arts	Assistant Professor
5. Kathi Harp	Health Management &	Assistant Professor

	Policy/Public Health	
6. Kathi Kern	Center for the Enhancement of Learning and Teaching (CELT)	Director, CELT
7. Jenny Minier	Economics/Business	Professor
8. Melynda Price	Law; African American and Africana Studies/A & S	Professor
9. Sharon Rostosky	Educational, School, and Counseling Psychology/Education	Professor
10. Kenneth Tyler	Educational, School, and Counseling Psychology/Education	Professor
11. TBD	TBD	Graduate student representative
12. TBD	Community organization	Community member representative

7) Discuss leadership and selection process for appointing a chair, a director, or interim leader and search process, etc.

Dr. Christia Brown is serving as the interim Director of the CESJ. Once the center is approved, Dean Kornbluh, in consultation with the advisory board, will appoint Dr. Christia Brown, Interim Director, and Dr. Chhaya Kolavalli, Interim Assistant Director of CESJ.

8) What is the function of the faculty/staff associated with the proposed change and how is that relationship defined? Discuss DOE, adjunct, full--time, voting rights, etc.

As described above, the CESJ will consist of Faculty and Graduate Student Affiliates. They will affiliate with the Center to help support their research and provide networking and educational opportunities. Affiliate status will be based on a brief application and CV. Any faculty, staff, or graduate student at the University who can demonstrate scholarly commitment to issues of equality and social justice can apply for CESJ affiliate status. Once the center becomes a formalized center, the Advisory Board will begin approving the list of Affiliates. Adjunct and part--time faculty will be able to be Affiliates, but will not be considered for the Advisory Board. The CESJ will be governed by a multi---college advisory board; at least six colleges or programs will be represented on the board. The advisory board will be made up of 12 members: 10 voting members and 2 ex---officio members. This board will consist of 9 Center---affiliated members, plus the Center Director, and ex---officio members will include the Assistant Director and a graduate student representative. Following A & S rules of the faculty, all voting members on the advisory board will have a rank of lecturer, senior lecturer, assistant professor, associate professor, or professor in the regular, special, or extension, or librarian title series. All other

advisory board members will be ex-officio. Once officially appointed, the interim Director, Dr. Christia Brown, will report to the Dean of the College of Arts & Sciences. The interim Assistant Director, Dr.

Chhaya Kolavalli, will hold a non-voting staff position, and will serve as an ad hoc member of the Advisory Board. Beyond the Director, no other faculty will have their DOE impacted by the Center. Each faculty/staff/student member of the Advisory Board will do so voluntarily without changes to their DOE or compensation. The Assistant Director will be a full-time, three-year post-doctoral staff position with experience in grant management and community engagement.

9) Will the proposed center involve multiple schools or colleges?

Although the Center will be housed within the College of Arts & Sciences, faculty and graduate students from across the university can affiliate with the Center. Currently, as an unofficial center, there are affiliates from 12 different colleges. The purpose of the CESJ is not to usurp what the other colleges or programs are doing, but to facilitate connections between faculty from different disciplines, programs, and colleges, link undergraduate and graduate students with other students and faculty, and foster dialogue between UK administration, campus, and the community. For example, the CESJ would look to support and collaborate with the Martin Luther King Center as they are already engaged in cultural and educational programming, undergraduate student support and development, and community outreach. Similarly, the CESJ would enhance the available resources for scholars and students associated with the Center for Research of Violence Against Women, as well as the Office of Policy Studies on Violence Against Women. UK also has strengths associated with public policy, such as the Center for Poverty Research, the Quantitative Initiative of Policy and Social Research, and the Wendell H. Ford Public Policy Research Center. Furthermore, there are many strong UK programs and departments that focus on critical issues surrounding inequality and social justice, such as African American and Africana Studies, Gender and Women's Studies, Peace Studies, Appalachian Studies and the Appalachian Center, and Community and Leadership Development. Lastly, faculty in a number of colleges are already engaged in activities within their own departments that foster greater awareness of inequalities. The CESJ will be the metaphorical megaphone for the work currently being conducted and provide supports for those scholars doing that work.

10) If the proposed center will involve transferring personnel from one unit to another, provide evidence that the donor unit is willing and able to release the personnel.

Besides the appointed Director of CESJ, no portion of faculty DOE's will be assigned to the Center.

11) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy-making process including voting rights and advisory.

As described above, although the CESJ will comprise faculty from across UK, the Center will be housed within the College of Arts & Sciences. The CESJ will be governed by a multi-college advisory board representing at least six colleges or programs across UK. The advisory board will be made up of 12 members: 10 voting members and 2 ex-officio members. This board will consist of 9 Center-affiliated members, plus the Center Director, and ex-officio members will include the Assistant Director and a graduate student representative. Following A & S rules of

the faculty, all voting members on the advisory board will have a rank of lecturer, senior lecturer, assistant professor, associate professor, or professor in the regular, special, extension,

or librarian title series. All other advisory board members will be ex-officio. Once appointed, the Director, Dr. Christia Brown, will report to the Dean of the College of Arts & Sciences. The Assistant Director will report to the Director. Members of the Advisory Board will draw from participating colleges (described above) and serve three-year terms. The Director and all members of the Advisory Board will have voting rights on the board. There will be a graduate student representative on the Advisory Board. The students will each serve up to a two-year term with voting rights. They will be selected by the Director based on faculty nominations. The rest of the Advisory Board will consist of full-time tenured or tenure-track faculty members who are affiliated with the Center and are either self-nominated or nominated by other faculty to serve on the Advisory Board. The current Advisory Board includes nine faculty members who have been serving in this capacity as CESJ has operated as an unofficial university center (extant Advisory Board members are listed under question 6, above). This advisory board will continue to govern CESJ after it is approved as an official university center. The Advisory Board will counsel the Director and Assistant Director about upcoming symposium, speakers, projects, and workshops. They will also help review applications and help select graduate students for fellowships and faculty for grants. They will help shape the issues addressed by the Center. The Advisory Board will meet once a semester to set the agenda for the next semester and oversee issues for the current semester. For the specific projects sponsored by the CESJ (such as the campus survey), there will be project sub-committees of volunteer Faculty Affiliates, formed on an as-needed basis.

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

N/A

13) What is the timeline for key events in the proposed change? Student enrollments, graduates, moved programs, closed courses, new faculty and staff hires, etc.

The Advisory Board has already met three times. In addition, several symposiums have already occurred to help garner interest in the ideals of the Center and coalesce faculty with social justice and equality interests. An interim Director and Assistant Director have already been hired. A graduate student representative will be added in Fall 2019. A faculty workshop will be held in Fall 2019; grants, fellowships, and symposium would be advertised in Fall 2019, to be awarded and held in Spring 2020. Community engagement programming, in order to create opportunities for collaboration between community leaders and CESJ affiliates, will be held in Spring 2020.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

There will be no curriculum housed in the Center and it will not involve degree changes. There are no goals for student enrollment. Rather, the CESJ will benefit students by (a) providing training on issues surrounding inequality and social justice, (b) connecting them with faculty who share their interests, and (c) providing opportunities for research experience and

community engagement projects that can benefit them on the job market and in graduate school.

Other ways in which the Center will impact students:

- a) The CESJ will offer fellowships for graduate students to conduct summer and academic year research with Center---affiliated faculty, with the potentiality for locally engaged research opportunities with community leaders. The aim of these fellowships is to enhance graduate education by helping graduate students make connections with additional mentors and broadening the scope of their research. These fellowships can also enable us to more fully train graduate students for career options beyond academia (e.g., for those who want to pursue careers in policy or advocacy or non---profit leadership).
- b) Additionally, the CESJ will offer fellowships for undergraduates to work with a Center---affiliated faculty mentor during the academic year or summer. Depending on the faculty mentors' discipline and area of expertise, students will be supervised on a research project, community engagement project, or field work. This work might result in a research project that can be submitted to the National Conference for Undergraduate Research or publication. The aim of these fellowships is to enhance the education of our students, help connect them with committed faculty members, and provide them experiences that will be valued by graduate and professional schools, as well as employers.
- c) On the CESJ's website, we will curate a list of all classes currently offered at UK that are related to equality and social justice. By serving as an academic clearinghouse, we can facilitate students capitalizing on the existing coursework and provide a resource for students who are interested in finding courses across the campus related to their interests in social justice and inequality.
- d) The CESJ will sponsor at least one workshop a year that facilitate stronger connections between faculty and graduate students in (1) research, (2) policy and law, and (3) community engagement. One workshop could focus on connecting research to policy and or law. For example, an attorney could provide instruction for how researchers might serve as expert witnesses. A second workshop might focus on connecting research and community engagement. This could include a community activist discussing the needs of the community, or a mental health practitioner discussing the mental health needs of stigmatized individuals. If there is demand, the number of workshops could be expanded to include additional topics.
- e) The CESJ will offer opportunities for faculty, staff, graduate students, and undergraduate students to build relationships with the community. These opportunities will be designed by the advisory board and Center---affiliated faculty, after meetings with community leaders to ascertain areas of need. Community and student engagement projects will be overseen by a sub---committee of the Center---affiliated faculty who have experience with such partnerships between the university and the community. The CESJ will be an important coordinator of community engaged projects as well as a site for community groups to solicit help with research and service learning projects. For example, students might work with teachers and students at low---performing schools

within Lexington, discuss issues of concern with the law enforcement agencies, or offer volunteer hours with relevant local non---profits. Community groups might come to CESJ to learn how to conduct small research projects to improve the efficiency and effectiveness of their organizations and increase success with applications for necessary funding.

15) Include evidence that adequate financial resources exist for the proposed unit to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.

The basic budget would involve:

- 1) Director: To be determined in consultation between Dean of A&S and faculty member, including one month of summer salary in July of each year.
- 2) Assistant Director: A three---year Assistant Director post---doctoral position budgeted for \$47,500. The majority of the job responsibilities would be focused on planning CESJ events, grant---writing and securing extramural funding, and overseeing community engagement projects.
- 3) Graduate research assistant: \$15/hour for 10 hours/week
- 4) Student worker: \$10/hour for 10 hours/week
- 5) Undergraduate Fellowships: Three \$3,000 summer research fellowships, plus \$1,000 faculty mentor stipends.
- 6) Graduate Fellowships: Three \$5,000 summer research fellowships. In addition, one competitive academic year Graduate Research Fellowship, totaling \$17,400 (plus tuition).
- 7) Faculty mini---grants: Three mini---grants of \$5,000 for faculty members conducting translational research.
- 8) Programming: \$10,000 for one workshop per year. In addition, \$3,000 for one colloquia per year, and \$10,000 for one all---day research symposium per year.
- 9) Community Engagement: \$2,500 for social functions to connect scholars, community members, and students interested in social justice. In addition, \$8,000 for community engagement projects—exact activities to be decided by advisory board and project sub---committees.

A letter of financial support from the Dean of Arts and Sciences is attached.

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the break---down of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

The unofficial preliminary Advisory Board, representing a range of colleges and programs (each person is listed above under question 6), has unanimously approved the proposal. In addition,

159 faculty, staff, and graduate students are affiliated with the CESJ listserv and have seen the proposal. When feedback was sought, no opposition was given.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

Letters of support are attached from the Deans of each college.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

Each of the proposed core activities of the Center addresses one of the three key objectives or aims (see proposal). For each objective and activity, there are specific indices of success by which the CESJ will be assessed. We propose that these and other performance indicators be used to assess the Center's performance. The Director of the CESJ and the Advisory Board will conduct an annual evaluation at the end of the each year and submit a report to the Dean of A & S and an activity summary to each Affiliate. Importantly, for each mini-grant and fellowship granted, the recipient will be required to submit a report at the conclusion of the grant period and one year later documenting their progress and the results of their work. These reports will be critical in evaluating the success of the programs.

Aim 1: To better understand social inequality, and how to promote and ensure social justice, through collaborative scholarship and education.

Activities:

- (a) Colloquia and symposiums on issues of equality and social justice
- (b) Workshops on how to translate scholarship for public policy, advocacy, or community engagement
- (c) Graduate and undergraduate student research fellowships to work on research addressing equality and social justice
- (d) Clearinghouse of educational options at UK to aid students in taking classes associated with equality and social justice

Indices of Success:

1. Number of attendees of talks and workshops, as well as the range of their departmental affiliations.
2. An increase in the number of collaborations among Faculty and Graduate Student Affiliates
3. An increase in the number of publications (or other subfield-appropriate metrics) and external grant applications among Faculty and Graduate Student Affiliates
4. An increase in research products (e.g., conference publications) by students who have received fellowships
5. Increased level of awareness of activities, research and opportunities by various groups inside and outside the University

Progress to date:

In October 2016, we held a symposium entitled, *Black and Blue: Critical Issues in Race and Policing in the US*. Three speakers from other universities and one member of law enforcement, along with three UK speakers, addressed the complex issues of racial biases in policing. It was attended by 107 faculty, staff, graduate students, undergraduate students, UK law enforcement, Lexington law enforcement, and community members. The room was at capacity. The videos of the talks are now posted on our CESJ Facebook page and a pdf of the slides has been sent to the listserv.

In February of 2018, we hosted an event entitled *A Conversation with Mayor Jim Gray*. This event provided space for community questions and discussion of decisions around Confederate monuments within Lexington. This event was attended by approximately 50 people.

Our spring 2018 symposium, *How Discrimination and Disparities Impact Children and Teens: Research on Ethnicity, Social Class, and Sexual Orientation*, was also held in February of this year. It was attended by 60 faculty, staff, graduate students, and undergraduate students from 8 colleges in UK.

We have made more modest progress on the next two aims, as they require greater funding and university approval.

Aim 2: To empower scholars, students, and the community to analyze and understand the importance of social justice

Activities:

- (a) Faculty mini-grants for translational or collaborative work
- (b) Workshops on how to translate scholarship, for example, for public policy or community engagement
- (c) Community engagement projects

Indices of Success:

1. Number of attendees at translational workshops
2. An increase in the number of translational products and publications (e.g., policy briefs) among Affiliates
3. An increase in collaborative projects and collaborative grant applications among Affiliates
4. An increase in community engagement activities by Affiliates

Progress to date:

In October 2017, we hosted the OpEd Project Workshop. The one-day workshop, offered three times, was designed to help academics translate their expertise to reach a broader audience. Participants in this workshop also gained ongoing access to The OpEd Project national network of journalist mentors. 36 faculty, staff, and graduate students attended this workshop.

Aim 3: To inform policies and practices to reduce existing inequality and ensure social justice

Activities:

- (a) Faculty mini-grants for translational or collaborative work
- (b) Community engagement

Indices of Success:

1. An increase in the number of translational products and publications (e.g., policy briefs) among Affiliates
2. An increase in community engagement activities by Affiliates
3. An increase in community leaders working with CESJ for collaborative activities or assistance

Timing of key events: The activities listed would begin immediately upon Center approval (during 2018--2019 academic year). The summer fellowships would be granted for the summer 2019. We would be able to evaluate the success of these fellowships at the end of year 2 (allowing time to complete the fellowship and write up scholarship following the fellowship). Colloquia, symposia, and workshops could begin immediately. Interest in these events would be evaluated immediately. The clearinghouse for educational options would be created the first year as well. Faculty mini--grants would be evaluated immediately upon completion of the grant and one year after their completion. Community engagement activities (i.e., social functions to determine community interest in CESJ opportunities) would begin immediately, so that CESJ could better understand how to shape future collaborative scholarship programming and goals. Community engagement activities would be evaluated immediately, based on participant interest and feedback.

19) Letters of support from outside the University may be helpful in understanding why this change helps people beyond the University.

Letters of support from two organizations that are on campus but non--academic in nature are attached: one from the Bias Incidence Support Services (Carol Taylor--Shim), and one from the LGBTQ* Resource Office (Lance Poston).

Proposal for the University of Kentucky Center for Equality and Social Justice

August 23rd, 2018

Contact person:

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Goals and Significance: *What is the Center for Equality and Social Justice?*

In 1963, Martin Luther King famously wrote, “injustice anywhere is a threat to justice everywhere.” More than fifty years after the U.S. Civil Rights Movement, the struggle for justice and equality on the basis of race/ethnicity, immigration status, gender, sexual orientation and gender identity, religion, age, ability level, and social class is still ongoing. For example, racism targeting African Americans is still prevalent. News coverage of police shootings, public protests, and activism on university campuses bring these complex problems to the forefront. Kentucky’s rapidly growing Latino immigrant population and large number of Congolese refugees frequently face discrimination, inequitable wages, and poor and unstable housing conditions. Poverty and social class inequalities deeply affect residents of eastern Kentucky and the Appalachian region. These inequalities have led to health, economic, and educational disparities that make breaking the cycle of poverty extremely difficult. Entrenched prejudice against lesbian, gay, bisexual, transgender, and queer (LGBTQ) Americans was widely apparent following the U.S. Supreme Court decision recognizing the legality of marriages between same-sex couples. The resistance of state officials to enforce this newly identified right placed Kentucky in the international spotlight. With the increased terrorist threats of ISIS, Islamophobia has increased around the world, including the Commonwealth. The recent Supreme Court decision to ban travelers to the U.S. from Muslim-majority countries is further evidence of rising Islamophobia. Locally, Muslim Kentuckians were the victims of hate crimes when their mosque was vandalized with anti-Muslim graffiti. Beyond these examples, research has shown pervasive structural, institutional, and cultural inequalities that impact all facets of life. There is a clear, continuing need for greater equality and social justice across the U.S., and in Kentucky specifically.

We are proposing to newly formalize an interdisciplinary research center, the **University of Kentucky Center for Equality and Social Justice (“CESJ”)**, which supports scholarly efforts that seek to encourage equality and social justice. There is an urgent need for high quality scholarship from a diverse set of disciplines and viewpoints addressing the causes, consequences, and possible

solutions to continued social inequality. That scholarship then needs to be translated for decision makers and the public, so that research can more effectively inform discussions of justice and equality. In addition, we need to have improved dialogue with the campus at large and with the community, as this can better improve how scholarship is conducted and can lead directly to greater impact in the areas where the research is relevant. Therefore, we propose the CESJ be structured around three key facets: *(1) Research and Education, (2) Policy Studies and Law, and (3) Community Engagement*. The CESJ will help scholars and students draw connections between these facets.

The overarching mission of the Center for Equality and Social Justice is to promote equality and social justice through collaborative scholarship and education and to help highlight the importance of social justice within our communities, public policies, and laws.

The specific aims are threefold: to better understand social inequality, and how to promote and ensure social justice, through collaborative scholarship and education; to empower scholars, students, and the community to analyze and understand the importance of for greater social justice; and to inform policies and practices to reduce existing inequality and ensure social justice.

Justification: *Why a Center for Equality and Social Justice at UK?*

We believe that (a) it is important to have an interdisciplinary research center focused on inequality and social justice, and (b) that the University of Kentucky is uniquely positioned to host such a center. First, it is critical to have a permanent center that will examine inequality and promote social justice on the basis of race/ethnicity, immigration status, gender, sexual orientation and gender identity, religion, age, ability level, and social class. These issues are both timely and timeless. Although the specific instances of inequality may change with time, the need to better understand the causes and consequences of inequality and to promote social justice will continue to be important as our society continues to evolve. This center will offer more than an informal working group of affiliated faculty would be able to. For example, the CESJ will offer fellowships for graduate and undergraduate students to expand their

education and training and offer workshops for faculty hoping to engage in public policy or advocacy work. Thus, the center, although not offering classes *per se*, will contribute to both the research and educational missions of the university. Another goal of this center is to be a prominent voice, both in the commonwealth of Kentucky and the nation, in offering research-based recommendations for socially-just public policies. This can only be done as a formalized research center with full university credentials behind it. Further, another goal of the CESJ is to have a deep and lasting connection with the community. Having a permanent center conveys to the community that the university is sincerely committed to reducing inequality and promoting social justice within the commonwealth, and helps the university have a more informed and meaningful relationship with the community. This benefits both the community and the university.

Second, we believe that University of Kentucky is uniquely positioned to host such a center. UK already has numerous strengths in these domains. One way in which the CESJ can be a national leader in the pursuit of social justice is to draw on the strengths of the individual scholars, programs, centers, departments, and colleges already in place. CESJ can be a common resource and support for existing programs. As we grapple with these complex social problems, progress is helped when there is “strength in numbers.”

Currently, the university has several programs/centers/initiatives that focus on issues related to some form of inequality. The purpose of the CESJ is not to usurp what the other programs are doing, but to facilitate connections between faculty from different disciplines, programs, and colleges, link undergraduate and graduate students with other students and faculty, and foster dialogue between UK administration, campus, and the community. For example, the CESJ would look to support and collaborate with the Martin Luther King Center as they are already engaged in cultural and educational programming, undergraduate student support and development, and community outreach. As an unofficial university center, CESJ has already worked toward fostering such collaborations. For example, CESJ co-sponsored, alongside several UK colleges and departments, public lectures by Syrian artist and architect

Mohamad Hafez in March of this year. Similarly, the CESJ would enhance the available resources for scholars and students associated with the Center for Research of Violence Against Women, as well as the Office of Policy Studies on Violence Against Women. UK also has strengths associated with public policy, such as the Center for Poverty Research, the Quantitative Initiative of Policy and Social Research, and the Wendell H. Ford Public Policy Research Center. Furthermore, there are many strong UK programs and departments that focus on critical issues surrounding inequality and social justice, such as African American and Africana Studies, Gender and Women's Studies, Peace Studies, Appalachian Studies and the Appalachian Center, and Community and Leadership Development. Lastly, faculty in a number of colleges are already engaged in activities within their own departments that foster greater awareness of inequalities. The CESJ will be the metaphorical megaphone for the work currently being conducted and provide supports for those scholars doing that work.

In the past year, as an unofficial university center, CESJ has worked to address its three aims, stated above. The following events, programs, and deliverables were accomplished in 2017---2018 (see Appendix E):

1. CESJ hosted the Op---Ed Project Workshop (Fall, 2017), whose stated mission is to "train under---represented experts to take thought leadership position in their fields." This resulted in multiple op---eds being published in various outlets. This was a popular and well---received workshop, with 46 faculty, staff, and graduate students registering.
2. CESJ hosted a research symposium on equality and social justice, "Development of Bias" (February, 2018). Speakers from UCLA, Fordham University, and University of Illinois presented their research. This was the second symposium offered, using a similar model from 2016, when we hosted a research symposium called "Black and Blue: Critical Issues in Race and Policing in the US."
3. CESJ hosted an event for *Keys to Commonwealth*, entitled "A Conversation with Mayor Jim Gray: Leading During Divided Times" (February, 2018). This was held in the Boone Center.

4. CESJ has been awarded two Inclusive Excellence Grants from the Office of Institutional Diversity (OID). With this support, we sponsored Social Justice Book Club, in which we read *The Hate U Give*. We have also planned a “Lunch with Leaders” networking and mentoring event to be held on October 8 to connect interested undergraduates with faculty. The previous year, we were awarded an Inclusive Excellence Grant which supported our “Diversity at UK” photo contest.
 - a. Since our informal inception, we have secured \$9575 in internal grant money from OID. This has all been used for social justice---focused student programming.
5. CESJ has also been very engaged with campus partners. The center has co---sponsored Inclusive Excellence Grants with Bias Incident Support Services, Human Development Institute, and Department of Anthropology. In addition, CESJ co---sponsored the visit of Professor Peter Blanck from Syracuse University in an event with Human Development Institute and the Law School. We sponsored the showing and discussion of *Freedom Riders* with Bias Incident Support Services, and provided Brown Bag speakers for their Facing Change week; CESJ also co---sponsored the speaker series with Quantitative Initiative in Policy and Social Research to bring in Professor Jennifer Merolla for a talk on “Framing Immigration.” We also work with the Martin Luther King Center, LGBTQ Resource Office, and #IamWomenInSTEM Mentors program

Proposed Activities: *What would the Center for Social Justice and Equality do?*

The CESJ will integrate faculty and students from the University of Kentucky with communities throughout the Commonwealth. The proposed activities are rightfully ambitious and would be implemented in stages. We also acknowledge that the need for flexibility on the details, given the necessity of advisory board input and feedback.

1. Colloquia and Symposiums

Each year, the CESJ will offer a colloquium. These colloquia will feature a nationally renowned scholar speaking on a topic related to equality and social justice. Some of these colloquia will be primarily targeted toward students and/or the community. The public colloquia will reflect issues related to social justice as they pertain to popular culture or current events to draw larger audiences. When appropriate, these colloquia will be co-sponsored with other organizations.

In addition, the CESJ will also sponsor a once-yearly all-day symposium addressing more focused topics related to our broad themes. The symposiums could be co-sponsored and organized in collaboration with other existing centers and programs. For example, one symposium might focus on the topic of the experiences of discrimination among immigrant women in Kentucky with the Latin American, Caribbean, and Latino Studies program, Gender and Women's Studies department and the College of Law as well as a community groups working in this area. Alternatively, the CESJ might co-sponsor a symposium on equality for individuals with developmental disabilities with the Human Development Institute, College of Education and relevant state and local agencies.

These colloquia and speaker series will be heavily advertised, free, and open to the public. The topics and speakers will be based on the recommendations of the advisory board, affiliated faculty, and interested students. CESJ will also work hard to site these events in locations that provide adequate parking and access for the community as well as at times that would allow people who work during the day to attend. In collaboration with UK Libraries, event materials will be archived as appropriate in UKnowledge, UK's digital scholarship repository, as well as other scholarly output and exhibits from the center.

2. Graduate and Undergraduate Student Fellowships

The CESJ will offer fellowships for graduate students to conduct summer research with center---affiliated faculty, with the potentiality for locally engaged research opportunities with community leaders. The aim of these fellowships is to enhance graduate education by helping graduate students make connections with additional mentors and broadening the scope of their research. These fellowships can also enable us to more fully train graduate students for career options beyond academia (e.g., for those who want to pursue careers in policy or advocacy or non---profit leadership).

Additionally, the CESJ will offer fellowships for undergraduates to work with a center---affiliated faculty mentor during the academic year or summer. Depending on the faculty mentors' discipline and area of expertise, students will be supervised on a research project, community engagement project, or field work. This work might result in a research project that can be submitted to the National Conference for Undergraduate Research or publication. The aim of these fellowships is to enhance the education of our students, help connect them with committed faculty members, and provide them experiences that will be valued by graduate and professional schools, as well as employers.

3. Clearinghouse of Educational Options

On the CESJ's website, we will curate a list of all classes currently offered at UK that are related to equality and social justice. The CESJ, as an unofficial university center, has already been curating such a list on its website; this list will be expanded in the coming year to include additional courses and links to library resources that support student research related to equality and social justice. By serving as an academic clearinghouse, we can facilitate students capitalizing on the existing coursework and provide a resource for students who are interested in finding courses and research resources across the campus related to their interests in social justice and inequality. A key aim of the center is to better understand social inequality through collaborative scholarship and education. By offering this clearinghouse of educational options, CESJ directly addresses this goal: by highlighting courses and research resources on social

inequality offered in diverse colleges and departments at UK, faculty and students will become more aware of multidisciplinary approaches and interest in this topic, and opportunities for collaborative scholarship.

4. Translational Mini-Grants and Workshops

The CESJ will offer summer mini-grants for affiliated faculty to conduct basic research to enable them to translate their work for public policy and or lay audiences. This support can fund the writing of a policy brief, white paper, or an op-ed in a nationally recognized publication. This funding may also be used to support collaborative work between center-affiliated faculty who would not otherwise be able to collaborate. Information about mini-grants, and a call for proposals, will be spread through UK departmental listservs. CESJ's advisory board will vote to decide upon mini-grant recipients.

The CESJ will sponsor at least one workshop a year that facilitates stronger connections between faculty and graduate students in (1) research, (2) policy and law, and (3) community engagement. One workshop could focus on connecting research to policy and or law. For example, an attorney could provide instruction for how researchers might serve as expert witnesses. A second workshop might focus on connecting research and community engagement. This could include a community activist discussing the needs of the community, or a mental health practitioner discussing the mental health needs of stigmatized individuals. If there is demand, the number of workshops could be expanded to include additional topics. As an unofficial university center, CESJ has already sponsored one workshop focused on connecting research to policy—the Op-Ed Project Workshop. 36 faculty, staff, and graduate students attended this workshop hosted by CESJ in October 2017. The success of this event indicates that demand is high for such programming at UK.

5. Community and Student Engagement

The CESJ will offer opportunities for faculty, staff, graduate students, and undergraduate students to build relationships with the community. These opportunities will be designed by the advisory board and center---affiliated faculty, after meetings with community leaders to ascertain areas of need. Community and student engagement projects will be overseen by a volunteer---based sub---committee of the center---affiliated faculty who have experience with such partnerships between the university and the community. As the CESJ expands its staff, the building and maintaining of relationships with the various constituencies (i.e., students, faculty, community groups) will become the responsibility of the center's full---time administrator.

As a key facet of CESJ is community engagement, the center will be an important coordinator of community engaged projects as well as a site for community groups to solicit free help with research and service learning projects. County extension offices are an important resource for residents of the commonwealth. CESJ can complement the services they provide, however, by specifically working to support social justice efforts to reduce inequality within our surrounding community.

Community input is extremely important in the planning stages of developing a successful community/university collaboration. Thus, it is proposed that in its first year CESJ will focus on creating forums for community leaders, UK staff, graduate students, and faculty to meet and discuss shared interests and concerns. These forums will provide CESJ with a better understanding of how best to support community goals and create opportunities for collaborative research. These forums will also allow CESJ to communicate to community leaders that opportunities for collaborative research projects are available at the university.

While the specific structures that will support this collaborative research will be refined through conversations with community leaders and the advisory board, one potential model that CESJ looks to develop at UK is the "Community Helpdesk," a community engagement program at the

University of Brighton (see Appendix C). In this model, community members would call a dedicated hotline and place a request for research or consultancy assistance. The opportunity would then be forwarded to CESJ affiliates, and interested faculty or graduate students would offer their support. For example, students might work with teachers and students at low---performing schools within the Commonwealth, discuss issues of concern with the law enforcement agencies, or offer volunteer hours with relevant local non---profits. Community groups might come to CESJ to learn how to conduct small research projects to improve the efficiency and effectiveness of their organizations and increase success with applications for necessary funding. At minimum, this model could provide community members' technical support (i.e., in survey design or grant assistance), and could also potentially result in collaborative engaged research opportunities that are benefit both the university and the commonwealth.

6. Survey Projects

Once incorporated as an official university center, the CESJ will sponsor two surveys aimed at better understanding attitudes about equality and social justice. First, we will sponsor a campus---wide survey about Intergroup Attitudes and Relationships (this could be administered similarly to the C.A.T.S. survey conducted by the Center for Research on Violence Against Women). The CESJ will examine students' attitudes about racial, gender, sexual orientation, religious, and class equality. After examining these issues with our own students, we would extend our research efforts to additional student populations on other campuses. This can deepen our understanding of college students' attitudes about equality and will facilitate research goals for affiliated faculty.

Second, we will sponsor a *Lexington Area Survey*, similar to the long---standing Houston Area Survey at the Rice University Institute for Urban Research (<https://kinder.rice.edu/has/purposeandmethods/>) and Detroit Area Survey at University of Michigan Institute for Social Research (<http://www.icpsr.umich.edu/icpsrweb/ICPSR/series/151>). For more information on these

survey models, see the descriptions at the end of the proposal. The purpose of these surveys will be to provide practical social research training for graduate students and reliable data on the Greater Lexington community (with 'community' to be defined as consisting of current Lexington residents). Although there will be a standard set of questions asked each year to provide ongoing measures of basic characteristics of our community, the project sub---committees of the CESJ can select different problems to investigate each year that are timely and immediate. Sub---committees will consist of CESJ faculty affiliate volunteers, and will be formed on an as---needed basis. These rotating questions will be developed in collaboration with center---affiliated faculty and invested campus and Lexington area community members.

Benefits: *How will CESJ benefit the university and community?*

The CESJ will provide benefits to the university faculty, graduate and undergraduate students, and community. For example, the CESJ will benefit faculty by (a) enhancing their sense of community by connecting scholars with similar interests, (b) facilitating collaborative scholarship, (c) extending their expertise into policy studies, and (d) increasing their knowledge base with colloquia and workshops. The CESJ will benefit students by (a) providing training on issues surrounding inequality and social justice, (b) connecting them with faculty who share their interests, and (c) providing opportunities for research experience and community engagement projects that can benefit them on the job market and in graduate school. The CESJ will benefit the community by connecting them to allies and opportunities for collaboration at the university, and giving them a public platform that they may not have otherwise. All of these direct benefits can indirectly benefit the university. Most notably, the presence of a center focused on equality and social justice will help recruit *and* retain diverse students and faculty with prescient interests and skill sets in engaged social justice research.

Faculty Leadership and Reporting Relationships: *How will CESJ be governed?*

Although the CESJ will comprise faculty and graduate students from across UK, the Center will be housed within the College of Arts & Sciences. This structure is important because the primary focus of the center is ultimately academic in nature, and although the CESJ will not offer course work or grant degrees, the goal is to support the academic pursuits of faculty and staff. This is best served by being housed within an academic unit. Arts & Sciences is the most appropriate college to house CESJ because of the sheer number of faculty and students within the college who focus on equality and social justice issues. It is the single largest academic unit with CESJ-related faculty and students.

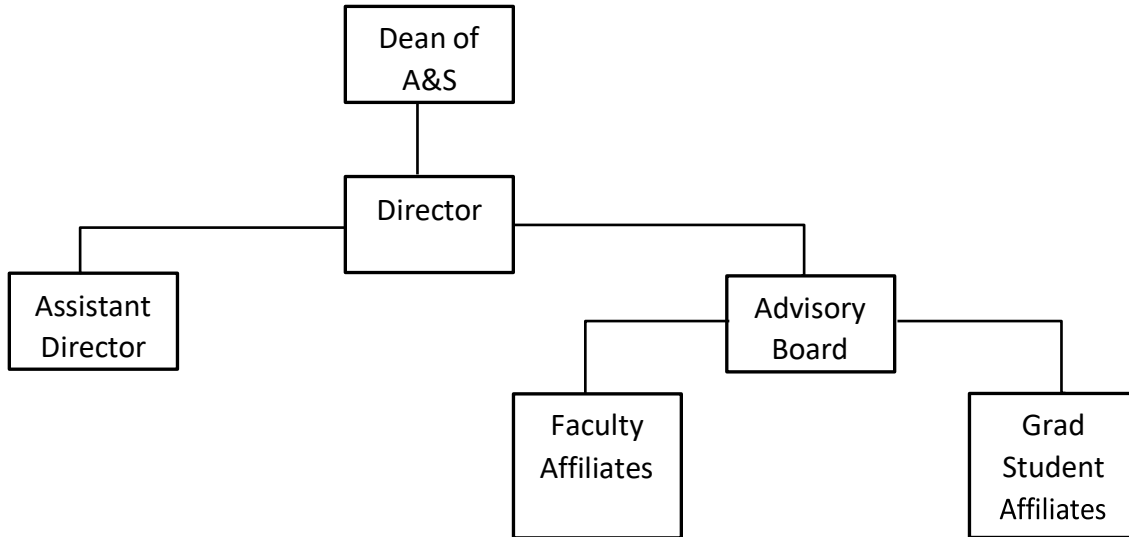
The Dean, in consultation with the advisory board, will appoint the Director and Assistant Director of CESJ. Once the Center is approved Dean Kornbluh will appoint Dr. Christia Brown, Interim Director, and Dr. Chhaya Kolavalli, Interim Assistant Director of CESJ. This Assistant Director will be a full-time three-year post-doctoral position reporting to the Director, and will have experience in grant management and community engagement (see organizational chart below). To reflect the interdisciplinary nature of the Center, which is an essential and critical feature of the Center, the CESJ will be governed by a multi-college advisory board. The advisory board will be made up of 12 members: 10 voting members and 3 ex-officio members. This board will consist of 9 Center-affiliated members, plus the Center Director, and ex-officio members will include the Assistant Director, a graduate student representative, and a community member. Following A & S rules of the faculty, all voting members on the advisory board will have a rank of lecturer, senior lecturer, assistant professor, associate professor, or professor in the regular, special, extension, or librarian title series. All other advisory board members will be ex-officio. The current advisory board was created from the CESJ planning board of 9 members plus the Center Director, who met multiple times during the formation of this proposal. This already existing multi-college 10-person advisory board will remain once CESJ is approved as an official university center, as this body fits the criteria for the Advisory Board. The Advisory Board will consist of faculty who are affiliated with the Center who wish to participate in decisions related to the Center, and are committed to attending twice-yearly board meetings. They may either be nominated by another faculty member or self-nominate. Nominations and self-nominations for the Advisory Board will include an application and CV, and will be voted on by the existing

board (based on a majority agreement). Members of the advisory board will be selected to represent a range of participating colleges; at least six colleges or programs will be represented on the board. Each member of the Advisory Board will serve a three---year term, with members being able to serve a second term if they have been active members of the Board. Each member of the Board will sign a letter stating they understand the length and terms of their service. There will also be a graduate student representative and community member on the Advisory Board. These representatives will be based on faculty nominations. The student representative and community member representative will each serve up to a two---year term. The rest of the Center will consist of Faculty/Staff Affiliates and Graduate Student Affiliates. Any faculty, staff, or graduate student at the University who can demonstrate scholarly commitment to issues of equality and social justice can apply for CESJ affiliate status. Adjunct and part---time faculty will be able to be Affiliates, but will not be considered for the Advisory Board. Affiliate status will be based on a brief application and CV (for application, see Appendix D). Once the center becomes an official center, the Advisory Board will begin approving the list of Affiliates. A graduate student representative will be added to the Advisory Board in Fall 2019.

The Advisory Board will counsel the Director and Assistant Director about upcoming symposium, speakers, projects, and workshops. They will also help review applications and help select faculty and graduate students for mini---grants. They will help shape the issues addressed by the Center. The Advisory Board will meet once a semester to set the agenda for the next semester and oversee issues for the current semester. For the specific projects sponsored by the CESJ (such as the campus survey), there will be project sub---committees, as needed, of volunteer Faculty Affiliates. The current advisory board, and organizational structure of CESJ, are outlined below:

Name	Department/College	Title
1. Christia Brown	Psychology/A & S	Professor
2. Anastasia Curwood	African American & Africana Studies; History/A&S	Associate Professor and Director, African American &

		Africana Studies
3. Alison Gustafson	Dietetics and Human Nutrition/Agriculture, Food, and Environment	Assistant Professor
4. Garret Hansen	Fine Arts	Assistant Professor
5. Kathi Harp	Health Management & Policy/Public Health	Assistant Professor
6. Kathi Kern	Center for the Enhancement of Learning and Teaching (CELT)	Director, CELT
7. Jenny Minier	Economics/Business	Professor
8. Melynda Price	Law; African American and Africana Studies/A & S	Professor
9. Sharon Rostosky	Educational, School, and Counseling Psychology/Education	Professor
10. Kenneth Tyler	Educational, School, and Counseling Psychology/Education	Professor
11. TBD	TBD	Graduate Student
12. TBD	Community organization	Community Member



Staff and Facilities Requirements: *Where Will the CESJ Be Located?*

During start---up, CESJ will have administrative support from the College of Arts and Sciences. The space and start---up package for initial activities will be provided by the College of Arts and Sciences. A & S has offered CESJ office space in Patterson Office Tower. Since CESJ’s affiliates are already within UK, we anticipate no additional staff or equipment requests. Initial staff requirements include a full---time Assistant Director, a Graduate Assistant for 10 hours/week, and a student worker for 10 hours/week. The Assistant Director will have experience with budgets and grant management. Future increases in personnel or facilities will derive from external funding. Once incorporated as an official university center, the Assistant Director will actively apply for federal grants and foundation grants.

Projected Operating Costs: *How much would the CESJ cost?*

We request university support for 5 years. During that time, we will be actively applying for external funding. When external funding is secured, the university support will be reduced by that amount as appropriate.

YEARS 1---5:

Budget Item	Details	Costs for Year 1
Colloquia Series	<ol style="list-style-type: none"> 1. One invited speaker (costs include honoraria, lodging, and travel) at \$3000. Advertised to entire campus and community. 2. One all---day research symposium 	<p>\$3,000</p> <p>\$10,000</p>
Graduate and Undergraduate Student Fellowships	<ol style="list-style-type: none"> 1. One competitive graduate research fellowship (plus full tuition coverage) 2. Three \$5,000 graduate student summer research fellowships per year 3. Three \$3,000 undergraduate student summer fellowships 	<ol style="list-style-type: none"> 1. \$17,400 2. \$15,000 3. \$9,000
Translational Mini---Grants and Workshops	<ol style="list-style-type: none"> 1. Three \$5,000 faculty summer mini---grants 2. One workshop per year (costs include speaker costs, boxed lunch, materials, etc.). Open to faculty and graduate students 	<ol style="list-style-type: none"> 1. \$15,000 2. \$10,000
Director/ Administrative Support	<ol style="list-style-type: none"> 1. One month of summer salary for the Director in July of each year 2. Assistant Director: Three---year, full---time, postdoctoral position. Hiring for 	<ol style="list-style-type: none"> 1. \$12,000, estimate 2. \$47,500

	<p>this position focused on graduate students with interests in nonprofit administration or interest in non-academic careers.</p> <p>3. One graduate research assistant, 10 hours/week (\$15/hour)</p> <p>4. One undergraduate student worker, 10 hours/week (\$10/hour)</p>	<p>3. \$6,000</p> <p>4. \$4,000</p>
Community and Student Engagement	<p>1. A social function to connect scholars, community members, and students interested in social justice</p> <p>2. Community Projects: The exact costs in this category are difficult to estimate because the exact activities will be based on planning by the advisory board and project sub-committees. Eventually, these costs would include graduate and undergraduate assistants involved in community engagement and data collection for the surveys.</p>	<p>1. \$2,500</p> <p>2. \$5,000</p>
YEARLY TOTAL		\$156,400

This project budget is based on the previous year's budget:

Category	Description	Budgeted Amount
Colloquia Series	Spring semester: "Development of Bias". (costs included honoraria, lodging, and travel)	\$7,000

Undergraduate Student Fellowships	One undergraduate student summer research fellowship to Yin Chen (in 2018, she is now a graduate student in College of Education).	\$3,000
Translational Mini-Grants and Workshops	1. Two \$1000 faculty summer mini-grants to Profs. Ellen Riggle (College of A & S) and Jenny Minier (Gatton) 2. The Op-Ed Project workshop (costs included speaker costs, boxed lunch, materials, etc.). Attended by faculty, staff, and graduate students	1. \$2,000 2. \$21,000
Director/Administrative Support	1. Graduate Assistants, one semester of funding each: Maxine Najle (she has since graduated with her Ph.D. and works for a policy-based research organization in Washington, DC) 2. Stephanie McKee	1. \$8,700 2. \$4,500
A & S TOTAL		\$46,200
Inclusive Excellence Grants	Social Justice Book Club Lunch with Leaders	\$5000
TOTAL		\$51,200

Potential for Extramural Funds

There is considerable potential for generating external funding for the center. Once CESJ is approved as an official university center, we will apply for both federal grants and foundation grants. Because the center will cover a diverse range of topics, there are extensive options that

are applicable. For example, there are many funding opportunities related to health and economic disparities, inequalities, social justice, and racism. Some of the grants will be appropriate for specific components of the center; some will be used for funding colloquia and workshops, some for faculty grants, and some for student fellowships. We will begin applying for extramural funding immediately.

There are federal grant options that we will pursue. For example, National Endowment for the Humanities and National Endowment for the Arts both offer programs that could be applicable. National Science Foundation offers a Research Experience for Undergraduates (REU) and a Traineeship Program (NRT). The National Institute of Justice offers several programs, such as the W.E.B. DuBois Fellowship Program. There are also a substantial number of foundation grants available. For example, the Ford Foundation supports work under the category of "Gender, Racial, and Ethnic Justice." The Spencer Foundation, the Samuel Rubin Foundation, The Kettering Family Foundation, the Arcus Foundation, the Sociological Initiative Foundation, W.T. Grant Foundation, and the Sage Foundation support programs and research addressing social inequalities in various forms.

APPENDIX A

Benchmarks: *Where are There Comparable Centers?*

The following is a non---exhaustive list of other similar centers at various universities. This list is provided, along with the mission and activities of the centers, to provide examples of the structure of such centers and to provide context for the requests made above.

- **Center for Equality and Justice at California Lutheran University:**

Mission: “Research, Collaboration, Community.”

Goals/Activities:

Professional development of university faculty who incorporate research that serves communities into their teaching, research and service

Leadership development and civic engagement of undergraduate and graduate students

Development of sustainable university---community research collaborations

Dissemination of research findings to a broad range of audiences in order to inform solutions to social problems

Bringing educational speakers, conferences, and events to build capacity for local organizations and broaden public awareness about key social issues

Fosters faculty research and offers funding for Faculty---Student Projects in the summer through Fellowships for Research in Service of Communities.

- **Center for Social Justice at The University of Oklahoma:**

Mission: "To promote gender justice, equality, tolerance, and human rights through local and global engagement"

Activities:

Social Justice Events & Activism: "Our events integrate social justice awareness and promote the importance of activism in students' everyday lives. The Center's events include film festivals, workshops, awareness campaigns, fundraisers, discussion groups, art shows, book clubs, symposiums, lunches, lectures, etc."

Activist---in---Residence: "Every semester, we bring a social justice activist to campus. The activists come from a variety of social justice backgrounds. Activists hold workshops, lead discussion groups, teach classes, screen movies, assist in planning projects and campaigns, and are available to students for informal conversations."

Graduate Student Research Fellows: "This program facilitates networking and interdisciplinary collaborations, fosters an interdisciplinary understanding of social justice, supports social justice research, and serves as a venue to find partners in research." "Fellows: Acting as guest speakers for classes, student organizations and community organizations. Actively participating in meetings and group discussion. Presenting research at monthly meetings by their 2nd year of involvement in the program. Demonstrating commitment to community engagement. Providing ideas of lectures, meeting topics, etc." Must attend monthly meetings.

Social Justice Awards: "Each year the Center for Social Justice honors one student, one staff member, and one faculty member who demonstrate compassion, courage, and

leadership on behalf of social justice with the Robert D. Lemon Social Justice Award. Nominees from across campus are people who work to eliminate discrimination, oppression, and injustice locally and/or globally.”

Playing The Race Card: “Playing the Race Card” is an on---campus initiative out of the University of Oklahoma Women’s and Gender Studies Program’s Center for Social Justice. This program aims to foster on---going and wide---reaching conversations about the relationship between race and academia by having participants share six words on an index card that best captures their views on race, followed by a facilitated group conversation.

Engaged Research: Engaged research operates on the principle of mutual benefit between participating students and professors or various community organizations. Outcomes include research and solutions that lead to long---term progress and development for all participants.

Service Learning: Helping to build a collaborative relationship between the University and the community, the Women's and Gender Studies Program and the Center for Social Justice fosters service---learning courses available to all OU students.

- **Equality Research Center at Eastern Michigan University:**

Mission: “The Equality Research Center offers extensive public programming to bring credible research on LGBT social justice issues to a wide spectrum of audiences. These include lectures, seminars, workshops, and conferences. We provide research stimulus mini---grants to academic researchers to generate contemporary understandings of the impacts of LGBT inclusion and exclusion on social equality and human rights. We initiate innovative action research projects to respond directly to community needs. We accelerate the movement of research from the academic sphere to public conversation through research reports, reviews, and fact sheets. We are developing new tools to facilitate broad, online public access to information, research, and resources to help all of us become engaged in creating inclusive communities.”

Activities:

Equality Research Center initiatives include:

The Equality Knowledge Project --- a research stimulus project including:

1. Research Incentives --- the Center provides mini---grants to support academic research consistent with its mission and research priorities. Faculty, academic staff, and Ph.D. students are encouraged to submit applications;
2. Speaker Series --- completed research is presented in on--- campus lectures at Eastern Michigan University;
3. Research Reports --- Reports, or White Papers, of completed research projects are cataloged in the Center's Equality Research Reports.

The Equality Leadership Series --- a program of forums, roundtables, dialogues, and workshops bringing academics, advocates, and practitioners in conversation with one another.

The Equality Resource Network --- a project that will provide a meeting place for the exchange of information, experience, and new research.

Equality Facts --- an upcoming series of information fact sheets about the most pressing equality issues facing schools and communities. Based on the most recent peer---reviewed, academic research, these fact sheets translate the work of scholars into the information you need to transform your communities.

- **Fields Center for Equality and Cultural Understanding at Princeton University:**

Mission: “Addressing forms of prejudice and discrimination, including the dynamics that systemically exclude or oppress individuals and groups because of their race, gender, age, sexual orientation, physical ability and economic or social class”

Activities:

Co---sponsor events with other organizations,

Sponsors Graduate Student Fellows

- **Center on Law, Equality and Race (CLEaR) at University California, Irvine:**

Mission: “Created with the goal to promote greater racial equality through research, education, and advocacy.”

Goals/Activities:

Sponsors lectures with world renowned speakers

Sponsors full day symposia

Co-sponsors a reading group every year

Supporting interdisciplinary research aimed at unveiling and rendering comprehensible the complex history and structural forces driving racism and racial inequality;

Creating programs and other educational opportunities through which to disseminate information and facilitate dialogue about racial injustice in local, national, and international communities

Building advocacy networks and pipelines among academics, students, activists, and policy makers that will play a leading role in framing debates, developing solutions, and challenging unjust policies and practices where they occur.

APPENDIX B

Information on Survey Projects Similar to the Proposed Lexington Area Survey

HOUSTON AREA SURVEY

Purpose and Methodology

For more than 30 years, these countywide, random---digit---dialed, computer---assisted telephone surveys, conducted annually during February and March, have measured systematically the continuities and changes in demographic patterns, life experiences, attitudes, and beliefs among successive representative samples of Harris County residents. Using identical items across the years, with new questions added periodically, the annual Kinder Institute Houston Area Survey has tracked America's fourth largest city in the process of fundamental transformation.

Historical Overview

During most of the twentieth century, Houston was essentially an Anglo---dominated, biracial Southern city, riding its location near the East Texas oil fields to continual prosperity. In May 1982, two months after the first Houston Area Survey was completed, the oil boom suddenly collapsed.

Houston recovered from deep recession in the 1980s to find itself squarely in the midst of an increasingly high---technology, knowledge---based, fully global economy and a truly remarkable transformation in its ethnic and cultural composition. New economic, educational, and environmental challenges have redefined the "pro---growth" strategies required for urban prosperity in the twenty---first century. At the same time, major immigration streams have transformed this traditionally biracial, Anglo---male---dominated, southern city into the single most ethnically diverse large metropolitan area in the country. Houston is at the forefront of the new diversity that is profoundly refashioning the social and political landscape across all of urban America.

The overall purpose of this research program is to measure systematically the way area residents are responding to these remarkable changes, to explore the bases for individual differences in attitudes and beliefs, and to make the findings of this continuing research readily available to civic and business leaders, to the general public, and to scholars everywhere.

As indicated on this site under "Survey Topics and Data," the interviews record a rich array of socioeconomic and demographic characteristics. They measure the respondents' perspectives on the local and national economy, on poverty programs and inter---ethnic relationships; their beliefs about discrimination and affirmative action; their attitudes toward immigration, education, crime, health care, taxation, and community service; their assessments of downtown development, mobility and transit, land---use controls, and environmental concerns; their views on abortion rights, homosexuality, and other aspects of the "social agenda." They record religious and political orientations, and a rich array of demographic characteristics, residence patterns, socioeconomic indicators, and family structures.

Methods

In order to ensure that every Harris County adult living in a household with a telephone (either land line or cell) will have an equal probability of being interviewed, the survey respondents are selected annually through a two---stage procedure. In each household reached by random digit dialing, the eligible respondent is selected randomly from all household members aged 18 or older, with initial preference given to an adult male. Using "back translation" and the reconciliation of discrepancies, each year's questionnaire is translated into Spanish, and bilingual interviewers are assigned to the project at all times.

In the early years, the sample sizes ranged from 412 to 550; since 1990, they have been set at around 650, and in 2010 and 2011 at 750. Beginning with the 2012 survey, the samples have

been broadened to include more than 1,300 respondents from all nine of the counties that define the greater Houston metropolitan region (i.e., not only Harris County, but also Fort Bend, Montgomery, Galveston, Brazoria, Liberty, Waller, Chambers, and Austin counties). The distributions of the responses from Harris County residents in the 32 successive surveys on all items are presented on this site under "Survey Topics and Data."

Response rates – the number of completed interviews in relation to all potentially eligible phone numbers – averaged 75 percent in the 1980s and have fallen to around 35 percent in the past few years. Cooperation rates – the ratio of completions to interviews plus refusals – remained for many years at approximately 80 percent, and they too have declined to about 50 percent more recently. These are disconcerting trends, but they are relatively high figures for survey research today, and the sample distributions justify continued confidence in the reliability of the data.

In addition, the survey data have been "weighted," based on the latest census information, in order to correct for nonresponse bias and to align the data with known population parameters, such as gender, age, education, race and ethnicity, county population and density, and phone status (i.e., cell phone only, dual--frame, or land--line only). Using the variable "*weight*" will help to ensure that the survey findings provide the most accurate possible reflections of the actual attitudes and experiences to be found within the Harris County adult population as a whole.

Oversampling

From 1994 through 2012 (the one exception was 1996), the surveys were expanded with "oversample" interviews in Houston's ethnic communities. Using identical random--selection procedures and terminating after the first few questions if the respondent was not of the ethnic background required, additional interviews were conducted in each of these years to enlarge and equalize the samples of Anglo, African--American and Hispanic respondents at about 500 each. In 1995, 2002 and 2011, the research was further expanded to include large representative samples (N=500) from Houston's Asian communities as well, with one--fourth of the interviews being conducted in Vietnamese, Cantonese, Mandarin, or Korean.

Appendix C
Comparable Model of Community Engagement at University of Brighton

University of Brighton Community Helpdesk

Purpose

A resource for local community organizations inquiring about research, university resources, and partnerships to receive one on one support and collaboration with faculty, staff, and students of University of Brighton. The Helpdesk was developed as an enabling platform for university/community engagement, focused on creating sustainable partnerships that benefit both the community and the university.

Helpdesk functions

Received and responded to over 1000 requests for research support between 2004---2008

Supports the development of collaborative research projects

Provides research training courses and workshops to local nonprofits and community centers

Provides support to students seeking community research and volunteer opportunities

Places faculty in contact with local organizations and individuals working on similar interests

Example Helpdesk Encounter

A local charity called Helpdesk and asked for assistance evaluating their services. The helpdesk manager discussed the request, logged it in a database, and distributed the request information to Community Engagement Center affiliates. At the next advisory Board meeting, the request was discussed, and the advisory board suggested how to help the charity. The request was then allocated to a willing affiliate of the Community Engagement Center, who then made an appointment to meet with leadership at the charity and discuss possible solutions. This meeting resulted in a collaborative research proposal, in which the affiliate, a graduate student, and leadership at the charity apply for and receive funding for an evaluation project. This project led to a better understanding of the charity's local impact, research experience and a conference paper presentation for the graduate student, and a publication for the university affiliate.

Hart, Angie, Simon Northmore, Chloe Gerhardt, and Polly Rodriguez. 2009. "Developing Access between Universities and Local Community Groups: A University Helpdesk in Action." *Journal of Higher Education Outreach and Engagement* 13(3): 45---59.

December 4, 2018

Dear Senate Council,

I am pleased to express the college's strongest support of the proposed Center for Equality and Social Justice in the College of Arts and Sciences. The Center for Equality and Social Justice will be an interdisciplinary research center that will promote equality and social justice through collaborative scholarship and education. The center will advocate for social justice within our communities, public policies, and law.

The College of Arts and Sciences will be the Center for Equality and Social Justice's administrative home. A multi-college advisory board of center-affiliated faculty members from across the university will govern the center. The Center for Equality and Social Justice will provide benefits to the university faculty, graduate and undergraduate students, and community.

The proposed Center for Equality and Social Justice will enhance the diversity and inclusivity of our university community through initiatives that provide diversity-related experiences. The center will help recruit and retain an increasingly diverse population of faculty, administrators, staff, and students at the University of Kentucky.

The College of Arts and Sciences fully supports the proposed Center for Equality and Social Justice in the College of Arts and Sciences.

Sincerely,



Mark Lawrence Kornbluh
Dean

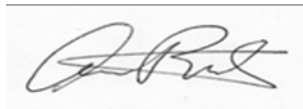
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November 30, 2018

Dear Senate Council,

Acting on behalf of the faculty of the College of Arts and Sciences, the Executive Committee discussed and approved the proposal to create the Center for Equality and Social Justice in the College of Arts and Sciences on September 13, 2018.

Sincerely,



Dr. Ana Rueda
Chair, Executive Committee

Professor
John E. Keller Endowed Professor in the Literature, Culture & Linguistics of Spain
College of Arts & Sciences Distinguished Professor
Department of Hispanic Studies
University of Kentucky
1153 Patterson Office Tower
Lexington, KY 40506, USA
Ph.: 859.257.1565
<https://hs.as.uky.edu/users/rueda>

see blue.

Department/Program
Approval Letters



University of Kentucky
College of Arts & Sciences

African American & Africana Studies Program

September 20, 2018

Christia Spears Brown, Director
Center for Equality and Social Justice
University of Kentucky
Lexington, KY 40506

Dear Dr. Brown,

The faculty of the Program in African American and Africana Studies has unanimously voted to support the Center for Equality and Social Justice. Many of them are affiliates of the Center and I encourage them to participate in CESJ activities and programs. We look forward to continued collaboration with CESJ.

Sincerely, *CJ*

1
Anastasia C. Curwood
Director, African American and Africana Studies

see blue.

Christia Spears Brown, Ph.D.
Professor and Associate Chair, Department of Psychology
Director, Center for Equality and Social Justice
207E Kastle Hall
University of Kentucky

September 25, 2018

Dear Professor Spears Brown,

I write to offer my, and our department's, enthusiastic support for the new Center for Equality and Social Justice at UK. A number of our faculty have been in the early conversations around starting this center, and many of us look forward to participating in the full range of events, opportunities and conversations the Center will organize. I will support any of my faculty interested in becoming affiliates or otherwise engaging in the Center's activities.

Please let me know if I can offer any additional support towards the formal creation of this important center.

Sincerely,



Lisa Cliggett, PhD
Chair, and Professor of Anthropology

office phone: 859-257-2796
email: Lisa.Cliggett@uky.edu

see blue.



University of Kentucky
College of Arts & Sciences
Appalachian Center
624 Maxwellton Ct.
Lexington, KY 40506
P: 859-257-4852
www.uky.edu

September 26, 2018

Dear Members of the Board,

I write in support of the application of the Center for Equality and Social Justice (CESJ) for formal recognition as a University Center. As the Associate Director of the Appalachian Center and Appalachian Studies Program, I know the impact and importance of interdisciplinary Centers to both the university and wider community. CESJ will be an invaluable addition to the university and will complement the work we are doing at the Appalachian Center. I am in full support of the mission of the CESJ to act as a resource for students, faculty, and community members, and to support research on the causes of, and solutions to, ongoing social inequalities. I look forward to partnering with CESJ on upcoming initiatives and projects.

I encourage you to approve the CESJ's application. Please feel free to contact me if I can provide further information.

Sincerely,

A handwritten signature in black ink that reads "Kathryn Engle". The signature is written in a cursive style and is set against a light gray rectangular background.

Kathryn Engle
Associate Director
Appalachian Center & Appalachian Studies Program
kathryn.engle@uky.edu

see blue.

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Dr. R. Wes Harrison, Professor and Chair
College of Agriculture, Food and Environment
Community and Leadership Development
500 Garrigus Building
Lexington, KY 40546-0215

Tel: 859-257-7586
Fax: 859-257-1164
wes.harrison@uky.edu

October 9, 2018

Dear Members of the Board,

I write in support of the application of the Center for Equality and Social Justice (CESJ) for formal recognition as a University Center. We support the mission of the CESJ to act as a resource for students, faculty, and community members, and to support research on the causes of, and solutions to, ongoing social inequalities. We approve our interested and relevant faculty affiliating with CESJ.

I encourage you to approve the CESJ's application. Please feel free to contact me if I can provide further information.

Sincerely,

A handwritten signature in blue ink that reads 'R. Wes Harrison'.

R. Wes Harrison, Chair
Community and Leadership Development



University of Kentucky
College of Education
Department of Curriculum and Instruction

September 14, 2018

Christia Spears Brown, Ph.D.
Professor and Associate Chair, Department of Psychology
Director, Center for Equality and Social Justice

Dear Dr. Spears,

This letter is to express my hearty support of your efforts to attain official status for the Center for Equality and Social Justice. Faculty and students in the Department of Curriculum and Instruction have benefitted from the Center's work. One professor commented that "the interdisciplinary nature of the group has been a real benefit... the opportunity to both learn from and work with faculty in a variety of other areas" provides opportunities that she would not have had otherwise. Another wrote, "Not only has the CESJ increased fundamentally necessary dialogues about social justice education and issues in general, but it has also become a key facilitator in helping students, faculty, and all stakeholders in the UK and Commonwealth community to create inclusive opportunities for anyone who seeks to participate. The CESJ is an exemplary model to be followed by any higher education collective that seeks to offer more than mere lip service to issues of academic and social equity."

The Center has contributed significantly to our community and we look forward to continued collaborations as the Center achieves official university recognition.

Sincerely,

A handwritten signature in cursive script that reads "Jared Stallones".

Dr. Jared R. Stallones
Professor and Chair
Jared.stallones@uky.edu

see blue.™



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 EDUCATION

August 30, 2018

To Whom It May Concern:

Please accept this letter as my official support for the University of Kentucky Center for Equality and Social Justice (CESJ). As a program grounded in social justice, School Psychology adheres to the same values and mission as outlined in the new interdisciplinary research center proposal. The CESJ would serve as a collaborative center for which to engage in scholarship and community outreach that furthers a common mission of reducing inequality and ensuring social justice for individuals and groups that are disenfranchised.

The School Psychology Program's overarching philosophy statement regarding individual and cultural diversity is captured in our Program's commitment to social justice and is reflected in the following statement regarding our commitment to social justice:

The University of Kentucky School Psychology program infuses a Social Justice perspective in our training by examining and challenging institutions that perpetuate educational inequalities on the basis of disability, race, ethnicity, socioeconomic status, sexual orientation, religion, language, gender or gender expression. We believe every individual is deserving of respect and entitlement to resources, both within the school and within the community. Our program strives to optimize personal development and achievement across individuals from all backgrounds. We therefore have a commitment to psychological practices that contribute to child, family, and community well-being by advocating for individuals who may not have access to mainstream resources. With the integration of diversity and social justice throughout the program, our sequence of courses designed for the UK School Psychology Training Program provides a foundation of basic knowledge and skills in psychology and education, and a liberal component of individually designed coursework that facilitates the development of a broad range of scientific, interpersonal, and leadership competencies and perspectives (<https://education.uky.edu/edp/school-psychology-overview/>).

Thus, there is no doubt that the proposed work outlined for the CESJ would result in numerous collaborations and projects across the College, University, and Community levels. In sum, the School Psychology program fully supports the proposal of the CESJ as it would serve as a critical resource for scholarly and community outreach collaborative efforts. Please do not hesitate to contact me should you have questions regarding our Program's support of the CESJ.

Educational, School, and Counseling Psychology
237 Dickey Hall • Lexington, KY 40506-0017
(859) 257-7881 • (859) 257-7404 • fax (859) 257-5662

<http://education.uky.edu/EDP/>

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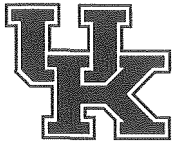
COLLEGE OF EDUCATION

Sincerely,

Alicia Fedewa, Ph.D., NCSP
Associate Professor
University of Kentucky
Department of Educational,
School, and Counseling Psychology
246 Dickey Hall
Lexington, KY 40506
859-257-9338

Educational, School, and Counseling Psychology
237 Dickey Hall • Lexington, KY 40506-0017
(859) 257-7881 • (859) 257-7404 • fax (859) 257-5662
<http://education.uky.edu/EDP/>

An Equal Opportunity University



University of Kentucky
College of Communication
and Information
School of Information Science

August 30, 2018

Christia Spears Brown
Professor and Associate Chair, Department of Psychology
Director, Center for Equality and Social Justice
207E Kastle Hall
University of Kentucky
CAMPUS

Dear Dr. Spears Brown:

I write in support of the proposed Center for Equality and Social Justice. I am supportive of our faculty members participating in the proposed Center as affiliates. Individuals in the information professions have a long history of participating in initiatives related to equality and social justice. The proposed Center's mission is in keeping with values held by our School.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey T. Huber'.

Jeffrey T. Huber, Ph.D.
Director and Professor

seeblue.



University of Kentucky
Department of Geography
817 Patterson Office Tower
Lexington, KY 40506-0027
P: 859-257-2931
F: 859-257-6277
geography.as.uky.edu

October 11, 2018

University of Kentucky
Board of Trustees

Dear Members of the Board,

I write on behalf of the Department of Geography in enthusiastic support of the application of the Center for Equality and Social Justice (CESJ) for formal recognition as a University Center. We support the mission of the CESJ to act as a resource for students, faculty, and community members, and to support research on the causes of, and solutions to, ongoing social inequalities. We approve our interested and relevant faculty affiliating with CESJ.

I encourage you to approve the CESJ's application. Please feel free to contact me if I can provide further information.

Sincerely,

A handwritten signature in black ink that reads "Patricia Ehrkamp".

Patricia Ehrkamp
Professor and Chair

September 12, 2018

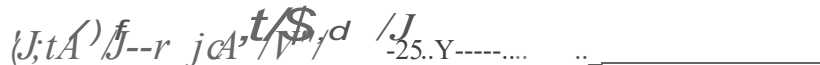
Christia Spears Brown, Ph.D.
Professor and Associate Chair, Department of Psychology
Director, Center for Equality and Social Justice
207E Kastle Hall
University of Kentucky

Dear Professor Brown,

On behalf of the Department of Gender and Women's Studies and in consultation with the core faculty, I am writing in support of the Center of Equality and Social Justice becoming an official interdisciplinary research center for the University. As chair of the department, I am in support of all GWS faculty participating as affiliates in the Center of Equality and Social Justice. It has been made clear that affiliation with CESJ does not change anyone's DOEs or salaries.

We congratulate you on creating the Center of Equality and Social Justice and look forward to the many benefits it will bring to students, faculty, and staff. We are especially grateful for the opportunity for interdisciplinary research that the center brings and we look forward to many years of fruitful collaborations.

Yours sincerely,



Carol Mason, PhD
Professor and Chair
Department of Gender and Women's Studies

seeblu"e:



University of Kentucky
College of Public Health
Health Management & Policy
111 Washington Avenue
Suite 105
Lexington, KY 40536
P: 859-323-7422
www.uky.edu

September 4, 2018

Christia Spears Brown, PhD
Associate Chair, Department of Psychology
University of Kentucky

Dear Dr. Brown:

This letter is to express my support for your proposed Center for Equality and Social Justice. I believe that your mission, along with propose activities, will be important contributions to the University of Kentucky. I am also supportive of my faculty participating as affiliates of the new Center. Dr. Kathi Harp, Assistant Professor in the Department of Health Management & Policy, has already been active in center-related activities and told me that she intends to continue her involvement.

Feel free to contact me with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Waters', with a long horizontal line extending to the right.

Teresa M. Waters, PhD
Charles T. Wethington Endowed Chair in the Health Sciences
Professor and Chair,
Department of Health Management & Policy

see blue.

An Equal Opportunity University

September 12, 2018

University of Kentucky Board of Trustees
101 Main Building
University of Kentucky
Lexington, KY 40506-0032

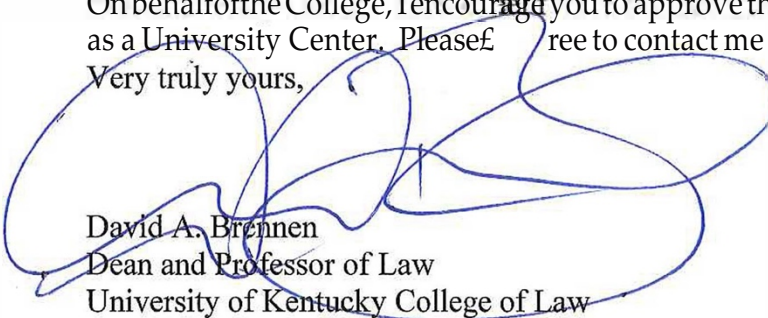
Dear Members of the Board,

I write in my capacity as Dean of the College of Law in support of the application of the Center for Equality and Social Justice (the "CESJ") for formal recognition as a University Center. The College of Law supports the mission of the CESJ to act as a resource for students and faculty and to support efforts to improve research on the causes of, and solutions to, ongoing social inequalities.

Three College of Law faculty members, Professor Melynda Price, Professor Jennifer Birrell, and Associate Professor Colleen Lollar, are affiliated with the CESJ in its current form and all plan to remain affiliated if the CESJ is recognized as a formal University Center. The College will support the affiliation of any additional faculty who desire to become involved with the CESJ going forward.

On behalf of the College, I encourage you to approve the CESJ's application for formal recognition as a University Center. Please feel free to contact me if I can provide any further information.

Very truly yours,



David A. Brennan
Dean and Professor of Law
University of Kentucky College of Law

DAB:vw

see blue.



Department of Political Science
University of Kentucky
1615 Patterson Office Tower
Lexington, KY 40506

September 24, 2018

Dear Dr. Brown:

I write to inform you that the Peace Studies faculty support your proposal for a Center for Equality and Social Justice. I sent your proposal to the Peace Studies faculty via e-mail on 9/19/18 and we had no objections. Based on my own reading of the proposal, I support the creation of a Center for Equality and Social Justice and think it will be a great resource for the University of Kentucky.

Sincerely,

Jesse C. Johnson
Associate Professor
Director of Peace Studies
j.johnson@uky.edu

September 25, 2018

Dear Members of the Board,

I write in support of the application of the Center for Equality and Social Justice (CESJ) for formal recognition as a University Center. We support the mission of the CESJ to act as a resource for students, faculty, and community members, and to support research on the causes of, and solutions to, ongoing social inequalities. We approve our interested and relevant faculty affiliating with CESJ.

I encourage you to approve the CESJ's application. Please feel free to contact me if I can provide further information.

Sincerely,

Brandon C. Look

Brandon C. Look, Chair



University of Kentucky
College of Arts and Sciences
Department of Political Science
1615 Patterson Office Tower
Lexington, KY 40506
P: 859-257-7029
F: 859-257-7034
www.uky.edu

April 14, 2018

Dear Dr. Brown,

The purpose of this letter is to respond to your inquiry about our department's support for the Center for Equality and Social Justice, which I received via email on 08/30/18. I sent the details to our department immediately, and we discussed the proposal at our faculty meeting on 09/12/18. I am pleased to report that our faculty unanimously support your proposal (vote as 11-0 in favor). Like our faculty, I strongly support your proposal.

Best of luck as this moves forward in the process.

Sincerely,

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

Clayton L. Thyne, Ph.D.
Professor and Chair
University of Kentucky
Department of Political Science
1625 Patterson Office Tower
Lexington, KY 40506-0027
859-257-6958 (office)
859-396-6871 (cell)
clayton.thyne@uky.edu

see blue.

An Equal Opportunity University



College of Arts and Sciences
Department of Psychology
125 Kastle Hall
Lexington, KY 40506-0044
859 257-9640
fax 859 323-1979
www.uky.edu

August 30, 2018

Christia Brown, Ph.D.
Professor and Associate Chair, Department of Psychology
Director, Center for Equality and Social Justice

Dear Dr. Brown,

I am writing to express the strong support of the Department of Psychology for the University of Kentucky Center of Equality and Social Justice (CESJ). The development of CESJ is very important for the University. Through CESJ, UK can and will become a leader in the interdisciplinary study of the causes and consequences of continued social inequity, as well as possible solutions to this extraordinarily important problem. It is quite fitting that the flagship university of the Commonwealth of Kentucky, a state where many residents experience the harms associated with social inequity, will help lead the way in developing scholarship that can help address inequity. Members of the psychology department have been, and will continue to be, affiliates of CESJ. Our faculty members look forward to working with scholars of other disciplines to work effectively in this important area. I believe CESJ will be a credit to the University and a benefit to the Commonwealth.

Sincerely Yours,

A handwritten signature in black ink, appearing to read 'Gregory T. Smith'. The signature is written in a cursive style with a large, stylized 'S' at the end.

Gregory T. Smith, Ph.D.
Professor and Director of Clinical Training
859-257-6454
gsmith@email.uky.edu



September 23, 2018

To Whom It May Concern:

This letter is in support of the proposed Center for Equality and Social Justice (CESJ) as a University Center. We fully support our faculty engaging and participating in the CESJ, including affiliating with CESJ. We believe that the proposed center will be a resource for students and faculty. Please feel free to call me at 859-323-5413 or email me at ron.zimmer@uky.edu if you have any questions.

--

Director of the School of Public Policy and Administration



University of Kentucky

College of Fine Arts

School of Art and Visual Studies

236 Bolivar Street

Lexington, KY 40506-0090

P: 859-257-2336

[www.http://finearts.uky.edu/savs](http://finearts.uky.edu/savs)

October 8, 2018

TO: Program Review Committees

FROM: Rob Jensen, Director, School of Art and Visual Studies

I write in support of the application of the Center for Equality and Social Justice (CESJ) for formal recognition as a University Center. We support the mission of the CESJ to act as a resource for students, faculty, and community members, and to support research on the causes of, and solutions to, ongoing social inequalities. We approve our interested and relevant faculty affiliating with CESJ.

I encourage you to approve the CESJ's application. Please feel free to contact me if I can provide further information.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Rob Jensen', written in a cursive style.

Dr. Rob Jensen

Director

School of Art and Visual Studies

Robert.Jensen@uky.edu



Department of Sociology
1501 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027

September 6, 2018

Dr. Christia Brown
Director, Center for Equality and Social Justice
University of Kentucky

Dear Dr. Brown,

I am writing to express the enthusiastic support of the Sociology Department for the establishment of the Center for Equality and Social Justice (CESJ) as an official center at the University of Kentucky. The study of equality and social justice is fundamental to the discipline of Sociology and features in our courses, our research, and our service to the university and the broader community. The Sociology faculty who are currently affiliate members of the CESJ have stated that the CESJ is an important resource that, among other things, connects scholars and students across a variety of disciplines, resulting in collaborative, multidisciplinary research and community action projects. The CESJ also raises awareness about critical equality and justice issues on campus and in the community through colloquia, workshops, and public lectures, thus contributing to the teaching mission of the university.

The Sociology faculty look forward to continuing and further developing their involvement in the CESJ. Please do not hesitate to call on any of us as opportunities arise for us to assist you and our CESJ colleagues and students.

Sincere!,

A handwritten signature in black ink, appearing to read 'M. enzei'.

M. enzei, Ph.D.
Professor and Chair of Sociology
Judi Conway Patton Endowed Chair for Studies of Violence Against Women

September 25, 2018

Dear Members of the Board,

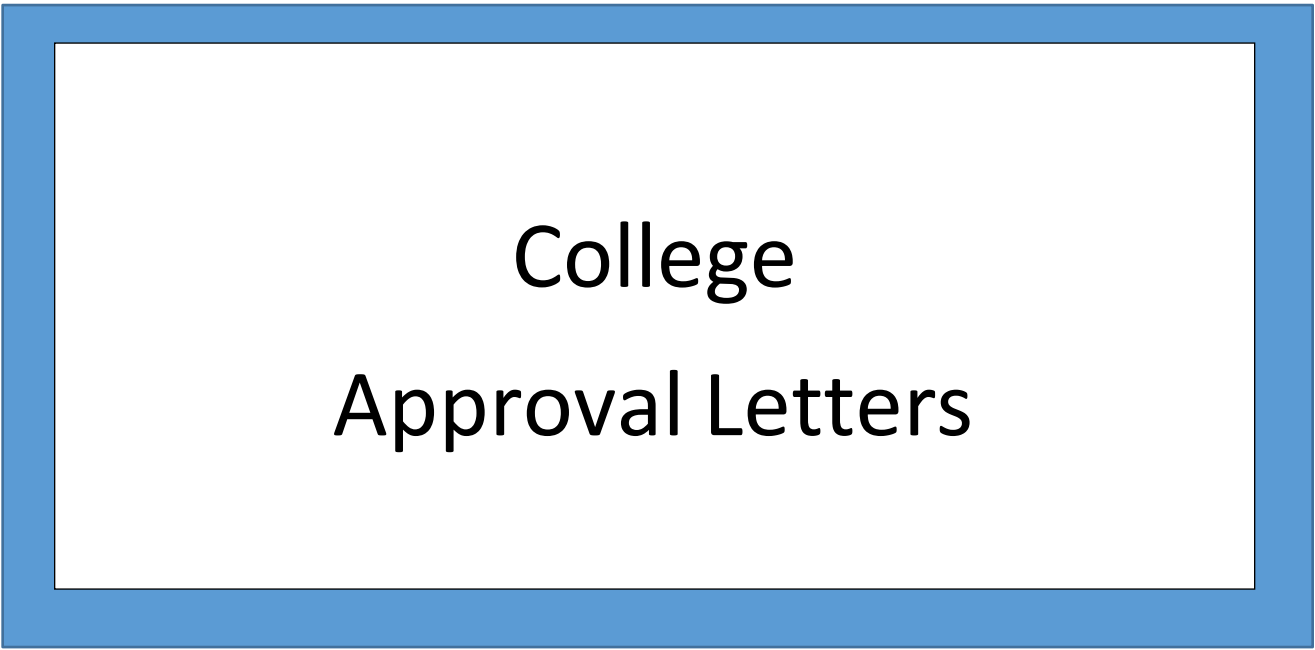
I write in support of the application of the Center for Equality and Social Justice (CESJ) for formal recognition as a University Center. The STEM Education Department supports the mission of the CESJ to act as a resource for students, faculty, and community members, and to support research on the causes of, and solutions to, ongoing social inequalities. We approve our interested and relevant faculty affiliating with CESJ.

I encourage you to approve the CESJ's application. Please feel free to contact me if I can provide further information.

Sincerely,

Jennifer Wilhelm, Ph.D.
Professor of STEM Education
Chair, Department of STEM Education
jennifer.wilhelm@uky.edu

seeblue.™




College Approval Letters

September 20, 2018

MEMORANDUM

To: Members of the Faculty Senate

From: Simon Sheather, Dean 

Subject: Support of the Center for Equity and Social Justice

The mission of the Center for Equality and Social Justice (CESJ) is to promote parity through interdisciplinary scholarship and education and to advocate for justice within systems of society—communities, public policy, law, etc. The three objectives of the center dovetail with the mission of the Gatton College. Specifically, the promotion of social justice, the empowerment of others and the establishment of policies and practice that reduce inequality and ensure social justice. With this memo the Gatton College is communicating its support for CESJ. To that end, we have committed financial resources to the Center's annual budget and are hopeful that it will be approved by the Faculty Senate and eventually the Board of Trustees as an official center of the university.

Globally, economic inequality and discrimination are two of the most pressing issues in both public policy and economic research. In the Gatton College of Business and Economics, we recognize the importance of a focused effort on campus to address these issues with scholarly and educational activities. Interdisciplinary centers lead to inspirational conversations about issues of importance and aid in strengthening the research, teaching and external engagement missions of the University. We are hopeful that the collaborations that will arise from the participation of Gatton faculty in the Center will lead to important research that will affect the institution, our students, and the world at large.

The Gatton College of Business and Economics supports the recognition of the Center for Equality and Social Justice as a university research center without reservations. If I can provide any additional information, please contact me directly.

cc: Mark Kornbluh, Dean of Arts and Sciences
Nicole Thorne Jenkins, Executive Associate Dean
Jenny Minier, Professor of Economics and Director of CBER

see blue™



University of Kentucky
College of Agriculture, Food and Environment

September 14, 2018

Dean Kornbluh:

As Dean of the College of Agriculture, Food and Environment (“CAFE”), I strongly endorse establishing the Center for Equality and Social Justice (“CESI”) as an official University Center. On behalf of the College, I am committed to advancing equality and social justice within the University through collaborative scholarship and believe the creation of this interdisciplinary center is an important step in that direction.

CESI provides the University with a dedicated resource to better understand social inequality, and how to promote and ensure social justice; to empower scholars, students, and the community to advocate for greater social justice; and to help shape policies and practices to reduce existing inequality and ensure social justice. These goals align well with CAFE's mission and will strengthen our faculty's competitiveness for sponsored research opportunities.

As part of its support for this Center, CAFE is prepared to contribute \$5,000 annually to CESI for the next three years to assist it in meeting its mission.

Sincerely,

A handwritten signature in cursive script that reads "Nancy M. Cox".

Nancy Cox, Ph.D.
Dean,
College of Agriculture, Food and Environment

see blue.



University of Kentucky
College of Communication
and Information

Office of the Dean

308 Lucille Little Library
Lexington, KY 40506-0224

O: 859-218-0290

F: 859-323-4171

ci.uky.edu

September 17, 2018

Dear Undergraduate Council:

As the Interim Dean of the College of Communication and Information, I fully support the proposal from the College of Arts and Sciences to create a new interdisciplinary research center, the Center for Equality and Social Justice.

The College of Communication and Information supports the overall mission of the Center for Equality and Social Justice to promote equality and social justice through collaborative scholarship and education and to help advocate for social justice within our communities, public policies, and laws.

We do not see any potential conflict of interest with the formal creation of the Center for Equality and Social Justice and look forward to working collaboratively with their advisory board to support interdisciplinary scholarly efforts that seek to encourage equality and social justice.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Derek R. Lane".

Derek R. Lane, Ph.D.

Interim Dean

College of Communication and Information

see blue.

An Equal Opportunity University

October 26, 2018

Mark Lawrence Kornbluh
Dean and Professor
College of Arts and Sciences
202 Patterson Office Tower
Lexington, KY 40506

Dear Dean Kornbluh,

As Dean of the College of Design, I am in full support of the establishment of the UK Center for Equality and Social Justice (CESJ). As the university continues its drive for greater diversity and inclusion, the creation of CESJ would serve as an institutional threshold to advocate for social justice and equality.

CESJ's mission of scholarly research that addresses the perennial struggle of social justice and equality falls in step with UK's overarching identity of a Research-1 institution. With the Department of Historic Preservation under the College of Design's programming, the topic of social justice often arises as an element of community development. In turn, this has become an issue of research for several of our faculty, so the interdisciplinary approach taken by CESJ would be beneficial to the College.

We look forward to engaging with CESJ in its efforts to better understand social inequality and work toward promotion of social justice through collaborative scholarship and education. This will ensure that our current and future students recognize the significance of social equality while instructing them on the importance of its advocacy.

Sincerely, . . .



Mitzi R. Vernon, Dean



University of Kentucky
College of Education
Office of the Dean

103 Dickey Hall
Lexington, KY 40506-0017
P: 859-257-6076
F: 859-323-1046
education.uky.edu

October 28, 2018

To Whom It May Concern:

I am pleased to support the creation of the Center for Equality and Social Justice at the University of Kentucky. As I understand the proposal, the center would be an official University center, serving the entire University, and would report administratively to the College of Arts and Sciences.

As an interdisciplinary research center designed to support collaborative scholarship and education focused on equality and social justice, the mission of the Center aligns closely with the strategic plan and mission of the College of Education. We especially endorse the three specific aims of the Center: to better understand social inequality, and how to promote and ensure social justice, through collaborative scholarship and education; to empower scholars, students, and the community to advocate for greater social justice; and to help shape policies and practices to reduce existing inequality and ensure social justice.

We are pleased to have College of Education faculty, Dr. Sharon Rostosky, professor of counseling psychology, and Dr. Kenneth Tyler, professor of educational psychology and chair of the Department of Educational, School, and Counseling Psychology, as members of the Advisory Board. Each brings exceptional expertise and strong records of scholarship, instruction, and service devoted to social justice issues.

In summary, I endorse this proposal to establish the Center for Equality and Social Justice and look forward to collaboration with colleagues across the University who are committed to advancing equality and social justice and advocating for social justice within the university and across our local, national, and global communities.

Sincerely,

Rosetta F. Sandidge, Ed.D.
Interim Dean

see blue:



University of Kentucky
College of Engineering
Office of the Dean
353 Ralph G. Anderson Bldg.
Lexington, KY 40506
P: 859-257-1687
F: 859-257-5727
www.uky.edu

September 17, 2018

Mark L. Kornbluh, Dean
College of Arts and
Sciences
Professor of History
202 Patterson Office Tower
Lexington, KY 40506

Dear Mark,

I applaud efforts to constitute the Center for Equality and Social Justice as a University Center and offer my support for the Center proposal on behalf of the College of Engineering. I believe the aims of the center will enrich and enlighten the campus and regional communities and contribute to the national discourse on important issues related to equity and inclusion.

The engineering disciplines remain, for the most part, the domain of majority men. At the same time, there is an undersupply of engineering talent in the U.S. economy. Our collective interests will not be fully served by engineering until the talent gap is closed. Closure of the gap requires full participation from diverse groups and pathways for qualified international talent to flow freely towards us. I believe the Center can help illuminate these issues through rational discourse and point the way towards reasonable solutions.

At the same time, the technology of the engineering disciplines contributes to social justice by enabling the creation and transmission of the commodities that underpin a free and equitable society. These commodities include information and education, power and energy, secure food and water sources, shelter, and health and wellness. I am encouraged to see that the Center will be focusing on remedies for social injustice through policies and amended practices, and I believe those efforts can extend to issues with direct relevance to engineering.

I wish you the best of luck in this endeavor. Engineering will be looking for opportunities to partner in the future.

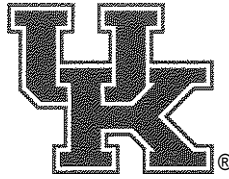
Regards,

A handwritten signature in blue ink that reads "Rudy Buchheit".

Rudy Buchheit
Dean, College of Engineering
Professor, Chemical and Materials Engineering

see blue.

An Equal Opportunity University



University of Kentucky
College of Fine Arts
Office of the Dean

202 Fine Arts Building
Lexington, KY 40506-0022
Administration: 859-257-1707
Student Affairs: 859-257-1709
Integrated Business Unit: 859-257-8182
Fax: 859-323-1050
finearts.uky.edu

9/25/18

To: Mark Kornbluh, Dean, College of Arts and Sciences

From: Mark Shanda, Dean, College of Fine Arts -/? /,A£-

RE: Support for the establishment of the Center for Equality and Social Justice

I write today to offer the **full support of the College of Fine Arts for the pending proposal to establish the Center for Equality and Social Justice** on the campus of the University of Kentucky. As contemporary issues of equality and justice continue to be more and more challenging in our everyday lives, the need for rigorous, academic examination of topics such as poverty, gender, religion, immigration, race, as well as others, requires a multi-disciplinary approach, only offered by such a center. Only through such thorough analysis and exposure, can our communities be improved, policies changed to better align with our priorities, and laws modified to serve the greater good. Through the affiliate structure, engaging faculty from across campus, and through grants and fellowships supporting projects and time for engagement, the center has the potential to raise both the quality and the opportunity for dialogue, advanced understanding, and enlightenment of faculty, staff, students and the local and regional citizenry. The College of Fine Arts stands ready to work with the new center to develop creative programming that will explore, educate and inform and we wish you well in this approval journey.

see blue:

October 24, 2018

Mark Kornbluh, PhD
University of Kentucky
College of Arts & Sciences Dean's Office
202 Patterson Office Tower
Lexington, KY 40506-0027

Dr. Kornbluh:

As Dean of the College of Health Sciences, I endorse establishing the Center for Equality and Social Justice (CESJ). CESJ is an interdisciplinary research center with a mission to promote equality and social justice through collaborative scholarship and education. The Center would also help advocate for social justice within our communities, public policies and law. In addition, it should improve the University's efforts to enhance diversity and inclusion. While the Center will be housed within the College of Arts & Sciences, it will have benefits for the entire University including the College of Health Sciences.

I support any future involvement by my faculty and staff in the Center for Equality and Social Justice.

Sincerely,



Scott M. Lephart, PhD
Dean, College of Health Sciences

see blue.

September 12, 2018

University of Kentucky Board of Trustees
101 Main Building
University of Kentucky
Lexington, KY 40506-0032

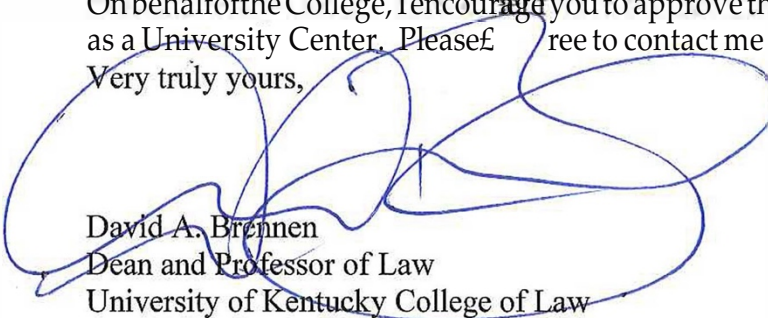
Dear Members of the Board,

I write in my capacity as Dean of the College of Law in support of the application of the Center for Equality and Social Justice (the "CESJ") for formal recognition as a University Center. The College of Law supports the mission of the CESJ to act as a resource for students and faculty and to support efforts to improve research on the causes of, and solutions to, ongoing social inequalities.

Three College of Law faculty members, Professor Melynda Price, Professor Jennifer Birrell, and Associate Professor Colleen Lollar, are affiliated with the CESJ in its current form and all plan to remain affiliated if the CESJ is recognized as a formal University Center. The College will support the affiliation of any additional faculty who desire to become involved with the CESJ going forward.

On behalf of the College, I encourage you to approve the CESJ's application for formal recognition as a University Center. Please feel free to contact me if I can provide any further information.

Very truly yours,



David A. Brennan
Dean and Professor of Law
University of Kentucky College of Law

DAB:vw

see blue.

September 26, 2018

Mark Lawrence Kornbluh, Ph.D.
Dean, College of Arts and Sciences
University of Kentucky
202 Patterson Office Tower
CAMPUS 0027

Dear Dean Kornbluh:

I am pleased to offer my support for your proposal to make the Center for Equality and Social Justice an official University of Kentucky center.

Because this move to official status would provide well-deserved support and attract significant attention to the center's worthy efforts, it is important to the university in many ways. As an outgrowth of a faculty-led effort in the wake of the Black Lives Matter movement, this interdisciplinary research center plays an important role in campus efforts to enhance equality and ensure social justice. The collaborative scholarship and education that occur there also serve the cause of social justice within our communities, public policies, and laws at a pivotal time of social development. Through its direct involvement with undergraduates, the Center for Equality and Social Justice also empowers students to foment equality and advocate for greater social justice, not only during their student years, but beyond.

I know that recent accomplishments include efforts to develop the Kentucky Woman Suffrage Project as well as publications in *Sociology of Race and Ethnicity* and the *National Association for Music Education* and Christia Spears Brown's book, *Discrimination in Childhood and Adolescence: A Developmental Intergroup Approach*. The Center for Equality and Social Justice has also provided important workshops and symposia and is planning a book club. Clearly, it serves a vital role at the University of Kentucky.

Centers of this type are increasingly common at flagship state universities, and with good reason. Please know that your efforts to gain the approval of the Board of Trustees and the Senate have my endorsement.

Sincerely,



Christian M. M. Brady, DPhil (Oxon.)

Purpose. Intellect. Integrity.



University of Kentucky
Libraries
Office of the Dean

1-85 William T. Young Library
Lexington, KY 40506-0456
P: 859-218-1939
F: 859-257-8379
www.libraries.uky.edu

October 15, 2018

To whom it may concern:

The University of Kentucky Libraries supports the Arts and Sciences proposal to create an officially recognized Center for Equality and Social Justice. As a society, we continue to need greater equality and social justice. As a place of higher education, we have a duty to support, grow, and foster those needs. The benefits to this proposed center are numerous and timely. Through collaborative scholarship, increased research potential, and the cohesion provided by a center, the benefits will extend throughout the university, the Commonwealth and beyond.

Formalizing the center will help to focus the work of the entire University on this effort. I hope that the Libraries and the proposed center will be able to collaborate on undergraduate research fellowships, an area where the libraries has had great success in mentoring students through primary research and then having their research both presented and published because of those efforts.

The libraries will be able to support the center in providing primary and secondary research sources in addition to valuable expertise throughout the research process. Formalizing the center will push the libraries to grow research collections to support scholarship and creative inquiry in equality and social justice.

This center will be an excellent addition to the University of Kentucky and allow it to compete for valuable resources to further grow and influence student success across campus. I am happy to support this proposal.

Sincerely,

A handwritten signature in black ink that reads "Deirdre A. Scaggs".

Deirdre A. Scaggs
Interim Dean

see blue.

An Equal Opportunity University

October 29, 2018

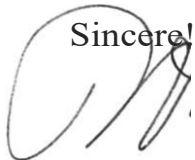
Dear Dean Kornbluh,

The College of Medicine fully supports the proposal for the Center for Equality and Social Justice to be created as an official Center at the University of Kentucky. Additionally, I support the Center being housed under the College of Arts and Sciences. The aims of the CESJ:

- to better understand social inequality, and how to promote and ensure social justice, through collaborative scholarship and education;
- to empower scholars, students, and the community to advocate for greater social justice; and
- to help shape policies and practices to reduce existing inequality and ensure social justice align with the goals and research in the college.

Matters around race, religion, gender, sexual orientation and other equalities continue to be at the forefront of our lives today. It is crucial to unite the colleges through collaborations as an effort to continue exploring and educating ourselves and our students. I am excited by the opportunity to help provide discourse, fellowship, and research opportunities that may better our campus, community, the Commonwealth, and beyond. The College of Medicine recognizes the importance of such a Center; the current and future impacts it will have on our students, staff, and faculty is critical for our mission at the University. I am happy to endorse your proposal.

Sincerely,



Robert DiPaola
Dean, College of Medicine

see blue:

September 19, 2018

Mark Kornbluh, PhD
Dean and Professor
College of Arts and Sciences

Dear Dr. Kornbluh,

The College of Nursing is excited to support your proposal for the **Center for Equality and Social Justice** as an official University of Kentucky center. As you know, our College integrates equality and social justice into our curriculum and emphasizes its importance to our students. Additionally, much of our research, especially large federally funded grants integrate health equities to transform lives and communities in Eastern Kentucky and beyond. Your proposed center will provide a vital platform to engage faculty from numerous colleges at UK in transdisciplinary teams and increase our likelihood to compete successfully for federal and foundation funding related to equality and social justice education and research.

Importantly, the College Nursing's strategic goals align with the overarching purpose for establishing the **Center for Equality and Social Justice** as it relates to fostering transdisciplinary research and team science that ultimately aims to improve the health of Kentucky. We eagerly embrace the opportunity to work together with all the health science colleges and partnerships with other colleges on campus. Collaborative research is critical to our College's future, and the College strongly believes that centers like these are an integral part of maintaining education and research in health care delivery.

We look forward to partnering with you in improving health equality and social justice in Kentucky and beyond.

Sincerely,



Janie Heath, PhD, APRN-BC, FAAN
Dean and Warwick Professor of Nursing
Janie.heath@uky.edu



University of Kentucky
College of Pharmacy
Office of the Dean

9/19/18

Dean Mark Kornbluh
College of Arts and Sciences
University of Kentucky
202 Patterson
Lexington, KY 40506

R. Kip Guy, PhD
789 S. Limestone St.
Lexington, KY 40536
P: 859-257-7896
F: 859-257-2128
pharmacy.uky.edu

Dear Mark,

I am writing to express my endorsement of your proposal to convert the current Center for Equality and Social Justice within your College to a University Center. Enabling true equality and building mechanisms to ensure social justice are problems that we all struggle with as we try to move our University to a position of leadership of cultural inclusion within the Commonwealth. CESJ eases the formal study of underlying factors and of potential interventions that can shift our culture – two critical parts of moving from intention to implementation. Having CESJ work at the level of the University will enhance its ability to share best practices among our Colleges and help us understand the best universal approaches to improving our collective situation. For those reasons the College of Pharmacy strongly endorses your proposal.

Best

A handwritten signature in black ink, appearing to read 'R. Kip Guy'.

R. Kip Guy
Dean, College of Pharmacy.

see blue.

An Equal Opportunity University

October 25, 2018

Dean Mark Kombluh
University of Kentucky
College of Arts & Sciences
Lexington, KY 40506

Dear Dean Kombluh,

As Dean of the University of Kentucky College of Public Health, I write in support of the proposal to designate the Center for Equality and Social Justice (CESJ) as an official University Center. Although the CESJ emerged from faculty-led efforts in the wake of the Black Lives Matter movement, it answers concerns that have long beset higher education and American society at large. In Kentucky, old problems of social justice require new approaches.

Prejudice against marginalized groups – including African Americans, Latino Americans, immigrants, refugees, Muslims, LGBTQ* community members, and people living with disability – affects residents across Kentucky and the Appalachian region. We see lives destabilized through discrimination, as stark disparities in income, opportunity, and health devastate marginalized populations.

In public health, we recognize the role of early deprivation and trauma in shaping the mental and physical health of individuals. Current research places chronic exposure to racism and discrimination among the adverse childhood events (ACEs) that can be detrimental to future wellbeing. It is imperative that we in academia act now to end the pervasive structural, institutional, and cultural inequalities that permeate our society, for this generation and the next.

We already have strong ties to the CESJ as Dr. Kathi Harp, Assistant Professor of Health Management and Policy in the College of Public Health, currently serves on the Center's Advisory Board. Bearing in mind the positive impact the CESJ will undoubtedly have on population health in Kentucky and beyond, the Faculty Council of the College of Public Health has voted unanimously to support this proposal. I join them in their enthusiasm for this proposal and, on behalf of the College of Public Health, offer full support to the CESJ as a University Center.

Sincerely,



Donna K. Arnett, PhD, MSPH
Dean
University of Kentucky
College of Public Health

see blue.



College of Social Work

619 Patterson Office Tower
Lexington, KY 40506-0027

859 257-6654
fax 859 323-1030

www.uky.edu/SocialWork/

October 29, 2018

Dr. Mark Kornbluh, Dean
College of Arts and Sciences
202 Patterson Office Tower
Lexington, KY 40506

Dear Dean Kornbluh,

The College of Social Work endorses the establishment of the Center for Equality and Social Justice. While we realize it is proposed to be housed administratively within the College of Arts and Sciences, we envision this being a Center in which our faculty, staff, and students would be actively involved given the centrality of social justice to the foundation of social work. As you propose and we endorse, this involvement will require a multi-disciplinary and collaborative approach. We are fully prepared to contribute to both.

While the primary focus of the Center is research and policy development, our focus has been on the teaching mission of the university and our faculty have developed social justice related coursework and campus programming. We stand ready to contribute to the research focus of the Center and invite you to join our teaching initiatives related to social justice.

Together, I believe we can offer a comprehensive approach to social justice at the University of Kentucky. The College of Social Work looks forward to collaborating with the CESJ to better engage all of our students in the valuable and rich experiences related to equality, equity and social justice.

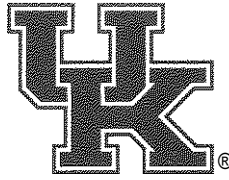
Sincerely,

A handwritten signature in blue ink, appearing to read 'Ann Vail'.

Ann Vail, Interim Dean

S

blue.
An Equal Opportunity University



University of Kentucky
College of Fine Arts
Office of the Dean

202 Fine Arts Building
Lexington, KY 40506-0022
Administration: 859-257-1707
Student Affairs: 859-257-1709
Integrated Business Unit: 859-257-8182
Fax: 859-323-1050
finearts.uky.edu

9/25/18

To: Mark Kornbluh, Dean, College of Arts and Sciences

From: Mark Shanda, Dean, College of Fine Arts *-/? /,A£-*

RE: Support for the establishment of the Center for Equality and Social Justice

I write today to offer the **full support of the College of Fine Arts for the pending proposal to establish the Center for Equality and Social Justice** on the campus of the University of Kentucky. As contemporary issues of equality and justice continue to be more and more challenging in our everyday lives, the need for rigorous, academic examination of topics such as poverty, gender, religion, immigration, race, as well as others, requires a multi-disciplinary approach, only offered by such a center. Only through such thorough analysis and exposure, can our communities be improved, policies changed to better align with our priorities, and laws modified to serve the greater good. Through the affiliate structure, engaging faculty from across campus, and through grants and fellowships supporting projects and time for engagement, the center has the potential to raise both the quality and the opportunity for dialogue, advanced understanding, and enlightenment of faculty, staff, students and the local and regional citizenry. The College of Fine Arts stands ready to work with the new center to develop creative programming that will explore, educate and inform and we wish you well in this approval journey.

see blue:

Miscellaneous University Approval Letters



Office of the Vice President for Research
311 Main Building
Lexington, KY 40506-0032
(859) 257-5294
Fax: (859) 323-2800
www.research.uky.edu

December 4, 2018

Dear Dean Kornbluh,

The Office of the Vice President for Research supports the proposed Center for Equality and Social Justice. Although the Center's administrative home will be in the College of Arts and Sciences, its mission to promote social justice and public policy and to empower collaborations in these areas will impact all faculty, staff, and students at the University of Kentucky.

The goals of the Center align with the University and I am pleased to endorse your proposal.

Sincerely,

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Lisa Cassis
Vice President for Research

November 22, 2016

To Whom It May Concern:

My name is Carol Taylor-Shim and I serve as the Bias Incident Response Coordinator at the Violence Intervention and Prevention Center. My role here is to support students, staff and faculty that have been impacted by incidents of bias, hate, racism and identity-based violence. I am writing to express my unwavering support of the Center for Equality and Social Justice. Dr. Christia Brown and others with CESJ have been critical partners in the work being done to create and nurture a culture where everyone, regardless of identity, knows and feels they belong here at the University of Kentucky.

There are many initiatives and programs at UK that are centered on fostering a sense of belonging and making inclusion not just a word we use but the lens through which we all work and serve this community. While many of us are focused on direct services, programming, and other tasks, we cannot miss the research prospects nor the academic opportunities that come from engaging in social justice work. Connecting these efforts to academics and research is a necessity for this institution. CESJ is the entity on this campus that is best equipped with the knowledge, skills, and dedication necessary to take advantage of these occasions.

I look forward to continuing to collaborate with the Center for Equality and Social Justice as we move forward in making the University of Kentucky the standard for how to create and sustain a culture of belonging for all students, staff, and faculty.

Respectfully submitted,

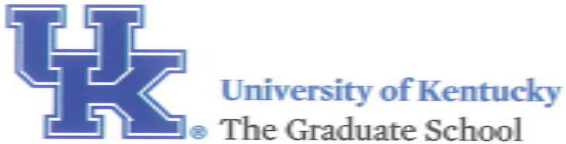
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Bias Incident Response Coordinator





September 23, 2018

Dean Mark Kornbluh
College of Arts and
Sciences
Patterson Office Tower
University of Kentucky

Dear Dean Kornbluh:

I would like to offer my strongest support for your proposal to establish a Center for Equality and Social Justice. The center will be an exceptional resource for both faculty and students to become more familiar with the many critical societal issues confronting our nation and state, and will foster increased collaborative research and advocacy that will help address these issues.

You clearly already have a very firm foundation in place for this Center, and it will definitely address a key component of the current University Strategic Plan. As pointed out in the proposal, many of our benchmark institutions have already established similar centers; we need to be added to this list.

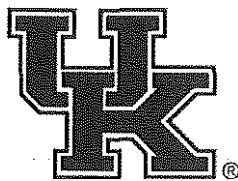
My Graduate School colleagues and I stand by to offer our assistance to help establish this center and to help it flourish.

Please do not hesitate to contact me if I can provide additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Brian A. Jackson'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Brian A. Jackson, Ph.D.
Interim Dean, The Graduate School
Professor, Physiology



University of Kentucky
Office of LGBTQ* Resources

Blazer Hall 302, Main
Chandler H172, HealthCare
Lexington, KY 40506
P: 859-323-3312
www.uky.edu/u/lgbtq

November 22, 2016

Christia Spears Brown, Ph.D.
Professor & Associate Chair
Department of Psychology
University of Kentucky
Lexington, KY 40506

Dear Dr. Spears Brown,

I am honored to write in support of UK's Center for Equality and Social Justice. Your CESJ proposal has the potential to create significant positive change on our campus and in the broader Commonwealth by providing a primary bridge for curricular and co-curricular conversations about diversity, inclusivity, and belonging. As the state's flagship institution of higher education, we have an important mandate to lead the state in classroom innovation and campus support development. We must also make sure that everyone who engages with our institution through study, research, or teaching knows that they are safe and valued as their authentic selves. While we currently articulate these values of innovation and belonging in many ways, we need more tools to help us continue to tell our stories and grow. The CESJ is a very exciting new tool to help us continue this growth, changing campus culture as we strive to reach inclusive excellence.

As the University of Kentucky's Director of LGBTQ* Resources, I am excited by the possibility of having the CESJ as a new campus partner and hope to be a frequent collaborator on projects that impact our students, faculty, and staff. As the central hub of services for sexual and gender minorities at the University, my office's goal is to ensure the university is welcoming, safe, and supportive. We facilitate scholarships, organize events, and promote policies that help diverse Wildcats find a home at UK. The CESJ will be an integral partner in expanding our classroom and research specific supports and engaging teachers and scholars in pressing difficult dialogues that make us better.

Your CESJ proposal has my full enthusiasm and support. Please let me know if I can help in additional ways as the proposal is adopted and institutionalized.

Sincerely,

Lance Poston
Director

see blue:



University of Kentucky
Office of the Vice President
for Institutional Diversity

311 Main Building
Lexington, KY 40506-0032
P: 859-257-9293
F: 859-323-2800
[www.uky.edu /diversity](http://www.uky.edu/diversity)

September 18, 2018

Re: Center for Equality and Social Justice

To Whom It May Concern:

This letter is written in support of the proposal to make the Center for Equality and Social Justice an official University Center. Prejudice exists in many forms throughout our society, and the University has identified Diversity and Inclusion as a crucial element of the Strategic Plan and critical aspect of providing a quality education. Elevating the status of the Center for Equality and Social Justice to that of an official University Center underscores the value placed on its mission to promote equality and social justice through collaborative scholarship and education and to help advocate for social justice within our communities, public policies, and laws.

The work and activities of the Center for Equality and Social Justice engage all levels of the University community and beyond in better understanding and combatting social inequality, which is vital to creating a safe environment and sense of belonging where everyone has the opportunity to learn and grow. As a Top 20 University, the University of Kentucky must strive for inclusive excellence in everything we do and for all we serve. Equality and social justice issues can only be addressed through an interdisciplinary approach, as these issues impact everyone and a resolution to these issues must include everyone.

One needs only to watch the local and national news on any given day to realize that equality and social justice issues continue to plague society in the U.S. and abroad. As a leading university, it is imperative that the University of Kentucky do everything possible to prepare our students to navigate the world in which we live and to strive for the betterment of society as a whole. As such, it is without reservation that I support the proposal to make the Center for Equality and Social Justice an official University Center.

Sincerely,

Sonja Feist-Price, D. Rh., Ph.D.
Vice President for Institutional Diversity

see blue: