

Proposal to Create a Race and Ethnicity  
College Requirement in The College of Arts  
and Sciences.

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## RACE AND ETHNICITY REQUIREMENT, COLLEGE OF ARTS AND SCIENCES

### FAQ

1. The ad hoc committee recommends that the College of Arts and Sciences institute a new college course requirement, the Race and Ethnicity requirement, that will be satisfied prior to graduation by means of an approved 3 credit course taught in the College of Arts and Sciences.
2. This is not a requirement for 3 additional credit hours to the 120 credit hour degree; instead, this requirement may “double-dip” with another requirement, such as:
  - a. A UK Core course
  - b. A course taken to fulfill the A&S disciplinary requirements (e.g. in Humanities or Social Sciences)
  - c. A course taken to fulfill a major requirement
3. Course syllabi and an application form will be submitted to the EPC for approval to satisfy this requirement; a sub-committee of the EPC/College Diversity Committee will provide the initial recommendations for approval.
4. To satisfy this requirement, a course must address one or more of the following:
  - the changing meanings of race and ethnicity across time and space
  - processes of racialization and analyses of race and racism, such as structural, institutional, scientific, and symbolic racism
  - how race and ethnicity become the basis of inequality, oppression, privilege, identities, and agency
  - critical analyses of discrimination based on race and ethnicity as they intersect with religion, social class, gender, or sexuality
5. And, to satisfy this requirement, a course will address issues of Race and Ethnicity... :
  - a. In more than 50% of class time
  - b. In more than 50% of course material (readings, etc)
  - c. In more than 50% of student assignments
6. As this will be a college requirement, only courses offered in A&S will be approved to satisfy this requirement; there will however be a procedure by which a student can submit a petition to have a non-A&S course or a transfer course satisfy the requirement, on a case by case basis. (process to be determined).
7. Timeline:
  - a. Jan 30 – A&S all-faculty meeting to approve new college requirement
  - b. Early Feb – proposal submitted to Undergraduate council for review; begins Senate approval process
  - c. Early Feb – request for course proposals sent to A&S faculty; review of courses by EPC subcommittee to begin ASAP
  - d. End of spring 2020 semester – proposal approved through Senate governance
  - e. August 2020 – new requirement applies to first entering cohort of students

February 20, 2020

Dear Corinne and members of the undergraduate council,

It is my pleasure to submit to you this proposal for a change to the A&S college degree requirements: to add the requirement for one course (3ch) which satisfies the new Race & Ethnicity requirement. We request this change to be effective for the incoming cohort of Fall 2020.

As per the College rules of the faculty, the full faculty voted in favor of this requirement on January 30, 2020. The ad hoc Race & Ethnicity committee drafted the attached list of “probable” R&E courses; we have begun the process of vetting course proposals to identify an “approved” list by April 7. On April 7 the A&S Educational Policy Committee will review and approve a list of courses that satisfy this requirement, and will immediately forward that list to the UGC for your approval. Courses that are approved to satisfy this requirement will be listed on a college website, and will be indicated in MyGPS. We request that the college retain full prerogative for approving courses to satisfy this requirement; we will of course submit a revised list of courses to your committee toward the end of each semester, as courses are added to the approved list, and as new courses are created to satisfy this requirement.

For your background, we submit the Race & Ethnicity Rationale, approved by the R&E ad hoc committee. It includes multiple Appendices which informed our decision-making process, and which document many discussions on this topic over the past several years.

We also attach a copy of the A&S Bulletin with track changes illustrating how this requirement will be indicated in the bulletin.

Thank you,



Associate Dean for Undergraduate Programs  
College of Arts and Sciences

Many thanks to the members of the Race & Ethnicity Ad Hoc committee:

Pearl James, ENG  
Kristin Monroe, ANT  
Horace Bartilow, PS  
Haralambos Symeonidis, HS  
Akiko Takenaka, HIS  
LaCrystal Green, A&S Advising  
Cristina Alcalde, ex officio  
Anna Bosch, ex officio

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## Scholarships

For information on general scholarships in the College, contact the A&S Advising Center, 202 Patterson Office Tower, 859-257-8712, or [www.as.uky.edu/scholarships](http://www.as.uky.edu/scholarships). Students interested in scholarships in a specific major should contact the individual department.

## College Policy on Learning Disabilities

The College of Arts and Sciences anticipates that virtually all of its students will satisfy all of its requirements. However, any student who believes that he or she can show evidence – by diagnostic testing and/or psychological evaluation – that he or she has a learning disability which warrants course substitution of any specific college requirement may request such an exception from the College. Students should begin their inquiries and/or discussions in the UK Disability Resource Center, 407 Multidisciplinary Science Building, 725 Rose Street.

## Readmission After a Two-Year Absence

In accordance with the University Senate rules which allow the dean of each college to determine which degree requirements a returning student shall follow, students should note the following: Students enrolling in the College of Arts and Sciences after an absence from the University of Kentucky of two or more years will be expected to satisfy the university, college, graduation, and department requirements in effect at the time of readmission.

Students with extenuating circumstances may petition the College for permission to continue under the degree requirements that were in effect during their previous enrollment in the UK system.

## ACADEMIC SUSPENSION AND REINSTATEMENT

The College of Arts and Sciences follows the general University rules for academic suspension and reinstatement, which are outlined in the *Academic Requirements* section of this Bulletin. Students placed on academic suspension **must be reinstated by the college in which they plan to enroll** before applying for readmission to the university. Students planning to pursue a degree program in the College of Arts and Sciences should arrange for reinstatement proceedings before **May 15** for any fall semester reinstatement, or **October 1** for any spring semester reinstatement by calling the A&S Advising Center, 859-257-8712. Students who fail to request reinstatement prior to these deadlines will normally not be considered for reinstatement until the subsequent semester.

A student who has been suspended for a second time from the University of Kentucky will usually not be considered for reinstatement by the College of Arts and Sciences until **two years** have passed since the date of the second suspension.

## THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREE

Students must complete **four** areas of requirements to obtain a UK Arts and Sciences degree. The four areas are: UK Core; major requirements; college requirements; and university graduation requirements. The following information outlines the specific degree requirements for the B.A. and the B.S. in Arts and Sciences. Please read them carefully and also note the *specific* differences in each degree program.

The B.S. degree requires **three hours** in college disciplinary requirements for the natural sciences, social sciences and humanities beyond those required for the UK Core and requires **60 hours of physical, biological and/or mathematical sciences**.

The B.A. degree requires **six hours** in college disciplinary requirements for the natural sciences, social sciences and humanities beyond those required for the UK Core and requires **39 hours in course work numbered at or above the 300 level**.

### College Requirements for a Bachelor of Arts Degree

It is important to review the “NOTES” section that immediately follows the “College Requirements for a Bachelor of Science Degree” section.

To receive the Bachelor of Arts degree, students must:

1. Complete the UK Core requirements.<sup>1</sup>
2. Complete the following college requirements:
  3. Foreign Language Requirement. Contact your advisor or the A&S Advising Center for an explanation of the Foreign Language Requirement.
  4. Students must take **six** college hours in disciplines in the natural sciences.†
  5. Students must take **six** college hours in disciplines in the social sciences.†
  6. Students must take **six** college hours in disciplines in the humanities.
  7. **Students must take three college hours in an approved race and ethnicity course.**
  8. Complete at least **120** credit hours in courses acceptable to the College of Arts and Sciences.<sup>2</sup>
  9. Complete at least **90** credit hours in Arts and Sciences courses.<sup>3</sup>
  10. Complete at least **39** credit hours in courses numbered at or above the 300 level.<sup>4</sup>
  11. Complete at least **39** credit hours within the major. At least 24 of these hours must be at or above the 300 level.
  12. Complete at least one course that includes some laboratory or field experience. (See the description of the *College Laboratory or Field Experience Requirement* which follows.)
  13. Attain an overall grade-point average of at least 2.0.
  14. Attain a grade-point average of at least 2.0 in all major requirements courses (including all premajor courses).

10. Complete a minimum of **six** credit hours of free electives. These college electives cannot be counted towards UK Core, college or major requirements. **These free electives also cannot be used to satisfy the college Race and Ethnicity Requirement.**

11. Complete University graduation requirements, the Graduation Composition and Communication Requirement, and the residence requirement.

†See *College Core Requirements for B.A. and B.S. Degree* following the next section.

### College Requirements for a Bachelor of Science Degree

It is important to review the “NOTES” section that immediately follows the “College Requirements for a Bachelor of Science Degree” section.

To receive the Bachelor of Science degree, students must:

1. Complete the UK Core requirements.<sup>1</sup>
2. Complete the following college requirements:
  - a. Foreign Language Requirement. Contact your advisor or the A&S Advising Center for an explanation of the Foreign Language Requirement.
  - b. Students must take **three** college hours in disciplines in the natural sciences.†
  - c. Students must take **three** college hours in disciplines in the social sciences.†
  - d. Students must take **three** college hours in disciplines in the humanities.
  - e. **Students must take three college hours in an approved race and ethnicity course.**
3. Complete at least **120** credit hours in courses acceptable to the College of Arts and Sciences.<sup>2</sup>
4. Complete at least **90** credit hours in Arts and Sciences courses.<sup>3</sup>
5. Complete at least **60** credit hours in the physical, biological and/or mathematical sciences.<sup>5</sup>
6. Complete at least **39** credit hours within the major. At least 24 of these hours must be at or above the 300 level.
7. Complete at least one course that includes some laboratory or field experience. (See the description of the *College Laboratory or Field Experience Requirement* which follows.)
8. Attain an overall grade-point average of at least 2.0.
9. Attain a grade-point average of at least 2.0 in all major requirements courses (including all premajor requirements).
10. Complete a minimum of **six** credit hours of free electives. These college electives cannot be counted towards UK Core, college or major requirements. **These free electives also cannot be used to satisfy the college Race and Ethnicity Requirement.**
11. Complete University graduation requirements, the Graduation Composition and Communication Requirement, and the residence requirement.

†See *College Core Requirements for B.A. and B.S. Degree* following the next section.

## NOTES

1. See the *UK Core* section of this Bulletin for a detailed explanation of the requirements.

2. a. 001-099 courses, or courses followed by an “R” designation **cannot** be counted as credit towards a bachelor’s degree.

b. Physical education one-hour service courses (KHP) **are** acceptable as electives only and may count toward the total 120 minimum hours needed to graduate. Only **one** successful completion of multiple completions of the same KHP course will count.

c. A maximum of 16 semester credit hours earned in military science (AMS) and aerospace studies (AFS) are acceptable towards fulfilling both the College 90-hour and 120-hour requirement for the B.A. or B.S. degree. AMS/HIS 320 is not included in this 16 hour limit.

d. A maximum of 12 semester credit hours earned in experiential education and internship courses (EXP 396, departmental 399 courses) will be accepted. For ANT 399, SOC 399 and SPA 399, a maximum of 15 semester credit hours can be earned. See *Experiential Education and Internship Course* section within the Arts and Sciences section of the Bulletin.

e. All courses offered by the College of Arts and Sciences are acceptable with the exception of MA 108R.

f. Courses transferred from other institutions and judged by the College to be equivalent or comparable to Arts and Sciences courses are acceptable.

g. Usually the College will apply only six hours of technical course work taken at any institution.

h. The student is permitted to elect and count toward graduation courses in other colleges within the University of Kentucky or their equivalent from other institutions, not to exceed 30 hours. Hours taken in the other colleges at UK gained during the junior and senior years may, if at the 200-level or above, be counted towards the major requirements with approval from the Director of Undergraduate Studies/Program Director and the College.

i. Courses with an “S” grade designation or a “place holder” designation such as NSE (National Student Exchange) for 1 credit hour **cannot** be counted as credit toward a bachelor’s degree in Arts & Sciences. EAP 599, 1 credit hour, **can count** towards the A&S “hours” requirements for the degree.

3. Courses classified as Arts and Sciences courses for purposes of the 90-hour requirement include all courses offered by the College of Arts and Sciences; all art history courses; all courses in music and theatre appreciation and ART 100 plus the history of music and theatre; TAD 370; all economics courses; all undergraduate courses in the Department of Computer Sciences (CS); all undergraduate courses in the Department of Communication (COM); and all American Sign Language courses officially transferred to the student’s UK record.

4. CHE 230, 231, 232 and 233 will count towards the 39 credit hours in courses numbered at or above the 300 level needed for degree requirements. Please note that courses numbered 800-899 cannot be counted as 300-level and above for the purpose of completing the 39 hours needed for the degree.

5. Courses offered within the disciplines of physical, biological and/or mathematical sciences may count towards the 60 credit hours of physical, biological and/or mathematical sciences for the Bachelor of Science degree. That includes courses with the following departmental prefix: ANA, AST, BCH, BIO, CHE, CS, EES, MA (except MA 108R), PGY, PHY, and STA. In addition, the following courses may be used to satisfy the 60-credit-hour requirement: ECO 391,

PHI 120, PHI 320, PSY 215, and PSY 216. Courses listed as satisfying the A&S natural science core requirement may also be used towards the 60 credit hours of physical, biological and/or mathematical sciences.

## College Core Requirements for B.A. and B.S. Degree

To satisfy the Arts and Sciences college core requirement, students must complete three (for a B.S.) or six (for a B.A.) college hours in each of three areas – natural sciences, social sciences, and humanities – not counting any courses taken to fulfill the requirements of UK Core.

Students may also use other Arts and Sciences courses to satisfy the college core requirement if these courses have been approved to fulfill parallel inquiry areas in the UK Core.

### Natural Sciences

Students cannot double dip courses to satisfy the Arts and Sciences core requirement that students complete in each of the three areas – natural sciences, social sciences, and humanities. A course used to satisfy the natural sciences requirement may not be used to satisfy the social sciences or humanities requirement.

1. All courses offered by Arts and Sciences departments or programs within the disciplines of the natural sciences including courses with the following departmental prefixes: **AST, BIO, CHE, EES, PHY.**

2. The following courses may also be used to satisfy the Arts and Sciences College requirement for course work within the discipline of natural sciences. However, if used to count as a Natural Science they cannot also be used for any Social Science requirement.

ANA 209  
ANT 105, 230, 332, 333, 353, 354, 355  
CGS 500  
DHN 101  
ENS 200, 202, 400  
ENT 110, 300  
GEO 130, 135, 230, 351, 451G, 530  
PGY 206  
PLS 104  
PSY 312, 360, 393, 456, 459, 565

Students who take courses fulfilling the Natural, Physical, and Mathematical Sciences UK Core requirement that exceed the credit hours needed for the requirement itself may apply the excess to this college core requirement, accumulating credit hours until the minimum has been fulfilled. This option applies to all Arts and Sciences students regardless of where the course work was completed (e.g., main campus or transfer credit).

### Social Sciences

Students cannot double dip courses to satisfy the Arts and Sciences core requirement that students complete in each of the three areas – natural sciences, social sciences, and humanities. A course used to satisfy the social sciences requirement may not be used to satisfy the natural sciences or humanities requirement.

1. All courses offered by Arts and Sciences departments or programs within the disciplines of the social sciences including courses with the following departmental prefixes: **ANT, APP, ECO, GEO, GWS, IAS, PS, PSY, SOC** if content is designated as a social science; also, see #3 below.

2. The following courses may also be used to satisfy the Arts and Sciences College requirement for course work within the discipline of social sciences:

AAS 200, 235, 301, 326, 328, 336, 400, 401, 417G, 432, 471, 500, 560  
ANT/LIN 515  
ANT/LIN 516  
ANT/LIN 519  
ANT/JPN 321  
CGS 500

ENS 200, 400

GEO/JPN 334

GEO/JPN 551

3. The following courses **may NOT** be used in the social sciences area: GWS 201, PSY 459.

### Humanities

Students cannot double dip courses to satisfy the Arts and Sciences core requirement that students complete in each of the three areas – natural sciences, social sciences, and humanities. A course used to satisfy the humanities requirement may be used to satisfy the natural sciences or social science requirement.

1. **Excluding the courses listed below**, all courses offered by Arts and Sciences departments or programs within the disciplines of the humanities, including courses with the following prefixes: **A-H, AAS, CLA, ENG, FR, GER, HIS, JPN, LAS, LIN, MCL, PHI, RS, RUS, SPA,** and **HON** courses designated as humanities. Note exceptions in #2 and #3 below.

2. **The following courses may NOT be used in the humanities area:**

AAS 200, 235, 326, 328, 336, 417G, 432, 471

AMS 101, 102, 201, 202, 442, 443

CHI 101, 102, 201, 202

CLA 131

ENG 102, 207, 405, 407, 507, 509

FR 011, 101, 102, 106, 201, 202, 204, 307, 310, 507, 553, 570

GER 011, 101, 102, 201, 202, 205, 206, 211, 212, 307, 308, 310, 507, 553, 612

GRK 101, 102, 201, 202

HJS 101, 102, 201, 202

ITA 101, 102, 201, 202

JPN 101, 102, 201, 202, 301, 302, 401, 402, JPN/  
GEO 334, JPN/GEO 551

LAT 101, 102, 201, 202

LIN 520, 521

PHI 120, 320

PS 417G, 471

RUS 101, 102, 201, 202, 301, 302, 401, 404, 501, 502

SPA 011, 101, 102, 103, 151, 201, 202, 203, 205, 210, 211, 215, 302, 313, 413, 501, 506, 553

WRD 203, 204, 205, 306

3. The following courses may also be used to satisfy the Arts and Sciences College requirement for course work within the discipline of humanities:

AMS 201

ANT 515, 516, 519

ART 100

CGS 500

GWS 201, 506

MUS 203, 222, 301, 302, 303, 325

### Race and Ethnicity Requirement

**The college requires its students to complete an approved race and ethnicity (R&E) course that will address the changing meanings of race and ethnicity across time and space.**

**Students may double-dip courses to satisfy the R&E requirement with any other requirement, e.g. UK Core, college requirements, or major requirements.**

**Please see list of approved R&E courses on the A&S webpage and in MyGPS.**

### College Laboratory or Field Experience Requirement

The college requires its students to complete at least one course that includes some laboratory or field experience. In such courses the external world is observed in a controlled manner using systematic techniques and methods. A substantial portion of the course must include data collection, data analysis, and hypothesis testing under supervised conditions. The approved courses for the

April 24, 2020

Dear Corinne and members of the undergraduate council,

The College of Arts and Sciences Educational Policy Committee reviewed and approved the included list of courses as satisfying the proposed A&S race and ethnicity requirement. Courses that are approved to satisfy this requirement will be listed on a college website, and will be indicated as satisfying the requirement in MyGPS. We request that the college retain full prerogative for approving courses to satisfy this requirement; we will of course submit a revised list of courses to your committee toward the end of each semester, as courses are added to the approved list, and as new courses are created to satisfy this requirement.

The addition of the proposed race and ethnicity requirement will not entail students taking additional coursework beyond what they are currently completing to graduate from the University of Kentucky. Students will be able to satisfy the R&E requirement by double-dipping with UK Core, the A&S college disciplinary requirement, or any major requirement. Twenty two of the thirty nine courses that the EPC approved to satisfy the R&E requirement either count towards UK Core or are pending UK Core approval. Additionally, students in A&S are required to complete a college disciplinary requirement in the natural sciences, social sciences, and humanities. All thirty nine courses on the approved list would satisfy either the college social sciences or humanities disciplinary requirement as well as satisfying the R&E requirement.

The addition of the proposed college race and ethnicity requirement is not to hinder a student's progress towards graduation, but to emphasize the importance of understanding race and ethnicity and how they structure access, identity, and resources both in our nation and the world.

Thank you,



Associate Dean for Undergraduate Programs  
College of Arts and Sciences

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ANT 324	Contemporary Cultures of Latin America
HJS 325	Jewish Thought and Culture II
MCL 270	Introduction to Folklore and Mythology (UK Core)
GWS 309	Health, History, and Human Diversity (UK Core)
HJS 326	The Jewish Experience in America (They are adding UK Core. This is in Curriculog)
HJS 327	Women in Judaism (They are adding UK Core. This is in Curriculog)
HIS 260	African American History to 1865
GWS 301	CROSSROADS OF GENDER, RACE, AND CLASS (UK Core)
GWS 302	Gender Across the World (UK Core)
PS 471	Race, Ethnicity, and Politics
HIS 261	African American History 1865-present
ENG 168	All that Speak of Jazz: An Intellectual Inquiry into Jazz and Democracy (UK Core, Arts and Creativity or Citizenship)
ENG 171	Global Literature in English (UK Core, Global Dynamics)
LAS 201	Introduction to Latin American Studies (UK Core)
ENG 191	Literature and the Arts of Citizenship (UK Core, Citizenship or Inquiry in the Humanities)
ENG 260/AAAS 264	Introduction to Black Writers (UK Core, Inquiry in the Humanities)
ENG 265	Survey of African American Literature I
ENG 266	Survey of African American Literature II
ENG 368	Contemporary African-American Voices
ENG 460G/AAS400	Studies in African-American Literature: (Subtitle required)
ANT 330	North American Cultures (UK Core)
ANT 103	Sports, Culture & Society (UK Core)
SPA 208	US LATINO CULTURE & POLITICS (UK Core)
ENG 370	Literature Across Borders
ANT 160	Cultural Diversity in the Modern World (UK Core)
HIS 357	Japan at War, 1850 to the Present (UK Core)
His 464	Era of the Civil War and Reconstruction
ANT 327	Culture and Societies of India and South Asia
SPA 480	Hispanic Kentucky
SPA 314	Culture and Civilization of Spanish America
ANT 220	Introduction to Cultural Anthropology
SOC 432	Race and Ethnic Relations
SOC 235/AAS 235	Inequalities in Society (UK Core)
LIN 331	Language in U.S. Society (UK Core)
AAS 301	Introduction to the African Diaspora
GEO 220	US Cities (UK Core)
GEO 221	Immigrant America (UK Core)
ANT 221	NATIVE PEOPLE OF NORTH AMERICA (UK Core)
AAS 200	NTRODUCTION TO AFRICAN-AMERICAN STUDIES (UK Core)



## Course Review Form Race and Ethnicity Requirement

### Race and Ethnicity (R&E) Requirement

Before graduation, students must receive credit for one course of at least three credits chosen from a list of Race and Ethnicity (R&E) courses offered each semester as indicated in the course bulletin.

The content of these courses will address one or more of the following:

- the changing meanings of race and ethnicity across time and space
- processes of racialization and analyses of race and racism, such as structural, institutional, scientific, and symbolic racism
- how race and ethnicity become the basis of inequality, oppression, privilege, identities, and agency
- critical analyses of discrimination based on race and ethnicity as they intersect with religion, social class, gender, or sexuality

Every course satisfying the requirement should devote at least 50% of class contact hours, student assignments, and course material (readings, films, other media) to the required content. Although it is hoped that many of these courses will focus on the United States, it is not required that they do so. Courses that deal with these issues in other societies, or that study them comparatively, may also meet the requirement.

### Contact person (Name and Email):

### Course Number and Title:

Using the course syllabus as a reference, identify which of the following required components you address in the course and please provide a description of the relevant course activities:

Select one (or more):

**Course activities which enable students to demonstrate an awareness of the changing meanings of race and ethnicity across time and space**

**Course activities which enable students to demonstrate an understanding of the processes of racialization and different forms of racism, such as structural, institutional, scientific, and symbolic racism**

**Course activities which enable students to grasp how race and ethnicity become the basis of inequality, oppression, privilege, identities, and agency**

**Evidence that this course's learning environment encourages students to think critically about how types of discrimination based on race and ethnicity intersect with religion, social class, gender, or sexuality**

Dates/locations on syllabus of such evidence:

Description of relevant course activities:

**Please share any additional information about your course that you would like the committee to take into consideration in assessing its fulfillment of the Race & Ethnicity requirement:**

Reviewer Comments:

Race and Ethnicity Requirement Rationale –DRAFT UPDATED NOV. 19, 2019

*There is no vaccination against ignorance, but there is us.  
There is this university. And we still have heavy doors  
To open, unmet obligations to the land and its people.*  
—Prof. Frank X. Walker, “Seedtime in the Commonwealth”

In his poem “Seedtime for the Commonwealth,” written for the University of Kentucky’s Sesquicentennial Convocation in 2015 and now etched into prominent walls on campus, former Kentucky Poet-Laureate and current Professor of English Frank X. Walker insists that becoming a more open and inclusive institution “has made this a better place” and “has ignited a spirit of excellence that has allowed us to grow and prosper.” In the interest of further improving our institution, we submit this proposal to require all students in the College of Arts and Sciences to take a course in Racial and Ethnic Inequality, or simply “Race and Ethnicity.” Although the university was integrated seventy years ago this year (in 1949) by Lyman T. Johnson, a man whose legacy we celebrate, the university still has work to do educate its student body about the structures of racism and ethnic discrimination in our society. Arts and Sciences marks this anniversary with the year of Equity, seeking to celebrate and extend this progress. And yet full integration on our campus is still to some extent an “unmet obligation,” or, as *The Kentucky Kernel* put it in its issue dedicated to Lyman T. Johnson, a “potential” but not wholly-realized goal.<sup>1</sup>

Many universities around the country, including some of our benchmark institutions and other top research universities, require students to develop better understanding of the specific topic of race and ethnicity (rather than “diversity” more broadly-defined) by taking one or more courses.<sup>2</sup> The University of Louisville, for instance, has a requirement that is more specific, asking students to learn about “the ways in which components of identity and social and material stratification positively or negatively affect life experiences, opportunities, and sense of belonging in national or global contexts.” UK itself moved in this direction during the revision of its general education requirements, the “UK Core,” in 2011. The Core declares its intention to “broaden the students’ understanding of themselves, of the world we live in, [and] of their role in our global society”—goals which cannot realistically be achieved without explicit attention to race and ethnicity and how they structure access, identity, and resources both in our nation and the world. The UK Core’s “Citizenship” requirement gestures in this direction, requiring students to “demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizen in a diverse, multilingual world.” Indeed, *some* of the courses that fulfill this requirement do address the specific need we speak of here; but many do not. While we applaud and endorse the broad goals of the UK Core and the cultural competency it strives to inculcate, we believe it stops short and contains a learning “loophole.” Our proposed requirement would close the UK loophole at least for students in A&S. Indeed, we seek to answer a call contained

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<sup>1</sup> *Kentucky Kernel*, Tuesday, September 24, 2019, 4.

<sup>2</sup> Examples include the University of Michigan, University of Louisville, and others.

in the post-UK Core 2015-2020 Strategic Plan (specifically in Objective 5, Action Step 2) to “implement formal . . . curricular . . . programs that promote discussions and activities about diversity and inclusivity, thus empowering all our students” (see Appendix 1). This section of the Strategic Plan is admittedly broad, calling for a multi-pronged promotion of inclusion on campus. Our approach here is both in keeping with this part of the mission, but also quite specifically focused. While celebrating diversity is important, we believe a more critical engagement with how inequality is structured along lines of race and ethnicity is essential. That more critical understanding is what this requirement aims to facilitate.

Context:

This proposal has many antecedents. In November 2015, students started a hashtag campaign to highlight racist behavior on campus. Their campaign led to meetings with President Capiluto and his decision to cover the fresco mural in Memorial Hall. Following that decision, over one hundred sixty faculty members sent an open letter to the President and senior administration asking for more and better ways of addressing the students’ concerns, including a required course on race and ethnicity (See Appendix 2). The mural was eventually uncovered and re-contextualized by the addition of an artwork by Karyn Oliver. But the base issues remained, and no course requirement was adopted.

In May 2017, several prominent faculty members and administrators participated in an “Inclusive Excellence Workshop” convened to address the “the topic of diversity across campus” (See Appendix 3). They identified desirable Student Learning Outcomes as:

- Ability to understand systems of oppression
- Articulate the constructs of *race*
- Appreciate the social constructions of *race and ethnicity*
- Ability to think critically about *race and ethnicity*
- Ability to actively engage in conversations regarding the *constructs of race*
- Actively engage in course material
- Identify and understand the work that *race* does, the impact it has, and the result

The repetitive nature of this *desiderada* speaks to the consensus that a requirement *specifically about race* is necessary. For reasons lost to institutional memory, the recommendation of this workshop group was not enacted.

Most recently, in the April 2019, the Black Student Advisory Council and other student groups occupied the Main Building overnight, leading to further talks with President Capiluto. Among the complex and multiple issues brought forth by the students was the fact that they continue to find the Memorial Hall mural offensive, arguing that its sanctioned depiction of slavery epitomizes the unresolved and still-present issues of racism on campus.

To go beyond our own campus, we need not look far to see that hate crimes are on the rise and that the far-right white supremacist movement has gained momentum in recent

years. Economic inequality continues to track unevenly along racial and ethnic lines. Voicing hostility to immigration in racist terms has become normalized in contemporary political discourse.

Within these contexts, it is imperative that we take action and do everything in our power as an institution to address the root causes of racial prejudice and public consent for or indifference towards the racist systems in our society, which is ignorance. We have the obligation to teach all of our students on this issue. We need a required course.

## **5. STRATEGIC OBJECTIVE: DIVERSITY AND INCLUSIVITY**

**Enhance the diversity and inclusivity of our University community through recruitment 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.**

We will achieve this objective by working collaboratively to create an environment where all of our students, faculty, and staff live or work in an environment of openness and acceptance, and in which people of all backgrounds, identities, and perspectives can feel secure and welcome.

We are committed to providing an enriching UK experience for *all* students, faculty, and staff by actively exploring and adopting new initiatives that will expand both the diversity and inclusivity of our campus community.

### **Strategic Initiatives and Action Steps**

#### ***Strategic Initiative 1: Foster a diverse community of engaged students.***

**Action Step 1:** Recruit, retain, and graduate an increasingly diverse student population, and create an inclusive environment that supports these objectives.

**Action Step 2:** Implement formal and informal curricular and co-curricular programs that promote discussions and activities about diversity and inclusivity, thus empowering all our students.

**Action Step 3:** Integrate cross-unit services to support, retain, and promote degree completion for students from diverse backgrounds.

**Action Step 4:** Implement an equity dashboard at UK to help campus leaders encourage and monitor diversity and inclusion progress.

#### ***Strategic Initiative 2: Improve Workforce Diversity and Inclusion.***

**Action Step 1:** Provide formal inclusiveness and diversity professional development for all faculty, staff, managers, and supervisors, including training on explicit (conscious) and implicit (unconscious) bias and training on how to structurally create inclusive working and learning environments.

**Action Step 2:** Increase diversity in number, proportion and retention in all workforce position categories including faculty, where representation is less than proportionate, to create a more inclusive work environment.

***Strategic initiative 3: Engage diverse worldviews and perspectives by increasing awareness of diversity and by communications across campus that address these issues.***

Action Step 1: Increase the number of campus/community engagement and service activities that involve our community partners to strengthen cultural awareness and competence.

Action Step 2: Ensure that faculty, staff, and students attend to multiple methods of communication (e.g., languages other than English, sign language) in interacting with campus/community partners.

Action Step 3: Promote global opportunities and ensure strong support systems for students, faculty, and staff studying and serving outside their home countries.

Action Step 4: Increase student opportunities to explore international perspectives across the curriculum and the co-curriculum.

Action Step 5: Promote sustainability of diversity and inclusivity efforts through aligning and integrating diversity and inclusion education, training, and communication with the Office for Institutional Diversity, to track initiatives and outcomes.

**Metrics**

<b>Metric</b>	<b>Definition</b>	<b>Baseline</b>	<b>2020 Target</b>
Enrollment percentage of under-represented undergraduate and graduate students	Undergraduates	11.6%	12.9%
	Graduates	7.2%	11.8%
Graduation rate for under-represented students	Undergraduates (6-year cohort)	45.2%	60.2%
	Master's (3-year cohort)	71.0%	76.0%
	Doctoral (7-year cohort)	48.0%	53.0%
Faculty	Females	37.1%	48.2%
	African American/Black	3.4%	6.9%
	Hispanic/Latino	2.8%	4.2%
Executive, Administrative, and Managerial	Female	48.9%	50.0%
	African American/Black	3.5%	7.9%
Professional	Hispanic/Latino	0.5%	6.1%
	African American/Black	4.3%	5.1%
	Hispanic/Latino	1.1%	1.5%



## Appendix 2

Dear President Capilouto, Provost Tracy, Senior Administration and Members of the Board of Trustees:

As University of Kentucky faculty, we write this letter in response to the decision to cover the mural in Memorial Hall. Although we do not have a uniform opinion on whether this is an appropriate decision, we are in agreement that covering up a decades old mural is not enough to improve problems of inclusion. We agree that the university could and should do more to improve the conditions on campus for all people of color.

First, we applaud the two dozen students with whom you met privately and their willingness to express their concerns and experiences at the University of Kentucky. It is not easy for young people to sit across from those in authority and speak truth to power. As faculty who work with students on a daily basis, we are well aware of the harassment, isolation, and marginalization that not only Black students, but also Latina/o, Asian and LGBTQ students feel on this campus. Further, Black faculty and staff, as well as other faculty and staff of color, are not immune to experiencing the hostility and systemic racism experienced by students. As undergraduate students are just one segment of the Black community on campus, the absence of Black faculty and staff in this very important conversation is demonstrative of the piece-meal approach that is often taken in matters of this kind.

Second, the closed-door nature of the discussions that have yielded the decision to cover the murals betrays the role of the university as a place for open dialogue and education. The opposing views held by the undersigned would have enriched the dialogue between the students and administration. It could have provided the university community with the space to learn about these murals, why some find them objectionable, and why some do not. Overall, a more open process would have been true to our mission. At day's end, the skill we uniquely possess and at which we excel is our ability to educate. We owe it to our students and to ourselves to model civil discourse on matters on which we disagree and agree.

Instead, we are left with a single gesture and lingering questions. Is this the most significant race-based issue at the University of Kentucky? Is the campus environment in which students view the mural that has led some to call for covering a piece of art also an issue? Is all the administration can provide to make our campus more inclusive is so many yards of fabric? Draping this mural is not a welcome mat. Black students, as well as faculty and staff, at the



University of Kentucky are surrounded by walls that are silent about their history at the University, in the Commonwealth and the world that we purport to open for all our students. Real change requires more.

We offer concrete steps the university can take if it is sincere in its stated goal of improving the experience of Black students, faculty and staff as well as other people of color at the University of Kentucky.

- The University should commission Black artists to create their own images of slavery and other aspects of African American and Black Kentucky History to counter the impact of the mural in Memorial Hall. We agree that what we put on our walls and the images we pass daily are important. The University is in the middle of a massive construction effort and will have many walls to cover. We should be attentive to those who are missing from the walls in the spaces and places we inhabit.
- The University can hire a cluster of scholars of Slavery and Emancipation to replace the one scholar in this area, Joanne Melish, who retired last year. The discussion of representations of slavery would be aided by making sure scholars with this expertise are present on campus.
- The University should expand current tools to track incidents of racial harassment against students and others in the University community. The University has begun a laudable effort to track campus safety through the C.A.T.S. program. The inclusion of additional questions about racial harassment would allow for an empirical view of student experiences and some guidance on how to develop programmatic and institutional responses.
- The University should provide financial support to expand the number of faculty of color at the University of Kentucky across all ranks and disciplines. This is consistent with the current Strategic Plan. However, we believe the current timeline set out in the strategic plan should be accelerated to 2018 rather than 2020
- The University should hire a dedicated person in the admissions office to increase the enrollment of students of color in undergraduate and graduate programs and the professional schools, particularly those who are Kentucky residents. We, too, believe in the Kentucky Promise and would like to see it extended to the Commonwealth's communities of color.



- The University needs to investigate expanding aid for students of color and increasing mentorship by adding substantive programs (e.g., the McNair Program which is a Federal TRIO program, and the Mellon Mays Undergraduate Fellowship Program) that have been successful in attracting and retaining students of color.
- The University of Kentucky, in conjunction with the University of Kentucky Counseling Center, should hire culturally competent mental health professionals, with training, experience, and expertise in working with racially and ethnically diverse populations, to develop, implement, and evaluate outreach programming, consultation, and crisis intervention services for UK faculty, staff, students to address personal, cultural, and collective trauma stemming from campus-based, local, and national incidents of racism, racial microaggressions, implicit bias, and/or racialized violence.
- The University should follow the lead of many other universities and require all students to take a course on race and ethnicity as part of the requirements for graduation.
- The University should expand financial support of the African American and Africana Studies Program, as well as other units that aid in the expansion of knowledge on subjects of race, culture and marginalization like Latin American, Caribbean and Latino Studies, Asian Studies, Appalachian Studies, and Gender and Women's Studies.
- The University should conduct a national search to fill the Vice President of Institutional Diversity position left vacant by the retirement of J.J. Jackson.
- The University should embed inclusiveness in every aspect of campus life from those in leadership to students, faculty and staff that are recruited campus wide. The University can be more systematic in setting goals for departments and colleges in terms of recruiting and retaining diverse students, faculty and staff and creating space for members of underrepresented groups in meaningful places of leadership. A serious commitment to inclusiveness would consist of creating economic incentives for the executive team(s) of the University and each college on campus to meet specific goals.

Creating an environment of inclusion is the responsibility of every individual on campus, not just a select few. In order for meaningful and lasting change to occur at the University of Kentucky, we as a community must take proactive steps, expecting the very best of one another and working to the common goal of equal access in thought, word and deed for all stakeholders in and around the University.

Signed,

**Submitted by the following core faculty of the African American and Africana Studies Program:**

Melynda Price, *Law*

Nicole Jenkins, *Van Allmen School of Accountancy*

Lisa Cliggett, *Anthropology*

Reinette Jones, *UK Special Collections Research Center*

Anastasia Curwood, *History*

Nazera Wright, *English*

Jacqueline Couti, *Modern & Classical Languages, Literatures and Cultures (MCLLC)*

Chamara Kwakye, *Gender & Women's Studies*

DaMaris Hill, *English*

Frank X Walker, *English*

Wayne Lewis, *Educational Leadership Studies*

Courtney Thomas, *Sociology*

**University of Kentucky Faculty, Lecturers and Graduate Teaching Assistants:**

Jackie Murray, *MCLLC*

Karen Petrone, *History*

Juliana McDonald, *Anthropology*

Tad Mutersbaugh, *Geography*

Sarah Lyon, *Anthropology*

Rob Jensen, *School of Art and Visual Studies*

Jenna Goldsmith, *English*

Nicole Huberfeld, *Law*

Cortney Lollar, *Law*

Molly Blassing, *MCLLC*



Cheryl Cardiff, *English and Creative Writing*  
Mathew Willson, *Geography*  
Leon Sachs, *MCLLC*  
Mitchell Snider, *Geography*  
Matthew Wells, *MCLLC*  
Cynthia Vines, *Von Allmen School of Accountancy*  
Robert Rabel, *MCLLC*  
Shannon Bell, *Sociology*  
Herman Farrell, *Theatre and Dance*  
Carrie Oser, *Sociology*  
Edward Morris, *Sociology*  
M. Cristina Alcalde, *Gender & Women's Studies*  
Candice Crowell, *Educational, School and Counseling Psychology*  
Jill Rappoport, *English*  
William Stoops, *Behavioral Science*  
Srimati Basu, *Gender & Women's Studies*  
Hannah Knudsen, *Behavioral Science*  
Anna Secor, *Geography*  
Jeffory Clymer, *English*  
Hang Nguyen, *History*  
Danielle Stevens-Watkins, *EDP*  
Carol Mason, *Gender & Women's Studies*  
Christina Studts, *Health Behavior*  
Amy Murrell Taylor, *History*  
Pearl James, *English*  
Charlie Yi Zhang, *Gender & Women's Studies*  
Allison Connelly, *Law*  
Louise Graham, *Law*  
Julia Johnson, *English*

Thomas Janoski, *Sociology*  
Fred Danner, *Educational, School and Counseling Psychology*  
Sycarah Fisher, *Educational, School and Counseling Psychology*  
Yanira Paz, *Hispanic Studies*  
Jasper Waugh-Quasebarth, *Anthropology*  
Alice Turkington, *Geography*  
Michelle Sizemore, *English*  
Scott Hutson, *Anthropology*  
Cyndy Harbett Miller, *Communication*  
Olaf Jaimer-Riveron, *Anthropology*  
Jennifer Bird-Pollan, *Law*  
Christine Smith, *Geography*  
Lilian Milanes, *Anthropology*  
Hannah Pittard, *English*  
Daehyun Kim, *Geography*  
Lee Bullock, *Anthropology*  
Mathew Zook, *Geography*  
Stacie Hatfield, *Anthropology*  
Bethany Williams, *Anthropology*  
Christopher Pool, *Anthropology*  
Sue Roberts, *Geography*  
Erin Koch, *Anthropology and Health, Society & Populations*  
Kristin Monroe, *Anthropology*  
Robin Vanderpool, *Health Behavior*  
Daniel Rowland, *History*  
Janice Fernheimer, *Writing, Rhetoric, and Digital Studies and Jewish Studies*  
Kate Eddens, *Health Behavior*  
Ana Liberato, *Sociology*

Akiko Takenaka, *History*  
Denise Simpson, *Student Affairs*  
Anita Fernander, *Behavior Science, College of Medicine*  
Kate Black, *Archivist (Retired)*  
Dwight Billings, *Sociology*  
Karen Tice, *Gender & Women's Studies*  
Brenna Byrd, *MCLLC*  
Zada Komara, *Anthropology*  
Melissa Adler, *School of Information Sciences*  
Cynthia Ruder, *MCLLC*  
Ramona Stone, *Health Behavior*  
Joan Callahan, *Philosophy and Gender & Women Studies (Emerita)*  
Suzanne Pucci, *MCLLC*  
Joseph Hammer, *Educational, School and Counseling Psychology*  
Jeanmarie Rouhier-Willoughby, *MCLLC*  
Ellen Rosenman, *English*  
Carmen Martinez Novo, *Anthropology*  
Veronica Miranda, *Anthropology*  
Monica Blackmun Visona, *School of Art and Visual Studies*  
Ruth Bryan, *UK Special Collections Research Center*  
Nels Jeff Rogers, *MCLLC*  
Ioana Larco, *MCLLC*  
Karen Rignall, *Community Leadership and Development*  
Andy Doolen, *English*  
Abigail Love, *Educational, School and Counseling Psychology*  
Whitney Black, *Educational, School and Counseling Psychology*  
Chester Grundy, *Medicine*  
Katherine Cascio, *Educational, School and Counseling Psychology*  
Minnah Farook, *Educational, School and Counseling Psychology*



- Kathleen Ratajczak, *Sociology*
- 110 Shambra Mulder, *EDP*
- Alicia Fedewa, *Educational, School and Counseling Psychology*
- Robert Luis Abreu, *Educational, School and Counseling Psychology*
- Julie Human, *MCLLC*
- Carlos Mahaffey, *Behavioral Science*
- Ashley Ruderman, *Gender and Women's Studies*
- Olivia Spradlin, *Anthropology*
- Steven Alvarez, *Writing Rhetoric and Digital Studies*
- Nancy Jones, *Theatre and Dance*
- Blanka Angyal, *EDP*
- 120 Tiera Mason, *Residence Life*
- Dani Rosenkrantz, *EDP*
- Katie Waddell, *English*
- Arturo Sandoval, *School of Art and Visual Studies*
- DeShana Collett, *Clinical Sciences*
- doreen maloney, *School of Art and Visual Studies*
- Tina Durbin, *Center for English as a Second Language*
- Johne' Parker, *Mechanical Engineering*
- Adriana Sisko, *Gender and Women's Studies*
- Deirdre Mikolajcik, *English*
- 130 Tina Brooks, *Law*
- Katherine Whaley, *English*
- Katherine Harris, *Educational, School and Counseling Psychology*
- Jeff Reese, *Educational, School and Counseling Psychology*
- Maryann Koslowski, *Gender and Women's Studies*
- Celine Lamb, *Anthropology*
- Kenneth Tyler, *Educational, School and Counseling Psychology*
- Jaime Marie Burton, *Special Collections Research Center*

Rosalind Harris, *CLD*

Brett Kirkpatrick, *EDP*

140 Carolyn Finney, *Geography*

Roxanna Jones, *UK Libraries*

Corrine Williams, *Health Behavior*

Caroline Gooden, *Educational Psychology*

Cindy Jong, *STEM Education*

Diane Loeffler, *Social Work*

Amanda West, *Social Work*

Rusty Barrett, *Linguistics*

Theodore Godlaski, *Social Work*

Stephanie Ratliff, *Social Work*

150 Natalie Pope, *Social Work*

Kay Hoffman, *Social Work*

Ashley Rouster, *VIP Center*

Lindsey Sims, *Educational Policy Studies and Evaluation*

Benjamin Wilson, *English*

Heather Worne, *Anthropology*

Lila Wakeman, *Philosophy*

Clay Graham, *Philosophy*

Isabelle Martinez-Muniz, *Anthropology*

Monika Causholli, *Von Allmen School of Accountancy*

160 Shelly Johnson, *Philosophy*

Drew Van't Land, *Philosophy*

Mary Elizabeth Schmid, *Anthropology*



**Present:**

Mollie Aleshire	Rachel Farr	Katherine McCormick	Ashley Sorrell
Kalea Benner	Sonja Feist-Price	Jenny Minier	Amy Spriggs
Sheila Brothers	Anita Fernander	Randa Remer-Eskridge	Kirsten Turner
Christia Brown	Willis Jones	Claire Renzetti	Ellen Usher
Ruth Brown	Kathi Kern	Beau Revlett	Tom Webb
Jazmin Brown-Iannuzzi	David Luke	Eric Sanday	Mark Whitaker
Joanie Ett-Mims	Nicole Martin	Rich Schein	

1. Introductions

Katherine McCormick, Senate Council chair, welcomed the group and began the introductions.

2. History and context of the draft proposal

Eric Sanday, UK Core Education Committee (UKCEC) chair, provided some background information for the proposal from the perspective of the UKCEC. The university has identified a need to address the topic of diversity across campus, and the possibility was raised of beginning these discussions in US Citizenship Core courses. However, it has been determined that too many courses already approved for the US Citizenship area would not fulfill a diversity requirement. In addition, there are other existing courses being offered at UK that would fulfill a diversity requirement but are not approved for US Citizenship. There is also the issue of GETA certification, which allows students who have completed their general education requirements at another KY university to automatically transfer those credits to UK. These students would fulfill the US Citizenship requirement without taking a course at UK. These considerations led to the idea of a graduation requirement.

Christia Brown provided additional information from her work with the Center for Equality and Social Justice. Approximately two and half years ago Brown and Melynda Price were asked to research benchmarks to find if a similar class is offered at benchmark institutions. Brown and Price found that many do, and they recommended that UK either develop a new course or identify existing courses to address these critical topics, with the observation that these conversations need to be more explicit than what could be held in Core courses. The mural committee was also in support of UK students completing this type of course. Brown and Price met with the Provost to discuss existing courses and ways that a new requirement could be accomplished, with the intention not to add any required hours for graduation.

Kathi Kern, Director of the Center for the Enhancement of Learning & Teaching (CELT), noted that CELT wanted to address the mural issue on campus by educating faculty and providing them with resources to discuss these topics. Ashley Sorrell, also from CELT, added that most faculty express anxiety about having conversations in class but are committed to doing it. Faculty want tools to make sure students are not harmed in these conversations. Nicole Martin from CELT noted that graduate students are interested in development around inclusive teaching.

Sonja Feist-Price, Vice President for Institutional Diversity, described a conversation that took place with a group of UK students in November of 2015. These students expressed a list of concerns that included the mural in Memorial Hall and a course regarding race and ethnicity. Terry Allen and Feist-Price discussed the top five issues named by the students and thought the suggestion regarding this type of course should be addressed. She noted the importance of communicating to the students that their voices were heard and UK is working to address their concerns.



Kirsten Turner, Associate Provost for Academic Excellence Operations, stated that the Provost believes curriculum is owned by the faculty, but Turner believes the Provost would be in support of this type of requirement. This matches with his goals and seemingly the President's goals as well.

Katherine McCormick added that a group of curriculum stakeholders met last fall and again since to discuss the possibilities for this requirement. The group supports the idea of marking courses in the bulletin with a symbol to notify students which courses fulfill the requirement. Students would be encouraged to select a course that would fulfill both the diversity requirement and a Core requirement or a major requirement as to not add time to graduation. Students who have already completed their Core requirements upon implementation of the diversity requirement may face more of a challenge, but the hope is that enough courses will be identified within programs to support these students.

A question was raised regarding graduate programs at UK, which also do not currently include required courses on diversity and inclusivity. McCormick noted that a required course for graduate students could be considered in the future with a different strategy.

### 3. Small group discussion of the proposal followed by large group discussion

Following small group discussions, the large group reconvened to provide feedback on the obstacles that each small group identified. The group considered the following:

- The metrics to be used when identifying courses used to fulfill the new requirement
- The portion of a course that needs to address these topics in order to fulfill the requirement
- The need to approve both the course and the instructor – take care not to do more harm than good; models for a successful course are easier to moderate, but it will be more challenging to approve instructors
- The Student Learning Outcomes (SLOs) for these courses; if they work, what will be accomplished? Changed thought or behaviors? Is it enough to just assign readings? What types of conversations need to take place? Is exposure/knowledge enough?
- The best way to frame the requirement to establish buy-in
- The need to determine what is ideal versus what is acceptable for these courses
- Reflective assignments could be more effective than exams in these types of courses
- May be easier/less polarizing for students to begin these conversation within an unfamiliar context outside of the US
- CELT can provide resources for a community of practice
- Courses may be taught differently in the future from what is approved now; emphasize that the SLOs at least need to remain the same
- A possible mechanism for removing instructors or courses if they become ineffective or harmful
- Faculty governance and willingness to not approve all submissions
- Proposed courses need to be offered frequently enough to give students a path to a degree once a department commits to offering a course
- Encourage student-led discussions to challenge the faculty; put a system in place to handle any faculty taking over a course for their own misuse
- Intersectionality of topics (race, ethnicity, social justice, equality, diversity) will be key, but race and ethnicity should be explicitly addressed
- Some parameters will need to be in place but there are cons to being too prescriptive; STEM programs especially will have more challenges meeting these requirements, and other programs will end up shouldering the burden if the parameters are very specific
- Discussions will require context of our state, country, and current climate
- Moving forward with this proposal does not restrict the university from other approaches as well (some Undergraduate Council members had suggestions other than curriculum for addressing these topics and thought one course may not be enough)
- Analytical skills and questioning should be outcomes of these courses



- Some of these end goals sound like the UK Core Global Dynamics description – need to define the focus
- Be brave enough to address race and ethnicity head on, and take care not to water down the conversations; intersectionality will come naturally; anticipate roadblocks, drive ahead, and be advocates; promote and engage a process
- Also need to consider capacity and class size– parameters need to be at least a little broad in order to offer enough seats and resources

The group reviewed the proposal form from the University of Michigan for their Race & Ethnicity requirement. The group questioned how Michigan handles capacity; that information will be circulated when determined.

#### Break for lunch and continued discussion

The group discussed potential requirements for these courses and the review process, with these considerations:

- Need to determine the “dosage” of amount of a course that would need to address these topics; a small mandatory component could be enough to begin, with the intention for it to be more with preparation
- If there will be a process for approving instructors, could departments designate only certain sections of these courses that would fulfill the requirement?
- Difficult to assess capacity until the application process is complete
- Difficult to get students to disagree sometimes, like they think it is disrespectful; need to establish a rules-governed way for students to discuss in a constructive manner
- Requirements for these courses should include broader concepts but keep race at the forefront, with deep discussions of impacts of race and ethnicity
- Way to incentivize faculty to participate – summer institute with stipend for faculty to work on their courses

#### 4. Other Models at Benchmarks

Ashley Sorrell from CELT presented information regarding similar courses offered at our benchmarks. Michigan State and Texas A&M have more unique models. The University of Michigan has a requirement but only within their version of Arts & Sciences. The group again discussed the possibility of leaving the requirement with the Citizenship area of Core with the intention of highlighting these topics. The point was made that this would exclude many faculty from teaching a diversity course, and some courses already approved for Citizenship would no longer be able to count, which would decrease seats in Core. The more likely solution is to increase a focus on these topics in some existing UK courses and develop some new courses. Enforcing a certain percentage of these courses that would need to focus on race and ethnicity would be difficult, but it would be helpful to at least give faculty an idea of what it should be. The group decided fifty percent is optimal but thirty percent should be the minimum.

#### 5. Criteria for Including a Course

Over the course of the discussion, the following were suggested as potential Student Learning Outcomes:

- Ability to understand systems of oppression
- Articulate the constructs of race
- Appreciate the social construction of race and ethnicity
- Ability to think critically about issues of race and ethnicity
- Ability to actively engage in conversations regarding the constructs of race
- Actively engage in course material
- Identify and understand the work that race does, the impact that it has, and the result

A smaller group can wordsmith the SLOs and send them around to the larger group to review and discuss. In addition, the diversity requirement at the University of Minnesota - Twin Cities and the University of Georgia will be circulated for review, as they are both structured in an innovative way. The group also discussed the



following possibilities:

- Include an active learning component but be no more specific than that
- Encourage real world experiential learning
- Discussions of current events and highlight those in the context of these topics
- Determine a common message to be included on all course syllabi to communicate what we are striving to achieve and faculty could then interpret through their own courses. However, this could send a message that the work has already been done (same as Core requirements that have already been determined). Best to develop the SLOs and let the faculty develop from there.
- A broad approach to inclusive pedagogy and teaching will only be effective if best practices are implemented
- Ways for faculty to link to Unconscious Bias initiative – will begin to link to students in the fall through UK 101
- Possibility of Education Abroad courses fulfilling the requirement (Undergraduate Council suggestion) – some benchmarks allow this and Sue Roberts sees some opportunity, depending on the trip and experiences. The same rubric should be used for these courses as for all others. Use the “Shoulder to Shoulder Global” organization at UK as an example – interactions before the experience can provide context for topics and opportunities for reflection afterward.
- The title of the requirement still needs to be decided:
  - Inclusive Excellence is a different concept than Diversity
  - The ultimate goal is inclusivity, but the course will focus on diversity
  - Group decided to leave as Inclusive Excellence

## 6. Procedures for Application

Meeting adjourned at : pm.

Prepared by Joanie Ett-Mims on May 19, 2017



## **Inclusive Excellence (IE) at the University of Kentucky University Graduation Requirement**

As a public land-grant and research institution, the University is obligated to help the Commonwealth and the nation confront the profound challenges we face as a people. Recent events suggest that we struggle to engage in discussion and dialogue in a civil and constructive fashion when disagreements are profound. They also suggest that many citizens on all sides of the political spectrum have a poor understanding of how their fellow citizens experience life as citizens at local, state, and national levels. Moreover, an academic institution whose mission is to prepare future citizens of the commonwealth and nation will best educate students in a context where they are learning and growing with fellow citizens. It is not possible to achieve such growth in either a mono-cultural or a balkanized educational setting.

The demands of engaged citizenship require students to strive for cultural competency, cultural humility, and an appreciation of the value of human diversity. It is important that our graduates appreciate the role that culture plays in influencing individual behavior, attitudes, and beliefs. The first community to harness diversity as a resource and an opportunity will reap the greatest future rewards. A review of information from our benchmarks and other institutions similar to UK suggests this concept is not a new one. For example, the University of Wisconsin has had a university graduation requirement for academic focus on diversity and inclusion for more than 20 years. Other institutions, such as the University of Michigan also have a well-articulated and institutionalized plan to address these important issues. We also recognize, that our goal will not occur in isolation. There are a number of university and student organized activities and initiatives aimed at promoting these values and dispositions among UK students. The academic and curricular solution we are offering is aimed to help deepen and extend the other aspects of a broader initiative.

Therefore, we submit this *Inclusive Excellence (IE) Proposal* to cultivate a wide-ranging and dynamic dialogue that utilizes to full advantage all of our racial and ethnic backgrounds, gender experiences, socio-economic circumstances, and other key differences. At the broadest level, UK students will complete a 3-credit hour IE course from a menu of already existing courses that will be approved for inclusion in this program. They may select a course from a) within their major or b) within the CORE. Double-dipping between *Inclusive Excellence (IE)* courses and CORE will be allowed, common, and encouraged. *Inclusive Excellence (IE)* courses and faculty will be carefully selected and vetted by a specially appointed committee. Student learning outcomes will be assessed in concert with the instructors biannually. IE courses will be identified with a symbol (to be determined) and will be available to UK students within many majors (but not all) and disciplines or offered within UK Core. The majority of students will fulfill this requirement in our campus community, but a mechanism for determining exceptions will be implemented. We plan to communicate with the other schools from which the largest proportion of our transfers originate to determine whether they are in a position to implement relevant criteria in their required courses, so as to be able to identify specific courses at those schools that are reliably fulfilling the



spirit and letter of the IE course requirement. In order to ease the period of implementation, we will devise a exemption policy that is initially more permissive and designed to insure that none of our students are in any way delayed on their path to graduation. We recognize that improving the quality of education in parallel with decreasing our time to graduation is of utmost importance to our institution.

We are recruiting interested faculty through an ongoing nomination process, and our list currently includes more than 50 names. A detailed set of criteria for approval as an IE course and student outcomes will be developed in conjunction with these faculty. Following this work, it is anticipated that faculty may respond to an RFP for submission of a course for vetting as an IE course and for training. For the courses that will be included in the program, we will be looking for faculty who are already highly trained and ready to begin as well as faculty who have interest in participating but will require training and guidance in developing the skills necessary for successful engagement with students around these sometimes difficult topics.

We have begun conversations with staff in the Office of Institutional Effectiveness and Assessment regarding how to effectively assess the courses and overall program goals. Currently, we are envisioning a review of a signature artifact, determined by the instructor which will be scored by an external source.

Proposed General Criteria for approval as an IE course:

- Courses should engage students in interactive learning techniques, for example direct conversation, debate, guided discussions, simulations, etc.
- Assignments should include engaged learning, for example digital documentaries, service-learning projects, etc., as well as in developing students' information literacy.
- If possible and relevant, courses should include local (i.e., Lexington and Kentucky) issues relevant to the topic; however, this may not be a reasonable expectation of all such courses.
- Course content should focus on issues of power, justice, and identity systematically, precise guidelines will be developed
- Student learning outcomes should require that students demonstrate an understanding of the relevance of inclusive excellence within their profession, and must participate in assessable individual and group projects that focus on personal and professional issues related to the information learned in the course.
- Assignments in the IE courses should require students to identify and evaluate the significance of the information based on conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

**Other Options Considered:** In thinking about these issues, we initially considered increasing the UK101 course beyond 1-credit; however, this option on its own, was not substantive enough to achieve the goal of developing skill sets. We may want to consider UK101 as a component of a campus-wide effort in this area. An additional 3-credit Core requirement also was considered and set aside due to the impossibility of



adding credit-hour requirements while also maintaining the commitment to ensuring that students graduate in four years and to meet the Council on Postsecondary Education (CPE) interest in keeping degree program requirements close to 120 hours. We also considered limiting the IE courses to UK Core; however, to do so does not leverage the many courses available as resources outside of UK Core that should be included in this effort

As an initial step in achieving *Inclusive Excellence* course offerings, we will move forward in the following ways:

- Immediately identify the cohort of faculty teaching existing courses pertaining to diversity, prejudice, stereotypes, racism, sexism, bias, multiculturalism, social justice, and inequality with help from various sources, including the Associate Deans for Undergraduate Programs.
- Determine the frequency these courses are currently taught and how many seats are available in each of these. In so doing, we will have a baseline of courses currently available.
- Bring nominated faculty together (May 10) to develop criteria and determine learning outcomes.
- Develop a sense of community among these faculty and discuss ways of moving forward with course approval of targeted courses (with consultation with CESJ faculty and CELT staff).
- Begin pilot of these courses proposed for inclusion in IE.
- Faculty may propose courses that exist within their discipline as Inclusive Excellence courses and if approved will commit to making relevant changes to meet the Inclusive Excellence course objectives.
- Faculty may propose new courses for inclusion in IE either as a CORE course, or an elective course within their discipline.
- Some students may take IE courses within UK Core particularly when courses do not exist within their discipline. "Double-dipping" will be allowed.
- A two-day training for faculty who teach IE courses will be provided by CELT, members of the Center for Equality & Social Justice, and other campus experts. Information will be provided on how to have courageous conversations, syllabi development, relevant student learning outcomes, possible artifacts, and relevant course content. A stipend will be provided to faculty in attendance. A day for this training has not yet been determined.
- Courses approved as an IE course will be reviewed biannually or whenever taught by a new instructor to assess the extent to which they achieve the established student learning outcome.
- A communication network will be developed and maintained to provide ongoing and current information. This may be in the form of a blog or webpage.
- A separate oversight committee pertaining to the IE courses will be established. One possibility is a senate sub-committee of the CORE.
- A pilot of the IE course offerings will occur during the 2017/2018 Academic Year. Adjustments will be made based on lessons learned.



adding credit-hour requirements while also maintaining the commitment to ensuring that students graduate in four years and to meet the Council on Postsecondary Education (CPE) interest in keeping degree program requirements close to 120 hours. We also considered limiting the IE courses to UK Core; however, to do so does not leverage the many courses available as resources outside of UK Core that should be included in this effort

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- A communication network will be developed and maintained to provide ongoing and current information. This may be in the form of a blog or webpage.
- A separate oversight committee pertaining to the IE courses will be established. One possibility is a senate sub-committee of the CORE.
- A pilot of the IE course offerings will occur during the 2017/2018 Academic Year. Adjustments will be made based on lessons learned.



- Special considerations will be given to transfer students who were already enrolled in a two-year course plan at another institution when the IE requirement goes into effect (not to occur before the academic year 2018/2019).

As a long-term goal, students who complete 18-hours of IE courses would be eligible for an undergraduate certificate in areas such as *Social Justice*.

**Needed Resources:**

During the development of the proposal, campus units (i.e., Office of Institutional Diversity) committed resources for the training of faculty in May and potentially to stipends for faculty).

**Timeline:**

April—Invite faculty who have particular expertise in this area and have been nominated to attend an initial meeting to discuss student learning outcomes and other necessary component of the vetting process

- May 10<sup>th</sup> hold for potential meetings
- Fall 2017 – pilot a small number of courses and continue refinement of proposal for discussion with campus stakeholders and recommendation from Senate Councils and Committees
- Fall 2018 – potential IE university requirement in place

## Williams, Corrine M.

---

**From:** Bosch, Anna R.  
**Sent:** Friday, May 22, 2020 4:08 PM  
**To:** Williams, Corrine M.; Ett-Mims, Joanie; Bird-Pollan, Jennifer  
**Cc:** Kornbluh, Mark L.; Alcalde, M. Cristina; Harmon, Camille  
**Subject:** RE: Follow up on Race & Ethnicity requirement  
**Attachments:** RE course caps fall 2020.xlsx; TIMELINE OF R&E REQUIREMENT\_2020.docx

Dear Corrine,

I am writing to express my disappointment and frustration that the Undergraduate Council did not feel able to vote on our Race & Ethnicity college requirement during the three months that the UGC had our proposal on your desk (from 2/21 to the present). It is difficult to understand the series of miscommunications - or communication failures - as well as the additional questions that came in to our office drip by drip over the past 6 weeks. If we had known of these concerns before the first day of the UGC's deliberations, I or our committee members would have been happy to attend a UGC meeting and respond immediately to the committee's concerns. Attached please find a timeline of our communications.

We share with the members of the UGC a concern that this requirement must not create a new 3-credit requirement from any A&S student; this question has been uppermost in our college committee meetings since the proposal for this requirement was first considered. As the proposal (and FAQ) makes very clear, ALL A&S students will easily be able to double-dip UK core courses from any one of several areas to satisfy this requirement (HUM, SS, GD, CCC). In addition, A&S majors are required to enroll in "distribution requirements" which may also double-dip with the R&E requirements. Specifically, a BS major must enroll in 1 additional Humanities course and 1 additional Social Science course (these courses MAY NOT double dip with UK Core, but MAY double-dip with the proposed R&E requirement). Any BA major must enroll in 2 additional courses (each) from the Sciences, Social Sciences, and Humanities. Thus A&S students have either 6 or 8 distinct opportunities to enroll in a course that will double-dip between both an existing requirement (UK Core or A&S) and this new requirement. Additionally, courses taken WITHIN THE MAJOR will be permitted to double-dip. I believe this is all clearly laid out in the proposal and accompanying FAQs.

Since there are so many distinct opportunities for students in ANY A&S major to satisfy this requirement, we didn't feel the need to lay out specifically how students in each specific major would plan to satisfy this requirement. Identifying the UK Core areas as well as the distribution requirement courses that could satisfy the R&E requirement would seem sufficient.

In addition, since the courses that satisfy the R&E requirements will all be A&S courses, and since A&S teaches the vast majority of UK core courses (both for our own students and across the campus) we did not feel it necessary to consult with the UKCEC. Our own enrollment management staff have provided us with all the data we require, and continuously update us on enrollment trends and needs.

Thus I'm very surprised by your recent email that the UGC still requires additional information from us regarding May 2020 graduating students. Students graduating in 2020 have not been advised to satisfy this requirement, so there is no reason to assume that this information would be relevant in any way. We did provide you with the full list of approved courses on May 1, when we became aware that the committee was waiting for this list. We expect additional courses to be added to this list over the next few semesters.

Attached please find a spreadsheet indicating enrollment numbers for approved R&E courses in Fall 2020. Note that 2215 seats were available in the courses on this list (actual enrollments were 1299, leaving ample space for additional enrollments if needed). Additional courses on the approved list were not taught in Fall 2020, so the actual number of seats on an annual basis will far exceed this number. In Fall 2020 we had an entering class in A&S of about 1800 - again,

in the four years that students will have the opportunity to fulfill this requirement, we will offer far more seats in these courses than will be required. And we can intentionally add seats in courses as we see they are needed, since these are courses taught by our own faculty. Furthermore we expect that A&S departments will eagerly add to the number of approved courses over the next few semesters, either by revising existing courses or by creating new ones.

Again, as a college we have looked at the courses we teach and the seats we offer, and we are confident that we will be able to serve all our students in a timely manner - one which will not delay any student in progression to graduation. We made this concern clear in our original proposal and we are very frustrated indeed that UGC members didn't read the proposal closely enough to understand our priorities and our own ability to respond to these concerns through appropriate scheduling.

We began our committee deliberations to implement this new college requirement in September 2019, with a very aggressive schedule of committee meetings in the expectation that we could implement this new requirement in the entering 2020 cohort. We believe fervently that a requirement such as this speaks volumes to our students, prospective students, staff, and faculty about our values and priorities as a university. The fact that this proposal has been delayed time and again for rather insignificant questions of enrollment data, and frankly due only to a lack of close reading of the proposal - this delay also speaks volumes about the priorities of the Undergraduate Council. I am very sorry to point this out, but it's clear to me that the UGC members apparently did not consider this proposal to have any particular significance beyond the college of Arts & Sciences. This is short-sighted indeed.

I don't know if there is any way you or the committee can rectify this situation, but I look forward to hearing from you in the near future. We hope and expect that the Undergraduate Council will approve this college requirement at your very earliest opportunity.

My regards,  
Anna

-----Original Message-----

From: Williams, Corrine M. <corrine.williams@uky.edu>

Sent: Thursday, May 21, 2020 3:08 PM

To: Bosch, Anna R. <anna.bosch@uky.edu>

Cc: Harmon, Camille <camille.harmon@uky.edu>; Ett-Mims, Joanie <joanie.ett-mims@uky.edu>

Subject: Follow up on Race & Ethnicity requirement

Hi Anna,

I wanted to follow up on this. Apologies if I missed it, but I don't believe we ever got this information from you. I did also want to let you know that we had a good discussion about this proposal at the last UGC meeting of the year, and I'm sorry that it's taken me a bit to get back to you. The overall consensus of Undergraduate Council was that while they are in agreement that such a requirement could be beneficial to students, they are concerned about the implementation of this, and thus did not take a vote on this proposal. In addition to the request below related to opportunities to take one of these courses, the committee had some follow up questions. First, we wondered if it might be possible to get data on how many May 2020 A & S graduates have already taken one of these courses. One of the big discussion points was if this might unintentionally add an additional credit hour requirement. Similarly, we weren't sure if a plan has been put together of how different majors might best satisfy this requirement. We thought that it might most often be tied to taking one of the UK Core classes, in which case we thought it would be a good idea for a quick consult with the UK Core Education Committee, since I know Patrick in particular has been working on looking at how various core courses are double counted.

I've also looped Joanie in to this conversation, in case I missed anything else from the discussion.

Please let us know if you have any questions.

Thanks,  
Corrine

-----Original Message-----

From: Bosch, Anna R. <anna.bosch@uky.edu>  
Sent: Monday, May 4, 2020 6:41 PM  
To: Williams, Corrine M. <corrine.williams@uky.edu>  
Cc: Harmon, Camille <camille.harmon@uky.edu>  
Subject: Re: Race & Ethnicity requirement- letter

Hi Corinne, I know we looked at this and were satisfied, let me find that info and get back to you.  
Anna

Sent from my iPhone

> On May 4, 2020, at 4:27 PM, Williams, Corrine M. <corrine.williams@uky.edu> wrote:

>

> Hi Anna,

> I'm going to try not to email you several times today, but I just got an email from one of our reviewers who looked up Fall 2020 seats in these courses and prerequisites. Do you know how many students would need to take one of these courses each semester to fulfill the requirement? Right now it looks like there are about 1600 total seats in these courses for Fall 2020, mostly in ANT160 - is that sufficient to have all A & S students be able to take one, recognizing that they will have 4 years or so to do this, but new cohorts will also be starting? I think we just want your thoughts on this, and if you've looked at these numbers at all.

>

> Thanks!

>

> Corrine

>

> -----Original Message-----

> From: Bosch, Anna R. <anna.bosch@uky.edu>  
> Sent: Monday, May 4, 2020 10:41 AM  
> To: Williams, Corrine M. <corrine.williams@uky.edu>  
> Cc: Ett-Mims, Joanie <joanie.ett-mims@uky.edu>; Harmon, Camille <camille.harmon@uky.edu>  
> Subject: Re: Race & Ethnicity requirement- letter

>

> Thank you! Please keep in touch,

> Anna

>

> Sent from my iPad

>

> On May 4, 2020, at 10:24 AM, Williams, Corrine M. <corrine.williams@uky.edu> wrote:

>

> Thanks, Anna. We have this on our agenda to discuss tomorrow, and will circulate these materials to the committee immediately. I looked at this letter, and I think between this and the list of courses, the big concerns with the proposal have been addressed (once I saw the number that were UK core, I realized the potential for overlap).

>

> We will let you know after tomorrow's meeting if there are any additional concerns!

>

> Corrine

>

> -----Original Message-----

> From: Bosch, Anna R. <anna.bosch@uky.edu>  
> Sent: Monday, May 4, 2020 10:05 AM  
> To: Williams, Corrine M. <corrine.williams@uky.edu>  
> Cc: Ett-Mims, Joanie <joanie.ett-mims@uky.edu>; Harmon, Camille <camille.harmon@uky.edu>  
> Subject: Race & Ethnicity requirement- letter  
>  
> Dear Corrine, and Joanie,  
> Please excuse this delay in providing you with a formal letter regarding the proposed new Race and Ethnicity requirement in A&S. We only learned relatively recently that the UGC had some questions about this proposal; I hope the attached letter satisfies your concerns. We are very eager to implement this new college requirement for the incoming Fall 2020 class; please keep me posted and contact Camille Harmon and me directly if the committee has any additional concerns.  
>  
> Meanwhile I hope you are all doing well and flourishing - especially as the weather is getting nicer!  
> Best wishes,  
> Anna  
> p.s. please let me know if the attachment doesn't come through!  
>

## Williams, Corrine M.

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**From:** Alcalde, M. Cristina  
**Sent:** Thursday, July 30, 2020 1:37 PM  
**To:** Williams, Corrine M.  
**Cc:** Cramer, Aaron M.; Ett-Mims, Joanie  
**Subject:** Re: A&S Race and Ethnicity Requirement  
**Attachments:** How MNS major would satisfy R\_E requirement-1.xlsx

Hi Corrine,

I meant to get this to you sooner, my apologies, but the Fall semester preparations have demanded much of our time in the College, as I'm sure you'll also understand (I hope you are doing ok--).

We have put together information on how A&S majors (in the attached Excel sheet, Math and Natural Science majors) would satisfy the Race and Ethnicity requirement.

I hope this provides more clarity on how the requirement would work with existing majors, and how it would fit.

Thanks so much, and please let me know if I can provide any more information,  
Cristina

-----  
M. Cristina Alcalde  
(she/her/hers)  
Associate Dean of Inclusion and Internationalization  
Director, Online Graduate Certificate in Diversity and Inclusion (<https://www.as.uky.edu/diversity>)  
College of Arts & Sciences  
Marie Rich Endowed Professor  
Gender and Women's Studies Department ([gws.as.uky.edu](https://gws.as.uky.edu))  
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Most recent book: *Peruvian Lives Across Borders: Power, Exclusion, and*  
*Home*: <https://www.press.uillinois.edu/books/catalog/45prg2qb9780252041846.html>

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**From:** Williams, Corrine M. <[corrine.williams@uky.edu](mailto:corrine.williams@uky.edu)>  
**Sent:** Thursday, July 23, 2020 1:01 PM  
**To:** Alcalde, M. Cristina <[cristina.alcalde@uky.edu](mailto:cristina.alcalde@uky.edu)>  
**Cc:** Cramer, Aaron M. <[aaron.cramer@uky.edu](mailto:aaron.cramer@uky.edu)>; Ett-Mims, Joanie <[joanie.ett-mims@uky.edu](mailto:joanie.ett-mims@uky.edu)>  
**Subject:** RE: A&S Race and Ethnicity Requirement

Hi Cristina,

I also hope you are well, and not too overwhelmed with the preparations as we head into the semester. I apologize for the delay in getting back to you, even just with status updates. You are correct that the full committee was unable to review the proposal over the summer. In reviewing the emails and responses that have been sent, along with the original proposal, we have a question/comment that would be helpful if you could address. In the attached original proposal, there is a cover letter and the bulletin edits, along with some supporting documentation, but there doesn't

appear to be an actual proposal. Is the information that Dr. Bosch referenced available outside of looking through the full bulletin for other changes? I think it would be really helpful to have a 1-2 page proposal summary with the key information, such as which requirements could be used to fulfill this requirement. Does this make sense? For example, with program changes, we get documents that spell out exactly what the request is and how it will be implemented, and that is really helpful for understating impacts.

Thanks,  
Corrine

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**From:** Alcalde, M. Cristina <crisrina.alcalde@uky.edu>  
**Sent:** Wednesday, July 22, 2020 2:25 PM  
**To:** Williams, Corrine M. <corrine.williams@uky.edu>  
**Cc:** Cramer, Aaron M. <aaron.cramer@uky.edu>  
**Subject:** Re: A&S Race and Ethnicity Requirement

Dear Corrine,

I hope this email finds you well.

I wanted to check-in about the Race and Ethnicity requirement. I am assuming the committee was not able to review this during the summer, which I definitely understand was a strong possibility. I wanted to confirm if this was the case, and offer to provide any additional information that may be needed for once the committee meets.

Thank you,  
Cristina

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M. Cristina Alcalde  
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Associate Dean of Inclusion and Internationalization  
Director, Online Graduate Certificate in Diversity and Inclusion (<https://www.as.uky.edu/diversity>)  
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Gender and Women's Studies Department ([gws.as.uky.edu](http://gws.as.uky.edu))  
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Most recent book: *Peruvian Lives Across Borders: Power, Exclusion, and Home*: <https://www.press.uillinois.edu/books/catalog/45prg2qb9780252041846.html>

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**From:** Alcalde, M. Cristina <crisrina.alcalde@uky.edu>  
**Sent:** Tuesday, June 23, 2020 12:04 AM  
**To:** Williams, Corrine M. <corrine.williams@uky.edu>  
**Cc:** Cramer, Aaron M. <aaron.cramer@uky.edu>  
**Subject:** Re: A&S Race and Ethnicity Requirement

Dear Corrine,

Thank you and the Undergraduate Council for the time you have dedicated to considering the Race and Ethnicity Course Requirement, submitted by the College of Arts and Sciences.

I am writing to follow-up on my previous message, to respond to the Undergraduate Council's request for additional information.

Please also allow me to also emphasize that I am available to answer any additional questions, as is Anna Bosch, Associate Dean of Undergraduate Studies, before, during, or after any UGC meetings.

- **On which courses students may take, having one course fulfill two requirements, and the role of advisors in deciding which course to take**

The Race and Ethnicity requirement is designed to ensure that every A&S student has at least one course that focuses primarily on race and anti-racism. Many of these courses also fulfill a UK core requirement. All of the Race and Ethnicity courses would fulfill either the humanities or social sciences college level requirement in A&S.

A&S majors will have between 6-8 courses that could be used to double dip between a UKCore/A&S requirement, and the R&E requirement. Students tend to fulfill these requirements with courses on topics they are interested in, and which fit within their schedules.

Advisors work closely with students and will show students which courses fulfill this requirement, and how they can double up. Students will be receiving ample information regarding these courses, and topics to ensure they be the best fit in terms of topics, student interests, and schedule.

One of the committee members on the committee that developed the Race and Ethnicity requirement is an A&S advisor. The requirement was thoroughly discussed to ensure advisor input in its development and that advisors would have all the necessary information to provide students with advice on this course requirement.

- **On presenting and approaching the importance and value of the course requirement to students, and more broadly**

In the College of Arts and Sciences, this course requirement is part of a broader diversity, inclusion, and equity plan and commitment. In addition to this course, students will have ample opportunities to continue to engage with programming and initiatives surrounding race and anti-racism, so that the significance and importance placed on race, anti-racism, and equity is reflected not only through one course but throughout their studies.

- **On courses that fulfill the requirement, the place of this requirement in a student's record and number of hours at graduation, and double-dipping versus a stand-alone requirement**

The College of Arts and Sciences has an extensive group of courses that fulfill this requirement across its 19 departments and through the African-American and Africana Studies program, which has been significantly growing over the last three years and now includes a B.A degree and robust curricular offerings.

We do not currently have a record of exactly how many students who have graduated in the last five years have taken one of the courses that fulfills the Race and Ethnicity requirement. In part, this is because the list of courses that currently fulfills this requirement will continue to grow. The current list of approved courses is substantial and provides students with a range of possibilities, yet not all courses that fulfill this requirement may be included at this point. The list of courses that fulfill this degree will continue to grow, as more faculty (potentially particularly new faculty whose courses may still not be in the books) submit their courses for review for this requirement.



Because of the range of majors across the College's nineteen departments, total number of credit hours at graduation can vary significantly. For example, as far as "**average UK earned hours at graduation**," an African-American and Africana Studies major graduates with 122, Anthropology major graduates with 103, Chemistry with 124, English with 109, Gender and Women's Studies with 118, International Studies with 106, Neuroscience with 122, Physics with 133, and Writing, Rhetoric, and Digital Studies with 119.

Most A&S majors have room for electives in the course of 120 credit hours. However, for students who transfer (between majors, between colleges, or from other institutions), flexibility through double-dipping is important. For example, the "**average earned credit hours**" at graduation for a Biology major is 151, for an English major 134, and for a Geography major 142. In this context, having this requirement double-dip is important; an additional 3-credit requirement could potentially affect students' undergraduate study timeline.

The Inclusivity Committee reviews every course proposal submitted for this requirement, and forwards recommendations to the Educational Policy Committee. Through this process, we ensure that each and every course for this requirement fulfills the defined criteria and provides students with significant exposure to the critical topics of race, racialization, and anti-racism.

While students may have the course double-count for another requirement, this in no way waters down or decreases the value and significance of the course content of any Race and Ethnicity course.

Thank you very much again for reading this, and for your time.  
We are available for any additional questions.

Best,  
Cristina

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M. Cristina Alcalde  
(she/her/hers)  
Associate Dean of Inclusion and Internationalization  
Director, Online Graduate Certificate in Diversity and Inclusion (<https://www.as.uky.edu/diversity>)  
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Most recent book: *Peruvian Lives Across Borders: Power, Exclusion, and Home*: <https://www.press.uillinois.edu/books/catalog/45prg2qb9780252041846.html>

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**From:** Alcalde, M. Cristina <[cristina.alcalde@uky.edu](mailto:cristina.alcalde@uky.edu)>  
**Sent:** Thursday, June 18, 2020 1:59 PM  
**To:** Williams, Corrine M. <[corrine.williams@uky.edu](mailto:corrine.williams@uky.edu)>  
**Cc:** Cramer, Aaron M. <[aaron.cramer@uky.edu](mailto:aaron.cramer@uky.edu)>  
**Subject:** Re: A&S Race and Ethnicity Requirement

Thanks, Corrine. We'll get this information together for the UGC, just in case they can meet over the summer, or, if that's not possible, so it's all available when they do meet. I totally understand the possibility of additional questions, etc. as part of the process, and we'll be available as those come up.

Thanks, stay well,  
Cristina

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M. Cristina Alcalde  
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Associate Dean of Inclusion and Internationalization  
Director, Online Graduate Certificate in Diversity and Inclusion (<https://www.as.uky.edu/diversity>)  
College of Arts & Sciences  
Marie Rich Endowed Professor  
Gender and Women's Studies Department ([gws.as.uky.edu](https://gws.as.uky.edu))  
University of Kentucky  
265 Patterson Office Tower  
Lexington, KY 40506-0027

Most recent book: *Peruvian Lives Across Borders: Power, Exclusion, and Home*: <https://www.press.uillinois.edu/books/catalog/45prg2qb9780252041846.html>

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**From:** Williams, Corrine M. <[corrine.williams@uky.edu](mailto:corrine.williams@uky.edu)>  
**Sent:** Thursday, June 18, 2020 12:10 PM  
**To:** Alcalde, M. Cristina <[cristina.alcalde@uky.edu](mailto:cristina.alcalde@uky.edu)>  
**Cc:** Cramer, Aaron M. <[aaron.cramer@uky.edu](mailto:aaron.cramer@uky.edu)>  
**Subject:** RE: A&S Race and Ethnicity Requirement

Thanks, Cristina. Honestly, it might be a question of perception – the email from Anna Bosch on 5/22 basically said that what was in the proposal was sufficient (clearly, I'm paraphrasing). However, upon review of the proposal at our May meeting, Undergraduate Council did not believe it was, and would like further information. For example, for degree plans, have DUSs considered which requirement they will advise their students to double-dip on? Or is it being left to the students to figure out? I think in an effort to move quickly, some of the details may not have been worked through or at least not included in the proposal, which led to the questions from UGC.

As I said before, this is a large proposal, making significant changes, and UGC wanted to make sure they did a thorough review of this proposal, in the same way they do all proposals.

I am also going to offer a disclaimer now, which is that I cannot guarantee that more questions from UGC members won't come up. As discussions unfold either at a meeting or in an email discussion, additional questions often arise. We consider this a good thing, to ensure we've considered all aspects of a proposal and considered various viewpoints, though we also recognize it can be frustrating to proposers.

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**From:** Alcalde, M. Cristina <[cristina.alcalde@uky.edu](mailto:cristina.alcalde@uky.edu)>  
**Sent:** Thursday, June 18, 2020 11:27 AM  
**To:** Williams, Corrine M. <[corrine.williams@uky.edu](mailto:corrine.williams@uky.edu)>  
**Cc:** Cramer, Aaron M. <[aaron.cramer@uky.edu](mailto:aaron.cramer@uky.edu)>; Takenaka, Akiko <[a.takenaka@uky.edu](mailto:a.takenaka@uky.edu)>; James, Pearl <[pearl.james@uky.edu](mailto:pearl.james@uky.edu)>; Bartilow, Horace A. <[pascal@uky.edu](mailto:pascal@uky.edu)>; Green, LaCrystal H. <[lhgree2@uky.edu](mailto:lhgree2@uky.edu)>; Symeonidis, Haralambos <[haralambos.symeonidis@uky.edu](mailto:haralambos.symeonidis@uky.edu)>; Monroe, Kristin V. <[kristin.monroe@uky.edu](mailto:kristin.monroe@uky.edu)>  
**Subject:** Re: A&S Race and Ethnicity Requirement

Dear Corrine,

Thank you very much for your response.

I think these are important questions. We really appreciate the support for this requirement, and the question you mention below specifically about making sure this requirement is recognized for its value reflects that support.

Unfortunately, I have not been copied on emails from the UGC so was not receiving the committee's questions. Therefore, the committee also did not know these questions. While some questions are ones that the Dean's Office can provide information on (majors and credit hours), others--such as the value of having students double dip and the possibility of a "getting it done" attitude are certainly ones the committee may also wish to weigh in on.

My understanding is that Anna Bosch and Camille Harmon had provided answers to all questions. Please accept my apologies for any information the committee requested and did not receive. I will consult with them to make sure we provide all this information, as I know we are all supportive of this and want to provide any needed information.

So that the UGC has all the information in one place, I will consult with them first to gather all information and send you that together with responses to the questions below shortly.

Again, thank you for considering this, especially now, as we are now also all so busy also with reopening plans.

Stay well,

Cristina

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M. Cristina Alcalde  
(Pronouns: she/her/hers)  
Associate Dean of Inclusion and Internationalization  
Director, Online Graduate Certificate in Diversity and Inclusion (<https://www.as.uky.edu/diversity>)  
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**From:** Williams, Corrine M. <[corrine.williams@uky.edu](mailto:corrine.williams@uky.edu)>

**Sent:** Thursday, June 18, 2020 10:21 AM

**To:** Alcalde, M. Cristina <[cristina.alcalde@uky.edu](mailto:cristina.alcalde@uky.edu)>

**Cc:** Cramer, Aaron M. <[aaron.cramer@uky.edu](mailto:aaron.cramer@uky.edu)>; Takenaka, Akiko <[a.takenaka@uky.edu](mailto:a.takenaka@uky.edu)>; James, Pearl <[pearl.james@uky.edu](mailto:pearl.james@uky.edu)>; Bartilow, Horace A. <[pascal@uky.edu](mailto:pascal@uky.edu)>; Green, LaCrystal H. <[lhgree2@uky.edu](mailto:lhgree2@uky.edu)>; Symeonidis, Haralambos <[haralambos.symeonidis@uky.edu](mailto:haralambos.symeonidis@uky.edu)>; Monroe, Kristin V. <[kristin.monroe@uky.edu](mailto:kristin.monroe@uky.edu)>

**Subject:** RE: A&S Race and Ethnicity Requirement

Dear Cristina,

Thank you for your email. I appreciate you taking the time to reach out, and I wanted to let you know that I am considering your request. As you acknowledge, the Spring semester was hard on lots of us, the faculty serving as volunteers on Undergraduate Council included. At our last meeting, I did ask who could be available this summer, and

only 3 people responded that they could be for various things. Knowing this, plus how much a true break is needed for many faculty right now, has me hesitant to reach out, but I also understand the concern about the need for action.

One thing I do want to make sure is clear to this committee which developed the Race and Ethnicity requirement is that the Undergraduate Council believes this is an important requirement, and agree that it is important for all students to have exposure to these topics as part of their undergraduate education. The concerns really were on the implementation of this requirement, possible precedent setting since all A & S degree requirements are being changed, and if the current proposal could in some way ultimately hurt efforts (does the double-dipping actually lead to a perceived devaluing – sort of a “just get it done” attitude that may not convey the importance of critical discussion of issues of race and ethnicity).

I believe you have been copied on some of the emails, but UGC requested information on the May 2020 Graduates, and how many of them have taken one of the courses now approved to meet the Race and Ethnicity requirement. To provide a bit more context for this request, the committee, in considering the above questions, thought that information on how many students were taking one of these courses essentially of their own volition could be helpful. Similarly, with respect to the double counting, we weren't sure if a plan has been put together of how different majors might best satisfy this requirement, so that students were advised from the beginning rather than having to add a course, which could end up being an extra 3-credit hours. It would be helpful towards moving this forward if you, your committee, or someone from A & S could address these questions.

I'm also going to ask a question from me, if that's okay – this is not coming specifically from UGC, so does not require an answer, but did your committee look at how many A & S degrees are completely up against the 120 credit hour limit, and couldn't have this as an extra 3-credit hour requirement? Basically, I'm curious why the decision was made to allow for double-dipping rather than having this as a stand-alone requirement (we did discuss this, but no formal request was made for more information).

Again, I recognize this is frustrating, but I think recognition of the critical importance of this topic is really what made Undergraduate Council hesitant to rush a proposal through without thoughtful consideration.

Corrine

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**From:** Alcalde, M. Cristina <[cristina.alcalde@uky.edu](mailto:cristina.alcalde@uky.edu)>

**Sent:** Tuesday, June 16, 2020 8:40 PM

**To:** Williams, Corrine M. <[corrine.williams@uky.edu](mailto:corrine.williams@uky.edu)>

**Cc:** Cramer, Aaron M. <[aaron.cramer@uky.edu](mailto:aaron.cramer@uky.edu)>; Takenaka, Akiko <[a.takenaka@uky.edu](mailto:a.takenaka@uky.edu)>; James, Pearl <[pearl.james@uky.edu](mailto:pearl.james@uky.edu)>; Bartilow, Horace A. <[pascal@uky.edu](mailto:pascal@uky.edu)>; Green, LaCrystal H. <[lhgree2@uky.edu](mailto:lhgree2@uky.edu)>; Symeonidis, Haralambos <[haralambos.symeonidis@uky.edu](mailto:haralambos.symeonidis@uky.edu)>; Monroe, Kristin V. <[kristin.monroe@uky.edu](mailto:kristin.monroe@uky.edu)>

**Subject:** A&S Race and Ethnicity Requirement

Dear Corrine,

Thank you very much to you and the Undergraduate Council for taking the time to examine and discuss the College of Arts and Sciences' proposal for a Race and Ethnicity course requirement, particularly during a time when all of our lives have been affected and made more challenging in multiple ways by the pandemic.

I am writing, briefly, on behalf of the faculty and staff committee which worked to develop the Race and Ethnicity requirement.

We understand that the Undergraduate Council is made up of faculty, and, as faculty, we are not on contract during the summer months. We are writing, however, because, in the context of ongoing efforts to create anti-racist curricula and the current national calls for action in this realm, we believe UK and A&S have a significant opportunity to contribute to this effort through the Race and Ethnicity requirement, *at this moment*.

Other universities (UCLA, Texas A&M, University of Washington, University of Maryland, University of Colorado, and University of Louisville, to name a few) have a similar university-wide requirement. National organizations, such as the American Studies Association, call for such a requirement, stating that "all schools should require intersectional knowledge of race and ethnicity to graduate."

At this point, we see the A&S requirement as an important first step in ensuring there is at least one course on race and ethnicity, as part of UK students' undergraduate studies. This would not increase required credit hours, or create the need for new courses. We hope this could also serve as a model for a university-wide requirement, as many other universities have done. Further discussing the possibility of having it in place this coming year, and (hopefully) having it in place this coming year, would speak to the university's commitment on anti-racism actions for our students.

Anna Bosch, Associate Dean of Undergraduate Studies, and Cristina Alcalde, Associate Dean of Inclusion and Internationalization, can be available to respond to any questions before, during, and after a meeting by the UGC.

We are taking the liberty of writing to you directly because of what we consider to be the urgency of this issue. Thank you so much for taking the time to read this.

We look forward to hearing from you.

Sincerely,

Cristina Alcalde, Gender and Women's Studies and Associate Dean of Inclusion and Internationalization  
Horace Bartilow, Political Science  
LaCrystal Green, A&S academic advisor  
Pearl James, English  
Kristin Monroe, Anthropology  
Akiko Takenaka, History  
Haris Symeonidis, Hispanic Studies

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M. Cristina Alcalde  
(Pronouns: she/her/hers)  
Associate Dean of Inclusion and Internationalization  
Director, Online Graduate Certificate in Diversity and Inclusion (<https://www.as.uky.edu/diversity>)

College of Arts & Sciences  
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*Home*: <https://www.press.uillinois.edu/books/catalog/45prg2qb9780252041846.html>

## **A&S Race and Ethnicity Course Requirement: Additional Information for Undergraduate Council**

In preparation for the October 6 meeting of the Undergraduate Council, we are writing to provide additional information to address the concerns expressed by the UGC in its review of the A&S Proposal for a Race and Ethnicity Course Requirement. Each of the areas below addresses concerns expressed in the email received on September 18, 2020. They also provide details about process, faculty governance, context, and justification.

### Committee, Faculty Governance, Process, Goals

This requirement, and the processes for reviewing courses for it, is the direct result of faculty governance and student demands. This is something that not only students have asked for over the years but that a **committee of faculty and one academic advisor** proposed within the College of Arts and Sciences.

The committee was constituted by members of **two elected committees within the College: The Diversity and Inclusivity Committee and the Educational Policy Committee.**

The **committee members** for the Race and Ethnicity course requirement include Horace Bartilow (Political Science), LaCrystal Green (Advising), Pearl James (English), Kristin Monroe (Anthropology), Haris Symeonidis (Hispanic Studies), and Akiko Takenaka (History). Cristina Alcalde (Associate Dean of Inclusion and Internationalization) and Anna Bosch (Associate Dean of Undergraduate Studies) served ex officio.

The committee made all decisions on the course requirement, including its name, criteria, and course review process. The committee reviewed similar requirements at other universities early in its process to determine best practices.

Once the committee completed the proposal for this R&E requirement, **the proposed requirement was reviewed and approved separately by the following elected committees:**

- a) The full Diversity and Inclusivity Committee (made up of faculty, staff, and students)
- b) The full EPC (made up of elected faculty)
- c) Executive Committee (elected faculty leadership)

**After each of these elected committees reviewed and approved the proposal, the proposal was presented to all A&S Faculty for a vote and discussion.**

As part of the proposal process, to compile a preliminary list of courses that may be used to complete the requirement, committee members reached out to every department in the College to ask the Chair and DUS for courses that might meet the requirement in each department. These were not final determinations of whether or not a course would fulfill the requirement, but part of a thorough process of identifying what was already being offered across departments.

Once the requirement was voted on and approved, the committee continued its work by beginning to request submissions for specific courses to be approved for this requirement.

The course review form developed by the committee can be found at

<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcoursereviews.as.uky.edu%2Fform&data=02%7C01%7Ccrisrina.alcalde%40uky.edu%7Cdb99b3fb0fbb460436db08d7e08e8f1b%7C2b30530b69b64457b818481cb53d42ae%7C0%7C0%7C637224775200102065&sdata=ajMITyRIFXcmMjHh7RjkqefogPfPmRfJ9aq8IESrPMs%3D&reserved=0>

**As a result of that review process, 73 courses from a range of departments were approved** for this requirement. **We expect that this number will grow significantly** as courses are added and, in particular, as the courses of recent and new faculty cohorts whose areas of expertise coincide with the goals of this requirement submit their courses. **We are attaching the list of approved courses during this first round.**

Moving forward, the subcommittee decided that the Diversity and Inclusivity Committee would be in charge of initial course review, and EPC would approve each course reviewed and ok'd by the Diversity and Inclusivity Committee.

To make it possible to review and approve courses without each R&E course having to submit a major course change form to ensure every course has a listed **learning outcome specifically on the R&E criteria** (which would dissuade faculty from proposing courses), the committee decided to instead include a paragraph on the goals of the R&E course requirement in the syllabi of each approved course. Please note that each course is reviewed by two college committees, so it is not a question of whether or not these courses meet the requirements. Courses will not be approved unless they satisfy the R&E criteria..

To that end, the committee approved the following paragraph for inclusion in each syllabus in lieu of asking every approved course to submit a major course change:

“This course meets the A&S Race and Ethnicity course requirement. Designated Race and Ethnicity courses devote at least 50% of class contact hours, student assignments, and course materials to one or more of the following: the changing meanings of race and ethnicity across time and space; processes of racialization and analyses of race and racism, such as structural, institutional, scientific, and symbolic racism; how race and ethnicity become the basis of inequality, oppression, privilege, identities, and agency; and critical analyses of discrimination based on race and ethnicity as they intersect with religion, social class, gender, or sexuality. This requirement reflects the University’s and College’s strategic goals of diversity and inclusion, and helps prepare students to be responsible and critical citizens in an increasingly diverse and interconnected world.”



Approved courses will be asked to include this paragraph in the syllabi.

### Credit Hours, Double-Dipping, and Curriculum

Please note that the Race and Ethnicity requirement is written so that it may also count towards certain UK Core, College, or department requirements.

- a. Many A&S UKCore courses could satisfy the R&E requirements, including courses in the areas of Global Dynamics, Citizenship, Social Sciences, and Humanities. In particular, please note the Student Learning Outcomes of the CCC and GDY UK Core courses, which overlap significantly with the aims of the R&E courses. (Appended at bottom of this document).
- b. The Race and Ethnicity requirement may also be satisfied by a course that also simultaneously satisfies the A&S “area distribution” requirements. For a BA degree, students must enroll in 2 elective courses in the Social Sciences, 2 courses in the Natural Sciences, and 2 courses in the Humanities. A course satisfying the R&E requirement is likely to be a social science course or a course in the Humanities, thus satisfying one of those requirements at the same time. A BS degree requires one additional Social Science course and one additional Humanities course; again, either of these courses could also satisfy the R&E requirement. Thus, for example a Biology major will have a minimum of 6 opportunities to take an R&E course without adding an extra course to their graduation requirements: one out of 4 UK Core courses, or one of two A&S distribution courses.
- c. We believe it is essential to permit an R&E course to count also for another requirement (UK Core, College, or Major), especially since our BS degrees tend to offer fewer opportunities to take electives. BIO, CHE, and MA for example are highly regulated curricula with space for only 2 electives within 120 credits. **It is our highest priority to ensure that students can complete this requirement without delaying their time to degree.** All of the BA degrees offer multiple opportunities for electives, however, so students in these programs will have no difficulty fitting the R&E requirement into their four-year plan.

**A question was raised from the Council regarding the process for a student to petition to substitute a course from another UK college, or a course transferred from another institution.**

While the petition process was not spelled out in the original document or FAQ, the petition process itself is modeled on the process for UK Core requirements. Here is the language from the UK Core website; we plan to establish a similar website and webform to manage the petition request process. Individual students will be able to submit a petition, and petitions will be evaluated by the College Diversity and Inclusivity Committee on a case by case basis. As this is

an A&S requirement, courses from outside A&S will not normally be approved except upon petition from a student; once approved, the exception applies to that individual student.

### UK Core Exceptions Request

The UK Core Education Committee (UKCEC) has established a subcommittee to process exception requests according to the policies found at this link: UK Core Exceptions Subcommittee.

If you have taken a course at UK or elsewhere that is not a designated UK Core you may petition the General Education Exceptions Committee to grant an exception to allow the course to satisfy a UK Core requirement by clicking here and completing the form.

Here is the link to the UK Core petition:

[https://uky.az1.qualtrics.com/jfe/form/SV\\_2fdZhzDlh6675DS?Q\\_JFE=qdg](https://uky.az1.qualtrics.com/jfe/form/SV_2fdZhzDlh6675DS?Q_JFE=qdg)

**“A concern was raised about the impact of this requirement on UK Core. A&S students will only take UK Core courses within their own college if these courses fulfill another college requirement, which does not necessarily meet the spirit of the UK Core.”**

The college of Arts & Sciences already teaches 75% of UK core credit hours. This percentage is not likely to change in any dramatic fashion if A&S students are asked to take one out of 10 courses within the college of Arts and Sciences to satisfy the R&E requirement. To our knowledge there is no expectation that UK Core courses should be taken outside of a student’s own college; the expectation is simply that students explore subject areas from a wide variety of disciplines to receive a “general education”. We believe students in A&S majors have ample opportunity to explore many subject areas during their varied four-year programs.

The A&S college requirement includes 6 credit hours of free electives. The numbers below reflect the credit hours of free electives in addition the the 6 credit hour college requirement.

Major	BA/BS	Credit hours of free electives
African American and Africana Studies	BA	33
Anthropology	BA	24
Biology	BS	0
Chemistry	BS	3
Economics	BA	12
English	BA	12
Environmental & Sustainability Studies	BA	14
FLIE- French	BA	15
Gender and Women's Studies	BA	21
Geography	BA	9
Geological Sciences	BS	0
Health, Society, and Populations	BA	30
History	BA	21
International Studies	BA	27
Liberal Studies- HUM	BLS	30
Linguistics	BA	18
Mathematical Economics	BA	6
Mathematics	BS	0
MCLLC- French	BA	18
Neuroscience	BS	3
Philosophy	BA	3
Physics and Astronomy	BA	3
Political Science	BA	12
Psychology	BA	15
Sociology	BA	15
Spanish	BA	9
US Culture and Business Practices	BA	21
Writing, Rhetoric and Digital Studies	BA	21

CLASS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Avg Course Enrollments
AAS 200	27	31	29	35	59	62	82	55	29	31	44
AAS 235	12	19	19	19	26	9	29	10	14	9	17
AAS 254				15		20		20			18
AAS 261	10		10		10	5		10		11	9
AAS 264	14	11	10	9	12	8	14	5	20	20	12
AAS 328		2				7	2	6			4
AAS 360				15	11			14		10	13
AAS 400	12	2		24		12	16	22	16	31	17
AAS 433	4	1	7		7	1	7	2	5	2	4
AAS 550	10		2	4	4	3	1	3	2		4
AIS 430			29					29			29
ANT 101	169	155	174	144	112	213	108	212	126	173	159
ANT 103		92		93				97	132		104
ANT 160	686	759	766	620	794	556	651	584	774	652	684
ANT 220	61	65	59	29	81	111	76	111	73	67	73
ANT 221	78	94	92	68	85	90	78	114	91	89	88
ANT 324		27		28							28
ANT 326						24				30	27
ANT 327		38		27		25	35			26	30
ANT 330					32			34		34	33
ANT 333										32	32
ENG 168		24			47		24			30	31
ENG 171	81		38		32					10	40
ENG 191		74		59	26		30		57	52	50
ENG 260	45	36	39	40	42	38	47	23	21	38	37
ENG 265		27			31			27	28		28
ENG 266	18		27				31			28	26
ENG 361											0
ENG 362											0
ENG 368										29	29
ENG 369				32							32
ENG 370								28			28

CLASS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Avg Course Enrollments
ENG 460G		14				33		34	18	9	22
FR 263											0
FR 350	24							9	8		14
GEO 220		131		85		41	75	80	118	143	96
GEO 221		15	73	46	53	49	47	48		30	45
GWS 201	82	193	101	100	132	183	131	149	151	166	139
GWS 250	32		39		29		31		57		38
GWS 309										59	59
GWS 410	14					15		19		25	18
GWS 430			17		24					33	25
HIS 100							37			10	24
HIS 206	38		69		75		52		49		57
HIS 207				37				23		25	28
HIS 208		47				48		48		47	48
HIS 253			19				17				18
HIS 254				20		18		19			19
HIS 260	15						13		22		17
HIS 261	28		30		29	48		29		31	33
HIS 295							28		15		22
HIS 296					33					29	31
HIS 323		108		59		110		32		32	68
HIS 357			38				37				38
HIS 360				61	26			28		27	36
HIS 463							40				40
HIS 464			42					42			42
HIS 562		15			20		14		18		17
HIS 563	11			6		8		13			10
HIS 564		51		53		50		34		37	45
HIS 587											0
HJS 326											0
LAS 201	41	38	27	37	27	40	27	35	30	39	34
LIN 331		94		92		87		124		74	94

CLASS	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Avg Course Enrollments
MCL 270		72	39			37		40		47	47
MCL 300		18		13		16		13		15	15
PS 417G											0
PS 471	40						51				46
SOC 235	97	90	100	97	113	47	117	52	63	50	83
SOC 432	6	19	19	17	19	33	11				18
SPA 208						19		19		20	19
SPA 300		20		6		6		4		4	8
SPA 330			16		27		31				25
	1655	2382	1930	1990	2018	2072	1990	2272	1965	2356	3168

Mathematics and Natural Science Major

Biology; Chemistry; Geological Sciences; Mathematics; Physics and Astronomy; Statistics

R&E Course	UK Core	A&S HUM discipline requirement	A&S Social Science requirement
AAS 200		Yes	
AAS 301		Yes	
ANT 103	Yes		Yes
ANT 160	Yes		Yes
ANT 220			Yes
ANT 221			Yes
ANT 324			Yes
ANT 327			Yes
ANT 330	Yes		Yes
ENG 168	Yes	Yes	
ENG 171	Yes	Yes	
ENG 191	Yes	Yes	
ENG 260/AAAS 264	Yes	Yes	
ENG 265		Yes	
ENG 266		Yes	
ENG 368		Yes	
ENG 370		Yes	
ENG 460G/AAS400		Yes	
GEO 220	Yes		Yes
GEO 221			Yes
GWS 301	Yes		Yes
GWS 302	Yes		Yes
GWS 309	Yes		Yes
GWS 410			Yes
GWS 430			Yes
HIS 100		Yes	
HIS 206		Yes	
HIS 207		Yes	
HIS 208		Yes	
HIS 253		Yes	
HIS 254		Yes	
HIS 260		Yes	
HIS 261		Yes	
HIS 295		Yes	
HIS 296		Yes	
HIS 323		Yes	
HIS 357	Yes	Yes	
HIS 360		Yes	

Mathematics and Natural Science Major

Biology; Chemistry; Geological Sciences; Mathematics; Physics and Astronomy; Statistics

R&E Course	UK Core	A&S HUM discipline requirement	A&S Social Science requirement
HIS 463		Yes	
HIS 464		Yes	
HIS 562		Yes	
HIS 563		Yes	
HIS 564		Yes	
HIS 587		Yes	
HJS 325		Yes	
HJS 326	Yes	Yes	
HJS 327	Yes	Yes	
LAS 201		Yes	
LIN 331	Yes	Yes	
MCL 270	Yes	Yes	
MCL 300		Yes	
PS 417G			Yes
PS 471			Yes
PS 450			Yes
SOC 235/AAS 235	Yes	Yes	Yes
SOC 432			Yes
SPA 208	Yes	Yes	
SPA 300		Yes	
SPA 314		Yes	
SPA 330		Yes	
SPA 480		Yes	



Class	Section Title	Academic Term Fall 2020 Credit Hours	Academic Term Fall 2020 Room Cap	Academic Term Fall 2020 Cap	Academic Term Fall 2020 Enrollmnt
AAS 235	INEQUALITIES IN SOCIETY	3	135	10	10
AAS 264	INTRODUCTION TO BLACK WRITERS	3	36	10	10
AAS 264	INTRODUCTION TO BLACK WRITERS	3	36	10	1
AAS 301	INTRODUCTION TO THE AFRICAN DIASPORA	3	40	30	9
ANT 103	SPORTS, CULTURE, AND SOCIETY	3	30	30	30
ANT 103	SPORTS, CULTURE, AND SOCIETY	3	135	30	30
ANT 103	SPORTS, CULTURE, AND SOCIETY	3	30	30	30
ANT 103	SPORTS, CULTURE, AND SOCIETY	3	135	30	30
ANT 103	SPORTS, CULTURE, AND SOCIETY	3	30	30	30
ANT 103	SPORTS, CULTURE, AND SOCIETY	3	135	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	488	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	62	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	488	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	62	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	488	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	62	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	62	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	488	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	62	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	488	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	62	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	488	30	30
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	59	30	3
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	300	30	3
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	59	30	4
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	300	30	4
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	59	30	18
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	300	30	18
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	59	30	13
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	300	30	13
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	59	30	8
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	300	30	8

Class	Section Title	Academic Term	Academic Term	Academic Term	Academic Term
		Fall 2020	Fall 2020	Fall 2020	Fall 2020
		Credit Hours	Room Cap	Cap	Enrollmnt
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	59	30	8
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	300	30	8
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	30	30	
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	300	30	
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	30	30	2
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	300	30	2
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	39	30	4
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	300	30	4
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	62	0	
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	59	0	
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	59	10	9
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3	40	40	40
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3		50	39
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3		20	2
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3		0	
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3		0	
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3		0	
ANT 160	CULTURAL DIVERSITY IN THE MODERN WORLD	3		0	
ANT 220	INTRO TO CULTURAL ANT	3	135	90	55
ANT 327	CULTURE AND SOCIETIES INDIA & SOUTH ASIA	3	62	0	
ENG 171	GLOBAL LITERATURE IN ENGLISH	3	60	30	14
ENG 191	LITERATURE AND THE ARTS OF CITIZENSHIP	3	36	30	26
ENG 260	INTRODUCTION TO BLACK WRITERS	3	36	15	9
ENG 260	INTRODUCTION TO BLACK WRITERS	3	36	15	6
ENG 265	SURVEY OF AFRICAN-AMERICAN LITERATURE I	3	32	30	24
GEO 220	US CITIES	3	78	75	34
GEO 220	US CITIES	3	32	25	6
GEO 220	US CITIES	3	78	25	6
GEO 220	US CITIES	3	42	25	4
GEO 220	US CITIES	3	78	25	4
GEO 220	US CITIES	3	28	25	20
GEO 220	US CITIES	3	78	25	20

Class	Section Title	Academic Term Fall 2020 Credit Hours	Academic Term Fall 2020 Room Cap	Academic Term Fall 2020 Cap	Academic Term Fall 2020 Enrollmnt
GEO 221	IMMIGRANT AMERICA	3	60	40	23
GWS 301	CROSSROADS: INEQUALITIES UNDER THE LAW	3	40	40	22
GWS 301	CROSSROADS: MIGRATION STORIES	3	40	40	11
GWS 301	CROSSROADS: BLACK LATINA WOMEN US PLTICS	3	40	35	4
GWS 302	GENDER ACROSS THE WORLD:TRANSNTIONL BODY	3	40	40	30
GWS 302	GENDER ACROSS THE WORLD:FOOD CLTRE GENDR	3	40	40	17
HIS 357	JAPAN AT WAR, 1850 TO THE PRESENT	3	54	50	45
HIS 464	CIVIL WAR AND RECONSTRUCTION	3	78	25	18
HIS 464	CIVIL WAR AND RECONSTRUCTION	3	38	25	18
HIS 464	CIVIL WAR AND RECONSTRUCTION	3	78	25	5
HIS 464	CIVIL WAR AND RECONSTRUCTION	3	42	25	5
HIS 464	CIVIL WAR AND RECONSTRUCTION	3	28	25	12
HIS 464	CIVIL WAR AND RECONSTRUCTION	3	78	25	12
HJS 325	JEWISH THOUGHT/CLTR II EXPUL FR SPAIN-PR	3	40	20	4
SOC 235	INEQUALITIES IN SOCIETY	3	135	45	45
SPA 480	HISPANIC KENTUCKY	3	24	20	20
				2215	1299

**From:** [Alcalde, M. Cristina](#)  
**To:** [Williams, Corrine M.](#)  
**Cc:** [Ett-Mims, Joanie](#); [Cramer, Aaron M.](#); [Bosch, Anna R.](#); [Harmon, Camille](#); [James, Pearl](#); [Takenaka, Akiko](#)  
**Subject:** Re: following up/R&E course re discussion  
**Date:** Wednesday, October 14, 2020 4:38:35 PM

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This is wonderful news, thanks so much to you and the UGC for your careful and thoughtful engagement and discussion of the Race and Ethnicity course requirement proposal.

We will make the change in the language you mention, and will work on consolidating the materials. (I also hope things are ok in connection to your last minute trip.)

Stay well, and thank you,  
Cristina

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M. Cristina Alcalde (<https://gws.as.uky.edu/users/mcalca2>)  
(she/her/hers)  
Associate Dean of Inclusion and Internationalization  
Director, Online Graduate Certificate in Diversity and Inclusion (<https://www.as.uky.edu/diversity>)  
College of Arts & Sciences  
Marie Rich Endowed Professor  
Gender and Women's Studies Department ([gws.as.uky.edu](https://gws.as.uky.edu))  
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265 Patterson Office Tower  
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Most recent book: *Peruvian Lives Across Borders: Power, Exclusion, and Home*: <https://www.press.uillinois.edu/books/catalog/45prg2qb9780252041846.html>

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**From:** Williams, Corrine M. <corrine.williams@uky.edu>  
**Sent:** Wednesday, October 14, 2020 3:33 PM  
**To:** Alcalde, M. Cristina <cristina.alcalde@uky.edu>  
**Cc:** Ett-Mims, Joanie <joanie.ett-mims@uky.edu>; Cramer, Aaron M. <aaron.cramer@uky.edu>  
**Subject:** RE: following up/R&E course re discussion

Hi Cristina,  
Apologies for the delay in responding – it might not have been apparent, but my attendance at UGC from Panera was actually related to a last minute trip out of town. The UGC did vote on this proposal, and it was approved with one minor required change, which we discussed related to clarifying free electives should not be used to fulfill this requirement. I will let you know that the vote was close, and UGC will forward on some of the concerns we had.

The other recommendation we have, and I'd suggested this earlier in the summer, is that at this point, there are a lot of documents accompanying this proposal, and I think it would be worth looking at if there is a way to consolidate the information provided to UGC before it moves forward. I've attached to this email all of the attachments that were provided to UGC (in some cases, I consolidated documents into one PDF).

Please let us know if you have any questions.

Thanks,  
Corrine

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**From:** Alcalde, M. Cristina <crisrina.alcalde@uky.edu>  
**Sent:** Friday, October 9, 2020 9:07 AM  
**To:** Williams, Corrine M. <corrine.williams@uky.edu>  
**Subject:** following up/R&E course re discussion

Dear Corrine,

Thank you for inviting R&E committee members to the UGC meeting this week. We felt it was a productive discussion, and hope we addressed the Council's questions and concerns.

I wonder if you can let me know what the next steps may be/where we are as far as this item and its status in the UGC?

Thanks so much,  
Cristina

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M. Cristina Alcalde (<https://gws.as.uky.edu/users/mcalca2>)  
(she/her/hers)  
Associate Dean of Inclusion and Internationalization  
Director, Online Graduate Certificate in Diversity and Inclusion (<https://www.as.uky.edu/diversity>)  
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Most recent book: *Peruvian Lives Across Borders: Power, Exclusion, and Home*: <https://www.press.uillinois.edu/books/catalog/45prg2qb9780252041846.html>

February 19, 2020

Dear Undergraduate Council,

I am pleased to express the college's strongest support of the proposed addition of a race and ethnicity course to the College of Arts and Sciences requirements for a Bachelor of Arts Degree and a Bachelor of Science Degree. The race and ethnicity requirement will actively teach and foster dialogue on how race and ethnicity have become the basis of inequality, oppression, and privilege. The addition of a race and ethnicity course requirement will promote discussions and activities that will empower students to become racially literate individuals.

The knowledge gained through the race and ethnicity requirement will provide students with the tools to understand issues of profound national relevance and the multiple meanings of racial and ethnic diversity. Exposing students to the broader effects of race and ethnicity will lead to greater productivity, innovation, and cultural competency. The race and ethnicity course requirement will prepare students to work and live in a multicultural world.

In terms of additional resources necessary to offer the proposed college requirement, no additional faculty or staff will be needed. The proposed race and ethnicity course requirement will utilize the strengths of the outstanding faculty in the College of Arts and Sciences.

It is important to note that the proposal as submitted will not add additional time to any student's pursuit of a BA or BS degree. If they so wish, all A&S students will be able to fulfill this requirement with a course that fulfills a UK CORE and/or another college-level requirement.

The College of Arts and Sciences fully supports the proposed addition of a race and ethnicity course to the College of Arts and Sciences requirements for a Bachelor of Arts Degree and a Bachelor of Science Degree.

Sincerely,



Mark Lawrence Kornbluh  
Dean


see blue.™

April 27, 2020

Dear Undergraduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the proposed courses that will satisfy the college race and ethnicity requirement 9:0:0 via e-vote that ended on Friday, April 24, 2020.

Sincerely,



Michael Samers  
Chair, Education Policy Committee




January 21, 2020

Dear Undergraduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the proposed changes to the college requirements 8:0:1 on Tuesday, January 21, 2020.

Sincerely,



Michael Samers  
Chair, Education Policy Committee