Faculty Handbook

University of Kentucky
College of Education

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INTRODUCTION

This College of Education Faculty Handbook (2013) is a supplement to the University of Kentucky Faculty Handbook to provide information that applies specifically to College of Education faculty. Throughout the academic year, the Faculty Council reviews the content and presents changes to the College Faculty for approval. Revisions are indicated by dates in parentheses. The University of Kentucky Faculty Handbook contains precise information related to the following main topics: (revised 2-4-04; 9-15-10)

- The University of Kentucky
- Governance and Organization
- Faculty Policies and Procedures
- Fringe Benefit Programs
- Instruction-Related Policies and Procedures
- Research-Related Policies and Procedures
- Public and Community Services
- Academic Support Services
- Other Policies and Procedures
- University Services

Refer also to the University of Kentucky’s Administrative Regulations http://www.uky.edu/Regs/AR/, Governing Regulations http://www.uky.edu/Regs/GR/, and Senate Rules http://www.uky.edu/USC/ for detailed explanations of university policies and procedures.
OVERVIEW: COLLEGE OF EDUCATION

The College of Education is responsible for designing, developing, and implementing programs concerned with the professional preparation of personnel in educational roles in many types and levels of schools, colleges, and other human service organizations. Within these responsibilities, the College administers and coordinates all teacher education programs and serves as the liaison with the Kentucky Department of Education and the Kentucky Education Professional Standards Board. Instruction at both undergraduate and graduate levels focuses on the professional dimensions of teaching, administration, and the work of educational specialists, while the College’s educational research and development contributes to the understanding of education in general. The College assists school systems and social agencies in program planning, evaluation, and the continuing education of staff members. The College also prepares professionals in health education, health promotion, exercise science, and counseling for community businesses and social agencies.

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Kentucky Education Professional Standards Board (EPSB). The College is a member of the American Association of Colleges for Teacher Education (AACTE), the American Association of Public and Land-grant Universities (APLU), the Council of Academic Deans from Research Education Institutions (CADREI), the University Council for Educational Administration (UCEA), the Kentucky Association of Colleges for Teacher Education (KACTE), the Kentucky Association of School Administrators (KASA), the Kentucky Academy for School Executives (KASE), and the Kentucky School Boards Association (KSBA).

All programs in the College for which accreditation is offered are accredited by their respective professional organizations. The School Psychology Program and the Counseling Psychology Program in the Department of Educational, School, and Counseling Psychology are accredited by the American Psychological Association (APA). The School Psychology Program is also nationally recognized by the National Association of School Psychologists (NASP). The Rehabilitation Counseling Program in the Department of Special Education and Rehabilitation Counseling is accredited by the Council on Rehabilitation Education (CORE). (Revised 03-09-06; 8-15-10)
MISSION

The following statement of the college’s mission was revised by the Faculty Council and adopted by the College faculty on March 8, 2005:

The College of Education endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The College fosters a future of reflective practice and inquiry within a diverse community of students, faculty and staff. As part of a research-extensive university, the College advances knowledge through research. As part of a land grant institution, the College prepares professionals for a variety of roles in educational settings and community agencies and provides leadership in the improvement of the education, health, and well being of citizens in the Commonwealth, the nation, and the world.

VISION

The following statement of the College’s vision was accepted by the Faculty Council on January 19, 2006, and adopted by the College faculty on February 14, 2006:

The College of Education at the University of Kentucky will become one of the nation's 20 best public professional education units with emphasis on research, reflection, learning, and leading in service to the Commonwealth, the nation, and the world.
ORGANIZATION OF THE COLLEGE

Seven academic departments, each under the direction of a chairperson, provide the instructional program for the College. Support units are organized in the offices of the Dean; the Associate Dean for Academic and Student Services; the Associate Dean for Accreditation, Assessment, and Planning; the Associate Dean for Research and Innovation; and the Associate Dean for International Engagement. A description of the support units follows. Overall coordination of the departments and support units is the responsibility of the dean. A formal organization chart can be found at [http://education.uky.edu/site/orgchart](http://education.uky.edu/site/orgchart).

Departments

**Department of Curriculum and Instruction (EDC)**

The mission of the Department of Curriculum and Instruction is to 1) design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) prepare teachers and provide continuing professional development; 3) conduct and disseminate research; and 4) provide services in a variety of educational and professional settings. EDC offers undergraduate degrees in Elementary, Middle, and Secondary Education. The department also offers graduate programs in Elementary, Middle School, and Secondary Education, Reading, and Instructional Systems Design. In addition, the department offers graduate work leading to an EdD degree in Instruction and Administration. Planned programs of study leading to certification rank changes are also available through the department. Visit [http://education.uky.edu/EDC](http://education.uky.edu/EDC) to learn more about the department and its programs. (Revised 9-15-10)

**Department of Early Childhood, Special Education, and Rehabilitation Counseling (EDSRC)**

The Department of Early Childhood, Special Education, and Rehabilitation Counseling offers three programs of study at the undergraduate level: (1) Learning and Behavior Disorders, (2) Moderate/Severe Disabilities, and (3) Interdisciplinary Early Childhood Education. All of these programs lead to initial Kentucky teacher certification in their respective areas of specialty. At the graduate level, the department offers programs at the non-degree certification, masters, specialist, doctoral, and post-doctoral levels. Graduate level programs prepare professionals to work with individuals with disabilities across the life span including early childhood, school age, and adulthood. Graduate programs are available in interdisciplinary early childhood, learning and behavioral disorders, moderate/severe disabilities, and rehabilitation counseling. The Rehabilitation Counseling masters degree program is the sole rehabilitation counseling program in Kentucky and is available as an on-campus program or a web-based program. The Special Education masters degree program requires a thesis and leads to a MS degree in education. The Interdisciplinary Early Childhood Education program has thesis and non-
thesis options at the masters level. The Rehabilitation Counseling program’s masters
degree is a non-thesis MRC degree. The doctoral program emphasizes preparing
individuals to work as researchers and teacher educators in higher education. More
information about this department and the programs offered can be found at
http://education.uky.edu/EDSRC. (Revised 9-15-10)

Department of Educational Leadership Studies (EDL)
The Department of Educational Leadership Studies offers graduate programs to enhance
the capacity of leaders to work collaboratively, conduct disciplined inquiry to inform
decision making, utilize technology, and formulate and implement education policies to
improve learning in a wide array of public and private organizations in the
Commonwealth as well as nationally and internationally. The Doctor of Education
(EdD) in Educational Leadership Studies and the Doctor of Philosophy (PhD) in
Interdisciplinary Education Sciences are delivered through a hybrid model that includes
Internet-based distance learning venues and direct instruction scheduled on weekends as
well as through summer leadership institutes and international symposia. EDL likewise
offers practice-oriented, academic programs leading to award of a Master of Education
(MEd) or Specialist in Education (EdS) degree. These hybrid distance learning programs
are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards,
the International Society for Technology in Education (ISTE) National Educational
Technology Standards for Administrators (NETS-A), the Kentucky Teacher Standards,
and the Interdisciplinary Early Childhood Education (IECE) Standards. Candidates
participating in these programs may complete the state-approved certification programs
for school principal (all grades), supervisor of instruction (all grades), and district
superintendent. Additional information about the department is located at
http://education.uky.edu/EDL. (Revised 9-15-10)

Department of Educational Policy Studies and Evaluation (EPE)
The Department of Educational Policy Studies and Evaluation offers graduate programs
in Higher Education, Evaluation, and Policy Analysis, and the traditional foundations
areas in Educational Philosophy, History, Sociology, and Anthropology. The department
also provides service courses in quantitative and qualitative analysis, and supports the
undergraduate teacher education program through the Education in American Culture and
Social Issues in American Education courses. Additional information about the
department is located at http://education.uky.edu/EPE. (Revised 9-15-10)

Department of Educational, School, and Counseling Psychology (EDP)
The Department of Educational, School, and Counseling Psychology is committed to the
application of educational and psychological theory and research to help children and
adults grow, learn, and remain productive and healthy throughout the life span. The
department has as its mission the preparation of professionals who as scientist-
practitioners use both research and applied methods to integrate psychology and
education in ways that enhance the functioning of individuals, groups, organizations, and
communities within diverse cultural and developmental contexts. This mission is realized through the activities of the department’s three graduate programs in Educational Psychology, Counseling Psychology, and School Psychology. Each program offers a graduate curriculum designed to prepare reflective practitioners who are capable of assuming leadership roles in teaching, research, and service in settings such as schools, academic institutions, and research organizations. Additionally, the department contributes important elements in the preparation of teachers through its offerings in human development, learning, and exceptional children. More information about the department can be found at [http://education.uky.edu/EDP](http://education.uky.edu/EDP). (Revised 9-15-10)

**Department of Kinesiology and Health Promotion (KHP)**

The Department of Kinesiology and Health Promotion offers undergraduate teacher certification programs in physical education and health education, as well as a non-certified program in kinesiology-exercise science. In addition, the department offers a variety of kinesiology service courses to the general university. The department also offers graduate work leading to the Master of Science (MS) in health promotion or kinesiology and the Doctor of Education (EdD) degree with areas of concentration in health promotion or kinesiology teaching, coaching, and sport leadership. The department also offers a PhD in exercise science with concentrations in exercise physiology or biomechanics. Visit [http://education.uky.edu/KHP](http://education.uky.edu/KHP) for more information about the department. (Revised 9-15-10)

**Department of Science, Technology, Engineering, and Mathematics (STEM) Education**

The newest department in the College of Education, the STEM Education department was established on July 1, 2011. The mission of the department is to engage in scholarship, teaching, and service that is innovative and contributes to improving the quality of P20 science, technology, engineering, and mathematics education in the Commonwealth, the nation, and the world. The department offers an undergraduate degree program in STEM education, master’s degree programs in secondary mathematics education and secondary science education leading to initial teacher certification, and doctoral study in STEM education through the Interdisciplinary Ph.D. program in Education Sciences. More information about the STEM Education department can be accessed at [http://education.uky.edu/STEM](http://education.uky.edu/STEM). (Revised 1-15-13)
Programs in the College of Education and Affiliated Programs in Other Colleges

Programs in the College of Education and affiliated educator preparation programs in other colleges on campus are listed below. Learn information about each program at http://education.uky.edu/site/program-overview

Agricultural Education
Art Education
Counseling Psychology
Education Sciences (PhD)
Educational Policy Studies and Evaluation
Educational Psychology
Elementary Education
Exercise Science
Health Education
Higher Education
Family and Consumer Sciences Education
Instructional Systems Design
Interdisciplinary Early Childhood Education
Middle School Education
Music Education
Kinesiology
Reading
Rehabilitation Counseling
School Leadership
School Psychology
Secondary Education
Special Education
(Revised 2-16-06; 3-09-06; 10-06; 9-15-10)
Support Units

Office of the Dean

The Dean of the College of Education and the Business Office is located in the Office of the Dean in 103 Dickey Hall. The Business Office deals with budget matters and personnel in the College. The budget officer works with the dean on matters concerning business-related decisions involving the College and its resources. Questions on business procedures relating to payroll, personnel, and purchasing are directed to this office. Staff members in the office include:

Mary John O’Hair, Dean, College of Education
Patricia Adolph, Educational Services Assistant
Gwen Winder, Administrative Support Associate
Cindy Jennings, Administrative Coordinator, Payroll, Distribution of Effort
Amanda Nelson, Communications Director
Rosemary Waters, Administrative Staff Officer, Budget Officer for College of Education
Linda France, Director of Next Generation Learning Partnerships and Co-Director of P20 Innovation Lab
Eve Proffitt, Director of Education Innovation and Co-Director of P20 Innovation Lab

Office of Advancement and Development

The Office of Advancement and Development, which is located in 133 Dickey Hall, works closely with the Office of the Dean. Staff members include:

Jeff Francisco, Director of Development
Mary Ann Vimont, Director of Public Relations, Alumni, Student, and Community Relations
Brad Duncan, Information Specialist
Marjorie Gallt, Staff Support Associate

The office is responsible for fundraising, alumni activities, and public relations for the College. The office coordinates the College of Education’s involvement with the annual phonathon, solicitation of funds for scholarships, professorships, endowed chairs and lectureships, and other special projects. The development officer designs and implements cohesive development plans and the means for achieving them. Relationships with the corporate sector and with individual alumni are a major portion of this effort. The development officer is the College’s liaison with the University of Kentucky Development Office.

The office is also responsible for a variety of projects and public relations initiatives for the College. Staff members produce online and print materials, including the College’s alumni newsletter and Research Briefs. With the assistance of the University’s Public Relations Office, staff members coordinate the preparation of press releases and news conferences to publicize faculty accomplishments and special programs in the College. The director of
public relations serves as the College’s liaison to the University of Kentucky Public Relations Office. (Revised 1-15-13)

**Office of the Associate Dean for Academic and Student Services** (Revised 9-15-10)

The Office of the Associate Dean for Academic and Student Services, located in 166 Taylor Education Building, manages all aspects of academic program development and maintenance, primarily for undergraduate programs in the College of Education. This office also works with faculty to initiate, revise, and evaluate academic programs; serves as a point of appeal for students who have exhausted their inquiries or appeals at the program and departmental levels; collaborates with the Associate Dean for Research and Graduate Studies and the Associate Dean for School and Community Engagement on the management of the College’s Database and Information System, accreditation, and institutional reporting. Services available through this office can be accessed at [http://education.uky.edu/ADeanASTC](http://education.uky.edu/ADeanASTC). Staff members include:

Steve R. Parker, Associate Dean for Academic and Student Services  
Martha Geoghegan, Administrative Support Associate

Units within the Office of the Associate Dean for Academic and Student Services include the following:

The **Office of Academic Services and Teacher Certification**, located in 166 Taylor Education Building, coordinates recruitment, admissions, and advising duties associated with undergraduate programs in the College of Education; admission to all UK teacher education programs at the initial certification level; and scholarships for the College of Education. The office maintains student records related to registration, academic standing, probation, suspension, reinstatement, and program completion. The office also processes and maintains certification records for candidates in all educator preparation programs and recommends candidates for certification to the Education Professional Standards Board. In addition, the office serves as home to the Center for Educator Preparation Information Systems (CEPIS) that maintains the COE Student Database and Information System which provides data for continuous assessment of candidates, program improvement, and institutional reporting. Learn more about the office by visiting [http://education.uky.edu/AcadServ](http://education.uky.edu/AcadServ).

The **Office of Field Experiences and School Collaboration**, located in 104 Taylor Education Building, coordinates the placement of candidates in education programs in field and clinical experiences at designated sites in the clinical network. The office also serves as liaison for several projects, including the Kentucky Teacher Internship Program and the Consortium for Overseas Student Teaching. More information about the office can be accessed at [http://education.uky.edu/OFE](http://education.uky.edu/OFE).

The **Office of Student Engagement, Equity, and Diversity**, located in 128 Taylor Education Building, focuses on early identification and preparation of potential
teacher candidates from diverse backgrounds. The office is supportive of initiatives to assist candidates with meeting requirements for admission to professional educator programs in the College of Education. Candidates declaring a major in the College are provided links to individuals, services, programs, resources, and activities to ease their transition into the College and increase the likelihood of their retention in programs in the College. The office connects students with the Kentucky Education Association and the Minority Educators Association. Additional information about the office can be found at http://education.uky.edu/Diversity.

**Associate Dean for Accreditation, Assessment, and Planning** (Revised 1-15-13)

The Office of the Associate Dean for Accreditation, Assessment, and Planning, located in 166 Taylor Education Building, oversees eight accreditations/program approvals in the College of Education. Accreditations include the Southern Association of Colleges and Schools (SACS), the National Council for Accreditation of Teacher Education (NCATE), the American Psychological Association (counseling psychology and school psychology), the Council on Rehabilitation Education (rehabilitation counseling), and the Kentucky Education Professional Standards Board. Program approvals include the National Association for School Psychologists (school psychology) and the Kentucky Education Professional Standards Board (all educator preparation programs).

The Associate Dean for Accreditation, Assessment, and Planning is responsible for coordination of annual reporting on student learning outcomes and, in collaboration with the Office of the Dean and department chairs, has responsibility for strategic planning and annual reporting of progress on strategic indicators.

The Associate Dean for Accreditation, Assessment, and Planning also serves as the NCATE coordinator and as the college’s liaison with the Kentucky Education Professional Standards Board. In this capacity, the associate dean coordinates NCATE accreditation and EPSB program approval efforts for the college.

Additional information can be accessed at http://education.uky.edu/ADeanAAP. Staff members in the office include:

- Rosetta Sandidge, Associate Dean for Accreditation, Assessment, and Planning
- Martha Geoghegan, Administrative Support Associate

**Office of the Associate Dean for International Engagement** (Revised 1-15-13)

The Office of the Associate Dean for International Engagement, located in 335 Dickey Hall, provides assistance and coordination in expanding the college’s international strategy. The office serves as a gateway for faculty, students, and professional and community partners to access opportunities for research, study, and engagement with partners around the globe. In collaboration with the UK Office of International Affairs, the office assists faculty and students in planning and executing international experiences. Staff members in the Office of the Associate Dean for International Engagement include:
Parker Fawson, Associate Dean for International Engagement
Sharon Brennan, Associate Dean of the Office of International Engagement
Jeannette Groth, Lecturer
Kathryn Todd, Doctoral Student

Office of the Associate Dean for Research and Innovation (Revised 9-15-10)

The Associate Dean for Research and Innovation, located in 107 Taylor Education Building, is responsible for the Institute on Education Research, distance learning initiatives, the Instructional Technology Center, and the Collaborative Center for Literacy Development. Learn more about the Office of the Associate Dean for Research and Innovation by visiting http://education.uky.edu/ADeanRGS. Staff members in the office include:

Robert Shapiro, Associate Dean for Research and Innovation
Michelle Traynor, Administrative Assistant
Faith Cordray, College Grants Officer

The College Grants Office is located in 107 Taylor Education Building. The grants officer, who is assigned by the UK Office of Sponsored Projects Administration (OSPA) to the College of Education, works with the faculty on various aspects of grant proposal development. The OSPA maintains the College Grants Office which provides faculty with a broad array of pre-award services including refining research ideas; identifying internal and external funding opportunities; analyzing RFP’s; accessing information from a wide range of public and private sector sources to support proposal preparation, formal proposal submission processes, preparing proposal budgets (current overhead rate information, fringe benefits, indirect cost rates and policies); advising researchers on intellectual property policies; reviewing proposals for compliance with university, state, and federal guidelines and laws; and promoting projects among potential funding sources. The grants officer also assists faculty in completing required internal approval forms (Internal Approval Form, Financial Disclosure/Conflict of Interest Forms) and serves as the liaison for completing College and university internal reviews.

The Institute on Education Research engages in a variety of research activities including consultation with faculty and graduate students on research design, data analysis, computer applications, and dissertation proposal development. The office provides support for instructional programs in research and grant proposal development. Research and development support is extended to schools and state agencies upon request. The office works to bridge departmental and College research initiatives and provides a forum for discussion of research issues and interests. The mission of the Institute on Education Research is to support faculty in identifying significant education and policy issues; encouraging individual, collaborative, and interdisciplinary inquiry; locating external funding sources; preparing grant proposals and providing post-award management services. It showcases funded research being
conducted in laboratories, clinics, centers, and offices located throughout the college. Additional about the office can be found at [http://education.uky.edu/IER](http://education.uky.edu/IER).

The **Instructional Technology Center** (ITC), located in 151 Taylor Education Building, is the service unit of the College of Education that is responsible for providing technological services to support the instructional, research, and service programs of the College. The ITC's service function includes maintenance of the College website; circulation of non-print teaching materials; microcomputer laboratory/classroom; provision of general media support for programs in the College; maintenance of College servers; support for the Instructional Design and Media programs in the Department of Curriculum and Instruction; and provision of media production services to support the courses, research, and administration of the College. The services of the center are available upon request to the students, faculty, staff, and administration of the College and to anyone involved in the courses or grant projects housed in the College. The director of the Instructional Technology Center is responsible for coordinating and implementing long-range plans to integrate state-of-the-art technologies into College instructional programs, managing the operation of the media services unit, and supervising the operation of the College-wide instructional and research computing facilities. Additional information about ITC can be accessed at [http://education.uky.edu/ITC](http://education.uky.edu/ITC).

The **Collaborative Center for Literacy Development** (CCLD), located at 120 Quinton Court in Lexington, is a legislatively-funded partnership that focuses on literacy from early childhood through adulthood. As a partnership of Kentucky’s eight public universities, the National Center for Family Literacy, the Kentucky Department of Education (KDE), and Kentucky Adult Education (KYAE), CCLD is committed to promoting literacy and addressing the diverse needs of all learners through research and professional development, including pre- and in-service educators. As a dynamic leader in literacy development, CCLD strives to increase the literacy levels of learners in the state while fostering a culture that values literacy. In addition, CCLD empowers educators to develop literacy expertise so that all learners achieve their full potential. Another component of its legislative charge is maintaining a clearinghouse that includes literacy research, program reviews, and resources that may be used to connect the literacy community at the state and national levels. Additional information about CCLD can be found at [http://www.kentuckyliteracy.org](http://www.kentuckyliteracy.org).
Additional Centers, Clinics, Laboratories, and Offices

Additional centers and offices, which report to departmental chairpersons, have been established with research funding and university approval.

The director of the Office of Higher Education Research and Development works in conjunction with the chairperson of Educational Policy Studies and Evaluation. The office plans and conducts research on questions on higher education that have pertinence for the Commonwealth of Kentucky. The research conducted is shared with the Council on Postsecondary Education and other institutions in Kentucky.

The mission of the Center for Economic Education, located in 133C Dickey Hall, is to provide economic education to elementary and secondary school teachers in public, private, and parochial schools.

The Center for the Advanced Study of Technology Leadership in Education (CASTLE), the nation’s only center dedicated to the technology needs of school administrators, is jointly housed at Iowa State University and the University of Kentucky. As a University Council for Educational Administration (UCEA) program center, CASTLE is associated with the world’s premier organization for the preparation of school leaders. CASTLE supports university graduate program development, houses a series of tutorials on school data-informed decision making, maintains national leadership organization websites, sponsors a blogging network for educational leadership professors and practitioners, supports professional development for school leaders, coordinates grant opportunities and applications, and encourages research on technology leadership in education. The CASTLE Advisory Board is comprised of educators from across the world that are leaders in technology integration into schools. CASTLE is committed to being a resource for educators, school leaders and professors that are working to change schools to meet the demands of the digital, global age.

The purpose of the International Superintendents Research Network (ISRN) is to convene researchers in a global effort to study the district school superintendency. The ISRN supports scholarly research that ranges from comprehensive studies that are national in scale to those that have more specific foci. ISRN utilizes technology to share research designs, methods, and instruments; increase accessibility research findings; and facilitate communication and collaboration among scholars. The network provides a vehicle for supporting the design and conduct of international comparative studies as well as a venue for collaboratively publishing findings at international conferences as well as in refereed journals, books, and book chapters. The ISRN is associated with the University Council for Education (UCEA) Joint Program Center for the Study of the Superintendency, the American Educational Research Association (AERA) Research on the Superintendency, and the European Educational Research Association (EERA).

The Literacy Clinic is located in 318 Dickey Hall. The Literacy Intervention Clinic is a community service for learners with literacy needs, a teaching/preparation for graduate students in the curriculum area of literacy and a research challenge for master’s and
doctoral level graduate students. The clinic operates diagnostic assessment sessions during the fall semester and conducts on-going assessment and intervention sessions during the spring semester. The focus of the fall assessments and spring interventions range from individual and/or small group settings to community clients of varying ages. The theoretical framework for the literacy intervention seeks to build on the client’s strengths as well as address needed areas of development. The overall objective of the clinic is to provide the means to assist clients in their move toward becoming independent, strategic, and lifelong readers.

**Faculty Title Series**

Full-time faculty members in the College of Education are employed in regular, special, research, clinical, or lecturer title series positions. University regulations related to appointment, reappointment, promotion, and the granting of tenure for regular and special title series can be accessed at the following links:


University regulations related to appointment, reappointment, and promotion for research, clinical, and lecturer title series can be accessed at:


**Program Faculties**

Educator preparation programs at the University of Kentucky are governed by individual program faculties. These faculties are collaborative groups comprised of a broad representation of professionals, including College of Education faculty, university faculty from content areas, and practitioners from schools and agencies. In some cases, undergraduate and graduate students also serve as members of the program faculties. These multi-disciplinary committees are responsible for initiating and revising programs and courses, for interviewing and selecting candidates for program admission, and for conducting continuous assessment of candidate progress throughout their respective programs.

Changes in curricula, such as the design of new courses, the content of field experiences, and course revisions, originate within the appropriate program faculty. In addition, program faculties are responsible for administering the unit’s admission and retention policies in their respective programs. Thus, program faculties have primary responsibility for conducting continuous assessment of students and using these data to inform program revision and improvement efforts. These groups are also responsible for ensuring and documenting that candidates meet the appropriate state standards (e.g., Kentucky Teacher Standards, Kentucky Early Childhood Standards), the appropriate learned society standards, the Unit Functional Skills and Dispositions, and the Unit Technology Standards.
The Associate Dean for Academic and Student Services works with program faculty chairs to select program faculty members, who are appointed to three-year terms which are renewable. The Associate Dean for Academic and Student Services also serves as an *ex officio* member of each group.

Established at the University of Kentucky in 1974, the program faculty structure has been instrumental in involving education faculty, content faculty, and P-12 practitioners in the preparation of teachers. This unique approach to governance of professional educator programs has served programs and students well and garnered many positive comments from various accreditation teams over the years.

**Program Faculty Chairs Group**

Communication across program faculties is ensured through regular monthly meetings of the chairpersons of the various program faculties. These meetings, chaired by the Director of Academic Services and Teacher Certification, involve all program faculty chairpersons; the Associate Dean for Academic and Student Services; the Associate Dean for Accreditation, Assessment and Planning; and the Associate Dean for International Engagement. Unit-wide admission, retention, and exit policies are initiated within the program faculty chairs group. This forum also provides opportunities for collaboration across the program faculties on issues related to educator preparation and certification, accreditation, and program approval; state regulations related to educator preparation; and university and unit policies and procedures. Representation on the Program Faculty Chairs Group includes faculty members from the colleges of Agriculture, Arts and Sciences, Communications and Information Studies, Education, Fine Arts, Health Sciences, and Social Work.

**Directors of Graduate Studies**

Directors of graduate studies (DGS) represent the department chairpersons and faculty in coordinating graduate programs in their respective departments. The Associate Dean for Research and Graduate Studies serves as the liaison across departments in the College and with the Graduate School. Specifically, the directors of graduate studies communicate and work directly with the Graduate School staff, coordinate the recruitment of students, facilitate admissions and retention decisions, and assign advisors and advisory committee members. They are also required to maintain official student files. The directors of graduate studies serve as members of the Committee on Graduate Admissions and Standards. The purpose of this committee is to facilitate communication across programs and address mutual concerns. (Revised 03-09-06)

**Councils and Committees**

Many of the decisions and plans made in the College require much background study, gathering of data, and sampling of opinions. These kinds of functions can be carried out by committees, which in turn synthesize the data and suggest desirable alternatives to the
faculty. In order to expedite the work of the faculty and administrative offices, the following committees and councils have been established. The Administrative Council and Council of Chairs are appointed by the dean and serve at the pleasure of the dean. The remaining Faculty Council and committees are elected by the faculty within departments and by the faculty at large and have three (3) year staggered terms. Committee chairs and vice chairs are elected at the last meeting of the academic year for the next academic year. The carry-over of the committee leadership promotes continuity from year to year. (Revised 1-7-04).

See http://education.uky.edu/Dean/content/coe-committees-2009-10 for current committee membership. (Revised 1-07-04; 3-09-06; 9-15-10)

The opportunity exists from time to time to add/delete/revise a committee in response to needs from our several constituencies. The Faculty Council prepares such recommendations for approval by the College faculty. (Revised 12-14-05)

Appointed by the Dean

**Administrative Council**

**MEMBERSHIP**: Composed of the six department chairpersons, the dean, the associate deans, the business manager, the director of the Instructional Technology Center, the director of the Office of Field Experiences and School Collaboration, and the chair of the Faculty Council. Membership serves at the pleasure of the Dean. (Revised 3-09-06)

**FUNCTION**: To serve as an advisory group to the dean.

**Council of Chairs**

**MEMBERSHIP**: Composed of the six department chairs, the dean, the associate deans, the chair of the Faculty Council, and the business manager.

**FUNCTION**: To serve as an advisory group to the dean. (Revised 03-09-06)

**Elected by the Faculty**

**Faculty Council**

**MEMBERSHIP**: (1) One tenured faculty member from each department, elected by the faculty of that department; three tenured faculty members elected at-large by the faculty, with the limitation that no department shall have more than one at-large representative. (2) Departmental and at-large representatives shall not have an administrative distribution of effort appointment exceeding 49%, and shall not hold an appointment as dean,
associate dean, or department chairperson. The members of this council will serve staggered 3-year terms. (Approved by College 11-09-04)

FUNCTION: Faculty Council represents the faculty and serves as:
(1) an executive committee of the faculty,
(2) an advisory committee to the dean,
(3) a channel for communication between the faculty and the dean, and
(4) a representative voice of the faculty. (Revised 04-20-06; 08-29-06)

Review and Advisory Committee on Appointments, Promotion, and Tenure

The Administrative Regulations, AR II-1.0-l, page II-2, state:
Each College shall have an advisory committee, established by the dean after consultation with an appropriate faculty body of the college, which is concerned with matters related to faculty appointments. Members of the Review and Tenure Advisory Committee hold full time appointments within a single department or a joint appointment outside the College. Prior to making a recommendation or decision, as appropriate, on an initial appointment, reappointment, terminal reappointment, joint appointment, post-retirement appointment, or non-renewal of appointment, the dean optionally may seek advice (not necessarily written) from such a committee. (Revised 04-20-06)

The membership and function of the College of Education Committee on Appointments, Promotion, and Tenure is as follows:

MEMBERSHIP: Each department faculty elects one person (not department chairperson) who holds the rank of associate or full professor with tenure and has been employed at the University of Kentucky for at least three full academic years. In addition, members must have a record of research and peer-reviewed publications during the three year period immediately prior to their being appointed. The members of this committee will serve a 3-year term. (Revised 03-09-06)

FUNCTION: Provides advice to the dean regarding candidates for promotion and tenure.

Committee on Courses and Curricula

MEMBERSHIP: One member representing each department, elected by departments for a 3-year term; the Associate Dean for Academic and Student Services, the Associate Dean for Research and Graduate Studies, and the Associate Dean for School and Community Engagement shall serve as ex officio members.

FUNCTION: Reports to faculty; reviews all proposals for new courses, changes in courses, new programs of study, modified programs of study, and degree programs; may, on its own initiative, study existing programs; studies each proposal, consults with appropriate departmental representatives, and makes a recommendation to the faculty; prepares a written statement, where the proposal is not supported, explaining the basis for objections
and distributes this statement to the College faculty 8 business days prior to the appropriate faculty meeting.

**Committee on Technology**

**MEMBERSHIP:** One member representing each department elected by departments for a 3-year term. The director of the Instructional Technology Center, the librarian, and the Associate Dean for Research and Graduate Studies serve as *ex officio* members.

**FUNCTION:** The mission of the Technology Committee shall be to identify and report all policy issues regarding technology which are of concern to members of the College and to ensure that the faculty has a role in technology decisions made in the College of Education.

**Committee on Undergraduate Admissions and Standards**

**MEMBERSHIP:** One member representing each department which offers undergraduate courses, elected by departments for a 3-year term; the Associate Dean for Academic and Student Services shall be a member, *ex officio*.

**FUNCTION:** Reports to the faculty; recommends to the faculty requirements necessary for entrance into and exit from the several undergraduate programs; serves as an appeal board for waivers of such requirements; advises the faculty on all matters pertaining to admissions and standards in the undergraduate curricula; and works with the Associate Dean for Research and Graduate Studies on issues of graduate education.

**Committee on Graduate Admissions and Standards**

**MEMBERSHIP:** Consists of all directors of graduate studies in the College; the Associate Dean for Research and Graduate Studies shall be a member, *ex officio*.

**FUNCTION:** Reports to the faculty; recommends to the faculty College of Education requirements necessary for entrance into and exit from graduate programs; serves as an appeal board for waivers of such requirements and for recommendations to the Graduate School of waivers of Graduate School requirements; and advises the faculty on all matters pertaining to admissions and standards in the graduate curricula.

**Inclusiveness Committee**

**MEMBERSHIP:** One member elected by each department for 3-year terms. The Associate Dean for Academic and Student Services serves as an *ex officio* member of the committee.

**FUNCTION:** The Inclusiveness Committee is dedicated to the development and maintenance of an environment for faculty, staff, and students in which discussion about issues of race, ethnicity, gender, religion, privilege, class, disability, sexuality, geographic
differences, and other aspects of diversity, can occur in an open and supportive atmosphere. The purpose of these discussions is to effect positive change as it relates to recruitment and retention, teaching and learning, research and practice, and similarities and differences. Through conversation and action, the desired outcome is to create a non-discriminatory and non-exclusionary learning and working environment. All interested faculty, staff, and students are invited to attend. (Revised 9-15-10)

**International Committee (approved COE Faculty 12-13-05)**

**MEMBERSHIP:** The membership of the International Committee consists of one member from each department, elected to serve for a three-year term; the Associate Dean for School and Community Engagement shall serve as an *ex officio* member.

**FUNCTION:** Advises the dean and informs the faculty about ways to develop of the College’s global perspective by faculty, students, and staff in the areas of research, curriculum development and dispositions, faculty and student exchanges, and other initiatives.

**Library Committee**

**MEMBERSHIP:** Three faculty members are elected for 3-year terms; each member must be from different departments. The librarian and the Associate Dean for Academic and Student Services serve as *ex officio* members.

**FUNCTION:** To serve as a liaison between the College and the library and act to ensure library support for the College programs. This committee regularly requests from faculty members titles of materials they want purchased to support program areas and course content.

**Social and Welfare Committee**

**MEMBERSHIP:** Three members elected by faculty for 3-year terms.

**FUNCTION:** Reports to the faculty; responsible for planning College social and welfare projects, recommending such projects to the faculty, operating such projects, and reporting to the faculty on the projects.

**Student Committees**

**College of Education Student Ambassadors**

**MEMBERSHIP:** Student ambassadors are nominated by faculty members in the College of Education and selected by a committee composed of current student ambassadors and representatives from the Office of the Dean. Ambassadors may serve for more than one year.
FUNCTION: Student ambassadors represent the College of Education in various ways. They assist with student recruitment, speak to community and university groups, and represent the College at receptions and meetings.
ADMINISTRATIVE INFORMATION

Faculty Meetings

Regular meetings of the College of Education faculty are scheduled for the second Tuesday of each month at 2:00 p.m. during the academic year. A quorum consists of forty percent of the regular faculty members in the College. The major business of the faculty is transacted at these meetings, and attendance and participation are expected.

Department and Program Meetings

Department and program meetings are usually scheduled on alternate Tuesdays. However, departments may vary meeting schedules.

Faculty appointments include the responsibility of participating in program, department, and college meetings. Committee, task force, and council participation is expected as a part of university service for all faculty members.

Faculty Orientation and Mentoring

Faculty Orientation

Chairpersons of search committees; department chairpersons; the Associate Dean for Academic and Student Services; the Associate Dean for Research and Innovation; the Associate Dean for Accreditation, Assessment, and Planning; and the Associate Dean for International Engagement help to orient new faculty members to the College of Education and University of Kentucky operations. Faculty members are expected to participate in scheduled orientation meetings at university, college, and department levels. Department chairpersons and associate deans review the faculty handbook and procedures with new faculty members.

Mentoring of Untenured Faculty

The mentoring relationship is not a supervisory one, but a consultative interaction. The more knowledgeable senior faculty members give advice, counsel, and guidance about university processes, procedures, and role expectations. When possible, mentors assist the new faculty members with entry into professional organizations and research opportunities. Mentors may change over the course of a faculty member’s progress toward tenure due to new directions in research or teaching assignments.

1. Untenured faculty should obtain a copy of their department’s written tenure and promotion criteria.
2. Each untenured faculty member in the College of Education must select a mentor no later than the beginning of the second semester. The selection of the mentor is to be made in consultation with the department chairperson. Often, the chair of the search committee serves to orient the faculty member during the first semester.
3. A list of new faculty and their mentors will be filed in the Office of the Dean.
4. Untenured faculty members may invite their mentors to attend the two-year and the four-year “progress toward tenure review meetings.” Progress toward tenure sessions will include the faculty member, department chairperson, the dean, and may include the mentor.
5. The new faculty member is expected to attend all university orientations for new faculty and to utilize, as appropriate, the resources of the UK Center for the Enhancement of Learning and Teaching (CELT).
6. The Associate Dean for Research and Graduate Studies will meet from two to four times per year with untenured faculty to discuss needs or provide information about research or teaching.
7. The mentoring efforts listed above are a part of the supportive climate expected in each department and the individual guidance provided by the department chairperson.

Second-Year and Fourth-Year Reviews

Untenured faculty members meet with the dean, department chair, and mentor at the end of the second year and fourth year of appointment for a “progress toward tenure” review.

The untenured faculty member provides the group with teaching evaluations, the most recent performance review, and an up-to-date curriculum vita.

After the review session, the dean writes a summary statement of the meeting that is shared with the faculty member and department chair and placed in the individual’s personnel file.

Sabbatical Leaves

The purpose of sabbatical leave is to provide opportunities for study, research, creative effort, improvement of teaching capabilities and methods, and related travel in order that the quality of each recipient’s service to the University may be enhanced.

Applications for sabbatical leave must be processed through the Office of the Dean to the Provost’s Office at least one year prior to the date the sabbatical will begin. Proposals must include a thorough description of activities and letters of support from the department chairperson and the dean. The department chair must also explain how the faculty member’s assignments will be covered during the leave.

Faculty members who have full-time non-tenured or tenured appointments in the regular series with the rank of assistant professor or higher, or of equivalent rank for this purpose as determined by the President, are eligible for leaves of absence after six years of continuous service in the rank of instructor or higher at the University, or for leaves of absence under a different option after three years of continuous service. All such leaves of absence shall be approved by the President or the President's designated representative and the Board of Trustees.
After six years of continuous eligible service, an individual may apply for one year's leave (academic year for appointees on academic year, ten-month, or eleven-month assignments) at one-half salary or six months' leave (academic semester for appointees on academic year, ten-month, or eleven-month assignments) at full salary. After three years of continuous eligible service, an appointee may apply for six months' leave (academic semester for appointees on academic year, ten-month, or eleven-month assignments) at one-half salary. Normally "continuous service" is interrupted by a sabbatical leave; that is, no service prior to a sabbatical leave may be credited toward eligibility for future sabbatical leave. However, in the event that it becomes necessary for an individual to postpone a sabbatical leave at the request of and/or for the benefit of the University or one of its educational units, the period of postponement shall be counted as part of the six years of service necessary for the individual to again become eligible for sabbatical leave. The request for and/or agreement that the sabbatical leave be postponed must be made in writing by the dean of the individual's college and be approved by the appropriate chancellor/vice president. The request or agreement must specify the period of postponement and the reason for it. In no case shall cumulative sabbatical leave be granted for a single period longer than one full year at full salary. Leaves of absence without pay are not normally credited toward eligibility for sabbatical leave. However, exception may be made when the leave enhances the value of the individual to the University, e.g., a leave to accept a fellowship or a grant, service for professional organizations, and so forth. In no case shall the leave of absence without pay be considered as an interruption of continuous service.

Sabbatical leave shall not be used as a means of augmenting personal income. A recipient may not accept gainful employment during a sabbatical leave (for an individual on an academic year assignment basis, this does not include the period of May 16 through August 15; for an individual on a ten-month or eleven-month assignment basis, this does not include the period of vacation/research and the one or two months outside the assignment period each fiscal year; for an individual on a twelve-month assignment basis, this does not include the one-month vacation period) except as follows:

A fellowship, grant-in-aid, or government-sponsored exchange lectureship may be accepted for the period of the leave if acceptance will promote the purpose of the leave and is approved by the President or the President's designated representative.

For those on one-year leave, additional salary not to exceed one-half of the regular academic salary may be accepted for (1) work performed during the sabbatical leave on research projects administered by the University with funds from government or private grants or contracts when the terms of the grant or contract authorize the usage of such funds, and when the work to be performed is significantly related to the studies planned for the leave; (2) work on a research grant at another university; (3) research work in a government laboratory; or (4) work as a research professor or associate in another university. Any arrangements pursuant to this paragraph must be approved by the President or the President's representative.

In neither of the above instances shall a recipient's total income attributable to a sabbatical leave project exceed the individual's regular academic salary. Sabbatical leave shall be
granted with the understanding that the recipient, following the leave of absence, will continue service at the University for at least one academic year. (See GR X.C.5.)

**Leave Policies**

Family and Medical Leave policies can be found in the *Administrative Regulations* http://www.uky.edu/Regs/AR/ar044.pdf. The automatic delay of probationary periods for a qualified faculty member who becomes the parent of a child or children by birth, adoption, or guardianship, or who assumes significant responsibilities for the care of a relative or domestic partner is contained in http://www.uky.edu/Regs/GR/gr10.pdf. The definition of a “relative” is contained in http://www.uky.edu/Regulations/GR/gr10.pdf (GR X.A.1).

(Added 11-05-07)

**Retirement**

Retirement policies and procedures are described extensively in the *Administrative Regulations* http://www.uky.edu/Regs/AR/ and the *University of Kentucky Faculty Handbook* http://www.uky.edu/Regs/FHB/ However, prospective retirees are encouraged to make individual appointments with the Employee Benefits Office (257-3331) to discuss their retirement options.

**Differentiated Distribution of Effort: Workload Statement**

The College of Education adheres to the Faculty Workload Policy Statement of the University System, as stated in the Administrative Regulations (AR II-1.0-1, XVI, 3/2/93) and the *University of Kentucky Faculty Handbook* (June 1995). Also at http://www.uky.edu/Regulations/AR/ar021.pdf

Quoting from the University Regulations, XVI. Appendix II, Faculty Workload Statement - University System "On behalf of the Commonwealth of Kentucky, the University faculty aspires to accomplish a three part mission: to create knowledge through research; to preserve and disseminate knowledge through teaching; and to serve the public and academic community through the application of learning and expertise" (p.8).

"Faculty members are independent professionals without prescribed working hours. For some, the work period fits a conventional work day, five days a week. For most, the work day is more flexible, and ultimately more time consuming. Commonly, heavy time commitments to teaching, grading, and research fill days, late nights, and weekends during the fall and spring semesters. During the summer months, many faculty members commit to rigorous research or academic preparation schedules. Because of the flexible, overlapping, and complex nature of academic work, and because many faculty members are able to set their own schedules within a class-time framework, time spent in any one of the three areas of teaching, research, and service varies from day to day and may changed markedly from semester to semester" (p. 1,2).
"Faculty workload includes formal classroom instruction, from undergraduate through postdoctoral levels, which may be measured by semester credit hours; laboratory, studio, and clinical contact hours; and informal non-classroom teaching. Workload includes research, or those activities that have as their goal a specific scholarly production, whether it be non-sponsored, individual research, or organized research supported by extramural funding. Workload also includes external service activities performed by faculty members on behalf of the general public, and internal service, or work on behalf of colleagues, students, and University units, and professional activities. While teaching, research, and service may be regarded as separate activities, in practice, these three workload components are rarely distinct. Administrative flexibility is required to assign and assess research, service, and teaching. Therefore workload assignments should be determined by educational unit administrators who understand the abilities and interests of their individual faculty members" (p. 2).

"Appropriate workload management by educational unit administrators would best meet departmental and College responsibilities by maximizing the application of faculty expertise through the Differentiated Distribution of Effort or DDE. The rationale for a DDE stems from the recognition that the University's three-part mission is an aggregate institutional mission, not necessarily the mission of each individual faculty member. The DDE will permit the department chair or unit director, with approval by the dean or the appropriate administrative officer, to assure fairness in the distribution of responsibility among faculty members. The merit evaluation system should reflect the reality of workload distributions and the amount of effort that constitutes a full load equivalent" (p. 2, 3).

"Therefore, to implement a DDE, workload should be conceived of as variable individual efforts which, when aggregated at the educational unit level, allow that unit to meet its academic responsibilities and contribute to the overall University mission. To enhance the ability of a particular educational unit to meet its academic responsibilities, individuals may be assigned asymmetrical workload distributions that emphasize one or two mission areas, rather than all three. Because of promotion and tenure requirements, a DDE heavily weighted toward one area would normally be inappropriate for untenured faculty members who are full time and regular-title series, since there is an expectation that excellence be demonstrated in each of the three mission areas" (p.6).

"The DDE should also permit the department chair or unit director, with approval by the dean or appropriate administrative office, to assure fairness in the distribution or responsibility among faculty members. For example, since the University of Kentucky is the Commonwealth's primary research institution, and faculty members are expected to establish research programs, an individual whose research has produced an internationally recognized body of work and has obtained external funding support may be assigned to teach one or two courses per semester. Their remaining academic effort would be allotted to research and service. This effort would constitute a full academic workload, and the definition of full load and contact hour will vary across department. The chair might assign another faculty member, whose research program and service responsibilities are limited, to
teach three or four courses. Such an assignment would be reevaluated on a regular basis, in conjunction with a regular faculty review period.

These are examples, and many other DDE combinations are possible. The merit evaluation system should reflect the reality of workload distributions and the amount of effort that constitutes a full load equivalent" (p.6, 7).

"Considerations for adjusting workload distributions for and individual should relate to:
   a. Difficulty, scope, size, and level of courses taught (e.g., number of preparations, development of new courses or revisions of existing courses, type of instruction, class size, use of teaching assistants, advisement and monitoring activities, etc.);

   b. Research responsibilities and/or service expectations" (p.7).

Quoting from the University of Kentucky Faculty Handbook (June 1995), "Principles of Implementing Faculty Workload Policies at the University of Kentucky

1. Each educational unit is responsible to its dean or appropriate administrator for contributing to three mission areas: teaching, research, and service. Therefore individual faculty workloads are determined by, or in consultation with, the educational units most familiar with those responsibilities.

2. Policies and practices must assure that full-time, regular-title series faculty members have comparable total effort; individual distributions of research, and service may vary but should not result in reduced effort for some individuals within an educational unit.

3. The workload for an individual faculty member will be equivalent to:
   a. A teaching-only assignment in which the person teaches some combination of classes and engages in associated teaching-related activities that are equal to twelve undergraduate credit hours.

   b. A research-only assignment equivalent to teaching twelve undergraduate credit hours in which the person directs research activities, supervises research team members, administers grants and contracts, prepares grant proposals, and/or engages in other research activities sufficient to maintain a vigorous research program comparable to successful full-time researchers in the same or comparable fields at the best of our benchmark institutions.

   c. A service-only assignment in which the person engages in activities for the equivalent of teaching twelve undergraduate credit hours.

In practice, few faculty members with regular-title appointments will have such a singular focus but will combine teaching, research, and service responsibilities, such that their aggregate workload will be equivalent to any one of these assignments" (p.29).
Quoting from the University Regulations, XVI. Appendix II, Faculty Workload Statement - University System, Outcomes

"The University faculty places high value upon the process and product of scholarship, and seeks to make University students and Commonwealth resident the chief beneficiaries of that scholarship. Teaching must be informed by research that has currency; to do otherwise would be to offer outdated ideas and solutions to tomorrow's problems. Faculty members will seek to underwrite their own research programs through proposals to external funding sources. Research awards will enhance those resources provided by the Commonwealth, and in addition to supporting research, will greatly benefit teaching and service productivity" (p. 8).

"University System teaching and research programs will provide students studying at the University at all levels -- undergraduate through postdoctoral -- with the best educational experience that faculty and resources can provide" (p.8).

"University programs will also contribute to the life of the community by helping individuals to define and pursue personal goals which enrich their own lives and which ultimately contribute to the well-being of the Commonwealth's citizens" (p.8).

**Distribution of Effort**

Faculty DOE is complex and must be flexible if departments and the college are to fulfill their missions. Planning for DOE should consider the individual's career goals and allot sufficient opportunity for attainment of tenure and promotion. The following information parallels categories on the DOE form and provides guidelines for allotment of efforts to the categories. Each major category below includes directions from the DOE form itself; these are the same directions that appear on the back of the last page of the DOE form. Additional descriptions of activities appear for some categories. Finally, so that DOE may align to the maximum extent possible with performance evaluations, portions of College of Education performance review guidelines (published elsewhere in this handbook) are provided within each category.

**SECTION I. INSTRUCTION**

*Directions from back of DOE form:*

*Additional considerations for Section 1, Instruction*

Non-sponsored Instruction

A. General Academic Instruction

1. Courses: Percentages in this category should reflect additional time required for managing distance learning courses (especially those with multiple sections), travel to extended campus sites, direct observations of significant
numbers of students working in field experiences, and other special circumstances. As stated on the back of the DOE form, "Do not include preparation and grading time, which is reported in Preparation and Curriculum Development."

2. Supervision of theses, dissertations and post-doctoral students: This category includes time devoted to both serving on students' committees and directing committees.

B. Preparation and Curriculum Development: In addition to those activities described on the back of the DOE form, consideration should be given to the extensive development time requires for preparing new distance learning courses including time a faculty member may spend in workshops or observation of other distance learning courses. Also, recent changes in teacher and principal certification requirements will have implications for faculty members' DOE in this area. Specifically, time required to review students' portfolios at initial, mid-point, and concluding portions of students' programs should be reflected in the DOE of faculty members who will be required to devote time to this mandated function.

Faculty activities from Section I, Instruction, considered during performance review:

1. Developing and implementing new courses or programs
2. Quality of teaching evidenced through a portfolio which may contain:
   a. Student evaluation results
   b. Solicited and unsolicited evaluation letters
   c. Detailed course syllabi
   d. Peer observation of instruction
   e. Statement of teaching philosophy
3. Improvement of existing course to include new procedures, revised outlines, innovative methods, and so forth
4. Independent work with students to include independent study courses, mentoring relationships centered on research or teaching, directing theses and dissertations, and so forth
5. Directing theses and dissertations
6. Student academic advising
7. Writing of articles, textbooks, and software for instructional use **
8. Participate in a funded training grant **

** This does not preclude their use in the category of research.

SECTION II. RESEARCH

Directions from back of DOE form:

Individual, Non-Sponsored Departmental Research
This category includes research and other creative activities. Include all research and development activities which are not separately budgeted and accounted for as Organized Research. Also include research activities funded from regular departmental accounts; individual scholarships, performances, and exhibitions; and other forms of research and creative activity.

Organized Research

This category includes all separately budgeted and accounted for research and development activities. Include research and development activities sponsored by federal and non-federal agencies and organizations, as well as activities separately budgeted by the institution through an internal allocation of institutional funds, e.g., Tobacco and Health Research projects, Research Committee Awards, and Biomedical Science Support Grant Awards. Include activities involved in the training of individuals in research technique (commonly called research training) where such activities utilize the same facilities as other research and development activities, and where such activities are not included in the research function. These research activities generally have a stated goal or purpose, and specific time periods as a result of a contract or specific institutional allocation of funds. Include committee activities that directly support the research program. Include effort on a discrete separately budgeted research project even if such effort not charged to the project, e.g., mandatory, committed or voluntary cost sharing and matching.

Faculty activities from Section 11, Research, considered during performance review:

1. Developing, implementing, completing, or publishing (in print or non-print formats) results of educational inquiry
2. Participating in the development of a research or training grant proposal
3. Participate in a funded research grant
4. Development and/or systematic evaluation of an educational project such as a standardized test, self-instructional module, film, computer programs or software, or other visual or technological development effort
5. Reporting of research by a formal paper at state, national, or international professional meeting
6. Publishing a critique, summary or meta-analysis of research
7. Writing of articles, textbooks, and software for instructional use **
8. Participate in a funded training grant **

** This does not preclude their use in the category of instruction.

SECTION III. SERVICE

Directions from back of DOE form:

Non-Sponsored Service
A  **Public Service**

The category includes activities established and maintained by the institution to provide services to the general community or special sectors within the community due to the professional expertise of the faculty. The primary intent of these programs is to provide services beneficial to groups and individuals outside of the institution. These programs may be of incidental benefit to the faculty, staff, or students, but the primary benefits should accrue to the general public.

B.  **Service to the Academic Community**

This category includes activities conducted on behalf of the University or on behalf of the faculty member's academic discipline. Activities conducted on behalf of the University include appointed assignments such as serving on university committees; special assignments benefiting broad university or College objectives such as serving on the SACS Self-Study Steering Committee; elected assignments such as serving on the faculty senate; and other participation in University governance activities. However, do not report committee activities that are accounted for under instruction, research or public service. Activities conducted on behalf of the faculty member's academic discipline may contribute to the professional development of the faculty member; however, the primary benefit of the activity should accrue to one's professional organization or academic discipline. Examples include serving as an officer, journal editing or reviewing, grant proposal reviewing, serving on organizational committees, and so forth.

**Sponsored Public Service**

This category includes all sponsored public service projects. Include effort on a discrete separately budgeted project even if such effort is not charged to the project, e.g., mandatory, committed or voluntary cost sharing and matching.

Instructional and research activities should be excluded from this activity center. Community education and recreation courses that do not result in the awarding of CEUs should be included here. Do not include overload assignments inside or outside the University for which the faculty member receives additional compensation.

**Additional considerations for Section III, Service**

**Non-sponsored Service**

A.  **Public Service:** Examples of public service include membership in Principal or Teacher Internship Teams not assigned as part of Instruction DOE, consultation with schools and agencies, and provision of professional development programs.

B.  **Service to the Academic Community:** Examples of this type of service include university, college, and departmental committees and advisory boards, work with professional associations, and faculty advisor to student organizations.

*Faculty activities from Section III, Service, considered during performance review:*

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1. Professional organization activities such as offices held, committee and editorial work
2. University and college committees (including Program Faculties)
3. School committees, advisory committees, state and regional-level committees and agencies
4. Speaking and consulting activities with schools, research labs, and other groups

SECTION IV. ADMINISTRATION AND PROFESSIONAL DEVELOPMENT

Directions from back of DOE form:

SECTION IV. ADMINISTRATION AND PROFESSIONAL DEVELOPMENT

Sector, College, and Departmental Administration

This category includes activities that provide administrative support and management direction to the institution, research, and service programs of the University. Include responsibilities such as vice-chancellor, college dean, associate dean, assistant dean, department chairperson division head, or center director. Do not include activities for elected positions such as Faculty Senate Chair, or positions related to committee work that are reported under Instruction, Research, or Service.

Personal Professional Development

This category includes those activities that provide the faculty with opportunities for increasing their professional growth and development, with the primary benefit going to the individual and then to the University. Examples of such activities include participation in professional organizations, meetings and conferences; in-service faculty education, retreats, and sabbatical leave; continuing education for both credit and noncredit purposes; and other scholarly faculty activities that are not reported as effort under Service to the Academic Community. Exclude civic, religious, social, political and other such activities in which faculty might participate as citizens.

Additional considerations for Section IV, Administration

A. Sector, College, and Departmental Administration: This includes Directors of Graduate Studies.

Faculty activities from Section IV, Administration, considered during performance review:
Faculty Performance Review

Faculty members have the opportunity periodically to present a description of their work for the purpose of informing the chairperson and dean of the nature and quality of their academic activities. The chairperson evaluates each faculty member's performance and assigns a rating of Outstanding, High Professional, Professional, Marginal, or Unsatisfactory. Tenured faculty members are evaluated every two years (second year of the biennium), and untenured faculty members are evaluated annually. Tenured faculty may request an annual performance review. This process facilitates the assessment of the extent to which faculty members are contributing to the goals and objectives of the department and to their own professional development.

Each faculty member submits data regarding teaching, research, and service activities to his/her chairperson on a schedule distributed by the Dean’s Office. The chairperson analyzes the material and arrives at a tentative rating which is discussed with the dean. The agreed-upon rating is reported to the faculty member and is used in determining the salary increase for the following year. Performance ratings may be appealed, and that process is initiated through the department chairperson as described below.

Appeals Process for Faculty Performance Evaluation (new 08-29-06)

The following are the College of Education (COE) procedures for the Faculty Appeal of Performance Reviews. As detailed below, the COE Review & Advisory Committee on Appointments, Promotions, & Tenure (http://education.uky.edu/Dean/content/coe-committees-2009-10#review) or a subset thereof serves as the Appeals Committee in all such appeals.

1. The Office of the Dean notifies all faculty when the Faculty Performance Review forms have been completed, signed by the dean, and are ready for final faculty sign-off. At that point, each faculty is to sign the form and indicate whether s/he agrees with the ratings and desires to appeal. Any faculty member indicating on the Faculty Performance Review Form the desire to appeal is to be given a copy of this “Procedures” document and then has two weeks to submit a formal letter of appeal.

2. The faculty member submits a letter of appeal to the dean. This letter must state specific reasons for the appeal and designate the particular DOE category rating/s targeted in the appeal. The faculty appellant may submit pertinent documents with the letter of appeal.
3. Within one week of receiving a formal letter of appeal, the dean acknowledges in writing receipt of the appeal to the faculty member, provides written notification to both the department chair and the COE Review and Advisory Committee on Appointments, Promotion, and Tenure (RACAPT) of the appeal, and provides both with a copy of the appeal letter.

The RACAPT serves as the COE Appeals Committee when faculty members appeal performance reviews. Upon notification by the dean of an appeal, the RACAPT selects one of its members to serve as the Convening Chair for that appeal. It is expected the entire committee will serve on the Appeals Committee for each appeal, excluding only the RACAPT member representing the department of which the appellant is a member. At a minimum, the Appeals Committee must include at least three RACAPT members.

In the notification letter to the department chair, the dean requests a written response to the faculty’s appeal. The department chair’s response is to address only the specific elements of the appeal, and pertinent documents may be submitted as well. The department chair’s response is to be submitted no later than two weeks after receipt of the dean’s notification. The dean forwards a copy of the department chair’s response to the faculty appellant and to the RACAPT member serving as the Convening Chair. Supporting documentation for both the faculty letter of appeal and the department chair response remains in the dean’s office but is available for review by RACAPT members.

4. The dean’s office notifies the RACAPT members of the letter and other materials to be reviewed, if any, and discusses possible dates for the appeal session. Additionally, the dean’s office contacts both the faculty appellant and the department chair and discusses with each possible dates and times for the appeal session. In consultation with the Convening Chair, the dean’s office selects a date, time and location for the appeal session and notifies the Committee members, the faculty member, and department chair. The dean’s office also ensures all parties to the appeal have a copy of this “Procedures” document, including all RACAPT members.

5. Prior to the day of the appeals session, the Convening Chair contacts the faculty appellant and the department chair to ascertain their preferences about appearing before the Appeals Committee. Should one prefer sequential appearances and the other, simultaneous appearances, a majority of the Appeals Committee decides.

6. The RACAPT Appeals Committee meets in Executive Session to review procedures and organize for the appeal session, including confirmation of the appearance plan.

7. The appeal session is not a formal hearing. Each individual is allowed to make a statement, in turn, and is limited to 30 minutes. The order of presentation is as follows: faculty appellant and department chair. One or both of these individuals may request a change in this order of appearance. It is the Convening Chair’s judgment as to the appropriateness of altering this order. If either party desires to submit additional written materials, copies must be provided to the RACAPT members and all other individual/s involved at the same time.
8. No transcript or tape shall be made of the appeal session.

9. After hearing from all parties, and asking any questions it might have for those parties, the Appeals Committee goes into Executive Session to deliberate the appeal. Once a decision is made, the Convening Chair writes a letter to the dean on behalf of the committee. This letter indicates whether the committee recommends that the appeal be upheld or denied. The numerical vote of the committee must be included, as well as a list of individuals who presented statements (orally or written) to the committee. Reason/s are to be given to support the committee’s recommendation. Both the appellant and the department chair are to be copied on this letter to the dean.

10. The dean makes a decision based on review of the written documents and the committee recommendation. The dean communicates the decision, in writing, to the faculty member, with a copy to the department chair. In this letter, the dean must outline the procedures and timeline to be followed if the faculty member chooses to appeal to the Provost.

CONFIDENTIALITY – Committee deliberations and what the committee hears from presenters during the appeal session must be maintained in the strictest of confidence by all committee members.

EVALUATIONS OF OTHER FACULTY – The committee is not to compare evaluations of individual, named faculty. If concrete evidence is provided by either the appellant or the department chair that involves looking at another, named faculty member’s evaluation (to insure a sound appeal process), the Convening Chair, after consultation with UK Legal Counsel, may request that the individual with the information bring copies of documents to the appeal session.

Faculty Performance Review and Evaluation Forms

Documents that must be completed during annual/biannual performance reviews can be accessed at http://education.uky.edu/Dean/content/faculty-evaluation.
Faculty Resources

The Education Library

The Education Library is located in 205 Dickey Hall. The library’s website at http://www.uky.edu/Libraries/lib.php?lib_id=6 links to a wealth of information. Faculty can take out up to 100 books for 90 days and renew them online from your office. The collection includes: 400 hard-copy journals as well as many more online; all Kentucky-approved school textbooks; children’s literature including US and international award-winning books as well as books on current themes and controversies; and UK, state, and local publications on the Kentucky School Reform Act.

Check out journals
for bound volumes, 4-day official checkout using your library card
for current issues, 4-hour manual checkout using form at desk
Help make your students “information literate”
Library staff will come to your class and let your students know how to access articles and other scholarly information and how to evaluate what they find, demonstrate suitable resources in the library or in your classroom, and schedule the Education computer lab so that all students can have hands-on practice at navigating the databases. Staff will take any amount of class time you designate – from 15 minutes to 2 hours.

Buy a book
The library solicits requests from you for books and even videos for the library to buy. Let library staff know of any subject areas you consider underrepresented. They cannot readily begin a new journal subscription but can negotiate the cancellation of an equal cost journal in order to free up funds for a new title.
Provide “document delivery”
Library staff will fetch a book or article for you from another library on campus. Allow a day or two for this. A small fee is charged to your departmental account.
Book the meeting room
The library’s six-seat meeting room is available for testing, coaching, grading, interviewing, peace and quiet, or meeting.

University Information on Course Instruction/Teaching

The Registration Office, located in 11 Funkhouser Building, coordinates registration for all undergraduate and graduate students at UK. New, transfer, and readmitted undergraduate students attend an advising conference and register for classes during their conference. Continuing students and graduate students register for the upcoming semester using webUK or the telephone registration system, UK-VIP, which can be reached at (859) 257-7000. Priority registration for upcoming semesters is held every November and April. Students are assigned a priority registration window. During this time, students may register for courses, add/drop, review their schedules, and perform other functions. Before registering, all undergraduate degree-seeking students must meet with an academic advisor and have their advisor hold lifted.
The Guidelines for Paperless Syllabi, which were approved Nov 18, 2009 are located at http://education.uky.edu/site/sites/education.uky.edu.site/files/Paperlessyllabiguide.pdf orCOE12-3-09.doc.

Final Exam Information

Dead Week: No examination shall be given during this week, except for laboratory practicals and 'make-up' exams. (SR 5.2.4.6) While an occasionally contentious issue, Dead Week is intended to address scheduling of final examinations and does not influence any ongoing course activities. Therefore, any activities considered part of routine day-to-day coursework (for example: homework assignments, due dates for papers or projects, quizzes that are regularly scheduled) ARE acceptable during Dead Week. Conversely, a major examination (written or oral) or other unique activity that contributes a significant percentage to the final course grade is NOT acceptable. Please do not hesitate to contact the Ombud Office if any questions arise about what academic activities may and may not occur during Dead Week.

Finals Week: Individual students are entitled to request a change in their final examination times if they have more than 2 finals scheduled for the same date. Should an examination date need to be changed, the course with the highest # is the one to be rescheduled. If course #’s are identical, then the department whose prefix is alphabetically earlier is rescheduled. The student needing to change exam times must request this in writing at least two weeks before the last class meeting. In the case of individual hardship, instructors have the discretion to reschedule a final examination with both: a) the recommendation of the Department Chair AND b) the concurrence of the Dean and Registrar. All rescheduled final examinations must occur during final examinations week.

Cheating During Examinations: The prevalence of cheating on campuses across the country appears to be high. This reality is disturbing not only to faculty but to the many, many students who choose not to cheat as well. Clearly, it is the faculty’s responsibility to take all due precautions to ensure cheating does not occur during in-class final examinations. One way to decrease cheating is to explain to students the value you, your department, your college and the university community as a whole place on academic integrity and explain why cheating is fundamentally unfair. In addition, the following are steps faculty can take during examination time to limit cheating:

- assign / change seating for the final; if possible, have students leave empty seats between one another;
- require students to place all personal effects at the front of the room or at least out of view;
- prohibit wearing of wide-brimmed caps or ask students to turn them backwards;
- announce that “talking during the exam will be construed as cheating;”
- create a "sign-in" sheet and compare signatures on the exams with those on the sign-in sheet;
• count the number of students present and compare with the number of exams submitted;
• examine the desktops during the examination and require removal of any extraneous material;
• monitor carefully all segments of the room at regular intervals during the examination;
• announce that anybody leaving the classroom during the exam will not be allowed to return;
• ensure all proctors can identify behaviors indicative of cheating and document any such observations;
• be certain at least two proctors can corroborate and document any unusual behavior;
• confiscate all evidence of cheating (crib sheets, notes, etc.) immediately, unobtrusively, and without comment;
• do not leave the room during the examination period.

Some instructors resist, or even resent, the responsibility we all share to prevent cheating during examinations to the greatest extent possible. Please remember, that the "silent majority" of students rely upon the faculty to uphold academic integrity and to ensure that the basic principles of fairness and honesty prevail throughout the examination experience. It is the honest students who are cheated if we do not fulfill our responsibility to prevent it.

**Enrollment and Grades**

_A. Late Withdrawal:_ Students who request withdrawal from a course after the official withdrawal date must obtain permission from their college dean and certify urgent non-academic reasons.

_B. Non-attendance:_ Students who are entered by the Registrar into the official class roll, but who have neither attended class nor officially withdrawn are to be reported as "NOT IN CLASS."

_C. Incomplete ["I"] Grades:_ An "I" should be given only when a reasonable possibility exists the student can complete the work within the allowed period of time and that a passing grade will result from completion of the work (SR 5.1.3.2) The "I" must be replaced by a regular letter grade no later than 12 months from the end of the academic term in which the grade was awarded OR prior to the student's graduation, whichever occurs first. The instructor shall complete an I grade form (provided by the Registrar) to the student and Department Chair (or the Director of Graduate Studies in the case of a graduate student). This form shall contain, among other things, a brief statement for the reason for the "I", assignments or projects outstanding, and dates for their expected completion. Some students who realize suddenly that they are behind or struggling in a course may request assignment of an "I" grade. It is entirely within the instructor’s
discretion to comply with or to refuse the request depending upon the particular circumstances in each case.

D. Financial Delinquency: "The University expects the student to be financially responsible and not be delinquent in financial obligations to the University..." (Senate Rule 5.11) The University has no obligation to give final examinations or grades to students that have been dropped from class rolls for financial reasons. The final grade sheet/roster will be distributed by the Registrar on 12/10/03. This provides an up-to-date account of students who are still formally enrolled. This information is also available online through SIS.

University of Kentucky’s Academic Ombud [http://www.uky.edu/Ombud/] located in 109 Bradley Hall is always a respected member of the academic community who holds tenure in the faculty. The Ombud is appointed by and reports directly to the University President. Thus, the Academic Ombud Office functions independently of all colleges and instructional programs throughout the university and works effectively across traditional lines of authority and responsibility to facilitate resolution of the most complex problems.

Winter Intersession

With Winter Intersession, the University of Kentucky is joining a growing number of American colleges and universities providing opportunities for intensive study between fall and spring terms. UK’s Winter Intersessions are designed to provide students with a wide range of educational opportunities to concentrate on a single area of study or master a skill, enrich study beyond the normal curriculum, lighten fall or spring semester academic loads, participate in an internship or educational travel, access facilities regularly unavailable during traditional semesters, accelerate academic progress or remain on schedule for graduation. Winter Intersession includes traditional on- and off-campus instruction, electronic delivery over the Internet, and opportunities for educational travel. Future winter intersessions will broaden the number and range of offerings.

Prospective students must understand that Winter Intersession course content and rigor are comparable to other semesters and that the short term requires intensive study. For that reason, students are permitted to enroll for only one course. Students must focus their time and attention on that course, using the intensive class period and the holiday break, where applicable, to study and complete course assignments. Students with low grade point averages or significant competing time commitments during the Winter Intersession should not enroll.

Winter Intersession course offerings are available in the Spring Schedule of classes. All Winter Intersession courses will carry 300-series section numbers to distinguish them from Spring course sections.
Summer School (updated 10-20-10)

The UK Summer School Office, which is located in 103 Frazee Hall, welcomes new and continuing University of Kentucky students, visiting students from other colleges and universities, teachers, and practicing professionals who take courses to advance their credentials. Courses are available through UK's colleges, including Agriculture, Arts and Sciences, Business and Economics, Communications and Information Studies, Design, Education, Engineering, Fine Arts, The Graduate School, Health Sciences, Law, Medicine, Nursing, Pharmacy, and Social Work. Summer school students are charged on a per credit hour basis with course load caps matching those of the spring and fall semesters (12 credit hours for undergraduate and pharmacy students, 9 credit hours for graduate and professional doctoral students, and 10 credit hours for law students)

First Summer Session, May - June
Second Summer Session, June - August

Faculty are compensated at a rate of 10% of their regular nine-month salary per 3 credit course. Faculty may teach more than one course in summer.

The Summer School will process budget transfers to each college for courses taught. The following procedures will be used.

1. Departments must create an assignment and PAR for those teaching, using the departmental account number.

2. The documents should be signed and forwarded to Compensation Services.

3. Teaching Assignment Sheets should be completed and returned to Summer School, 6 Funkhouser Bld. 0057. If you have questions please call the Summer School Office, 7-3382.

4. In order for a class to be offered, income from the college’s share of the tuition income, based on first day enrollment, must be sufficient to cover all instructional costs. Summer school takes 60% of income and the remaining 40% is used to cover all expenses including faculty salary. If funds are insufficient, courses may be offered based on negotiation with the college’s summer school administrator (Associate Dean for Research and Graduate Studies). Critical factors that will be considered when offering courses where funds are insufficient to cover expenses include if the course is required for graduation, or if required for certification for teachers completing an advanced degree.

5. Teaching Assignment Sheets for the First Summer Session are due in the Summer School Office in April.

Teaching Assignment Sheets for the Second Summer Session are due in the Summer School Office in May.
Internal Research Grants, Awards, and Fellowships (updated 10/2010)

The Wethington Award is an annual award that is made as a one-time cash payment to a faculty member. The payment is typically made as part of the June 30 payroll check. The payment is subject to all typical taxes collected on payroll. The funds may be used for any purpose. The amount of the payment is currently equal to 20% of any salary savings generated by that faculty member from extramural grant funds during the academic year. To be eligible, grants accounts must have been reported on the DOE form so that appropriate charges to the grant were made throughout the year. At this time the college contributes 15% and departments 5% from their share of the salary savings. Note that 20% payment is not guaranteed and this amount can be changed or the award not made, based on budget conditions.

The Wethington Award serves five purposes that are linked to efforts to move the University toward national prominence: 1) increase the number of applications to extramural funding agencies; 2) increase the level of grant and contract funding; 3) provide enhanced opportunities for graduate student and postdoctoral training; 4) enhance the level of indirect costs revenue for redistribution and investment; and 5) facilitate the recruitment and retention of research-oriented faculty.

All full-time faculty, division chiefs, chairs, or administrators below the level of dean (e.g., associate and assistant deans) in Regular, Special, Research, Extension, Library, or Clinical Title Series who were employed all or part of the fiscal year in departments, centers, or divisions are eligible. Collaborators (at UK or elsewhere), consultants, lecturers, postdoctoral fellows, postdoctoral scholars, emeriti faculty, graduate students, visiting scholars, post-retirement appointees, and staff are not eligible. Deans and other University-wide administrators at the level of dean or above are also ineligible. Any questions as to eligibility should be directed to the Provost, whose decision on eligibility will be final. Faculty must be employed at the University in order to receive an award (i.e., faculty who resign June 1 during the fiscal year in which awards are made on June 30 will not receive an award). Neither, however, can units exclude a faculty member who is eligible for an award on June 30 simply because he or she resigned effective the following July 1.

Summer Research Fellowships

Awarded annually by the Office of the Vice President for Research, summer research fellowships are available for tenure-track assistant professors without summer support to launch programs or finish a project involving their research or creative activities. See application information for these fellowships at http://www.research.uky.edu/vpresearch/guide/summerfellowships.html. For summer faculty research fellowship candidates, faculty must submit an application to the department chair by mid-November to provide sufficient time for evaluation within the department and college. The chair will include a statement addressing the quality of the proposed research project and how funding will enhance the applicant's future research
program and career advancement. Chairs will forward the applications to the dean who will also provide an assessment of the proposal, and in cases where there is more than one proposal, provide a rank ordering of the proposals.

**International Travel Insurance**

Employees traveling out of the country on UK business can obtain additional insurance coverage at no cost. This coverage provides assistance when employee requires a referral to a hospital or doctor, is hospitalized, may need to be evacuated or repatriated, need to guarantee payment or medical expenses, and/or experience local communication problems. This insurance is designed to provide workers compensation coverage while out of the country. When an injured employee returns to the states, the injury should be reported to UK’s workers compensation program at (800) 440-6285. To get more information on this program or to obtain an insurance card prior to leaving the country, please contact Suzanne Reed with AON Risk Services at (859) 252-0510.

**Health and Wellness Program**

The mission of the UK Health and Wellness Program, located in 116A Seaton Center, is to improve the health of the University community through education, individual empowerment and intervention. In general, all employees, retirees, and spouses of the University of Kentucky are eligible to participate; however, some programs have specific eligibility criteria. Therefore, it is suggested that you contact the Health and Wellness Office at 257-9355 to verify your eligibility to participate in specific programs. Because Health and Wellness programs are employee benefits, programming is offered for free or at low cost. For example, participation in fitness costs only $20 per semester. In the Healthtrac Rewards Program, benefit-eligible employees who are enrolled in a UK health plan can EARN up to $120 a year. Individual program costs vary and are subject to change, so please check the individual program for more information. Additional information can be found at [http://www.uky.edu/HR/Wellness](http://www.uky.edu/HR/Wellness).
Commonly Used Forms

Faculty Forms
Distribution of Effort Agreement forms http://education.uky.edu/Dean/content/faculty-resources
Faculty Activities, Performance Review and Evaluation forms http://education.uky.edu/Dean/content/faculty-evaluation

Grant Forms http://www.research.uky.edu/ospa/forms.html
  Financial Disclosure Statement
  Internal Approval Form

Leave and Overload Form(s) http://www.uky.edu/eForms/alphaindex.php
  Request for Family and Medical Leave and Certification of Physician or Practitioner Form
  External and/or Internal Overload Form for Faculty

Travel forms and other Business office Forms
http://education.uky.edu/Dean/content/business-office