

ACADEMIC AREA REPORTS

College of Agriculture

The College of Agriculture is responsible for providing programs statewide in agricultural instruction, research, extension and service. The College maintains a wide range of academic programs with baccalaureate degrees in ten areas and graduate degrees in thirteen areas. The Kentucky Agricultural Experiment Station conducts research related to the development of the Commonwealth's land, human, economic and environmental resources; this effort is supported by several outlying research locations across the state. The Cooperative Extension Service, with offices in every county, extends the resources of the College to the citizens and helps them apply research-based information to improve their quality of life. The College enrolls 1,137 students, approximately 1,300 campus and field staff, and 241 faculty (spring 2000). Fall 2001, enrollment records show 146 students in Ph.D. programs and 177 in Master of Science programs.

Students are admitted to the College using University standards. The Committee found that those admitted to undergraduate programs have the second highest ACT scores among all the colleges. Enrollment figures show increasing student enrollments since 1990 with a concurrent decrease in the ratio of teaching faculty to students. Interviews with faculty revealed that this is an area of concern.

Through faculty records and interviews with faculty, the Committee found that research, instruction and extension are well integrated through joint appointments and faculty assessment processes.

Planning documents were examined including the *College of Agriculture Review* (April 2000) and all departmental annual reports for 2000-2001. There is documented evidence of linkage between department goals and objectives and those of the College and University. However, there is no documentation available to show how decisions are made to offer courses via distance learning. The Committee concluded that no systematic needs assessment process is in place with regard to decisions about distance learning courses.

Faculty are recruited and recommended for hiring through search committees, and faculty credentials are kept in files that include official transcripts. Through faculty interviews, the Committee determined that faculty are involved in decision-making throughout the departments and the College. Faculty are assessed as a basis for promotion, tenure, and merit raises. However, merit review criteria vary by department, but the College establishes general merit criteria for all departments.

Library resources for the College are located in the main campus library. Interviews with students and faculty indicate the library and other resources are adequate. A state-of-the-art electronic library makes for easy access on campus, and all of the county extension offices have the capacity to access these electronic resources. Space for classroom instruction is a limitation, but current construction of new buildings will bring relief in this area within the next year. Records show that extramural funding has doubled in the last six years.

The University administration, faculty and students cite the Cooperative Extension System as a strength of the College and the University. However, there is a major challenge related to Cooperative Extension: providing adequate support for the

Cooperative Extension System as it assumes an expanded role in linking the total resources of the University of Kentucky with the citizens of the Commonwealth. In accord with the *College of Agriculture Review* (April 2000) and interviews with faculty, salary compression is another major concern within the College.

College of Allied Health Professions

The College of Allied Health Professions was established in 1966. It was the first school of its kind in Kentucky and an early leader in the field. The College has an enrollment of approximately 500 students, two-thirds of whom are pursuing graduate degrees. Most of the students are enrolled full time, although there are a number of part-time students (approximately 15%). The College's departments include Clinical Sciences, Health Services, and Rehabilitation Sciences. Although these are functioning departments with designated department chairs, the College is further organized into seven divisions, located primarily in two departments, Clinical Sciences and Rehabilitative Sciences. Faculty in the Department of Health Services voted to join the newly authorized School of Public Health.

All divisions of the College appear to be functioning well with clearly described academic programs, students, and faculty. One area that needs additional study, however, is Clinical Nutrition. Across the campus, nutrition programs reside in a number of areas and it is difficult to understand what programs are offered under which authority. The UK Center for Nutritional Sciences (CNS) offers the Ph.D. degree, but this program seems to operate as an interdisciplinary program with major commitments from faculty in the College. The College offers the M.S. in Clinical Nutrition, but it is not clear whether

faculty from the CNS participate. In addition, there is a Coordinated Undergraduate Program in Dietetics located within the College of Human Environmental Sciences.

The College offers programs leading to 13 degree programs at the baccalaureate, master's, and doctoral levels; the faculty participate in five additional degrees. The College lists 57 full-time faculty members and appears to have sufficient numbers to conduct these programs. Most of the faculty have the terminal degree and the College is actively recruiting new hires, all who have the terminal degree and appropriate research training.

Instruction is primarily classroom-based; however, some programs use distance methodologies. The Physician's Assistant degree (M.S.) program enrolls a cohort of students on the Morehead State campus with most of their courses delivered through a T-1 line from the Lexington campus. The Physical Therapy degree (B.S./M.S.) program enrolls a cohort of students at the Center for Rural Health in Hazard. All signs indicate that this distance-based degree is successful. Along with other changes, the B.H.S. in Clinical Laboratory Sciences is converting from a traditional program to one delivered by distance technology. This change has not been fully implemented and evaluation will be necessary.

Student interviews, including those students from the Morehead campus, indicate general satisfaction with the academic experiences. One area of concern expressed by a number of graduate students, however, was financial support. The University has no systematic program for the funding of graduate students, although there is some effort to provide in-state tuition to those students who meet certain academic criteria. In addition, the College is just beginning to increase its research program to allow the inclusion of

graduate students in grants and contracts. The College grants two doctoral degrees (D.Sc. in Clinical Laboratory Sciences and a Ph.D. in Rehabilitation Sciences). For the success of these degree programs, both in recruiting of students and their subsequent training, a system for funding full-time students should be considered.

Library resources, computer support, and student services appear adequate and are viewed as satisfactory by students. In order for the College to contribute to the University of Kentucky's status as a top 20 institution of higher education, research funding and increased scholarship must take more of a central role in departments.

Through diligent and consistent leadership, the College has become a leader in allied health programs across the state. The College is well managed with a multilevel strategic planning/assessment process. In addition, special program reviews are utilized in an effort to provide sound administrative guidance. A successful administrative internship program has been initiated to support the development of future academic leaders within the College.

The School of Public Health has been approved and authorized to offer the Dr.P.H. and Ph.D. It is proposed that existing faculty and programs from Health Services (currently within Allied Health) will be transferred to Public Health and other components across the University will be consolidated to assist in the initial development of this program. Preliminary approval for implementation has been granted from the Association of Schools of Public Health and accredited status will be sought during the next two years. Efforts to create an independent organizational structure, outside the medical schools, will be a prerequisite to full accreditation.

College of Architecture

The mission of the College of Architecture is to “promote the development of those qualities of professional skill, competence and social awareness which the architect must command if architecture is to enhance contemporary life and remain as an enduring and valid expression of our society.”

The College offers a five-year Bachelor of Architecture program and the Master of Historic Preservation. Approximately 325 undergraduate students and 30 master’s students are enrolled. The College maintains a resident study center for students in Italy and other off-campus sites. An active lecture and exhibition program, often featuring notable practitioners, complements the College’s academic programs.

Accredited by the National Architectural Accrediting Board (NAAB), the College has a faculty of 37 plus two faculty fellows. Program enrollments and faculty are appropriate for the degree programs offered. The division of teaching responsibilities between full- and part-time faculty is appropriate also (lower division 100/0%; upper division: 60/40%).

The excellent holdings of the architecture library include 32,000 books, many of them rare; 140,000 slides; and a range of journals. On-campus facilities are barely adequate for contemporary architecture education, especially for the only such program in Kentucky.

The curriculum is appropriate for the field. Regular evaluation and assessment is assisted by the nature of the studio focus in the curriculum. Analysis of alumni licensure occurs as a part of the reaffirmation process of NAAB. Student outcomes are notable. Graduates are regularly employed by important architectural firms and are admitted to

leading U.S. graduate architecture programs. Alumni of the College have been elected members of the College of Fellows of the American Institute of Architects (AIA).

College of Arts and Sciences

Humanities

The humanities have traditionally had a strong presence at the University of Kentucky. The disciplines represented by the traditional humanities actively participate in the University Studies Program. Fifty eight percent of the enrollment in these disciplines is at the freshman level.

In addition to its role in providing instruction in general education, the College of Arts and Sciences offers a Bachelor of Arts or a Bachelor of Science in the following disciplines: classics, English, French, German, history, philosophy, and Spanish. The humanities faculty play an active role in the following interdisciplinary and area studies majors: foreign language and international economics, Latin American studies, linguistics, and Russian and European studies. In addition to minors in classics, English, French, German, history, philosophy, Russian, and Spanish, the faculty participate in a rich array of interdisciplinary minors which build upon the cross-cultural University Studies requirement: African-American studies, American culture, Appalachian studies, Japan studies, Judaic studies, Latin American studies, and linguistics. Representatives from the various departments cite the importance of the interdisciplinary programs as a means to recruit and retain qualified faculty.

Evidence of the traditional strength of the humanities is the number of graduate degree programs offered: the M.A. in Classics; the M.A. and Ph.D. in English; the M.A.

in French; the M.A. in German; the M.A. and Ph.D. in History; the M.A. and Ph.D. in Philosophy; and the M.A. and Ph.D. in Spanish. According to the 1997 Reedy report, the Ph.D. programs in English, history, and Spanish are among the first tier of graduate programs at the institution.

Members of the humanities faculty have developed a reputation for their imaginative teaching based on their use of the latest technology or increased student interaction through the integration of role-playing even in large lecture format courses.

Currently, there are 800 students pursuing undergraduate degrees and 300 students pursuing graduate degrees in the humanities with 119 full-time tenured/tenure track faculty members. In order to respond to the heavy dependence on part-time and graduate teaching assistants, some departments have begun to appoint full-time lecturers.

Like other units on the campus, the humanities have suffered budget cuts. In order to provide more funding for instruction, the College plans to merge four freestanding units (Classical Languages and Literatures, French Language and Literature, Germanic Languages and Literature, and Russian and Eastern Studies) into one department. In addition to the shortage of instructional funds, representatives from the humanities express concern about the inability of the institution, in comparison to its peers, to provide “smart” classrooms to keep pace with faculty interest in integrating technology into the instructional program.

There appears to be some general faculty discontent related to the physical condition of the classrooms. Adequacy of library collections and quality of library services provided in support of research were viewed positively by faculty.

The College of Arts and Sciences actively participates in the institutional system of planning and evaluation. During 2000-2001 and 2001-2002 academic years, each department in the humanities has participated in either the annual review or program review process. Three sample annual reports that were reviewed by the Committee indicate the departments have embraced the new focus on the assessment of student learning outcomes.

Although the humanities have played an important role in the educational experience of students at the University of Kentucky, representatives expressed concern over the current proposal to disaggregate the College of Arts and Sciences. Many believe that such a division would send a negative message about the importance of a liberal education.

Natural Sciences, Mathematics, and Statistics (NSMS)

All NSMS departments offer the Bachelor of Arts and Bachelor of Science degrees at the undergraduate level and master's and Ph.D. degrees at the graduate level with the exception of statistics, which offers only graduate degrees. Courses to train K-12 teachers are offered by all departments.

The NSMS departments have approximately 144 full-time tenured/tenure-track faculty. This figure includes associated and adjunct faculty but not the emeriti faculty. The associated faculty and adjunct faculty are few in number, so a majority of the faculty are tenure-track. Most of the undergraduate faculty are members of the graduate faculty; thus, faculty involved in research also are teaching the undergraduate students.

The natural sciences at the University of Kentucky are represented by biology, chemistry, geology, and physics and astronomy. The biological sciences unit has 29 tenured/tenure-track faculty. There are 4,022 students enrolled in biology courses (spring 2002); approximately 400 are upper division or graduate students.

Chemistry has 25 tenured/tenure-track faculty. Course offerings cover the major chemical areas. There are 135 undergraduate majors and 80 graduate students. This term (spring 2002), there are 3,334 students enrolled in chemistry courses; approximately 430 are upper division or graduate students.

Geology has approximately nine tenured/tenure-track faculty. The bachelor's program prepares students for several careers that need an understanding of geological principles. There are 1,025 students currently enrolled in geology courses. Of this enrollment, approximately 89 are upper division or graduate students.

Physics and astronomy has 30 tenured/tenure-track faculty, all of whom are involved in graduate education and research. The astronomy program is well integrated into the physics curriculum with the major difference being elective courses and, in the case of the M.S. and Ph.D., the choice of research area. There are 60 undergraduate and 40 graduate majors. Currently, there are 1,453 students enrolled in physics and astronomy courses, including approximately 200 upper division or graduate students.

The mathematics department has 38 tenured/tenure-track faculty at both the graduate and undergraduate levels. In addition to the normal preparation of professional mathematicians and teachers, mathematics degrees are offered for those who plan careers that use mathematics, such as computer science. Presently there are 5,831 students

enrolled in mathematics courses; approximately 200 are upper division or graduate students.

The Department of Statistics has 13 tenured/tenure-track faculty, almost all of whom are active in the graduate program. Service courses and a minor are offered at the undergraduate level while the M.S. and Ph.D. are offered at the graduate level. Enrollment during the 2002 spring term is 1,715 students; approximately 400 are upper division or graduate students.

Almost all the introductory courses in NSMS are taught by faculty who are also expected to do some research. It is clear from these figures that the faculty is stretched to the limit, if not beyond, by these enrollments. In many cases, facilities are also insufficient. The funding sources for upgrade and repair of equipment, which have met needs in the past, are not dependable.

Social Sciences

The Departments of Anthropology, Geography, Political Science, Psychology, and Sociology comprise the social sciences.

The five social science departments offer degree programs at the bachelor's (both B.A. and B.S.), master's, and doctoral levels. Both sociology and geography offer thesis and nonthesis options at the master's level. The general anthropology Master of Arts degree requires a thesis, but the applied anthropology Master of Arts does not. The number of hours of classes required for graduation with a Doctor of Philosophy varies according to the student in all of these programs. In master's programs that require a

thesis, students complete 24 hours of classes; in those that do not require a thesis, students usually take at least 30 hours of coursework.

To fulfill the requirements for a major concentration in any of the five social science departments, a student must complete at least 42 hours, including at least six hours of pre-major requirements and 14 hours outside the field. Minors are available in all departments and in a variety of interdisciplinary fields.

Combined enrollments for the social science departments in 2000-2001 numbered 215 doctoral students, 52 master's students, and 1,369 baccalaureate students. The vast majority of the latter are enrolled in psychology (670) and political science (390).

The five departments have a combined total of 97 full-time, tenure-track faculty.

The dean and department chairs are proud of the quality of instruction they offer. This year, graduating seniors identified a sociologist, four psychologists, and a political scientist among the Top Ten Arts and Sciences Faculty. In addition, a geographer was chosen as Arts and Sciences Distinguished Teacher, and a member of the Department of Sociology received a Chancellor's Award for Outstanding Teaching. Two sociologists and a political scientist were invited and agreed to teach courses in the Freshmen Discovery Seminar program. Undergraduate and graduate students confirm that the overall quality of instruction in these departments is excellent.

All social science departments have identified learning goals for their majors, assessed outcomes, and documented changes made in programs as a result of these assessments.

The social sciences faculty are productive scholars. The report of the institutional self-study lists psychology and geography as "distinguished, nationally competitive

programs” and anthropology as a “program positioned to achieve national stature.” A geography professor has been named a University Research Professor for next year. The William S. Webb Museum of Anthropology is the major curation facility for archeological collections in the state.

The major problem facing the social sciences is inadequate budgets to cover operating expenses and to compensate adequately the productive members of the faculty. Some department faculty and staff have performed routine maintenance tasks--such as painting, papering, and hanging artwork--rather than using scarce department resources; basic office functions such as long distance telephoning and photocopying have been limited in some departments.

Several faculty left the social sciences for other institutions last year, and others were retained through counter-offers. Because salaries are lower than at less highly ranked universities and even four-year colleges, it is fairly easy for University of Kentucky faculty to increase their salaries through relocation. The necessity of using scarce financial resources to retain deserving faculty has led to even more reliance on part-time faculty, which is threatening the high standards that have been established in these departments. Geography is the most extreme example; ten of the department’s 19 faculty received offers last year, and three of them left the University of Kentucky. This year, the department is employing ten part-time faculty instead of its usual two. The hiring of part-time faculty is also constrained by low budgets, forcing department heads to raise enrollment caps.

College of Business and Economics

The Gatton College of Business and Economics has a clearly articulated mission statement: “. . . to be a nationally ranked business school by offering quality and fully accredited academic programs, maintaining an internationally recognized research program, and providing critically needed services to local and state institutions, non-profit organizations and the business community.” This clearly is in support of the University’s mission statement.

Degree programs are offered at the bachelor’s, master’s, and doctoral levels. Total undergraduate student enrollment in the fall of 2001 was 2,727 (1,561 lower division and 1,166 upper division). The College also had 340 graduate students enrolled.

The College has a total budget of \$11,839,055, which appears limited if the College is to meet its stated goals and objectives. Also, it is inadequate for the growth that both the College and the University are projecting and the goal of top 20 in year 2020. The inadequacy of the budget is due in part to the escalation of salaries for entry positions. This situation is unlikely to improve in the near future due to a large number of retirements and a decrease in supply of new qualified faculty.

Admission to the University is sufficient for lower-division admission into the College. In order to be cleared for upper division courses within the College, the student must have a 3.0 or higher cumulative grade point average overall and in the English/premajor component required of all students in the College. The College determines each year if it will accept anyone below that average but it will not go below 2.5. The decision is made by October 15 to be effective May 1 of the following year.

The College is attempting to control the high demand for some of its majors; this demand is expected to continue to grow in the future.

Of the 80 full-time faculty in the College, 77 have earned doctoral degrees and 73 are tenured or tenure track. The Committee found the faculty to be well credentialed and to understand the mission of the College as it relates to that of the University.

College of Communications and Information Studies

The College of Communications and Information Studies consists of the Department of Communication, the School of Journalism and Telecommunications, and the School of Library and Information Science.

The Bachelor of Science and Bachelor of Arts degrees are offered in communication, integrated strategic communication, journalism, and telecommunications. The Master of Arts and the Ph.D. degree are available in the graduate program in communication. Students may also earn the Master of Science in Library Science.

The School of Library and Information Science offers degrees at two remote sites via distance education as well as selected courses at library and other sites throughout the state.

There are 1,125 undergraduates (544 declared majors) and 263 graduate students enrolled in the College. Communication, integrated strategic communication, and journalism have approximately 150 majors each while telecommunications has 55 majors. In library science, 175 students are pursuing the M.S. and M.S.L.S. In the graduate program in communication, 59 students are pursuing the Ph.D. and 19 are pursuing the M.A.

In the 2000-2001 academic year, the College awarded 236 baccalaureate degrees; in the 2001-02 academic year, the figure is expected to reach 269.

Majors in the School of Journalism and Telecommunications are accredited through the Accrediting Council on Education in Journalism and Mass Communications. The American Library Association accredits programs in the School of Library and Information Science.

The strengths of the College appear to be a capable faculty and growing student demand. The School of Library and Information Science has a laudable program of off-campus degrees and courses to strengthen the state's libraries and information enterprises.

The most notable problems facing the College are (1) enrollment management in its very popular degrees and majors and (2) availability of the technologies to maintain state-of-the-art equipment and software. The College estimates growth in enrollment at 100 per year; however, growth in the capacity to teach additional students is not increasing at the same rate. Contemporary technology is available, but there is neither space nor technology to accommodate growth in programs or in capacity of existing programs.

College of Dentistry

The College of Dentistry, accredited by the Commission on Dental Accreditation, offers the Doctor of Dental Medicine degree as well as postdoctoral programs in General Practice Dentistry, Oral and Maxillofacial Surgery, Orofacial Pain, Orthodontics, Pediatric Dentistry, and Periodontics.

The College receives approximately 1,000 applications for admission annually; 200 applicants are selected for interviews for the 50 entering positions. Approximately 72% of the students are from Kentucky with the remainder coming from states ranging from California to Florida. The current student body of 207 is composed of 120 men and 87 women.

There are 58 full-time and 47 part-time faculty. Of the specialist faculty, all but one is board-certified or board-eligible. Faculty - student ratios in the teaching clinics are 8:1, which is comparable with peer institutions. The College has successfully recruited 27 new faculty members in the past five years, and though it is experiencing problems recruiting faculty in certain specialties (e.g., endodontics), it is able to ensure that faculty with the appropriate training provide all instruction. Faculty recruitment has been enhanced due to base compensation levels that are at the median for comparable institutions and by recently implemented incentive programs for scientists and clinicians

The College is committed to providing an evidence-based, contemporary and relevant educational program that produces graduates with a strong sense of professional and social responsibility armed with the competencies required to address the oral health needs of Kentucky. The curriculum, though weighted in the first two years toward the basic science and preclinical laboratories, features early clinical experiences for students. These experiences, faculty believe, contribute to the exceptional preparation students demonstrate in the management of medically compromised patients and patients with extraordinary systemic problems. Another distinguishing feature of the College's curriculum is its commitment to exposing students to the unmet oral health needs of the

citizens of the Commonwealth. This occurs through a number of extramural rotations throughout the state.

Students emerge well prepared to enter clinical practice or advanced training. In 2002, students of the College ranked 20th in performance on part 1 and 7th on part 2 of the National Boards. The outcome on clinical licensure examinations is equally favorable and exceeds 85% over the past five years with an average of 91.6%. The class of 1999 achieved an extraordinary 100% first-time pass rate. Graduates also enjoy exceptional success in applications to advanced training programs with 48% of the graduating class of 2001 being accepted for residency or specialty training.

College strengths include (1) a supportive student environment noted by pre-matriculation orientation activities and an aggressive faculty advising system throughout the four years; (2) an ability to attract patients with a broad mix of oral health needs to ensure comprehensive student training; and (3) recent renovations to teaching clinics, preclinical labs, and central sterilization. Another area of strength is the Center for Oral Health Research. The Center, whose goal is to support multidisciplinary basic, applied, clinical and epidemiological research, has proven to be a magnet attracting new faculty to the College and is developing synergy within the medical center and in other colleges across campus. The Center for Oral Health Research's current annual grant support of \$2.5 million is an indication of its success. The College of Dentistry is renowned for involving its students and dental residents in community health programs. Examples include the "Seal Kentucky" program, the Western Kentucky Mobile Dental Program that provides school-based prevention and treatment for economically disadvantaged children, and the Fayette County School Program. In July 2001, the College received national

recognition for dental service to underserved children from the America's Promise program led by Secretary of State Colin Powell.

Strategic planning is exemplary and is based on the Medical Center's critical success factors designed to achieve the institutional mission of becoming a top 20 academic center by 2020. The strategic plan, adopted in April 1999, is the product of College-wide faculty input and has undergone annual assessment since its inception. Each of the plan's success factors is supported by an oral health objective with clearly defined outcome measures that are tracked in an electronic database.

The faculty of the College does have some concerns. The revenue stream from state appropriations is consistent with a state economy that ranks near the bottom nationally. Though the College has significantly enhanced its operating budget by increasing clinic and research revenues, the infrastructure needs exceed the capacity of these income sources. Another area of concern is a lack of space due to encroachment by the medical school that now constricts growth of the research program.

Distance Learning

The University of Kentucky has embarked upon a distance learning structure that incorporates both off-campus instruction in a traditional format and technology enhanced delivery for a variety of courses and programs. The University has identified a number of delivery mechanisms within its Distance Learning (DL) program, including (1) face-to-face instruction at a variety of locations away from the main campus in Lexington (e.g., Morehead State University, Paducah Community College, Northern Kentucky University, and other similar sites); (2) internet-based courses; (3) telecourses via cable

and KET (Kentucky Educational Television); (4) v-tel courses with two-way video and two-way audio connections at multiple locations around the state; (5) multi-media courses delivered through a combination of v-tel and internet-based instruction.

Degree programs at the bachelor's, master's and doctoral levels are available through Distance Learning. Examples include the following: Ed.D. in Education Administration; B.S. in Chemical Engineering and Mechanical Engineering; Master of Science in Nursing; and Master of Social Work.

Four additional programs are available through the Dean of Extended Campus and/or Medical Center but are not included in the Distance Learning marketing materials. However, the Distance Learning office supports course and program development in these areas: M.S.N./Doctorate in Nursing, Physicians' Assistant, Clinical Lab Sciences, and Physical Therapy. Individual, non-degree courses also are offered when faculty choose to enter the distance learning arena. Other University credit courses are offered through the independent studies program. These courses are not coordinated by Distance Learning.

The DL staff is an extremely competent group of employees who are committed to faculty and student support within their responsibilities. In particular, the Distance Learning Librarian, who reports to the Access Services Librarian, is proactive in developing resources for faculty courses and in providing necessary services for students enrolled in DL courses. The restructuring of Distance Learning in 2001 (moving from a reporting line under Information Technology to a reporting line under the Provost) has had a beneficial effect. There will likely be a greater emphasis on academic needs than on the technology required for course delivery, although the latter is certainly important.

There appears to be no University-wide coordination or structure for Distance Learning at UK. For example, four programs are offered in a format similar to other DL programs but are not considered part of Distance Learning. In addition, there does not appear to be a plan for determining market needs for programs offered in a distance learning format.

College of Education

The College of Education is the academic home to approximately 94 tenure-track faculty members across six departments: Administration and Supervision; Curriculum and Instruction; Educational and Counseling Psychology; Educational Policy Studies and Evaluation; Kinesiology and Health Promotion; and Special Education and Rehabilitation Counseling. Undergraduate enrollment is approximately 1,300 students, together with 800 graduate students.

The College was awarded continuing accreditation by the National Council for Accreditation of Teacher Education (NCATE) and by the State Department of Education in 2000.

All education programs are part of the professional education unit, even though the academic departmental home may be outside the unit: Art Education and Music Education are found in the College of Fine Arts; Communication Disorders in the College of Allied Health Professions; the School Social Worker Program in the College of Social Work; the School Media Librarian Program in the College of Communications and Information Studies; Agriculture Education in the College of Agriculture; and Family and Consumer Sciences Education in the College of Human Environmental Sciences. In

addition, Education faculty members appear to be increasingly engaged in interdisciplinary (cross-departmental and cross-college) collaborations.

Strengths, weaknesses, opportunities, and challenges were identified through Committee observations, reviews of various University and College documents and websites, and interviews with institutional and divisional leadership, faculty, and students. Notable strengths include a well-developed strategic plan that is linked to the institution's vision, mission, and goals statements; the national reputation of the Department of Special Education and Rehabilitation Counseling; the Collaborative Center for Literacy Development; the solid reputation of the innovative, college-wide distance learning initiatives; and emerging growth and research productivity in the Department of Kinesiology and Health Promotion.

Reiterating one of the weaknesses identified by the visiting NCATE team, frustration was expressed by College administrators, faculty and students regarding the inadequacy of space to support effective instruction and learning together with enhancement of research productivity. New full-time faculty lines (even non-tenure track clinical instructor positions) are needed to ensure quality program delivery in a climate of enrollment growth, external demands for responding to teacher shortages, and the institution's shifting emphasis toward increased research productivity. The increased faculty demand has led to a growing dependence upon part-time instructors and graduate teaching assistants for academic program delivery. Related to increased research productivity is the ineffectiveness of institution-wide research support services (presently characterized as bureaucratically burdensome and non-client friendly); poorly developed

indirect cost recovery policies (particularly in interdisciplinary, collaborative research); and the absence of a College-wide research infrastructure.

Despite these weaknesses, opportunities abound as a renewed sense of optimism (ushered in by the new leadership) appears to have blanketed the campus. With the College's research expenditures currently at approximately \$5 million (which exceeded its annual goal of +10%), there is clearly room for significant growth in the number of grant proposals submitted to federal funding agencies. Such growth, and attendant success in awards, is essential if the College of Education is to contribute, in a meaningful way, to the University of Kentucky's goal of becoming a Top 20 research university. Equally important, and not unrelated, is the opportunity to strengthen community-based research with school districts. Additionally, administrators, department chairs, and faculty expressed great optimism at the potential growth of collaborative research with colleagues in other units on campus.

Finally, important challenges confronting the College need to be addressed. Consistent concern was expressed with regard to the limited worth of graduate assistant awards when compared with the College's major competitors. For example, graduate teaching assistant stipends are dependent upon base budgeted amounts as compared to graduate research assistants where more attractive packages can be built into grant proposals.

College of Engineering

The College of Engineering offers undergraduate and graduate degrees in biosystems and agricultural engineering, chemical engineering, civil engineering, computer science, electrical engineering, materials engineering, mechanical engineering,

and mining engineering. The programs are configured to meet the mission and vision of the University. The College of Engineering and the College of Medicine collaborate in offering a graduate degree in biomedical engineering. Master's and doctoral degrees are offered in each of these programs. A cooperative doctoral program in civil engineering is offered with the University of Louisville.

The College lists 157 full-time faculty, including nine who carry joint appointments with the College of Medicine. There are 1,938 undergraduate students and 550 graduate students enrolled in the College.

The research activities are strong and diverse as is necessary to support a large graduate enrollment. Applied research activities serve the Commonwealth by addressing critical issues related to the economic well-being of its citizens. The College has special strengths in energy and the environment and in advanced manufacturing and materials. In this connection, the College is well situated to contribute to the Governor's new economic plan

College of Fine Arts

The College of Fine Arts is comprised of the School of Music, the Department of Art, the Department of Theatre, and the program in Arts Administration with a total of 68 faculty members. The College offers an interdisciplinary undergraduate major in arts administration in addition to the following undergraduate degrees through its departments: the Bachelor of Arts in Art, Music, or Theatre (majors in art education, art history, art studio, music, and theatre); the Bachelor of Fine Arts through the Department of Art (art studio) and the Department of Theatre (acting and design/technology); and the

Bachelor of Music and Bachelor of Music Education. The College also offers an interdisciplinary minor for students majoring in other units of the University.

Graduate degrees include the Master of Arts through each of the academic units of the College (Art: art history, art education; Music: musicology and theory; Theatre: acting/directing, design/production); the Master of Fine Arts through the Department of Art (art studio); and the Master of Music. Degrees at the doctoral level are offered through the School of Music: the D.M.A. in performance and composition and the Ph.D. in musicology, theory, and music education.

Undergraduate enrollment is approximately 700; master's enrollment is 75; and 77 are enrolled in the doctoral programs in music. Individual department, school, and program enrollments and the number of faculty are appropriate for the degree programs offered.

The facilities include an excellent fine arts library with 220,000 slides in addition to other substantial collections supporting the College's programs. In addition, there is an equally fine computer lab complex. Facilities for the School of Music are well below standard given the number of majors; substantial access for the School to the 400-seat recital hall is essential.

The division of teaching responsibilities between full- and part-time faculty, including teaching assistants, is appropriate (lower division: 60/40%; upper division: 80/20%).

The curriculum and resources are generally appropriate for the nature of the programs in each of the academic areas and fields offered. Continuous evaluation and assessment is variable but is facilitated by the nature of the studio focus in the majority of

courses in the College's programs. The interdisciplinary Arts Administration Program has a notable record of professional placement for its graduates. Students in music have received important national recognition and those in theatre are often employed in the profession; outcomes are less clear in art. The College offers an active schedule of exhibitions, lectures, and performances.

With strong student interest in the professional degrees, good outcomes, and position as a unit of the state's flagship university, the art and theatre programs may warrant the benefits that could be gained through seeking accreditation by the National Association of Schools of Art and Design (NASAD) and the National Association of Schools of Theatre (NAST), mirroring the NASM accreditation of the School of Music.

Graduate School

The Graduate School enrolls approximately 5,400 full- and part-time students. Graduate and professional students make up about 28% of the University's total student population. There are 89 master's degrees, 61 doctoral degrees, and four specialist degrees offered (as of the 2000 academic year). In addition, the Graduate School administers seven multidisciplinary graduate degree programs. Cooperative doctoral programs in education are offered between the University and several other state universities. Of the University's 1,889 faculty, approximately 1,500 are members of the graduate faculty.

The University faculty is responsible for the development of new academic graduate programs. The Graduate Council approves all new graduate degrees and changes to graduate program curricula prior to submission to the University Senate for

final approval. In this process, the Graduate Council reviews the curricula to evaluate scholarly content, the role of research and the development of new knowledge, and professional training. A review of Graduate Council minutes indicates careful consideration of curricular requirements for new degree programs.

The Graduate School relies upon the Directors of Graduate Studies to be the local representatives of each graduate program and to provide for program administration acting as the official liaison with the Graduate School.

Criteria for graduate admission are established to attract students who demonstrate potential to be successful. The minimum admission requirements enforced by the Graduate School are established by vote of the graduate faculty. Minimum requirements for specific programs are universal and do not contradict the general admissions requirements of the Graduate School. Separate admission criteria for each level of graduate work are program-specific.

Evaluation of graduate programs is primarily the responsibility of the individual graduate programs with support from the office of the Senior Associate Dean of the Graduate School. This office tracks applications; maintains enrollment and graduation data pertaining to graduate programs at the University; and responds to external survey requests.

Effectiveness of the graduate program is regularly assessed through annual and the periodic reviews. The review process may involve comparisons with benchmarks as well as with required student course evaluations. Many programs also conduct annual retreats and/or host visits by external advisory committees in order to review graduate curricula and program requirements.

College of Human Environmental Sciences

The mission of the College of Human Environmental Sciences (CHES) is to enhance the well-being of individuals, families, consumers, and communities through teaching, research, and outreach. The College has developed an extensive strategic plan, and goals are set collaboratively. A report on progress toward reaching goals is given to the faculty at the beginning of each academic year.

Bachelor's degree programs offered by the College include the Bachelor of Arts in Interior Design and the Bachelor of Science in Dietetics; Family and Consumer Sciences; Family Studies; Food Science; Hospitality Management; Human Nutrition; and Merchandising, Apparel and Textiles. Master's degrees are offered in Family Studies (M.S.); Interior Design, Merchandising, and Textiles (M.S. or M.A.); and Hospitality Management and Dietetic Administration (M.S.). The sole doctoral program is in Family Studies.

Several programs are accredited, including Interior Design, Dietetics (coordinated program is accredited and the didactic program is approved), Food Science, Early Childhood Education, Family and Consumer Sciences Education, and the Early Childhood Laboratory. The College is accredited through the American Association of Family and Consumer Sciences.

According to spring 2002 faculty rosters, there are 44 F.T.E. faculty in four academic units: Department of Family Studies; Department of Nutrition and Food Science; Department of Merchandising, Apparel and Textiles; and School of Interior Design. The majority of the instructional faculty are full time. Through data and

verification by faculty and administrators, it is clear that more than 41% of the courses taught in any given program are by faculty who hold terminal degrees. The faculty are productive scholars and teachers and are active professionally, with some holding major offices in professional organizations. Faculty contract and grant productivity is particularly impressive, given the size of the unit; for example, in the 2001-02 academic year, \$2 million in new contracts and grants were obtained with CHES faculty serving as either principal or co-principal investigator. Also, *Selected Publications 2000-02* indicates that CHES faculty produced 32 refereed articles, six book chapters, two books, and nine other publications.

CHES orientation and advising programs are well developed. Two professional advising staff members are employed; faculty advising loads range from 10 to 35 on average. The College has implemented a model advising program for entering freshmen that has resulted in an 86% freshman retention rate, which is above the University average. At this point, advising is evaluated sporadically and an evaluation process needs to be developed.

Faculty and administrators understand assessment and have taken care to incorporate an effective assessment process within the College

College of Law

The College of Law was founded in 1908, elected to membership in the Association of American Law Schools in 1912, and approved by the American Bar Association (ABA) in 1925. The College's primary mission is to provide legal education to students so that they may render professional service to Kentucky and to the nation.

Favoring that mission is a geographic location at the seat of federal and state courts and proximity to the state capital at Frankfort.

The Juris Doctor degree is offered in a six-semester, full-time program, although four-year programs of study leading to a combined J.D./M.P.A. and a J.D./M.B.A. are available. The full-time faculty ranges in size from 27 to 29 and serves a relatively small student constituency of about 380-400. A traditional required curriculum includes a small section experience and a required legal research and writing program. Upper-level elective course offerings are sufficient; seminar opportunities are ample.

Admission is reasonably selective (925 applications, 395 acceptances, 131 matriculates in 2001). Entering students, approximately 85% of whom are Kentucky residents, have an average 3.5 GPA and 158-161 LSAT score. Both are comparable to scores achieved by entering students at the College's benchmark institutions. An Academic Success Program has effectively worked to support high-risk students.

As a ratio of students to faculty, there are approximately fifteen or sixteen students to one faculty member. The Kentucky bar examination passage rates average 88% over the last six years, which is above the average.

The ABA accreditation committee deemed the faculty to be "highly qualified, committed to good teaching, engaged in extensive scholarly work and thoroughly involved in law school governance and in professional and public service activities." Seven faculty members have won recognition as among the University's "Great Teachers." Attesting to the quality of the College's faculty is the difficulty experienced in retaining some of its best legal scholars, a problem exacerbated by noncompetitive salaries.

Notable aspects of the institution's course offerings, otherwise typical of law schools of comparable size, are its legal clinic program and its clinical externships. A director who is a full-time faculty member supervises the separately housed and now handicap-accessible legal clinic. The program offers third-year students an exceptional opportunity to provide needy clients with legal advice, counsel, and representation in civil cases in a carefully structured and well-managed, graded program. Additional course credit opportunities are afforded students who enroll in a variety of externship programs that offer credit on a pass/fail basis. These externships reportedly have a classroom component, which may or may not involve faculty members. The ABA accreditation committee questioned the management, supervision and assessment procedures of the programs; however, it seems clear that the supervision and assessment of these programs by faculty and administrators is continuous and intense, albeit informal in nature.

The major deficiency of the College of Law is generally acknowledged to be the condition of its facilities, which impinges significantly on the institution's educational mission in that the College seeks to instruct its students in small classes of 35-45 and has few rooms available to achieve that goal efficiently. Space constraints also affect the law library staffed by fifteen professional and support personnel. Housed in the law building, its collection contains over 350,000 volumes, making it one of the largest law libraries in the South.

Law is housed in a single building erected in the 1960s. The facility has suffered over a long period of time from inadequate maintenance. The University has moved to improve the College's deteriorating facility through a number of maintenance/renovation

projects; however, much work remains to be done. A variety of short-term space control strategies have been developed, but permanent relief for the physical plant woes lies in construction of a new facility. This vital improvement to the educational program is presently in the planning stage. Budgeted at \$65 million, the project has jumped from a priority ranking of sixty-one to four, suggesting the importance attached to quality legal education by the University's new administration.

College of Medicine

The College of Medicine is made up of 21 departments and four centers plus the School of Public Health. The principle outpatient site is the Kentucky Clinic, located in the UK Medical Center. There are numerous satellite outpatient sites in the greater Lexington area and across the state.

Currently, 95 students are admitted each year with three or four seeking the combined M.D./Ph.D. degrees and the remainder seeking the M.D. degree. In addition, there are more than 400 residents for whom the faculty has educational responsibility. Within the biomedical graduate program, 130 students are enrolled in the Ph.D. program; 75 students in the School of Public Health are enrolled in master's and doctoral programs. Student admission policies are sound with preference given to Kentucky residents. The student body is well qualified as reflected in grade point averages and Medical College Admissions Test scores.

The curriculum is organized around a core set of objectives with appropriate educational experiences to achieve those objectives. Assessment measures used are

internal as well as standardized national testing. A well-constructed feedback system permits all students and faculty to participate in the assessment of the curriculum.

There are 600 full-time faculty, 130 basic scientists, and 470 clinicians. The faculty is appropriately sized with relevant and documented educational backgrounds. Faculty compensation and benefits are in line with Association of American Medical Schools standards.

Superior faculty development activities are available within the College with components emphasizing teaching skills, research skills, and leadership. In addition, there is a special, well-conceived program for women faculty.

The space available for lecture, small groups, and conferencing is barely adequate. Significant planning for the further development of the public health activity is essential in terms of space needs and in financial support. Clinical space in the hospital and the Kentucky Clinic is inadequate. Faculty are using clinical space in the Lexington area and statewide, and three departments are located off campus (Psychiatry, Preventive Medicine, and Physical Medicine and Rehabilitation).

The medical library is described as having a superior staff; however, there are significant space and technology needs.

The College has a well-funded research portfolio. There is significantly more research activity in the basic science departments than in the clinical areas, but a K30 funded training program for physician scientists may help with this lack of balance. The limitation of research space is a major concern. Utilization management of labs could be strengthened but, ultimately, attention to new laboratory space and to the renovation of outdated labs will be required.

College of Pharmacy

For decades, the UK College of Pharmacy has been considered one of the premiere colleges of pharmacy in the nation. The latest *U.S. News and World Report* ranks the College as 3rd out of 83 colleges/schools of pharmacy.

The College offers a four-year professional curriculum leading to the Doctor of Pharmacy degree, with approximately 350 students; a graduate program in the pharmaceutical sciences leading to the Doctor of Philosophy degree, with 55-60 students; a postdoctoral scholars program, with 20-25 students; and, in collaboration with University of Kentucky Hospital, the VA Medical Center, and St. Claire Medical Center, the pharmacy practice residency program, with an enrollment of 16 to 20 residents.

Accredited by the American Council on Pharmaceutical Education, the College was granted a full seven-year accreditation status in 1998. A new dean, appointed in March 2000, has initiated significant changes that have addressed all of the accreditation comments and has established an ambitious strategic plan designed to keep the College in the top five nationally.

All aspects of the College appear to be on track to achieve the ultimate outcomes of its strategic plan. The primary concerns are (1) the postponement of the funding of a new building addition in cooperation with the School of Biological Sciences and (2) faculty salary adjustments required to move the faculty to the 75th percentile of its peer institutions.

College of Social Work

The College of Social Work offers a Doctor of Philosophy, with a thesis requirement, a Master of Social Work, with a research project requirement, and a

Bachelor of Arts in Social Work. In 1999-2001, the College of Social Work awarded 83 bachelor's degrees and 97 master's degrees. During this same year, 220 undergraduates, 244 M.S.W. students, and 27 doctoral students were enrolled in the social work program.

Social Work has 27 faculty members, including two part-time and two with joint appointments with the College of Medicine. In addition, the College has 34 part-time instructors and three clinical instructors. The ratio of students to faculty is higher than in other units. Although the College's administration has been successful in finding external funding for the development of an infrastructure to support research and teaching, many faculty members are now serving in administrative positions in addition to teaching. Approximately four more faculty lines are needed to rectify this situation. Due to inadequate faculty salaries and a national shortage of qualified faculty in the profession, other institutions have been successful in recruiting faculty away from the University of Kentucky. These situations have led to an over-reliance on part-time faculty, which has, in turn, produced some inconsistency in the quality of instruction. However, regular faculty are involved in overseeing teaching groups, developing master syllabi, and mentoring part-time faculty.

The curriculum is divided into five areas: theory, practice, policy, practicum, and research. The policy and research areas have become stronger during the past several years, putting this division ahead of the curve on the national trend toward increased emphasis on research productivity. In fact, a new position, Associate Dean for Research, has been created. The dean and faculty are working together to develop an infrastructure to encourage collaborative research and have identified an area of emphasis, social capital, as a focus.

In response to the new rigorous licensing standards required by the Council of Social Work Education, the dean established the Strategic Planning and Quality Assurance Committee which is working to integrate existing assessment procedures, to formalize procedures for “closing the loop,” and to establish procedures for ongoing evaluation of objectives and measures of assessment. The College has established learning goals for each degree program, assessed learning outcomes, and made changes based on these assessments. This process led the faculty to consider what types of learning goals are appropriate for a practice field and to include faculty, student, and employer measures of outcomes in their assessment process.

A noncredit continuing education program is offered by the College which provides lifelong learning opportunities for practicing social workers and related human service professionals to enhance their knowledge and skills and to meet states’ licensing and regulation requirements for professional practice. In collaboration with the University of Louisville, the College plans to offer for-credit courses in child welfare, ethics, and supervision for all new employees of the Kentucky State Cabinet for Family and Children.