



2016-2017

**Department of
Family Sciences
Periodic Program Review**

Submitted February 2018

University of Kentucky Family Sciences

Department Self-Study

2016-2017 Program Review

Degree Programs Under Review

Bachelor's Degree in Family Sciences

Master's Degree in Family Sciences

Doctoral Degree in Family Sciences

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September, 2016

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Executive Summary

Family Sciences is a strong unit that makes significant contributions to the College of Agriculture, Food, and Environment and the University of Kentucky. The department generates some of the highest student credit hours in the College, our majors contribute to the University's compelling interest in diversity, and our research productivity (controlling for research distribution of effort) is one of the highest in the College. Our research profile is enhanced because two faculty members in the department edit respected journals in our field. The department includes two active research labs: the Adolescent Development Lab directed by Alexander Vazsonyi and the Family Interaction Research Lab directed by Ronald Werner-Wilson that are supported by endowments.

Our graduate program has continued to grow, and we have recruited more diverse students including international students as well as students from traditionally underrepresented groups. We successfully mentor these graduate students by providing them opportunities to publish with faculty members (the majority of publications and presentations include graduate student coauthors) and they are graduating and successfully competing for positions. It is notable that faculty mentoring is occurring throughout the department as more faculty members are supervising theses and dissertations.

We have systematically investigated appropriate on-line course delivery and have received approval to teach several courses on-line. We identified a handful of courses that seemed appropriate to this delivery strategy and identified tactics to ensure rigor and minimize academic misconduct (i.e., requiring Proctor U for all on-line courses offered) that can plague this approach to teaching. We have also become more active in providing study abroad opportunities to students, including experiences in Greece and Korea.

Self-Study Process

Dr. Lisa Collins, Assistant Dean for Academic Administration met with Dr. Werner-Wilson, Chair of the Family Sciences Department to describe the process, identify potential committee members to serve on the review committee, and provide the check-list to follow for completing the self-study. Dr. Werner-Wilson consulted with Family Sciences faculty who suggested potential committee members that were provided to Dr. Collins. The self-study was compiled from various department, college, and university reports. Various faculty members contributed relevant information based on administrative responsibilities (i.e., student progress, student learning outcomes); all Family Sciences faculty provided copies of their CVs and were asked to provide feedback on drafts of the report.

Progress Since Last Self-Study

The previous program review included the following recommendations that we have addressed annually:

Recommendation	Status
1. Review curriculum offerings for overlap and unnecessary redundancy	1. The Department completed a thorough review of all courses since the program

	review that resulted in renaming courses and changing requirements.
2. Consider offering more classes at non-traditional times and in either totally on-line or hybrid format	2. The department introduced several on-line summer courses; scheduled more courses in late afternoon; FAM courses are now offered on both T/TH as well as MWF; some of the MWF courses are hybrid courses that include on-line components.
3. Review how students are assessed in classes. Are there sufficient opportunities and variety in assignments for all qualified students to perform well?	3. Ongoing evaluation of class assessment is part of the ongoing assessment of learning outcomes adopted by the Department.
4. Continue to work to decrease the divide between CFT students and others within the graduate programs.	4. Introduced formal areas of specialization (adolescence, aging, family finance, family process) so that there are areas of concentration for all graduate students.
5. Establish a common space within the Department for graduate students to interact and have space in which to work.	5. Space has been provided for graduate students in Funkhouser Building. Two adjoining offices were combined and furnished.
6. Clearly define and articulate the role of the School of Human Environmental Sciences in the educational experience of graduate students.	6. An HES governance document was submitted to the College, but we have not received an update about the progress.
7. Explore any additional options to fully engage all qualified graduate faculty members in the program.	7. We have successfully recruited one adjunct from FCS Extension (since resigned from UK), one adjunct from 4-H, two affiliates from Med School, and one affiliate from the College of Education.
8. The Department, in conjunction with the School and the College, should make a concerted effort to build and maintain a research culture in the Department through research seminars, reward structures, recognitions, pilot project funding, Wethington Awards, etc.	8. The department introduced a monthly research seminar; provided release time for faculty to pursue research activities; increased graduate (particularly doctoral student) enrollment; and supported sabbaticals. The Department has invested resources in developing a stronger research culture. Although extramural funding remains low, the number of publications per research FTE has increased and is one of the highest in the College.
9. Given the current unacceptable level of faculty diversity, faculty search processes and recruitment procedures should be seriously assessed with the goal of both recruiting a diverse pool of qualified applicants and, ultimately, building a diverse faculty.	9. There have been no opportunities to conduct any searches since the Program Review.

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|---|---|
| <p>10. The College of Agriculture, the School of Human Environmental Sciences, and the Department should work together to develop clearly articulated, written Rules of Procedure and regulations for the administration and functioning of the Department within the context of the School of Human Environmental Sciences. Given the unique nature of this structure within the University, special attention should be given to insuring that the resulting documents are consistent with the University's Governing and Administrative Regulations.</p> | <p>10. An HES governance document has been submitted to the College. Waiting to update department procedures to ensure that they are consistent</p> |
|---|---|

**College of Agriculture, Food and Environment
Educational Unit and Degree Program Self-Study Report Checklist**

This narrative must describe, analyze and synthesize information about the unit and its subunits, as appropriate. The report should include the components detailed below. Some documents may be tabled features within the text. Others may be featured as appendices. An electronic version of the report and supporting documentation is required for archival purposes.

Please note that the structure of the narrative need not follow the structure of the checklist.

Part 1: Academic Department/ Educational Unit

	Academic Department/Educational Unit Overview	Included ✓	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
1	<p>Explain how your department’s goals are consistent with and demonstrate a strong contribution to UK’s mission and strategic plan. There should be a clear connection between the department and the institutional, college, and state goals (where applicable). Focus on each of the following:</p> <ul style="list-style-type: none"> • Consistency with UK mission and priorities • How the program contributes to CPE--Stronger by Degrees • How the program aligns with the CPE statewide strategic implementation plan (Stronger by Degrees) 	CPE Requirement	1-5	Appendix A Appendix B Appendix C Appendix D
2	<p>Consortial Relations: The SACS accreditation process mandates that we “ensure the quality of educational programs/courses offered through consortial relationships or contractual agreements and that the institution evaluates the consortial relationship and/or agreement against the purpose of the institution.” Please list any consortium or contractual relationships your department has with other institutions in Kentucky, as well as the mechanism for evaluating the effectiveness of these relationships.</p>	SACS-COC Requirement	5	N/A
3	<p>Articulate primary departmental/unit strategic initiatives for the past 5 years and the department’s progress towards achieving the university and college/school initiatives (be sure to reference Unit Strategic Plan, Annual Progress Report, and most recent Implementation Plan)</p>	✓	5-6	Appendix E Appendix F Appendix G
4	<p>Department benchmarking activities: Provide a summary of benchmarking activities, including institutions benchmarked against and comparison results tracked against:</p> <ul style="list-style-type: none"> • Promotion and tenure expectations • Annual evaluation expectations • Faculty mentoring expectations • Budget • Number of faculty 	✓	6	N/A
Department Faculty and Research Support				
5	<p>Describe primary faculty contributions to the 3-4 strongest research and creative areas in the department.</p>	✓	7-8	N/A
6	<p>Describe primary faculty contribution to teaching and service at the department level that has enhanced college and university strategic initiatives.</p>	✓	8-9	N/A
7	<p>Describe the attrition (cumulative number not tenured, resigned, retired, or other) of the program faculty over the past three years. Discuss the expected effect on program(s)</p>	✓	9	N/A

	under review and other issues related to ability to retain qualified faculty (5-year review). Including a table is recommended.			
8	List current number of unfilled lines and discuss current actions or plans to fill lines. Include general descriptions of start-up packages.	✓	9	N/A
9	Department level GTA and GRA information: List the salary range (based on semester .50 FTE/20 hour-per week contract) for GTAs and GRAs and list the number on fellowships for the current or most recent fall semester.	✓	9	N/A
10	Describe the reasons students reject fellowships or assistantships offered from the university, college, or department.	✓	9	N/A
11	Unit Faculty Research (if applicable) <ul style="list-style-type: none"> • Overview of current research program and plans for each of the last 5 years • Number of research FTE faculty for each of the last 5 years • Summary of research programs by topic for each of the last 5 years • Fellowships for each of the last 5 years • Honors and recognitions for each of the last 5 years • Publications (such as books, book chapters, refereed journal articles, non-refereed articles, reviews) for each of the last 5 years 	✓	10-13	Appendix H Appendix I
12	Number of postdoctoral fellows and scholars, graduate research and teaching assistantships for each of the last 5 years	CPE Requirement	13	N/A
13	List of grants and contracts for the period of review, including funding amounts from the OSPA Web site for each of the last 5 years	CPE Requirement	13-15	N/A
	Documentation of Policies and Procedures Implementation: Identify the educational policies and procedures established through faculty governance and responsible parties for implementation (e.g., admission criteria and procedure, academic performance standards, equivalency credits, course transfers, course substitutions)	Included ✓	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
14	Evidence of adherence to educational policies and procedures established through the faculty governance process, including consistency in applying policies related to grading, probation, admissions, termination	SACS-COC Requirement	16	N/A
15	Evidence of consistent review and monitoring of course substitution, course equivalency credits, course transfers toward degree completion, and vetting of exceptions, degree requirements, and drop, fail and withdraw (DEW) rates	SACS-COC Requirement	16	N/A
16	Evidence of adherence to unit procedures on faculty personnel actions (e.g., appointment, promotion and tenure) and budget request preparation	✓	16	Appendix J
17	Evidence of course scheduling and teaching assignment	✓	16	Appendix K
18	Evaluation of course grade distribution by level and discussion of strategies to monitor grade deflation/inflation	✓	17	N/A
19	Dissemination and transparency of all the above	✓	17	N/A

Part 2: Degree Program(s)
COMPLETE FOR EACH DEGREE PROGRAM (as applicable)
i.e., one for Bachelor's, Master's, and Doctoral

Academic (Degree) Program Description		Included ✓	Narrative Page(s)	Page Number(s) of Appropriate Evidence/ Supporting Documents
	Program Demand/Unnecessary Duplication			
20	Number of students enrolled, number of graduates, and credit hour production for each of the last 5 years, including summer, fall, and spring. Credit hour production refers to the number of credit hours produced by program faculty: <ul style="list-style-type: none"> • Student credit hour per instructional faculty FTE for the past 5 years • Include Institution's definition of Instructional FTE: Student credit hour per instructional FTE is defined as credit hours taught by program faculty in a unit, department, or discipline, divided by the number of instructional FTE (as defined by the institution) of those program faculty. 	CPE Requirement	18	N/A
21	Number of degrees conferred for each of the last 5 years. Number of enrollees and degrees conferred includes totals from summer, fall, and spring semesters.	CPE Requirement	18	N/A
22	Explanation of how curriculum is different from existing programs at Kentucky institutions or that access to these programs is limited	CPE Requirement	18-19	N/A
23	Explanation of pursuit of collaborative opportunities with similar programs at other Kentucky institutions and how collaboration will increase effectiveness and efficiency	CPE Requirement	19	N/A
24	Program history and background/organizational structure: Critical events/background information which will help in understanding the program currently.	✓	19	N/A
25	Program uniqueness: Unique components, distinctive innovations; is the program a response to changes in the discipline or other academic necessities? How is this program different from similar programs at other Kentucky institutions? Is access to other institutions limited?	CPE Requirement	19	N/A
26	Describe how the program is administered (e.g., is there a program coordinator and/or program committee? What is their role or function? How do they operate? How are appeals handled? Etc.)	✓	19-20	Appendix L
27	Describe the recruitment and development plan for the program (include attention to faculty, staff, and students)	✓	20-21	N/A
28	Program delivery: Review of distance learning course offerings, services and outcomes to ensure compliance with best practices, SACS policies, federal rules, and University Senate and college curriculum committees. Describe flexibility of program delivery: classes available at convenient times, in convenient formats for non-traditional students, etc.	SACS-COC and CPE Requirements	21	Appendix M Appendix N
29	Program Contributions to undergraduate general education or UK General Education Core	✓	21	N/A
	Program Quality and Student Success: The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.	Included ✓	Narrative Page(s)	Page Number(s) of appropriate Evidence/

				Supporting Documents
30	<p>Student Learning Outcomes Assessment</p> <ul style="list-style-type: none"> Briefly describe comprehensive assessment results from the past 5 years and explain how these results have been used to make improvements to the program. Provide at least two examples. Results reports and findings for improvement (include evidence) for each of the last 5 years State all learning outcomes of the program Explain how outcomes were evaluated (i.e., assessment plan), citing benchmarks and targets Briefly summarize the results of each SLO 	CPE Requirement	22-25	Appendix D Appendix O
31	Explain the program's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued based on these measures	CPE Requirement	25-26	N/A
32	External awards or other recognition of the students, faculty, and/or program for each of the last 5 years	CPE Requirement	26-27	N/A
33	Average time and credits to degree for each of the last 5 years	CPE Requirement	27-28	N/A
34	<p>Post-Graduation Student Success:</p> <ul style="list-style-type: none"> Employer satisfaction with graduates as measured by surveys and/or alumni satisfaction for each of the last 5 years Job placement (undergraduate and graduate) for each of the last 5 years Graduate school admission for each of the last 5 years 	CPE Requirement	28	N/A
35	Pass rates on licensure/certification (if applicable) for each of the last 5 years	CPE Requirement	28-29	N/A
36	Identify the number of students in each program that have participated in an internship and/or co-op for each of the last 5 years	✓	29	N/A
37	<p>Student involvement in research and Initiatives for each of the last 5 years:</p> <ul style="list-style-type: none"> Graduate student and undergraduate student publications and presentations 	CPE Requirement	29	N/A
38	Describe processes used to ensure currency of curriculum (industry advisory boards, pass rates on licensure, standardized tests, etc.)	✓	29	N/A
39	Describe quality of orientation, advising, other student services/developmental programs, effectiveness of advising, innovations in advising and efforts to improve	✓	29-30	N/A
40	Discuss program qualifications/standards for incoming students, program admission	✓	30	Appendix P
	Program Resources	Included ✓	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
41	<p>Cost and Funding of Program: The resource requirements and planned resources of funding of the program must be detailed in order to assess the adequacy of the resources to support a quality program.</p> <ul style="list-style-type: none"> Budget summary information (including extramural funding, gifts, grants) and adequacy 	CPE Requirement	31	N/A

42	Operational costs: <ul style="list-style-type: none"> Facilities summary information and adequacy Equipment (including IT capacity) summary information and adequacy 	✓	31-32	N/A
43	Personnel summary information and adequacy (including faculty and staff numbers, salaries, demographics)	✓	32	N/A
44	Describe financial support from other university units (college, research, administration, human resources, development and alumni affairs, etc.)	✓	33	N/A
	Input from Affected Constituents (e.g., surveys, focus groups, interviews, etc.) Information to be gathered from accreditation visit/external reviewers and progress updates since last program review (append external review comments for accredited reviews).	Included ✓	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
45	Evaluation data from faculty for each of the last 5 years	✓	34	N/A
46	Evaluation data from staff for each of the last 5 years	✓	34-35	N/A
47	Evaluation data from students for each of the last 5 years	✓	35	Appendix P
	Evidence of Program Quality and Productivity	Included ✓	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
48	Operations: Quality of faculty and staff communications and interactions, such as awards/recognitions, opportunities for input, unit meeting schedule, unit retreat schedule, opportunities for faculty and staff to interact	✓	36	N/A
49	Instruction: Overview of current instructional program(s) and plans; describe measures of teaching effectiveness and efforts to improve (e.g., faculty development initiatives for instruction, teacher mentor programs) <ul style="list-style-type: none"> Class sizes and faculty nucleus for program instruction Instructional equipment Faculty credentialing to support core/elective course offerings 	✓	36	N/A
50	Program research activities and initiatives	✓	36	N/A
51	Overview of current research program and plans by topic for each of the last 5 years; number of research FTE faculty for each of the last 5 years	✓	36-37	N/A
52	Number of postdoctoral fellows and scholars, graduate research and teaching assistantships (Chair) for each of the last 5 years	✓	37	N/A
53	Fellowships for each of the last 5 years	✓	37	N/A
54	Honors and recognitions for each of the last 5 years	CPE Requirement	37	N/A
55	Publications (such as books, book chapters, refereed journal articles, non-refereed articles, reviews) for each of the last 5 years	✓	37	Appendix I
	Service, Extension and Non-Extension Programs	Included ✓	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents

56	Summary of quantity and quality of outreach and community service; interrelationship of public service with research and other aspects of the program; nature and quality of service to the university and discipline	CPE Requirement	38	N/A
57	Summary of Extension and community activities: <ul style="list-style-type: none"> • Summary of extension programs by topic • Summary of county-level programs • Summary of youth programs • Summary of community-based programs and training • Extension publications and videos • Number of clientele served; programs and training opportunities • Description and evaluation of outreach, service, and engagement activities • Evidence of public service activities such as congressional testimony, service on boards 	✓	39	N/A
58	Number of FTE extension faculty and extension specialists	✓	39	N/A
	Other Areas	Included ✓	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
59	Quality Enhancement Plan (Multimodal Communications Across the Discipline): Please indicate program contribution to the goals of the QEP. See http://www.uky.edu/SACS/QEP_themes.html	✓	40	N/A
60	University Diversity Plan: Please indicate ways in which the program contributes to the university's Diversity Plan. See http://www.uky.edu/DiversityPlan/diversity_plan.html	✓	40	N/A

Academic Department Overview

1. Relationship Between Department Goals and University Mission

Consistency with UK Mission and Priorities

The University of Kentucky 2015-2020 Strategic Plan (please see Appendix A) identified five strategic objectives: (1) undergraduate student success, (2) graduate education, (3) diversity and inclusivity, (4) research and scholarship, and (5) outreach and community engagement. The Family Sciences Department objectives and goals are consistent with these strategic initiatives and action steps identified in the university's strategic plan.

Consistency with Undergraduate Student Success Strategic Objective

The University identified three strategic initiatives that included sixteen action steps associated with undergraduate student success. The following items demonstrate Department consistency with these University strategic initiatives by addressing at least one action step associated with each initiative:

- The Department recently employed an Academic Coordinator to serve as an important point of contact with undergraduate students. This new position includes the following responsibilities: advise all undergraduate students interested/enrolled in Family Sciences as a major; advise department chair and the Director of Undergraduate Studies in areas of program review and curriculum; collaborate with professional staff members in the College Office of Academic Programs. These responsibilities are consistent with University **Action Step 1.3** (“provide integrated advising for both degree completion and career planning”) as well as **Action Step 1.5** (define and communicate clear pathways to graduation).
- The Department has approved a new major – Consumer Economics and Financial Counseling – that will be submitted for approval once the new curriculum approval system has been introduced. The new major is consistent with **Action Step 1.6** (promote financial wellness) because it will incorporate an internship/practicum experience that will provide financial education to current students. It is also consistent with **Action Step 2.2** (identify and develop new undergraduate programs).
- The Department has recently introduced three education abroad experiences that are consistent with **Action Step 3.1** (“integrate high-impact practices such as ... education abroad”). Also, consistent with **Action Step 3.1**, faculty routinely include undergraduate students in research experiences and supervise undergraduate research and our required practicum provides students with service learning opportunities for high impact practices.

Consistency with Graduate Education Strategic Objective

The University identified three strategic initiatives that included ten action steps associated with graduate education. The following items demonstrate Department consistency with each University initiative:

- The first graduate education strategic initiative is associated with recruiting and retaining graduate students from all backgrounds. We have been fairly successful at recruiting students from diverse backgrounds, including students from traditionally underrepresented groups as well as international students. One marker of our success is associated with funding from the University's Lyman T. Johnson Fellowship which provides funding for students who contribute to the universities compelling interest in diversity. Typically, two or three of our students per year receive this funding. The department has also had one student per year receive funding from the College of Agriculture, Food, and Environment diversity fellowship every year since it was introduced.
- The second graduate education strategic initiative is associated with investing in graduate programs in which graduate students demonstrate excellence at the national or global levels. In the past few years, several of our doctoral students have received awards from the National Council on Family Relations (including doctoral student of the year, graduate student research paper of the year) and from the Society for Research on Adolescence. Many of the graduates from our doctoral programs have obtained tenure-line faculty positions. Our annual investment in graduate education is approximately \$300,000 per year which is a significant increase in funding over the last decade (ten years ago graduate student funding was approximately \$50,000).
- The third graduate education strategic initiative is associated with quality of the graduate student experience and increasing national competitiveness of graduate programs. The Couple and Family Therapy Program in the Family Sciences Department was recently identified by the Graduate School as demonstrating the most selective program in the School of Human Environmental Sciences. Additionally, the Couple and Family Therapy Program was recently ranked as one of the top-20 such programs in the nation. This initiative also includes attention to timely graduation. Most of our doctoral students complete their dissertations within four years and most of masters students complete their theses within two years.

Consistency with Diversity and Inclusivity Strategic Objective

The University identified three strategic initiatives that included eleven action steps associated with diversity and inclusivity education. The following items demonstrate Department consistency with each University initiative:

- The first strategic diversity and inclusion initiative is associated with fostering a diverse community of engaged students. We have included Department reports for the most recent five years (2010-2011 through 2014-2015) that describe enrollment, degrees conferred, and faculty productivity (please see Appendix B). These reports suggest that Family Sciences students are racially diverse: 26.5% of the total number of students enrolled in the department and 29% of the department graduates are from underrepresented groups in the most recent report. This is consistent with **Action Step 1.1** (recruit, retain, and graduate diverse student population) for this University initiative.
- The second strategic diversity and inclusion initiative is associated with improving workforce diversity and inclusion which includes two action steps. The first action step includes providing formal inclusiveness and diversity professional development (including explicit and unconscious bias training). Almost all of the department faculty participated in a training associated with unconscious bias in faculty search

process. The second action step is associated with increasing diversity in number, proportion and retention in all workforce position categories. Support staff in the department includes two females and two males; three European-Americans and one African-American. Faculty include six females and six males; the faculty does not include anyone from a traditionally underrepresented group but there are two international faculty members who contribute to diversity. There is currently one faculty vacancy and one impending faculty vacancy (a phased retirement) so the Department will prioritize recruiting colleagues to contribute to the university's compelling interest in diversity.

- The third strategic diversity and inclusion initiative is associated with increasing awareness about diversity across campus. Ronald Werner-Wilson, Family Sciences Department Chair, was selected to be a member of a university team that was trained to provide unconscious bias training to faculty search committees across campus. This is consistent with **Action Step 3.1**. As previously noted, the Department has recently introduced three education abroad experiences. These experiences are consistent with **Action Step 3.4** (increase student opportunities to explore international perspectives).

Consistency with Research and Scholarship Strategic Objective

The University identified four strategic initiatives that included fourteen action steps associated with research and scholarship. The following items demonstrate Department consistency with each University initiative:

- The first research and scholarship strategic initiative is associated with investing in areas of strength and areas of growth that benefit and enrich citizens of the Commonwealth. During a retreat in early 2016, Family Sciences faculty identified both areas of strength and areas for growth which resulted in exploration of a new major: Consumer Economics and Financial Counseling, a major that will contribute to well-being of citizens of the Commonwealth because graduates will serve as a resource to provide financial advice to those who struggle. Faculty further decided to seek a colleague who would contribute to this new major as well the Couple and Family Therapy Program, an area of strength in the Department (as previously noted, it is the most selective program in the School of Human Environmental Sciences) and is a program that graduates students who serve as resources for struggling families in the Commonwealth.
- The second research and scholarship strategic initiative is associated with recruiting and retaining outstanding faculty, staff, and students. As previously noted, the budget for graduate assistantships increased from approximately \$50,000 per year to \$300,000 per year which has increased our ability to recruit and retain outstanding graduate students. This second strategic initiative also identifies endowed positions as a strength. The Family Sciences Department includes two endowed positions.
- The third research and scholarship strategic initiative is associated with improving the quality of the research infrastructure which includes state-of-the-art facilities and high-end equipment. The Family Sciences Department includes the Family Interaction Research Lab which includes technology to record electrical brain activity and physiological arousal during family interactions. This is the only lab that was designed to measure electrical brain activity from multiple people simultaneously.

- The fourth research and scholarship strategic initiative is associated with engagement and translation of research. The Managing in Tough Times initiative provides programming associated with financial management to Extension Agents and citizens of the Commonwealth. This effort, which has been sponsored by the College of Agriculture, Food, and Environment, is directed by Jennifer Hunter, an Associate Professor of Extension. Amy Hosier, Associate Extension Professor, and Robert Flashman, Extension Professor also develop programs and provide resources to county agents. In addition, Ronald Werner-Wilson conducts an outcomes assessment for a Military-Family project that is provided by Kerri Ashurst in Family and Consumer Sciences Extension.

Consistency with Outreach and Community Engagement Strategic Objective

The University identified two strategic initiatives that included nine action steps associated with outreach and community engagement. The following items demonstrate Department consistency with each University initiative:

- The first outcome and community engagement strategic initiative is associated with institutional commitment to promote the public good. The Department provides support for the University of Kentucky Family Center. This unit, which is currently under the supervision of the Director of the School of Human Environmental Sciences due to nepotism policies (the Director of the Family Center is married to the Department Chair), is funded by the Family Sciences Department. It contributes to all three missions of the university by providing a practicum site for graduate students in the Couple and Family Therapy Program (teaching mission), serving as a site for research (research mission), and providing clinical services using a sliding-scale fee to clients who could not afford therapy (service mission). In addition to serving clients at the Center, the Family Center Director has negotiated contracts with local schools to provide therapy to struggling students at the school.
- The second outcome and community engagement strategic initiative is associated with deepening student learning through community engagement. Students in Family Sciences complete a required practicum that provides them with service learning opportunities and community engagement.

Contributions of the Family Sciences Department to “Stronger by Degrees”

The Kentucky Council on Postsecondary Education (CPE) published a strategic agenda entitled, “Stronger by Degrees” (please see Appendix C) that included three agenda items relevant to universities: (1) student success, (2) research, economic and community development, and (3) efficiency and innovation.

- The items identified in the earlier objectives associated with undergraduate student success (e.g., employ an academic coordinator, introduce a new major, introduce study abroad courses, undergraduate internship) are consistent with the student success objectives identified by CPE. In addition to those items, the Department identified student learning outcomes for each program (undergraduate degree, General Family Sciences Master’s Degree, Couple and Family Therapy Master’s Degree, Doctoral Program) that are assessed with observable metrics each year (Please see Appendix D). Please note: the master’s learning outcomes are for all students who are not in the CFT

Program because there would be inadequate sample size to develop learning outcomes for each department area of emphasis. The student learning outcomes (with observable metrics) were identified in 2009-2010 and data has been collected for every year during the present period (data for 2015-2016 are not yet compiled). These processes include an annual review during fall semester of each year. This approach to learning outcomes – which will be discussed in more detail later in the self-study – is consistent with CPE strategy 4.3 to use data to improve student learning.

- The CPE strategic agenda associated with research, economic, and community development suggests that students should be engaged in undergraduate research which, as was described earlier, is common in our Department. Undergraduate students collect data, contribute to presentations and manuscripts, and are mentored to complete independent projects. We educate future professionals who provide assistance to families in the Commonwealth which is a resource attractive to prospective employers that are recruited to locate in Kentucky. The new Consumer Economics and Financial Counseling major will provide a new career pathway for our students.
- The CPE strategic agenda associated with efficiency and innovation recommends (1) aligning academic programs with state needs and (2) introducing more on-line opportunities for coursework. The new Consumer Economics and Financial Counseling major was developed to draw on existing expertise in the Department and will graduate students who can be a resource for enhanced financial literacy in the Commonwealth. The Department has also made a careful review of curriculum to identify courses that are appropriate for on-line delivery, creating on-line sections for seven courses (FAM 251, FAM 253, FAM 350, FAM 357, FAM 401, FAM 402, and FAM 403).

2. Consortial Relations

The Family Sciences Department does not have any consortium or contractual relationships with other institutions.

3. Strategic Initiatives

Family Sciences Strategic Initiatives during the past five years have been articulated and tracked using three sources: (1) unit strategic plan (2009 – 2014) which is provided as Appendix E; (2) the annual progress report associated with the unit strategic plan (please see Appendix F); and (3) implementation plans for 2013-2014 and 2014-2015 (please see Appendix G).

For three of the previous five years (2010-2011 through 2012-2013), the Family Sciences Department worked from a strategic plan that was developed to align with the 2009-2014 strategic plan adopted by the University of Kentucky. Although it was supposed to extend to 2014, the university strategic plan was modified by new university senior leadership so we began to follow an implementation plan based on the previous program review in the 2013-2014 academic year. There is significant overlap between these two guiding initiatives, including:

- Prepare students for success post-degree (strategic goal # 1, Appendix E) which included program implementation items (Appendix G) such as ongoing review of curriculum and alternative course delivery as well as assessing student learning outcomes.
- Produce basic and translational research that benefits the Commonwealth and beyond (strategic goal # 2, Appendix E) which included program implementation (Appendix G)

items such as adding additional graduate faculty via adjunct appointments and efforts to build a research culture.

- Promote diversity and inclusion (strategic initiative 4) which is addressed in program implementation (Appendix G) efforts associated with cultivating a diverse faculty as well as items reported in the section entitled “Relationship Between Department Goals and University Mission” of the present document.
- Provide outreach to improve the lives of people in the Commonwealth (strategic goal # 4, Appendix E) that is also emphasized in efforts reported in the section entitled “Relationship Between Department Goals and University Mission” of the present document.

4. Benchmarking Activities

The Department has not completed benchmarking activities.

Department Faculty and Research Support

5. Faculty Contributions to Research

Emphasis areas in the Family Sciences Department include adolescent development, aging, family process (including the Couple and Family Therapy Program), and family finance and economics. The following material describes each emphasis area and identifies faculty who associate with it; the list of faculty includes adjuncts and affiliate faculty from other departments.

Adolescent Development

The empirical study of adolescents (10 to 20+ years in age) anchored in a multi-disciplinary, social scientific framework, with a consideration of contextual developmental processes, ranging from proximal (family, school) to distal ones (culture or nation), and a focus on adolescent health, adjustment, and well-being.

Faculty: Ken Culp | Fred Danner | Omar Hatim | Janet Kurzynske | Stephanie Stockburger | Alex Vazsonyi | Ron Werner-Wilson

Aging

Families provide important resources that promote quality of life and sustain the well-being of its members throughout the life course. As families acknowledge and celebrate the changes that accompany aging in particular, more and more recognition is being given to the importance of family relationships and the impact that life transitions and family roles and responsibilities have on the aging process. Our aging emphasis concentrates on ways in which a family system can manage the emotional, social, and economic challenges and discover the positive aspects of life transitions and growing older.

Faculty: Amy Hosier | Hyungsoo Kim

Family Finance & Economics

Family Finance focuses on individuals' and family's financial resource acquisition, planning, and use with the ultimate outcome focusing on financial security. Also of interest is the impact of family financial issues on individual and family well-being. Topics of interest include credit and debt across the life cycle; savings and investment for achieving financial goals including retirement, behavioral/psychological aspects of saving, borrowing and consumption; and financial issues related to marriage, gender and culture. Family Economics focuses on individuals' and family's economic decisions and activities as they interact in various economic markets as consumers and workers. Also of interest are the effects of demographic and economic characteristics on well-being. Topics of interest include human capital investment, poverty and low-income households, employment and retirement, women in the economy, the dynamics of health and financial security, economics of individual aging and other determinants of the economic status of households.

Faculty: Robert Flashman | Claudia Heath | Jennifer Hunter | Hyungsoo Kim

Family Processes/Couple and Family Therapy

Family processes refers to the study of (a) how family members interact with each other, (b) how families change over time and vary across cultures, and (c) how context influences families and vice versa.

The couple and family therapy emphasis area is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). According to the Association for Marriage and Family Therapy, couple and family therapists "are mental health professionals trained in psychotherapy and family systems, and licensed to diagnose and treat mental and emotional disorders within the context of marriage, couple and family systems" (http://www.aamft.org/imis15/Content/About_AAMFT/Qualifications.aspx). Couple and family therapists are recognized as a core mental health profession, along with psychiatry, psychology, social work, and psychiatric nursing.

Family Process Faculty: Jason Hans | Diana Haleman | Claudia Heath | Janet Kurzynske | Donna Smith | Alex Vazsonyi | Ron Werner-Wilson | Nathan Wood

Couple and Family Therapy Faculty: Tracey Werner-Wilson | Ron Werner-Wilson | Nathan Wood

6. Faculty Contributions to Teaching and Service

Family Sciences provides significant contribution to instruction by providing the second or third most student credit hours, when controlling for number of department faculty, in the College. Appendix B includes a report distributed by the College that describes degrees awarded, enrollment, and graduation information for four of the previous five years (it also includes information associated with research productivity that will be described in a subsequent section); the report includes a comparison of all departments in the College.

The following table summarizes the student credit hour teaching contributions of the Family Sciences Department (information for the 2015-2016 year were not yet available), including the ranking of the Department to other departments in the College that calculates student credit hours divided by number of full time faculty, a metric reported by the College.

Table 6.1 – Student Credit Hour Information

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student Credit Hours (SCH)	5114	4509	4586	4622	n/a
SCH/Full Time Faculty	465	410	382	420	n/a
College Rank for SCH/Full Time Faculty	2	2	2	3	n/a

Significant contributions to teaching include developing study abroad courses to Seoul, South Korea (Hyungsoo Kim); Ikaria, Greece (Amy Hosier), and a new program that will be offered in spring semester, 2017 to Costa Rica (Amy Hosier). These experiences introduce students to new cultures and provide them with unique learning opportunities. Other contributions include developing on-line sections of courses that were developed by Diana Haleman, Jason Hans,

Claudia Heath, Hyungsoo Kim, and Donna Smith. Robert Flashman, Claudia Heath, Jennifer Hunter, and Hyungsoo Kim developed the proposal for the new Consumer Economics and Financial Counseling major.

Primary contributions to service are provided by extension faculty and the outreach provided by the Family Center. Amy Hosier provides leadership to programs associated with family life across the life course while Robert Flashman and Jennifer Hunter contribute to programs associated with family and consumer finance.

Jennifer Hunter has offered a program to all University of Kentucky Students that contributes to both teaching and service. “It’s Your Reality” is a simulation that promotes awareness of budgeting and financial literacy.

7. Faculty Attrition

There is only one faculty vacancy in the Department at this time, but there is one colleague who has begun a phased retirement that will result in a second vacancy at the end of the 2018-2019 academic year.

8. Faculty Vacancies

An Assistant Professor associated with the Couple and Family Therapy Program made the decision not to seek tenure and his probationary period ended in June, 2016. Our goal is to search for a tenure-line colleague who can contribute to both the Couple and Family Therapy Program as well as the new major in Consumer Economics and Financial Counseling. Salary savings from the phased retirement were invested in the new Department Academic Coordinator. The colleague who entered phased retirement had assumed primary responsibility for duties similar to the academic coordinator, so we made the decision to replace those functions with someone who will not have the responsibility to seek tenure. At the conclusion of the phased retirement, we may still have an opportunity to search for a tenure line faculty using revenue from other sources.

9. Graduate Assistant Information

Master’s level students receive annual salaries of \$9,800 plus a full tuition scholarship and doctoral students receive annual salaries of \$11,500 plus a full tuition scholarship. Twenty-nine students received an assistantship during the fall, 2015 semester.

10. Reasons Students Reject Fellowships or Assistantships

Students have only rejected an assistantship for two reasons: (1) they don’t require funding because they have full-time jobs that pay their tuition or (2) they declined acceptance to the program.

11. Faculty Research

Department areas of emphasis (adolescent development, aging, family process/Couple and Family Therapy, and family finance and economics) were described in Section # 5: Faculty Contribution to Research. The present section will describe faculty research in more detail, including trends associated with scholarship for the previous five years as well as a brief description of each full-time faculty member. We have also included more thorough biosketches, CVs, and a list of research and scholarship in Appendixes.

Controlling for research FTE, Family Sciences is one of the most successful units in the College at publishing research. The College distributes an annual report that summarizes department productivity (please see Appendix B) that includes the ratio of publications divided by research FTE. Family Sciences has consistently been ranked at the top of the College (ranking not yet provided for the 2015-2016 period). The following table summarizes research FTE and research productivity for Family Sciences for the past five years.

Table 11.1 – Scholarly Productivity

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Research FTE	2.75	2.47	2.70	2.31	2.00
Publications	45	60	80	63	59
Publications/Research FTE	16.36	24.29	29.63	27.27	29
College Rank for Publications/Research FTE	1	2	1	1	n/a

A brief description of each full-time faculty member is summarized, below; a more thorough biographical sketch and CV is included in Appendix H. In addition, scholarly work of Family Sciences faculty for 2011-2016 are provided in Appendix I.

Robert Flashman, Extension Professor

Dr. Flashman is a State Specialist in Family Resource Management with the UK Cooperative Extension Service. He is State Coordinator for the High School Financial Planning Program (HSFPP) in Kentucky, for which he develops weekly financial lessons distributed to more than 360 educators via an email listserv. Dr. Flashman is an Editorial Board member for The Forum for Family and Consumer Issues, for which he received the Distinguished Service Award in 1999.

Diana Haleman, Senior Lecturer, Director of Undergraduate Studies

Dr. Haleman teaches a variety of courses for both undergraduate and graduate students. Although her responsibilities are primarily related to teaching, Dr. Haleman's research interests include early childhood development, parenting, and working with single parent families. Dr. Haleman has extensive experience in a variety of university and community settings that include early childhood education, parent education, and early intervention services for children and families. She began serving as Director of Undergraduate Studies in Family Sciences in fall 2016.

Jason Hans, Professor

Dr. Hans is currently Editor of *Family Relations*, which is commonly regarded as the premier applied journal of family science, and he has authored over 50 scholarly publications. Dr. Hans has also served as editor of the Family Index Database and Graduate and Undergraduate Study in Marriage and Family, held leadership positions at both the state and national levels within the National Council on Family Relations (NCFR), is a member of NCFR's Future of Family Science Task Force, and was Director of Graduate Studies from 2011 until 2015.

Claudia Heath, Professor

Dr. Claudia J. Heath is well established as a researcher specializing in issues related to the economic well-being of families, individuals, and specifically, women. Her educational background in economics, combined with a focus on women and families, supports her interest in labor force participation of women, low-income and poor families, welfare and poverty issues, and public policy issues of women and families. Dr. Heath's recent scholarly activities focus on economic self-sufficiency and the economic effects of marriage on well-being.

Amy Hosier, Associate Extension Professor

Dr. Hosier is the State Specialist in Family Life Education and as an associate professor in Family Sciences where she teaches a course on Lifespan Development and Behavior. Dr. Hosier has focused both her professional work and research on working with older adults and improving quality of life along the long term care housing continuum. Current research examines the concept of institutional permeability as it relates to quality of life and well-being for the individuals residing and working in nursing facilities.

Jennifer Hunter, Associate Extension Professor

Dr. Hunter is a State Extension Specialist for Family Financial Management, and Director of the Managing in Tough Times Initiative. Her background includes a large cross-section of Extension experience, ranging from county agent to state specialist. She has over 150 print and electronic publications and has conducted over 800 Extension educational programs. She teaches a course in family resource management and is active in student advising. Her professional and research interests primarily focus on household financial management and student financial wellness.

Hyungsoo Kim, Associate Professor, Director of Graduate Studies

Dr. Kim's research focuses on financial security. One line of research has focused on financial security and health problems in later years. He has extensively studied the effect of health on retirement savings from various perspectives: difference in race/ethnicity, older women and their poverty transition, comorbidity of chronic health problems, longitudinal effect, and financial security status of solvency, liquidity, and investment asset accumulation for retirement. He has also kept track of consequences of health problems and family/consumer debt. The other line of research has been how to financially prepare for retirement with limited resources.

Donna Smith, Associate Professor

Dr. Smith is known for her focus on coping mechanisms of stepparents and children, especially stepmothers. Her research interests in divorce and step parenting is evident in her writing about children of divorce and working with children from single parent homes. In these articles she provides insight for teachers toward understanding and dealing with these children. Dr. Smith has been honored 3 times by students with the Outstanding Teacher Award of the School of Human Environmental Sciences and by the HES alumni who gave her the Outstanding Mid-Career Award. The University of Alabama College of Human Environmental Sciences gave her a Professional Achievement Award in 1995.

Ann Vail, Professor, Director of the School of Human Environmental Sciences and Interim Dean of the College of Social Work

Dr. Vail's publications include three books, numerous refereed publications, abstracts, proceedings and technical reports. Her books include: *Taking Sides: Clashing Views on Controversial Issues in Family and Personal Relationships*—an issues-based book used in college courses across the country; *Taking Sides Instructors Guide*; and an AAFCS Yearbook titled *Leadership for Change: National Standards for Family and Consumer Sciences Education*. Dr. Vail has secured more than \$42,000,000 in external support for research, program development and evaluation, and outreach initiatives. Her research emphasis has been leadership development and teacher change.

Alexander Vazsonyi, John I. & Patricia J. Buster Endowed Professor of Family Sciences

Dr. Vazsonyi's research focuses on adolescent development; more specifically, it examines the etiology of child and adolescent adjustment (achievement, problem behaviors, health-compromising behaviors, violence, and deviance). He is interested in socialization processes, ranging from family contextual experiences to larger cultural processes in understanding variability in adolescent development and adjustment. Following this line of research, he has published over 120 peer reviewed publications, book chapters, conference proceedings, editorials, and technical reports. He serves as the editor of the Sage Major Work title *Adolescence*, a five-volume series on adolescent development. Dr. Vazsonyi serves as the Editor-In-Chief of the *Journal of Early Adolescence* and as a member of a number of editorial boards (e.g., *Journal of Youth and Adolescence*; *Journal of Marriage and Family*).

Ronald Werner-Wilson, Chair, Family Sciences Department and Kathryn Louise Chellgren Endowed Professor for Research

Dr. Werner-Wilson's research has focused in three areas: (1) adolescence; (2) marriage and family therapy process research; and (3) physiological arousal, electrical brain activity, and family interactions. Dr. Werner-Wilson has investigated gender influences within each of these research streams. He has served as department chair since 2007.

Tracey Werner-Wilson, Lecturer, Director of the University of Kentucky Family Center

Tracey Werner-Wilson has worked in several mental health agencies and in private practice as a therapist working with children and families since 1990. As a clinician, she saw the importance

of research for best practices in therapy. As Director of the Family Center, she is responsible for managing the practicum site for the Couple and Family Therapy Program.

Nathan Wood, Associate Professor and Director of the Couple and Family Therapy Program

Dr. Wood’s research explores the effects of attachment on perception of couples; exploring relationships between relational health and health behaviors; studying the influence of therapeutic and educational interventions on health care utilization; and analyzing ways to apply spatial statistics to family data. Dr. Wood provides leadership for the Couple and Family Therapy Program, including ensuring adherence to accreditation standards.

12. Graduate Assistantships

Table 12.1 – Graduate Assistantships

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Full Time Assistants	28	34	34	31	29
Total Salary	\$279,813	\$337,602	\$347,955	\$323,955	\$293,931

13. Grants and Contracts

Table 13.1 summarizes extramural grants and contracts from the university database for the 2011-2012 through 2015-2016 academic years, but because of the way grants are recorded, it does not represent all contributions to grants from Family Sciences faculty members. For example, Ann Vail received several grants that were credited to the School of Human Environmental Sciences but her faculty appointment is in Family Sciences. Similarly, Amy Hosier is a Co-PI on a \$350,000 grant from USDA but the grant was awarded to Kansas State University so it is not recorded in the UK database.

Table 13.1 Grants and Contracts from UK Database

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Amount	\$0.00	\$0.00	\$0.00	\$0.00	\$49,136

Other extramural grant activity:

Hosier, A. (2015), Co-PI, Keys to Embracing Aging (KTEA) Program Expansion. \$350,000.

Vail, A., Lianekhammy, J., Davis, A.F., Bollinger, C.R., Kahl, D., **Kim, H.,** Kurzyske, J.S., Aull, M.E., **Vazsonyi, A.T.** (2015). Child Poverty Nutrition Center. US Department of Agriculture. \$2,500,000.

Vail, A., Kurzyske, J., Mullins, J., Brewer, D. (2015). UK National Nutrition Education in Obesity Prevention Coordination Center for Excellence. National Institute of Food and Agriculture. \$335,000.

Vail, A., & Mullins, J. (2015). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed). KY Cabinet for Health and Family Services. \$10,782,086.

Shoenberg, N., **Vail, A.,** Swanson, M., Dollarhide, M., Bush, H. (2015); Grandfamilies in Gardens. Retirement Research Foundation. \$153,381.

- Vail, A.,** Kurzynske, J., Mullins, J., Bastin, S., Stephenson, T., Davis, A., Webber, K., Carman, A., McGladrey, M., Gustafson, A., Brewer, D., Cardarelli, K. (2015). Collaborative Environment Approaches to Reduce Obesity Disparities in Kentucky. Center for Disease Control and Prevention. \$786,056.
- Vail, A.,** Kurzynske, J., Mullins, J., Brewer, D. (2015). UK National Nutrition Education in Obesity Prevention Coordination Center for Excellence. National Institute of Food and Agriculture. \$175,000.
- Vail, A.,** Kurzynske, J., Mullins, J., Bastin, S., Stephenson, T., Davis, A., Webber, K., Carman, A., McGladrey, M., Gustafson, A., Brewer, D., Cardarelli, K. (2015). Collaborative Environment Approaches to Reduce Obesity Disparities in Kentucky. Center for Disease Control and Prevention. \$629,004.
- Stephenson, T., & **Vail, A.** (2015). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers and Producers, with Family Meals Research Component. KY Department of Agriculture. \$51,353.
- Stephenson, T., & **Vail, A.** (2015). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers with Nutrition Research Component. KY Department of Agriculture. \$42,544
- Stephenson, T., & **Vail, A.** (2014) A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers and Producers, with Family Meals Research Component. KY Department of Agriculture. \$51,353.
- Stephenson, T., & **Vail, A.** (2014). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Healthy Specialty Cooking Techniques with an Emphasis on Grilling. \$50,000.
- Vail, A.,** (2014). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed). KY Cabinet for Health and Family Services. \$1,041,084.
- Vail, A.,** (2014). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed). KY Cabinet for Health and Family Services. \$3,123,252.
- Stephenson, T., & **Vail A.** (2013). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Healthy Meals Component. \$49,996.
- Stephenson, T., & **Vail, A.** (2013). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers with Nutrition Research Component. \$42,544.
- Vail, A.** (2013). Different Faces of Substance Abuse, Foundation for a Healthy KY. \$600
- Vail, A.** (2013). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed). KY Cabinet for Health and Family Services, \$3,123,252.
- Hunter, J.** (2012-2015), Co-PI, KyFarmStart II: A Whole Farm Management Education Program for Beginning Farmers. USDA Beginning Farmer Rancher Program, \$561,564.
- Hunter, J.** (2012), Co-PI, A Common Field: A Whole Farm Management Education Program, USDA Beginning Farmer Rancher Program, \$742,533.
- Vail, A.** (2012). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed.) KY Cabinet for Health and Family Services. \$2,476,147.
- Vail, A.,** Stephenson, L., & Mullins, J. (2012). A Social Marketing Campaign to Increase Preparation of Home-Cooked Family Meals among Kentucky SNAP-Ed Audiences, \$146,023.
- Stephenson, T., & **Vail, A.** (2011) A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers and Producers, with Family Meals Research Component. \$51,353

Vail, A. & Stephenson, L. (2011). Kentucky Food Stamp Nutrition Program, KY Cabinet for Families and Children, \$2,476,174.

Documentation of Policies and Procedures

14. Evidence of Adherence to Educational Policies and Procedures

The College of Agriculture, Food and Environment, including the Department of Family Sciences, adheres to all University Senate rules. The relevant rules, Section IV: Rules Relating to Admission to the University and Section V: Rules Relating to Attending the University, may be found at the following link: http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.

15. Evidence of Consistent Review and Monitoring of Courses and Curriculum

Course substitutions requested by students are reviewed by faculty members. Once approved by a faculty member, the department chair or director of undergraduate studies signs the course substitution form before it is submitted to the associate dean for instruction, where the request is further vetted. Equivalency credit and course transfers are reviewed by the director of undergraduate studies, with consultation of faculty when the requests are received from the registrar. The decision is forwarded to the registrar.

Degree requirements and vetting of exceptions are reviewed by faculty. When the faculty agrees to change course requirements, a program change proposal is submitted to the college undergraduate curriculum committee for review. After this review and approval by the associate dean for academic administration, the proposal is submitted for university approval.

16. Evidence of Adherence to Unit Procedures on Faculty Personnel Actions

The Department of Family Sciences adheres to the Rules of Procedure as established and approved by the College of Agriculture, Food and Environment on February 18, 2013. The relevant rule may be found at the following link: http://administration.ca.uky.edu/files/College_of_Agriculture_Rules_of_Procedure_2013.pdf. In addition, the Department maintains internal Rules of Procedure, which were revised, approved by the faculty, and implemented in December, 1994 (please see Appendix J). Department rules and procedures are supplemented by statements of evidence of activity that identify criteria for annual review of tenure-line faculty (included in Appendix J) and lecturers (included in Appendix J).

17. Evidence of Course Scheduling and Teaching Assignment

The department chair, working with the director of undergraduate studies, schedules classes and teaching responsibilities. Course schedule and teaching assignments are reviewed by faculty. All courses required for a degree are offered during a scheduled four-year plan. Teaching responsibilities and class schedule for the review period (2011-2012 through 2015-2016) are provided in Appendix K.

18. Evaluation of Grade Distribution

The following table summarizes grade distribution for Family Sciences courses during the 2011-2012 through 2015-2016 period:

Table 18.1 – Grade Distribution

Class Department (group)	Grade (group)	Academic Year / Class Level														
		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		Courses N umbering 1 and 2 ..	Courses N umbering 3 and 4 ..	Undergrad uate and Graduate..	Courses N umbering 1 and 2 ..	Courses N umbering 3 and 4 ..	Undergrad uate and Graduate..	Courses N umbering 1 and 2 ..	Courses N umbering 3 and 4 ..	Undergrad uate and Graduate..	Courses N umbering 1 and 2 ..	Courses N umbering 3 and 4 ..	Undergrad uate and Graduate..	Courses N umbering 1 and 2 ..	Courses N umbering 3 and 4 ..	Undergrad uate and Graduate..
Family Sciences	A's	389 (48.44%)	251 (53.18%)	61 (48.03%)	384 (54.86%)	237 (50.32%)	35 (46.67%)	489 (55.63%)	271 (53.88%)	45 (45.92%)	406 (52.59%)	305 (59.80%)	43 (54.43%)	451 (55.13%)	277 (62.39%)	51 (62.20%)
	B's	225 (28.02%)	121 (25.64%)	48 (37.80%)	192 (27.43%)	127 (26.96%)	25 (33.33%)	219 (25.98%)	134 (26.64%)	32 (32.65%)	224 (29.02%)	133 (26.08%)	21 (26.58%)	232 (28.36%)	105 (23.65%)	17 (20.73%)
	C's	106 (13.20%)	42 (8.90%)	9 (7.09%)	73 (10.43%)	59 (12.53%)	12 (16.00%)	79 (9.37%)	46 (9.15%)	13 (13.27%)	83 (10.75%)	42 (8.24%)	11 (13.92%)	77 (9.41%)	42 (9.46%)	7 (8.54%)
	DEW's	83 (10.34%)	58 (12.29%)	9 (7.09%)	51 (7.29%)	48 (10.19%)	3 (4.00%)	76 (9.02%)	52 (10.34%)	8 (8.16%)	59 (7.64%)	30 (5.88%)	4 (5.06%)	58 (7.09%)	20 (4.50%)	7 (8.54%)

As in most academic departments, faculty have much autonomy in grading. Grade data are collected and maintained at the University level, but problems with individual instructors are handled within the department. Table 18.1 suggests that grade distribution has remained relatively stable for 100- and 200-level courses, but there has been a trend toward higher grades in upper-level and graduate courses during the past two academic years.

The recent trend associated with higher grades only became apparent as a result of the present self-study. Family Science faculty will investigate this further to identify reasons for the increase as well as strategies to adjust, if necessary.

19. Policies and Procedures – Dissemination and Transparency

Faculty in Family Sciences meet several times per semester to discuss issues associated with faculty governance (including revising or introducing new educational policies), scheduling, and curriculum. Monthly faculty meetings are scheduled at the beginning of each academic year so that faculty members may plan their schedules in order to attend. The agenda for faculty meetings are developed by the chair in consultation with the Chair's Advisor Committee (a standing committee established in the Department's rules and procedures). The agenda is distributed at least three days prior to the faculty meeting to provide faculty time to thoughtfully consider items. Faculty meetings follow Roberts Rules of Order and minutes are distributed from each meeting that are approved at subsequent meetings. Faculty meetings, agenda, and minutes are provided to the Dean and Associate Deans to facilitate transparency.

Program Demand

20. Student Credit Hours

Student credit hour per instructional FTE is defined as credit hours taught by program faculty in a unit, department, or discipline, divided by the number of instructional FTE. The following table summarizes the student credit hour teaching contributions of the Family Sciences Department for the academic years 2011-2012 through 2014-2015 (information for the 2015-2016 year was not yet available), including the ranking of the Department to other departments in the College that calculates student credit hours divided by number of full time faculty, a metric reported by the College.

Table 20.1 – Student Credit Hours

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student Credit Hours (SCH)	5114	4509	4586	4622	n/a
SCH/Full Time Faculty	465	410	382	420	n/a
College Rank for SCH/Full Time Faculty	2	2	2	3	n/a

21. Enrollment and Graduation Information

The following tables summarize enrollment and number of graduates for the academic years 2011-2012 through 2015-2016.

Table 21.1 – Enrollment

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Undergraduate	150	142	162	135	119
MS	20	22	22	21	20
Ph.D.	21	27	27	24	22
Total	191	191	216	180	161

Table 21.2 – Graduates

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Undergraduate	59	49	55	55	n/a
MS Graduates	5	6	10	7	n/a
Ph.D. Graduates	2	1	2	3	n/a

22. Distinct Aspects of UK Curriculum Compared to Other Programs in the Commonwealth

Our combination of programs is unique in the Commonwealth. Although there are other programs that include family studies as a major, our Department is the only one that includes doctoral training. We have also clearly articulated areas of emphasis (adolescent development, aging, family finance and economics, family processes/couple and family therapy) that

distinguish us from more general family studies/family sciences majors. Additionally, there are other Couple and Family Therapy (CFT) Programs accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in Kentucky, but the one at the University of Louisville is embedded in a Social Work program that does not include an on-site practicum and the other is at a Louisville Presbyterian Seminary that emphasizes religious aspects of CFT. Parenthetically, a recent ranking of Top-20 CFT Programs included the program in our Department (ranked number 17) which demonstrates the strength of the program.

23. Collaboration with Other Kentucky Universities

The Family Sciences Department does not currently collaborate with other Kentucky universities.

24. Program History

Family Sciences content has been a focus at the University of Kentucky since 1906 when the School of Domestic Science was established. Separate departments were introduced in 1970 that included Human Development and Family Relations. The name of the department was changed to Family Relations in 1979 and then to Family Sciences in 2011. In May, 2016 faculty voted to change the name of the department to Family, Consumer, and Human Sciences (FCHS) to reflect expertise and foci associated and with consumer economics and family finance as well as the new Consumer Economics and Financial Counseling (CEFS) major. That name change will be submitted for approval once the new curriculum approval process has been implemented by the University. Other notable milestones: the Couple and Family Therapy Program was established in 1988 (it was formally accredited by the Commission on Accreditation for Marriage and Family Therapy Education in 1992 and has remained continuously accredited, making it one of the longest accredited programs in the country); and the Doctoral Program was approved in 2000.

25. Program Uniqueness

As we noted in an earlier section, the combination of programs in the University of Kentucky Family Sciences Program is unique in the Commonwealth because it has clearly articulated areas of emphasis (adolescent development, aging, family finance and economics, family processes/couple and family therapy) that are distinct from more general family studies/family sciences majors at other Kentucky programs. Additionally, the University of Kentucky Family Sciences Department is the only one that includes doctoral training. Although there are other Couple and Family Therapy (CFT) Programs accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in Kentucky, the one at the University of Louisville is embedded in a Social Work program that does not include an on-site practicum and the other is at a Louisville Presbyterian Seminary that emphasizes religious aspects of CFT. As previously noted, a recent ranking of Top-20 CFT Programs included the UK Program (ranked number 17) which demonstrates the strength and uniqueness.

26. Program Administration

The organizational chart for the College of Agriculture, Food, and Environment – which includes the relationship between the Family Sciences Department Chair and college administration – is reproduced in Appendix L. The department chair manages the budget, works with the faculty to identify educational policies and to establish instructional, research, and service goals for the Department (please see functions, described in the Department Operational Policies found in Appendix J). The chair is responsible for ensuring that departmental governance, promotion and tenure processes, annual performance reviews, and other administrative tasks are consistent with University Regulations as well as the Rules and Procedures of the College of Agriculture, Food, and Environment. Other administrative functions are coordinated by the Director of Undergraduate Studies, the Director of Graduate Studies, the Director of the Family Center, and the Director of the Couple and Family Therapy Program. There are four standing committees in the department: (1) Curriculum (chaired by the Director of Undergraduate Studies), (2) Chair's Advisory Committee, (3) Graduate Faculty, and (4) Tenured Faculty.

27. Recruitment and Development Plan

Student Recruitment and Support

As is the case on most campuses, most Family Science undergraduate majors do not begin their career in the department – we receive most of our students as transfers from other programs. Some of the transfers are those who enroll in one of our courses as an elective and become interested in our major, while others struggle in their declared major and investigate other majors as a result. This second factor enhances student retention at the University of Kentucky by providing an academic home for those who initially struggle. As previously noted, we have employed an Academic Coordinator who will help with student recruitment to try to increase the number of majors from the first year class. The Academic Coordinator will also provide support to all undergraduate students. In addition to the Academic Coordinator, the Director of Undergraduate Studies provides oversight to the curriculum.

The Director of Graduate Studies provides support to graduate students which includes teaching an orientation course to all new graduate students; the DGS serves as the temporary advisor for all new graduate students. The DGS also develops the agenda for all graduate faculty meetings. Although the DGS serves as the point of contact for prospective graduate students, graduate student recruitment is the responsibility of all department faculty who have opportunities in the classroom and at professional meetings to encourage students to apply to the graduate program.

Faculty Development and Recruitment

One of the goals associated with the previous department review was associated with improving the number of faculty eligible to supervise doctoral students in order to provide more mentoring options. At the last review, there were seven untenured faculty members (3 lecturers and 4 Assistant Professors) and 6 tenured faculty members (3 Associate Professors and 3 Professors). Currently, there are two untenured faculty members (both lecturers) but all tenure-line faculty are tenured. Faculty development included limiting service responsibilities for Assistant Professors so that they would have adequate time to focus on scholarly products. Although service responsibilities have increased for new Associate Professors, their service is still monitored to ensure that they have time to focus on scholarly work in order to be successfully develop material for promotion to Professor.

As previously noted, there is currently one faculty vacancy and one colleague completing a phased retirement so the Department will have the opportunity to search for one new colleague in the present academic year and at least one more colleague within two years. We will emphasize recruiting candidates that can contribute to faculty diversity.

28. Program Delivery

The curriculum for each program is included in Appendix M; course descriptions and course rotation to ensure that all courses are taught in a timely manner for graduation are provided in Appendix N.

The Department has made a careful review of curriculum to identify courses that are appropriate for on-line delivery, creating on-line sections for six courses:

- FAM 251, Personal and Family Finance
- FAM 253, Human Sexuality: Development, Behavior and Attitudes
- FAM 350, Consumer Issues
- FAM 357, Adolescent Development
- FAM 401, Normal Family Development and Process
- FAM 402, Issues in Family Resource Management
- FAM 403, Mate Selection Theory and Research

Courses are scheduled with attention to time and day of the week to provide flexibility for students – courses are taught on every day of the week and throughout the day. Sections are offered in late afternoon to provide opportunities for non-traditional students.

29. Program Contributions to UK Undergraduate Education and General Core

Family Sciences does not currently teach a course in the general core, but we have completed a proposal to add FAM 254 to the core; it will be submitted when the University's new curriculum system is activated. The following items – which were described in more detail earlier in the present self-study, represent contributions to UK undergraduate education:

- Family Sciences contributes to university retention by providing opportunities for transfer students to continue their studies at UK.
- Family Sciences contributes a significant number of student credit hours (one of the highest, controlling for number of faculty, in the College).
- Appropriate courses are taught on-line and courses are offered throughout the day and week, providing more flexibility to students.
- Students in Family Sciences are diverse, contributing to the university's compelling interest in diversity.
- Family Sciences offers three study abroad courses that provide enhanced learning opportunities to undergraduate students.
- Undergraduate students participate in research activities that include presenting and publishing research.

Program Quality and Student Success

30. Student Learning Outcome Assessment

As noted earlier, Family Sciences identified learning outcomes for each program (undergraduate, general MS, CFT MS Program, Doctoral Program). The learning outcomes and artifacts for measuring them were provided in Appendix D. Annual assessment reports for each program for 2010-2011 through 2014-2015 (2015-2016 not yet available) are provided in Appendix O. Following university requirements, faculty annually review learning outcome reports and incorporate changes as necessary. Learning outcomes for each program are described in Tables 30.1 through 30.4, below:

Table 30.1 Student Learning Outcomes for Undergraduate Major

Program :	BS in Family Studies
Learning Outcome 1:	Individual and Family Development: Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.
Learning Outcome 2:	Resources/Finances: Demonstrate skill in applying family economics and management tools, principles, and analyzing their impact on the well-being of families across the major transitions of the family life course.
Learning Outcome 3:	Research: Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Relations.
Learning Outcome 4:	Family Advocacy through Program Evaluation: Demonstrate, design and evaluate strategies to advocate for children and families in various settings (e.g. schools, legal systems and health care).
Learning Outcome 5:	Outreach: Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships.
Learning Outcome 6:	Outreach: Demonstrate, apply and evaluate appropriate practices and skills in developing educational experiences and providing services at the individual, family and/or

community level, recognizing the influences of cultural experiences and diversity.

Learning Outcome 7

Graduation Composition and Communication Requirement

Table 30.2 Student Learning Outcomes for MS in Family Sciences

Program	MS in Family Sciences
Learning Outcome 1:	Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.
Learning Outcome 2:	Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.
Learning Outcome 3:	Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.
Learning Outcome 4:	Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.
Learning Outcome 5:	Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.
Learning Outcome 6:	Resources/Finances: Demonstrate skill in application of personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course.

Table 30.3 Student Learning Outcomes for Couple and Family Therapy Program

Program:	MS in Family Sciences – Couple and Family Therapy Program ¹
Learning Outcome 1:	Admission to Treatment: Students will be able to formulate and apply skills necessary to establish a therapeutic contract.
Learning Outcome 2:	Clinical Assessment and Diagnosis: Students will be able to differentiate and evaluate the issues to be addressed in therapy.
Learning Outcome 3:	Treatment Planning and Case Management: Students will be able to direct the course of therapy and extra-therapeutic activities.
Learning Outcome 4:	Therapeutic Interventions: Students will be able to ameliorate the clinical issues identified.
Learning Outcome 5:	Legal Issues, Ethics, and Standards: Students will identify and implement statutes, regulations, principles, values, and mores of MFTs.
Learning Outcome 6:	Research and Program Evaluation: Students will formulate the systematic analysis of therapy and how it is conducted effectively.

Table 30.4 Student Learning Outcomes for Doctoral Program

Program (e.g., BS in Human Nutrition)	Ph.D. in Family Studies
Learning Outcome 1:	Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.
Learning Outcome 2:	Research:

¹ These outcomes are guided from specific accreditation standards for Marriage and Family Therapy (MFT) training. Students enrolled in the MFT option still take all the required core MS courses. The core MS courses also meet the MFT accreditation standards.

Conceptualize a research problem, design a related research project, and complete the research according to the design.

Learning Outcome 3: Ethics and Diversity:
Demonstrate ethical and professional practices and skills across cultures and in a variety of settings.

Learning Outcome 4: Outreach:
Critically evaluate and apply family science and human development theories and research to clinical and non-clinical interactions with individuals and families.

Learning Outcome 5: Teaching:
Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes.

31. Teaching Effectiveness

Instructor teaching effectiveness is monitored in two ways. First, teaching evaluation scores (TCE) are monitored each semester and are part of performance review process. Review of TCE scores includes attention to contextual factors such as

- technical difficulty of the course because courses such as research methods seem to receive overall lower TCE scores compared to other content;
- number of times a course has been taught by an instructor because new preps in which instructors are teaching material for the first time may be rated lower;
- recent course updates that, like new preps, may need time for new material to be incorporated effectively.

Teaching effectiveness for individual instructors also includes evaluation of teaching portfolios that are incorporated into the performance review process.

One way to evaluate teaching effectiveness for the department is to compare mean TCE scores for the department to mean TCE scores for the college and university, which is summarized by semester from Fall, 2011 through Spring, 2016. In some semesters the mean scores for the department are a little lower than the mean scores for the college and university and in other semesters the mean scores are a little higher for the department. Overall, though, department mean scores are less than one standard deviation above or below the college and university, suggesting that teaching effectiveness in the department is comparable to efforts across campus.

Table 31.1 – Teaching Effectiveness

	Fall 2011	SP, 2012	Fall 2012	SP 2013	Fall 2013	SP 2014	Fall 2014	SP 2015	Fall 2015	SP 2016
Overall Value of Course										
Department	3.40	3.40	3.30	3.50	3.40	3.20	3.48	3.26	3.13	3.19
College	3.40	3.40	3.40	3.50	3.50	3.31	3.48	3.36	3.29	3.35

University	3.30	3.30	3.30	3.40	3.50	3.27	3.40	3.25	3.20	3.23
Overall Quality of Teaching										
Department	3.40	3.40	3.30	3.50	3.50	3.27	3.52	3.31	3.16	3.27
College	3.50	3.50	3.40	3.50	3.50	3.39	3.53	3.45	3.40	3.48
University	3.40	3.40	3.40	3.50	3.70	3.35	3.46	3.33	3.31	3.34

32. External Awards/Recognition

Serving as editor of a peer-reviewed journal is a sign of external recognition. Alexander Vazsonyi is editor of *The Journal of Early Adolescence* and Jason Hans is editor of *Family Relations*, one of the signature journals for the National Council on Family Relations. Claudia Heath served as guest editor for *The Forum for Family and Consumer Issues: Family Economics & Resource Management Special Issue* (Fall, 2014).

Faculty Awards and Recognition:

- 2014 Jennifer, Hunter, NEAFCS Southern Region Don Felkner Award, 3rd Place
- 2014 Jennifer, Hunter, Kentucky Association of State Extension Professionals, Outstanding New Extension Faculty Award
- 2014 Hyungsoo Kim, Mid-Career Award from the American Council on Consumer Interests.
- 2014 Alexander Vazsonyi invited as Senior Scholar to the 2014 EARA-SRA Summer School (June 2 – 6, 2014), sponsored by the Johan Jacobs Foundation, Utrecht University, Utrecht, The Netherlands.
- 2013 Jason Hans, American Council on Consumer Interests Applied Consumer Economic Award.
- 2013 Amy Hosier, National Extension Association of Family & Consumer Sciences. Florence Hall Award.
- 2013 Amy Hosier, National Extension Association of Family & Consumer Sciences. Internet Education Technology Award.
- 2013 Amy Hosier, Applied Gerontologist Award. Southern Gerontological Society.
- 2013 Jennifer, Hunter, Kentucky Association of State Extension Professionals Outstanding Project Award
- 2013 Jennifer, Hunter, NEAFCS Kentucky Affiliate Don Felkner Award
- 2013 Jennifer, Hunter, Jennifer, Hunter, NEAFCS Kentucky Affiliate Technology Award
- 2013 Jennifer, Hunter, NEAFCS Kentucky Affiliate Publications Award
- 2013 Jennifer, Hunter, NEAFCS Kentucky Affiliate Curriculum Award
- 2013 Alexander Vazsonyi appointed Member of the Social and Behavioral Standing Review Panel, Institute of Educational Science, United States Department of Education, Washington, DC.
- 2013 Alexander Vazsonyi invited Keynote address, Cross-Cultural Comparative Research on Adolescents: From Biology to Culture, and back? Conference on Social Processes and Personality (SPO2013), organized by the Institute of Psychology, Czech Academy of Sciences, Brno, Czech Republic (EU): Trest, Czech Republic, EU.

- 2012 Claudia Heath, Distinguished Fellow, American Council on Consumer Interests.
- 2012 Jennifer, Hunter, NEAFCS Kentucky Affiliate Marketing Package Award.
- 2012 Jennifer, Hunter, Epsilon Sigma Phi Alpha Kappa Chapter Early Career Award
- 2011 Alexander Vazsonyi invited Keynote address at The Conference on Psychological Assessment of Children and Youth: Research, Prevention, and School Counseling, Myths and Realities of Adolescent Problem Behaviors: What we Know and What we can do About it. Masaryk University, Brno, Czech Republic.

Student Awards and Recognition

Doctoral students received several awards during the present review period:

- 2015 Laura Frey received 2015 Emerging Scholar Fellowship in recognition of her potential to become a leader among mental health advocates.
- 2015 Charlene Harris received American Society of Criminology's Minority Fellowship.
- 2015 Charlene Harris one of only 26 young scholars invited to participate in the jointly organized European Society for Research on Adolescence (EARA) and the Society for Research on Adolescence (SRA) “Summer School” that was sponsored by the Jacobs Foundation.
- 2014 Albert Ksinan received a grant from the Society for Research on Adolescence to complete research associated with racial disparities in high schools.
- 2014 Laura Frey received 2014 National Council on Family Relations Student Award.
- 2014 Laura Frey received the 2014 Outstanding Graduate Paper award from the National Council on Family Relations (NCFR) Affiliate Councils Board.
- 2013 Joann Lianekhammy received the Outstanding Graduate Student Research Paper Award from the National Council on Family Relations.

33. Average Time and Credits to Degree

A description of each program – including minimum number of credit hours required for graduation – is provided in Appendix M. Each program requires the following number of minimum credits for graduation:

- Undergraduate major: 120 credits
- Master’s degree in non-CFT program: 30 credits
- CFT Program: 53
- Doctoral Program: 62 credits

The Couple and Family Therapy Program is the only program in the department that has systematically tracked time to graduation because of accreditation requirements from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Table

33.1 includes percent of students who have graduated within two years or three years (please note: table represents two-year cohorts).

Table 33.1. Percentage of CFT Students who Graduate Within Two or Three Years

Cohort	Number of Admitted Students	% who graduated within 2 years	% who graduated within 3 years
2009-2011	7	71%	100%
2010-2012	5	80%	100%
2011-2013	6	50%	83%
2012-2014	8	62%	62%
2013-2015	6	83%	100%
2014-2016	6	100%	100%

34. Post Graduation Student Success

The Couple and Family Therapy Program is the only program in the department that has systematically tracked student progress post-degree. The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires programs to periodically assess stakeholder (employers, faculty from graduate accredited doctoral programs that accepted our MS students) perceptions of graduates (a recent requirement, so there is limited data). The only stakeholder survey that was completed was in 2015: all of those who completed the survey selected “agree” or “strongly agree” when asked if our graduates met expectations.

Although the Department does not track baccalaureate admissions to graduate programs, to our knowledge all undergraduate students who applied to graduate programs (including our own) have been accepted to at least one graduate program; additionally, we are aware of only one master’s level student who was not admitted to at least one doctoral program.

We have not tracked employment status of undergraduate students or master’s students, so we are unable to provide employment information. We do informally monitor doctoral student employment for those who have applied to academic positions. All of the doctoral students who applied for academic positions during the present review period successfully attained an appointment as an Assistant Professor.

35. Licensure

In addition to requiring a stakeholder survey, the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires accredited programs to track licensure:

Table 35.1 Licensure Information for Couple and Family Therapy Program

Cohort	Number of Admitted Students	Licensed?
2009-2011	7	100%
2010-2012	5	100%
2011-2013	6	83%
2012-2014	8	75%
2013-2015	6	not eligible
2014-2016	6	not eligible

36. Internship

All of the students enrolled in our undergraduate program are required to complete an internship (FAM 499; please see curriculum requirement provided in Appendix M and a description of FAM 499 in Appendix N). At the graduate level, the Couple and Family Therapy Program requires 13 credits of supervised practicum. Doctoral students complete a teaching practicum (3 credits) and a research practicum (3 credits). Master’s students in the other areas of emphasis do not routinely complete an internship or practicum.

37. Student Involvement in Research

Table 37.1 summarizes the number of publications or presentations that included at least one student for the academic years 2011-2012 through 2015-2016.

Table 37.1 – Student Involvement in Research

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Publications	7	8	14	22	20
Presentations	15	26	21	17	19

38. Processes to Ensure Currency of Curriculum

Faculty routinely review curriculum to ensure that it remains current and relevant to graduates. That includes an annual review of student learning outcomes (described earlier). The Couple and Family Therapy Program is reviewed every six years by the Commission on Accreditation for Marriage and Family Therapy Education. The review includes development of a program self-study, site visit, and evaluation of adherence to accreditation standards.

39. Advising and Student Services

As previously noted, Family Sciences has recently hired an academic coordinator who will coordinate support with the Office of Student Success in the School of Human Environmental Sciences and College of Agriculture, Food, and Environment. Pam McFarland, the person recruited to this position has an MS in Academic Counseling, and has provided support to students in various positions at the University since 2001.

Graduate students are advised by a major professor and advisory committee. The advisory committee for MS students includes three members; at least two must be members of graduate

faculty and at least one must be a full member of graduate faculty. The advisory committee for doctoral students includes four members of graduate faculty; it must include at least three full members of graduate faculty and the chair must be a full member of graduate faculty.

40. Program Standards and Admissions

Undergraduate students must maintain a grade point average of at least 2.0.

Graduate students must complete the Graduate Record Examination (GRE) and earn an undergraduate GPA of at least 3.0 (graduate students must maintain a GPA of at least 3.0). In addition to evaluating GRE scores and GPA, the Graduate Admissions Committee reviews all applicants for academic background and preparation for program. Doctoral applicants will be expected to complete six core courses:

- FAM 601: Family Processes
- FAM 652: Readings in Family Theory and Research
- FAM 654: The Lifecourse Perspective on Families
- FAM 668: Allocation of Family Resources
- FAM 690: Research Methods in Family Science
- FAM 775-001: Professional Development Seminar I
- STA 570: Basic Statistics

The graduate student handbook that identifies policies and procedures for graduate education is provided to all new students in their first semester as part of FAM 775-001, the required orientation course. A copy of the current handbook is provided in Appendix P.

Program Resources

41. Cost and Funding of Program

The Department is funded through College of Agriculture, Food and Environment budget funds (summarized in Table 41.1), external grant funds, and revenue from summer school teaching. The main sources of internal funding are the state appropriations. Table 41.1 summarizes the Department budget for the academic years 2011-2012 through 2015-2016. Beginning in 2013-2014 separate budget lines were provided for instruction, research, and extension.

Table 41.1 Family Sciences Budget

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Instruction	\$1,853,178.69	\$1,664,579.50	\$1,202,881.76	\$1,185,476.00	\$1,242,997.59
Research	n/a	n/a	\$370,098.74	\$403,188.25	\$403,138.99
Extension	n/a	n/a	\$227,061.94	\$237,353.56	\$245,246.81
TOTAL	\$1,853,178.69	\$1,664,579.50	\$1,800,042.44	\$1,826,017.81	\$1,891,383.39

Some of the Department operating expenses and graduate student assistantships are funded from revenue generated from summer school courses. Table 41.2 summarizes funds associated with revenue generated and shows year end balances that we are permitted to carry over.

Table 41.2 Summer School Funds

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Expenses	n/a	\$169,933.94	\$78,094.24	\$142,147.82	\$165,114.42
Year End Balance	n/a	\$54,615.98	\$166,402.91	\$223,315.45	\$262,739.21

Table 41.3 summarizes extramural funding reported from the UK database.

Table 41.3 Grants and Contracts from UK Database

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Amount	\$0.00	\$0.00	\$0.00	\$0.00	\$49,136

42. Operational Costs

The Family Sciences Department is located on the third floor of the Funkhouser Building on the Lexington Campus. The Lexington facilities include offices, two conference rooms, and supporting infrastructure (kitchen, copying, and storage space). For most faculty and staff, the facilities are adequate. Department facilities include the Adolescent Development Lab directed by Alexander Vazsonyi and the Family Interaction Research Lab directed by Ron Werner-Wilson. The Family Interaction Research Lab includes technology to record electrical brain activity from multiple family members simultaneously during family interactions. This is the only lab that was designed to measure electrical brain activity and physiological arousal from multiple people simultaneously. Finally, Couple and Family Therapy Students complete their practicum in the Family Center located in Scovell Hall. The Family Center includes a conference room, six therapy rooms, and office space for client files and case work.

Equipment mainly consists of personal computers and laptops, printers, copiers, and projectors. Compared to many departments, we have excellent IT hardware, software, and (particularly) support.

43. Personnel Information

The number of faculty members in Family Sciences has been eroded by budget cuts that results in the loss of faculty lines. At present, we currently have adequate faculty to teach all of the required department courses at the undergraduate and graduate level, but there is limited opportunity for faculty to offer courses in their expertise. Our faculty is relatively balanced by sex although there are slightly more males than females overall and there are more male faculty members than female faculty members who are tenured and more male than female faculty members at the rank of professor. The race/ethnicity of faculty is primarily Caucasian/European American.

Table 43.1 Faculty Composition by Sex

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Lecturer					
Female	2	2	2	1	1
Male	0	0	0	0	0
Senior Lecturer					
Female	0	0	0	1	1
Male	0	0	0	0	0
Assistant Professor					
Female	2	2	2	1	1
Male	2	2	2	2	1
Associate Professor					
Female	1	1	1	2	2
Male	2	2	2	2	2
Professor					
Female	1	1	1	1	1
Male	3	3	3	3	4
Total Faculty					
Female	6	6	6	6	6
Male	7	7	7	7	7

Table 43.2 Faculty Diversity

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
European American	11	11	11	11	11
Hispanic	0	0	0	0	0
African American	0	0	0	0	0
International	2	2	2	2	2

Salary compression is beginning to be an issue in the department for some mid-career and senior faculty.

44. Financial Support from Other Units

As previously noted, primary financial support is from state appropriations. There is support for students from the College of Agriculture, Food, and Environment for advising including the Advising Resource Center. There is also shared computer support from departments in the School of Human Environmental Sciences (HES) and HES also provides graphic arts support for projects.

Input from Affected Constituents

45. Evaluation Data for Faculty

Table 45.1 summarizes the range of scores for faculty from performance reviews. These reviews are completed annually for untenured faculty (including lecturers) and bi-annually for tenured faculty. Faculty evaluations are based on a five-point scale

- 1 = Unsatisfactory
- 2 = Below Expectations
- 3 = Satisfactory Performance
- 4 = Meets High Expectations
- 5 = Exceptional Accomplishments

Faculty members are ranked for job responsibilities on their Distribution of Effort (DOE) that are greater than 5%. Tenured faculty provide feedback to the department chair for untenured faculty. The chair submits ratings to the Dean's Office and a conference is scheduled between the chair, Dean, and Associate Deans to discuss ratings. Faculty ratings (excluding Department Chair and Director of Family Center, who is married to the Chair) are provided in Table 45.1

Table 45.1 Faculty Ratings

	2011	2012	2013	2014	2015
Number of Faculty with an Overall Ranking of 5	0	1	1	1	1
Number of Faculty with an Overall Ranking of 4	2	7	2	7	1
Number of Faculty with an Overall Ranking of 3	3	3	2	3	0
Number of Faculty with an Overall Ranking of 2	0	0	0	0	0
Number of Faculty with an Overall Ranking of 1	0	0	0	0	0
Number of Faculty Rated	5	11	5	11	2

All faculty were rated as satisfactory or higher.

46. Evaluation Data for Staff

In 2011 and 2012 staff ratings were based on the following five-point scale:

- 1 = Rarely Met Job Standards
- 2 = Sometimes Met Job Standards
- 3 = Met Job Standards
- 4 = Occasionally Exceeded Job Standards
- 5 = Consistently Exceeded Job Standards

Beginning in 2013, staff were rated on the following 4-point scale:

- 1 = Does Not Meet Expectations
- 2 = Meets Expectations
- 3 = Occasionally Exceeds Expectations
- 4 = Consistently Exceeds Expectations

Because there are only three staff in the department, mean values for all three will be reported in Table 46.1 to protect privacy. Staff are exceeding expectations.

Table 46.1 Staff Ratings – Mean Score for All Staff

	2011	2012	2013	2014	2015
Mean Ranking	4.42	4.56	3.72	3.80	3.80

47. Evaluation Data for Students

Undergraduate students must maintain a 2.5 GPA. Graduate faculty review all graduate students during the spring semester to assess progress in the program. Those who are not making adequate progress are notified and provided with concrete suggestions to help them. In some cases, students are dismissed from the program. The Department policy for terminating graduate students is located on page 2 of the Graduate Handbook (Appendix P). Table 47.1

Table 47.1 Graduate Student Progress

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Students Making Adequate Progress	41	49	49	45	48
Number of Students Not Making Adequate Progress	1	1	3	3	3
Number of Students Dismissed from Program	0	0	1	3	3

Evidence of Program Quality and Productivity

48. Operations

Faculty in Family Sciences meet several times per semester to discuss issues associated with faculty governance (including revising or introducing new educational policies), scheduling, and curriculum. Monthly faculty meetings are scheduled at the beginning of each academic year so that faculty members may plan their schedules in order to attend. The agenda for faculty meetings are developed by the chair in consultation with the Chair's Advisor Committee (a standing committee established in the Department's rules and procedures). The agenda is distributed at least three days prior to the faculty meeting to provide faculty time to thoughtfully consider items.

49. Instruction

Family Sciences offers an undergraduate major, a master's degree in Couple and Family Therapy, and master's and doctoral degrees associated with one of the following emphasis areas: adolescent development, aging, family process, and family finance and economics. Faculty recently approved a new undergraduate major in Consumer Economics and Financial Counseling. Assessment of all programs is an ongoing effort that incorporates student learning outcomes (discussed earlier, in [Section 30](#)) as well as feedback from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) for the Couple and Family Therapy Program.

Credentials for faculty who teach Family Sciences courses are submitted for approval to the Faculty Database to ensure qualifications for teaching courses. Faculty routinely attend teaching seminars hosted by the Center for Excellence in Learning and Teaching (CELT) and other professional development opportunities on campus and at professional meetings.

Except for FAM 253 (Human Sexuality), which is a popular course that is taught to large sections, most courses in the Department have an enrollment of 30 to 45 students.

50. Program Research Activities and Initiatives

Please refer to [Section 5, Faculty Contributions to Research](#) for a review of research activities and initiatives.

51. Overview of Current Research Program

Research areas of emphasis include adolescent development, aging, family process (including Couple and Family Therapy), and family finance and economics. A description of each of these areas of emphasis is available in [Section 5, Faculty Contributions to Research](#). Research FTE is summarized in Table 51.1:

Table 51.1 Research FTE

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Research FTE	2.75	2.47	2.70	2.31	2.00

52. Postdoctoral Fellows and Scholars, Graduate Assistantships

Table 52.1 summarizes the number of postdoctoral fellows and scholars as well as graduate assistantships for the 2011-2012 through 2015-2016 academic years.

Table 52.1 – Postdoctoral Fellows and Scholars, Graduate Assistantships

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Postdoctoral Fellows and Scholars	1	1	2	2	2
Number of Full Time Graduate Assistants	28	34	34	31	29

53. Fellowships for Past Five Years

Table 53.1 Summarizes fellowships for the 2011-2012 through 2015-2016 academic years. The Lyman T. John Fellowship is awarded to students who contribute to the university's compelling interest in diversity which includes first generation students. It includes a stipend and tuition scholarship. The College of Agriculture, Food, and Environment Diversity and Research Fellowship includes a stipend and tuition scholarship (note: it was introduced in 2013).

Table 53.1 – Fellowships

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Lyman T. Johnson Fellowship	3	7	7	5	7
College of Agriculture, Food, and Environment Diversity Fellowship	n/a	n/a	1	1	0

54. Honors and Recognitions

Please see [Section 32, External Awards/Recognition](#) for a list of faculty and student honors and awards.

55. Publications

Table 55.1 summarizes the number of publications produced by Family Sciences faculty during the present review period, as reported in Department Reports for the College (Appendix B). The publication citations for each year are provided in Appendix I.

Table 55.1 – Scholarly Productivity

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Publications	45	60	80	63	59

Service and Extension

56. Outreach and Community Service

Outreach and community service is provided by Extension-Title faculty (Robert Flashman, Amy Hosier, and Jennifer Hunter) and students in the Couple and Family Therapy Program who provide sliding-scale therapy to clients in the Family Center.

Table 56.1. Extension Statistical Contacts by Extension-Title Faculty

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Flashman, R.	not available	1,758	not available	9,637	242
Hosier, A.	2,758	5,077	3,324	4,428	5,389
Hunter, J.	5,775	4,453	3,906	9,609	4,489

Robert Flashman, Extension Professor

Dr. Flashman is a State Specialist in Family Resource Management with the UK Cooperative Extension Service. He is State Coordinator for the High School Financial Planning Program (HSFPP) in Kentucky, for which he develops weekly financial lessons distributed to more than 360 educators via an email listserv. He consults with the Kentucky Office of Insurance and the Kentucky Attorney General's Office and has worked with the Kentucky Legislature on legislation affecting consumers. His current program development thrust is an interactive investment Web site for teenagers, titled Future 4-H Millionaire Club, sponsored by the National Association of Securities Dealers.

Amy Hosier, Associate Extension Professor

Dr. Hosier joined the Extension family in 2008 as the State Specialist in Family Life Education and as an associate professor in Family Sciences where she teaches a course on Lifespan Development and Behavior. Her Extension areas include individual and family development and adult development and aging. Dr. Hosier has focused both her professional work and research on working with older adults and improving quality of life along the long term care housing continuum. Current research examines the concept of institutional permeability as it relates to quality of life and well-being for the individuals residing and working in nursing facilities. Longitudinal qualitative research incorporates narrative interview techniques with family caregivers and those living with Alzheimer's disease to further examine meanings of home and adjustment through memory loss. Dr. Hosier has a wide range of experience in long term care settings and with working with professional and family caregivers.

Jennifer Hunter, Associate Extension Professor

Dr. Hunter is the State Extension Specialist for Family Financial Management, and Director of the Managing in Tough Times Initiative. She has over 150 print and electronic publications and has conducted over 800 Extension educational programs. Her professional and research interest primarily focus on household financial management and student financial wellness.

57. Extension and Community Activities

Family Sciences Extension faculty contribute to the following Extension initiatives and programs:

- Embracing Life as You Age is an initiative that includes programs associated with Raising Awareness About Disability (RAAD), Home Accessibility, Keys to Embracing Aging, Life Story (How Your History Can Help You), Living with Loss, Memory Banking, and Fall Prevention.
- Securing Financial Stability is an initiative that includes programs associated with basic life skills (Real Skills for Everyday Life), building a healthy financial future (Building a Healthy Wealthy Future), savings (Kentucky Saves), Managing in Tough Times, college student money management (Money Power), financial health (Small Steps to Health and Wealth, Stretching Your Holiday Dollar)

58. Extension FTE

Extension FTE has been relatively stable for the present review period. The three Extension-Title faculty members (Flashman, Hosier, Hunter) primarily provide Extension programming, although Drs. Hosier and Hunter each teach one course per year for the Department.

Table 58.1 – Extension FTE

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Extension FTE	2.64	2.59	2.68	2.68	2.68

Other Areas

59. Quality Enhancement Plan

The University of Kentucky's Quality Enhancement Plan (QEP) has a primary emphasis on improving student communication skills (e.g., writing, public speaking, etc.). To accomplish this major goal, the University has implemented a new Graduation Composition and Communication Requirement (GCCR), which replaces the former Graduation Writing Requirement (GWR). In addition to attaining proficiency in written communication (i.e., the old GWR), students will also be required to show competence in oral communication and information literacy in their discipline. The Department of Family Sciences uses three courses to accomplish the GCCR: FAM 357 (Adolescent Development), FAM 360 (Introduction to Family Intervention: Working with Families and Individuals), and FAM 390 (Introduction to Research Methods).

60. University of Kentucky Diversity Plan

The University of Kentucky is committed to diversity as a vital characteristic of an optimal education and workplace. The University maintains a firm conviction that it must strengthen the diversity of its communities, support free expression, reasoned discourse and diversity of ideas; and take into account a wide range of considerations, including but not limited to, ethnicity, race, disability, and sex, when making personnel and policy decisions. To increase diversity within the student, faculty, and staff populations, the Department of Family Sciences established objectives to (1) maintain gender/racial/cultural diversity in the student body, (2) enhance gender/racial/cultural diversity in the faculty, and (3) enhance gender/racial/cultural diversity in the staff. To accomplish these objectives, the department implemented the following strategies: targeted recruitment of student, faculty, and staff as a significant activity; and recruitment from diverse sources.

APPENDIX A:
UNIVERSITY OF KENTUCKY
2015-2020 STRATEGIC PLAN

**University of Kentucky
Strategic Plan
2015-2020**

TRANSFORMING TOMORROW

"There is no vaccination against ignorance, but there is us. There is this university. And we still have heavy doors to open, unmet obligations to the land and its people. There are still leadership opportunities to advance the Commonwealth, this nation, and our world towards fulfilling its potential, towards meeting its lofty promises ... Let men and women come here as seeds, let us invest in them until they form sufficient roots and leaves to obtain their own food. Let them grow from here not just trees, but a fruit-bearing, deeply-rooted forest."

-Frank X Walker (UK Associate Professor and 2014 Kentucky Poet Laureate). From "Seedtime in the Commonwealth," written for the University of Kentucky's 150th anniversary.

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1. INTRODUCTION

The poet, Frank X. Walker, reminds us: "There is us." There is this University.

Through the education we provide, the creative research we conduct, and the care and service we render, we are the University *for* Kentucky. We are the institution our Commonwealth has charged with confronting the most profound of challenges -- in education, economic development, health care, and cultural and societal advance.

It has been our mission for more than 150 years.

Now, as represented in the pages of this strategic plan, we are being tasked with reimagining what is possible for our University, our state and our world over the next decade and beyond. To this task, we bring a vision: to be one of the handful of truly outstanding residential public research campuses in the United States.

Informing that vision is a deep sense of service, along with our distinctive position as both the Commonwealth's flagship and land-grant institution. That combination of attributes has led to the development of a University with unusual range and expertise.

Today, for example, the University of Kentucky is one of only eight universities in the country with the full range of undergraduate, graduate, professional, and medical programs on one contiguous campus. UK, moreover, is currently one of only 22 public institutions with a trifecta of federal designations of excellence: for aging, in cancer and in translational science.

Our breadth is reinforced by strong linkages that exist among graduate education, academic research, and a vibrant clinical medical enterprise that increasingly provides access to advanced subspecialty care for those most in need across the state and region.

In areas of creative scholarship, we have been home or educational proving ground for Nobel Laureates and the National Book Award winner, as well as state poet laureates and winners of the Pulitzer Prize. Our faculty members across disciplines are working in faith communities to improve cancer-screening rates. They are using the latest computational science technology to unlock the treasures of the Dead Sea Scrolls in Paris. They are providing their skills to improve drinking water in Central and South America.

However, those are more than mere numbers or a litany of accomplishments. In an increasingly complex, diverse and interdependent world, it matters that a place exists where world-class poets and writers conduct their labors minutes away from nationally renowned scholars and researchers in cancer and energy, opera and psychology.

We know that the most exciting possibilities for tomorrow most often occur today at the intersection of disciplines -- that nexus of ideas where discovery, whether at the cellular or community levels, is most likely to be created. Combined with our commitment to service and engagement, we also have the potential to quickly take transformative discovery and knowledge from labs and classrooms and put them into communities, where in places of partnership, change can happen.

At the same time, we never forget that our first priority is — and always will be — the development of our students, the young men and women who come here with bright and

uncompromising potential and whom we expect to leave here ready to lead lives of leadership, meaning, and purpose.

Once here, those students — alongside our faculty and staff — are living or working in a physical environment undergoing a transformation like no other in American public higher education. In less than five years, more than \$1.8 billion of new construction has begun on the UK campus. The vast majority of this investment is the result of private fund-raising efforts, public-private partnerships, and the support of University athletics that have accelerated the pace of progress.

This physical transformation — combined with our traditional mission of service, discovery, and teaching — has given us momentum and a renewed sense of purpose. We have a growing regional and national brand, bolstered by an outstanding academic medical center and an athletics program that stirs passions and loyalty across the country.

In recent years, that brand has been further strengthened by our position as a magnet for the some of the most academically qualified students in the Commonwealth and, increasingly, the region and country. In the last four years alone, 395 National Merit, National Achievement, and National Hispanic Scholars have enrolled at UK, placing the institution among the top 10 of public universities nationwide

The University *for* Kentucky, we remain our Commonwealth's indispensable institution. And, now, we are committed like never before to transforming lives through teaching and learning, care, creativity, and discovery.

Against this backdrop, the University of Kentucky's strategic plan -- closely connected to and working in concert with a long-range strategic plan being implemented by UK HealthCare -- charts the institution's path to progress over the next several years. It does so by:

- Articulating a vision for the University, its people, and its long-term growth as an outstanding public research institution with a deep connection and sense of service to the Commonwealth.
- Enumerating strategic objectives in five key areas that clearly delineate priorities for investment and growth:
 - Undergraduate Student Success
 - Graduate Education
 - Diversity and Inclusivity
 - Research and Scholarly Work
 - Community Engagement
- Framing key strategic initiatives and action steps that describe how progress will be judged and measured within each objective

We acknowledge that we do not live or operate in easy times. There is no easy time. There is only our time. And, as this strategic plan makes clear in the pages that follow, it is a time of great promise for this University. To be sure, the questions and challenges loom large. But this plan — the product of thoughtful work by dedicated UK students, faculty, and staff — seeks to provide ambitious but achievable answers for those questions in ways that help us fulfill our promise to those we serve. In short, we are seeking to chart a path for how we plan to be the University *for* Kentucky for today's generation and those who will follow.

2. OUR VISION AND STRATEGIC OBJECTIVES

STRATEGIC VISION

As Kentucky's indispensable institution, we transform the lives of our students and advance the Commonwealth we serve – and beyond – through our teaching and learning, diversity and inclusion, discovery, research and creativity, promotion of health, and deep community engagement.

STRATEGIC OBJECTIVES

Undergraduate Student Success

To be the University of choice for aspiring undergraduate students within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement.

Graduate Education

Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service.

Diversity and Inclusivity

Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.

Research and Scholarship

Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world.

Outreach and Community Engagement

Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen-scholars.

3. STRATEGIC OBJECTIVE: **UNDERGRADUATE STUDENT SUCCESS**

To be the University of choice for aspiring undergraduate students within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement.

We will make strategic investments in faculty recruitment, retention, and development, and in approaches that support innovative teaching and learning. In addition, we will advance student success through programs that provide high-quality curricular and co-curricular opportunities. UK will consistently produce outstanding graduates who complete their degrees in a timely manner, think creatively, communicate effectively, and are able to contribute as leaders to a diverse, global society.

Strategic Initiatives and Action Steps

Strategic Initiative 1: Enhance the success of our increasingly diverse student body and help ensure timely degree completion and career planning through high-impact, student-centered support systems.

Action Step 1: Enhance the college readiness of all entering students (both first-time and transfer) by developing a comprehensive readiness assessment plan and by expanding summer preparatory programs, strengthening partnerships with high schools and community colleges, and applying innovative online/distance-learning approaches.

Action Step 2: Implement comprehensive first-year and second-year experience programs designed to deliver on our commitment to student success.

Action Step 3: Provide integrated advising for both degree completion and career planning to maximize students' success, both during their college experience and in beginning their career.

Action Step 4: Expand both college and centralized services to students, including health wellness and awareness, to meet the demands of continuing enrollment growth.

Action Step 5: Define and communicate clear pathways and provide course offerings that enable students to graduate in four years.

Action Step 6: Align institutional scholarship and financial aid awards and promote financial wellness education to minimize students' unmet financial need and improve financial health.

Strategic Initiative 2: Enhance students' learning and their preparation for contributing to a rapidly changing world as leaders and scholars through the provision of new and innovative curricular offerings and state-of-the art teaching.

Action Step 1: Building on the innovative UK Core Curriculum, expand current course offerings and introduce new courses that incorporate cultural competency, collaborative

learning, problem-solving, creative thinking, and team building to enhance students' skills and help prepare them for an ever-changing workplace.

Action Step 2: Building on the foundation of existing programs and on UK's strengths, identify and develop new undergraduate programs (including certificates, dual degrees, multidisciplinary and trans-disciplinary offerings) that broaden student preparation and prepare students to be leaders and scholars in a diverse, global society.

Action Step 3: Implement incentive programs and a reward structure for faculty and staff to identify, implement, and assess leading-edge teaching practices with particular emphasis on reducing achievement gaps.

Action Step 4: Pursue gifts and endowments for creating a group of magnet faculty — comprised of highly visible, high-value, high-impact scholars — who will be dedicated to undergraduate teaching.

Action Step 5: Invest in state-of-the art classroom facilities and equipment that support active learning, distance learning, new pedagogy, and other leading-edge teaching/learning practices.

Action Step 6: Develop and expand support services to assist faculty and staff to continuously strengthen their teaching effectiveness through encouraging innovation, experimentation, and ongoing evaluation of new approaches.

Strategic Initiative 3: Enrich students' undergraduate education through transformational experiences of self-discovery and learning.

Action Step 1: Integrate high-impact practices such as undergraduate research, education abroad, service learning, and experiential learning programs throughout academic curricula and majors.

Action Step 2: Expand signature programs of undergraduate excellence (such as Honors, the Gaines Center for the Humanities, and the Chellgren Center for Undergraduate Excellence) to provide an enhanced learning experience for more students.

Action Step 3: Integrate curricular and co-curricular activities designed to promote student engagement, diversity, and retention by strategically investing in living-learning programs.

Action Step 4: Enhance student engagement in curricular and co-curricular programs that promote civic engagement and leadership development.

Metrics

Metric	Definition	Baseline	2020 Target
Retention Rates	First-Year	82.7% (2014 cohort)	90%
	Second-Year	74.8% (2013 cohort)	85.5%
	Third-Year	69.5% (2012 cohort)	82%
Graduation Rates	Four-Year	38.5% (2010 cohort)	53%
	Six-Year	60.2% (2008 cohort)	70%
Six-Year Graduation Gap for select groups (decrease)	Under-represented minorities	16.7% (2008 cohort)	9.8%
	First-generation	15.2% (2009 cohort)	8%
	Pell recipients	15.4% (2008 cohort)	8%

4. STRATEGIC OBJECTIVE: **GRADUATE EDUCATION**

Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service.

We recognize that the scope of professional opportunities for our graduate students is changing in fundamental ways. So, too, is our approach to graduate education, with a close examination of course offerings, as well as graduate students' teaching and research responsibilities throughout their degree programs. In addition, we are targeting financial support for graduate education in ways that will increase selectivity and expand and enhance programs that leverage UK's existing and emerging areas of strength in research and creative work.

Strategic Initiatives and Action Steps

Strategic Initiative 1: Recruit and retain outstanding graduate students from all backgrounds.

Action Step 1: Establish competitive compensation and financial aid packages for recruiting graduate students from the United States and abroad.

Action Step 2: Develop and implement a plan to improve climate, inclusion, and diversity in graduate education, in coordination with institutional diversity and inclusivity efforts.

Action Step 3: Implement a comprehensive marketing and communication plan that emphasizes UK's distinctive strengths, to compete successfully for high-performing domestic and international students from diverse backgrounds.

Strategic Initiative 2: Invest in graduate programs that have distinctive synergy with UK's research priorities and/or whose graduate students demonstrate excellence at the national or global levels.

Action Step 1: Allocate centrally funded fellowships, assistantships, and tuition scholarships to enhance the recruitment success of high-performing programs.

Action Step 2: Create financial incentives and streamline mechanisms to create and grow graduate programs in UK's areas of distinction that address Kentucky's and the world's greatest challenges.

Action Step 3: Track the long-term success and contributions of graduates, and use this information to assist in evaluating programs and prioritizing resource allocations.

Action Step 4: Implement a model to guide graduate program growth relative to undergraduate enrollment, market demand, and external research funding as well as program quality.

Strategic Initiative 3: Elevate the quality and richness of the graduate student experience and increase the national competitiveness of UK's graduate programs.

Action Step 1: Enhance the professional development of graduate students through curricular and co-curricular enrichment, mentoring, and programming to improve their leadership, management, and communication skills.

Action Step 2: Provide graduate students with the appropriate balance of research, teaching, engagement, and/or experience in creative activity that will enhance timely degree completion and long-term career success.

Action Step 3: Provide comprehensive career planning and placement services to graduate students choosing career paths in academics, industry, government, non-profit organizations, or non-governmental organizations (NGOs).

Metrics

Metric	Definition	Baseline	2020 Target
Doctoral program selectivity	Percentage of doctoral applicants who receive offers of admission	32.9%	22%
Graduate degrees awarded	Master's, Education Specialist, and Doctoral degrees awarded	1,490	1,639 (10% increase)
Diversity of graduate students, per CPE enrollment goals	African American/Black	5.6%	7.7%
	Hispanic/Latino	2.4%	2.7%

5. STRATEGIC OBJECTIVE: DIVERSITY AND INCLUSIVITY

Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.

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

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

Strategic Initiatives and Action Steps

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

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

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

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

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

Strategic Initiative 2: Improve Workforce Diversity and Inclusion.

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

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

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

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

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

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

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

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

Metrics

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

6. STRATEGIC OBJECTIVE: RESEARCH AND SCHOLARSHIP

Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world.

Continuing our commitment of the past 150 years, we will pursue multidisciplinary and interdisciplinary efforts that address challenges and disparities of our citizens and enrich their lives. Strategic support and investment will be directed toward scholarship that capitalizes on our strengths and emerging areas of growth.

Strategic Initiatives and Action Steps

Strategic Initiative 1: Invest in UK's existing strengths and areas of growth in selected focus areas that benefit and enrich the lives of the citizens of the Commonwealth and beyond.

Action Step 1: Systematically identify UK's existing and emerging areas of strength in research and creative endeavors that are nationally and internationally competitive, and strategically allocate central resources to support them.

Action Step 2: Provide pilot project funds to support growth of interdisciplinary projects that cross traditional boundaries.

Action Step 3: Provide recurring funds to support grant programs for research, scholarship, and creative works in areas of excellence that are not traditionally amenable to external funding.

Action Step 4: Leverage problem-oriented centers and institutes as focal points for interdisciplinary research teams in areas of strength and growth.

Action Step 5: Strengthen connections between the research mission and graduate and undergraduate research by engaging in joint planning with faculty, the Provost's office, and UK's Graduate School.

Strategic Initiative 2: Recruit and retain outstanding faculty, staff and students who support our research and scholarship across the range of disciplines at the University.

Action Step 1: Recruit and retain additional world-class scholars and research teams (including staff and students) to support identified areas of existing and growing strengths.

Action Step 2: Create new endowed faculty chairs, professorships, and fellowships to recruit and retain meritorious faculty, to enable competitive faculty, and to promote diversity among the faculty in all areas of research and scholarship.

Action Step 3: Establish new awards, develop new incentive programs, and facilitate mentorship programs at the college, center, and University levels to foster and reward excellence and innovation in research, scholarship, and creative endeavors.

Strategic initiative 3: Improve the quality of the research infrastructure across campus.

Action Step 1: Augment and increase access to the systems that support excellence in research and creative endeavors.

Action Step 2: Implement a plan for more efficient use of space that considers performance metrics in space allocation.

Action Step 3: Provide state-of-the-art core support facilities and high-end equipment, and improve current research space to enhance research capabilities.

Action Step 4: Pursue gifts and endowments in support of the research mission.

Strategic Initiative 4: Strengthen engagement efforts and translation of research and creative work for the benefit of the Commonwealth of Kentucky, the nation and the world.

Action Step 1: Promote the development of innovation, intellectual property, and technology transfer by encouraging and supporting broader participation in intellectual property development across the UK community.

Action Step 2: Intensify engagement efforts to translate findings from our research to the community, and increase community participation in research and creative work.

Metrics

Metric	Definition	Baseline	2020 Target
Total R&D expenditures, by source	NSF 2013 Total Research Expenditures	\$340 million	\$364 million
	NSF 2013 Federal Research Expenditures	\$150 million	\$175 million
Ranking of Doctoral Programs	Doctoral program ranking, by discipline	6 doctoral programs within top quartile	Ranking within top quartile by discipline
Space (\$/square foot), funding according to source (grants, endowments)	\$/square foot weighted by age and renovation status	To be defined as part of rate negotiation (12/15)	20% increase of space that reaches \$300/square foot metric (new research laboratory space) factored for type of research
License growth and income generation	Licenses	100 (2014 data)	177 (10% CAGR)
	License Income	\$3.3 million	\$3.5 million (1% CAGR)

7. STRATEGIC OBJECTIVE: **OUTREACH AND COMMUNITY ENGAGEMENT**

Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen-scholars.

Technology has allowed us to greatly expand how we connect with community partners, near and far. Our efforts are based in the disciplinary strengths of our 16 colleges and centers, the libraries, our network of extension offices, and in the creative and innovative interdisciplinary work of our students and staff in Student Affairs and other interdisciplinary academic units that are both curricular and co-curricular.

Our service extends across the breadth of our land-grant institution – from evolving Extension Service efforts that touch every county of the Commonwealth to high-tech, high-touch healing that is expanding access to quality, complex care. UK faculty, staff, students and alumni are engaged in their local communities, the Commonwealth, and abroad. We must accelerate our efforts to enrich and improve lives in all of the communities in which we engage. Also, we must use what we learn from those we serve to inform and augment learning and research at UK.

Strategic Initiatives and Action Steps

Strategic Initiative 1: Renew our institutional commitment to promote the public good through the sustainable application of our expertise and resources to meet challenges and disparities associated with social, economic, environmental, educational, and health issues.

Action Step 1: Invest in the implementation of an institutional model to define, support and incentivize community engagement in all its forms – civic engagement, service learning, and Cooperative Extension, among others.

Action Step 2: Employ leading-edge technologies to expand and extend our community partnerships in health, education, agriculture, the arts, and economic development.

Action Step 3: In partnership with local, state, and global communities, identify emerging issues, challenges and community assets and aspirations that are viewed as most important by our community partners and focus UK's resources on meeting these challenges.

Action Step 4: Build a mutually-beneficial network of community, corporate, and University partners that facilitates a broad range of inclusive and accessible enrichment opportunities, to advance key economic development initiatives of our Commonwealth.

Action Step 5: Foster and sustain a comprehensive and multi-dimensional partnership among campus and community stakeholders in the communities in which we are located, based on meaningful and sustainable dialogue.

Action Step 6: Streamline our outreach, extension, and engagement approaches for sharing UK's research discoveries, scholarly and creative work in health, business, agriculture, education, the arts, and community vitality to improve the quality of life for citizens of the Commonwealth.

Action Step 7: Strategically and intentionally connect campus units with community partners, and track the success and impact of these partnerships for communities, faculty, staff, and students.

Strategic Initiative 2: Deepen student learning through community engagement.

Action Step 1: Provide every student the opportunity to participate in a community engagement experience through academic coursework, clinical outreach services, service-learning, internships, education abroad, research, co-curricular experiences, or cooperative extension services.

Action Step 2: Develop faculty and staff expertise to deliver quality community engagement and outreach, service-learning courses, and co-curricular experiences that will utilize current best practices and be culturally competent, measurable and sustainable.

Metrics

Metric	Definition	Baseline	2020 Target
Database tracking engagement and outreach	Databases dispersed among colleges and units	25+	1
Faculty and staff developing expertise to deliver quality community engagement and outreach	Faculty teaching community-based courses	15%	20%
	Staff teaching community-based courses	TBD	TBD
Opportunities for students to participate in a community-engagement experience	Undergraduate community engagement courses	200	300
Partnerships between university and community stakeholders	Partnerships among colleges and units	100+	150

8. CONCLUSION: **TRANSFORMING TOMORROW**

Like no other place in this Commonwealth, our University helps chart the course for what is to come for those we educate, for our state, and for thousands and thousands of lives. Our vision is to be a leader in preparing students at all levels to contribute in meaningful ways to their communities and to our world. But also profoundly important is a longstanding covenant we have with the people of the Commonwealth. Our charge is to change the future of the Commonwealth for the better — its health, its education, its economy, its way of life.

We know that in changing Kentucky, we help change our world.

To that end, this plan offers a clear articulation of a vision for the future. It outlines strategies and objectives, specific opportunities, and ways to measure our progress. In so doing, it frames some of the choices we will collectively make as an institution — for those we educate, for those we help and heal, and for those who will be touched tomorrow by research and discovery that is only the glint of an idea today.

This plan, then, confronts us anew with a challenge of singular importance: What will we add to the collective chorus that will inform and embolden the University *for* Kentucky in the next 150 years?

With the harmony of diverse voices and perspectives, but in the cadence of a common voice, this strategic plan seeks to provide an answer, guided as we have been for 150 years by the values and dreams of those who built this special place, and for the dreams of those who will follow.

As Frank X. Walker reminds us, there is us. There is this University.

APPENDIX B:
DEPARTMENTAL REPORTS

2014-2015 Degrees Awarded

	Total	Female	Male	Minority	African Amer.
FAM BS	53	45	8	22	16
HD BS	2	2	0	1	1
Master's	7	6	1	1	1
Doctoral	3	3	0	1	1
Total	65	56	9	25	19

2014-2015 Enrollment (majors)

	Total	Female	Male	Minority	African Amer.
FAM BS	133	117	16	43	39
HD BS	2	2	0	1	1
Master's	21	16	5	4	4
Doctoral	24	17	7	0	0
Post-doc	1	1	0	0	0
Total	181	153	28	48	44

2014-2015 Attempted/Earned Student Credit Hours

	Total	Fall	Spring	Summer
Attempted SCHs	5,027	2,439	1,811	777
Earned SCHs	4,622	2,238	1,709	675
Unearned SCHs	405	201	102	102
% Earned	91.9%	91.8%	94.4%	86.9%

2014-2015 Primary Grant Dollar/Faculty Ratio

	Total FT Faculty	FTE Research Fac.
	11	2.31
Total	\$49,136	\$49,136
Average	\$4,467	\$21,271

2014-2015 Fiscal Year Grants

Direct Awards	\$49,136
Federal Competetive	\$49,136
% Federal Competetive	100%
Collaborative	\$2,561,136

Research Faculty w/Formula Funded Projects as of 6/15

25% or higher Research DOE	4
Active Project	0
Percentage	NA

Degrees Awarded Five-Year Trend

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FAM BS	*	*	*	55	53
HD BS	*	*	*	0	2
Master's	7	5	6	10	7
Doctoral	6	2	1	2	3
Total	76	66	56	67	65

Enrollment (majors) Five-Year Trend

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FAM BS	*	*	*	166	133
HD BS	*	*	*	1	2
Master's	20	20	22	22	21
Doctoral	19	21	27	27	24
Total	209	191	191	216	180

*In the Five-Year Trend boxes above, 2013-2014 was the first year Degrees Awarded and Enrollment were reported by programs. Therefore, the five-year trends for FAM and Human Development do not show any degrees awarded or enrollment prior to 2013-2014.

Direct Awards Five-Year Trend

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
\$0	\$0	\$0	\$0	\$49,136

Grant Expenditures Five-Year Trend

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
\$0	\$2	(\$312)	\$0	\$1,917

Fiscal Year State Fund Balance Percentage Five-Year Trend

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
2.57%	0.14%	4.64%	9.77%	12.60%

2014 Calendar Year Publications

Books and Chapters	13
Refereed Journal Articles	19
Other Research Articles	31
Total	63

2014 Calendar Year Patents	0
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KERS Faculty Contacts Five-Year Trend

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African Am.	343	303	923	899	1,836
Asian Am.	28	46	103	48	58
Hispanic	38	84	189	111	241
Native Am.	1	5	32	10	16
Other	45	0	40	66	24
Total Contact	4,225	8,533	11,288	7,230	23,674

KERS Number of Faculty Success Stories Five-Year Trend

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number	3	3	9	6	10

2014-2015 Numbered Fact Sheets/Faculty Ratio

	Total FT Faculty	FTE Ext. Faculty
	11	2.58
Total Fact Sheets	1	1
Average	0.09	0.39

Direct Awards Five-Year Trend

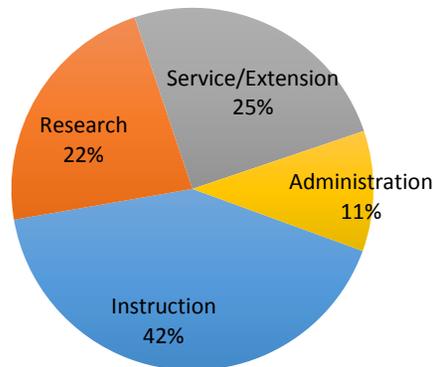


Family Sciences Faculty Snapshot 2014-2015

All FAM Faculty by Title Series		
Title Series	Faculty	Percent
Regular	7	37%
Extension	4	21%
Part Time	3	16%
Lecturer	2	11%
Special	1	5%
Post Retirement	1	5%
Adjunct	1	5%
Total	19	100%

Full Time Faculty by Rank		
Rank	Faculty	Percent
Professor	5	36%
Associate	4	29%
Assistant	3	21%
Senior Lecturer	1	7%
Lecturer	1	7%

Distribution of Effort
Full Time Faculty Only



All FAM Faculty by Full Time/Part Time Status		
FT/PT Status	Faculty	Percent
Full Time	14	74%
Part Time	5	26%

Full Time Faculty by Assignment Period		
Assignment Period	Faculty	Percent
12 month	9	64%
9 month	5	36%

Full Time Faculty Credentials		
Credentials	Faculty	Percent
Ph.D.	12	86%
Master's	1	7%
Professional	1	7%

Full Time Faculty by Tenure Status		
Tenure Status	Faculty	Percent
Tenured	9	64%
Tenure Track	3	22%
Not Eligible	2	14%

Full Time Faculty by Race		
Race	Faculty	Percent
Asian	1	7%
White	13	93%

Full Time Faculty by Gender		
Gender	Faculty	Percent
Female	7	50%
Male	7	50%

Full Time Faculty by Age		
Age	Faculty	Percent
30-39	2	14%
40-49	3	22%
50-59	5	36%
60-65	2	14%
over 65	2	14%

Full Time Faculty by Years of Service		
Years	Faculty	Percent
3-6	4	29%
7-9	4	29%
10-13	3	21%
24-26	1	7%
33-35	1	7%
36+	1	7%

2013-2014 Degrees Awarded

	Total	Female	Male	Minority	African American
FAM Bachelor's	55	50	5	18	17
Human Development Bachelor's	0	0	0	0	0
Master's	10	9	1	1	0
Doctoral	2	2	0	2	1
Total	67	61	6	21	18

2013-2014 Enrollment (majors)

	Total	Female	Male	Minority	African American
FAM Bachelor's	166	151	15	58	49
Human Development Bachelor's	1	1	0	0	0
Master's	22	19	3	2	1
Doctoral	27	20	7	6	4
Total	216	191	25	66	54

2013-2014 Attempted and Earned Student Credit Hours

A breakdown of Student Credit Hours by course prefix is currently not available.
2013-2014 FAM departmental student credit hours are:

	Summer	Fall	Spring
Attempted Student Credit Hours	753	2,386	1,788
Earned Student Credit Hours	668	2,223	1,695

2013-2014 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	12	2.7
Total Primary Grant Dollars	\$0	\$0
Average	\$0	\$0

2013-2014 Fiscal Year Grants

Direct Awards	\$0
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$0

2013 Calendar Year Publications

Books and Chapters	1
Refereed Journal Articles	30
Other Research Articles	49
Total	80

2013 Calendar Year Patents

	0
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Degrees Awarded Five-Year Trend

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
FAM Bachelor's	*	*	*	*	55
Human Development Bachelor's	*	*	*	*	0
Master's	5	7	5	6	10
Doctoral	1	6	2	1	2
Total	6	13	7	7	67

Enrollment (majors) Five-Year Trend

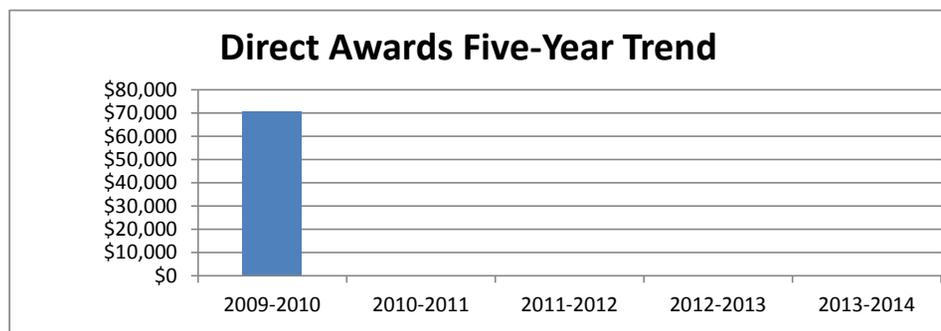
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
FAM Bachelor's	*	*	*	*	166
Human Development Bachelor's	*	*	*	*	1
Master's	21	20	20	22	22
Doctoral	18	19	21	27	27
Total	39	39	41	49	216

Direct Awards Five-Year Trend

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
\$70,867	\$0	\$0	\$0	\$0

Grant Expenditures Five-Year Trend

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
\$143,473	\$0	\$2	-\$312	\$0



* In the Five-Year Trend boxes, 2013-2014 is the first year Degrees Awarded and Enrollment are reported by programs. Therefore, the five-year trends for FAM and Human Development do not show any degrees awarded or enrollment prior to 2013-2014.

2012-2013 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	49	44	5	9	7
Master's	6	6	0	1	1
Doctoral	1	1	0	0	0
Total	56	51	5	10	8

2012-2013 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	142	124	18	45	39
Master's	22	18	4	1	0
Doctoral	27	22	5	3	2
Total	191	164	27	49	41

2012-2013 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
FAM	4,509	704	1,862	1,943
FCS	0	0	0	0
Total	4,509	704	1,862	1,943

2012-2013 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	11	2.47
Total Primary Grant Dollars	\$0	\$0
Average	\$0	\$0

2012-2013 Fiscal Year Grants

Direct Awards	\$0
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$561,564

2012 Calendar Year Publications

Books and Chapters	1
Refereed Journal Articles	19
Other Research Articles	40
Total	60

2012 Calendar Year Patents

0

Degrees Awarded Five-Year Trend

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Bachelor's	61	43	63	59	49
Master's	6	5	7	5	6
Doctoral	4	1	6	2	1
Total	71	49	76	66	56

Enrollment (majors) Five-Year Trend

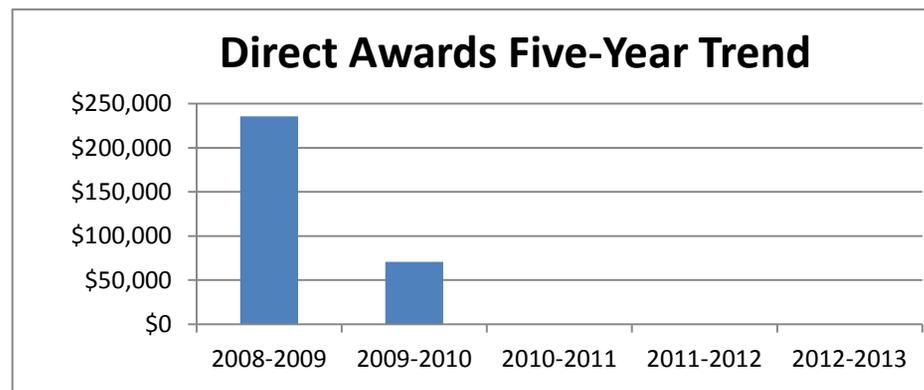
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Bachelor's	139	146	170	150	142
Master's	20	21	20	20	22
Doctoral	21	18	19	21	27
Total	180	185	209	191	191

Direct Awards Five-Year Trend

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
\$235,882	\$70,867	\$0	\$0	\$0

Grant Expenditures Five-Year Trend

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
\$148,669	\$143,473	\$0	\$2	-\$312



2011-2012 Family Sciences Departmental Report
CIP Codes 190402, 190704, 190101, 190701

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	59	54	5	13	12
Master's	5	5	0	1	1
Doctoral	2	2	0	0	0
Total	66	61	5	14	13

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	61	61	43	63	59
Master's	10	6	5	7	5
Doctoral	0	4	1	6	2
Total	71	71	49	76	66

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	150	128	22	38	32
Master's	20	18	2	1	1
Doctoral	21	18	3	3	2
Total	191	164	27	42	35

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	143	139	146	170	150
Master's	23	20	21	20	20
Doctoral	18	21	18	19	21
Total	184	180	185	209	191

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
FAM	4,977	843	1,923	2,211
FCS	137	0	51	86
Total	5,114	843	1,974	2,297

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
\$338,834	\$235,882	\$70,867	\$0	\$0

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	11	3.03
Total Primary Grant Dollars	\$0	\$0
Average	\$0	\$0

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
\$275,345	\$148,669	\$143,473	\$0	\$2

2011-2012 Fiscal Year Grants

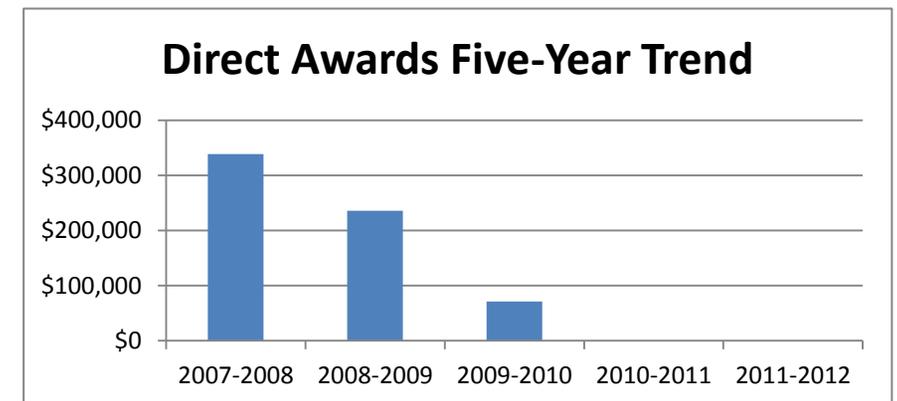
Direct Awards	\$0
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$0

2011 Calendar Year Publications

Books and Chapters	1
Refereed Journal Articles	15
Other Research Articles	29
Total	45

2011 Calendar Year Patents

0



2010-2011 HES Family Sciences Departmental Report (formerly Family Studies)
CIP Codes 190402, 190704, 190101, 190701

2010-2011 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	63	54	9	15	14
Master's	7	7	0	1	0
Doctoral	6	6	0	1	1
Total	76	67	9	17	15

Degrees Awarded Five-Year Trend

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Bachelor's	64	61	61	43	63
Master's	14	10	6	5	7
Doctoral	2	0	4	1	6
Total	80	71	71	49	76

2010-2011 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	170	151	19	43	39
Master's	20	20	0	3	3
Doctoral	19	17	2	4	3
Total	209	188	21	50	45

Enrollment (majors) Five-Year Trend

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Bachelor's	174	143	139	146	170
Master's	34	23	20	21	20
Doctoral	14	18	21	18	19
Total	222	184	180	185	209

2010-2011 Student Credit Hours Enrolled

	Total	Summer	Fall	Spring
FAM	6,134	640	2,351	3,143
FCS	112	0	61	51
Total	6,246	640	2,412	3,194

Direct Awards Five-Year Trend

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
\$340,083	\$338,834	\$235,882	\$70,867	\$0

2010-2011 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	11	2.25
Total Primary Grant Dollars	\$0	\$0
Average	\$0	\$0

Grant Expenditures Five-Year Trend

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
\$220,817	\$275,345	\$148,669	\$143,473	\$0

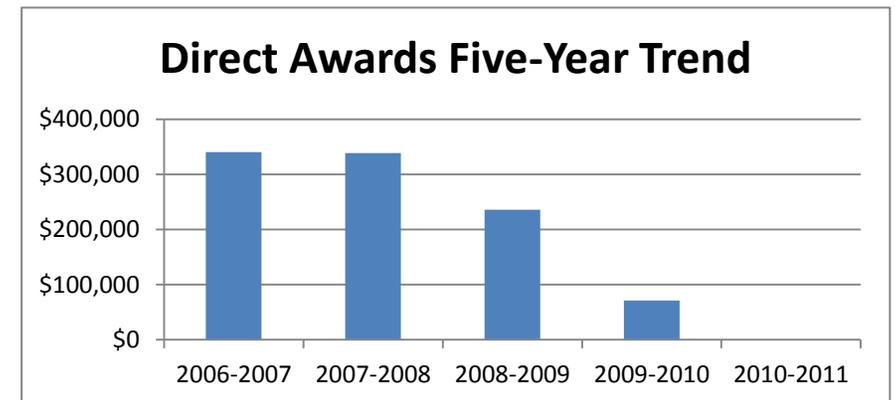
2010-2011 Fiscal Year Grants

Direct Awards	\$0
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$0

2010 Calendar Year Publications

Books and Chapters	0
Refereed Journal Articles	7
Other Research Articles	15
Total	22

2010 Calendar Year Patents	0
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2010-2011 College of Agriculture Composite Report

PUBLICATION					
Department	Total All Publications	Books and Chapters	Refereed Articles	Refereed Articles + Chapters per Research FTE	Refereed Articles + Chapters per Headcount
PSS	106	9	50	2.33	1.51
VSC	95	4	43	2.97	2.47
AFS	83	8	64	4.68	1.95
BAE	67	4	19	3.26	1.35
PPA	66	4	41	7.49	4.50
ENT	65	4	51	4.68	3.05
AEC	46	6	20	3.09	1.24
FOR	35	2	25	5.61	1.93
HOR	24	3	20	3.85	1.53
CLD	23	3	6	2.14	0.60
FAM	22	0	7	3.11	0.64
NFS	10	0	10	7.19	0.83
LA	5	1	0	0.63	0.17
MAT	5	1	4	2.04	0.71

FUNDING					
Department	Grants (total direct)	Grants (collaborative)	% Federal Competitive	Grants (direct) per Research FTE	Grants (direct) per Headcount
PSS	\$8,419,469	\$10,193,231	81%	\$332,260	\$215,884
AFS	\$4,411,471	\$2,506,035	57%	\$286,459	\$119,229
ENT	\$2,529,559	\$6,420,440	53%	\$215,465	\$140,531
BAE	\$2,407,530	\$5,233,626	0%	\$341,010	\$141,619
PPA	\$1,832,857	\$9,668,387	24%	\$304,968	\$183,286
HOR	\$1,485,175	\$2,842,820	8%	\$248,357	\$99,012
AEC	\$1,206,944	\$3,028,696	50%	\$143,343	\$57,474
NFS	\$858,035	\$4,584,415	0%	\$617,291	\$71,503
FOR	\$829,383	\$1,464,803	0%	\$172,429	\$59,242
VSC	\$814,198	\$964,492	10%	\$51,532	\$42,853
CLD	\$743,148	\$2,058,701	39%	\$176,520	\$49,543
MAT	\$247,275	\$247,275	0%	\$100,929	\$35,325
LA	\$8,800	\$633,278	0%	\$5,570	\$1,467
FAM	\$0	\$0	0%	\$0	\$0

INSTRUCTION						
Degree program	Enrollment UG majors	Enrollment Graduate	Post-docs	SCH	SCH per Headcount	Total Enrollment per Headcount
NFS	520	24	0	9,985	832.08	45.33
AFS	419	52	3	4,441	120.03	12.81
CLD	272	35	0	4,703	313.53	20.47
AEC	244	47	2	5,114	243.52	13.95
MAT	208	11	0	3,564	509.14	31.29
FAM	170	39	0	6,246	567.82	19.00
BAE	95	28	2	1,205	70.88	7.35
LA	77	0	0	1,351	225.17	12.83
FOR	59	16	2	1,876	134.00	5.50
HOR	41	66	19	2,793	186.20	8.40
PSS	41	66	19	2,793	71.62	3.23
ENT	0	29	12	1,012	56.22	2.28
PPA	0	20	26	226	22.60	4.60
VSC	0	31	6	196	10.32	1.95

APPENDIX C:
STRONGER BY DEGREES: A
STRATEGIC AGENDA FROM
CPE

STRONGER by DEGREES

A STRATEGIC AGENDA
for Kentucky Postsecondary
and Adult Education



2011-2015

Kentucky Postsecondary and Adult Education

■ Research Universities:

- University of Kentucky
- University of Louisville

★ Comprehensive Universities:

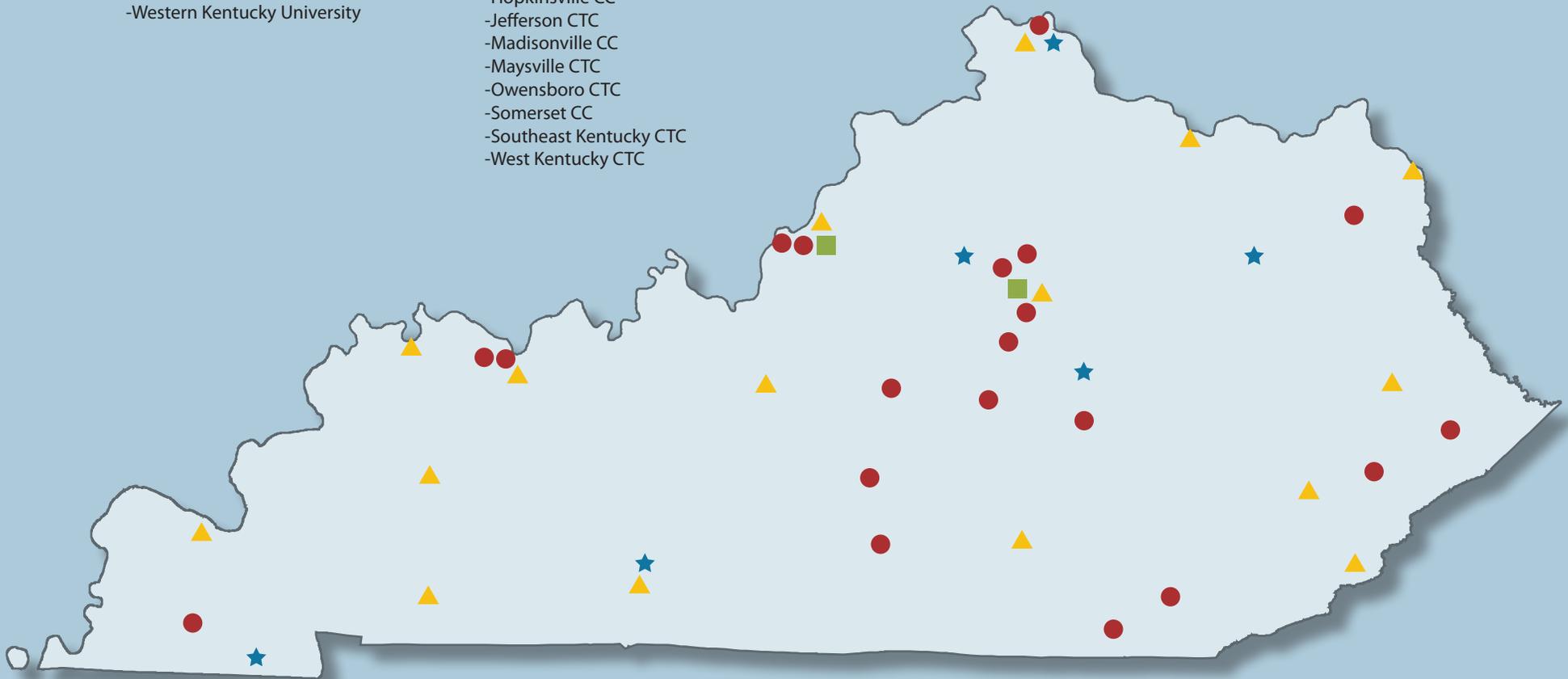
- Eastern Kentucky University
- Kentucky State University
- Morehead State University
- Murray State University
- Northern Kentucky University
- Western Kentucky University

▲ The Kentucky Community and Technical College System:

- Ashland CTC
- Big Sandy CTC
- Bluegrass CTC
- Bowling Green TC
- Elizabethtown CTC
- Gateway CTC
- Hazard CTC
- Henderson CC
- Hopkinsville CC
- Jefferson CTC
- Madisonville CC
- Maysville CTC
- Owensboro CTC
- Somerset CC
- Southeast Kentucky CTC
- West Kentucky CTC

● The Association of Independent Kentucky Colleges and Universities:

- Alice Lloyd College
- Asbury University
- Bellarmine University
- Berea College
- Brescia University
- Campbellsville University
- Centre College
- Georgetown College
- Kentucky Christian University
- Kentucky Wesleyan College
- Lindsey Wilson College
- Mid-Continent University
- Midway College
- Pikeville College
- Spalding University
- St. Catharine College
- Thomas More College
- Transylvania University
- Union College
- University of the Cumberlands



In addition to the colleges and universities listed above, the Council administers 120 adult education programs serving every county in Kentucky and reviews and licenses 45 proprietary and not-for-profit degree-granting institutions operating across the Commonwealth.

FROM THE PRESIDENT



I am pleased to introduce the 2011-2015 Strategic Agenda for Kentucky Postsecondary and Adult Education, which will guide statewide public policy priorities as we work together to fulfill the vision first articulated by Governor Paul Patton and the Kentucky General Assembly in the *Postsecondary Education*

Improvement Act of 1997 (House Bill 1). That legislation set out important challenges for the Commonwealth focused on elevating the standard of living of Kentuckians through postsecondary education.

Today, more than halfway to the 2020 goals in HB 1, Kentucky's colleges and universities have made impressive progress. Despite a more difficult fiscal environment than in 1997, campuses have done more with less. More people are more highly educated than at any time in Kentucky's history. Postsecondary institutions are more diverse, both in terms of enrollment and personnel. The quantity and quality of research vital to economic growth and our nation's health are world class. And the community engagement manifest at each campus is creating relationships and results that enhance quality of life and K-12 education across the Commonwealth.

This new Strategic Agenda builds on the decade of success encouraged by HB 1 and brings focus and renewed energy to our shared mission. The new Agenda is the product of hundreds of hours of work and thought from over a hundred contributors, including members of the Council on Postsecondary Education, campus presidents, chief academic and business officers, institutional research professionals, college

and university faculty, as well as representatives from Kentucky's business community, the Department of Education, the Cabinets for Economic Development and Workforce Development, the Kentucky Higher Education Assistance Authority, the Education Professional Standards Board, and other organizations and state agencies.

The finished product honors the autonomy and diverse missions of the campuses. It balances the advocacy, facilitation, and communications responsibilities of the CPE with its duty to develop public policy and monitor its execution and progress. This Agenda calls on Kentucky's rich array of postsecondary campuses and adult education providers to utilize their unique capabilities to give life to the four focus areas imbedded in this document.

- First, we are committing to use our resources to support K-12 colleagues' capacity to get every youngster college- or career-ready by the time they graduate from high school.
- Second, we are committing to do all that we can to assure students persist to graduation with the knowledge and skills to succeed in their lives and livelihoods.
- Third, we recognize that our mission includes the creation of new knowledge, applying new knowledge to improve the human condition, and strengthening Kentucky's economy. Our responsibility is to be active, engaged contributors to the well-being of our communities, our schools, and the public health.
- Finally, because all institutions benefit from varying forms of public support, we will constantly strive to do all that we do as efficiently as possible.

Moving forward, campus leaders, guided by institutional strategic plans that complement this Agenda, will continue to vigorously monitor progress toward our common goals. **At the state level, a new dashboard to gauge quantitative and qualitative progress, regular status reports to the Governor and legislature, and annual campus reports to the Council will form the core of the Council's accountability structure.**

While parts of the Agenda can be implemented within existing resources and other elements will actually generate new revenue or produce savings, some will require new resources. Future budget requests will, in significant part, be guided by the elements in the Strategic Agenda, and additional energy will be focused on securing funding from philanthropic and federal sources.

The current economic conditions notwithstanding, opportunities for significant progress are emerging. Kentucky's new Strategic Agenda for Postsecondary and Adult Education encourages broad collaboration and powerful partnerships among our campuses, our adult education system, our public schools, and the Commonwealth's business, philanthropic, and political leaders. The implementation of this Agenda will forge new, effectively aligned policies, actions, and resources that will enhance the likelihood of educating more Kentuckians to the high levels necessary to compete in the global economy of the 21st Century.



Robert L. King, President
Council on Postsecondary Education

STRONGER BY DEGREES



Kentucky's postsecondary and adult education system will build upon its work over the past decade to strengthen the Commonwealth by degrees.

Kentucky believes in the transformative power of postsecondary education. This belief rests on a simple, enduring premise—a higher level of education leads to a higher quality of life, both individually and collectively. In the world's most enterprising and prosperous societies, postsecondary education is the engine of economic growth and the foundation of democracy.

The Postsecondary Education Improvement Act of 1997 (HB 1) established the Council on Postsecondary Education, which has broad statutory authority to coordinate the state's system of postsecondary education. The legislation did not change the role of the institutional governing boards, who are the primary fiduciary agents for each campus.



HB 1 was a seminal piece of legislation that established six goals for raising Kentucky's standard of living and quality of life to at least the national average by the year 2020. These goals challenge the system to accelerate degree production, modernize workforce education and training, improve the health and well-being of communities, and produce world-class research that creates jobs and powers a knowledge-based economy.

These goals are more important today than ever before. As Kentucky strives to reach the nation's level of educational attainment, the United States is losing ground to international competitors. Twenty years ago, America's young adults were the best-educated among member countries of the Organisation for Economic Cooperation and Development (OECD). In 2008, the U.S. had fallen to tenth place; now, it is tied for twelfth, behind nations as diverse as Korea, Japan, Finland, and Canada.

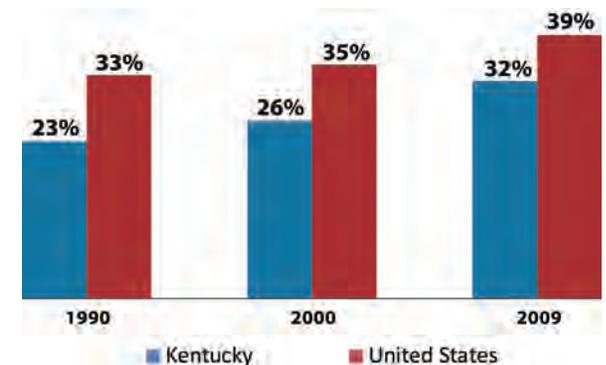
A 2010 study by Georgetown University's Center on Education and the Workforce predicts that by the year 2018, 54 percent of all jobs in Kentucky—over 1 million jobs—will require some level of postsecondary education or training. Currently, 32 percent of Kentuckians (25-44) have obtained at least an associate degree, compared to the national average of 39 percent.

The next generation of Kentuckians must be better educated than the one before it. The challenge is

enormous, but Kentucky is achieving its goals through steady, incremental progress. **This strategic agenda calls upon Kentucky's postsecondary and adult education system to strengthen the Commonwealth by degrees.**

In carrying out this agenda, Kentucky's postsecondary and adult education system will focus on four urgent priorities—college readiness; student success; research, economic, and community development; and efficiency and innovation. Our actions will be guided by a shared purpose and common beliefs.

Kentucky's educational attainment is increasing, but still lower than the nation's



Population ages 25-44 with an associate degree or higher

Source: US Census, American Community Survey 2009 five-year estimates.

VISION:

All Kentuckians will be prepared to succeed in a global economy.

MISSION:

To deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.

VALUES:

- The highest standards of excellence in teaching, research, and public service.
- Access for all who are committed to the pursuit of higher learning.
- Cooperation, teamwork, and mutual respect for the differing missions of institutions.
- A culture of inclusion that provides equitable opportunities and celebrates diversity in people and thought.
- A postsecondary experience that prepares individuals to be informed, competent, knowledgeable, and engaged citizens and leaders.
- Prudent fiscal, intellectual, and environmental stewardship that employs resources effectively and efficiently.
- A commitment to the continuous monitoring and improvement of performance.
- Creative and innovative approaches, including the use of technology, in meeting the needs of the Commonwealth.
- Engagement with business, industry, and other community partners to improve economic vitality and quality of life.
- The promotion of education as a public good and an investment in Kentucky's future.



COLLEGE READINESS



Kentucky will be stronger by ensuring more high school graduates, GED® graduates, and working-age adults enter college prepared for credit-bearing work.

Progress

With the passage of *Senate Bill 1* in 2009, college readiness has been at the forefront of the postsecondary system's policy agenda. Collaboration between secondary and postsecondary educators has never been greater. These partnerships have contributed to significant improvements in college access and readiness.

Challenges

While progress has been significant, many Kentucky students who transition to college are not fully prepared for the rigors of postsecondary education. In 2010, 63 percent of recent high school graduates entering community and technical colleges and 27 percent entering public universities needed remediation in

one or more subjects. Additionally, 90 percent of GED graduates were not ready for placement in credit-bearing courses.

Students who are not academically or financially prepared for college face greater obstacles to degree completion. Developmental education lengthens a student's time-to-degree, increases costs, and consumes institutional resources. Students need stronger academic and social supports and clear pathways to success.

The Department of Education, the Education Professional Standards Board, and Kentucky's K-12 educators are committed to creating "Next Generation" professionals and support systems to make "every child proficient and prepared for success." It is now clear that "prepared for success" means college- or career-ready.

Kentucky's postsecondary system will work hand-in-hand with K-12 and adult education providers to ensure students understand what they need to know and be able to do to succeed at the next level. Postsecondary institutions most directly affect K-12 student performance through the quality and effectiveness of the teachers they produce. Therefore, the system will focus on improving the quality of educator preparation programs and providing continuous growth and professional development opportunities for teachers and school leaders.

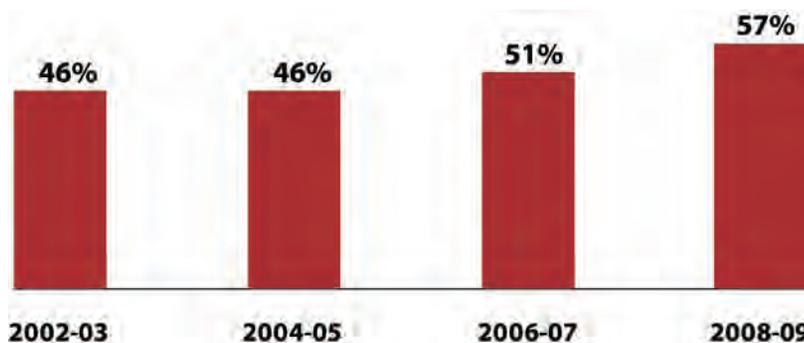
LEGISLATIVE MANDATES

HB 1 (1997) states that "contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky's postsecondary institutions." Goal 1 envisions a "seamless, integrated" educational system.

SB 1 (2009) directs the elementary, secondary, and postsecondary systems to align revised K-12 academic standards with college readiness requirements and expectations. SB 1 declares that "schools shall expect a high level of achievement of all students."

The Adult Education Act (2000) calls on the postsecondary and adult education system to "significantly elevate the level of education of the adults of the Commonwealth."

More students are meeting statewide college readiness standards



All undergraduate degree- and credential-seeking students who met statewide college readiness standards.

Source: CPE KPEDS

COLLEGE READINESS

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

Strategies:

- 1.1. Align K-12, adult education, and postsecondary education standards, curriculum, and assessment processes as directed by *Senate Bill 1* (2009).
- 1.2. Support effective intervention strategies for underprepared students prior to postsecondary admission.
- 1.3. Strengthen the college-going and completion culture in Kentucky.

Policy Objective 2: Increase the number of college-ready GED graduates.

Strategies:

- 2.1. Increase enrollment and retention in Kentucky Adult Education programs and services.
- 2.2. Implement initiatives to increase the number of Kentucky Adult Education students transitioning to postsecondary education.
- 2.3. Attract, retain, and prepare highly effective adult educators.

Policy Objective 3: Increase the effectiveness of Kentucky's K-12 teachers and school leaders.

Strategies:

- 3.1. Ensure K-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.
- 3.2. Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.



PERFORMANCE METRICS

- READINESS OF KENTUCKY HIGH SCHOOL GRADUATES WHO ENTER COLLEGE
- NUMBER OF GED® GRADUATES
- NEW TEACHER EXCELLENCE

STUDENT SUCCESS



Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens.

Progress

Kentucky's colleges and universities have made dramatic improvements in enrollment and degree production over the last decade. Since 2001, total enrollment has increased 25 percent, and total degrees and credentials are up 84 percent.

LEGISLATIVE MANDATES

Goal 6 of HB 1 (1997) deals directly with educational attainment, challenging Kentucky to "deliver educational services to citizens in quantities and of a quality comparable to the national average."

Goal 4 of HB 1 requires regional universities to assure "statewide access to baccalaureate and master's degrees of a quality at or above the national average."

Goal 5 of HB 1 directs KCTCS to provide a pathway to bachelor's degree attainment through "a two-year course of general studies designed for transfer."

HB 160 (2010) calls for associate-level coursework at KCTCS to be accepted and credited to related bachelor's degree programs at public universities.

Challenges

While completion rates at Kentucky colleges and universities are increasing, progress must accelerate. Less than half of first-year college students (47 percent) graduate from a public university within six years. The four-year graduation rate is only 18 percent. Less than a quarter of associate degree-seeking students (23 percent) graduate from community or technical college within three years.

Additionally, average completion rates mask performance gaps among various groups of students, a greater challenge as Kentucky grows more racially and culturally diverse. Lower-income, underprepared, and

underrepresented minority students succeed at lower rates. Students from metropolitan areas outperform students from rural, underserved areas. These performance gaps must be narrowed.

Kentucky's future in large part depends upon helping more students advance through the educational system and graduate in less time—working-age adults as well as recent high school graduates. Financial barriers to accessing and completing college must be reduced.

Increases in degree production and completion rates, while critical, cannot be achieved at the expense of academic quality. Kentucky's colleges and universities will continue to uphold high academic standards and empower all students to meet them.



STUDENT SUCCESS

Policy Objective 4: Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.

Strategies:

- 4.1. Maximize KCTCS's role as a high quality, low-cost provider of postsecondary education and transfer opportunities encouraging college access and success.
- 4.2. Provide institution and student incentives to increase high-quality degree production and completion rates.
- 4.3. Increase the use of data, information, research, and technology to improve student learning and outcomes.
- 4.4. Support new pathways for adult learners to enroll and complete postsecondary degrees and credentials.
- 4.5. Secure adequate institutional funding to support high-quality faculty and staff, effective student and academic support services, technology enhancements, and other resources to enhance student success.

PERFORMANCE METRICS

- DEGREES & CREDENTIALS CONFERRED
- GRADUATION RATES
- GRADUATION RATE GAPS
- STATE APPROPRIATIONS FOR PUBLIC HIGHER EDUCATION
- STATE FINANCIAL AID FUNDING DEFICIT

4.6. Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation.

4.7. Implement a statewide diversity policy that recognizes diversity as a vital component of the state's educational and economic development.

Policy Objective 5: Decrease financial barriers to college access and completion.

Strategies:

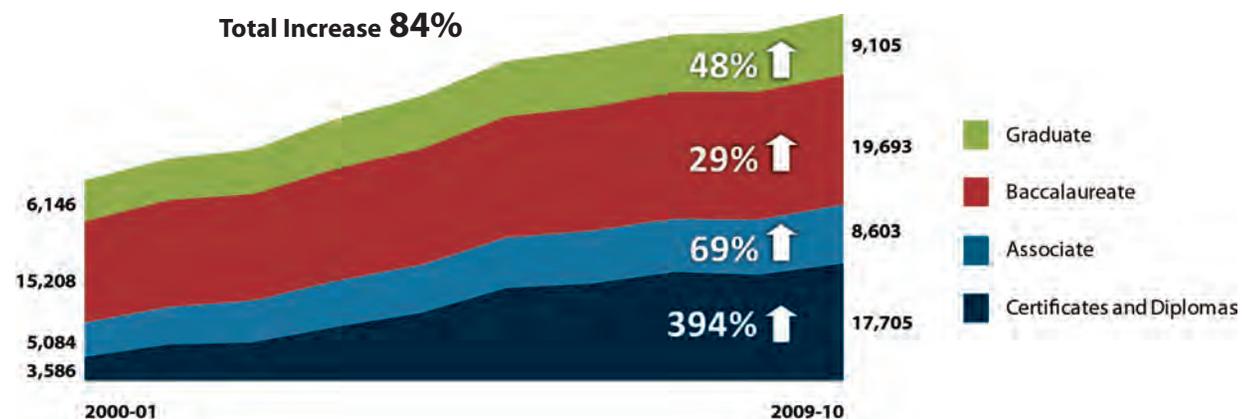
5.1. Increase funding for the state's need-based student financial aid programs and ensure they address the needs of part-time, transfer, and adult learners, as well as traditional students.

5.2. Advocate for sufficient state operating support, financial aid, and campus efficiencies to reduce pressure on tuition.

5.3. Support Pell Grants, the simplification of FAFSA, college savings programs, college work study, tax credits, and other federal aid initiatives intended to maximize student access and success.

5.4. Increase students' and families' understanding of the net costs of going to college and the availability of financial resources to assist them.

Degrees and credentials have increased dramatically



Includes only public and AIKCU independent colleges and universities
Source: CPE KPEDS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

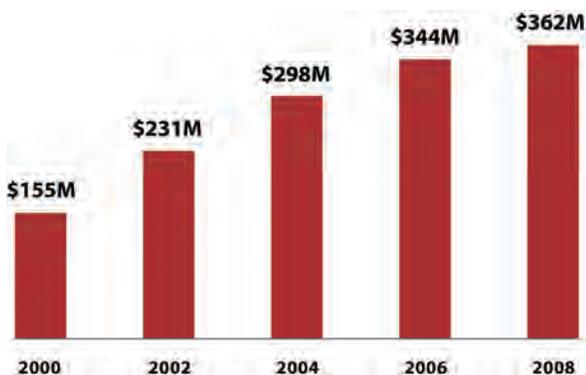


Kentucky will be stronger by generating new knowledge and research investments, producing high-demand degrees, increasing the educational attainment of its workforce, and improving its communities.

Progress

Over the last decade, Kentucky's universities attracted world-renowned researchers, more than doubled their collective federal research funding, and made large investments in public service. These efforts yielded new knowledge and applied and translational research that led to new products, businesses, and jobs. The campuses also have played an active role in supporting local schools, governments, economic development efforts, and the provision of healthcare.

Kentucky public universities are attracting more external R&D funding (in millions)



Includes state, federal, and corporate research dollars and excludes university-funded research.

Source: National Science Foundation.

Challenges

While the achievements of Kentucky's postsecondary institutions have been impressive, the economy has been slow to transform. Kentucky currently ranks:

- 45th on the New Economy Index, which measures knowledge jobs, globalization, economic dynamism, the digital economy, and innovation capacity.
- 45th in the number of science, technology, engineering, and math (STEM) degrees awarded as a share of all degrees.
- 41st on annual per capita postsecondary research and development expenditures.

As Kentucky ramps up efforts to compete effectively in the global economy, degree production must be aligned with the current and projected workforce needs of the state. More students should be engaged in undergraduate research and encouraged to pursue STEM +H (science, technology, engineering, math, and health) and other high-demand fields.

At the same time, Kentucky's postsecondary institutions will continue to advance social, artistic, cultural, and environmental progress through regional

stewardship and embrace the value of the liberal arts. Postsecondary faculty and staff will educate future professionals, entrepreneurs, and citizens and upgrade the skills of current employees. An educated workforce and high quality of life will attract more educated people to the state, which in turn will lure prospective employers.

LEGISLATIVE MANDATES

The Kentucky Innovation Act (2000) calls for "a strong, entrepreneurial economy, characterized by knowledge, innovation, and speed" that can be promoted through research and high-technology enterprises.

Goal 2 of HB 1 (1997) directs UK to become "a major, comprehensive research university ranked nationally in the top 20 public universities."

Goal 3 of HB 1 directs UofL to become "a premier, nationally recognized metropolitan research university."

Goal 5 of HB 1 directs KCTCS to "develop a workforce with the skills to meet the needs of new and existing industries" and "improve the employability of citizens."

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

Strategies:

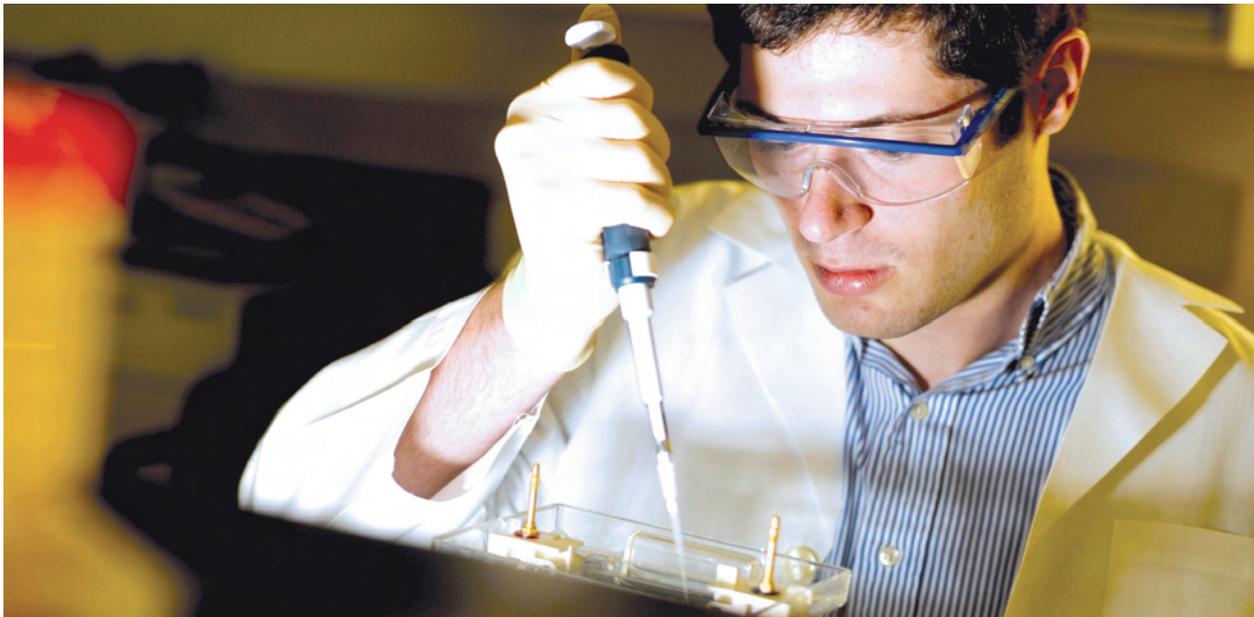
- 6.1. Support the critical role that the University of Kentucky and the University of Louisville play in the creation of new knowledge and recognize universities and faculty members for the advancement of knowledge and enlightenment.
- 6.2. Support collaborative research efforts that leverage university expertise, lead to research investments and commercialization in high-growth or emerging areas, and are aligned with business and industry growth.

- 6.3. Develop and implement a strategic communications plan that highlights campus-based research and development initiatives and the impact of this work on Kentucky's economic and community competitiveness.
- 6.4. Secure additional funding for research matching programs and explore new funding approaches to maximize research, *Kentucky Innovation Act* investments, and multi-campus collaborations.
- 6.5. Advance Kentucky's STEM+H agenda through ongoing leadership, advocacy, and collaborative efforts.
- 6.6. Foster an innovative, creative, and entrepreneurial culture within the postsecondary education community.

Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.

Strategies:

- 7.1. Strengthen and expand partnerships with business, industry, government, non-profit, and other educational entities to meet Kentucky's workforce and community needs.
- 7.2. Support collaborations among postsecondary education providers to serve regional needs and planning efforts to raise the educational attainment level of the Commonwealth.
- 7.3. Maximize the impact of postsecondary education's contribution to improving the health of Kentucky's people.



PERFORMANCE METRICS

- RESEARCH & DEVELOPMENT FUNDING
- DEGREES AND CREDENTIALS IN STEM+H FIELDS (SCIENCE, TECHNOLOGY, ENGINEERING, MATH, AND HEALTH)
- EDUCATIONAL ATTAINMENT AT THE ASSOCIATE LEVEL AND HIGHER

EFFICIENCY & INNOVATION



Kentucky will be stronger by creating new ways of serving more postsecondary students at a high quality in a challenging resource environment.

Progress:

Kentucky’s public and independent institutions more than doubled the number of degrees and credentials produced over the past ten years. This has been accomplished in a challenging resource environment where state support per student, adjusted for enrollment growth and inflation, decreased by more than \$3,000 per student. A portion of that funding loss was offset by tuition paid by students and families, as well as increased financial aid.

Aggressive cost containment, cost avoidance, and reallocation strategies—including the effective use of technology, renegotiating vendor contracts, outsourcing, and many other initiatives—have produced dramatic savings to the state and enabled

postsecondary education to maintain quality and move forward on improvement efforts in a fiscally challenging environment.

Challenges:

As state revenues continue to be unpredictable and support for public services vacillates, postsecondary institutions will find ways to increase capacity and maintain quality while moderating tuition increases and containing costs. Meeting these challenges will require greater innovation and flexibility than ever before.

The “new normal,” however difficult, provides a powerful incentive for continued change. Kentucky’s postsecondary education institutions will continue to discover new approaches and revenue streams to improve quality and productivity. Offering academic

programs and educational services in multiple formats that accommodate different learning styles makes education work for more students and increases capacity. Postsecondary institutions will continue to streamline administrative operations, improve space utilization and the use of technology, and maximize opportunities for joint purchases and contracts.

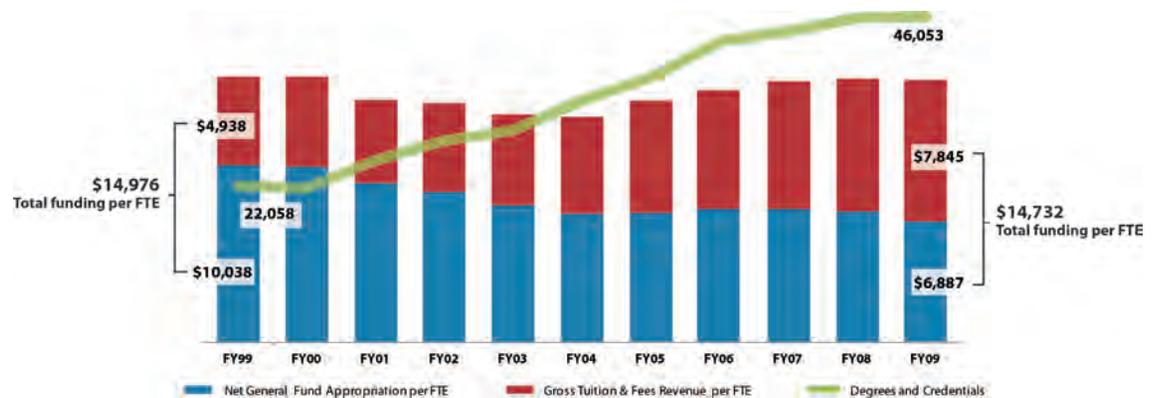
The system is continuously monitoring progress and using data to make effective, informed decisions that promote student success. Colleges and universities that rise to the challenge of improved performance deserve incentives and rewards. Higher education funding mechanisms will be reexamined to ensure state investments are maximizing desired results.

LEGISLATIVE MANDATES

HB 1 (1997) envisions a postsecondary system with a single point of accountability to “ensure coordination of programs and efficient use of resources.”

The Governor’s Higher Education Work Group (2009) recommended several measures to increase the postsecondary system’s efficiency, productivity, and financial transparency.

Public degree and credential production doubled while state support declined



Funding amounts are adjusted for inflation.

Source: CPE KPEDS

EFFICIENCY & INNOVATION

Policy Objective 8: Increase academic productivity through program innovations.

Strategies:

- 8.1. Increase productivity and maximize success for both traditional and nontraditional students through course redesign and alternative methods of program delivery.
- 8.2. Build upon the success of Kentucky's Virtual Campus and Virtual Library to maximize the use of technology in implementing academic innovations.
- 8.3. Redesign approval and review processes for new and existing academic programs to ensure alignment with state needs.

PERFORMANCE METRICS

- ONLINE LEARNING
- DEGREE PRODUCTIVITY RELATIVE TO EDUCATION AND RELATED EXPENDITURES

Policy Objective 9: Maximize the use of postsecondary and adult education resources.

Strategies:

- 9.1. Effectively integrate Kentucky's independent colleges and universities into efforts to achieve greater efficiencies and expand postsecondary opportunities.

9.2. Explore options for consolidating or outsourcing pertinent operations, as well as facilitating joint purchasing and contracts.

9.3. Develop statewide policies that promote the effective and efficient use of capital facilities and infrastructure.



IMPLEMENTING THE STRATEGIC AGENDA

Achieving the policy objectives and strategies outlined in the 2011-15 Strategic Agenda will make the Commonwealth grow “Stronger by Degrees.” The following are critical to its successful implementation.

- **Adequate Funding.** Sustained, adequate funding in direct operating support to public postsecondary education institutions is vital to achieving statewide policy objectives and moving forward on the aggressive, long-term goals of HB 1 (1997). Increases in state funding, tuition revenue, and financial aid, as well as aggressive cost control, will be required to increase productivity and protect college access for low- and moderate-income students and families.
- **Accountability.** Accountability in higher education is a shared responsibility that includes common goals and objectives, a division of labor, measured results, and a focus on continuous improvement. It will take a common commitment between the Council; institutional governing boards, policy leaders, faculty, and staff; Kentucky’s adult education system, students, and parents; the Governor and the General Assembly; the K-12 system; and key state agencies and stakeholders to demonstrate accountability at both the state and institution level.
- **Performance Metrics and Targets.** A select number of state and institutional performance metrics, with negotiated targets for 2015, will help guide progress on the 2011-15 Strategic Agenda, HB 1 mandates, and other reform legislation. Other data, including various leading and lagging indicators, will be monitored to gauge improvement and assist in policy development.

- **Implementation Plans.** The Council is directed by statute to draft an implementation plan that will be pursued collaboratively with institutional representatives and other key stakeholders over the next four years. This policy work is intended to complement, not supplant, the strategic plans approved by institutional governing boards that broadly align with the strategic agenda and allow postsecondary education institutions to achieve their unique missions.
- **Reporting and Benchmarking.** A new Web-based performance dashboard and improvements to the Council’s accountability reports will provide easy access to the data and information needed to understand absolute and relative progress on key objectives and strategies. Council and other stakeholder meetings will allow for regular updates on progress.

- **Incentives.** As originally envisioned by HB 1, strategic trust funds and various incentive programs are crucial to stimulating increases in degree production, research activity, community outreach, and workforce development. Kentucky must continue to fund proven programs like “Bucks for Brains,” Regional Stewardship, Workforce Development, Kentucky Innovation Funds, and EPSCoR, and provide new incentives directly related to improvements in degree production.
- **Balancing Quality and Quantity.** One of the key challenges is balancing the need for high-quality credentials that allow individuals to be successful in their work, life, and communities with the demand to increase degree production and educational attainment. Strengthening current programs and expanding new ones will help the system control costs, both for students and the state.



PERFORMANCE METRICS

	Statewide	Institution	Region
College Readiness	Readiness of Kentucky high school graduates who enter college		Readiness of all high school graduates in the region
	GED® graduates		College-going rate of high school graduates in the region
	New teacher excellence (top 15% nationally)	New teacher excellence (top 15% nationally)	
Student Success	Degrees and credentials conferred	Degrees and credentials conferred	
	Graduation rates (bachelor's and associate)	Graduation rates (bachelor's and associate)	
	Graduation rate gaps of low-income, underprepared, and underrepresented minority students	Graduation rate gaps of low-income, underprepared, and underrepresented minority students	
	State appropriations for public higher education	Transfer from KCTCS to four-year colleges and universities	
	State financial aid funding deficit	Net direct cost for low-income students	
Research, Economic and Community Development	Research and development funding	Research and development funding	
	Degrees and credentials in science, technology, engineering, mathematics, and health-related fields	Degrees and credentials in science, technology, engineering, mathematics, and health-related fields	
	Educational attainment at the associate degree level and higher, ages 25-44		Educational attainment at the associate degree level and higher in the region, ages 25-44
Efficiency and Innovation	Online learning	Online learning	
	Degree productivity relative to education and related expenditures	Credits earned by degree graduates	

For more information on this Strategic Agenda, visit cpe.ky.gov

About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997* and the *Adult Education Act of 2000*. Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary and adult education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- monitoring and approving tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- administering adult education programs serving every county in Kentucky.

Institutional Advisory Group:

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Tim Burcham, KCTCS
Hinfred McDuffie, KSU
Beth Patrick, MoSU
Carl Prestfeldt, MuSU
Sue Hodges Moore, NKU
Connie Ray, UK
David Hein, UofL
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Printed with state funds.

Photography provided by Kentucky colleges and universities.

February 2011

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APPENDIX D: STUDENT LEARNING OUTCOMES

Bachelor's Degree

Family Sciences Master's Degree

Couple and Family Therapy Master's Degree

Doctoral Degree

University of Kentucky
Assessment Inventory for General Education and Degree Programs

College: Agriculture

Department: Family Studies

General Education/Degree Program: Bachelors of Science

Undergraduate/Graduate/Professional: Family Studies (a/k/a Family Science)

Part I: Inventory of Statements and Plans

1. Is there a written mission statement or statement of purpose for this program and/or the department or unit within which the program is located?

Yes No
If Yes, please copy and paste, attach a copy or send a link
2. Have you articulated student learning outcomes which describe what a student should know or be able to do when they have completed this program?

Yes No
If Yes, please copy and paste, attach a copy or send a link
3. Have you chosen a method(s) of assessment for measuring student learning outcomes?

Yes No
If Yes, please copy and paste, attach a copy or send a link
4. Do you have a document (such as a curriculum map) that links student learning outcomes to the program curriculum?

Yes No
If Yes, please copy and paste, attach a copy or send a link
5. Have you determined an assessment cycle and fully articulated an assessment plan?

Yes No
If Yes, please copy and paste, attach a copy or send a link
6. Does this program have an accreditation process(es) separate from SACS?

Yes No

Part II: Assessment of Outcomes

During the past year, has your program used any of the following for assessment of outcomes?

Please indicate:

"A" if currently being used

"B" if not currently being used but interested in using

"C" if not appropriate/applicable

**Note: the following is not an exhaustive list; please feel free to add any other direct or indirect methods of assessment you may use, as necessary.*

Direct methods of assessment:

(Enter A, B, C)

- | | |
|---|-------------------|
| 1. Comprehensive exams | <u> C </u> |
| 2. Writing proficiency exams | <u> C </u> |
| 3. National examinations assessing subject matter knowledge (e.g. Major Field Achievement Test) | <u> C </u> |
| 4. Graduate Record Exam General Test (GRE) | <u> C </u> |
| 5. GRE Subject Test | <u> C </u> |
| 6. Certificate examinations | <u> C </u> |
| 7. Licensure examinations | <u> C </u> |
| 8. Locally developed pre-test or post-test for subject matter knowledge | <u> C </u> |
| 9. Major paper/project | <u> A </u> |
| 10. Portfolio containing representative examples of student work | <u> B </u> |
| 11. Capstone course work (e.g. senior level seminars) | <u> A </u> |
| 12. Audio/video recording of presentations/performances | <u> B </u> |
| 13. Employer/supervisor internship/practicum report | <u> A </u> |
| 14. Summative performance assessment (i.e. recitals, art exhibits, etc.) | <u> C </u> |
| 15. Theses/Dissertations | <u> C </u> |
| 16. Student publications and presentations of research work | <u> C </u> |
| 17. Documented lab demonstrations/exercises | <u> C </u> |
| 18. Other: _____ | <u> </u> |
| _____ | <u> </u> |
| _____ | <u> </u> |

Part II: Assessment of Outcomes - Continued

Indirect methods of assessment:

(Enter A, B, C)

1. Job placement of graduating students	<u> B </u>
2. Employer surveys and questionnaires	<u> B </u>
3. Graduate School acceptance rates	<u> B </u>
4. Student graduation/retention rates	<u> B </u>
5. Exit Interviews	<u> B </u>
6. Student satisfaction surveys	<u> B </u>
7. Student Course evaluations	<u> A </u>
8. Focus group discussions	<u> B </u>
9. Alumni surveys	<u> B </u>
10. Tracking of alumni honors, awards, and achievements at local, state, and national levels	<u> B </u>
11. Identification and assessment of at-risk students	<u> B </u>
12. Analysis of student grade distributions	<u> B </u>
13. Examination of information contained in department's own database	<u> B </u>
14. Other evaluations of course instruction (e.g., chair or peer review)	<u> B </u>
15. Curriculum/syllabus analysis (e.g., analysis of transfer student preparation)	<u> B </u>
16. Community perception of program effectiveness	<u> C </u>
17. Community service/volunteerism participation	<u> C </u>
18. Other: _____ Feedback from Students During Advising_____	<u> A </u>
_____	<u> </u>
_____	<u> </u>

Program Student Learning Outcomes for College of Agriculture Degree Programs.

Please list your programs learning outcomes below and return to:
Associate Dean for Academic Programs, N8 Agricultural Science Bldg N. 0091

Note that there is space here for only six outcomes. For most programs, four to six outcomes are sufficient. If your program is accredited, you will likely have more than six. Adapt form as necessary.

Program (e.g., BS in Human Nutrition)	BS in Family Studies
Learning Outcome 1:	Individual and Family Development: Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.
Learning Outcome 2:	Resources/Finances: Demonstrate skill in applying family economics and management tools, principles, and analyzing their impact on the well-being of families across the major transitions of the family life course.
Learning Outcome 3:	Research: Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Relations.
Learning Outcome 4:	Family Advocacy through Program Evaluation: Demonstrate, design and evaluate strategies to advocate for children and families in various settings (e.g. schools, legal systems and health care).
Learning Outcome 5:	Outreach: Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships.
Learning Outcome 6:	Outreach: Demonstrate, apply and evaluate appropriate practices and skills in developing educational experiences and providing services at the individual, family and/or community level, recognizing the influences of cultural experiences and diversity.

		OUTCOMES: BS in Family Studies					
		Outcome 1: Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.	Outcome 2: Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.	Outcome 3: Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.	Outcome 4: Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.	Outcome 5: Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.	Outcome 6: Resources/Finances: Demonstrate skill in application of personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course.
ARTIFACTS	FAM 251 PERSONAL AND FAMILY FINANCE.		X				
	FAM 252 INTRODUCTION TO FAMILY SCIENCE	X		X	X		X
	FAM 253 HUMAN SEXUALITY: DEVELOPMENT, BEHAVIOR AND ATTITUDES	X		X	X	X	X
	FAM 254 LIFE COURSE HUMAN DEVELOPMENT.	X					
	FAM 354 THE FAMILY IN CROSS-CULTURAL PERSPECTIVE / FAM 544 CULTURAL DIVERSITY IN AMERICAN CHILDREN AND FAMILIES	X		X		X	X
	FAM 360 INTRODUCTION TO FAMILY INTERVENTION: WORKING WITH FAMILIES AND INDIVIDUALS					X	X
	FAM 390 INTRODUCTION TO RESEARCH IN FAMILY STUDIES	X		X			
	FAM 402 ISSUES IN FAMILY RESOURCE MANAGEMENT	X	X	X			
	FAM 499 INTERNSHIP IN FAMILY SCIENCE	X	X	X	X	X	X
	FAM 563 FAMILIES, LEGISLATION, AND PUBLIC POLICY	X			X		X

		OUTCOMES: BS in Family Studies					
COURSES		Outcome 1: Individual and Family Development: Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.	Outcome 2: Resources/Finances Demonstrate skill in applying family economics and management tools, principles, and analyzing their impact on the well-being of families across the major transitions of the family life course.	Outcome 3: Research: Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Studies.	Outcome 4: Family Advocacy through Program Evaluation: Demonstrate, design and evaluate strategies to advocate for children and families in various settings (e.g. schools, legal systems and health care).	Outcome 5: Family Advocacy through Program Evaluation: Demonstrate, design and evaluate strategies to advocate for children and families in various settings (e.g. schools, legal systems and health care).	Outcome 6: Outreach: Demonstrate, apply and evaluate appropriate practices and skills in developing educational experiences and providing services at the individual, family and/or community level, recognizing the influences of cultural experiences and diversity.
	FAM 354 "Film Review"	I					I
	FAM 360 - "Helping Tapes"	I					E (2 tapes)
	FAM 390 - "Literature Review"			I			
	FAM 402 - "Class Presentation"	I	E		I	R	
	FAM 499 - "Internship Evaluation"	R			I	R	E

I = Outcome is Introduced R = Outcome is Reinforced E = Outcome is Emphasized

University of Kentucky
Assessment Inventory for General Education and Degree Programs

College: Agriculture

Department: Family Studies

General Education/Degree Program: Master of Science

Undergraduate/Graduate/Professional: Family Studies

Part I: Inventory of Statements and Plans

1. Is there a written mission statement or statement of purpose for this program and/or the department or unit within which the program is located?

Yes No
If Yes, please copy and paste, attach a copy or send a link
2. Have you articulated student learning outcomes which describe what a student should know or be able to do when they have completed this program?

Yes No
If Yes, please copy and paste, attach a copy or send a link
3. Have you chosen a method(s) of assessment for measuring student learning outcomes?

Yes No
If Yes, please copy and paste, attach a copy or send a link
4. Do you have a document (such as a curriculum map) that links student learning outcomes to the program curriculum?

Yes No
If Yes, please copy and paste, attach a copy or send a link
5. Have you determined an assessment cycle and fully articulated an assessment plan?

Yes No
If Yes, please copy and paste, attach a copy or send a link
6. Does this program have an accreditation process(es) separate from SACS?

Yes No

Part II: Assessment of Outcomes

During the past year, has your program used any of the following for assessment of outcomes?

Please indicate:

"A" if currently being used

"B" if not currently being used but interested in using

"C" if not appropriate/applicable

**Note: the following is not an exhaustive list; please feel free to add any other direct or indirect methods of assessment you may use, as necessary.*

Direct methods of assessment:

(Enter A, B, C)

- | | |
|---|-------------------|
| 1. Comprehensive exams | <u> C </u> |
| 2. Writing proficiency exams | <u> C </u> |
| 3. National examinations assessing subject matter knowledge (e.g. Major Field Achievement Test) | <u> C </u> |
| 4. Graduate Record Exam General Test (GRE) | <u> A </u> |
| 5. GRE Subject Test | <u> A </u> |
| 6. Certificate examinations | <u> C </u> |
| 7. Licensure examinations | <u> C </u> |
| 8. Locally developed pre-test or post-test for subject matter knowledge | <u> C </u> |
| 9. Major paper/project | <u> A </u> |
| 10. Portfolio containing representative examples of student work | <u> B </u> |
| 11. Capstone course work (e.g. senior level seminars) | <u> A </u> |
| 12. Audio/video recording of presentations/performances | <u> B </u> |
| 13. Employer/supervisor internship/practicum report | <u> A </u> |
| 14. Summative performance assessment (i.e. recitals, art exhibits, etc.) | <u> C </u> |
| 15. Theses/Dissertations | <u> A </u> |
| 16. Student publications and presentations of research work | <u> A </u> |
| 17. Documented lab demonstrations/exercises | <u> A </u> |
| 18. Other: _____ | <u> </u> |
| _____ | <u> </u> |
| _____ | <u> </u> |

Part II: Assessment of Outcomes - Continued

Indirect methods of assessment:

(Enter A, B, C)

1. Job placement of graduating students	<u>B</u>
2. Employer surveys and questionnaires	<u>B</u>
3. Graduate School acceptance rates	<u>B</u>
4. Student graduation/retention rates	<u>B</u>
5. Exit Interviews	<u>B</u>
6. Student satisfaction surveys	<u>B</u>
7. Student Course evaluations	<u>A</u>
8. Focus group discussions	<u>A</u>
9. Alumni surveys	<u>B</u>
10. Tracking of alumni honors, awards, and achievements at local, state, and national levels	<u>B</u>
11. Identification and assessment of at-risk students	<u>B</u>
12. Analysis of student grade distributions	<u>B</u>
13. Examination of information contained in department's own database	<u>B</u>
14. Other evaluations of course instruction (e.g., chair or peer review)	<u>B</u>
15. Curriculum/syllabus analysis (e.g., analysis of transfer student preparation)	<u>B</u>
16. Community perception of program effectiveness	<u>C</u>
17. Community service/volunteerism participation	<u>C</u>
18. Other: _____	<u>A</u>
_____	_____
_____	_____

Program Student Learning Outcomes for College of Agriculture Degree Programs.

Please list your programs learning outcomes below and return to:
Associate Dean for Academic Programs, N8 Agricultural Science Bldg N. 0091

Note that there is space here for only six outcomes. For most programs, four to six outcomes are sufficient. If your program is accredited, you will likely have more than six. Adapt form as necessary.

Program (e.g., BS in Human Nutrition)	MS in Family Studies
Learning Outcome 1:	Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.
Learning Outcome 2:	Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.
Learning Outcome 3:	Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.
Learning Outcome 4:	Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.
Learning Outcome 5:	Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.
Learning Outcome 6:	Resources/Finances: Demonstrate skill in application of personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course.

		OUTCOMES: MS in Family Studies												
ARTIFACTS	Thesis		Outcome 1: Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.		Outcome 2: Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.		Outcome 3: Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.		Outcome 4: Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.		Outcome 5: Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.		Outcome 6: Resources/Finances: Demonstrate skill in application of personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course.	
	FAM 601													
	FAM 652 Final Paper	Paper							Paper					
	FAM 654 Final Project													
	FAM 668 Final Project		Project										Project	
	FAM 690 Final Project/Proposal							Project / Proposal				Project / Proposal		

OUTCOMES: MS in Family Studies

COURSES		Outcome 1: Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.	Outcome 2: Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.	Outcome 3: Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.	Outcome 4: Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.	Outcome 5: Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.	Outcome 6: Resources/Finances: Demonstrate skill in application of personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course.
		FAM 601	R	I			E
FAM 652	I	I			E		
FAM 654	E						
FAM 668		I					E
FAM 690				E		I	

I = Outcome is Introduced R = Outcome is Reinforced E = Outcome is Emphasized

University of Kentucky
Assessment Inventory for General Education and Degree Programs

College: Agriculture

Department: Family Studies

General Education/Degree Program: Master of Science

Undergraduate/Graduate/Professional: Family Studies -- Marriage and Family Therapy

Part I: Inventory of Statements and Plans

1. Is there a written mission statement or statement of purpose for this program and/or the department or unit within which the program is located? Yes No
If Yes, please copy and paste, attach a copy or send a link
2. Have you articulated student learning outcomes which describe what a student should know or be able to do when they have completed this program? Yes No
If Yes, please copy and paste, attach a copy or send a link
3. Have you chosen a method(s) of assessment for measuring student learning outcomes? Yes No
If Yes, please copy and paste, attach a copy or send a link
4. Do you have a document (such as a curriculum map) that links student learning outcomes to the program curriculum? Yes No
If Yes, please copy and paste, attach a copy or send a link
5. Have you determined an assessment cycle and fully articulated an assessment plan? Yes No
If Yes, please copy and paste, attach a copy or send a link
6. Does this program have an accreditation process(es) separate from SACS? Yes No
*Accredited by the Commission on Accreditation for Marriage and Family Therapy Education

Part II: Assessment of Outcomes

During the past year, has your program used any of the following for assessment of outcomes?

Please indicate:

"A" if currently being used

"B" if not currently being used but interested in using

"C" if not appropriate/applicable

**Note: the following is not an exhaustive list; please feel free to add any other direct or indirect methods of assessment you may use, as necessary.*

Direct methods of assessment:

(Enter A, B, C)

- | | |
|---|-------------------|
| 1. Comprehensive exams | <u> C </u> |
| 2. Writing proficiency exams | <u> C </u> |
| 3. National examinations assessing subject matter knowledge (e.g. Major Field Achievement Test) | <u> C </u> |
| 4. Graduate Record Exam General Test (GRE) | <u> A </u> |
| 5. GRE Subject Test | <u> A </u> |
| 6. Certificate examinations | <u> C </u> |
| 7. Licensure examinations | <u> A </u> |
| 8. Locally developed pre-test or post-test for subject matter knowledge | <u> C </u> |
| 9. Major paper/project | <u> A </u> |
| 10. Portfolio containing representative examples of student work | <u> B </u> |
| 11. Capstone course work (e.g. senior level seminars) | <u> A </u> |
| 12. Audio/video recording of presentations/performances | <u> B </u> |
| 13. Employer/supervisor internship/practicum report | <u> A </u> |
| 14. Summative performance assessment (i.e. recitals, art exhibits, etc.) | <u> C </u> |
| 15. Theses/Dissertations | <u> A </u> |
| 16. Student publications and presentations of research work | <u> A </u> |
| 17. Documented lab demonstrations/exercises | <u> A </u> |
| 18. Other: _____ | <u> </u> |
| _____ | <u> </u> |
| _____ | <u> </u> |

Part II: Assessment of Outcomes - Continued

Indirect methods of assessment:

(Enter A, B, C)

1. Job placement of graduating students	<u>B</u>
2. Employer surveys and questionnaires	<u>B</u>
3. Graduate School acceptance rates	<u>B</u>
4. Student graduation/retention rates	<u>B</u>
5. Exit Interviews	<u>A</u>
6. Student satisfaction surveys	<u>B</u>
7. Student Course evaluations	<u>A</u>
8. Focus group discussions	<u>A</u>
9. Alumni surveys	<u>B</u>
10. Tracking of alumni honors, awards, and achievements at local, state, and national levels	<u>B</u>
11. Identification and assessment of at-risk students	<u>B</u>
12. Analysis of student grade distributions	<u>B</u>
13. Examination of information contained in department's own database	<u>B</u>
14. Other evaluations of course instruction (e.g., chair or peer review)	<u>B</u>
15. Curriculum/syllabus analysis (e.g., analysis of transfer student preparation)	<u>B</u>
16. Community perception of program effectiveness	<u>C</u>
17. Community service/volunteerism participation	<u>C</u>
18. Other: _____	<u>A</u>
_____	_____
_____	_____

Program Student Learning Outcomes for College of Agriculture Degree Programs.

Please list your programs learning outcomes below and return to:
Associate Dean for Academic Programs, N8 Agricultural Science Bldg N. 0091

Note that there is space here for only six outcomes. For most programs, four to six outcomes are sufficient. If your program is accredited, you will likely have more than six. Adapt form as necessary.

Program (e.g., BS in Human Nutrition)	MS in Family Studies – Marriage and Family Therapy Option*
Learning Outcome 1:	Admission to Treatment: Students will be able to formulate and apply skills necessary to establish a therapeutic contract.
Learning Outcome 2:	Clinical Assessment and Diagnosis: Students will be able to differentiate and evaluate the issues to be addressed in therapy.
Learning Outcome 3:	Treatment Planning and Case Management: Students will be able to direct the course of therapy and extra-therapeutic activities.
Learning Outcome 4:	Therapeutic Interventions: Students will be able to ameliorate the clinical issues identified.
Learning Outcome 5:	Legal Issues, Ethics, and Standards: Students will identify and implement statues, regulations, principles, values, and mores of MFTs.
Learning Outcome 6:	Research and Program Evaluation: Students will formulate the systematic analysis of therapy and how it is conducted effectively.

*--These outcomes are guided from specific accreditation standards for Marriage and Family Therapy (MFT) training. Students enrolled in the MFT option still take all the required core MS courses. The core MS courses also meet the MFT accreditation standards as will be seen in the assessment portion that is forthcoming.

OUTCOMES: MS in Family Studies - Marriage and Family Therapy Option

	Outcome 1: Admission to Treatment: Students will be able to formulate and apply skills necessary to establish a therapeutic contract.	Outcome 2: Clinical Assessment and Diagnosis: Students will be able to differentiate and evaluate the issues to be addressed in therapy.	Outcome 3: Treatment Planning and Case Management: Students will be able to direct the course of therapy and extra-therapeutic activities.	Outcome 4: Therapeutic Interventions: Students will be able to ameliorate the clinical issues identified.	Outcome 5: Legal Issues, Ethics, and Standards: Students will identify and implement statutes, regulations, principles, values, and mores of MFT's.	Outcome 6: Research and Program Evaluation: Students will formulate the systematic analysis of therapy and how it is conducted effectively.
FAM 640 (Assessment and Diagnosis)		R/E			I	
FAM 685 (Ethics)		I			E	
FAM 686 (Theories and Methods in MFT)		I	I	I		I
FAM 690 (Research Methods)						R
FAM 687 (Pre-Practicum)	I				I	
FAM 740 (Couples and Sex Therapy)		I	I	I		I
FAM 787 (Practicum)	R/E	R/E	R/E	R/E	R/E	R/E
FAM 748 (Thesis)						R/E

I = Outcome is Introduced R = Outcome is Reinforced E = Outcome is Emphasized

OUTCOMES: MS in Family Studies - Marriage and Family Therapy Option

	Outcome 1: Admission to Treatment: Students will be able to formulate and apply skills necessary to establish a therapeutic contract.	Outcome 2: Clinical Assessment and Diagnosis: Students will be able to differentiate and evaluate the issues to be addressed in therapy.	Outcome 3: Treatment Planning and Case Management: Students will be able to direct the course of therapy and extra-therapeutic activities.	Outcome 4: Therapeutic Interventions: Students will be able to ameliorate the clinical issues identified.	Outcome 5: Legal Issues, Ethics, and Standards: Students will identify and implement statutes, regulations, principles, values, and mores of MFT's.	Outcome 6: Research and Program Evaluation: Students will formulate the systematic analysis of therapy and how it is conducted effectively.
FAM 640 (Assessment and Diagnosis)		Final				
FAM 685 (Ethics)					Final paper/ Project	
FAM 686 (Theories and Methods in MFT)			Final Paper			
FAM 690 (Research Methods)						
FAM 687 (Pre-Practicum)						
FAM 740 (Couples and Sex Therapy)						
FAM 787 (Practicum)	Basic Skills Evaluation	Basic Skills Evaluation	Basic Skills Evaluation	Basic Skills Evaluation	Basic Skills Evaluation	
FAM 748 (Thesis)						Thesis

University of Kentucky
Assessment Inventory for General Education and Degree Programs

College: Agriculture

Department: Family Studies

General Education/Degree Program: Ph.D.

Undergraduate/Graduate/Professional: Family Studies

Part I: Inventory of Statements and Plans

1. Is there a written mission statement or statement of purpose for this program and/or the department or unit within which the program is located?

Yes No
If Yes, please copy and paste, attach a copy or send a link
2. Have you articulated student learning outcomes which describe what a student should know or be able to do when they have completed this program?

Yes No
If Yes, please copy and paste, attach a copy or send a link
3. Have you chosen a method(s) of assessment for measuring student learning outcomes?

Yes No
If Yes, please copy and paste, attach a copy or send a link
4. Do you have a document (such as a curriculum map) that links student learning outcomes to the program curriculum?

Yes No
If Yes, please copy and paste, attach a copy or send a link
5. Have you determined an assessment cycle and fully articulated an assessment plan?

Yes No
If Yes, please copy and paste, attach a copy or send a link
6. Does this program have an accreditation process(es) separate from SACS?

Yes No

*Accredited by the Commission on Accreditation for Marriage and Family Therapy Education

Part II: Assessment of Outcomes

During the past year, has your program used any of the following for assessment of outcomes?

Please indicate:

"A" if currently being used

"B" if not currently being used but interested in using

"C" if not appropriate/applicable

**Note: the following is not an exhaustive list; please feel free to add any other direct or indirect methods of assessment you may use, as necessary.*

Direct methods of assessment:

(Enter A, B, C)

- | | |
|---|-------------------|
| 1. Comprehensive exams | <u> A </u> |
| 2. Writing proficiency exams | <u> C </u> |
| 3. National examinations assessing subject matter knowledge (e.g. Major Field Achievement Test) | <u> C </u> |
| 4. Graduate Record Exam General Test (GRE) | <u> A </u> |
| 5. GRE Subject Test | <u> A </u> |
| 6. Certificate examinations | <u> C </u> |
| 7. Licensure examinations | <u> C </u> |
| 8. Locally developed pre-test or post-test for subject matter knowledge | <u> C </u> |
| 9. Major paper/project | <u> A </u> |
| 10. Portfolio containing representative examples of student work | <u> B </u> |
| 11. Capstone course work (e.g. senior level seminars) | <u> A </u> |
| 12. Audio/video recording of presentations/performances | <u> B </u> |
| 13. Employer/supervisor internship/practicum report | <u> C </u> |
| 14. Summative performance assessment (i.e. recitals, art exhibits, etc.) | <u> C </u> |
| 15. Theses/Dissertations | <u> A </u> |
| 16. Student publications and presentations of research work | <u> A </u> |
| 17. Documented lab demonstrations/exercises | <u> C </u> |
| 18. Other: _____ | <u> </u> |
| _____ | <u> </u> |
| _____ | <u> </u> |

Part II: Assessment of Outcomes - Continued

Indirect methods of assessment:

(Enter A, B, C)

1. Job placement of graduating students	<u>B</u>
2. Employer surveys and questionnaires	<u>B</u>
3. Graduate School acceptance rates	<u>B</u>
4. Student graduation/retention rates	<u>B</u>
5. Exit Interviews	<u>A</u>
6. Student satisfaction surveys	<u>B</u>
7. Student Course evaluations	<u>A</u>
8. Focus group discussions	<u>A</u>
9. Alumni surveys	<u>B</u>
10. Tracking of alumni honors, awards, and achievements at local, state, and national levels	<u>B</u>
11. Identification and assessment of at-risk students	<u>B</u>
12. Analysis of student grade distributions	<u>B</u>
13. Examination of information contained in department's own database	<u>B</u>
14. Other evaluations of course instruction (e.g., chair or peer review)	<u>B</u>
15. Curriculum/syllabus analysis (e.g., analysis of transfer student preparation)	<u>B</u>
16. Community perception of program effectiveness	<u>C</u>
17. Community service/volunteerism participation	<u>C</u>
18. Other: _____	<u>A</u>
_____	_____
_____	_____

Program Student Learning Outcomes for College of Agriculture Degree Programs.

Please list your programs learning outcomes below and return to:
Associate Dean for Academic Programs, N8 Agricultural Science Bldg N. 0091

Note that there is space here for only six outcomes. For most programs, four to six outcomes are sufficient. If your program is accredited, you will likely have more than six. Adapt form as necessary.

Program (e.g., BS in Human Nutrition)	Ph.D. in Family Studies
Learning Outcome 1:	Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.
Learning Outcome 2:	Research: Conceptualize a research problem, design a related research project, and complete the research according to the design.
Learning Outcome 3:	Ethics and Diversity: Demonstrate ethical and professional practices and skills across cultures and in a variety of settings.
Learning Outcome 4:	Outreach: Critically evaluate and apply family science and human development theories and research to clinical and non-clinical interactions with individuals and families.
Learning Outcome 5:	Teaching: Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes.
Learning Outcome 6:	

		OUTCOMES: Ph.D. in Family Studies					
ARTIFICATES	Written Qualifying/ Comprehensive Exam	Outcome 1: Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.	Outcome 2: Research: Conceptualize a research problem, design a related research project, and complete the research according to the design.	Outcome 3: Ethics: Demonstrate ethical and professional practices and skills of research.	Outcome 4: Theory: Critically evaluate and apply family science and human development theories.	Outcome 5: Teaching Share knowledge through teaching: Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes through teaching.	Outcome 6: Research Share knowledge through research: Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes through presentations and manuscripts.
	Oral Comprehensive Exam	E	E	R	E		E
	Dissertation Proposal	E	E	E	E		E
	Dissertation Defense	E	E	E	E		E
	FAM 785/FAM786 Teaching Evaluations by Students and Supervisor					E	
	FAM 785/FAM786 Create and Submit a Manuscript or Proposal	E	E	E	E	E	E

I = Outcome is Introduced R = Outcome is Reinforced E = Outcome is Emphasized

		OUTCOMES: Ph.D. in Family Studies					
		Outcome 1: Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.	Outcome 2: Research: Conceptualize a research problem, design a related research project, and complete the research according to the design.	Outcome 3: Ethics: Demonstrate ethical and professional practices and skills of research.	Outcome 4: Theory: Critically evaluate and apply family science and human development theories.	Outcome 5: Share knowledge through teaching: Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes through teaching.	Outcome 6: Share knowledge through research: Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes through presentations and manuscripts.
COURSES	FAM 767	E	F	R			
	FAM 790		R	R			
	FAM690	R	R	I			
	FAM752				E		
	FAM 652				I/R		
	FAM 785/FAM786 Instruction					E	
	FAM 785/FAM786 Research						E

I = Outcome is Introduced R = Outcome is Reinforced E = Outcome is Emphasized

APPENDIX E:
FAMILY SCIENCES
DEPARTMENT
STRATEGIC PLAN
(2009-2014)

**UK College of Agriculture
Family Sciences Strategic Plan 2009-2014**

**Goal 1:
Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society**

The Vision of the Department of Family Sciences at the University of Kentucky is to be a leader in improving the quality of life of individuals and families in Kentucky, the region, and the nation through rigorous academic programs, state-of-the-art research, community-driven extension, and engagement opportunities.

Challenges

- Faculty attrition creates significant difficulty – faculty are asked to do too much.
- Additional enrollment is not possible without additional faculty to meet the needs.
- Too little DOE time is allotted to advising.
- Some classrooms and teaching labs are inadequately equipped.
- Quality and quantity of classroom space limits optimal student-instructor contact and thus learning potential.
- Many students have lower grade point averages.

Strategies

- Recruit more high-ability students. Increase the number and quality of graduates at all levels to enhance the reputation of the department.
- Enhance marketing and communication efforts statewide and in strategic out-of-state and international target areas.
- Increase faculty numbers to improve student-to-faculty ratio and academic program quality.
- Ensure that graduates at all levels are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings.
- Expand instructional development opportunities for innovative pedagogies that focus on active learning, effective use of technology, and assessment, given appropriate faculty- student ratios.
- Provide training opportunities for graduate and professional students to serve the needs of the Commonwealth and beyond, through research, teaching, and clinical or professional expertise.

Key Indicators. by 2014 the Family Sciences Department will:

1. Reduce the student-faculty ratio to an average of 30:1 in each upper division undergraduate class.
2. Increase number of students who have a GPA of 2.5 or higher.

3. Fill vacant faculty lines.
4. Increase number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average.
5. Provide opportunities for students to participate in collecting and reporting research data at conferences and in publications.

Goal 2:

Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World Beyond its Borders

Faculty members in the Family Sciences Department are committed to the dual purposes of research: the expansion of the body of knowledge and the translation of basic research into practical innovations for the people of Kentucky and those beyond the state's borders. Faculty members have made a commitment to completing basic research as well as translational and applied scholarship associated with understanding families that are underserved.

We are committed to developing and publishing high-quality scholarship.

Challenges

- The Family Sciences Department has more untenured than tenured faculty, creating difficulty for graduate students to form advisory committees and limiting the national reputation of the program.
- Faculty vacancies and lack of mid-career or senior faculty place the burden for service work and teaching responsibilities on junior faculty who need time to cultivate a research agenda.

Strategies

- Provide incentives/opportunities for tenured faculty to submit grants.
Possible incentives: (a) offer course release of at least 15% of DOE during academic year; (b) provide one month of salary in summer.
- Increase faculty research FTE.
- Provide Assistant Professors with more research FTE.
- Aggressively retain Advanced Assistant, Associate, and Full Professors.

Key Indicators, by 2014 the Family Sciences Department will:

1. Sustain extramural funding of at least \$200,000 per year.
2. Increase scholarship in appropriate high quality outlets.
3. Provide Assistant Professors more time (e.g., course release) to work on scholarship.
4. Have more tenured than untenured faculty with research DOE.
5. Increase faculty research FTE.

6. Provide incentives for tenured faculty to submit grant proposals.
7. Aggressively retain tenured faculty or advanced Assistant Professors.

Goal 3:

Develop the Human and Physical Resources of the Department to Achieve the Institution's Top 20 Goals

A university is only as strong as the people who populate it and the tools – both physical and professional – they are given to work effectively. The strength of the University of Kentucky and its capacity to achieve the goal of Top 20 status is defined by the faculty and staff who give the institution its personality and its vibrancy. The Family Studies Department is committed to becoming a Top-20 department, which will require recruiting and retaining a talented and committed cadre of faculty and staff. The Family Sciences Department is dedicated to creating and sustaining a work environment that positions faculty and staff for success.

Challenges

- The hiring freeze has inhibited our ability to achieve our goal to recruit Top-20 faculty.
- Faculty vacancies have created more service and teaching work for the faculty, impairing their ability to devote time to scholarly activities.
- The Family Sciences Department's ratio of student credit hours to majors is more than twice any other department in the College of Agriculture. This suggests that the Department is teaching too many service courses.
- Some of our physical facilities – especially office space – are in disrepair. Rain leaks through windows, and plaster and paint are falling from the ceiling in some offices and stairwells.
- There are more untenured than tenured faculty in the Department, making it difficult to achieve benchmarks (e.g., professional recognition, publications, extramural funding) associated with a top-20 Family Sciences Department.

Strategies

- Reduce the number of student credit hours, providing faculty with increased time to focus on scholarly activities.
- Invest salary savings from vacant faculty lines to provide assistantship support to faculty for scholarly activities. This has the added benefit of helping to recruit graduate students, who also contribute to the Top-20 mission.
- When given permission to recruit, there are two priorities: (1) replace position in family finance, and (2) recruit a mid-career or senior faculty area (open specialization) who has already demonstrated grant-writing success.

Key Indicators, by 2014 the Family Sciences Department will:

1. Recruit at least two new tenure track faculty (but preferably three because that is the current number of vacancies).
2. Sustain extramural funding of at least \$200,000 per year.
3. Have more tenured than untenured faculty.
4. Increase faculty research DOE.
5. Reduce the ratio of student credit hours/major

**Goal 4:
Promote Diversity and Inclusion**

The Family Sciences Department faculty enthusiastically endorses the University of Kentucky goals and objectives to promote diversity and inclusion. We agree that diversity is one of the strengths of American society and are keenly aware that participation in diverse families, workplaces, schools, and communities is the norm and not the exception. With an applied focus on families, the Family Sciences Department will prepare students for meaningful and responsible engagement within and across diverse communities. We share the University of Kentucky goal to help students

- attain a deeper understanding of and commitment to authentic democratic values and social justice.
- embrace a greater commitment to service and leadership for the common good.
- exhibit greater cultural knowledge and competence.
- play a personal role in Kentucky's success in the global economy.

We accept the responsibility to embrace and nurture diversity as a core value with the result that the goal of diversity is inherent in all of the Department's strategic goals.

Strategies

- Faculty members in the Family Sciences Department have made a commitment to completing scholarship and delivering outreach programs associated with understanding the needs of families that are underserved or marginalized.
- The Family Studies curriculum will infuse themes of diversity throughout all courses.

Key Indicators, by 2014 the Family Sciences Department will:

1. Include a proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.
2. Include a proportion of staff that is equivalent to the proportion in the community

relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.

3. Include a proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.

Goal 5:

Improve the Quality of Life for Kentuckians through Outreach and Service

The Department of Family Sciences, including its Cooperative Extension specialists, and in collaboration with other units in the School of Human Environmental Sciences and the College of Agriculture, will be responsive to the need for knowledge and research-based educational programs that address the quality of life for Kentuckians in the areas of individual and family development and family resource management.

Most Significant Challenges

- Budget cuts combined with turnover have created critical capacity shortages for faculty and Cooperative Extension specialists in family science and family resource management. The collaboration between research faculty and Cooperative Extension faculty and specialists to address Kentucky residents' needs in health and well-being should be carefully reviewed.
- Cuts in state funding of mandated programs have increased burdens on alternative funds sources, including county extension funds.
- New communication and information tools are available that must be increasingly adapted and incorporated fully into Cooperative Extension programming.
- Operating funds for Cooperative Extension, teaching and some applied research are becoming increasingly limited, so extramural funding must increase.
- Cooperative Extension faculty members are challenged to balance program development and outreach, teaching, and research with seeking extramural funding sources.

Strategies

- The expectation for graduate education for agents has been established. Encourage graduate education for Family Consumer Science (FCS) agents.
- Sustain traditional Extension strengths while offering innovative new programs within the major FCS initiatives: Making Beneficial Lifestyle Choices, Nurturing Families, Embracing as Life as You Age, Securing Financial Stability, Promoting Healthy Homes and Communities, Accessing Nutritious Food, and Empowering Community Leaders. Promote enhanced linkages between Family

Studies faculty, Cooperative Extension, and new partners within and outside of the University that support Kentucky families.

- Build research programs within the FCS initiatives and the Department that emphasize topics that elevate the life of Kentuckians.
- Support the development of students to become leaders and professionals in the field of Family Studies through the graduate programs and FCS Cooperative Extension, to advance the quality of life for Kentuckians.
- Increase the deployment of web effectiveness and evolving information technologies such as Centra, eXtension, and YouTube.
- Enhance recruiting, training, and support of outreach personnel statewide.
- Establish clearly understood measures to assess and communicate the impact of Cooperative Extension programs.
- Engage key statewide constituencies – including alumni – to help the Department achieve its objectives.
- Faculty will continue to conduct engagement research.
- When appropriate, faculty will share research findings with Cooperative Extension Specialists for translation into Extension publications or media releases.

Key Indicators, by 2014 the Family Sciences Department will:

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities.
2. Increase the number of students conducting research and practicum experiences in community programs outside of the university.
3. Sustain or increase the procurement of grants, contracts, or integrated projects in Cooperative Extension as evidenced by numbers of submitted proposals and total funding amount.
4. Contribute to sustaining or increasing total College of Agriculture Cooperative Extension Service contacts.

APPENDIX F:
FAMILY SCIENCES
DEPARTMENT
STRATEGIC PLAN PROGRESS
REPORT



Family Sciences Strategic Plan 2009-2014

Family Sciences Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

The Vision of the Department of Family Sciences at the University of Kentucky is to be a leader in improving the quality of life of individuals and families in Kentucky, the region, and the nation through rigorous academic programs, state-of-the-art research, community-driven extension, and engagement opportunities.

Unit Objective	FAM Objective 1 Prepare students for leading roles
Related Goals/Metrics	<p>FAM Goal 1. Prepare Students for Leadership</p> <p>Family Sciences Metric 1.1 Reduce the student/faculty ratio to an average of 30:1 in each upper division undergraduate class.</p> <p>Family Sciences Metric 1.2 Increase number of students who have a GPA of 2.5 or higher.</p> <p>Family Sciences Metric 1.3 Fill vacant faculty lines.</p> <p>Family Sciences Metric 1.4 Increase number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average.</p> <p>Family Sciences Metric 1.5 Provide opportunities for students to participate in collecting and reporting research data at conferences and in publications.</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
Related Mission Area	Education

Strategies

- Recruit more high-ability students. Increase the number and quality of graduates at all levels to enhance the reputation of the department
- Enhance marketing and communication efforts statewide and in strategic out-of-state and international target areas
- Increase faculty numbers to improve student-to-faculty ratio and academic program quality
- Ensure that graduates at all levels are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings
- Expand instructional development opportunities for innovative pedagogies that focus on active learning, effective use of technology, and assessment, given appropriate faculty-student ratios
- Provide training opportunities for graduate and professional students to serve the needs of the Commonwealth and beyond, through research, teaching, and clinical or professional expertise

Assessment Method

Use IRIS/SAP data to determine the student/faculty ratio in each upper division undergraduate class. We will track grade point average (gpa) using information provided by the Office of Institutional Reserach, Planning and Effectiveness (<http://www.uky.edu/IRPE/>). We will obtian information associated with faculty vacancies from the Department Chair and/or Dean's Office to track goals associated with hiring new faculty. We will measure opportunities to participate in research by (a) reporting the number of students hwo complete practicum, and (2) the number of students who present reserach at conferences or who author journal articles.

Actual Results

Data Tables

1. Baseline for student/faculty ratio for each upper division undergraduate class is 25:1
2. Students with a GPA of 2.5 or higher: Fall 2008 - 117; Spring 2009 - 109. There were 180 majors at baseline, so percentage of students with a GPA greater than 2.5 was 65% in fall and 60% in spring.
3. Fill vacant faculty lines - converted one tenure-track line to permanent lecturer (Haleman). Five vacancies remain.
4. Increasing the number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average: 0 graduated, 3 year average = 1.33.
5. Opportunities for students to participate in collecting and reporting research data at conferences and in publications: FAM 495 - 88; FAM 499 - 60; Conference Presentations - 19; Publications - 3.

Descriptive Results

Year 1

1. The student/faculty ratio for each upper division undergraduate class for 2009-2010 was 24:1
2. Students with a GPA of 2.5 or higher: Fall 2009 - 128; Spring 2010 - 127. There were 185 majors during the 2009-2010 academic year, so percentage of students with a GPA greater than 2.5 was 70% in fall and 69% in spring.
3. Fill vacant lines - filled two faculty lines (Parker, Wood) and one lecturer (T. Werner-Wilson); one lecturer retired (Ellington), and two tenure line resignations (Mimbs-Johnson, Mowery). Five vacancies remain.
4. Increase the number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average: 4 graduated, 3 year average = 2.
5. Opportunities for students to participate in collecting and reporting research data at conferences and in publications: FAM 495 - 19; FAM 499 - 67; Conference Presentations - 10; Publications - 7.

Year 2

1. The student/faculty ratio for each upper division undergraduate class for 2010-2011 was 24:1.
2. Students with a GPA of 2.5 or higher: Fall 2010 - 156; Spring 2011 - 151. There were 180 majors during the 2010-2011 academic year, so percentage of students with a GPA greater than 2.5 was 87% in fall and 84% in spring.
3. Fill vacant lines - College provided federal funding to hire Cooperative Extension Assistant Professor; combined two faculty lines in order to hire one tenured Professor (Vazsonyi). Three vacancies remain.
4. Increase the number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average: 4 graduated, 3 year average = 2.66.
5. Opportunities for students to participate in collecting and reporting research data at conferences and in publications: FAM 495 - 23; FAM 499 - 57; Conference Presentations - 10; Publications - 6.

Year 3

1. The student/faculty ratio for each upper division undergraduate class for 2011-2012 was 27:1.
2. Students with a GPA of 2.5 or higher: Fall 2011 - 131; Spring 2011 - data not available. There were 150 majors during the 2010-2011 academic year, so percentage of students with a GPA greater than 2.5 was 87% in fall and the data was unavailable for spring.
3. Fill vacant lines - converted two faculty lines to fund graduate assistantships and operating expenses, so department is less dependent on salary savings; lost one vacancy to budget cut. Zero vacancies remain.
4. Increase the number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average: 2 graduated, 3 year average = 3.33.
5. Opportunities for students to participate in collecting and reporting research data at conferences and in publications: FAM 495 - 20; FAM 499 - 65; conference presentations - 12; and publications - 11.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>We believe that we are making progress associated with preparation of students.</p> <p>We are have achieving some success associated with our outcomes for undergraduate students. The University of Kentucky Strategic Plan for higher retention and graduation rates Slight targets a faculty-student ratio 25:1. Baseline ratio was already 25:1, which is University target, but Department reduced ratio to 24:1. The percentage of students who obtained a GPA greater than 2.5 increased from baseline (from 60-65% to 69-70%).</p> <p>Our goal associated with filling faculty vacancies during a University hiring freeze have not been met. Although we filled two tenure track faculty lines, two tenure track faculty resigned to accept other positions so there was no progress associated with increasing the number of faculty.</p> <p>Graduation of doctoral students is a concern (no students graduated in baseline year). The Department implemented an external review of the doctoral program as another step to increase enrollment and graduation. The Department began an aggressive review of policies and procedures associated with doctoral recruitment, retention, support (number of doctoral students receiving assistantships support increased), and graduation. Demonstrated improvement in graduation: from 0 at baseline to 4 in 2009-2010 academic year.</p> <p>Opportunities for students to present and publish research improved. Although the number of conference presentations was slightly lower than baseline, the number of students publishing doubled from baseline.</p>	<p>We believe that we are successfully preparing students and seek to maintain a student:faculty ratio lower than 30:1. We will continue to aggressively recruit doctoral students, provide them with financial support and mentoring, and make improvements to the program to increase their success. Efforts to have more tenured faculty via promotion from Assistant to Associate and faculty recruitment will improve the experience of students more by providing them with experienced faculty to teach and mentor.</p>
<p>Year 2</p> <p>We believe that we are continuing to make progress associated with preparation of students.</p> <p>We continue to demonstrate some success associated with our outcomes for undergraduate students. Student teacher ratio shows improvement from baseline (25:1) and is holding steady compared to Year 2: ratio is 24:1 in both Year 1 and Year 2. Ratio exceeds University goal. The percentage of students who obtained a GPA greater than 2.5 increased from baseline (from 60-65% to 84-87%).</p> <p>Our goal associated with filling faculty vacancies demonstrated improvement. We decided to combine two of the vacancies in order to attract a senior faculty member. Even though there was a hiring freeze, we successfully recruited a Full Professor using this strategy. We now have fewer vacancies.</p> <p>Strategies identified by the external review of the doctoral program post-baseline continued to have positive effects. More students were admitted and the number of students who graduated increased from 0 at baseline to 4 which is near the goal to have a 3-year rolling average of 5 doctoral students graduate.</p> <p>Opportunities for students to present and publish research continued to show improvement compared to baseline. Although the number of conference presentations was slightly lower than baseline, the number of students publishing doubled from</p>	<p>We believe that we are successfully preparing students and seek to maintain a student:faculty ratio lower than 30:1. We will continue to aggressively recruit doctoral students, provide them with financial support and mentoring, and make improvements to the program to increase their success.</p> <p>Efforts to have more tenured faculty via promotion from Assistant to Associate and faculty recruitment will improve the experience of students more by providing them with experienced faculty to teach and mentor. Since baseline, we have promoted one faculty member and successfully recruited a tenured Professor (he will begin his position in Year 3).</p> <p>In addition, the Department submitted a proposal to the Dean to convert some of the vacant faculty positions into stable funding for graduate students. Given the current hiring freeze, it seems unlikely that the Department will be permitted to fill all vacancies in a timely manner so increasing funding for students will enhance our ability to recruit strong students.</p>

baseline.

Year 3

We believe that we are continuing to make progress associated with preparation of students. Although the student to teacher ratio is higher than baseline (25:1), the ratio remains below the goal of 30:1. The ratio exceeds the University goal. The percentage of students who obtained a GPA greater than 2.5 increased from baseline (from 60-65% to 84-87%). Our goal associated with filling faculty vacancies demonstrated improvement. We decided to combine two of the vacancies in order to attract a senior faculty member. Even though there was a hiring freeze, we successfully recruited a Full Professor using this strategy. We no longer have any vacancies due to budget restructuring (using funds from vacant faculty line to fund assistantships). Strategies identified by the external review of the doctoral program post-baseline continued to have positive effects. More students were admitted and the number of students who graduated increased from 0 at baseline to a three year rolling average of 3.33 which demonstrates continued improvement. Opportunities for students to publish research continued to show improvement compared to baseline.

Year 4

Year 5

We will continue to aggressively recruit doctoral students, provide them with financial support and mentoring, and make improvements to the program to increase their success. The proposal to convert some of the vacant faculty positions into stable funding for graduate students was approved (this proposal was described in the previous year's improvement action plan). Given the current hiring freeze, it seemed unlikely that the Department would be permitted to fill all vacancies in a timely manner, so increased funding for students enhances our ability to recruit strong students.

Unit Objective	FAM Objective 2 Promote Research and Creative Work
Related Goals/Metrics	<p>FAM Goal 2. Promote Research</p> <p>Family Sciences Metric 2.1 Sustain extramural funding of at least \$200,000 per year, on a rolling 3 year average.</p> <p>Family Sciences Metric 2.2 Increase scholarship in appropriate high quality outlets.</p> <p>Family Sciences Metric 2.3 Provide Assistant Professors more time (e.g., course release) to work on scholarship.</p> <p>Family Sciences Metric 2.4 Have more tenured than untenured faculty with research DOE.</p> <p>Family Sciences Metric 2.5 Increase Faculty Research FTE</p> <p>Family Sciences Metric 2.6 Provide incentives for tenured faculty to submit grant proposals.</p> <p>Family Sciences Metric 2.7 Aggressively retain tenured faculty or advanced Assistant Professors.</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Provide incentives/opportunities for tenured faculty to submit grants. Possible incentives: (a) offer course release of at least 15% of DOE during academic year; (b) provide one month summer ; (c) support faculty sabbaticals.
 Increase faculty research FTE
 Provide Assistant Professors with more research FTE
 Aggressively retain Advanced Assistant, Associate, and Full Professors

Assessment Method

Report number of faculty sabbaticals (informaiton provided by Department Chair). Use the www.research.uky.edu website to determine extramural funding for Family Studies; also obtain information from faculty for projects that may not be listed in VP for Research database (e.g., if FAM faculty is serving as co-PI). Research FTE informaiton will be identified from the FES database to track goal to increase research FTE for all faculty, especially Assistant Professors. Department Chair will provide information associated with faculty retention.

Actual Results

Data Tables

1. Baseline for extramural funding for 2008-2009 was \$235,882
2. Increase scholarship in appropriate high quality outlets - 12 peer-reviewed journal articles; 28 conference proceedings; 2 Extension publications; 5 other Publications.
3. Provide Assistant Professors more time to work on scholarship (DOE)- Avg Research DOE = 44%
4. Have more tenured than untenured faculty with research DOE - 6 tenured faculty (1 administrator with no research DOE), 5 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 5:8.
5. Increase faculty research FTE - 3.98 FTE
6. Provide incentives for tenured faculty to submit grant proposal - none provided.
7. Retain tenured faculty or advanced Assistant Professors - n/a.

Year 1

1. Extramural funding for 2009-2010 - \$70,867 (BHMI grant by Werner-Wilson, PI) + \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI = \$318,378).
2. Increase scholarship in appropriate high quality outlets - 16 peer-reviewed journal articles; 13 conference proceedings.
3. Provide assistant Professors more time to work on scholarships (DOE) - Avg Research DOE = 45%
4. Have more tenured than untenure faculty with research DOE - 6 tenured faculty (1 administrator with no research DOE), 5 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 5:8.
5. Increase faculty research FTE - 2.63 FTE
6. Provide incentives for tenured faculty to submit grant proposals - Hyungsoo Kim was provided with a one-semester sabbatical.
7. Retain tenured faculty or advanced Assistant Professors - Mimbs-Johns, an advanced Assistant Professor resigned to take another position.

Year 2

1. Extramural funding for 2010-2011 - \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI) + \$84,900 (Hunter, co-PI for FINRA grant) = \$332,411.
2. Increase scholarship in appropriate high quality outlets - 7 peer-reviewed journal articles; 15 conference proceedings; 18 Extension Publications.
3. Provide Assistant Professors more time to work on scholarship (DOE)- Avg. Research DOE = 47.5%.
4. Have more tenured than untenured faculty with research DOE - 7 tenured faculty (1 administrator with no research DOE), 4 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 6:7.
5. Increase faculty research FTE - 2.25 FTE
6. Provide incentives for tenured faculty to submit grant proposal - Jason Hans was awarded a Fulbright, so he was granted a year-long sabbatical.
7. All current tenured faculty were retained and no Assistant Professors were advanced.

Year 3

1. Extramural funding for 2011-2012 (as of 4/22/2012) - \$247,333 (one-third of Beginning Farmer Grant with Hunter as co-PI) = \$247,333.
2. Increase scholarship in appropriate high quality outlets - 16 peer-reviewed journal articles; 1 book chapter; 16 conference proceedings; 15 Extension publications.
3. Provide Assistant Professors more time to work on scholarship (DOE)- Avg. Research DOE = 51.5%.
4. Have more tenured than untenured faculty with research DOE - 8 tenured faculty (1 administrator with no research DOE), 4 Assistant Professors, and 2 Lecturers. Ratio of tenured to untenured = 7:6.
5. Increase faculty research FTE - 2.75 FTE
6. No incentives for tenured faculty to submit grant proposals were provided.
7. All current tenured faculty were retained and no Assistant Professors were advanced.

Year 4**Year 5**

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Despite a reduction in research FTE from 3.98 at baseline to 2.63 for Year 1, two of the major goals associated with scholarship were met: (1) goal to obtain at least \$200,000 in extramural funding was exceeded by almost \$120,000, and (2) the number of research publications increased from 12 to 16. According to data provided by the College, the ratio of publications to research FTE was higher in our Department than any other department in the College.</p> <p>Although ratio of tenured faculty (who are more usually more competitive at obtaining extramural grants) to untenured faculty continued to be a problem, the goal to increase research distribution of effort (DOE) was increased for untenured faculty from 44% at baseline to 45% in Year 1.</p> <p>Although the Department was short-staffed, a sabbatical was approved for Dr. Hyungoo Kim in order to incentivize grant-writing.</p>	<p>The Department will continue to support current faculty (especially untenured faculty), seek to increase the number of tenured faculty through promotion and faculty searches, reduce student credit hours to a reasonable number, and increase research FTE. Professional development opportunities associated with publishing and grant-writing will be provided in Year 2.</p>
<p>Year 2</p> <p>The continued reduction in research FTE from 3.98 at baseline to 2.25 for Year 2, inhibited some goals associated with scholarship: the number of research publications decreased from 12 to 7, but a new Assistant Professor in Extension was hired which contributed to more extension publications: from 0 at baseline to 18. Despite the reduction in FTE, the Department continued to exceed goals associated with extramural funding: (1) goal to obtain at least \$200,000 in extramural funding was exceeded by more than \$130,000, but (2)</p> <p>Although ratio of tenured faculty (who are more usually more competitive at obtaining extramural grants) to untenured faculty continued to be a problem, the goal to increase research distribution of effort (DOE) was increased for untenured faculty from 44% at baseline to 47.5% in Year 2.</p> <p>The Department decided to combine two faculty lines in order to successfully recruit a tenured faculty member who has successfully published and obtained extramural funding. We anticipate that this strategy will increase scholarly productivity in subsequent years.</p> <p>Although the Department remained short-staffed, a sabbatical was approved for Dr. Jason Hans so that he could accept a Fulbright award.</p>	<p>The Department will continue to support current faculty (especially untenured faculty), seek to increase the number of tenured faculty through promotion and faculty searches, reduce student credit hours to a reasonable number, increase research FTE, and increase student participation in research and other professional opportunities. Now that the Department has successfully recruited a Full Professor, who is an endowed professor, he will serve as a mentor to other colleagues to help improve research productivity and grant-writing.</p>
<p>Year 3</p> <p>The research FTE increased from 2.25 in year 2 to 2.71 for year 3, but it is still below baseline. Despite the reduced research FTE compared to baseline, the number of research publications and other scholarship has increased. Further, the Department</p>	<p>In its efforts to promote research and creative work, the Department will continue to increase the number of tenured faculty through promotion and faculty searches, support current faculty (especially untenured faculty), reduce student credit hours to a</p>

continued to exceed goals associated with extramural funding. The goal of increasing research distribution of effort (DOE) for Assistant Professors continues to increase. The Department successfully recruited a Full Professor who has made important contributions to scholarship and mentoring younger faculty. Given current budget reductions and other demands, we were unable to provide incentives for the submission of grant proposals. There was no need to develop a retention package, due to the already high retention of tenured faculty within the department.

Year 4

Year 5

reasonable number, increase research FTE, and increase student participation in research and other professional opportunities. The Department will introduce a series of professional development opportunities for faculty that will focus on tips to improve scholarly productivity. The department chair will continue to monitor the number of grants submitted annually, as well as tenured faculty retention for the department.

Unit Objective	FAM Objective 3 Develop Human & Physical Resources to Obtain Top 20 Status
Related Goals/Metrics	<p>FAM Goal 3 Develop the Human and Physical Resource</p> <p>Family Sciences Metric 3.1 Recruit at least two, ideally three, new tenure track faculty (but preferably three because that is the current number of vacancies).</p> <p>Family Sciences Metric 3.2 Sustain extramural funding of at least \$200,000 per year.</p> <p>Family Sciences Metric 3.3 Have more tenured than untenured faculty with research DOE.</p> <p>Family Sciences Metric 3.4 Increase faculty research DOE.</p> <p>Family Sciences Metric 3.5 Reduce the ratio of student credit hours/major.</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Overall

Strategies

Reduce the number of student credit hours, providing faculty with increased time to focus on scholarly activities

Invest salary saving from vacant faculty lines to provide assistantship support to faculty for scholarly activities. This has the added benefit of helping to recruit graduate students, who also contribute to the Top-20 mission

When given permission to recruit, there are two priorities: (1) replace position in family finance, and (2) recruit a mid-career or senior faculty area (open specialization) who has already demonstrated grant-writing success

Assessment Method

Use FES Database to assess research FTE. The Office of institutional Research, Planning, and Effectiveness publishes information associated with student credit hours; the College also provided this information to units. Information associated with faculty vacancies, recruitment, and hiring will be provided by the Department Chair; budget information associated with vacancies will be provided by the College.

Actual Results

Data Tables

1. Recruit at least two new tenure track faculty members, 5 lines available at baseline. 2. Sustain extramural funding of at least \$200,00 per year - Baseline \$235,882 3. Have more tenured than untenured faculty with research DOE - 6 tenured faculty (1 administrator with no research DOE), 5 Assistant Professors, and 3 Lecturers. Ratio of tenured/ untenured = 5:8. 4. Increase faculty research FTE - 3.98 5. Reduce the ratio of student credit hours/major - 9251 SCH/180 majors = 51.39

Year 1

1. Recruit at least two new tenure track faculty members, 5 lines available. 2. Sustain extramural funding of at least \$200,00 per year - \$70,867 (BHMI grant by Werner-Wilson, PI) + \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI = \$318,378. 3. Have more tenured than untenured faculty with research DOE - 6 tenured faculty (1 administrator with no research DOE), 5 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 5:8. 4. Increase faculty research FTE - 2.63 5. Reduce the ratio of student credit hours/major - 7053 SCH/185 majors = 38.12

Year 2

1. Recruit at least two new tenure track faculty members, 3 lines available. 2. Sustain extramural funding of at least \$200,00 per year - \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI) + \$84,900 (Hunter, co-PI for FINRA grant) = \$332,411. 3. Have more tenured than untenured faculty with research DOE - 7 tenured faculty (1 administrator with no research DOE), 4 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 6:7. 4. Increase faculty research FTE - 2.25 5. Reduce the ratio of student credit hours/major - 6134 SCH/180 majors = 34.07.

Year 3

1. Recruit at least two new tenure-track faculty members, 0 lines available. 2. Sustain extramural funding of at least \$200,00 per year - \$247,333 (one-third of Beginning Farmer Grant with Hunter as co-PI) = \$247,333. 3. Have more tenured than untenured faculty with research DOE - 8 tenured faculty (1 administrator with no research DOE), 4 Assistant Professors, and 2 Lecturers. Ratio of tenured to untenured = 7:6. 4. Increase faculty research FTE - 2.75 5. Reduce the ratio of student credit hours/major - The Office of Institutional Effectiveness (<http://www.uky.edu/IRPE/students/hours.html>) has not yet published student credit hour data for 2011-2012. We use their information as the basis for calculating this ratio, so no data is currently available for the 2011-2012 academic year.

Year 4**Year 5**

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Faculty recruitment efforts were stagnant which influenced other objectives (e.g., publications, research FTE). Five faculty vacancies remained.</p> <p>Research FTE, associated with faculty vacancies, declined from baseline to Year 1: from 3.98 to 2.63.</p> <p>Two goals were achieved: (1) despite reduced research FTE, the Department exceeded goals associated with extramural funding; (2) ratio of Student Credit Hours/majors was reduced from 51.39 at baseline to 38.12.</p> <p>Year 2</p> <p>Faculty recruitment efforts were stagnant which influenced other objectives (e.g., publications, research FTE). Five faculty vacancies remained during the year, but two lines were combined to successfully recruit a tenured Professor who will begin duties in subsequent year.</p> <p>Research FTE, associated with faculty vacancies, declined from baseline to Year 2: from 3.98 to 2.71 (a slight improvement from Year 1).</p> <p>Two goals were achieved: (1) despite reduced research FTE, the Department exceeded goals associated with extramural funding; (2) ratio of Student Credit Hours/majors was reduced from 51.39 to 34.07.</p> <p>Actions associated with Objective 2 will also contribute to efforts to improve Objective 3 to develop human resources: The Department successfully recruited a tenured Professor who will begin his position in Year 3. He successfully published and obtained extramural funding in his previous position.</p> <p>Year 3</p> <p>Our efforts to recruit a tenured professor were successful and our new colleague has made important contributions to scholarship, graduate education, and mentoring.</p> <p>Research FTE improved from year 2, but remains lower than baseline.</p> <p>Despite reduced research FTE, the Department exceeded the goals associated with extramural funding and publishing.</p>	<p>Actions associated with Objective 2 will also contribute to efforts to improve Objective 3 to develop human resources: The Department will continue to support current faculty (especially untenured faculty), seek to increase the number of tenured faculty through promotion and faculty searches, reduce student credit hours to a reasonable number, and increase research FTE. Professional development opportunities associated with publishing and grant-writing will be provided in Year 2.</p> <p>The department expects the newly recruited and tenured Professor to make a positive contribution to scholarly productivity. Since this person was hired into an endowed position with a reduced teaching load, research FTE should also increase in Year 3.</p> <p>Actions associated with Objective 2 will also contribute to efforts to improve Objective 3 - to develop human resources. The new endowed professor will continue to mentor faculty regarding scholarship, graduate education, and publishing. We expect him to submit grants. As described in Outcome 2, the Department will also introduce a series of professional development seminars. These seminars will also contribute to developing human resources. The department chair will continue to monitor the ratio of student credit hours to majors when the 2011-2012 data becomes available.</p>

Current analysis of the student credit hours to major ration is impossible, due to lack of 2011-2012 data from the Office of Institutional Effectiveness.

Year 4

Year 5

Unit Objective	FAM Objective 4 Promote Diversity
Related Goals/Metrics	<p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>FAM Goal 4 Promote Diversity</p> <p>Family Sciences Metric 4.1 Include a proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.</p> <p>Family Sciences Metric 4.2 Include a proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.</p> <p>Family Sciences Metric 4.3 Include a proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Faculty members in the Family Studies Department have made a commitment to completing scholarship and delivering outreach programs associated with understanding the needs of families that are underserved or marginalized
The Family Studies curriculum with infuse themes of diversity throughout all courses

Assessment Method

Information from UK IRPE will provide information associated with student race/ethnicity to identify student diversity. Information associated with faculty and staff diversity will be collected from the FES database and/or the Department Chair. Curriculum, including attention to diversity issues, is an ongoing responsibility of the Department Curriculum Committee -- that committee will routinely evaluate the infusion approach to incorporating diversity that was identified as a strategy for the present objective.

Actual Results

Data Tables

1. Baseline for including a proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Male 6, Female 8, Underrep. Groups - 1
2. Baseline for including a proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Female - 2, Underrep. Groups - 1
3. Baseline for including a proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Male - 37; Female - 164; Underrep. Groups - 56.

Year 1

1. Proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Male 6, Female 8, Underrep. Groups - 1
2. Proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Female - 2, Male - 1; Underrep. Groups - 1
3. Baseline for including a proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion:
Male - 34; Female - 179; Underrep. Groups - 66

Year 2

1. Proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Male 7, Female 6, Underrep. Groups - 1
2. Proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Female - 2, Male - 1; Underrep. Groups - 1
3. Proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion:
Male - 26; Female - 207; Underrep. Groups - 69

Year 3

1. Proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: male - 7, female - 7, underrepresented groups - 1.
2. Proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: female - 2, male - 1, underrepresented groups - 1.
3. Proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: male - 29, female - 182, underrepresented groups - 58.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The Department has exceeded diversity goals in all areas associated with diversity, except for faculty composition from traditionally underrepresented groups. Efforts were made to aggressively recruit faculty from underrepresented groups, but with no success. Analysis of curriculum suggests that attention to diversity in families is an ongoing theme in courses. Scholarly work and outreach programs represent the lifespan from childhood to aging.</p>	<p>The Department aims to maintain our success in recruiting a diverse student body and staff. Our ability to recruit faculty from traditionally underrepresented groups is negatively influenced by the hiring freeze.</p>
<p>Year 2</p> <p>The Department has exceeded diversity goals in all areas associated with diversity, and has made some improvement associated with faculty composition: we successfully recruited a colleague who is a dual citizen who will begin his position in Year 3. Courses throughout the curriculum continue to include significant themes of diversity across the lifespan, attention to differences in family forms, and sensitivity to differences in face/ethnicity. Scholarship and outreach also represent the lifespan and incorporate attention to diversity.</p>	<p>The department will strive to continue its success in recruiting a diverse student body, staff, and faculty. The new endowed professor, who will begin his position in year 3, has extensive experience working in other countries and will help recruit more international students. Faculty will continue to emphasize diversity in teaching. Scholarship and outreach programs will continue to target families across the lifespan and from a variety of backgrounds.</p>
<p>Year 3</p> <p>The Department has exceeded diversity goals in all areas associated with diversity, and experienced some improvement associated with faculty composition: our faculty now includes a colleague who is Korean and a new colleague who holds dual citizenship. Courses throughout the curriculum continue to include significant themes of diversity across the lifespan, attention to differences in family forms, and sensitivity to differences in face/ethnicity. Scholarship and outreach also represent the lifespan and incorporate attention to diversity. More Lyman T. Johnson Awards were provided to graduate students which influenced our ability to successfully recruit graduate students from diverse backgrounds. The new endowed professor successfully recruited two new graduate students who will begin their studies in Year 4.</p>	<p>The new endowed professor, who has extensive experience working in other countries, will continue to help recruit more international students. Scholarship and outreach programs will continue to target families across the lifespan and from a variety of backgrounds. Faculty will continue to emphasize diversity in teaching.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	FAM Objective 5 Improve Quality of Life for Kentuckians
Related Goals/Metrics	<p>FAM Goal 5. Improve the Quality of Life</p> <p>Family Sciences Metric 5.1 Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and ...</p> <p>Family Sciences Metric 5.2 Increase, the number of students conducting research and/or practicum/internship experiences in community programs outside of the university.</p> <p>Family Sciences Metric 5.3 Increase Extension Grants</p> <p>Family Sciences Metric 5.4 Contribute to sustaining total College of Agriculture Cooperative Extension Service contacts.</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

The expectation for graduate education for agents has been established. Encourage graduate education for Family Consumer Science (FCS) agents Sustain traditional Extension strengths while offering new programs within the major FCS. Promote enhanced linkages between Family Studies faculty, Cooperative Extension and new partners within and outside of the University that support Kentucky families

Build research programs within the FCS initiatives and the Department that emphasize topics that elevate the life of Kentuckians

Support the development of students to become leaders and professionals in the field of Family Studies through the graduate programs and FCS Cooperative Extension, to advance the quality of life for Kentuckians

Increase the deployment of web effectiveness and evolving information technologies such as Centra, eXtension, and YouTube

Enhance recruiting, training, and support of outreach personnel statewide

Establish clearly understood measures to assess and communicate the impact of Cooperative Extension programs

Engage key statewide constituencies - including alumni - to help the Department achieve its objectives

Faculty will continue to conduct engagement research

When appropriate, faculty will share research findings with Cooperative Extension Specialists for translation into Extension publications or media releases

Assessment Method

The College of Agriculture Extension Reporting Statistical Contacts

Actual Results

Data Tables

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities. Cooperative Extension faculty in Department develop and deliver too many Extension programs to describe. Extension faculty and staff in Department made 1,682 contacts.
2. Practicum/internship experiences in community programs outside of the university FAM 499 - 60
3. Increase grantsmanship or contracts in Cooperative Extension or Integrated Projects as evidenced by numbers of submitted proposals and total funding: \$20,000.
4. Contribute to sustaining total College of Agriculture Cooperative Extension Service contacts: Department faculty and staff contirbuted to the 7,200,000 total College of Agriculture Extension contacts. Extension faculty and staff in Department made 1,682 of those contacts.

Year 1

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities. Cooperative Extension faculty in Department develop and deliver too many Extension programs to describe. Department is providing leadership to the Managing in Tough times Initiative introduced by College of Agriculture. Extension faculty in Department made 2,104 contacts.
2. Practicum/internship experiences in community programs outside of the university FAM 499 - 67
3. Increase grantsmanship or contracts in Cooperative Extension or Integrated Projects as evidenced by numbers of submitted proposals and total funding: \$70,867 (BHMI grant by Werner-Wilson, PI) + \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI = \$318,378).
4. Contribute to sustaining total College of Agriculture Cooperative Extension Service contacts: Department faculty and staff contributed to the 7,200,000 total College of Agriculture Extension contacts. Extension faculty and staff in Department made 2,104 of those contacts.

Year 2

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities. Cooperative Extension faculty in Department develop and deliver too many Extension programs to describe. Extension faculty in Department made 4,225 contacts.
2. Practicum/internship experiences in community programs outside of the university FAM 499 - 67
3. Increase grantsmanship or contracts in Cooperative Extension or Integrated Projects as evidenced by numbers of submitted proposals and total funding: \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI) + \$84,900 (Hunter, co-PI for FINRa grant) = \$332,411.
4. Contribute to sustaining total College of Agriculture Cooperative Extension Service contacts: Department faculty and staff contributed to the 7,738,000 total College of Agriculture Extension contacts. Extension faculty in Department made 4,225 of those contacts.

Year 3

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities. Cooperative Extension faculty in Department develop and deliver Extension programs too numerous to describe. Number of contacts made by Extension faculty in Department in FY 2012 were 6,023.
2. Practicum/internship experiences in community programs outside of the university FAM 499 - 69
3. Increase grantsmanship or contracts in Cooperative Extension or Integrated Projects as evidenced by numbers of submitted proposals and total funding: \$247,333 (one-third of Beginning Farmer Grant with Hunter as co-PI) = \$247,333.
4. The total College of Agriculture Cooperative Extension Service contacts for FY 2012 were 7,568,239. Of the total College of Agriculture contacts, 6,023 were made by Family Sciences Departmental Extension faculty.

Year 4**Year 5**

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>As reported for the number of Extension contacts, activities associated with improving the life of Kentuckians were successful. Department faculty, staff, and students make contributions to improving well-being in the Commonwealth.</p>	<p>The Department successfully contributes to improving the quality of life for Kentuckians, so our goal is to sustain programs and efforts associated with engagement. Funding for the BHMI grant has ended, so we will need to look for other sources of funding for outreach programs.</p>
<p>Year 2</p> <p>Activities associated with improving the life of Kentuckians were successful. Department faculty, staff, and students make contributions to improving well-being in the Commonwealth. Funding from Health Education through Extension Leadership (not extramural funding that is reported in earlier goals), has contributed to program development associated with aging and grief. This new funding source is consistent with the Year 1 Action Plan.</p>	<p>The Department continues to successfully contribute to improving the quality of life for Kentuckians, so our goal is to sustain programs and efforts associated with engagement. Department will need to continue to seek funding for outreach programs. Funding for the Beginning Farmer program will be ending in Year 3, so we will need to seek renewal.</p>
<p>Year 3</p> <p>Activities associated with improving the life of Kentuckians were successful. Funding for the Managing in Tough Times Initiative and the Beginning Farmer Program contributed to outreach programming in those areas. Department faculty, staff, and students made contributions to improving well-being in the Commonwealth. Funding for Beginning Farmer grant was renewed, so these outreach programs will continue in Year 4 and 5. While the total number of College of Agriculture contacts fell from FY 2011 to FY 2012, the number of contacts made by departmental Extension faculty rose by 43% from FY 2011 to FY 2012.</p>	<p>The Department continues to successfully contribute to improving the quality of life for Kentuckians, so our ongoing goal is to sustain programs and efforts associated with engagement. Collaboration between regular faculty and extension faculty could help provide funding for outreach programs. The department chair will continue to monitor all of these metrics.</p>
<p>Year 4</p> <p>Year 5</p>	

APPENDIX G:
FAMILY SCIENCES
DEPARTMENT
PROGRAM REVIEW
IMPLEMENTATION PLAN

**Department of Family Sciences Program Review Implementation Plan
2013-2014 Annual Report**

Recommendations:

Review curriculum offerings for overlap and unnecessary redundancy

Assessment Method: Faculty (primarily Curriculum Committee) review.

Results: The Department completed a thorough review of all courses since the program review that resulted in renaming courses and changing requirements.

Analysis of results and reflection: The review resulted in reducing the overlap and redundancy in Family Sciences courses.

Ongoing Improvement Actions: The Curriculum Committee continues to monitor and review the Family Sciences curriculum.

Consider offering more classes at non-traditional times and in either totally on-line or hybrid format

Assessment Method: Faculty (primarily Curriculum Committee) review.

Results: The department introduced several on-line summer courses; scheduled more courses in late afternoon; FAM courses are now offered on both T/TH as well as MWF; some of the MWF courses are hybrid courses that include on-line components.

Analysis of results and reflection: The changes have increased FAM students' ability to successfully enroll in departmental courses at non-traditional times, in on-line courses, or in hybrid courses.

Ongoing Improvement Actions: The Curriculum Committee continues to monitor.

Review how students are assessed in classes. Are there sufficient opportunities and variety in assignments for all qualified students to perform well?

Assessment Method: SLO process

Results: Changes have been made to the collection of SLO artifacts.

Analysis of results and reflection: Ongoing evaluation of class assessment is part of the ongoing assessment of learning outcomes adopted by the Department.

Ongoing Improvement Actions: The chair will continue to monitor the annual SLOs. Student Learning Outcomes will be reviewed annually.

Continue to work to decrease the divide between CFT students and others within the graduate programs.

Assessment Method: Faculty review

Results: Introduced formal areas of specialization (adolescence, aging, family finance, family process) so that there are areas of concentration for all graduate students.

Analysis of results and reflection: The CFT Program has historically been a source of strength for the graduate program; it receives the most applications and the accepted students usually have some of the highest GPA and GRE scores. The introduction of formal areas of specialization within the Department ensures that all graduate students have a positive experience.

Ongoing Improvement Actions: There will be ongoing evaluation to ensure that areas of specialization match the expertise of faculty.

Establish a common space within the Department for graduate students to interact and have space in which to work.

Assessment Method: Faculty review

Results: Space has been provided for graduate students in Funkhouser Building. Two adjoining offices were combined and furnished.

Analysis of results and reflection: The renovated office space has contributed greatly to the collegial atmosphere among graduate students.

Ongoing Improvement Actions: The department will continue to work to ensure that students have adequate space to work.

Clearly define and articulate the role of the School of Human Environmental Sciences in the educational experience of graduate students.

Assessment Method: Faculty review

Results: An HES governance document is being developed in the School.

Analysis of results and reflection: Since the HES governance document is still in the committee process, analysis is not possible at this time.

Ongoing Improvement Actions: An ad hoc committee is moving this forward.

Explore any additional options for fully engaging all qualified graduate faculty members in the program.

Assessment Method: Ongoing review by DGS and Grad faculty.

Results: We have successfully recruited one adjunct from FCS Extension (since resigned from UK), one adjunct from 4-H, two affiliates from Med School, and one affiliate from the College of Education.

Analysis of results and reflection: The Department fully engages all faculty members in the graduate program. Following an external review of the graduate program, the Dean of the College of Agriculture, Food and Environment (CAFE), Associate Deans of CAFE, and the Dean of the Graduate School recommended that one member of the graduate faculty not teach graduate courses. This individual no longer performs instructional duties.

Ongoing Improvement Actions: We will devote ongoing attention to this recommendation as we network across campus.

The Department, in conjunction with the School and the College, should make a concerted effort to build and maintain a research culture in the Department through research seminars, reward structures, recognitions, pilot project funding, Wethington Awards, etc.

Assessment Method: Faculty review

Results: The department introduced a monthly research seminar; provided release time for faculty to pursue research activities; increased graduate (particularly doctoral student) enrollment; and supported sabbaticals.

Analysis of results and reflection: The Department has invested resources in developing a stronger research culture. Although extramural funding remains low, the number of publications per research FTE has increased.

Ongoing Improvement Actions: Ongoing attention to promoting research culture will remain a priority within the department.

Given the current unacceptable level of faculty diversity, faculty search processes and recruitment procedures should be seriously assessed with the goal of both recruiting a diverse pool of qualified applicants and, ultimately, building a diverse faculty.

Assessment Method: Faculty database

Results: There have been no opportunities to conduct any searches since the Program Review.

Analysis of results and reflection: Since there have been no new faculty hires, there can be no analysis of this recommendation.

Ongoing Improvement Actions: This recommendation remains a high priority, but there has been no opportunity to hire additional faculty up to this time.

The College of Agriculture, the School of Human Environmental Sciences, and the Department should work together to develop clearly articulated, written Rules of Procedure and regulations for the administration and functioning of the Department within the context of the School of Human Environmental Sciences. Given the unique nature of this structure within the University, special attention should be given to insuring that the resulting documents are consistent with the University's Governing and Administrative Regulations.

Assessment Method: Faculty review

Results: An HES governance document is being developed in the School.

Analysis of results and reflection: Analysis is impossible at this time, since the HES governance document is incomplete.

Ongoing Improvement Actions: An ad hoc committee continues to meet to move this forward.

Administrative practices should be brought in-line with the Department's official Rules of Procedure through either rewriting the Rules to reflect current practices or bringing practices in-line with the current Rules.

Assessment Method: Faculty review

Results: All rules and procedures are followed.

Analysis of results and reflection: When the Department deviates from its established rules and procedures; it has done so by formal vote to suspend in faculty meetings. A review of faculty meeting minutes will verify this fact.

Ongoing Improvement Actions: The department will continue to devote ongoing attention to this recommendation to ensure that rules and procedures are followed.

Department of Family Sciences Program Review Implementation Plan 2014-2015 Annual Report

Recommendations:

Review curriculum offerings for overlap and unnecessary redundancy

Assessment Method: Faculty (primarily Curriculum Committee) review.

Results: The Department completed a thorough review of all courses since the program review that resulted in renaming courses and changing requirements.

Analysis of results and reflection: The review resulted in reducing overlap and redundancy in Family Sciences courses.

Ongoing Improvement Actions: The Curriculum Committee continues to monitor and review the Family Sciences curriculum.

Consider offering more classes at non-traditional times and in either totally on-line or hybrid format

Assessment Method: Chair and Curriculum Committee review.

Results: The department introduced several on-line summer courses and scheduled more courses in late afternoon. FAM courses are now offered on both T/TH as well as MWF, and some of the MWF courses are hybrid courses that include on-line components.

Analysis of results and reflection: The changes have increased FAM students' ability to successfully enroll in departmental courses at non-traditional times, in on-line courses, or in hybrid courses.

Ongoing Improvement Actions: The Chair and Curriculum Committee continue to monitor.

Review how students are assessed in classes. Are there sufficient opportunities and variety in assignments for all qualified students to perform well?

Assessment Method: Student Learning Outcomes (SLO) process

Results: Changes have been made to the collection of SLO artifacts.

Analysis of results and reflection: Ongoing evaluation of class assessment is part of the ongoing assessment of learning outcomes adopted by the Department.

Ongoing Improvement Actions: SLO reporting will become the responsibility of the DUS and the DGS. We are transitioning to this approach for the 2015-2016 academic year to ensure a seamless change. The chair will continue to monitor the annual SLOs. Student Learning Outcomes will be reviewed annually.

Continue to work to decrease the divide between CFT students and others within the graduate programs.

Assessment Method: Faculty review

Results: Introduced formal areas of specialization (adolescence, aging, family finance, family process) so that there are areas of concentration for all graduate students.

Analysis of results and reflection: The Certified Family Therapist (CFT) Program has historically been a source of strength for the graduate program; it receives the most applications and the accepted students usually have some of the highest GPA and GRE scores. The introduction of formal areas of specialization within the Department ensures that all graduate students have a positive experience.

Ongoing Improvement Actions: There will be ongoing evaluation to ensure that areas of specialization match the expertise of faculty.

Establish a common space within the Department for graduate students to interact and have space in which to work.

Assessment Method: Faculty review

Results: Space has been provided for graduate students in Funkhouser Building. Two adjoining offices were combined and furnished.

Analysis of results and reflection: The renovated office space has contributed greatly to the collegial atmosphere among graduate students.

Ongoing Improvement Actions: The department will continue to work to ensure that students have adequate space to work.

Clearly define and articulate the role of the School of Human Environmental Sciences in the educational experience of graduate students.

Assessment Method: Faculty review

Results: An HES governance document is still being developed in the School.

Analysis of results and reflection: Since the HES governance document is still in the committee process, analysis is not possible at this time.

Ongoing Improvement Actions: An ad hoc committee is moving this forward.

Explore any additional options to fully engage all qualified graduate faculty members in the program.

Assessment Method: Ongoing review by DGS and Grad faculty.

Results: We have successfully recruited one adjunct from FCS Extension (since resigned from UK), one adjunct from 4-H, two affiliates from the UK Med School, and one affiliate from the UK College of Education.

Analysis of results and reflection: The Department fully engages all faculty members in the graduate program. Following an external review of the graduate program, the Dean of the College of Agriculture, Food and Environment (CAFE), Associate Deans of CAFE, and the Dean of the Graduate School recommended that one member of the graduate faculty not teach graduate courses. This individual no longer performs instructional duties.

Ongoing Improvement Actions: We will devote ongoing attention to this recommendation as we network across campus.

The Department, in conjunction with the School and the College, should make a concerted effort to build and maintain a research culture in the Department through research seminars, reward structures, recognitions, pilot project funding, Wethington Awards, etc.

Assessment Method: Faculty review

Results: The department introduced a monthly research seminar; provided release time for faculty to pursue research activities; increased graduate (particularly doctoral student) enrollment; and supported sabbaticals.

Analysis of results and reflection: The Department has invested resources in developing a stronger research culture. Although extramural funding remains low, the number of publications per research FTE has increased and is one of the highest in the College.

Ongoing Improvement Actions: Ongoing attention to promoting research culture will remain a priority within the department.

Given the current unacceptable level of faculty diversity, faculty search processes and recruitment procedures should be seriously assessed with the goal of both recruiting a diverse pool of qualified applicants and, ultimately, building a diverse faculty.

Assessment Method: Faculty database

Results: There have been no opportunities to conduct any searches since the Program Review.

Analysis of results and reflection: Since there have been no new faculty hires, there can be no analysis of this recommendation.

Ongoing Improvement Actions: This recommendation remains a high priority, but there has been no opportunity to hire additional faculty up to this time.

The College of Agriculture, the School of Human Environmental Sciences, and the Department should work together to develop clearly articulated, written Rules of Procedure and regulations for the administration and functioning of the Department within the context of the School of Human Environmental Sciences. Given the unique nature of this structure within the University, special attention should be given to insuring that the resulting documents are consistent with the University's Governing and Administrative Regulations.

Assessment Method: Faculty review

Results: An HES governance document is being developed in the School.

Analysis of results and reflection: Analysis is impossible at this time, since the HES governance document is incomplete.

Ongoing Improvement Actions: An ad hoc committee continues to meet to move this forward.

Administrative practices should be brought in-line with the Department's official Rules of Procedure through either rewriting the Rules to reflect current practices or bringing practices in-line with the current Rules.

Assessment Method: Faculty review

Results: All rules and procedures are followed.

Analysis of results and reflection: When the Department deviates from its established rules and procedures; it has done so by formal vote to suspend in faculty meetings. A review of faculty meeting minutes will verify this fact.

Ongoing Improvement Actions: The department will continue to devote ongoing attention to this recommendation to ensure that rules and procedures are followed.

APPENDIX H:
FACULTY BIO SKETCH AND CV

Robert Flashman

 fam-hes.ca.uky.edu/person/robert-flashman

Professional Profile

Dr. Flashman is a State Specialist in Family Resource Management with the UK Cooperative Extension Service. He is State Coordinator for the High School Financial Planning Program (HSFPP) in Kentucky, for which he develops weekly financial lessons distributed to more than 360 educators via an email listserv. These weekly lessons received the 2003 First Place Team Award for Program Initiative from the Alpha Kappa Chapter of Epsilon Sigma Phi. In addition, Kentucky's HSFPP Web site won the 2003 First Place Southern Regional Team Award related to the USDA's National Initiative on Financial Literacy.

Dr. Flashman also received the USDA 2000 Impact Award in 1990 for the Fayette Financial Counseling Service, in recognition of an exemplary program in the area of economic well-being. He was co-director of the SOS Learning Network Program. This program won three first place awards and was highlighted in a special networking issue of The Futurist.

Dr. Flashman is an Editorial Board member for The Forum for Family and Consumer Issues, for which he received the Distinguished Service Award in 1999. He also consults with the Kentucky Office of Insurance and the Kentucky Attorney General's Office and has worked with the Kentucky Legislature on legislation affecting consumers. His current program development thrust is an interactive investment Web site for teenagers, titled Future 4-H Millionaire Club, sponsored by the National Association of Securities Dealers.

Course Instruction

FAM 759: Financial Education Resources and Research

Research

Family Resource Management
Predatory lending practices
Volunteerism

Education

Ph.D., Family Resource Management, Ohio State University, 1976
M.S., Finance & Consumer Economics, Kansas State University, 1972
B.S., Applied Economics & Political Science, Kansas State University, 1970

CURRICULUM VITAE
Robert Harris Flashman
September 2007

Current Position: Professor and State Specialist in Family Resource Management
Kentucky Cooperative Extension Service
Department of Family Studies
University of Kentucky

Office Address: Room 303 Funkhouser Building
Lexington, Kentucky 40506-0054
Phone: (859) 257-7758
Fax: (859) 257-3212
E-mail: rflashma@uky.edu

Home Address: 3220 Blenheim Way
Lexington, Kentucky 40503
Phone: (859) 223-8066

Education:

Ph.D. 1976 Family Resource Management
The Ohio State University

Dissertation:
The Effects of Consumer Education on the Attitudes of Low-Income Consumers and Their Behavior in Purchasing Consumer Goods with a Bank Credit Card

M.S. 1972 Family Economics
Kansas State University
Area of Emphasis: Finance, Consumer Economics
Research:
Truth-In-Savings

B.S. 1970 Social Science
Kansas State University
General Liberal Arts Degree
Area of Emphasis: Applied Economics, Political Science

Previous Professional Employment:

Assistant Professor (1975-1978), Department of Family Economics, Kansas State University.

Courses taught:

Family Resource Management Theory & Application
Home Management Laboratory
Management of Family Resources
Advanced Home Management
Family Financial Management
Consumers Relations Practicum
Consumers and the Market
Financial Problems of Families
Field Study in Family Economics—Placement of students in practicums
Seminar in Family Economics—Topics: insurance, aging, & ergonomics
Problems in Family Economics—Economic status of women
Research in Family Economics

Professor, Department of Family Studies, University of Kentucky.

Teaching Graduate Class:

FAM 662 (1998, Summer) Social and Economic Decision Making in The Family.
FAM 759 (7004 - 2003, Summer) Special Advanced Topics in Family Studies:
Financial Education for Teachers

Teaching (Guest Lecturer):

University-wide course:

UK 101—Topic: To Be a Have or Have Not, the Choice is Yours

Family Studies Department:

- FAM 101—Introduction to Family Studies. Topic: System Approach to Family Resource Management.
- FAM 301—Management and Decision-Making in the Family. Topic: Financial Counseling Using the Deacon and Fireburgh Conceptual Framework.
- FAM 390—Introduction to Research in Family Studies. Topic varies, lecture every semester.
- FAM 464—Home Management and Family Relations. Topic: Impact of Money on Divorce.
- FAM 561—Management for Families with Limited Resources. Topic: Credit Card Use of Individuals Receiving Consumer Education.

Honor Societies: Epsilon Sigma Phi

Omicron Nu
Phi Upsilon Omicron

Special Awards:

Individual Awards and Recognition:

Distinguished Service Award (1999) for contributions as an Editorial Board Member for *The Forum for Family and Consumer Issues*, electronic journal.

Certificate of Appreciation (1991) in behalf of older adults from Center on Rural Elderly, Columbia, MO.

Mid-Career Service Award (1989). Alpha Kappa Chapter–Epsilon Sigma Phi. Designed to pay tribute to an experienced Extension professional with 11-20 years of continued leadership and excellence in performance. Nominated by colleagues.

Outstanding Graduate School Leadership Award (1975). Ohio State University.

Insurance Seminar Scholarship (1969), from Kansas Insurance Underwriters Association.

Program Awards - National / Southern Regional:

The High School Financial Planning Program Web Site (2003). Robert Flashman, Brian Fitzpatrick, Celia Hayhoe, Wendy Stivers, Peter Hesseldenz, Alex Lesueur, Chris Hart, and Linda Klos. First Place Regional Team Award related to USDA's National Initiative on Financial Literacy.

Fayette Financial Counseling Service (1990). Karen Perch, Robert Flashman, Jean Baugh and Judith Foster. USDA 2000 Impact Award, in recognition of an exemplary program in the Economic Well-Being Program area.

“There Ought to be a Law” Contest (1991). Marci Van Fleet, KEHA State Resource Management Chair. Robert H. Flashman, Advisor. National Extension Homemakers Council Award Family Resource Management Section. First Place, Southern Region Award.

Program Awards - State:

High School Financial Planning Program. Weekly Update Lessons. (2003). Program Coordinator: Robert Flashman. Team members: Brian Fitzpatrick, Celia Hayhoe, Peter Hesseldenz, Alex Lesueur, Chris Hart, and Linda Klos. First Place Team Award for Multi-

Area and Statewide Program Initiative (Category IV). Alpha Kappa Chapter - Epsilon Sigma Phi.

High School Financial Planning Program. Website. (2003). Program Coordinator: Robert Flashman. Team members: Brian Fitzpatrick, Wendy Stivers, Martha Welch, Celia Hayhoe, Peter Hesseldenz, and Alex Lesueur. First Place National Initiative (Category VI). Alpha Kappa Chapter - Epsilon Sigma Phi.

High School Financial Planning Program. Website. (2003). Program Coordinator: Robert Flashman. Team members: Brian Fitzpatrick, Wendy Stivers, Celia Hayhoe, Peter Hesseldenz, and Alex Lesueur. Award for Outstanding Program. Kentucky Association of State Extension Professionals.

Wildcat Way to Wellness Program. (2001). Team member. First Place Project Award. Association of Kentucky Extension Specialists.

Simply Beautiful Program (2000). Sam Quick and Robert Flashman. First Place Team Award for Multi-Area and Statewide Program Initiative. Alpha Kappa Chapter - Epsilon Sigma Phi.

High School Financial Planning Program (1999). Robert Flashman and Wendy Stivers. Second Place Team Award for National Initiative. Alpha Kappa Chapter - Epsilon Sigma Phi.

GriefWork: Guides for Survival and Growth (1998). Southern Regional Team Award Nominee from Kentucky. Alpha Kappa Chapter—Epsilon Sigma Phi.

GriefWork: Guides for Survival and Growth (1997). Team Award for National Initiative Alpha Kappa Chapter—Epsilon Sigma Phi.

GriefWork: Guides for Survival and Growth (1997). Team Award for Multi-Area or State Alpha Kappa Chapter—Epsilon Sigma Phi.

2nd Symposium on Aging: Design of Healthcare Environments (1995). Co-Chaired with Linda Reece and Sam Quick. Second Place Award For Outstanding Programs. Epsilon Sigma Phi.

Fayette Financial Counseling Service (1990). First Place Team Award For Outstanding Program. Epsilon Sigma Phi.

Tax Tactics (1988). Licking River Home Economic Agents with Robert Flashman, advisor. Second Place Area Team Award, Epsilon Sigma Phi.

The SOS Learning Network Program, co-directors Sam Quick and Robert Flashman, won three first place awards; also highlighted in special networking issue of The Futurist: (Major credit for these three awards goes to the many thousands of individuals whose cooperative efforts have enabled the SOS Learning Network concept to come to life.)

- **Outstanding Community Development Program**, (1986). Association of Kentucky Extension Specialists.
- **Outstanding New Program in Kentucky**, (1981). Association of Kentucky Extension Specialists.

External Funding:

“Kentucky High School Financial Planning Program” Web site and weekly financial lessons (2007). \$4,000 funded by National Endowment for Financial Education. Directed by Robert H. Flashman.

“Future 4-H Millionaire Club” (2008-2005). \$189,373, two-year multi-state grant funded by the National Association of Securities Dealers Foundation. PI: Robert H. Flashman.

“Expansion of Kentucky LifeSmarts Contest and Program” (2004). \$9,964.50 to be funded by the National Council on Economic Education. Grant written by Robert H. Flashman, in conjunction with the Kentucky Attorney General’s Office, Consumer Protection Division. Not funded.

“Retirement and Other Financial Information for Family Caregivers: What Every Adult Child Needs to Know” (2007-2005). \$122,971 to be funded over three-year period by Retirement Research Foundation. Directed by Robert H. Flashman. Not funded.

“Kentucky High School Financial Planning Program” (2006-1991). \$1,000 funded yearly, for a total of \$19,000 by National Endowment for Financial Education. Directed by Robert H. Flashman.

“Impact Study of Statewide Initiative to Increase Consumer Literacy” (1999). \$8,600 Funded by the Office of the Attorney General Consumer Protection Division. Co-Investigators - Robert H. Flashman, Celia Hayhoe, and Raymond Fogue.

“Impact Study of Cooperative Adventure to Decrease Telemarketing Fraud” (1999). \$1,500 funded by BellSouth Consumer Advisory Committee. Directed by Robert H. Flashman.

GriefWork: Guides for Survival and Growth Audio Cassette Series,” (1997). \$1,250 partially funded by the Funeral Directors Association of Kentucky. Co-Directed by Sam Quick & Robert H. Flashman.

“Statewide Initiative to Increase Consumer Literacy” (1997). \$8,500 funded by Office of the Attorney General Consumer Protection Division. Co-Investigators Robert H. Flashman, Celia Hayhoe, and Raymond Forgue.

“GriefWork: Guides for Survival and Growth” (1997). \$300 funded by Kentucky Extension Homemakers Association for purchase of videotapes.

“Bereavement Programs for Illiterate and Low Level Reading Audiences,” (1996). Program Enhancement Grant. \$3,000 funded for videos by Kentucky State Cooperative Extension Program. Written by Joanne Bankston, Robert Flashman, and Sam Quick.

“GriefWork: Guides for Survival and Growth” (1996). \$750 partially funded by BellSouth for development of audio cassettes for visually impaired. Co-Directors Sam Quick and Robert Flashman.

“GriefWork: Guides for Survival and Growth” (1995). \$10,000 funding by the Funeral Directors Association of Kentucky. Co-Directed by Sam Quick & Robert H. Flashman.

“Meeting the Credit Education Needs of Migrants” (1992) \$13,880 funding by National Coalition for Consumer Education and AT&T. Co-Written by Eric Matthews and Robert Flashman.

“Senior Series Implementation” (1992). \$3,000 Funded by Southern Rural Development Center. Project co-chaired by Sam Quick and Robert H. Flashman.

“Demonstration and Training Program: Farm and Family Financial Management,” (1991). \$8,000 funded by R. J. Reynolds Foundation. Directed by Robert H. Flashman, (original proposal was \$207,860. Only the \$8,000 pilot demonstration project in Fort Harrod Area funded.)

“Farm Resource Development: A Continuation and Expansion,” (1991). \$8,000 funded by Tennessee Valley Authority. Project Director, Robert H. Flashman.

“Senior Service Bank Model Program,” (1990). \$300 funded by Kentucky Extension Homemaker Association. Written by Robert H. Flashman.

“Aging Mini-Grant Program,” (1990). \$5,000 funded by Center on Rural Elderly. Directors, Sam Quick and Robert Flashman.

“Senior Service Bank Need Assessment,” (1990). \$2,000 funded by Center on Rural Elderly (\$1,000) and Kentucky Cooperative Extension Service (\$1,000). Co-Investigators Robert Flashman and Sam Quick..

“Improved Record-Keeping as a Basis for Sound Farm Business and Farm Family Decisions: A Continuation and Expansion,” (1990). \$48,000 funded by USDA. Co-Written by Fred Benson and Robert Flashman.

“Farm Family Resource Development,” (1990). \$20,760 funded by Tennessee Valley Authority. Project Director, Robert Flashman.

“SOS Learning Networks: A Model of Grassroots Community Education” (1981). \$76,000 funded by the US Department of Education. Principal investigators and co-directors of project Sam Quick & Robert Flashman.

“Rural Free Universities: Extending the University for Man Model,” (1980). Subcontract (\$6,500) from the University for Man for continued development of SOS Learning Networks. Co-directors Sam Quick and Robert Flashman.

“Rural Free Universities: Extending the University for Man Model,” (1979). Subcontract (\$5,500) from the Kansas State Affiliated University for Man for the development of SOS Learning Networks. Co-Directors Sam Quick and Robert Flashman.

Internal Program Funding:

“High School Financial Planning Program: Web Page,” (1999). \$7,069 (\$4,269 - Kentucky Cooperative Extension Service Program Enhancement Grant and \$2,800 - Department of Family Studies). Project Co-Directors - Robert Flashman, Wendy Stivers, Brian Fitzpatrick, and Celia Hayhoe.

A Commonwealth Distinguished Visiting Scholar Award, (1998). \$2,000 Lecturer Mathew Selekmán, author of three books and nationally renowned therapist. Workshop “Solution-Orientated Brief Therapy with Children,” proposal co-written by Robert Flashman, & Brian Jory on behalf of faculty in Department of Family Studies.

“Welfare Reform,” (1998). \$4000 funded by Kentucky Cooperative Extension Service Program Enhancement Grant. Project Director, Robert Flashman.

“Insurance Video” (1996). Kentucky Cooperative Extension Program. Directed by Robert Flashman. One of six to be selected for development.

“Farm and Family Financial Management Program,” (1990). \$2,835 funded by Kentucky Cooperative Extension Service Program Enhancement Grant. Project Director, Robert Flashman. Ranked first among 66 proposals submitted.

“Taking the Quack Out of Health Quackery,” (1990). \$4,955 funded by Kentucky Cooperative Extension Service Program Enhancement Grant. Project Director Robert Flashman. Ranked third among 66 proposals submitted for funding.

Research Proposal Not Funded in Conjunction With Research Faculty:

“Helping Men Make Informed Prostate Cancer Screening Decisions” (2002). Multi-year project \$420,920. Centers for Disease Control and Prevention. Principal Investigator - Mitzi Johnson. Cooperating faculty - Sam Quick and Robert Flashman (5% each, Extension Participation).

“Survey of Public Receptivity to a National Senior Service Bank,” (July 1995). \$100,000. Submitted to Administration on Aging. Co-Written by Jan McCulloch, Stephan Wilson, Sam Quick and Robert H. Flashman.

Editorial and Professional Boards:

- Associate Editor, *The Forum For Family and Consumer Issues*, North Carolina State University, 2007-2002.
- Editorial Review Board of *The Forum For Family and Consumer Issues*, North Carolina State University, 2007-1998.
- Editorial Review Board of *Advancing the Consumer Interest* journal published by American Council on Consumer Interests, 1989, 1988.
- Board of Directors for the American Council on Consumer Interests, 1983, 1982.

Refereed Articles:

Quick, S., Flashman, R., & Hesseldenz, P. (2000) “Showcase USA - Simply Beautiful—Choosing an Uncluttered, Focused, Rich Life.” *The Forum For Family and Consumer Issues*, Vol. 5, No. 1 Spring.

Taylor, M., Hesseldenz, P., Bastin, S., & Flashman, R. (1999) “An Expanding Role for Extension Agents in the New Millennium: Helping Clients Evaluate Non-Extension Information Sources.” *The Forum For Family and Consumer Issues*, Vol. 4, No. 3 Fall/Winter.

Flashman, R., Flashman, M., Quick, S., & Noble, L. (1998) “Ethical Wills: Passing on Treasures of The Heart.” *The Forum For Family and Consumer Issues*, Vol.3, No.2 Fall 1998, pp 3 - 10. Reprinted in the North Carolina Bar Association Publication, *Elder Law*, November, 1998.

Paynter, M. & Flashman, R. (1990). “Turning a control group into a new audience for CES.” *Journal of Extension*, Idea Corner, XXVII..

Nall, M., Perch, K., Quick, S., & Flashman, R. (1987). “Community education: A challenge for New Directions.” *Community Education Research Digest*, pp. 17-23.

- Edmondson, M. E., Forgue, R. E., & Flashman, R. H. (1987). "Usage of and Satisfaction with a State Consumer Protection Agency." *Journal of Consumer Studies and Home Economics*, XI, pp. 43-55.
- Flashman, R. H., & Quick, S. (1985). "Altruism is Not Dead: A Specific Analysis of Volunteer Motivation." in *Motivating Volunteers*, Larry F. Moore, ed. (A refereed article published in a book of readings.) Vancouver Volunteer Centre, Vancouver, B.C., Canada.
- Fetsch, R., Flashman, R., & Jeffiers, D. (1984). "Up Tight ain't Right: Easing the Pressure on County Agents." *Journal of Extension*, XXII, pp. 23-28.
- Quick, S., Killacky, J., Flashman, R. & Gibeau, A. (1982). "SOS learning networks." *Journal of Extension*, XX, pp. 7-12.
- Quick, S., Flashman, R. & Gibeau, A. (1981). "SOS Learning Networks: A Model of Inter-Organizational Cooperation." *Journal of Voluntary Action Research*, X, pp. 67-77.
- Flashman, R. H. & Paynter, M. A. (1981). "New Audiences can be Lured by Research." *Journal of Extension*, Idea Corner, XIX, pp. 5-6.
- Flashman, R., Quick, S., Jeffiers, M. & Love, H. (1981). "Extension and Consumer Cooperatives: Power to the People." *Journal of Extension*, Idea Corner, XIX, pp. 4-5.

Monographs:

- Flashman R. with contributions from Ray Forgue and Celia Hayhoe and edited by Jeffery Silverman and Peter Hesseldenz (2000, September). "A Holistic Approach To Consumer Education." Invited Presentation for the Governor's Consumer Advisory Board, Frankfort, KY.
- Flashman, R., Quick, S. & Hesseldenz, P. (1999, May). "An Overview of Volunteer Service Banks: Kentucky's Receptivity to Such a Concept." Invited Presentation for the Kentucky Legislative Research Commission, Special Advisory Commission on Senior Citizens, Frankfort, KY.

Refereed Conference Proceedings:

- Flashman, R. and Hayhoe, C (2000). Abstract (p. 44) "Vehicle Title Loans and Payday Lending." *Proceedings: Association for Financial Counseling and Planning Education*.
- Hayhoe, C., Garner, B., And Flashman, R. (1998). Decision-Making: Getting Better with Practice. *Proceedings: Association for Financial Counseling and Planning Education*.
- McCulloch, J., Wilson, S., Walker, R., Flashman, R., and Quick, S. (1996). National senior service bank conceptual model. *Consumer Interests Annual, volume 42, 1996*.

- Benson, C. & Flashman, R.H. (1990). Addressing the issue for dependent elderly. Addendum to *Proceedings: The Southern Regional Family and Economic Well-Being Conference*.
- Flashman, R., King B., & Perch, K.L. (1988). Marketing money management education programs: Extension's challenge for the '90s. *Proceedings: Family Economic Well-Being: Vital Issues and Educational Leadership*, pp. 99-102.
- Edmondson, M.E., Flashman, R., & Fogue, R.E. (1986). Preliminary analysis of the effectiveness of newsletters to educate consumers. *Proceedings: 1986 Southeastern Regional Association of Family Economics-Home Management*, pp. 45-46.
- Perch, K.L. & Flashman, R. (1985). Knowledge of men and women about consumer credit laws, insurance, and estate planning: A preliminary investigation and analysis. *Proceedings: American Council on Consumer Interest*, pp. 265-272.
- Quick, S., Nall, M. & Flashman, R. (1985). Revitalizing rural America: SOS learning networks. *Proceedings: National Rural Teacher Education Conference*.
- Perch, K.L., & Flashman, R. (1984). Desired involvement in family financial activities and preparation for emergencies: A preliminary comparison of sex differences. *Proceedings: Financial Counseling Consortium*, pp. 67-76.
- Edmondson, M.E., Flashman, R. & Quick, S. (1984). A proven consumer education model of informal learning designed for today's changing economic climate. *Proceedings: American Council on Consumer Interests*, pp. 174-178.
- Fetsch, R., Flashman, R., & Jeffiers, D. (1983). Workplace stress and the county agent: An innovative program model. *Research Abstract Proceedings: 74th Annual Meeting and Exposition, American Home Economics Association*, p. 81.
- Paynter, M.A., Flashman, R. & Fogue, R.E. (1982). Citizen's opinion: Should consumer education be required of high school students and how prepared is the next generation. *Proceedings: Southeastern Regional Association of Family Economics-Home Management*, pp. 140-144.
- Paynter, M.A., Flashman, R., Brewer, G.J. (1981). Unavailable advertised specials: An evaluation and recommendation for change of an FTC regulation. *Proceedings: American Council on Consumer Interests*, pp. 165-169.
- Fogue, R., Paynter, M.A., & Flashman, R. (1981). The Kentucky consumer hotline: An example of government-university cooperation. *Proceedings: American Council on Consumer Interests*, pp. 35-38.

Flashman, R., & Retrum, R.O. (1978). Evaluation: A critical component of organized consumer protection. *Proceedings: American Council on Consumer Interests*, pp. 38-41.

Conference Proceedings—Invited Papers:

Flashman, R., and Perch, K. (1991). Outline of presentation for the Annual Conference, Kansas City, Missouri. *Innovative Financial Counseling: Implications for Extension's future involvement in reaching families at risk*, pp. 31-32.

Flashman, R. (1986). Discussion: Policy and the consumer. *Proceedings: American Council on Consumer Interest*, pp. 30-31.

Flashman, R. (1981). The '80s: Challenges to American families and Cooperative Extension Service and what Extension is currently doing to meet these challenges. *Proceedings: Family Economics-Home Management Section of the American Home Economics Association*, pp. 148-154.

Flashman, R., Gibeau, A. & Quick, S. (1981). SOS learning networks: A new direction for the Cooperative Extension Service. *Proceedings: Southeastern Regional Association of Family Economics-Home Management*, pp. 180-186.

Other Publications/Multimedia Productions Funded By Grants:

Quick, S & Flashman, R. Project Directors of National version of 33 publications “GriefWork: Guides for Survival and Growth Series” (1998). partially funded by the Funeral Directors Association of Kentucky.

Quick, S., & Flashman, R. Project Directors “GriefWork: Guides for Survival and Growth Audio Cassette Series” (1998). Partially funded by the Funeral Directors Association of Kentucky & Bell South.

Quick, S., & Flashman, R. (1992). *Facts about Aging Computer Program*. Lexington, KY: Kentucky Cooperative Extension Service Catalog #81. Funded by Center on Rural Elderly.

Quick, S., & Flashman, R. (1992). *Senior Series, Diskette Version*. Lexington, KY: Kentucky Cooperative Extension Press. Funded by Center on Rural Elderly.

Perch, K., & Flashman, R. (1988). *Financial Counselor's Manual*. Fayette Financial Counseling Services, Inc. Funded by Fayette County Government.

Quick, S., Flashman, R., & Gibeau, A. (1984). *SOS Learning Networks Guide*. Funded by the US Department of Education.

Quick, S., Flashman, R., & Gibeau, A. (1984, June). SOS learning networks: An idea whose time has come. *The Futurist*, pp. 20-22.

Flashman, R. (1982). *SOS learning network revitalizing rural America*. Extension Review, 53, (4), p. 42.

Quick, S., Killacky, J., Flashman, R., & Gibeau, A. (1981). Sharing our selves learning network in Kentucky. *The Exchange*, 5, pp. 8-9.

Hensley, J., Gibeau, A., Quick, S. & Flashman, R. *People Power: A Multimedia Presentation Introducing the SOS Learning Network Concept*. Funded by the US Department of Education.

Grant Reports:

Flashman, R. (1994). Meeting the Credit needs of Migrants, Financial report. University of Kentucky Cooperative Extension Service.

Flashman, R. (1993). Meeting the Credit Needs of Migrants, Evaluation of Program and Quarter Reports. University of Kentucky Cooperative Extension Service.

Selected Citations:

“Consumer Tips: Check Out This Web Site for Unsafe Products,” Family & Consumer Sciences Newsletter, September – October 2006.
<http://ces.ca.uky.edu/Oldham/SEPTEMBER%20OCTOBER%20FCS%20NEWS.pdf>

“Financial Fitness for Youth: Effectiveness of HSFPP Confirmed,” FFY Newsletter, Clemson University, Fall 2006.
http://64.233.187.104/search?q=cache:hIUySv82W_8J:www.clemson.edu/fyd/Assets/Adobe_Acrobat_files/ffy_newsletter_fall06.pdf+Robert+Flashman&hl=en&gl=us&ct=clnk&cd=34

“Internet Scams: Consumer Beware,” University of Missouri Extension, ca 2005.
<http://www.extension.missouri.edu/bsf/consumer/Internet%20Scams.pdf>

“Kentucky High School Financial Planning Home Page,” in *HSFPP: High School Financial Planning Program*, Vol. I, No. 1. University of Arkansas Cooperative Extension Service. Little Rock, AR. April 2004.

“Simple Living: Choosing an Uncluttered, Focused, Rich Life,” adapted from “Simply Beautiful,” by Quick, S., & Flashman, R. Oregon State University Extension Service. Sustainable Living Project. Corvallis, OR. c. 2003.

“Hard Le\$\$on\$: Teens Need More Help in Understanding Their Personal Finances,” by Beverly

Bartlett, Louisville *Courier Journal*, Louisville, KY, July 25, 2002.

“The Virtues and Values of an Ethical Will: It Offers Spiritual Wealth and Helps Estate Planning,” by Kate Murphy, *Business Week online*, April 8, 2002.

“Ethical Wills: Preserving Your Legacy of Values for Your Family,” by Barry K. Baines, *Beyond Indigo: Changing the Way You Feel About Grief and Loss*.
<http://www.death_dying.com/articles/article.php/artID/76>. 1999.

“Keeping It Simple to Reduce Stress,” *Henry County Newspaper*, Henry County, KY, September 16, 1998.

“Pocket Cash: Teaching Kids How to Spend and Save,” *Wisconsin State Journal*. April 27, 1998.

“Simply Beautiful,” *UK Communi-K*. March 23, 1998.

“Penny Power,” Lexington *Herald-Leader*, Lexington, KY, March 22, 1998.

“Consumers Should Be Aware of Fraud Chances in Cyberspace,” *University of Kentucky Public Relations*, 1998.

“‘Banking’ Credits for Helping Seniors Would Help Volunteers, Too,” *Aging Network News*, August 1996.

“A Set of Wheels,” in *Island Life*, Honolulu, HI. November 8, 1994.

“Driver’s Ed and Beyond,” in *Detroit News*, Detroit, MI, August 24, 1994.

“Financial Facts of Car Ownership,” in *Colorado*, Fort Collins, CO. August 8, 1994.

“Credit Card Fraud.” Phone interview by Laurie Spiczka for USDA Radio. February 25, 1994.

“Family & Economic Well-Being: Now I’m an Informed Consumer,” in *Voices, 1988 Annual Report*. By Leah Chester-Davis, University of Kentucky Cooperative Extension Press.

“Consumer Relations Board Assists Students,” by Candice Leonard, *Collegian*, Manhattan, Kansas, April 28, 1988 (citations).

“New Tax Law Calls for Year-End Tax Planning,” *Regional Farmer*, November 16, 1986.

“Life Insurance Deserves More Attention,” by Connie Holman, *The Gleaner*, Henderson, Kentucky, November 3, 1985, (Interview).

- “Teaching Money Management Basics at the Grass Roots Level,” by Marilyn Hoffman, *Christian Science Monitor*, November 26, 1984, (Interview).
- “SOS Learning Networks,” *Leading Edge*, IV, (3), September 26, 1983, (submitted material).
- “SOS Kentucky-Style,” *The Homemaker*, 6, (4), May/June, 1982, (interview).
- “Generic Drugs—Proponents of Them Argue that Less Cost Does Not Necessarily Mean Less Quality,” by Tammy Morris, *The Kentucky Kernel*, April 1, 1980 (Interview).
- “The Old Folks at Home,” by Jan Hensley, *Woodburning Quarterly*, Winter, 1979.

Selected Professional Presentations:

(Previously cited refereed conference papers not repeated here; see pages 9 and 10.)

National:

- Flashman, R., and Hayhoe, C (2000, November). Panel Discussion. “Is 390% Usurious? Alternative Financial Services and Low Income Consumers - From Research and Policy to Practice.” Jean M. Hogarth, Ph.D., Kevin H. O’Donnell, Robert Flashman, Ph.D., Celia Hayhoe, Pd.D., CFP & Roger Swagler, Ph.D., at the 2000 annual meeting of the Association for Financial Counseling and Planning Education, St. Louis, MO.
- Flashman, R., & Hayhoe, C. (1998, June). Using Baseline Data To Address Telemarketing Problems of The Elderly. Poster presentation at Pre-Conference on Aging, American Association of Family and Consumer Sciences. Atlanta, GA.
- Quick, S., Flashman, R., & Adler, L. (1998, June). GriefWork: Preparing for and Dealing With Death. Invited presenter at Pre-Conference on Aging, American Association of Family and Consumer Sciences. Atlanta, GA
- Flashman, R. (1997, October). GriefWork: Guides for Survival and Growth. Invited participant in panel presentation at Galaxy Conference. Cincinnati, OH.
- Flashman, R. (1992, June). Investment Planning for Retirement. Invited presentation at 20th Annual Meeting of the National Association of Farm Business Analysis Specialists, Louisville, KY.
- Flashman, R., & Tanner, B.O. (1989, July). Fitting cooperative education into your program curriculum. Invited presentation at the 61st National Institute on Cooperative Education, Indianapolis, IN.

Flashman, R., & Perch, K.L. (1987, October). "Financial planning: Your key to financial success. Invited presentation at the National Association of Extension Home Economists, Louisville, KY.

Flashman, R., (1984, May). Helping us serve you better: A self-reporting evaluation tool. Presented at ECOP Family Resource Management Workshop, Denver, CO.

Forgue, R., Flashman, R., & Paynter, M.A. (1982, June). Home Economics research and public policy: The vital link. Paper presented at the American Home Economics Association 73rd Annual Meeting, Cincinnati, OH.

Flashman, R., & Kindrick, P. (1979, June). An assessment of home economics students' ability to evaluate resource materials. Paper presented at American Home Economics Association 70th Annual Meeting, St. Louis, MO.

Regional:

Flashman, R. (1995, July). Invited Presenter. The most common mistakes farm families make in financial management. Agri 21 Leadership Development Conference, Dahlonega, GA.

Flashman, R., & Quick, S. (1991, August). Invited Presenter. Application of the Senior Series at State Gerontology workshop. Penn State University, PA.

Flashman, R. (1991). Invited Presenter. SOS learning network: A Model of Grass Roots Community Education Program and Intergenerational Cooperation. Illinois Cooperative Extension Service, Effingham, IL.

Flashman, R., & Granovsky, N. (1990, May). Decision dimension for sandwich generation. Southern Region Family & Economic Well-Being Seminar, Dallas, TX.

Flashman, R. (1986, October). SOS learning networks: The people speak. Video presentation at the Southern Regional Extension Family Economic Stability and Security Workshop, Atlanta, GA.

Flashman, R. (1983, February). Resident and Extension faculty: United we stand, divided who knows. Paper presented at the 12th Annual Conference of the Southeastern Regional Association of Family Economics-Home Management, Denton, TX.

Flashman, R., Quick, S., & Gibeau, A. (1982, February). SOS learning networks: Progress report of an innovative community development and education Extension program. Paper presented at the Eleventh Annual Conference of the Southeastern Regional Association of Family Economics-Home Management, Athens, GA.

Flashman, R., Quick, S., & Gibeau, A. (1982, September). SOS learning networks: Cooperative Extension Service: A model of community development and education that works. Presented at the Southern Region Home Economics Conference, Tulsa, OK.

Quick, S., & Flashman, R. (1981, May). SOS learning networks: A model of community learning and development. Paper presented at the Southeast Consortium for International Development, Frankfort, KY.

Flashman, R., Quick, S., & Jeffiers, M. (1980, February). Consumer cooperatives: Power to the people. Paper presented at the Ninth Annual Conference of the Southeastern Regional Association of Family Economics-Home Management, Mobile, AL.

Statewide:

Flashman, R. H. (2003, January). "North Carolina: Critical Issues & Potential Solutions." Invited Presentation for the North Carolina Cooperative Extension Service, Raleigh, NC.

Flashman, R., Quick, S., & Hesseldenz, P. (1999, May). "An Overview of Volunteer Service Banks: Kentucky's Receptivity to Such a Concept." Invited Presentation for the Kentucky Legislative Research Commission Special Advisory Commission of Senior Citizens, Frankfort, KY.

Flashman, R. (1997, October). Results of Survey: Participation of County Agents with Senior Centers. Invited Presentation for the Cabinet of Human Resources Division of Aging, Louisville, KY.

Flashman, R., & Quick, S. (1996, September). GriefWork Workshops. Co-organized 2 one-day training sessions for agents, health care professionals, ministers, counselors, social workers, and funeral directors.

Flashman, R. (1995, May). Insurance: Overlaps and Undergaps. Invited presenter at Wellness Program Conference.

Flashman, R., Farris, L. (1994, December). Educational Sources to Help You to Deliver the Message. Program sponsored by the Kentucky Coalition of Consumer Education, Lexington, KY.

Flashman, R. (1993, October). Senior Series: What Is It? How Can It Be Used Effectively in Senior Centers? Invited Presentation for the Cabinet of Human Resources Division of Aging, Louisville, KY.

Flashman, R. (1992, April). What About Your Money. Invited presentation at the Kentucky 4-H Association Conference, Faubush, KY.

- Flashman, R. (1992, May). Make Your Money Work for You. Kentucky Homemaker Association Annual Meeting, Lexington, KY.
- Flashman, R. (1990, November). Estate Planning. The Kentucky State Horticultural Society Winter Meeting, Louisville, KY.
- Mosley, R., & Flashman, R. (1990, October). When Illness Strikes: Family Concerns and Reactions. Challenges of Aging Conference, Lexington, KY.
- Flashman, R. (1990, January). Farm and Family Economic Well-Being: Present and Future Outlook. State Outlook Conference, Lexington, KY.
- Flashman, R. (1989, December). Are You Getting Your Money's Worth: Fringe Benefits. 4-H Winter Meeting, Hopkinsville, KY.
- Flashman, R. (1988, May). Cutting health care cost for the elderly. Meeting the Challenges of Aging V, Lexington, KY.
- Flashman, R. & Perch, K.L. (1987, May). Selecting a financial planner. Invited presentation at the Kentucky Extension Homemaker's Association Annual Meeting, Lexington, KY.
- Flashman, R. (1987, May). The forgotten income—fringe benefits, how to select the best health and life insurance options. Invited presentation at the annual Kentucky 4-H Agents Association Meeting, Lexington, KY.
- Flashman, R. (1987, April). Money management: The leading cause of stress between marriage partners. Presented at workshop of The Association for Couples in Marriage Enrichment Trainers, Lexington, KY.
- Flashman, R. (1985, May). Insurance: Over-insured or under-insured? Invited presentation, Meeting the Challenge of Aging II, Lexington, KY.
- Flashman, R. (1984, May). Savings and investments: Options for the small investor. Invited presentation at the Kentucky Extension Homemaker Association Annual Meeting, Lexington, KY.
- Fetsch, R.J., Flashman, R. & Jeffers, D. (1984, March). Stress and time management: A challenge for Extension agents. Presented at the Kentucky 4-H Association Conference, Bowling Green, KY.
- Flashman, R. (1983, November). How to teach the consumer advocacy K-12. Presented at Workshop of the Coalition for Consumer Economics Education, Louisville, KY.

Flashman, R. (1980, April). Challenges facing home economic educators in the 80s. Invited presentation at Kentucky Home Economics Association annual meeting, Owensboro, KY.

Flashman, R. (1979). Local consumer concerns: How they affect the older consumer. Invited presentation at the Senior Purchase power Workshop, sponsored by Center on Aging of the University of Kentucky, the University of Louisville, and the New York State Legislative Institute, Baruch College, City University of New York. Lexington, KY.

Cooperative Extension Service Publications:

Low Income/Reading Level Publications Series:

Davis, Della, & Robert H. Flashman. "Help! Someone Is Impersonating Me! What Do I Do?" (FAM-RHF.132). June 2006.

Flashman, R., Davis, D., & Lesueur, A. (2004). *Don't Make 'Cold Checks' a Disaster*. FAM-RHF.136. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R., McMahan, M. & Lesueur, A. (2003, revised). *Free & Low Cost Prescription Drugs*. FAM-RHF.122A. Lexington, KY: University of Kentucky Cooperative Extension.

Garner, B, Flashman, R., & Hesseldenz, P. (2000). *Where to Go for Health Care Services*. FAM-RHF.123. Lexington, KY: University of Kentucky Cooperative Extension.

Garner, B., Flashman, R., & Hesseldenz, P. (2000). *Free & Lowcost Prescription Drugs*. FAM-RHF.122. Lexington, KY: University of Kentucky Cooperative Extension.

Garner, B., Flashman, R., & Hesseldenz, P. (2000). *How Do I Handle Denied Medical Claims? What Are My Rights?* FAM-RHF.121. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R., & Hesseldenz, P. (2000). *Co-Signing A Loan: Better Think Twice*. FAM-RHF.120. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R. & Hesseldenz, P. (2000). *Check Advance Loans: Are They Right for You?* FAM-RHF.119. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R., & Hesseldenz, P. (2000). *Consumer Fraud: Don't Be a Victim*. FAM-RHF.118. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R., & Hesseldenz, P. (2000). *Telephone Savvy*. FAM-RHF.117. Lexington, KY: University of Kentucky Cooperative Extension.

- Garner, B., Flashman, R., & Hayhoe, C. (1998). *Skills for Success—Your Transportation Needs: Making Wise Decisions*. FAM-RHF.114. Lexington, KY: University of Kentucky Cooperative Extension.
- Garner, B., Flashman, R., & Hayhoe, C. (1998). *Skills for Success—Your Transportation Needs: Making Wise Decisions Leader's Guide*. Lexington, KY: University of Kentucky Cooperative Extension.
- Maddox, A., & Flashman, R. (1997, revised 2000). *Is Rent-to-Own Right for You?* FAM-RHF.107. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R. (1996, revised 2000). *Super Shopper—Service Contracts: To Buy Or Not to Buy*. FAM-RHF.103. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R. (1996, revised 2000). *Super Shopper—The Price is Right!* FAM-RHF.102. Lexington, KY: University of Kentucky Cooperative Extension.

Traditional Extension Publications:

- Flashman, Robert H. & Alex Lesueur, Jr. “Making Your Charitable Giving Go Farther” (FAM-RHF.124A). Revised September 2005.
- Flashman, Robert H., Christopher Hart, & Brian Fitzpatrick. “Making Your Ride on the Internet Safer” (FAM-RHF.110A). Revised February 2005.
- Flashman, Robert H. & Alex Lesueur, Jr. “Cyberspace: A New Arena for Consumer Health Fraud” (FAM-RHF.113A). Revised January 2005.
- Flashman, R., Hayhoe, C., & Lesueur, A. (2004). *Emergencies: Are You Prepared?* FAM-RHF.127A. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., & Lesueur, A. (2004). *Privacy: A Balancing Act*. FAM-RHF.130. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., & Hayhoe, C. (2004, revision, 40% new). *Life Insurance: The Impact of Ownership*. FAM-RHF.106A. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., & Lesueur, A. (2004). *Think Twice Before Using Instant Tax Refund*. FAM-RHF.128. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., Klos, L., & Lesueur, A. (2003). *Your Funeral: The Financial Options*. FAM-RHF.129. Lexington, KY: University of Kentucky Cooperative Extension.

- Klos, L., Flashman, R., & Lesueur, A. (2003). *Finding Lost Insurance Policies and Other Valuables*. FAM-RHF.126. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., Klos, L., & Lesueur, A. (2003). *Alternatives to Burial*. FAM-RHF.125. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., Klos, L., & Lesueur, A. (2003). *Making Your Charitable Giving Go Further*. FAM-RHF.124A. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., Lesueur, A., & Hesseldenz, P. (2003, major revision, 75% new). *Let the Consumer Beware! A Guide to Fraud and Rip-offs*. FAM-RHF.116A. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., & Lesueur, A. (2002, revision, 50% new). *Let the Consumer Beware! A Guide to Fraud and Rip-offs*. Leader's Guide. FAM-RHF.116 (LG). Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., Hayhoe, C., & Lesueur, A. (2002). *Emergencies: Are You Prepared?* FAM-RHF.127. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., Silverman, J., & Hesseldenz, P. (2000). *Let the Consumer Beware! A Guide to Fraud and Rip-offs*. Leader's Guide. FAM-RHF.116 (LG). Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., & Hesseldenz, P. (1999). *Let the Consumer Beware! A Guide to Fraud and Rip-offs*. FAM-RHF.116. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R., & Hesseldenz, P. (1999). *Tips to Save Money When Buying Insurance*. FAM-RHF.115. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, R. (1998, revised 2000). *Cyberspace—A New Arena for Consumer Health Fraud*. FAM-RHF.113. Lexington, KY: University of Kentucky Cooperative Extension.
- Bakies, S., & Flashman, R. (1998). *Do Your Medical Records Really Belong to You?* FAM-RHF.112. Lexington, KY: University of Kentucky Cooperative Extension.
- Bakies, S., & Flashman, R. (1998, revised 1999). *Do You Know Where Your Social Security Number Is Right Now*. FAM-RHF.111. Lexington, KY: University of Kentucky Cooperative Extension.
- Quick, S., & Flashman, R. (1997, revised 2000). *Simply Beautiful: Choosing an Uncluttered, Focus, Rich Life*. FAM-SAM.126. Lexington, KY: University of Kentucky Cooperative Extension. Revised, re-titled, and renumbered for the Wildcat Way to Wellness program as

Choosing the Simply Beautiful Life (FCS7-178), Lexington, KY: University of Kentucky Cooperative Extension.

Quick, S., & Flashman, R. (1997, revised 2000). *Simply Beautiful: Choosing an Uncluttered, Focus, Rich Life. Leader's Guide*. Lexington, KY: University of Kentucky Cooperative Extension. Revised and re-titled for the Wildcat Way to Wellness program as *Choosing the Simply Beautiful Life. Leader's Guide*. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R. (1997, revised 1999). *How Private Is Your Ride on the Internet?* FAM-RHF.110. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R. (1997). *What You Need to Know About Earthquake Insurance*. FAM-RHF.109. Lexington, KY: University of Kentucky Cooperative Extension

Flashman, R. (1997). *The Successful Person's Guide to Time Management*. FAM-RHF.108. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R. (1997). *Life Insurance: The Impact of Ownership*. FAM-RHF.106. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R. (1997). *Time Management for Dyslexic Children and Their Parents*. FAM-RHF.105. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R. (1997). *Flood Insurance Coverage* FAM-RHF.104. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R. (1996, revised 2000). *Telephone Investment Fraud*. FAM-RHF.101. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R. (1996). *Health Quackery* (revised). H.E.5-212. Lexington, KY: University of Kentucky Cooperative Extension Press.

Flashman, R., & Perch, K. (1996). *Home Insurance: Getting Your Money's Worth*. H.E. 5-412. Lexington, KY: University of Kentucky Cooperative Extension Press.

Flashman, R., Quick, S., et al. (1996). *GriefWork: Guides for Survival and Growth*. Facilitator's Guide. Lexington, KY: University of Kentucky Cooperative Extension.

Flashman, R., and Gwinn, D. (1996). *GriefWork: Guides for Survival and Growth. Getting Your Affairs in Order*. Lexington, KY: University of Kentucky Cooperative Extension.

Morphew, M., McCulloch, J., Quick, S., and Flashman, R. (1996). *GriefWork: Guides for Survival and Growth*.
Sensiti

- Flashman, R., and Gwinn, D. (1996). *GriefWork: Guides for Survival and Growth. Obtaining Survivor's Benefits*. Lexington, KY: University of Kentucky Cooperative Extension.
- McCulloch, J., Flashman, R., and Quick, S. (1996). *GriefWork: Guides for Survival and Growth. Legal Devices When One Cannot Make Decisions*. Lexington, KY: University of Kentucky Cooperative Extension.
- Flashman, M., Flashman, R., and Quick, S. (1996). *GriefWork: Guides for Survival and Growth. Ethical Wills—Passing on Values Important to You*. Lexington, KY: University of Kentucky Cooperative Extension.
- Kuhnen, K., Peter, T., Flashman, R., and Gwinn, D. (1996). *GriefWork: Guides for Survival and Growth. Pre-Planning a Funeral*. Lexington, KY: University of Kentucky Cooperative Extension.
- Quick, S., Quick, J., Morpew, M., and Flashman, R. (1996). *GriefWork: Guides for Survival and Growth. For Teenagers—Facing the Death of Someone Close*. Lexington, KY: University of Kentucky Cooperative Extension.
- Morpew, M., McCulloch, J., Quick, S., and Flashman, R. (1996). *GriefWork: Guides for Survival and Growth. Sensitive Family Issues*. Lexington, KY: University of Kentucky Cooperative Extension.
- Quick, S., and Flashman, R. (1996). *GriefWork: Guides for Survival and Growth. Writing Through Your Grief*. Lexington, KY: University of Kentucky Cooperative Extension.
- Thurman, W., Balzi Stokes, B. Flashman, R., and Gwinn, D. (1996). *GriefWork: Guides for Survival and Growth. A Guide to Probate*. Lexington, KY: University of Kentucky Cooperative Extension.

- Lee, M., & Flashman, R. (1995). *Discount Buying: Option for the 1990's*. H.E. 5-419. Lexington, KY: University of Kentucky Cooperative Extension Press. Lexington, KY: University of Kentucky Cooperative Extension.
- Lee, M., & Flashman, R. (1995). *Discount Buying: Option for the 1990's Leader's Guide*. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R. (1994). *Car Buying: How To Get The Best Deal*. Lexington, KY: University of Kentucky Department of Family Studies.
- Flashman, R., & Perch, K. (1993). *Auto Insurance: Getting Your Money's Worth* H.E. 5-142 . Lexington, KY: University of Kentucky Cooperative Extension Press.
- Levy, C., & Flashman, R.(1992). *Wills*. Lexington, KY: University of Kentucky Department of Family Studies.
- Levy, C., & Flashman, R. (1992). *Property Rights*. Lexington, KY: University of Kentucky Department of Family Studies.
- Perch, K., Foster, J., & Flashman, R. (1992). *Long-Term Care Insurance*. Lexington, KY: University of Kentucky Department of Family Studies.
- Perch, K., & Flashman, R. (1992). *Take Charge of Your Finances: If Your Spending Is Out of Control*. Lexington, KY: University of Kentucky Department of Family Studies.
- Flashman, R., & Perch, K. (1992). *What You Need To Know About Earthquake Insurance*. Lexington, KY: University of Kentucky Department of Family Studies.
- Flashman, R. (updated 1992). *What You Should Know About Health Insurance*. H.E. 5-213C. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Perch, K., & Flashman, R. (1992). *Take Charge of Your Finances: Develop a Spending Plan*. H.E. 5-149. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Fetsch, R.J., & Flashman, R. (1987). *Life-time Management*. H.E. 7-101. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Bogardus, M., Flashman, R., Johnson, K., and Mosley, R. (1992). *Being Prepared for Illness*. H.E. 5-134. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R., & Gwinn D. (Adapted 1991, Revised 1994). *Survivor's Handbook: Making Funeral Plans and What Every Survivor Should Know*. H.E. 5-165. Lexington, KY: University of Kentucky Cooperative Extension Press.

- Flashman, R. (Adapted 1991). *Survivor's Handbook: Making Funeral Plans and What Every Survivor Should Know Leader's Guide*. H.E. L.G. 5-165. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Perch, K., & Flashman, R. (1991). *Take Charge of Your Finances with Prepared Savings*. Extension Notes. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R. (1989, revised). *Women and Credit*. H.E. 5-406. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R. (1989). *Consumer Health Quackery*. H.E. 5-212. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R. (1988). *Consumer Health Quackery: Leader's Guide*. L.G.H.E. 5-212. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R. (1988). *Understanding Savings and Investments: Leader's Guide*. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R. (1988, revised 1995). *Don't Be a Victim of Telephone Investment Fraud*. H.E. 5-160. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R. (1988). *Great Ideas (cards on Consumer Fraud)*.
- Quick, S., Rupured, M., Quick, D. & Flashman, R. (1988). *Increasing Your Work Satisfaction: A Key Concept Approach*, a set of 22 cards.
- Flashman, R. (1987). *What You Should Know About Health Insurance: Leader's Guide*. L.G.H.E. 5-212B. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R. (1987, Revised). *Keeping Important Records and Business Papers*. H.E. 5-137C. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Flashman, R. (1987). *Earthquake Insurance. Kentucky Cooperative Extension Service Fact Sheet*.
- Flashman, R. (1985). *Consumer Fraud: A Handbook for Prevention and Recourse: Leader's Guide*. L.G.H.E. 5-158. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Johnson, J., & Flashman, R. (1985, reprinted 1986, 1989). *Making and Using Cleaning Products—the Safe Way*. H.E. 5-407B. Lexington, KY: University of Kentucky Cooperative Extension Press.
- Dedic, B.J., Flashman, R., & Ketch, K. (1984, reprinted 1985). *Catalog Shopping Know How*.

H.E. 2-805. Lexington, KY: University of Kentucky Cooperative Extension Press.

Flashman, R., Stevens, H., & Renfro, D. (1983, revised 1987, 1989). *Consumer Fraud: A Handbook for Prevention and Recourse*. H.E. 5-158. Lexington, KY: University of Kentucky Cooperative Extension Press.

Flashman, R., & Quick, S. (1982, reprinted 1983). *Inflation: What It Is and How to Live With It*. H.E. 5-200. Lexington, KY: University of Kentucky Cooperative Extension Press.

Flashman, R., & Jeffiers, M. (1981, revised 1982, reprinted 1984). *Coupons and Refunds—Making Them Work*. H.E. 5-723A. Lexington, KY: University of Kentucky Cooperative Extension Press.

Flashman, R., & Renfro, D. (1982, reprinted 1983). *Coupons and Refunds—Making Them Work: Leader's guide*. Lexington, KY: University of Kentucky Cooperative Extension Press.

Jeffiers, M., & Flashman, R. (1981). *Understanding the Supermarket*. H.E. 5-722. Lexington, KY: University of Kentucky Cooperative Extension Press.

Quick, S., Davis, K., Fetsch, R., & Flashman, R. (1980). *Helping Us Serve You Better: A Made for Extension Evaluation Tool*. Lexington, KY: University of Kentucky Cooperative Extension Press.

Stevens, H., & Flashman, R. (1979, revised 1982, reprinted 1983). *Exchange, Refund, Complain*. L-345D. Lexington, KY: University of Kentucky Cooperative Extension Press.

Stevens, H., & Flashman, R. (1979, revised 1980). *When You Use Credit*. H.E. 5-139C. Lexington, KY: University of Kentucky Cooperative Extension Press.

4-H Publication Series:

“Future 4-H Millionaire Club – investment program.” Builds upon two other 4-H national curricula, “Financial Champions” and “Consumer Savvy.”

Lessons Developed, 2007:

- * Lottery game: What are your chances of becoming a millionaire?
- * Simple vs. Compound interest – Rules of 72
- * Time value of money: How much does a teenager need to invest beginning at age 18 to become a millionaire?
- * Family Crest – financial and personal goals activity
- * Making Choices – needs vs. wants
- * Stock market game

Web Site – Program Materials, 2007:

- * Investment glossary
- * Investment calculator
- * Investment quizzes / evaluation of knowledge; 80% score move to next level
- * Case studies of 5 teenagers
- * Basic background material on investing

Bakies, S., & Flashman, R. (2000). *Invisible Persuaders: A Teenager's Guide to Understanding Business and Advertisement*.

Bakies, S., & Flashman, R. (2000). *Invisible Persuaders: A Teenagers's Guide to Understanding Business and Advertisement*. Teaching Manual.

Thompson, R., Flashman, R., & Stivers, W. (1984). *Understanding Yourself as a Consumer*. 4-H 1645. Lexington, KY: University of Kentucky Cooperative Extension Press.

Thompson, R., Flashman, R., & Stivers, W. (1984, revised 1987). *Teenagers in the Economy: Experiencing New Horizons*. 4-H 1646. Lexington, KY: University of Kentucky Cooperative Extension Press.

Thompson, R., Flashman, R., & Stivers, W. (1984). *How to Build Strong Personal Relationships: A Lesson in Money Management*. 4-H 1647. Lexington, KY: University of Kentucky Cooperative Extension Press.

Stivers, W., Thompson, R., & Flashman, R. (1984). *Getting Control Over Our Lives: A Guide to Becoming Better Consumers (three-part series) Leader's Guide*. 4-H 1648. Lexington, KY: University of Kentucky Cooperative Extension Press.

Selected Electronic Media:

Television News Series:

"*Consumer's Corner*" (1998). Stations carrying the program: WKYT - Lexington; WBKO - Bowling Green; WYMT - Hazard. Written by Robert Flashman. New extension marketing effort to reach a larger audience with timely information.

Titles:

1. *Buying a New Car*
2. *Credit Card Fraud*
3. *Car Rental Insurance*
4. *Check Writing Tips*
5. *Telephone Solicitations*
6. *Telephone Fraud*

Others:

- “Health Fraud, Quackery and Misinformation,” (1990, October). Kentucky Educational Television (KET). Produced by University of Kentucky Office of Instructional Resources, Lexington, KY. (Project Coordinator).
- “Health Quackery,” (1990, September). Kentucky Educational Television (KET). Produced by University of Kentucky Office of Instructional Resources, Lexington, KY. (Project Coordinator).
- “Taking the Quack out of Health Quackery,” (1990, August). Kentucky Educational Television (KET), Lexington, KY. Project Coordinator.
- “Consumer Issues and Skills: What's a Consumer to Do?” (1990, July). Telecable Channel 9, Lexington, KY.
- “Pros and Cons of Using Credit,” (1990, March). Channel 36 (WTVQ-ABC). Interviewed for Eyewitness News by Susan Parsons.
- “What to Do When You're Having Financial Difficulties,” (1989, January). Channel 27 (WKYT-CBS), Noon and Evening News Program.
- “Are You Having Financial Difficulty?” (1988). Featurette edited by Mark Eclow for statewide distribution, Kentucky Cooperative Extension Service.
- “What to Do to Get Out of Debt,” (1988, February). Telecable Channel 9, Lexington, KY.
- “How to Recognize Financial Difficulties: The Ten Danger Signals,” (1988, January). On “Leisure,” Telecable Channel 9, Lexington, KY.
- “What to Look for When Buying Insurance—Health, Auto, Home, Life,” (1986, January). Telecable Channel 9, Lexington, KY.
- “What to Look for When Buying Insurance—Health, Auto, Home, Life,” (1986, December). Telecable Channel 9, Lexington, KY.
- “Insurance: Over-insured or Under-insured?” (1985, May). Channel 36 (WTVQ-ABC), Lexington, KY.
- “Buying Supplemental Health Insurance for the Elderly,” (1985, January). Telecable Channel 9, Lexington, KY.

Radio Shows (Sample):

- “Stretching Your Retirement Dollars”. The Jack Pattie Show, WVLK-AM, Lexington, KY.

- “What to Do When You're Having Financial Difficulty.” On “Ask Questions” with Dave Cronin, WVLK-AM, Lexington, KY.
- “Are You Having Financial Difficulty? What to Do and Where to Go for Help.” The Jack Pattie Show, WVLK-AM, Lexington, KY.

Public Service Announcements (Sample):

- Investment Fraud: Swindling Millions from Investors
- Planning For Children’s College Education
- Approval: Getting it in Writing Will Save You Time and Money Later
- Top 10 Telemarketing Scams for 1999
- It Pays to Shop Around For Auto and Homeowner’s Insurance
- Questions to Ask When Solicited by Telephone
- New No-Call Law: Telephone Solicitation List - What the Law Does
- Kentucky’s Do Kentuckians Know Their Rights? Professional Charity Phone Solicitation
- Beware of “Home Improvement” Scams This Spring and Summer
- FTC Obtains Stipulated Preliminary Injunction in Cramming Cases
- Lost Treasures: Thousands of Kentuckians Have Unclaimed Property
- Youths Need To Develop Savings and Investment Habit Early
- Personal Time Management for Individuals and Couples
- Research Shows Most Young Families are Under-insured
- Ways to Reduce Funeral Costs
- Internet Scam: Protecting Yourself
- Don’t Get Slammed
- Approaching Buying Decisions Wisely
- Financial Help for Premature and Low Birth-Weight Infants
- Reduce Telephone Sales Calls
- Home Improvement Repair Fraud
- Saving for Your Child’s College Education
- Door to Door Sales
- Health Quackery: \$25 Billion Business.
- Hospital Bills: Are You Being Charged for Services You Didn’t Receive?
- New Options in Health Care: Preferred Provider Organizations.
- How To Compare Medicare Supplement Insurance Policies.
- It Pays to Shop Around for Auto Insurance.
- Preferred Providers Organizations.
- Life Insurance for the Young Family
- Advance-Free Loan Scam
- Buy Less House than You Can Afford
- Don’t Be a Victim of Investment Fraud
- Refinancing a home: Should You Do It?

Printed News Releases (Sample):

Series: "Did You Know..."

- Office of Aging Services has Toll-Free Number
- Women Have Lower Income in Retirement than Men -- And Thus Higher Poverty
- Homeowner's Protection Act of 1998
- Switching Airports can save you hundreds of dollars
- Reducing Phone Calls from Charities
- Check Your Receipts for Scanner Mistakes
- What to Do if an Insurance Claim is Denied
- Bank Customers Beware!! Bank Examiner Fraud with a New Twist
- Social Security Cards: Consumers Beware!
- Insurance Coverage: Gaps in Disability Insurance
- Life Insurance Ratings
- Secured Credit Card Schemes
- Teenagers Susceptible to Health Quackery
- Recession to Continue as Long as Consumer Confidence is Low
- Facts about Growing Old
- Beware of Home Improvement Scams this Spring and Summer
- Thousands of Kentuckians have Unclaimed Property
- Teens Have Buying Power
- Telephone Scams for the Holiday Season
- Protect Yourself Against 900-Number Scams
- Bargain Hunting Tips
- Be Wary of Free Vacations
- Pigeon-Drop Scams Often Target Older People
- Report Unwanted Mail Solicitations Disguised as Bills or Official Documents.

Professional Organizations:

- American Council on Consumer Interests
- American Association of Family and Consumer Sciences
- Association for Financial Counseling and Planning Education (Charter Member)
- Association of Kentucky Extension State Specialists
- Kentucky Association of Family and Consumer Sciences
- Eastern Regional Association of Family Economics-Home Management

Other Organizations:

- College of Agriculture Alumni Association, lifetime member
- College of Human Environmental Science Alumni Association.

Offices Held and Committees Assigned:

National:

2001, Appointed to Review Committee for research papers for the annual meeting of the Association for Financial Counseling and Planning Education Meeting.

1999, Appointed to Review Committee for research papers for the annual meeting of the American Council On Consumer Interests.

1998, Appointed to Review Committee for research papers for the annual meeting of the American Council On Consumer Interests.

1996, Appointed to Review Committee for refereed papers for 1997 Asian Consumer and Family Economics meeting.

1995, Appointed to Review Committee for research papers for the annual Association for Financial Counseling and Planning Education Meeting.

1992, Appointed to Review Committee for research papers for the annual Association for Financial Counseling and Planning Education Meeting.

1990, Committee member of the National Institute on Cooperative Education 1991 Conference Planning Committee.

1989, Committee member of the National Institute on Cooperative Education 1990 Conference Planning Committee.

1988, Exhibit Chairperson of the 1988 Annual Meeting of the Association for Financial Counseling and Planning Education.

1987, Committee member of the Association for Financial Counseling and Planning Education Exhibit Committee.

1986 - 1983, National State chairperson for membership of the American Council on Consumer Interests.

1983, Board of Directors for the American Council on Consumer Interests.

1983, National State chairperson for membership of the American Council on Consumer Interests.

1982, Board of Directors for the American Council on Consumer Interests.

1982, Candidate for secretary in subject-matter section of American Home Economics Association.

Regional:

2001, Baby Boomer, Extension Southern Regional Committee.

1990, Aging Committee, Southern Region Family Economics Association.

1990, Program Evaluation Committee, Southern Region Family Economics Association.

1989, Local Arrangements Committee, Southeast Region Association for Family Economics and Home Management.

1981, Co-chairperson of 1981 Southeastern Regional Family Economics-Home Management Conference, Lexington, KY, February, 1981 (Regional).

State:

2002, 2000, 1998, Member of the Governor's Conference on a Aging Planning Committee.

1995, Member of Benefits Committee, Association of Kentucky Extension Specialists.

1995, 1994, Member of the Board of the Kentucky Coalition of Consumer Education.

1991, Chair of Benefits Committee, Association of Kentucky Extension Specialists.

1991, Chair of Benefits Committee, Epsilon Sigma Phi.

1990, Chairman for Membership Committee, Kentucky Home Economics Association.

1989, Member of the 1990 Conference Planning Committee, Kentucky Home Economics Association.

1989, Member of the Benefits and Legislation Committee, Epsilon Sigma Phi.

1987, Chairperson for Education Programs of the Association of Kentucky Extension Specialists.

1983-84, Member of the Foundation Committee, Kentucky Home Economics Association.

1983, Member of the Recruitment Committee, Kentucky Home Economics Association.

1982, State chairperson of the Recruitment Committee, Kentucky Home Economics Association.

1981, State chairperson for membership of the American Council on Consumer Interests.

1981, Member of the Social and Membership Committee, Association of Kentucky State Specialists.

1981, Member of the Public Policy Committee, Kentucky Home Economics Association.

1980, Chairperson of the Audit Committee, Association of Kentucky State Specialists.

1980, Member of the Membership Committee, Kentucky Home Economics Association.

1978, Program-Committee Member of the 1978 Kansas Home Economics Association Management Seminar.

Other Extramural Service (Selected Committees):

Consultant and Other Professional Activities:

- Consultant (2006) – in the revision of the award-winning national curriculum, “High School Financial Planning Program.” Unit # 5 – Your Money: Keeping it Safe & Secure; and Unit # 6 – Insurance: Protecting What You Have.
- Advisor to KEHA Management and Safety Chair, 2007-2005
- Editorial Review Board (2007-1999), *The Forum For Family and Consumer Issues*, North Carolina State University.
- AT&T/BellSouth Consumer Advisory Committee (2007-1994). Nominated by Kentucky Attorney General’s Office.
- Liaison to Office of Kentucky Insurance – coordinate CES education efforts with organization (e.g., Medicare Prescription Drug and Disaster Insurance), 2005
- Editorial Board of National Endowment for Financial Education: (1997) *Resource Manual*. Denver, Colorado.
- Better Business Bureau of Central and Eastern Kentucky—Consumer Education Week, November 1997, 1996—Development and evaluation of Consumer Education Week IQ Test.
- Appointed by Attorney General Ben Chandler to Attorney General’s Task Force on Health Quackery, 1998, 1997.

- Appointed by Attorney General Chris Gorman to Attorney General's Task Force on Health Quackery, 1995, 1994.
- Consultant and reviewer, Kentucky State University Cooperative Extension Program, Contract Grant Application for Training professionals and volunteers for the Cabinet for Workforce Development, Department for Adult Education and Literacy, submitted October 1994. Amount funded: \$14,843
- Consultant, Office of the Attorney General Consumer Protection Division (funding services) for the Kentucky Consumer Catalog Project, 1994.
- Consultant to program director, Association for Financial Counseling and Planning, 1994 conference.
- Appointed by Attorney General David Armstrong to Attorney General's Task Force on Health Quackery, 1993, 1992.
- Consultant for Senior Service Bank - Research Project, Center for Rural Elderly, 1991.
- Consultant for Money Management: Reaching Low Reading Level Audiences, USDA Program Grant, Kentucky State University, Cooperative Extension Program, 1991-1992.
- Appointed by Attorney General Fred Cowan to Attorney General's Task Force on Health Quackery, 1990.
- Appointed by Governor Wallace Wilkinson to the Governor's Consumer Advisory Council, 1989-1990.
- Board of Directors, Fayette Financial Counseling Service, 1988-1990.
- Appointed to review committee for research papers for USDA ECOP Conferences on Financial Security and Stability, February, 1988.
- Advisor to the Consumer Protection Division, Office of the Attorney General in reviewing the complaint handling procedure, 1987.
- Appointed by Governor Martha Layne Collins to the Governor's Consumer Advisory Council, 1987, 1986.
- Chairperson and Board Member of Ford Motors Automobile Dispute Resolution System of Kentucky, 1984, 1983.

- Advisor to Consumer Protection Division, Office of the Attorney General in the development of in-service training materials and programs for county agricultural agents in the area of agricultural fraud, 1982-83.
- Advisor to Consumer Protection Division, Office of the Attorney General of Kentucky in the development of the book titled "Consumer Catalogue," 1980-81.

Other:

- 1975 - 74, Volunteer counselor at the Consumer Credit Counseling Service of Greater Columbus.
- 1975 - 73, Vice-president of low-income credit union in Columbus, OH (CMACAO).
- 1975 - 72, Volunteer credit counselor at credit union (CMACAO).
- 1972, Chairperson of 1st National Conference on Student Consumer Action Conference, Manhattan, Kansas, Spring, 1972.

Intramural Service:

Extension (Selected Committees):

- Chair, Screening Committee for FCS Program Leader, 2007-2006
- Member, Search Committee for FCS education faculty, 2005
- Kentucky Extension Homemakers Association, Advisor to the Management & Safety Chair, 2004 - 2001
- Extension State Conference Planning Committee, 2003 / 2002.
- Health and Safety Task Force Committee, 2002 - 1993.
- GriefWork Committee Member, 2002 - 1995.
- Home Page Committee, 1998 - 1996.
- Aging Committee, Co-Chair, 1998 - 1993.
- Kentucky Extension Annual Homemakers Meeting, Advisor, 1991.
- Home Economics Extension Program Review Steering Committee, 1990.

- Member of the 4-H Publication Committee on Consumer Education, 1990 - 1984.
- Advisor to State Management Leader of the Kentucky Homemakers Association, 1990 - 1979.
- Co-chairperson of the Home Economics Extension Promotion and Tenure Clarification Committee, 1981 - 80.
- Member of Search Committee for Child Development Assistant Extension Professor, 1979.
- Member of Search Committee for Community Health Education Assistant Extension Professor, 1979.

University Service (selected programs presented for faculty and staff):

- Wellness Presentations, sponsored by the University of Kentucky Wellness Center. Conducted programs almost yearly since inception: Simply Beautiful, Basic Money Management, Insurance Laps and Gaps, Credit and Debt Management Options, Savings and Investment Options.
- State Liaison with The National Consumer Literacy Consortium, 1998.
- “When there is more month than money.” College of Dentistry Second Annual Staff Retreat, July 1995.

University Committees (Selected Committees):

- Committee member on graduate students in Career and Technical Education and Art Education, 2007-2006
- Department Review Committee of the Department of Family Studies, College of Human Environmental Sciences, 1998 - 97.
- Migrant Health Interest Group, 1994.
- Chair of Benefits Committee, Association of Kentucky Extension Specialists, 1993.
- Rural Aging: Sanders-Brown Center on Aging, 1992, 1991.

Colleges of Agriculture and Human Environmental Sciences (Selected Committees):

- Current member, Search Committee for new Family Studies Department Chair, 2007

- Graduate Faculty Committee, Department of Family Studies, College of Human Environmental Sciences, 2004 - 1978.
- Member of Search Committee for Consumer Education Assistant Extension Professor, 2002.
- Reorganization Committee, Department of Family Studies, College of Human Environmental Sciences, 2002.
- Distribution of Effort Committee, College of Human Environmental Sciences, 1998 - 97.
- Annual Performance Review Evaluation Committee, College of Human Environmental Sciences, 1997 - 1996.
- Scholarship Committee Chair, College of Human Environmental Sciences, 1995 - 1994.
- Scholarship Committee Member, College of Human Environmental Sciences, 1994 - 1993.
- Chair's Advisory Committee, Department of Family Studies, College of Human Environmental Sciences, elected member, 1997 - 1996, 1996 - 1995, 1995 - 1994.
- Farm and Family Financial Management, Program Development Committee, 1991 - 1990.
- Nominating Committee Member, College of Home Economics, 1990.
- Seminar Committee, College of Home Economics, 1988 - 1987.
- Chair of Seminar Committee, College of Home Economics, 1988 - 1987.
- 4-H Publication Committee on Consumer Education, Cooperative Extension Service, 1988.
- Member of the Public Relations Committee, College of Home Economics, 1985 - 1984.
- Member of the College Speaker's Bureau, 1985 - 1984.
- Member of the Liaison and Student Advisory Council, 1984 - 1983.
- Member of the committee whose purpose was to appoint faculty to college committees, 1984.

- Member of the Goals and Objectives Committee, College of Home Economics, 1982 - 1981.
- Member of the Merit Evaluation Committee, College of Home Economics, 1982 - 1981.
- Member of the Public Relations Committee, College of Home Economics, 1982.
- Member of the Committee to hire a new Administrative Assistant, College of Home Economics, 1981.
- Chairperson of the Committee to develop an interdisciplinary class for the College of Home Economics, titled "Dynamics of Home Economics," 1980.

Student Involvement:

Journal Articles:

Melissa Taylor, graduate student, Family Studies Department.

Peter Hesseldenz, graduate student, Library and Information Science.

Taylor, M., Hesseldenz, P., Bastin, S., & Flashman, R. (1999). "An Expanding Role for Extension Agents in the New Millennium: Helping Clients Evaluate Non-Extension Information Sources." *The Forum For Family and Consumer Issues*, Vol. 4, No. 3, Fall/Winter.

Master's Theses:

Marianne Clark, graduate student, Family Studies Department; Director of graduate committee and graduate theses.

Thesis title: An Analysis of the informal networks of food-insecurity individuals in a distressed Appalachian county (2002).

Other:

Stephanie Bakies, undergraduate student, Family Studies Department.

- Involvement in her field experience with Cooperative Extension Service.
- Co-authored new Home Economics Leaflet ."Do Your Medical Records Really Belong to You?"
- Co-authored new Home Economics Leaflet ."Do You Know Where Your Social Security Number Is Right Now?"

Carol Benson, graduate student, Family Studies Department

- Advisor to independent research study analyzing data from the Kentucky Survey Research Center on care and need of Kentucky elderly.
- Journal article in preparation as result of research findings. Information will be used in developing new statewide programs.
- Presentation

Mary Ellen Bogardus, graduate student, Family Studies Department.

- Graduate Student Committee
- Extension Leaflet— “Being Prepared for Illness.”

Gwen Jett Brewer, graduate student, Family Studies Department.

- Involvement in Ms. Brewer’s field experience with Kentucky Cooperative Extension Service.
- Co-authored one refereed journal article and conference proceeding.

Stephanie Dennison, undergraduate student, Family Studies Department.

- Involvement in her field experience with the Cooperative Extension Service.
- Supervised her as guest editor for High School Financial Planning Program Newsletter.

Judy Foster, graduate student, Family Studies Department

- Involvement in her field experience with Fayette Financial Counseling Service.
- Supervised problem course in Family Economics.
- Co-authored new Home Economics Leaflet, “Long Term Care”.

Roxiania M. Fraley graduate student, Family Studies Department.

- Member of graduate committee and integrated scholarly project, “Welfare to an End.”

Beverly Garner, graduate student, Family Studies Department

- Involvement in her field experience with Cooperative Extension Service.
- Co-authored new Home Economics Leaflet & Leader’s Guide, “Skills for Success — Your Transportation Needs: Making Wise Decisions.”

Betty King, graduate student, Family Studies Department

- Supervised problem course in Family Economics.
- Supervised research study on the feasibility of developing a new classification of homemakers.

Jennifer Klee, graduate student, Family Studies Department.

- Co-advisor in the development of an evaluation and program planning instrument for Woodford County in the area of Family Security and Stability.

Linda Klos, graduate student, Family Studies Department

- Involvement in her field experience with Cooperative Extension Service.
- Co-author of the following Extension publications:
Making Your Charitable Giving Go Further, Alternatives to Burial, Finding Lost Insurance Policies and Other Valuables, and Your Funeral: The Financial Options.

Margaret Ludloff, undergraduate student, Family Studies Department.

- Involvement in Ms. Ludloff’s field experience with Fayette County Cooperative Extension Service.

Amy Mattox, undergraduate student, Family Studies Department.

- Involvement in her field experience with Cooperative Extension Service.
- Co-authored new Home Economics Leaflet, "Is Rent to Own Right for You,"

Anna Meyers, graduate student, Family Studies Department.

- Involved in Ms. Meyers' field experience to develop a new Home Economics Extension Leaflet, "Debit-Man," and evaluation of individual and family indebtedness.

Louise Moore, graduate student, Family Studies Department.

- Co-advisor in the needs assessment of Owsley County Extension Homemaker's members in the area of Family Security and Stability.

Dona Renfro, graduate student, Family Studies Department.

- Involvement in Ms. Renfro's field experience with the Attorney General's Office of Consumer Protection.
- Developed in-service training materials and programs for county agricultural agents in the area of agricultural fraud.
- Co-authoring new Home Economics publication entitled "Consumer Fraud: A Handbook for Prevention and Recourse.

Michael Rupured, graduate student, Family Studies Department

- Co-advisor with Sam Quick for development of a variety of Family Life Extension leaflets, leader's guides, and manuals for leaders.

Janet Street, graduate student, Family Studies Department

- Extension Leaflet — "What Every Spouse and Family Member Should Know."
- Supervised problem course in Family Economics.

Rock Thompson, graduate student, Family Studies Department.

- Involvement in Mr. Thompson's field experience with Kentucky Cooperative Extension Service.
- Co-authored three new 4-H leaflets and one comprehensive Leader's Guide for Senior 4-H members.

Diana Haleman

 fam-hes.ca.uky.edu/person/diana-haleman

Professional Profile

Diana Haleman joined the Department of Family Sciences in the fall of 2008 as a lecturer and was promoted in Senior Lecturer in spring 2014. She teaches a variety of courses for both undergraduate and graduate students. Although her responsibilities are primarily related to teaching, Dr. Haleman's research interests include early childhood development, parenting, and working with single parent families. Dr. Haleman has extensive experience in a variety of university and community settings that include early childhood education, parent education, and early intervention services for children and families. She began serving as Director of Undergraduate Studies in Family Sciences in fall 2016.

In spring 2010 Dr. Haleman was selected to teach the Bingham Seminar and this course on Irish immigration to the US culminated in a study abroad trip to Ireland in summer 2010. This experience prompted a continuing interest in study abroad. In fall 2013 Dr. Haleman participated in the initial Innovation and Design Lab conducted by the Center for the Enhancement of Learning and Teaching (CELT) at UK. She continues to incorporate a variety of innovative teaching strategies into her courses.

Course Instruction

FAM 253: Human Sexuality
FAM 254: Life Span Human Development
FAM 352: Issues in Family Sciences
FAM 354: The Family in Cross-Cultural Perspective
FAM 544: Cultural Diversity in American Children and Families
FAM 563: Families and Public Policies
FAM 601: Family Processes

Research

Early Childhood Development
Single Parent Families
Parenting

Extension and Outreach

Child and Family Development
Parenting (especially single parenting)
Service Learning
Study Abroad

Education

Ed.D., Educational Policy Studies, University of Kentucky, 1998
M.S., Family Studies, University of Kentucky, 1986
B.S., Psychology, University of Kentucky, 1976

Diana L. Haleman
Lecturer
Department of Family Sciences
305A Funkhouser Building
University of Kentucky
diana.haleman@uky.edu

FIELD OF SPECIALIZATION: Individual Development within the Family

EDUCATION

Ed. D., Educational Policy Studies and Evaluation

Dissertation: "That's Not Who I Am": Contested Definitions of Single Motherhood

Graduate Certificate in Women's Studies

University of Kentucky

August 1998

MS, Family Studies

University of Kentucky

May 1986

BA, Psychology

Departmental Honors and With High Distinction

University of Kentucky

December 1976

WORK EXPERIENCE

University of Kentucky

Lecturer

Department of Family Studies

Fall 2008-present

As a fulltime lecturer in Family Studies I teach both undergraduate and graduate courses, serve on departmental, college and university committees, and contribute to the University as required.

Morehead State University

Associate Professor

Department of Curriculum and Instruction

Fall 2000 – May 2008 (promoted from Assistant to Associate Professor August 2006)

As a fulltime faculty member, I taught core courses in the Interdisciplinary Early Childhood Education (IECE) program at both the undergraduate and graduate levels, advised both graduate and undergraduate students, served on departmental, college and university committees, participated in curriculum planning and revisions, supervised the First Steps early intervention grant, participated in professional development and scholarship at national and international levels, participated in Scholarship of Teaching and Learning activities and coordinated graduate and undergraduate IECE programs.

Appalachian Center
University of Kentucky
Research Associate
January 2000 - August 2000

As a fulltime research associate with the Appalachian Center, I participated in various research projects that included an extensive analysis of the effects of welfare reform on Eastern Kentuckians and an analysis of rural education needs in Kentucky. My work at the Appalachian Center resulted in two published reports and a refereed journal article co-authored with Dr. Alan DeYoung.

Centre College Education Program
Visiting Faculty, Introduction to Education (EDU 27)
January 2000 - May 2000

As visiting faculty, I taught two sections of an introductory undergraduate course.

Department of Educational Policy Studies and Evaluation
University of Kentucky
Postdoctoral Research Associate/Adult Education and Literacy Study
August 1998 - December 1999

I served as the Project Coordinator for this extensive qualitative study of adult education in Kentucky conducted for the Kentucky Department of Adult Education and Literacy. As part of this study, I was responsible for organizing and conducting extensive interviews and participant observation activities at multiple sites. This study resulted in a published report and a book chapter co-authored with other study participants.

Women's Studies Program
University of Kentucky
Adjunct Faculty
August 1999 - December 1999

As an adjunct faculty member I taught one section of an introductory Women's Studies course and participated in other activities sponsored by the Women's Studies Program.

Department of Educational Policy Studies and Evaluation
University of Kentucky
Researcher, Qualitative Analysis of Preparing Future Faculty Data
April 1998 - November 1998

While completing my doctoral program, I was selected to serve as a research assistant with the Preparing Future Faculty project. I conducted interviews, transcribed them, and participated in data analysis with this project.

Department of Kinesiology and Health Promotion
University of Kentucky
Researcher, Qualitative Analysis of Teen Tobacco Use Data
June - August 1998

While completing my doctoral studies, I served as a data analyst for this project.

Kentucky Department of Education
Researcher, Teacher Education and Certification Data
July - August 1997

This brief KDE project included both data collection and analysis.

Department of Educational Policy Studies and Evaluation
University of Kentucky
Graduate Teaching Assistant, EPE 301 (Education in American Culture)
August 1994 - May 1997

I served as a graduate teaching assistant for several years while completing coursework toward my doctoral degree. I taught multiple sections of Education in American Culture.

Department of Educational Administration and Supervision
University of Kentucky
Research Assistant, School-Based Decision Making Council Evaluation Project
May 1996 - June 1997

I conducted interviews and coordinated focus groups for this interesting project on School-based Decision Making Councils at several locations across the state.

Women's Studies Program
University of Kentucky
Graduate Teaching Assistant, WS 200 (Introduction to WS in the Social Sciences)
August 1996 - May 1996

I served as the first graduate teaching assistant in Women's Studies at the University of Kentucky while completing my doctoral program.

Department of Family Studies
University of Kentucky
Adjunct Faculty, FAM 554 (Working with Parents)
August 1993 - May 1995

For several years I taught Working with Parents as an adjunct faculty member.

Institute on Education Reform
Field Tester, KERA Preschool Evaluation Project
August 1994 - May 1996

I tested preschool and kindergarten children as part of this extensive longitudinal study of KERA preschools throughout the state.

Virginia Place One Parent Family Facility, Lexington, Kentucky
Child Care Coordinator and Parent Consultant
January 1991 - August 1994

For several years I served as the childcare coordinator and parent consultant for the One Parent Family Facility program which provides comprehensive services to single parent families. My duties included providing childcare and parent education classes.

AWARDS AND HONORS

Selected to teach Bingham Seminar (Exploring Irish Immigration to the US), University of Kentucky, Spring 2010

Dissertation Year Fellowship, The Graduate School, University of Kentucky
August 1997 - May 1998

Academic Excellence Scholarship for Tuition, The Graduate School, University of Ky.
August 1993 - May 1996

CONFERENCE PRESENTATIONS

“Integrating Theory and Practice: An Action Research Case Study from Eastern Kentucky.” Paper presented at the American Association of Colleges and Universities Student as Scholar Conference. Long Beach, CA. April 2007. (National Conference, Refereed)

“Using Documentation Panels to Integrate Theory and Practice: An Adaptation from Reggio Emilia.” Paper presented at the Association for Childhood Education International Annual Conference. San Antonio, TX. April, 2006. (International Conference, Refereed)

“Service Learning in Early Childhood Education: Improving Student Outcomes.” Poster session presented at the Kentucky Faculty Development Conference: “Engaging Students for Success.” Lexington, KY. May, 2005. (State Conference, Refereed)

“Service Learning in Early Childhood Teacher Education: A Case Study from Appalachia.” Paper presented at the Association for Childhood Education International Annual Conference. Washington, DC. March, 2005. (National Conference, Refereed)

“Single Mothers and Globalization.” Paper presented at the Women and Globalization Conference. Dublin, Ireland. July, 2004. (International Conference, Refereed)

“The Highly Gendered Field of Early Childhood Education.” Paper presented at the Gender in Everyday Life Conference. Pocatello, ID. March, 2004. (National Conference, Refereed)

“Teachers as Mothers/Mothers as Teachers.” Paper presented at the Association for Research on Mothering Conference on Mothering and Work/Mothering as Work. Toronto, CN. May, 2003. (International Conference, Refereed)

“Collaboration in Action: Making Change by Making Connections.” Roundtable Discussion presented (with Dr. Jeff Dennis) at the American Association for Higher Education Learning to Change Conference. Washington, DC. March 2003. (National Conference, Refereed)

“Researching Single Motherhood: Issues of Representation and Voice.” Paper presented at the Association for Research on Mothering Conference on Mothering and Teaching in Academe. Toronto, CN. May, 2002. (International Conference, Refereed)

“Educating the Educator: Attitudes and Experiences in Teacher Education.” Paper presented at the American Anthropological Association Annual Meeting. Washington, DC. November, 2001. (National Conference, Refereed)

“Growing Early Childhood Advocates.” Presented at the Kentucky Association for Early Childhood Education Annual Meeting. Lexington, KY. October, 2001. (State Conference, Refereed)

“A Time to Learn: Adult Education Programs in Rural Kentucky Jails.” Paper presented at the American Anthropological Association Annual Meeting. Chicago, IL. November 1999. (National Conference, Refereed)

“Great Expectations: Single Mothers in Higher Education.” Paper presented at the American Anthropological Association Annual Meeting. Philadelphia, PA. December 1998. (National Conference, Refereed)

“Graduate Students’ Construction of Faculty Life.” (with Jeff Bieber and Linda Worley) Paper presented at the Association of Higher Education Annual Meeting. Miami, FL. November 1998. (National Conference, Refereed)

“Easing the Transition to Higher Education: Fostering Mentoring Relationships for Teen Parents.” Paper presented at the American Educational Studies Association Annual Meeting. San Antonio, TX. November 1997. (National Conference, Refereed)

“Single mothers in higher education: Agents, not victims.” Paper presented at the American Educational Research Association Annual Meeting. Chicago, IL. March 1997. (National Conference, Refereed)

“Narratives of single motherhood.” Paper presented at the National Women’s Studies Association Annual Meeting. Saratoga Springs, NY. June 1996. (National Conference, Refereed)

“Telling stories and changing lives: Narrative accounts of single motherhood.” Poster session presented at the American Educational Research Association Annual Meeting. New York, NY. April 1996. (National Conference, Refereed)

“Telling stories and changing lives: Single motherhood in Kentucky.” Paper presented at the Women’s History Coalition of Kentucky. Midway, KY. March 1996. (Regional Conference)

PUBLICATIONS

(2004) Great Expectations: Single Mothers in Higher Education. *International Journal of Qualitative Studies in Education* 17(6), pp. 769-784. (Refereed journal)

(2003) Old Photograph. Original poem published in *Mothering, Popular Culture and the Arts: Journal of the Association for Research on Mothering* 5(1), p. 110.

(2002) Motivation to improve adult education in under-educated adults in rural communities. In *Sociocultural Influences on Motivation, Volume 2*, 183-206. With E.M. Anderman, J. Jensen and B. Goldstein. Greenwich, CN: Informational Age Publishing.

(2000) The Impact of Welfare Reform on Kentucky's Appalachian Counties. With Julie N. Zimmerman, Matthew Sargant, and Dwight Billings. The Appalachian Center at The University of Kentucky. (Research report)

(2000) Reasonable Choices: Understanding Why Under-Educated Individuals Choose Not to Participate in Adult Education. With Jane Jensen, Beth Goldstein, and Eric Anderman. Summary Report for The Department for Adult Education & Literacy. University of Kentucky College of Education. (Research report)

(2000) A Reflective Essay Concerning Something Better: The Experiences of Appalachian Rural Trust Schools. With Alan DeYoung Manuscript published in *Journal of Research in Rural Education* 16(1), 3-7. (Refereed journal)

(1997) Single Mothers in Higher Education: Balancing the Demands of Student, Provider and Parent Roles. In *Research Center for Families and Children Newsletter* 6(2), 6-9.

(1996) (Editor) Reinventing Schools: Leadership Perspectives. Proceedings of the Southern Regional Council on Educational Administration Annual Conference. Savannah, GA. November 1996.

ADMINISTRATIVE SERVICE

Department of Family Studies Curriculum Committee (August 2009-present)

Study Abroad Scholarship Committee (April 2010-present)

Adjunct Committee on Learning Outcomes (August 2009-present)

Supervision of Family Action Council Departmental Student Group (August 2009-present)

General Education Reform Pilot Project (Spring semester 2010)

Circle of Power Leadership Program Participant (August 2009-May 2010)

Jason Hans

 fam-hes.ca.uky.edu/person/jason-hans

Dr. Hans has been in the Department of Family Sciences at UK since 2004. He is currently Editor of *Family Relations*, which is commonly regarded as the premier applied journal of family science, and he has authored over 50 scholarly publications. Dr. Hans has also served as editor of the Family Index Database and Graduate and Undergraduate Study in Marriage and Family, held leadership positions at both the state and national levels within the National Council on Family Relations (NCFR), is a member of NCFR's Future of Family Science Task Force, and was Director of Graduate Studies from 2011 until 2015.

A McNair Scholar (1998–1999) and Fulbright Scholar to Ukraine (2010–2011), Dr. Hans has been recognized with numerous awards and honors. He received the 2009 United States Department of Agriculture's Excellence in Teaching Award, the 2008 Provost's Outstanding Teacher Award at the University of Kentucky, the 2013 Award of Excellence in Human Environmental Sciences for teaching, and has been recognized three times (2011, 2012, 2015) by the Teachers Who Made a Difference program at the University of Kentucky. In 2002 he was awarded the National Council on Family Relations Outstanding New Professional Award in recognition of his outstanding potential for contribution to family science, and the Rollins Society inducted him as a member in 2003 for his contributions to the family science community. Dr. Hans is the only student to receive awards as both the most outstanding graduate instructor (2002) and researcher (2004) at the University of Missouri, and he is also the only two-time recipient of the University of Missouri Parents Association Teaching Award (2002, 2004). The American Council on Consumer Interests Applied Consumer Economic Award was awarded to him in 2013 for his research article titled "Social Security survivors benefits: The effects of reproductive pathways and intestacy law on attitudes." In 2014, Dr. Hans was invited to write about his career path as a family scientist for a special issue of *Family Science Review*, which he titled "Pathways and Turning Points in My Career as a Family Scientist." In recognition of his career accomplishments, Dr. Hans received the 2015 Citation of Merit Award from the College of Human Environmental Sciences at the University of Missouri.

Course Instruction

FAM 253: Human Sexuality
FAM 652: Readings in Family Theory & Research
FAM 690: Research Methods in Family Science
FAM 775: Professional Development Seminar
FAM 777: Applied Statistics in Family science
UK 101: Academic Orientation

Research

The majority of Dr. Hans' research has focused on three content areas—reproduction, sexuality, and divorce—and he also has methodological expertise using multiple-segment factorial vignettes.

ReproductionHis primary research interest in the area of reproduction is posthumous reproduction, which has been described as "the most challenging, difficult, and sensitive [ethical conundrum] in the field of medicine" (Bahadur, 2002, p. 2769). Past work has primarily been based on experimental design methods to examine attitudes toward posthumous reproduction, drawing implications for policy and medical decision-making, but his work in this area is now transitioning toward using qualitative methods to examine motivations, meanings, and experiences associated with posthumous reproduction. Dr. Hans has also done research on abortion attitudes, reproductive technology, and birthing practices (e.g., midwifery).

SexualityHis research on sexuality has been varied, but has included studies on the meanings associated with various sex terminologies, sexual self-disclosure within swingers' marriages, attitudes toward and correlates of various types of sexual behavior and orientations, sexting, infidelity, and the relationship between love styles and sexual behavior.

Divorce and StepfamiliesHis research on divorce and stepfamilies has often centered on issues associated with money that arise in the years following a divorce. For example, he has examined child support issues in the context of remarriage, as well as filial obligations among adult children following parental divorce and remarriage. Other studies have focused on child custody issues, such as custody evaluations in the context of domestic violence, coparenting following divorce, and stepparents' roles and responsibilities following divorce.

Multiple-Segment Factorial Vignettes (MSFVs)MSFVs are true-experiment survey designs wherein key circumstances are embedded and randomly manipulated within an extended vignette to test the effects of those manipulations on attitudes, beliefs, decisions, or judgments. Dr. Hans has used this method extensively in his research and is often sought out by both students and colleagues for his experience and expertise implementing this design to examine a wide array of issues.

Education

Ph.D., Family Science, University of Missouri, 2004M.A., Family Mediation, University of Missouri, 2001B.S., Human Development & Family Studies, University of Missouri, 1999

Selected Publications

JASON D. HANS, Ph.D., CFLE

Department of Family Sciences
 302 Funkhouser Building jason.hans@uky.edu
 University of Kentucky (859) 257-7761 (voice)
 Lexington, KY 40506-0054 (859) 257-3212 (fax)

EDUCATION

Doctor of Philosophy FAMILY STUDIES
 University of Missouri
 Columbia, Missouri
 August, 2004

Master of Arts FAMILY MEDIATION
 University of Missouri
 Columbia, Missouri
 May, 2001

Bachelor of Science HUMAN DEVELOPMENT AND FAMILY STUDIES
 University of Missouri
 Columbia, Missouri
 May, 1999

Associate of Arts GENERAL STUDIES
 Columbia College
 Fort Leonard Wood, Missouri
 March, 1996

ACADEMIC APPOINTMENTS2010 – Present*Associate Professor*

Department of Family Sciences
 University of Kentucky

Distribution of Effort (DOE)

	Mean	2010-11	2011-12	2012-13	2013-14	2014-15
Research	28%	0%	38%	32%	41.5%	16.5%
Instruction	32%	0%	42%	48%	38.5%	38.5%
Administration	15%	0%	20%	20%	20.0%	10.0%
Journal Editor	5%	0%	0%	0%	0.0%	25.0%
Sabbatical	25%	100%	0%	0%	0.0%	0.0%

2010 – 2011*Fulbright Scholar & Visiting Professor*

Department of General & Social Psychology
 Odessa National University
 Odessa, Ukraine

2004 – Present*Assistant Professor*

Department of Family Studies
 University of Kentucky

Distribution of Effort (DOE)

	Mean	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Research	42.75%	50%	35%	40%	33%	58.5%	40%
Instruction	57.25%	50%	65%	60%	67%	41.5%	60%

RESEARCH**PUBLICATIONS** (* denotes student)REFEREED JOURNAL ARTICLES

Hardesty, J., **Hans, J. D.**, Haselschwerdt*, M. L., & Khaw*, L., Crossman*, K. A. (in press). The influence of divorcing mothers' demeanor on custody evaluators' assessment of their domestic violence allegations. *Journal of Child Custody*.

Frey*, L. M., & **Hans, J. D.** (2015). Attitudes toward assisted suicide: Does family context matter? *Archives of Suicide Research*. doi:10.1080/13811118.2015.1004477

Hans, J. D. (2014). Pathways and turning points in my career as a family scientist. *Family Science Review*, 19(2), 31-39.

- Hans, J. D.**, Hardesty, J., Haselschwerdt*, M. L., & Frey*, L. M. (2014). The effects of domestic violence allegations on custody evaluators' recommendations. *Journal of Family Psychology*, 28, 957-966. doi:10.1037/fam0000025
- Hans, J. D.** (2014). Posthumous gamete retrieval and reproduction: Would the deceased spouse consent? *Social Science & Medicine*, 119, 10-17. doi:10.1016/j.socscimed.2014.08.010
- Hans, J. D.**, & Kimberly*, C. (2014). Abortion attitudes in context: A multidimensional vignette approach. *Social Science Research*, 48, 145-156. doi:10.1016/j.ssresearch.2014.06.001
- Hans, J. D.**, & Dooley*, B. (2014). Attitudes toward making babies . . . with a deceased partner's cryopreserved gametes. *Death Studies*, 38, 571-581. doi:10.1080/07481187.2013.809033
- Hans, J. D.** (2014). Whither famology? Department name trends across four decades. *Family Relations*, 63, 323-332. doi:10.1111/fare.12075
- Hans, J. D.**, & Gillen, M. (2013). Social Security survivors benefits: The effects of reproductive pathways and intestacy law on attitudes. *Journal of Law, Medicine & Ethics*, 41, 514-524. doi:10.1111/jlme.12059
- Hans, J. D.**, & Yelland*, E. (2013). American attitudes in context: Posthumous sperm retrieval and reproduction. *Journal of Clinical Research & Bioethics*, S1, 008. doi:10.4172/2155-9627.S1-008
- Hans, J. D.**, & Frey*, L. (2013). American attitudes in context: Posthumous use of cryopreserved gametes. *Journal of Clinical Research & Bioethics*, S1, 006. doi:10.4172/2155-9627.S1-006
- Washington*, K. N., & **Hans, J. D.** (2013). Romantic attachment among young adults: The effects of parental divorce and residential instability. *Journal of Divorce and Remarriage*, 54, 95-111. doi:10.1080/10502556.2012.752684
- Hans, J. D.**, Kersey*, M., & Kimberly*, C. (2012). Self-perceived origins of attitudes toward homosexuality. *Journal of Homosexuality*, 59, 4-17. doi:10.1080/00918369.2012.638547
- Hans, J. D.**, & Kimberly*, C. (2011). Abstinence, sex, and virginity: Do they mean what we think they mean? *American Journal of Sexuality Education*, 6, 329-342. doi:10.1080/15546128.2011.624475
- Hans, J. D.**, & Kimberly*, C. (2011). An educational intervention to change planned behavior concerning midwife-assisted out-of-hospital childbirth. *Journal of Midwifery and Women's Health*, 56, 371-375. doi:10.1111/j.1542-2011.2011.00036.x
- Haselschwerdt*, M. L., Hardesty, J., & **Hans, J. D.** (2011). Custody evaluators' beliefs about domestic violence allegations during divorce: Feminist and family violence perspectives. *Journal of Interpersonal Violence*, 26, 1694-1711. doi:10.1177/0886260510370599
- Ashurst*, K. L., **Hans, J. D.**, Smith, D. R., & Jones, K. R. (2010). Positive youth development in the midst of coping with parental cancer: Implications for youth development research and practice. *Journal of Youth Development*, 5(3), 45-56.
- Hans, J. D.**, Gillen*, M., & Akande*, K. A. R. (2010). Sex redefined: The reclassification of oral-genital contact. *Perspectives on Sexual and Reproductive Health*, 42, 74-78. doi:10.1363/4207410
- Hans, J. D.**, & Coleman, M. (2009). The experiences of remarried stepfathers who pay child support. *Personal Relationships*, 16, 597-618. doi:10.1111/j.1475-6811.2009.01241.x
- Ashurst*, K. L., **Hans, J. D.**, & Smith, D. R. (2009). The resilience factor: What extension can learn from adolescents coping with parental cancer. *Journal of Extension*, 47, Article 2RIB3.
- Hans, J. D.** (2009). Beliefs about child support modification following remarriage and subsequent childbirth. *Family Relations*, 58, 65-78. doi:10.1111/j.1741-3729.2008.00535.x
- Hans, J. D.**, Ganong, L. H., & Coleman, M. (2009). Financial responsibilities toward older parents and stepparents: The effect of divorce and remarriage on filial obligations. *Journal of Family and Economic Issues*, 30, 55-66. doi:10.1007/s10834-008-9137-4
- Hans, J. D.** (2008). Attitudes toward posthumous harvesting and reproduction. *Death Studies*, 32, 837-869. doi:10.1080/07481180802359789
- Hans, J. D.** (2008). Do love styles predict lifetime number of sex partners? *American Journal on Sexuality Education*, 3(2), 149-164. doi:10.1080/15546120802104328
- Hans, J. D.** (2008). Should child support continue for children attending college? *Journal of Divorce & Remarriage*, 48(3/4), 109-125. doi:10.1300/J087v48n03_07

- Hans, J. D.** (2006). Clickin' in class: Using electronic student response devices in a human sexuality course. *Journal of Teaching in Marriage and Family*, 6, 457-469.
- Coleman, M., Ganong, L. H., **Hans, J. D.**, Sharp, E. A., & Rothrauff*, T. C. (2005). Filial obligations in post-divorce stepfamilies. *Journal of Divorce & Remarriage*, 43(3/4), 1-27. doi:10.1300/J087v43n03_01
- Hans, J. D.** (2002). Stepparenting after divorce: Stepparents' legal position regarding custody, access, and support. *Family Relations*, 51, 301-307. doi:10.1111/j.1741-3729.2002.00301.x
- Hans, J. D.**, & Fine, M. A. (2001). Children of divorce: Experiences of children whose parents attended a divorce education program. *Journal of Divorce & Remarriage*, 36, 1-26. doi:10.1300/J087v36n01_01
- Hans, J. D.** (2001). The internet and graduate student recruiting in family science: The good, the bad, and the ugly department websites. *Journal of Teaching in Marriage & Family*, 1(2), 65-76. doi:10.1300/J226v01n02_05
- Hardesty, J. A., & **Hans, J. D.** (2001). Using the Internet to create interactive learning environments in family science. *Journal of Teaching in Marriage & Family*, 1, 83-90. doi:10.1300/J226v01n04_06
- Weaver, S. E., Umaña-Taylor, A. J., **Hans, J. D.**, & Malia, S. E. C. (2001). Challenges family scholars may face in studying family diversity: A focus on Latino families, stepfamilies, and reproductive technology. *Journal of Family Issues*, 22, 922-939. doi:10.1177/019251301022007007
- Hughes, R., & **Hans, J. D.** (2001). Computers, the Internet, and families: A Review of the role new technology plays in family life. *Journal of Family Issues*, 22, 776-790. doi:10.1177/019251301022006006

FORTHCOMING REFEREED JOURNAL ARTICLES

Revise and Resubmit

- Hans, J. D.** (revise and resubmit). Posthumous sperm retrieval and reproduction: Stakeholders, attitudes, and policies.
- Thompson*, A. A., **Hans, J. D.**, Frey*, L. M. (revise and resubmit). Romantic relationships in the context of parenting children with autism.
- Hans, J. D.** (revise and resubmit). First comes death, then comes . . . babies? Attitudes toward posthumous procurement and cryopreservation of a spouse's gametes.
- Hans, J. D.**, Frey*, L. & Yelland*, E. (revise and resubmit). Abortion attitudes: How much does context matter?
- Kimberly, C., & **Hans, J. D.** (revise and resubmit). From fantasy to reality: A grounded theory of marital success in the swinger lifestyle.
- Hans, J. D.**, & Dooley*, B. A. (revise and resubmit). The democratization of reproduction: Attitudes toward the use of assisted reproductive technology in non-normative contexts.
- Hans, J. D.**, & Strickler*, B. (revise and resubmit). Defining infidelity and identifying cheaters: A unique inductive approach.

Initial Review

- Frey*, L. M., **Hans, J. D.**, & Cerel, L. (in review). An interpretive phenomenological inquiry of family reaction to suicide disclosure. (Submitted: January 2015)
- Frey*, L. M., **Hans, J. D.**, & Cerel, J. (in review). Perpetrating suicide stigma: How do social networks and treatment providers compare? (Submitted: December 2014).
- Hans, J. D.**, Frey*, L. M., Parker, T., Blackburn*, K. (in review). Attitudes toward sexting: Does context matter? (Submitted: July 2014)
- Frey*, L. M., **Hans, J. D.**, & Cerel, J. (in review). Suicide attempt survivors and lived experiences: Do suicide disclosure and family reaction impact mental health? (Submitted: April 2014)
- Carlson*, M., & **Hans, J. D.** (in review). Maximizing benefits and minimizing impacts: Dual-earner couples' division of household labor. (Submitted: February 2014)

EDITED BOOKS

- Hans, J. D.** (Ed.). (2008). *Graduate and undergraduate study in marriage and family (2008-2010): A guide to bachelor's, master's, and doctoral programs in the United States and Canada*. Lexington, KY: Family Scholar Publications.

Hans, J. D. (Ed.). (2005). *Graduate and undergraduate study in marriage and family (2005-2007): A guide to bachelor's, master's, and doctoral programs in the United States and Canada*. Lexington, KY: Family Scholar Publications.

Hans, J. D. (Ed.). (2002). *Graduate and undergraduate study in marriage and family (2002-2004): A guide to bachelor's, master's, and doctoral programs in the United States and Canada*. Columbia, MO: Family Scholar Publications.

Hans, J. D. (Ed.). (2000). *Family index: 1998*. Columbia, MO: Family Scholar Publications.

BOOK CHAPTERS

Hans, J. D. (in press). Family science: History, status, and practice. In M. J. Walcheski & J. S. Reinke (Eds.), *Family Life Education: The Practice of Family Science* (3rd ed., pp. xx-xx). National Council on Family Relations: Minneapolis, MN.

Kimberly*, C., & **Hans, J. D.** (2012). Love styles and their role in relationships and sexuality. In M. E. Paludi (Ed.), *The psychology of love: Vol. 2. Emotion and romance* (pp. 157-169). Santa Barbara, CA: Praeger.

Ganong, L., Coleman, M., & **Hans, J. D.** (2006). Divorce as prelude to stepfamily living and the consequences of re-divorce. In M. A. Fine & J. H. Harvey (Eds.), *Handbook of divorce and relationship dissolution* (pp. 409-434). Mahwah, NJ: Lawrence Erlbaum.

Hughes, R., & **Hans, J. D.** (2003). Understanding the effects of the Internet on family life. In M. Coleman & L. Ganong (Eds.), *Handbook of contemporary families: Diversity in families* (pp. 706-720). Thousand Oaks, CA: Sage Publications.

ENCYCLOPEDIA ENTRIES

Hans, J. D. (in press). Family Relations. In C Shehan (Ed.), *The Encyclopedia of Family Studies*. Wiley-Blackwell.

Armes*, S., & **Hans, J. D.** (2014). Christmas. In M. Coleman & L. Ganong (Eds.), *Social history of American families* (Vol. 1, pp. 234-236). Thousand Oaks, CA: Sage Publications.

Armes*, S., & **Hans, J. D.** (2014). Easter. In M. Coleman & L. Ganong (Eds.), *Social history of American families* (Vol. 1, pp. 399-400). Thousand Oaks, CA: Sage Publications.

Bell*, M., & **Hans, J. D.** (2014). No-fault divorce. In M. Coleman & L. Ganong (Eds.), *Social history of American families* (Vol. 2, pp. 956-958). Thousand Oaks, CA: Sage Publications.

Dooley*, B., & **Hans, J. D.** (2014). Assisted reproductive technology. In M. Coleman & L. Ganong (Eds.), *Social history of American families* (Vol. 3, pp. 1305-1306). Thousand Oaks, CA: Sage Publications.

Dooley*, B., & **Hans, J. D.** (2014). Single-parent adoption. In M. Coleman & L. Ganong (Eds.), *Social history of American families* (Vol. 1., pp. 34-35). Thousand Oaks, CA: Sage Publications.

Frey*, L. M., & **Hans, J. D.** (2014). American Association of Marriage and Family Therapy. In M. Coleman & L. Ganong (Eds.), *Social history of American families* (Vol., pp. 61-62). Thousand Oaks, CA: Sage Publications.

Frey*, L. M., & **Hans, J. D.** (2014). Hite Report. In M. Coleman & L. Ganong (Eds.), *Social history of American families* (Vol. 2, pp. 672-673). Thousand Oaks, CA: Sage Publications.

Frey*, L. M., & **Hans, J. D.** (2014). Suicide. In M. Coleman & L. Ganong (Eds.), *Social history of American families* (Vol. 3, pp. 1294-1298). Thousand Oaks, CA: Sage Publications.

Hughes, R., & **Hans, J. D.** (2009). Relationships and technology. In Harry T. Reis & Susan Sprecher (Eds.), *Encyclopedia of Human Relationships* (Vol. 3, pp. 1628-1631). Thousand Oaks, CA: Sage Publications.

Hans, J. D., & Coleman, M. (2003). Internet romance. In J. R. Miller, R. M. Lerner, L. B. Schiamberg, & P. M. Anderson (Eds.), *Human ecology: An encyclopedia of children, families, communities, and environments* (pp. 428-429). Santa Barbara, CA: ABC-Clío.

Hans, J. D., & Coleman, M. (2003). Divorce mediation. In J. R. Miller, R. M. Lerner, L. B. Schiamberg, & P. M. Anderson (Eds.), *Human ecology: An encyclopedia of children, families, communities, and environments* (pp. 179-181). Santa Barbara, CA: ABC-Clío.

CONFERENCE PROCEEDINGS

Dooley, B. A., & **Hans, J. D.** (2012). Reproductive technology: The effects of context on attitudes. *Fertility and Sterility*, 98, S126.

Hans, J. D., Hardesty, J. L., & Haselschwerdt, M. (2011). *Child custody evaluations in the context of domestic violence allegations: Implications for human potential*. Conference proceedings of the 2010 Odessa National I. I. Mechnikov University Annual Conference on Human Potential in Transitional Societies. Odessa, Ukraine.

OTHER PUBLICATIONS

Hans, J. D. (Editor, 2011—Present). Degree program guide [online database]. Minneapolis, MN: National Council on Family Relations.

Hans, J. D. (2005). Featured scholar [newsletter editorial]. *McNair Journal*, 2005, 42.

Hans, J. D. (Editor, 1999-2005). *Family index database* [Online database]. Columbia, MO: Family Scholar Publications.

Hans, J. D. (Summer, 2002). Contributing to the quality of undergraduate education through course design and instruction [essay]. *University of Missouri Parents' Association Newsletter*.

CONFERENCE PRESENTATIONS (* denotes student)

NATIONAL

Hans, J. D. (2014, November). *Directors of Graduate Study focus group*. Focus group led at the National Council on Family Relations Annual Conference. Baltimore, MD.

Blackburn*, K., **Hans, J. D.**, Parker, T., Werner-Wilson, R., & Bush. (2014, November). *An examination of the mediating effect of attachment style on perceived concealment in marital relationships*. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.

Thompson*, A., Frey*, L. M., **Hans, J. D.**, & Westmoreland*, A. (2014, November). *Romantic relationships in the context of parenting children with autism*. Paper presented at the National Council on Family Relations Annual Conference. Baltimore, MD.

Frey*, L. M., Cerel, J., & **Hans, J. D.** (2014, November). *Does family reaction moderate the impact of suicide disclosure?* Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.

Frey*, L. M., Cerel, J., & **Hans, J. D.** (2014, November). *A phenomenological exploration of family reaction after a suicide attempt*. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.

Frey*, L. M., **Hans, J. D.**, & Cerel, J. (2014, November). *Suicide attempt survivor stigma by treatment providers & social network*. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.

Norman*, J. M., & **Hans, J. D.** (2013, December). *Post-secondary transition planning for students with significant disabilities: Implications of family participation*. Paper presented at the TASH Annual Conference. Chicago, IL.

Dooley*, B., & **Hans, J. D.** (2013, November). *Attitudes toward assisted reproduction: Context and sexual orientation*. Poster presented at the National Council on Family Relations Annual Conference. San Antonio, TX.

Frey*, L. M., & **Hans, J. D.** (2013, November). *Assisted suicide: Attitudes about the role of physicians and families*. Poster presented at the National Council on Family Relations Annual Conference. San Antonio, TX.

Frey*, L. M., **Hans, J. D.**, & Yelland*, E. L. (2013, November). *Attitudes toward assisted suicide among older adults*. Poster presented at the National Council on Family Relations Annual Conference. San Antonio, TX.

Hans, J. D. (2013, November). *Naming the family field: Family science, family studies, or something else?* Paper presented at the National Council on Family Relations Annual Conference. San Antonio, TX.

Hans, J. D. (2013, November). *Widowed spouses making babies: Would the deceased spouse consent?* Poster presented at the National Council on Family Relations Annual Conference. San Antonio, TX.

Parker, T., Frey*, L., & **Hans, J. D.** (2013, November). *Attitudes toward sexting: Does context matter?* Paper presented at the National Council on Family Relations Annual Conference. San Antonio, TX.

Yelland*, E. L., & **Hans, J. D.** (2013, November). *Let's talk about sex . . . maybe? Studying sexuality among older adults*. Poster presented at the National Council on Family Relations Annual Conference. San Antonio, TX.

Westmoreland*, A., Yelland*, E. L., & **Hans, J. D.** (2013, November). *Sex in the nursing home: Does context matter?* Poster presented at the National Council on Family Relations Annual Conference. San Antonio, TX.

Gillen, M., & **Hans, J. D.** (2013, April). *Social Security Survivors Benefits: Exploring the effects of reproductive pathways and state intestacy laws on attitudes regarding benefit eligibility and awards*. Paper presented at the American Council on Consumer Interests Annual Conference. Portland, OR.

- Hans, J. D.**, & Gillen, M. (2012, November). *Social Security survivor's benefits for children born after parental death*. Paper presented at the National Council on Family Relations Annual Conference. Phoenix, AZ.
- Piercy, K., Reck, K., **Hans, J. D.**, & Gillen, M. (2012, November). *Common methods of teaching family policy to family studies students*. Paper presented at the National Council on Family Relations Annual Conference. Phoenix, AZ.
- Hans, J. D.**, Dooley*, B., & Frey*, L. (2012, November). *Making babies . . . with a deceased partner's cryopreserved gametes*. Poster presented at the National Council on Family Relations Annual Conference. Phoenix, AZ.
- Powell*, E., **Hans, J. D.**, & Norman*, J. M. (2012, November). *Attitudes toward posthumous sperm harvesting and reproduction*. Poster presented at the National Council on Family Relations Annual Conference. Phoenix, AZ.
- Kimberly*, C., & **Hans, J. D.** (2012, November). *Sexual self-disclosure and communication among swinger couples*. Paper presented at the National Council on Family Relations Annual Conference. Phoenix, AZ.
- Dooley*, B., & **Hans, J. D.** (2012, October). *Reproductive technology: The effects of context on attitudes*. Poster presented at the American Society of Reproductive Medicine Annual Conference. San Diego, CA.
- Hans, J. D.** (2011, November). *Reproducing with a persistent vegetative state (PVS) spouse*. Paper presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Hans, J. D.** (2011, November). *Attitudes toward conception using a deceased spouse's cryopreserved gametes*. Paper presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Hans, J. D.**, & Norman*, J. M. (2011, November). *First comes death, then comes . . . babies? Posthumous harvesting of a spouse's gametes*. Poster presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Stork-Hestad*, N., Werner-Wilson, R., & **Hans, J. D.** (2011, November). *Non-marital romantic dissolution*. Poster presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Hans, J. D.**, Hardesty, J. L., Haselschwerdt*, M., Khaw*, L. B. L., & Crossman*, K. A. (2010, November). *Child custody evaluations in the context of domestic violence allegations*. Paper presented at the 2010 National Council on Family Relations Annual Conference. Minneapolis, MN.
- Hans, J. D.**, & Kimberly*, C. (2010, November). *Midwife-assisted childbirth: An educational intervention that changes attitudes*. Poster presented at the 2010 National Council on Family Relations Annual Conference. Minneapolis, MN.
- Hans, J. D.**, Smith, D. R., & Kimberly*, C. (2010, November). *What happened to famology? Department name trends across three decades*. Paper presented at the 2010 National Council on Family Relations Annual Conference. Minneapolis, MN.
- Hardesty, J. L., **Hans, J. D.**, Haselschwerdt*, M., Khaw*, L. B. L., & Crossman*, K. A. (2010, November). *The effect of domestic violence allegations on custody evaluators' recommendation*. Paper presented at the 2010 National Council on Family Relations Annual Conference. Minneapolis, MN.
- Strickler*, B., & **Hans, J. D.** (2010, November). *Definitions of infidelity: Attitudes, attributions, and behaviors*. Poster presented at the 2010 National Council on Family Relations Annual Conference. Minneapolis, MN.
- Kimberly*, C. & **Hans, J. D.** (2010, November). *Abstinence, sex, and virginity: Do they mean what we think they mean?* Poster presented at the 2010 National Council on Family Relations Annual Conference. Minneapolis, MN.
- Hans, J. D.**, Hardesty, J. L., & Haselschwerdt, M. (2010, September). *Child custody evaluations in the context of domestic violence allegations: Implications for human potential*. Plenary paper presented at the 2010 Odessa National I. I. Mechnikov University Annual Conference on Human Potential in Transitional Societies. Odessa, Ukraine.
- Hans, J. D.**, & Shipley*, A. (2009, November). *Abortion attitudes in context: A multidimensional vignette approach*. Poster presented at the 2009 National Council on Family Relations Annual Conference. San Francisco, CA.
- Haselschwerdt*, M., Hardesty, J. L., & **Hans, J. D.** (2009, November). *Custody evaluators' beliefs about domestic violence allegations during divorce*. Paper presented at the National Council on Family Relations Annual Conference. San Francisco, CA.
- Shipley*, A., & **Hans, J. D.** (2008, November). *Abortion attitudes: How much does context matter?* Poster presented at the 2008 National Council on Family Relations Annual Conference. Little Rock, AR.
- Akande*, K., Gillen*, M., & **Hans, J. D.** (2008, November). *From sex to messing around: The reclassification of oral-genital contact*. Paper presented at the 2008 National Council on Family Relations Annual Conference. Little Rock, AR.

- Kersey*, M., & **Hans, J. D.** (2008, November). *Self-perceived origins of college students' attitudes toward homosexuality*. Poster presented at the 2008 National Council on Family Relations Annual Conference. Little Rock, AR.
- Hans, J. D.** (2007, November). *Beliefs about child support modification following remarriage and the birth of a child*. Poster presented at the 2007 National Council on Family Relations Annual Conference. Pittsburg, PA.
- Hans, J. D.** (2006, November). *Reproducing after death: Attitudes toward posthumous harvesting and reproduction*. Poster presented at the 2006 National Council on Family Relations Annual Conference. Minneapolis, MN.
- Hans, J. D.**, & Fresh*, K. (2006, November). *Normative obligations for divorced nonresidential parents to assist with college expenses*. Poster presented at the 2006 National Council on Family Relations Annual Conference. Minneapolis, MN.
- Kersey*, M., & **Hans, J. D.** (2006, November). *Love styles and sexual promiscuity*. Paper presented at the 2006 National Council on Family Relations Annual Conference. Minneapolis, MN.
- Hans, J. D.** (2006, June). *Clickin' in class: Engaging students and encouraging attendance with electronic student response devices*. Paper presented at the Family Science Association Conference. Park City, UT.
- Hans, J. D.** (2005, November). *Social capitalization in personal relationships* [discussant for *Social capitalization in personal relationships* by R. M. Milardo, H. M. Helms, & S. R. Marks]. Paper presented at the Theory Construction and Research Methods Workshop of the National Council on Family Relations Annual Conference. Phoenix, AZ.
- Hans, J. D.**, Ganong, L., & Coleman, M. (2004, November). *Financial responsibilities toward older parents and stepparents: The effects of divorce and remarriage on filial obligations*. Poster presented at the Gerontological Society of America Annual Conference. Washington, DC.
- Hans, J. D.**, Tobias*, S., & Singh*, A. (2004, November). *Qualitative data for the quantoid mind: The use of open-ended questions to enhance interpretation of survey data*. Roundtable presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Hans, J. D.**, & Coleman, M. (2004, November). *A phenomenological exploration of paying child support following remarriage*. Poster presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Coleman, M., Ganong, L., Leon, K., **Hans, J. D.**, & Stafford*, M. (2004, November). *Predicting fathers' coparenting after divorce*. Paper presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Ganong, L., Coleman, M., **Hans, J. D.**, Rothrauff*, T., Schultz*, T., Singh*, A., Stafford*, M., & Tobias*, S. (2004, November). *Patterns of exchange in intergenerational responsibilities*. Paper presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Stafford*, M., Coleman, M., Ganong, L. H., Leon, K., **Hans, J. D.**, & Mavers*, K. (2004, November). *Fathers' perceptions of co-parenting and children's adjustment*. Poster presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Singh*, A., Coleman, M., Ganong, L., **Hans, J. D.**, & Rothrauff*, T. (2004, November). *Divorce, gender, and Asian Americans' filial obligation beliefs*. Poster presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Hardesty, J. A., & **Hans, J. D.** (2004, November). *A participatory exercise in qualitative interview data*. Roundtable presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Ganong, L., Coleman, M., **Hans, J. D.**, Rothrauff*, T., Schultz*, T., Singh*, A., Stafford*, M., & Tobias*, T. (2004, February). *Racial and ethnic similarities and differences in the rationale for providing aid and physical care for older family members*. Poster presented at the Midwest Nursing Research Society Annual Conference. St. Louis, MO.
- Coleman, M., Ganong, L., **Hans, J. D.**, & Sharp, E. A. (2003, November). *Measuring obligation beliefs to older family members*. Poster presented at the Gerontological Society of America Annual Conference. San Diego, CA.
- Ganong, L., Coleman, M., Sharp, E. A., & **Hans, J. D.** (2003, November). *Adult children's perceived responsibility to care for older (step)parents in post-divorce families*. Poster presented at the Gerontological Society of America Annual Conference. San Diego, CA.
- Hans, J. D.**, & Sharp, E. A. (2003, November). *Voice recognition software: A discussion of possibilities and problems in qualitative research and beyond*. Roundtable presented at the National Council on Family Relations Annual Conference. Vancouver, British Columbia, Canada.

- Ganong, L. H., Coleman, M., Sharp, E. A., & **Hans, J. D.** (2003, November). *Measuring intergenerational family obligations*. Poster presented at the National Council on Family Relations Annual Conference. Vancouver, British Columbia, Canada.
- Coleman, M., Ganong, L. H., **Hans, J. D.**, & Sharp, E. A. (2003, November). *Financial support for divorce parents and stepparents in older families*. Poster presented at the National Council on Family Relations Annual Conference. Vancouver, British Columbia, Canada.
- Ganong, L. H., Coleman, M., **Hans, J. D.**, & Sharp, E. A. (2002, November). *Perceived responsibilities to help older family members*. Poster presented at the National Council on Family Relations Annual Conference. Houston, TX.
- Hardesty, J. A. & **Hans, J. D.** (2002, November). *The genogram assignment in large classes: An applied and personal way to teach family systems theory*. Teaching roundtable presented at the National Council on Family Relations Annual Conference. Houston, TX.
- Hans, J. D.** (2002, November). *The Schengen curtain: The implications of Poland's anticipated European Union accession on cross-border families in Ukraine*. Poster accepted for presentation at the National Council on Family Relations Annual Conference [not presented due to family emergency]. Houston, TX.
- Hans, J. D.** (2001, November). *Graduate student recruiting and department websites: The good, the bad, and the ugly*. Poster presented at the National Council on Family Relations Annual Conference. Rochester, NY.
- Coleman, M. A., & **Hans, J. D.** (2001, November). *Taking inventory: A survey of family science curriculum*. Poster presented at the National Council on Family Relations Annual Conference. Rochester, NY.
- Coleman, M., Schuyler, N., Malia, S., **Hans, J. D.**, An, J. S. (2001, November). *An evaluation of the self-help literature for individuals experiencing challenges with remarriage and stepfamily*. Poster presented at the National Council on Family Relations Annual Conference. Rochester, NY.
- Schuyler, N., Coleman, M., **Hans, J. D.**, Malia, S., An, J. S. (2001, August). *An evaluation of the current remarriage and stepfamily self-help literature*. Paper presented at the Society for the Study of Social Problems Annual Conference. Anaheim, CA.
- Hans, J. D.**, & Fine, M. A. (2000, November). *Children of divorce: Experiences of children whose parents attended a divorce education program*. Paper presented at the National Council on Family Relations Annual Conference. Minneapolis, MN.
- Hardesty, J. A., & **Hans, J. D.** (2000, November). *Using the Internet to create interactive learning environments in family science*. Paper presented at the National Council on Family Relations Annual Conference. Minneapolis, MN.
- Hans, J. D.** (2000, June). *Families of tomorrow: The promise and pitfalls of on-line relationship development*. Panel presented at the Groves Conference on Marriage and the Family. Asheville, NC.
- Hans, J. D.** (2000, June). *Stepparenting after divorce: The legal position of stepparents seeking custody and visitation*. Poster presented at the Groves Conference on Marriage and the Family. Asheville, NC.

REGIONAL & LOCAL

- Kersey, M., & **Hans, J. D.** (2006, April). *College students' attitudes toward homosexuality*. Poster presented at the University of Kentucky Showcase of Undergraduate Scholars. Lexington, KY.
- Hans, J. D.** (2004, March). *Family obligations toward older (step)parents in post-divorce families*. Paper presented at the Research and Creative Activities Forum. University of Missouri-Columbia.
- Tobias, S., Stafford, M., & **Hans, J. D.** (2004, March). *Coparenting among fathers following divorce*. Paper presented at the Research and Creative Activities Forum. University of Missouri-Columbia.
- Hans, J. D.** (2003, March). *The Family Index Database: The Conception and Evolution of an Online Resource*. Paper presented for the Research and Creative Activities Forum. University of Missouri-Columbia.
- Hans, J. D.** (2003, March). *Graduate and Undergraduate Study in Marriage and Family*. Paper presented for the Research and Creative Activities Forum. University of Missouri-Columbia.
- Hans, J. D.** (2002, March). *The Schengen curtain: The implications of Poland's anticipated European Union accession on cross-border families in Ukraine*. Paper presented at the Research and Creative Activities Forum. University of Missouri-Columbia.
- Hans, J. D.** (2001, March). *The Internet and graduate student recruiting: Designing department websites with a purpose*. Paper presented at the Research and Creative Activities Forum. University of Missouri-Columbia.

- Hans, J. D.** (2000, October). *Successfully completing a research project*. Paper presented at the McNair Day Reception. University of Missouri-Columbia.
- Hans, J. D.** (2000, March). *Children of divorce: Their experiences following parental attendance at a divorce education program*. Paper presented at the Research and Creative Activities Forum. University of Missouri-Columbia.
- Hardesty, J. A., & **Hans, J. D.** (2000, March). *The Internet and teaching: Creating interactive learning environments*. Paper presented at the Research and Creative Activities Forum. University of Missouri-Columbia.
- Hardesty, J. A., & **Hans, J. D.** (1999, November). *Interactive technology in the classroom*. Paper presented at the HDFS Brown Bag Colloquium Series. University of Missouri-Columbia.
- Hans, J. D.** (1999, April). *Children of divorce: Experiences of children whose parents attended a divorce education program*. Paper and poster presented at the McNair Scholars Conference. University of Missouri-Columbia.

GRANTS

FUNDED GRANTS PROPOSALS

- Hans, J. D.** (2013). Open access publishing fees. *College of Agriculture, Food, and Environment Research Activity Award*, \$1,838.
- Kimberly, C., & **Hans, J. D.** (2013). Understanding sexual self-disclosure. *Foundation for the Scientific Study of Sexuality*, \$1,000.
- Hans, J. D.** (2012). Professional development video tutorials. *College of Agriculture Teaching Incentive & Improvement Fund*. \$7,804.
- Hans, J. D.** (2012). Sexting and reproductive technology. *School of Human Environmental Sciences Research Activity Award*, \$4,100.
- Hans, J. D.** (2011). Sexual self-disclosure among swinger couples. *School of Human Environmental Sciences Research Activity Award*, \$1,500.
- Hans, J. D.** (2010-2011). Lecturer of family science and human sexuality at Odessa National University in Ukraine. *J. William Fulbright Scholar Program*, \$55,540.
- Hans, J. D.** (2009). Posthumous reproduction: An experimental design to assess attitudes. *University of Kentucky Special Summer Faculty Research Fellowship*, \$8,000.
- Hans, J. D.** (2008). National survey of posthumous reproduction attitudes. *University of Kentucky Research Activity Award*, \$3,180.
- Hans, J. D.** (2007). Assessment of a new methodological approach to abortion attitudes surveying. *University of Kentucky Summer Faculty Research Fellowship*, \$6,000.
- Hans, J. D.**, & Casey, E. (2007). Household pets: An intervention for obesity? *Health Education through Extension Leadership (HEEL)*, \$1,840.
- Hans, J. D.** (2006). Abortion attitudes in Kentucky: Baseline survey. *Department of Family Studies, University of Kentucky*, \$4,800.
- Hans, J. D.** (2007). Assessment of a new methodological approach to abortion attitudes surveying. *University of Kentucky Summer Faculty Research Fellowship*, \$6,000.
- Hans, J. D.** (2005). Teaching and technology: Implementing an interactive learning environment in a large-enrollment classroom. *Barnhart Fund for Excellence, College of Agriculture, University of Kentucky*. \$775.
- Hans, J. D.** (2005). Normative beliefs about child support following remarriage. *Service Center Pilot Grant, University of Kentucky*. \$5,450.
- Hans, J. D.** (2005). Normative beliefs about posthumous reproduction. *Service Center Pilot Grant, University of Kentucky*. \$5,450.
- Hans, J. D.** (2002). Graduate student office renovation plan. *Capital Improvement Fund, University of Missouri*. \$700.
- Hans, J. D.** (2001). The Schengen curtain: The implications of Poland's anticipated European Union accession on Polish-Ukrainian cross-border family relationships. *European Union Center, University of Missouri*. \$2,500.

UNFUNDED GRANT PROPOSALS

- Hans, J. D.** (2008). The effect of intimate partner violence allegations on child custody evaluations. *University of Kentucky Research Support Grant*, \$10,733.
- Hans, J. D.** (2008). *Greenwall faculty scholars program in bioethics*. [Career development award]
- Hans, J. D.** (2008). Posthumous reproduction: An experimental survey design to assess attitudes and beliefs. *National Institutes of Health*, \$277,903
- Hans, J. D.** (2008). Posthumous harvesting and reproduction: Attitudes, beliefs, and policy implications. *Greenwall Foundation*, \$39,711
- Hans, J. D.** (2007). Abortion in Kentucky: Attitudes in context. *University of Kentucky Research Support Grant*, \$23,020.
- Hans, J. D.** (2007). Posthumous reproduction: An experimental survey design to assess attitudes and beliefs. *Greenwall Foundation*, \$78,486.
- Hardesty, J., & **Hans, J. D.** (2007). How custody evaluators beliefs about domestic violence influence their assessment of allegations and custody recommendations. *Department of Justice*, \$108,972.
- Hans, J. D.** (2007). *Greenwall faculty scholars program in bioethics*. [Career development award]
- Hans, J. D.** (2006). Posthumous reproduction: A factorial survey approach to assess attitudes and beliefs. *Greenwall Foundation*, \$238,714.
- Hans, J. D.** (2006). Coldfusion infrastructure for large-enrollment course website and management system. *Teaching and Academic Support Center (TASC), Teaching + Technology Innovation Program*. \$5,457.
- Hardesty, J., & **Hans, J. D.** (2005). Children exposed to violence after parental separation. *National Institutes of Health*, \$1,099,140.
- Hans, J. D.** (2005). Remarried mothers and child support. *Summer Faculty Research Fellowship, University of Kentucky*. \$6,000.
- Hans, J. D.** (2002). Felt obligations toward (step)parents following divorce and remarriage in Ukraine. *J. William Fulbright Fellowship Program*, \$20,000. [Finalist – not funded by host country.]

TEACHING AND ADVISING

COURSES TAUGHT, STUDENTS ENROLLED, AND TEACHING EVALUATIONS

<i>Courses Taught and Number of Students</i>		
Course	Classes	Total Students
Odessa National University		
Undergraduate		
Introduction to Family Science	2	35
Human Sexuality	1	21
University of Kentucky		
Undergraduate		
FAM 252: Introduction to Family Science	2	378
FAM 253: Human Sexuality	12	3892
FAM 495: Independent Study	n/a	142
UK 101: Academic Orientation	1	28
Graduate		
FAM 652: Readings in Family Theory & Research	6	94
FAM 690: Research Methods in Family Science	4	37
FAM 775: Professional Development Seminar I	4	56
FAM 775: Professional Development Seminar II	4	27
FAM 777: Applied Statistics in Family Sciences	2	26
FAM 785: Advanced Problems	n/a	9
University of Missouri		
Undergraduate		
HDFS 175: Introduction to the Study of Families	2	285

GRADUATE STUDENT COMMITTEES

Committee Role	Master's Advisory Committee	Doctoral Advisory Committee
Chair	Mike Sitton (in progress) Stephanie Boyd (in progress) Amber Thompson (M.S., 2014) Brigitte Dooley (M.S., 2014) Matthew Carlson (M.S., 2013) Katie Terrana (M.S., 2012) Brooke Strickler (M.S., 2010) Elizabeth Casey (M.S., 2007)	Laura Frey (in progress) Jacqueline Norman (in progress)
Co-Chair	Nicole Stork-Hestad (M.S., 2010)	Kristyn Blackburn (in progress) Kerri Ashurst (Ph.D., 2007)
Member	Staci Zimmerman (M.S., 2014) Kayla Reed (M.S., 2013) Sarah Flannery (M.S., 2012) Nicole Garrett (M.S., 2010) Megan Haselschwerdt (M.S., 2009) John-Evan Waite (M.A., 2009) Matt Huffaker (M.A., 2008) Trisha Jaragin (M.S., 2007) Julia Kirby (M.S., 2006) Elena Buzarnescu (M.S., 2006) Julie Pursifull (M.S., 2005)	Martha Perry (in progress) Kimberly Price (in progress) Katrina Akande (Ph.D., 2014) Linda Bradley (Ph.D., 2011) Martie Gillen (Ph.D., 2010) Judy van de Venne (Ph.D., 2009)

STUDENT CLUBS, ORGANIZATIONS, ETC.

Faculty Advisor, Alpha Omicron Pi [Sorority]. University of Kentucky, 2005-2010.

Faculty Advisor, Delta Sigma Phi [Fraternity]. University of Kentucky, 2006-2010.

House Calls, Residential Life, University of Kentucky, 2007.

Journal Advisor, Honors Program Journal/Journey Project, University of Kentucky, 2008-2009.

Faculty Advisor, Sex Week at UK [Student Group]. University of Kentucky, 2009-2010.

AWARDS AND RECOGNITION

AWARDS AND HONORS

National

American Council on Consumer Interests Applied Consumer Economic Award, 2013

Fulbright Scholar Award, *Ukraine*, 2010-2011

United States Department of Agriculture Excellence in Teaching Award, 2009

Omicron Delta Kappa, 2008

Chronicle of Education Rising Star (nominee), 2005

National Council on Family Relations Outstanding Student Award, 2002

VarsityScholars.com Scholarship, 2000-2001

Golden Key National Honor Society, 1999

University

Teacher Who Made a Difference Award, 2012

Teacher Who Made a Difference Award, 2011

University of Kentucky Provost's Outstanding Teaching Award, 2008

Featured Scholar, University of Missouri McNair Scholar Program, 2005

University of Missouri Entrepreneur of the Year Award (finalist), 2005

University of Missouri Outstanding Dissertation Award (finalist), 2005

University of Missouri Parents Association Teaching Award, 2004

Donald K. Anderson Graduate Student Research Award, 2004

Research & Creative Activities Forum – 1st place, 2004

Rollins Honor Society, 2003

Research & Creative Activities Forum – 2nd place, 2003

Donald K. Anderson Graduate Student Teaching Award, 2002

University of Missouri Parents Association Teaching Award, 2002

European Union Graduate Research Grant, 2001

Research & Creative Activities Forum – 1st place, 2001
 G. Ellsworth Huggins Scholarship, 2000-2001
 William Gregory Fellowship, 2000-2001
 Research & Creative Activities Forum – 3rd place, 2000
 Adeline Hoffman Fellowship, 1999-2000
 Honors Graduate (cum laude), 1999
 Ronald E. McNair Scholar, 1998-1999

College/School

Patricia Brantley Todd Award of Excellence in Human Environmental Sciences—Teaching, 2013
 University of Kentucky Human Environmental Sciences Centennial Future 100 Award, 2007
 Adeline Hoffman Scholarship for Creative Accomplishments, 2000-2001
 Margaret Wilson Mangel Scholarship, 1999-2000
 Mabel Cambell Scholarship, 1998-1999

Department

Marilyn Coleman Outstanding Graduate Student Award, 2002
 Outstanding Senior in Human Development & Family Studies, 1999

SERVICE AND CITIZENSHIP

EDITORSHIPS AND REVIEWER SERVICE

Editor, *Family Relations*, 2015-2019
 Editor, *Degree Program Directory*, National Council on Family Relations, (2010-Present)
 Editorial Board, *Family Relations* (2008-Present)
 Editor, *Family Index Database* (2001-2005)

Ad-hoc Manuscript Peer Reviewer

Family Relations (2001, 2005-2013)
International Journal of Fertility & Sterility (2012-2013)
Journal of Family and Economic Issues (2008-2009; 2011-2012)
Journal of Family Issues (2003-2004, 2006-2007)
Journal of Gerontology: Social Sciences (2007)
Journal of Marriage & Family (2004-2013)
Journal of Social & Personal Relationships (2013)
Marriage & Family Review (2004-2005; 2007)
Sexuality Research and Social Policy (2013)
Social Science and Research (2014)

Books Reviewer

Herdt, G. H., & Howe, C. (2007). *21st century sexualities: Contemporary issues in health, education, and rights*. London: Routledge.

Conferences Proposal Reviewer

NCFR Annual Conference, Family Science Section; 2005-2009
NCFR Annual Conference, Research & Theory Section; 2005-2009

INVITED LECTURES

- Hans, J. D.** (2011, October). *Reflections on a Fulbright sabbatical in Ukraine: Things that make you go “Hmmm.”* Paper presented at School of Human Environmental Sciences Research Luncheon. University of Kentucky.
- Hans, J. D.** (2011, May). *Family science and human sexuality lectures* [series of 7 lectures]. Invited lectures at Zaporozhe National University. Zaporozhe, Ukraine.
- Hans, J. D.** (2011, April). *Sex, abstinence, and virginity: Do they mean what we think they mean?* Invited lecture at Kherson National Technical University. Kherson, Ukraine.
- Hans, J. D.** (2011, April). *Making news: Personal and professional experiences with American journalism*. Invited lecture at College of Journalism, TV, and Press. Nikolayev, Ukraine.
- Hans, J. D.** (2011, April). *Teaching technology and assessment in the modern American university classroom*. Invited lecture at Nikolayev State University. Nikolayev, Ukraine.

- Hans, J. D.** (2011, April). *Sex, abstinence, and virginity: Do they mean what we think they mean?* Invited lectures at Mohyla Black Sea State University, National University of Shipbuilding, and Nikolayev State Agricultural University. Nikolayev, Ukraine.
- Hans, J. D.** (2011, March). *Multiple-segment factorial vignettes: A true-experiment survey design for social and behavioral scientists.* Invited lectures at Zaporozhe National University, Zaporozhe Institute of Economics and Information Technologies, and Classic Private Institute. Zaporozhe, Ukraine.
- Hans, J. D.** (2010, December). *Teaching technology and assessment and engagement in the modern American university classroom.* Invited lecture at the *Odessa House of Science*. Odessa, Ukraine.
- Hans, J. D.** (2010, May). *Clickin' in class: Classroom assessment techniques using clickers.* Paper presented at College of Dentistry Teaching Workshop. University of Kentucky.
- Hans, J. D.** (2009, April). *Clickers: What, why, when, and how.* Paper presented at Department of Psychology Spring Teaching Workshop. University of Kentucky.
- Hans, J. D.** (2009, April). *Technology in the classroom: Electronic student response devices.* Guest lecture presented in GS620: Teaching in the 21st Century. University of Kentucky.
- Hans, J. D.** (2009, March). *Widowed by murder: Reflections on a personal journey.* Guest lecture presented for the Final Word Lecture Series, Student Activities Board. University of Kentucky.
- Hans, J. D.** (2008, September). *First comes death then comes . . . babies? Posthumous reproduction issues and attitudes.* Paper presented at School of Human Environmental Sciences Research Luncheon. University of Kentucky.
- Hans, J. D.** (2008, May). *Clickin' in class: Using clickers for an engaging classroom experience.* Paper presented at College of Agriculture Spring Teaching Workshop. University of Kentucky.
- Hans, J. D.** (2006, April). *Female orgasm from a scholarly perspective.* Paper presented at "The Big 'O': Myths, Methods, and Masturbation for Women," University of Kentucky Feminist Alliance.
- Hans, J. D.** (2004, November). *Issues in graduate education.* Access to Knowledge Research Symposium. Columbia, MO.

COMMITTEES, ELECTED POSITION, OFFICES HELD

National

- Chair*, Directors of Graduate Study focus group, National Council on Family Relations, 2014.
- Member*, Future of Family Science Task Force, National Council on Family Relations, 2014.
- Chair* [nominee], Family Science Section, National Council on Family Relations, 2014.
- Vice-Chair*, Family Science Section, National Council on Family Relations, 2008–2010.
- Student/New Professional Board Representative* [nominee], National Council on Family Relations, 2006.
- Database Development Consultant*, EBSCO Publishing, 2005–2007.
- Planning Committee*, Promoting the Safety of Women and their Children When Women Separate from Violent Partners [NCFR Pre-Conference Workshop], 2005.
- NCFR Outstanding Student Award Selection Committee*, National Council on Family Relations, 2003.
- Student/New Professional Representative*, Family Science Section, National Council on Family Relations, 2001–2002.

Regional

- Conference Coordinator*, *Social Policy & the Welfare of Families*. Missouri Council on Family Relations, May 3, 2002.
- Symposium Coordinator*, Exploring Families & Children in Missouri: A Symposium for the Next Generation of Professionals. Missouri Council on Family Relations, October 26, 2001.
- President*, Missouri/Midwest Council on Family Relations, 2000–2002.

University

- Summer Faculty Research Fellowship Selection Committee*, University of Kentucky, 2012–Present.
- Provosts' Outstanding Teaching Awards Selection Committee*, University of Kentucky, 2009.
- Rollins Society Selection Committee*, University of Missouri Graduate and Professional Council, 2004.
- Gold Chalk Award Selection Committee*, University of Missouri Graduate and Professional Council, 2004.

College

- Teaching Evaluations Committee*, College of Agriculture, 2009–Present.
- Advisory Committee*, Center for Excellence in Teaching and Learning, College of Agriculture, 2007–Present.
- Undergraduate Scholarship Committee*, College of Agriculture, 2005.

School

- HES Student Awards Selection Committee*, School of Human Environmental Sciences, 2012–Present.

Faculty Advisory Committee for Communications and Technology, School of Human Environmental Sciences, 2011-Present.

Department

Director of Graduate Studies, Department of Family Sciences, 2011–Present.

Chair's Advisory Committee, Department of Family Sciences, 2011–Present.

Curriculum Committee, Department of Family Sciences, 2011–Present.

Faculty Search Committee, marriage and family therapist, Department of Family Studies, 2009.

Survey Call Center Advisory Committee, Department of Family Studies, 2008–2010.

Doctoral Comprehensive Exams Committee, Department of Family Studies, 2006–Present (Chair: 2009-Present).

Faculty Search Committee, family and consumer sciences education, Department of Family Studies, 2005.

Master's Admissions Committee, Department of Family Studies, 2004-Present (Chair: 2011-Present).

Doctoral Admissions Committee, Department of Family Studies, 2004-Present (Chair: 2011-Present).

Faculty Liaison, Department of Human Development & Family Studies, 2003-04.

Department Representative, University of Missouri Graduate and Professional Council, 2003.

Program Director, Human Development & Family Studies Student Association, 1998-99.

Claudia Heath

 fam-hes.ca.uky.edu/person/claudia-heath

Professional Profile

Dr. Claudia J. Heath is well established as a researcher specializing in issues related to the economic well-being of families, individuals, and, specifically, women. Her educational background in economics, combined with a focus on women and families, supports her interest in labor force participation of women, low-income and poor families, welfare and poverty issues, and public policy issues of women and families. Dr. Heath's recent scholarly activities focus on economic self-sufficiency and the economic effects of marriage on well-being.

Dr. Heath holds the rank of Professor. On the UK campus, her invited faculty-based academic affiliations include: Faculty Affiliate, UK Center for Poverty Research (UKCPR); Faculty Associate, Center on Drug and Alcohol Research (CDAR); and Faculty Affiliate, Gender and Women's Studies Program (GWS). She also serves on the President's Commission on Women and has recently completed her second term as a member of the Board of Directors of the UK Athletic Board.

In addition to previous service as editor of the Journal of Consumer Affairs, a scholarly refereed journal, she serves as manuscript reviewer for several association conferences and journals. Dr. Heath has a history of leadership and service through election to regional and national offices, recognitions, and awards. Among these are President, Missouri Valley Economic Association (MVEA); Vice-President of the American Association of Family and Consumer Sciences (AAFCS); President of the American Council on Consumer Interests (ACCI); recipient of the 1997 Leader Award from AAFCS; and 2001-2002 American Council on Education (ACE) Fellow.

Course Instruction

FAM 251: Personal and Family Finance FAM 350: Consumer Issues FAM 390: Introduction to Research methods in Family Sciences

Research

Family Economic Well-Being Research Methodology Statistical Model Building

Education

Ph.D., Economics, Iowa State University, 1981 M.S., Family Economics, University of Missouri, 1976 B.S., Vocational Home Economics Education, University of Oklahoma, 1971

Claudia J. Heath, Ph.D.
Professor
Department of Family Sciences
University of Kentucky

EDUCATIONAL BACKGROUND

Ph.D. Iowa State University, 1981

1st Major: Economics

Public Finance

Labor Economics

2nd Major: Family Economics & Human Environment

M.S. University of Missouri-Columbia, 1976

Major: Family Economics

B.S. University of Oklahoma, 1972

Major: Education (Home Economics/

Family and Consumer Sciences)

ACADEMIC ADMINISTRATIVE ASSIGNMENT POSITIONS¹

2008 - 2010 Director of Family Sciences Survey Research Center (FSSRC), Department of Family Studies
School of Human Environmental Sciences, College of Agriculture, University of Kentucky

2008 (Spr) Director of Graduate Studies, Department of Family Studies
School of Human Environmental Sciences, College of Agriculture, University of Kentucky

2006 - 2007 Interim Department Chair, Department of Family Studies
School of Human Environmental Sciences, College of Agriculture, University of Kentucky

2005 - 2006 Director of Graduate Studies, Department of Family Studies
School of Human Environmental Sciences, College of Agriculture, University of Kentucky

2000 - 2005 Director, Research Center for Families and Children (RCFC)
College/School of Human Environmental Sciences, University of Kentucky

1989 – 2003 Associate Dean for Research and Graduate Studies
College of Human Environmental Sciences
University of Kentucky

FACULTY-BASED ACADEMIC POSITIONS (academic years, July – June, unless otherwise noted)

2003 - present Faculty Affiliate
UK Center for Poverty Research (UKCPR), University of Kentucky

2000 - 2003 Faculty Associate
Center on Drug and Alcohol Research (CDAR), University of Kentucky

1999 - 2010 Faculty Affiliate
1999 - 2009 Member of Administrative Steering Committee
Gender and Women's Studies Program (GWS), University of Kentucky

1991 - 1994 Associate
Sanders-Brown Center on Aging, University of Kentucky

1989 - present Professor of Family Sciences, University of Kentucky

¹ Academic years, approximately July – June, unless otherwise noted.

FACULTY-BASED ACADEMIC POSITIONS (continued)

1988 - 1989 Professor of Consumer Studies, Oklahoma State University
 1987 - 1989 Coordinator, Graduate Program at Tinker Air Force Base, Oklahoma State University
 1985 - 1988 Associate Professor of Consumer Studies, Oklahoma State University
 1981 - 1985 Assistant Professor of Consumer Studies, Oklahoma State University

1980 - 1981 Instructor of Economics
 Department of Economics
 Iowa State University

NATIONAL FELLOWSHIP

2001- 2002 American Council on Education (ACE) Fellow
 Office of President Martin Jiscke
 Purdue University

DISTINGUISHED FELLOW

2012 American Council on Consumer Interests

AWARDS & HONORS

1997 AAFCS Leader Award
 1988 OHEA Lela O'Toole Research Award, Oklahoma Home Economics Association
 1987 Merrick Foundation Teaching Award on the American Free Enterprise System
 1985 Applied Research Award, American Council on Consumer Interests

EDITOR-NATIONAL SCHOLARLY JOURNAL

The Journal of Consumer Affairs, American Council on Consumer Interests
 Claudia J. Peck-Heath, Editor 1997 - 2001.

GUEST EDITOR

The Forum for Family and Consumer Issues: Family Economics & Resource Management Special Issue
 Claudia J. Heath and Martie Gillen, Guest Editors Summer/Fall Issue 2014

EDITOR

AHEA Monograph Series. Volume 1, June 1993.

Abstracts of Research Presentations, 1990 AHEA Annual Meeting. Meridian Education. Corp., 1990.

Abstracts of Research Presentations, 1989 AHEA Annual Meeting. Meridian Education. Corp., 1989.

RESEARCH PROJECTS, CONTRACTS AND GRANT AWARDS—FUNDED

- Heath, Claudia J., PI. Distance Learning Development Fund Part I, University of Kentucky December, 2013, \$1,500.
- Heath, Claudia J., PI. Marriage Attitudes—UK Survey Research Center's Kentucky Survey, Research Activity Award, School of HES, College of CAFE, University of Kentucky. September, 2013 – June 2014, \$2,500.
- Kim, Hyungsoo, PI, (Heath, Claudia J., Team Member). Alternative Motivations for Saving for Retirement. Project funded to Dr. Kim as Retirement savings: For the sake of feeling right now. Research Activity Award, College of Agriculture, University of Kentucky.
- Heath, Claudia J., PI. and Jennifer Hunter, Co-PI. Effect of Current Economic Circumstances on Kentucky Families. Research Activity Award, School of Human Environmental Sciences, College of Agriculture, University of Kentucky. November, 2008 – June, 2009, \$6,657.
- Heath, Claudia J., PI. (Cheryl Mimbs, Team Member) Student Learning Outcomes Based on Alumni, Undergraduate, and Graduate Student Assessments. Office of Planning and Assessment, University of Kentucky. January 1, 2007 – December 31, 2008, \$24,000.
- Heath, Claudia J., PI. Differential Circumstances for Poor and Non-Poor and Married and Non-Married Women in Kentucky. Health Education through Extension Leadership (HEEL) Publications, University of Kentucky. January 1, 2007 – December 31, 2007, \$24,450 (including in-kind).
- Heath, Claudia J., PI. The Effects of Marriage on Economic Well-Being of Women in Kentucky: The Complete Model Recognizing the Effects of Domestic Violence, Mental Health, and Substance Abuse. Funded by U.S. Department of Health and Human Services through the University of Kentucky Center for Poverty Research (\$13,000), Kentucky Governor's Office through Center for Research on Violence Against Women (\$10,000), and the Research Center for Families and Children (\$10,000) in collaboration with Center for Drug and Alcohol Research, University of Kentucky. January 2004 – December 2004--extension to March 2005. \$33,000.
- Heath, Claudia J., PI, Lexington-Fayette County Living Wage Study. Community Action Council, Lexington, KY. FY04, \$14,940
- Heath, Claudia J., PI., Kay Bradford, Jason Whiting, and Greg Brock, Marriage Attitudes of Kentuckians. Funded by College of Agriculture Research Activity Award, University of Kentucky. FY04, \$3,900.
- Reed, Michael PI, and Claudia J. Heath. Pilot Study: Immigration Labor in Rural America. Funded by College of Agriculture Research Activity Award, University of Kentucky. FY04, \$3,500
- Peck-Heath, Claudia J., PI. Welfare Reform Follow-Up of Community Action Council Participants. Funded by Community Action Council, Lexington, KY. FY02 - FY03 \$17,000.
- Peck-Heath, Claudia J., PI and Ron Langlely, Co-PI; Lexington-Fayette County Needs Assessment. Funded by LexLinc, Inc. Lexington, KY. FY01-02 (\$50,000).
- Peck-Heath, Claudia J., PI and Greg Brock, Co-PI; HOPE VI (Charlotte Court)-Third Party Evaluation. Housing and Urban Development (HUD) through Community Action Council. Funded by Community Action Council. Lexington, KY. FY01-02 (\$40,000 + \$5,000 incentives).

RESEARCH PROJECTS, CONTRACTS AND GRANT AWARDS—FUNDED (continued)

- Peck-Heath, Claudia J., Editor, *The Journal of Consumer Affairs*. Funded by American Council on Consumer Interests (\$38,000) and Vice-Chancellor for Academic Affairs and Research (\$12,500), University of Kentucky, FY 98-01.
- Peck-Heath, Claudia J., PI, Human Sciences Web Site. Invited proposal to Cooperative State Research, Education, and Extension Service (CSREES), USDA, Funded by CSREES/USDA, FY 98-00 (\$23,345).
- Peck-Heath, Claudia J., PI; Mary Secret, Co-PI; Jo Ann Ewalt, Co-PI; and Teri Wood, Co-PI; Monitoring Well-Being of Children, Families, and the Community: Lexington Makes It Work Welfare Reform Evaluation Plan. Funded by Community Action Council; Lexington-Fayette Urban County Government; and University of Kentucky: V-P for Research and Graduate Studies, V-C Academic Affairs and Research, College of Human Environmental Sciences, and College of Social Work, University of Kentucky. FY 98 (\$42,245).
- Peck, Claudia J., PI, Education Finance Data Set Project. Funded by University of Kentucky/University of Louisville Joint Center for Study of Educational Policy, FY95 (\$4,000).
- Peck, Claudia J., Phase III Minority Research and Graduate Studies Consortium, Funded by Graduate School, University of Kentucky, FY95 (\$2,000).
- Peck, Claudia J., PI, Kentucky Education Reform Act Finance: SEEK Formula Funding and Revenue Equalization. Funded by UKERA Task Force-University of Kentucky, FY93 (\$5,000).
- Peck, Claudia J. and Peggy S. Meszaros, Phase II Minority Research and Graduate Studies Consortium, Funded by Graduate School, University of Kentucky, FY93 (\$2,500).
- Peck, Claudia J., PI and Connie Bridge, Co-PI, Third Party Evaluation Kentucky Education Reform Act (KERA) Preschool Programs, and Project Director for Evaluation Area #1: Cost Benefit Analysis, Funded by Kentucky Department of Education, FY 92, (\$150,000).
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- Peck, Claudia J., PI (with Terry Rothgeb), Soybean Educational Literature. Funded by Kentucky Soybean Promotion Board, June - August 1991 (\$11,938).
- Peck, Claudia J., PI, Employability of Women: A Strategy for Economic Development. Funded by State of Oklahoma, Oklahoma State University, FY89 (\$19,705).
- Peck, Claudia J., PI, Availability of Labor for Horticultural Crops in Southeastern Oklahoma. Funded by Agricultural Experiment Station, Oklahoma State University, FY89 (\$26,900); FY88 (\$25,303); FY87 (\$18,920).

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Peck, Claudia J., Status of Minorities in Family Economics. Project 2000, American Home Economics Association Invited Conference, Washington, D.C., September 1990.

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INVITED VISITING SCHOLAR

- Keynote Speaker: Research and Graduate Studies Symposium
College of Human Environmental Sciences
University of Kentucky, October 17, 1988
- Economic Indicators: How Do You Read Them to Make Individual Financial Decisions?
Sigma Xi and College of Applied Human Sciences
Colorado State University, Fort Collins, Colorado, February 25-26, 1988
- Consumer Economics and Policy: Economics of Water Utility Pricing
Department of Consumer Economics and Housing
Cornell University, Ithaca, New York, October 28, 1985

SCHOLARLY PRESENTATIONS**International Presentations**

- Heath, Claudia J., Baomei Zhao, and Olga Dekhtyar, Effects of Alternative Personal Loan Options on Quality of Life: Implications for Government Policy and Ethical Decision Making. Home Economics Institute of Australia Biennial Conference, Sydney, Australia, January 12, 2007.
- Zhao, Baomei; Claudia Heath, and Ann Chapman. The Economic Considerations of Higher Education. The Eighth West Lake International Conference on Small and Medium Business, Hangzhou, P. R. China, October 17, 2006.

SCHOLARLY PRESENTATIONS (continued)**National, Regional, and State Presentations**

- Akande, Katrina and Claudia J. Heath. Assessing the Cross-cultural Adaptation and Reliability of the Everyday Stressors Index for Non-custodial Black Fathers. National Council on Family Relations Conference, San Antonio, TX, November 8, 2013.
- Gillen, Martie and Claudia J. Heath. An Analysis of Social Security Retirement Benefit Timing Among Women. Paper accepted at the Eastern Family Economics and Resource Management Association Conference. Charlotte, NC. March 2012
- Hunter, Jennifer L. and Claudia J. Heath. Household-based Analysis of the Effect of Recent Recessionary Economic Events: Problems and Solutions. American Council on Consumer Interests Annual Conference, Milwaukee, WI. July 27, 2009.
- Mimbs, Cheryl A., and Claudia J. Heath. Learning Outcomes Attributed to Workplace, Family, and Community. Research presented at the Annual meeting of the Kentucky Association of Family and Consumer Sciences (KAFCS), Lexington, KY. March 2009
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- Koeh, Alice, Claudia J. Heath, and Judy van de Venne. Family of Origin Predictors of Physical, Verbal, and Sexual Abuse in Poor and Non-Poor Women in Kentucky. 2007 National Council of Family Relations Annual Conference, Pittsburg, PA. November 10, 2007.
- Reeser, Cynthia S. and Claudia J. Heath. Female Educational Attainment: A Challenge to Security and Well-Being. 2007 National Council of Family Relations Annual Conference, Pittsburg, PA. November 10, 2007.
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- Heath, Claudia J. and Julie Stover. A Living Wage: Meta-Analysis and Evidence of Economic Effect. Missouri Valley Economic Association, Kansas City, MO. February 27, 2004.
- Heath, Claudia J., Estimating Levels of Family Self-Sufficiency Among Current and Former TANF Recipients. Research Consortium, Kentucky Cabinet for Family and Children, Frankfort, KY. June 17, 2003
- Heath, Claudia J. and Wanda Faircloth, Lexington-Fayette County Needs Assessment: A Research to Practice Partnership. Helping Kentucky's Diverse Families Work: Research to Practice Partnerships Conference, Frankfort, KY. April 7-8, 2003.
- Heath, Claudia J.; Jo Ann Ewalt; and Mary Secret; Predicting Employment of TANF-Recipient Low-Income Women. Missouri Valley Economic Association, St. Louis, MO, February, 28, 2003.
- Peck-Heath, Claudia J., Research Applications in FCS: Putting the Monograph to Work: How Research Can Be Applied. American Association of Family and Consumer Sciences Annual Meeting, Dallas, TX, June 24, 2002.
- Peck-Heath, Claudia J. and Mary Secret, Monitoring Well-Being of Children, Families, and the Community: A Welfare Reform Base-Line Study and Implications for Future Research. Eastern Family Economics Resource Management Association Conference, Lexington, KY, February 1-2, 2001.
- McKenna, Judy and Claudia J. Peck-Heath, Strategies for Wealth Building. Presentation accepted at Association for Financial Counseling and Planning Education Annual Conference, Scottsdale, AZ, November 17-21, 1999.
- Ewalt, Jo Ann; Claudia J. Peck-Heath; Mary Secret, The Changing Focus of Welfare Reform: Comparisons of Characteristics of Working and Non-Working Low Income Women. Presentation at Women's Progress: Perspectives on the Past, Blueprint for the Future. Women's Policy Research Conference, Washington, D.C., June 12-13, 1998.

SCHOLARLY PRESENTATIONS (continued)**National, Regional, and State Presentations** (continued)

- Braun, Bonnie; Karen Craig; Jean Bauer; and Claudia J. Peck, Welfare Reform: Issues, Implications and Public Policy. Presented at American Council on Consumer Interests, March 29, 1996.
- Peck, Claudia J. and Ben Livingston, Production of Public Education: Measuring Educational Inputs and Outputs. Presented at Missouri Valley Economic Association, Memphis, TN, March 7, 1996.
- Peck, Claudia J., Education Finance: Fiscal Capacity and Equity. Presented at Kentucky Economics Association, October 13, 1995.
- Peck, Claudia J., and Shannon L. Meldon, Correlates of Quality Education: An Input-Output Analysis. Presented at Mid-Continent Regional Science Association, St. Louis, MO, June 2, 1995.
- Peck, Claudia J., and Shannon L. Meldon, Education Finance: Measuring Fiscal Capacity. Presented at Missouri Valley Economics Association, Kansas City, MO, February 24, 1995.
- Peck, Claudia J., and Shannon L. Meldon, School District Structure and Its Effect on Education Spending in Kentucky. Presented at Eastern Family Economics and Resource Management Association, Myrtle Beach, SC, February 10, 1995.
- Peck, Claudia J., The Role of Fiscal Capacity in Educational Finance Presented at Missouri Valley Economics Association, St. Louis, MO, February 25, 1994.
- Peck, Claudia J., Economic Issues of Women. Presented at Missouri Valley Economic Association, Memphis, TN, February 26, 1993.
- Peck, Claudia J., Kentucky Education Reform Finance: Equalization of School Finance. Presented at Mid-Continent Regional Science Association, Stillwater, OK, June 5, 1992.
- Peck, Claudia J. and Kim Townley, Use of KERA Funding by School Districts. Presented at KHEA Annual Meeting, Lexington, KY, March 6, 1992.
- Peck, Claudia J. and Sharon Y. Nickols, Wage and Hourly Income Offers of Rural Oklahoma Women. Presented at the Missouri Valley Economic Association 28th Annual Conference, St. Louis, MO, February 29, 1992.
- Peck, Claudia J., Income and Assets of Older Women Presented at Sanders Brown Center on Aging, Research Seminar Series, Lexington, KY, December 6, 1991.
- Peck, Claudia J. and Meszaros, Peggy S., History and Follow-up Study of Virginia Place: Pilot Program for One-Parent Family Self-Sufficiency. Presented at New Perspectives: Single Parents and Self-Sufficiency Conference, Lexington, KY, June 14, 1991.
- Peck, Claudia J., Residential Water Demand Estimation Techniques. Presented at Mid Continent Regional Science Association Annual Meeting, Lexington, KY, June 1, 1990.

SCHOLARLY PRESENTATIONS (continued)**National, Regional, and State Presentations** (continued)

- Peck, Claudia J., Sharon Y. Nickols, Karen Fox Folk, and Joyce E. Jones, Sociodemographic and Economic Characteristics of Rural Women: A Comparison Across Types of Rural Areas. Presented at Missouri Valley Economics Association Annual Meeting, Memphis, TN, February 22, 1990.
- Peck, Claudia J., Municipal Water Pricing Reform: A Consumer Resource Management Issue into the Twenty-First Century, Presented at Southeastern Regional Family Economics/Home Management Conference, Lexington, Kentucky. February 3, 1989.
- Peck, Claudia J., Municipal Water Use: Demand Estimation Techniques, Presented at Oklahoma Academy of Science, Chickasha, Oklahoma. November 11, 1988.
- Peck, Claudia J. and Glennis M. Couchman, Work History Patterns of Mid-life Women: A Multinomial Model. Presented at AHEA Preconference Family Economic-Home Management Workshop, Indianapolis, Indiana, June 26-28, 1987.
- Peck, Claudia J. and Sharon Y. Nickols, Wage and Hourly Income Offers of Rural Oklahoma Women. Southern Agricultural Association of Scientists. Annual Meeting, February 1-4, 1987, Nashville, TN.
- Peck, Claudia J. and Glennis M. Couchman, Employability of Older Women. Southeastern Region of the Family Economics/Home Management. Annual Meeting, February 5-7, 1987, Chattanooga, TN.
- Couchman, Glennis M. and Claudia J. Peck, The Effect of Human Capital on Work History Patterns of Mid-life Women. Southeastern Region of the Family Economics/Home Management. Annual Meeting, February 5-7, 1987, Chattanooga, TN.
- Peck, Claudia J., Theory Transfer. American Home Economics Association. Annual Meeting, June 24, 1986, Kansas City, MO.
- Peck, Claudia J., Debra Engle and Sharon Y. Nickols, Labor Force Participation of Rural Oklahoma Women: A Logit Estimate. Missouri Valley Economics Association Meeting, March 7, 1986, St. Louis, MO.
- Peck, Claudia J., Publicly Owned and Supplies Products and Services Versus Public Goods: The Municipal Water Utility Example. Southeastern Conference on Family Economics and Home Management, Akron, Ohio, February 7, 1986.
- Peck, Claudia J. and Judy McKenna, Medicare Retrenchment: What are the Implications For the Elderly? Southeastern Conference on Family Economics and Home Management, Akron, Ohio, February 7, 1986.
- Nickols, Sharon Y. and Claudia J. Peck, Work Profiles of Rural Women. Annual Meeting of Southern Rural Sociological Association, Orlando, Florida, February 1986.
- Peck, Claudia J., Economics of Water Utility Pricing. Department of Consumer Economics and Housing, Cornell University, Ithaca, New York, October 28, 1985.

SCHOLARLY PRESENTATIONS (continued)**National, Regional, and State Presentations** (continued)

- Peck, Claudia J., Keith Willett, and Kenneth Larson, Water Utility Pricing: Implications for Individuals and Families. Biennial Meeting of Family Economics and Home Management Section of American Home Economics Association, Philadelphia, Pennsylvania, June 1985.
- Peck, Claudia J., Kenneth Larson, and Keith Willett, The Economic Effects of Demand Management Alternatives on Residential Municipal Water Demand. American Council on Consumer Interests. Annual Meeting, Fort Worth, Texas, March 1985.
- Quint, Emily D. Morrell, Claudia J. Peck, Keith Willett, and Kenneth Larson, Water Consumption from the Garber-Wellington Aquifer with Implications for Water Pricing. Oklahoma Home Economics Association. Annual Meeting, Lawton, Oklahoma, March 1985.
- Peck, Claudia J., Keith Willett, and Kenneth Larson, Water Utilities: A Case for Price Discrimination. Missouri Valley Economics Association. Annual Meeting, Memphis, Tennessee, March 1985.
- Fox, Karen D., Sharon Y. Nickols, and Claudia J. Peck, Sex Role Attitudes of Rural Women. Southeastern Family Economics and Home Management. Annual Meeting, Baton Rouge, Louisiana, February 1985.
- Nickols, Sharon Y. and Claudia J. Peck, Non-market Resource Generation in Rural Households. Southeastern Family Economics and Home Management. Annual Meeting, Baton Rouge, Louisiana, February 1985.
- Peck, Claudia J. and Janith S. Smith, Effect of CETA Training on Orientation Toward Characteristics of Employment. Southeastern Family Economics and Home Management. Annual Meeting, Baton Rouge, Louisiana, February 1985.
- Peck, Claudia J., Keith Willett, and Kenneth Larson, Management Alternatives for Municipal Water Facilities. Southeast Family Economics-Management. Annual Meeting, Baton Rouge, Louisiana, February 1985.
- Fox, Karen D., Sharon Y. Nickols, and Claudia J. Peck, What is Rural? A Comparison of Sampling Designs. Southern Association of Agricultural Scientists. Annual Meeting--Rural Sociology Section, Biloxi, Mississippi, February 1985.
- Peck, Claudia J., Realism in Rate-Setting. Governor's Water Conference, Oklahoma City, Oklahoma, December 12, 1984.
- Peck, Claudia J., Kenneth Larson, and Keith Willett, The Effect of Devices, Education and Rate Changes on Residential Water Demand. Missouri Valley Economic Association. Annual Meeting, Kansas City, Missouri, March 1984.
- Willett, Keith, Claudia J. Peck, and Kenneth Larson, An Optimal Two-part Tariff for Pricing Municipal Water: A Mathematical Programming Approach. Missouri Valley Economic Association. Annual Meeting, Kansas City, Missouri, March 1984.

SCHOLARLY PRESENTATIONS (continued)**National, Regional, and State Presentations** (continued)

- Peck, Claudia J., Elderly Oklahomans. Families and Aging Conference, Stillwater, Oklahoma, October 1983.
- Peck, Claudia J. and Sharon Y. Nickols, Labor Force Status of Women: A Multidisciplinary Theoretical Model. Biennial Meeting of Family Economics and Home Management Section of American Home Economics Association, Madison, Wisconsin, June 1983.
- Peck, Claudia J., Measurement of the Value of Time: A Model. American Council on Consumer Interests. Annual Meeting, Kansas City, Missouri, March 1983.
- Peck, Claudia J., The Economic Effects of Disability. Missouri Valley Economic Association. Annual Meeting, St. Louis, Missouri, March 1983.
- Peck, Claudia J. and Roy D. Adams, The Social Benefits of Improved Predictors of Loan Repayment. Missouri Valley Economic Association. Annual Meeting, Oklahoma City, Oklahoma, February 1981.
- Peck, Claudia J., Change in Employment Status of New Mothers Based on Their Level of Education. Iowa Home Economics Association. Annual Meeting, Waterloo, Iowa, April 1978.

POSTER PRESENTATIONS

- Gillen, Martie and Claudia J. Heath. Women's Social Security Retirement Expectations Compared to Elections. Poster presented at the National Council on Family Relations Annual Conference. Orlando, FL November 2011.
- Gillen, Martie and Claudia J. Heath. Older Women's Social Security Retirement Benefit and Employment Options and Choices. Poster presented at the Association for Financial Counseling and Planning Education Conference. Jacksonville, FL November 2011.
- Mimbs-Johnson, C. A., Heath, C. J., & Montgomery, A. B. (2009) The effect of age cohort & age at first birth on women's educational attainment. Refereed Poster Presentation at *National Council on Family Relations* (NCFR) San Francisco, CA. November, 13, 2009.
- Hunter, J. L. & Heath, C. J. Household Analysis of Money Behaviors during a Period of Economic Recession. Poster presentation at Association for Financial Counseling and Planning Education (AFCPE). Denver, CO, November 18, 2010.
- Gillen, Martie and Heath, Claudia J., Women's Well-Being: Alternative Retirement Options and Consequences National Council on Family Relations Annual Meeting, Little Rock, AR November 6, 2008.
- Mimbs, Cheryl A. and Heath, Claudia J., Student Learning Outcomes Attributed to Workplace, Family, and Community Roles North American Colleges and Teachers of Agriculture (NACTA) Annual Meeting, Logan, UT. June 13, 2008.
- Koech, Alice and Heath, Claudia J., How the Relationship between Physical Violence as a Child and Adult Physical Violence Differs by Marital Status for Poor and Non-Poor Women in Kentucky. Graduate School Symposium.. Lexington, KY, April, 2007.

POSTER PRESENTATIONS (continued)

- van de Venne, Judy and Heath, Claudia J., Exploring the Connections Between Mental Health and Substance Use Among Poor and Non-poor in Kentucky. Graduate School Symposium.. Lexington, KY, April, 2007.
- Heath, Claudia J., and Reeser, Cynthia S. Age at First Birth for Poor and Non-Poor Women in Kentucky Kentucky Cooperative Extension Meeting, Lexington, KY. February 7, 2007.
- Heath, Claudia J. and van de Venne, Judy. Mental Health and Substance Use in a Statewide Sample of Kentucky Women. Kentucky Cooperative Extension Meeting, Lexington, KY. February 7, 2007.
- Gillen, Martie and Heath, Claudia J., Sources and Amounts of Income for Older Women in Kentucky. Southern Gerontological Society. Lexington, KY, April 8, 2006.
- Heath, Claudia J. Self-Reported Substance Abuse Among Women in Kentucky: Marital Status Differences for Poor and Non-Poor Women. Priester Health Conference. Louisville, KY, April 26, 2006.
- Machara, Margaret; Heath, Claudia J.; and Hallam, Rena. Current and Previous Welfare Recipients: Depressive Symptoms and Protective Factors. National Council on Family Relations (NCFR) Annual Meeting. Orlando, FL, November 20, 2004.
- Ersing, Robin and Claudia J. Heath, Staying Connected: Examining the Role of Social Capital in Adjusting to a Residential Dislocation. Eighth Annual Society for Social Work and Research (SSWR) conference, New Orleans, LA. January, 2004. (<http://www.sswr.org/papers2004/poster.htm>)
- Heath, Claudia J. and Wanda Faircloth, Lexington-Fayette County Needs Assessment: A Research to Practice Partnership. Helping Kentucky's Diverse Families Work: Research to Practice Partnerships Conference, Frankfort, KY. April 8, 2003.
- Heath, Claudia J. Lexington-Fayette County Needs Assessment: A Research to Practice Partnership. Helping Kentucky's Diverse Families Work: Research to Practice Partnerships Conference, Frankfort, KY. April 8, 2003.
- Bogardus, Mary Ellen, and Claudia J. Peck, Career Expectations of Galatin County High School Students, Extension Home Economists Meeting, Washington, D.C., September 29, 1992.
- Peck, Claudia J. and Peggy S. Meszaros, History and Follow-Up Study of Virginia Place: A One-Parent Family Self-Sufficiency Program. Southeastern Regional Family Economics/Home Management Conference, Columbus, Ohio, February 8, 1992.
- Peck, Claudia J. and Peggy S. Meszaros, Self-Sufficiency for Women in Poverty: Economic Independence Through Development of Human Capital. KHEA Annual Meeting, Louisville, KY, April 20, 1990.
- Couchman, Glennis M. and Claudia J. Peck, Mid-life Women: Employment and Life Cycle Planning. Presented at the research section of the National Family Resource Management Workshop, Chicago, IL, April 9-13, 1988.
- Jones, Joyce E. and Claudia J. Peck, Factors Affecting Wages of Mid-life Women. Presented at AHEA Pre-conference Family Economic-Home Management Workshop, Indianapolis, Indiana, June 26-28, 1987.

POSTER PRESENTATIONS (continued)

Peck, Claudia J., A New Public Policy Arena for Home Economics: Municipal Water Rates. AHEA Annual Meeting, Indianapolis, Indiana, June 29-July 2, 1987.

Donovan, Patricia L. and Claudia J. Peck, Mid-Life Women's Savings and Investment Patterns. OK Home Economics Association Annual Meeting, Chickasha, Oklahoma, March 6, 1987.

Jones, Joyce E. and Claudia J. Peck, Factors Affecting Wages of Men and Women. Oklahoma State University Graduate Recruitment Day, Stillwater, Oklahoma, December 5, 1986.

Peck, Claudia J. and Sharon Y. Nickols, Predicting Women's Labor Force Participation In Rural Areas. American Home Economics Association Annual Meeting, Philadelphia, Pennsylvania, June 1985.

Quint, Emily D. Morrell, Claudia J. Peck, and Keith Willett, Water as a Common Property Resource Issue. American Council on Consumer Interests Annual Meeting, Fort Worth, Texas, March 1985.

Nickols, Sharon Y. and Claudia J. Peck, Women's Work Roles in Rural Oklahoma. Oklahoma Home Economics Association Annual Meeting, Lawton, Oklahoma, March 1985.

Peck, Claudia J. and Janith Smith, CETA Trainees' Evaluation of Job Characteristics. Southeastern Family Economics and Home Management Annual Meeting, Baton Rouge, Louisiana, February 1985.

Peck, Claudia J., Kenneth Larson, Keith Willett, and Sue Herndon, Applied Technology in Water Research. Oklahoma Conference on Science and Technology, Tulsa, Oklahoma, December 1983.

Goerke, Kim M. and Claudia J. Peck, Oklahoma Women in Poverty. Oklahoma Home Economics Association Annual Meeting, March 1983.

Smith, Janith and Claudia J. Peck, CETA Trainees' Evaluation of Job Characteristics. Oklahoma Home Economics Association Annual Meeting, March 1983.

Peck, Claudia J., Intrafamilial Time Allocation When the Head of the Household is Disabled. American Home Economics Association Annual Meeting, Cincinnati, Ohio, July 1982.

INVITED PUBLIC SERVICE PRESENTATIONS

- Heath, Claudia J. Influence of Marriage on Poor and Non-Poor Women in Kentucky: Recognizing the Effects of Domestic Violence, Mental Health, and Substance Abuse. Success by 6 Leadership Council Meeting. Lexington, KY. May 1, 2007.
- Heath, Claudia J. Influence of Marriage on Poor and Non-Poor Women in Kentucky: Recognizing the Effects of Domestic Violence, Mental Health, and Substance Abuse. HES Seminar Series Presentation. Lexington, KY. November 2, 2006.
- Peck-Heath, Claudia J., Well-Being of Children, Families, and Community: Welfare Reform Baseline Data. Bluegrass Chapter, Business and Professional Women, Lexington, KY. February 10, 1998.
- Peck, Claudia J., What Every Woman Needs To Know--Economics for Women. Soil Conservation Society Meeting--Spouse Workshop, Lexington, KY. August 6, 1991.
- Peck, Claudia J., Economic Concerns with Aging. Second Presbyterian Church Seminar, Lexington, KY. October 21, 1990.
- Peck, Claudia J., Economic Aspects of Aging. Seventh Annual Summer Series on Aging Presentation, Lexington, KY. July 19, 1990.
- Peck, Claudia J., Financial Planning, IRAs, Stocks, Bonds, and Investment Options. Oklahoma State Department of Vocational and Technical Education Workshop, Stillwater, OK. August 3, 1988.
- Peck, Claudia J., Family, Work, and the Community. Critical Issues Forum, Panel Member Topic: Work and the Family, First United Methodist Church, Stillwater, OK. November 8, 1987.
- Peck, Claudia J., The Elderly: Issues of Consumer Protection and Fraud. Carl Albert Junior College Seminar on Aging, April 8, 1983. (Also broadcast on KLUP FM98, April 11, 1983.)
- Peck, Claudia J., Women and Insurance: Basic Issues of Life, Automobile and Medical Insurance. Business and Professional Women of Stillwater, Stillwater, OK. March 22, 1983.
- Peck, Claudia J., Socio-economic Characteristics of the Elderly. American Association of University Women, Stillwater, Stillwater, OK. March 7, 1983.
- Peck, Claudia J. Women and Poverty. Oklahoma State University Chapter of National Organization of Women, Stillwater, Stillwater, OK. January 18, 1983.

EXPERT TESTIMONY

An Investigation of Louisville Gas and Electric Company's Prepaid Gas and Electric Service. Case NO 2002-00232, Commonwealth of Kentucky, Public Service Commission, Frankfort, KY Oral testimony February 19, 2003.

PUBLIC SERVICE/COMMUNITY ENGAGEMENT

LexLinc, Inc., Lexington-Fayette County, Kentucky

- Chair, Data and Outcomes Measurement Team, LexLinc, Inc. July 2000 – September 2010
- Commissioner, LexLinc, Inc. July 2002 – September 2010
- Honored in the LexLinc 2009 video for service to LexLinc and specifically for designing and conducting the 2004 Community Needs Assessment and resulting report by the same name.

Lexington Fayette Urban County Government (LFUCG), Department for Social Services

- Member of a group of civic-oriented individuals to establish best practices for grant making by LFUCG, Department of Social Services. Grant Making Process: Evaluation and Models of Best Practices, June 2009

SELECTED OTHER SCHOLARLY PROFESSIONAL ACTIVITIES

- Discussant, National Council on Family Relations, Theory and Research Methodology Pre-conference. November, 2005.
- Discussant, Migration and Self-Selection: Measured Earnings and Latent Characteristics, Robert Nakosteen, Olle Westerlund, and Michael Zimmer. Missouri Valley Economic Association, Kansas City, MO, October 28, 2005
- Discussant, Missouri Valley Economic Association, Kansas, MO. October, 2005.
- Chair and Discussant, Missouri Valley Economic Association, St. Louis, MO. February, 2003.
- Moderator, Town Meeting on Academic Benchmarking for Family and Consumer Sciences. AAFCS Annual Meeting and Exposition, Dallas, TX. June 23, 2002.
- Moderator Millennium Grants Awards Programs. AAFCS Annual Meeting and Exposition, Providence, RI. June 30-July 2, 2001.
- Moderator Graduate Programs. AAFCS Annual Meeting and Exposition, Providence, RI. June 30-July 2, 2001.
- Discussant, The Wages of Taxing Sin, Barry Haworth. Missouri Valley Economic Association, Memphis, TN, February 25, 1999.
- Moderator, Welfare Reform: Implications for the Higher Education Community, (with Peter Edelman and Isabell Sawhill), National Association of State Universities and Land-Grant Colleges (NASULGC). Washington, D.C., November, 1997.
- Discussant, Gender Discrimination and Rank: A Study of Ohio Public Universities, M. E. Benedict and L. Wilder. Missouri Valley Economic Association, Memphis, TN, March 7, 1996.
- Panel Member, Pre-professional/Graduate Student Section Session, American Association of Family and Consumer Sciences Annual Meeting, June 24, 1995.
- Speaker, Capturing Your Employment Opportunities. Pre-professional/Graduate Student Section Fall Workshop, Kentucky Association of Family and Consumer Sciences, November 19, 1995.
- Discussant, Regional Differentials in the Economic Impact of Hospitals John L. Lewis, Mid-Continent Regional Science Association, St. Louis, MO June 2, 1995.
- Discussant, Instructional Costs at Comprehensive Universities, Tom Watkins. Missouri Valley Economic Association, Kansas City, MO, February 24, 1995.
- Discussant, How Comprehensive is the General Sales Tax on Consumption? Raymond J. Ring, Jr., Missouri Valley Economic Association, St. Louis, MO, February 25, 1994.
- Discussant, Report WLSSD District Wide Garbage Collection Industry 1991, Mid Continent Regional Science Association Annual Meeting, Stillwater, OK, June 5, 1992.
- Discussant, Empirical Studies in Labor Economics, Missouri Valley Economic Association 28th Annual Conference, St. Louis, MO, February 28, 1992.

SELECTED OTHER SCHOLARLY AND PROFESSIONAL ACTIVITIES (continued)

Panel Presentation (with Jacqueline Voss and Sharon Lennon) Place of Research within AHEA, Sponsored by Research Section, AHEA Annual Meeting, June 24, 1991

Presider, Home Economics Research in Higher Education. American Home Economics Association, San Antonio, TX, June 26, 1990.

Presider, Research Issues Related to Welfare Policy. Education and Training: The Route to Self-Sufficiency of Single Parents Conference, Lexington, KY, June 11, 1990.

Moderator, Innovative Uses of Family Support Act Funding. Education and Training: The Route to Self-Sufficiency of Single Parents Conference, Lexington, KY, June 11, 1990.

Discussant, Planning and Development Session, Mid-Continent Regional Science Association, Lexington, KY, June 2, 1990.

Chair, Urban/Regional Economics Session, Missouri Valley Economics Association, Memphis, TN, February 22, 1990.

Discussant, Labor Economics/Salary Determination Session, Missouri Valley Economics Association, Memphis, TN, February 22, 1990.

Presider, Research Section, Interdisciplinary Theory Building: Modeling the Diversity of Families. American Home Economics Association, Baltimore, MD, July 1, 1988.

Presider, Research Oral Reporting Session, American Home Economics Association, Indianapolis, Indiana, June 26-28, 1987.

Discussant, Labor Economics Session, Labor Economics II, Missouri Valley Economics Association, St. Louis, Missouri, March 1986.

Moderator, Rural Perspectives on Families and Work, Mini-conference on Families and Work--American Home Economics Association, Anaheim, California, June 1984.

Discussant, Labor Economics Session, Labor Economics: Empirical Studies in Labor Economics, Missouri Valley Economics Association, Kansas City, Missouri, March 1984.

Discussant, Labor Economics Session, Labor Economics: Analysis of Wage Differentials, Missouri Valley Economics Association, St. Louis, Missouri, March 1983.

CURRENT REFEREE OR OCCASIONAL REVIEWER FOR SCHOLARLY JOURNALS

Financial Counseling and Planning, Editor, Fran Lawrence

Journal of Family Economic Issues, Editor, Jing Xiao

Journal of Family Economic Issues, Editor, Liz Dolan

The Journal of Consumer Affairs, Editor, Herb Rotfeld

International Journal of Consumer Studies, Editor, Katherine Hughes

Journal of Family Issues, Editor, Constance Shehan

REVIEWER FOR NATIONAL ACADEMIC CONFERENCES

American Council on Consumer Interests (ACCI)
 Association for Consumer Research (ACR)
 National Council of Family Relations (NCFR)

**RESIDENT INSTRUCTION (500, 600, 700 series indicates graduate level courses)
 University of Kentucky**

- FAM 250/350: Consumer Issues**
- FAM 251: Personal and Family Finance**
- FAM 390: Research Methodology**
- PA 795: Education Finance: Principles and Policies**
 (Doctoral course in Martin School of Public Policy & Administration)
- HES 600: Research Methodology in Human Environmental Sciences**
- FAM 596: Economics of Aging**
 (Graduate course also applicable for University-wide Gerontology Certificate)
- FAM 690: Research Methodology**
- FAM 740 Thesis—Residence credit**
- FAM 759 Women in the Economy**
 (Graduate course also applicable for Women’s Studies Certificate))
- FAM 767 Dissertation—Residence credit**
- FAM 775-001 Part I: Doctoral Process Seminar**
- FAM 775-002 Part II: Doctoral Process Seminar**
- FAM 785 Advanced Problems in Individual/Family Development**
- FAM 786 Advanced Problems in Family/Consumer Economics**
- FAM 790 Advanced Methods in Family Studies Research**
 (Capstone doctoral research course—statistical methods and model building)

DOCTORAL STUDENTS—CHAIR AND COMMITTEE MEMBER

Outside Examiner—Doctoral Final Examination Committee Member

Hall, Julia, Nursing, PhD 2014
Duke, Aaron, Psychology, PhD 2013
Hooper, Gwen, Nursing, PhD 2012
Bevins, Carla Christine, Communications, PhD 2011
Kearns, Jillian A., Economics, PhD 2010
Daws, Laura Beth, Communications, PhD 2009
McDonald, Hope Smiley, Sociology—Criminal Justice, PhD 2005.
Troyer, Mark Joseph, Educational Policy Studies & Evaluation, PhD 2004

DOCTORAL AND MASTER'S STUDENT MAJOR PROFESSOR (Graduated)

Chair dissertation—Completed Degree in Family Studies, University of Kentucky

Akande, Katrina. Parenting: What's It Like for Black Fathers with Nonresident Children?
Completion date: May, 2014

Kankipati, Varu. Acculturation of Asian Indian Women in the United States.
Completion date: April 20, 2012

Hunter, Jennifer. An Analysis of Household Economic Activities during a Period of Economic Recession.
Completion date: June 14, 2010

Gillen, Martie. Women's Alternative Retirement options: Social Security Retirement Benefits and Employment Status. Completion date: May 19, 2010

Koeh, Alice. Marriage Attitudes of Poor and Nonpoor Women in Kentucky.
Completion date: June 4, 2010

Van de Venne, Judy. Domestic Abuse, Re-victimization, Disclosure, and Depression in a National Sample of Abused Women. Completion date: January 12, 2009, Ph.D.

Zhao, Baomei, Perceptions of Quality of Life and Availability of Human Services for Households. Graduation date: December 2004, Ph.D. (Co-chair: Ray Fogue, Ph.D.).

Machara, Margaret. Congruence of Parents' and Teachers' Role Perceptions: Preparing Head Start Children for Kindergarten. Graduation date: December 2004, Ph.D. (Co-chair: Rena Hallam, Ph.D.)

Thesis Chair—Completed Degree in Family Studies, University of Kentucky

Katherine Oliver, Mate Selection of Well-Educated African American Women, August 2016

Krizova, Katarina, Help-Seeking for Children with Mental Health Problems, August 2015

Hamilton, Kristen, Predictors of Divorce: Conflict and the Marital Environment, August 2014

OKLAHOMA STATE UNIVERSITY

Instruction (Indicates Graduate Credit)

HIDCS 3353:	Socio-Economic Aspects of Housing
HIDCS 3413:	Families as Consumers
HIDCS 4433:	Family Economics
HIDCS 4463:	Women in the Economy
HIDCS 4850:	Economics of Aging
HIDCS 5110:	Research Methods
HEC 5151:	Interdepartmental Home Economics Seminar
HIDCS 5463	Consumer Economics
HIDCS 6823:	Economic and Social Foundations of Consumer Studies

Dissertations Directed—Oklahoma State University

Jones, Joyce E. The Gender Gap: Wages and Wage Differentials. December 1987, Ph.D.

Couchman, Glennis, Economics of Mid-life Women: Employment and Retirement Issues. May 1986, Ph.D.

Smith, Michael, Oklahoma Natural Gas Company Employee Counseling Program Evaluation Model: A Synergistic Approach. May 1985, Ph.D.

Theses Directed—Oklahoma State University

James, Susan, Self-Assessment of Job Skills as an Indicator of Employability of Women. May 1989.

Donovan, Patricia L., Retirement Income of Women Sixty-Five and Over. July 1988.

Engle, Debra K., Factors Constraining Labor Force Participation of Rural Oklahoma Women. December 1985.

Quint, Emily, Water Consumption from Garber-Wellington Aquifer: Water Pricing Implications. December 1984.

Brodrick, Brenda, Consumer Behavior: Microcomputer Selection and Use. May 1984.

Wilson, Kimberly, The Relationship of Socio-demographic Characteristics and Economic Well-Being of Women in Oklahoma with Emphasis on Poverty and Near-poor. May 1983.

Master's Degree Creative Components/Reports Directed—Oklahoma State University

Bogardus, Mary Ellen, Career Expectations of Galatin County High School Students. December 1991.

Dumas, Denise, Retirement Communities. December 1988.

Crain, Kathy, Internship Experience: Map Advertising Agency, Inc. December 1988.

Jenkins, Sharon, The 1986 Tax Reform Act and How It Will Affect Consumers. May 1988.

Krier, Eugene, An Oklahoma Lottery: Would It Be a Fiscal Fix or Fiscal Folly? May, 1988.

Vizgurda, Renata, Graduate Internship Experience: Better Business Bureau of Chicago and Northern Illinois. December 1987.

Wilson, Grant, Military Relocation Program Problems: Some Civilian Alternatives. December 1987.

Dilley, Stan, Steroids: A Dangerous Drug in our Society; A Problem and Solution Analysis. May, 1989.

Whelan, Michael, Motorcycle Helmets, Helmet Laws, and Safety. December 1988.

Porter, James, Funeral Industry Services: A Consumer's View. December 1988.

Miller, Doyle, Consumer Buying Through Mail Order Marketing. July 1988.

Harrison, Gregory, Subliminal Suggestion: Its Use In Weight Control Through Behavior Modification. July 1988.

Bentley, Terry, Let The Record Speak For Three-Wheel All-Terrain Vehicles. July 1988.

Blackwelder, Glenn, Bicycling Safety: How Can Injuries Be Reduced. May 1988.

Duhon, Thomas, Generic Drug Substitution. May 1988.

NATIONAL, REGIONAL, AND STATE PROFESSIONAL LEADERSHIP ACTIVITIES

National

Cooperative State Research, Education, and Extension Service (CSREES)/USDA

Cooperative State Research, Education, and Extension Service (CSREES)/USDA Program Review Team, member, to University of Idaho, Moscow, ID March 4-7, 2001.

Research, Education, and Economic Information System (REEIS) National Steering Committee CSREES/USDA (appointed by Dr. Jane Coulter, Deputy Administrator) 1997-2000.

NATIONAL, REGIONAL, AND STATE PROFESSIONAL LEADERSHIP ACTIVITIES (continued)**National** (continued)**Association of Administrators in Human Sciences/Board of Human Sciences (AAHS/BOHS)****National Association of State Universities and Land-Grant Colleges (NASULGC)**

Research Committee, Member, 1999 - 2002

Board of Directors, 1994 - 97

Incorporator, Human Sciences Institute, 1996 - 97

Interim Board of Directors, Human Sciences Institute, 1996 - 97

Steering Committee, 1995 - 96

Research Member, Welfare Reform Rapid Response Team, 1996 - 97

Planning Committee for Welfare Reform Summit, 1997

Welfare Reform Think Tank, November 1996

American Council on Consumer Interests (ACCI)

Chair, Publications Committee 2004 - 2007

Chair, ACCI Committee for Selection of *The Journal of Consumer Affairs* publisher, 2004

Editor, *The Journal of Consumer Affairs*, 1997 - 2001

Distinguished Fellows Selection Committee, Chair, 1997 - 98; Member, 1996 - 97

Search Committee for Editor of *Journal of Consumer Affairs*, 1996

Chair, Ad Hoc Committee on Name Change, 1996

Member of Board of Directors, 1987 - 89 & 1993 - 96

Immediate Past-President, 1995 - 96; President, 1994 - 95; President - Elect, 1993 - 94

Editorial Advisory Board, *Journal of Consumer Affairs*, 1990 - 1993

Family Economics Research Award Sponsor Committee, 1992 - 93

Nomination Committee, Member, 1990-92; Chair, 1991-92

Program Chair 1991 Annual Conference, 1990-91

Ad Hoc Committee on Students, 1989-91

ACCI Ad Hoc Research Initiatives Committee, 1988-89

American Association of Family and Consumer Sciences (AAFCS)/(AHEA)

Colleges, Universities, and Research Section

Monograph Steering Committee, Member, 2001-2003

Higher Education Unit

On ballot for Secretary, 2003

Higher Education Unit, Commission on Graduate Programs,

Chair, 2000 - 2002; Member, 1999 - 2003

Past Chair, 2002 - 2003

Accreditation Site Visit Teams

Florida State University, Team Member, October 1997

Stephen F. Austin State University, Team Chair, April, 1996

Middle Tennessee State University, Team Member, October, 1991

Program Chair, Family Economics - Resource Management (FERM) Division and Family Relations - Human Development (FRHD) Division AAFCS

Pre - conference, 1997

FERM Division's Research Award Selection Committee, 1995 - 96

National, State, Local Chapter Advisor, Pre-professional/Graduate Student Section, 1994 - 95

Chair, Critical Issues Identification Committee, 1992 - 94

American Association of Family and Consumer Sciences (AAFCS)/(AHEA) (continued)

National (continued)

Chair, Ad Hoc Publications Review Committee, 1992 - 93
 Vice - President for Program, 1990 - 92
 Ad Hoc Committee on AHEA Program: Relationship of Program of Work,
 Priority Issues and Strategic Plan, 1990
 Chair, Strategic Priorities Committee, 1990 - 92
 Chair, Research Section, 1988 - 90; Chair - Elect, 1987 - 88
Home Economics Research Journal Policy Committee, 1988 - 90
 Chair, Family Economics Research Award Committee, 1991 - 92
 Chair, FE/HM Section Committee FE/HM AHEA Award, 1990 - 91, 1991 - 92;
 Chair, Nomination Committee, FE/HM Section, 1988 - 89
 Co - Chair, Program Committee, Getting Research into Print
 American Home Economics Association Pre - conference, June 1988
 AHEA Ad Hoc Combined Committee of *Home Economics Research*
Journal Policy Committee and Research Section, 1985
 Co - Chair, Theory Transfer Seminar, Research Committee, 1985 - 86

Regional

Missouri Valley Economic Association (MVEA)

Missouri Valley Economic Association,
 Immediate Past - President, 1999 - 2000, President, 1998 - 99,
 Vice President/President - Elect, 1997 - 98, Board of Directors, Member, 1993 - 96;

State

Kentucky Association of Family and Consumer Sciences (KAFCS)

State and Local Chapter Advisor for Pre - professional/Graduate Student Section, 1995 - 98, 1999 - 00
 Research Program Chair, Kentucky Association of Family and Consumer Sciences, 1995 - 1997
 FHA/HERO Board of Directors, 1994, 1995, 1996, 1997, 1999
 Board of Directors, Kentucky Association of Family and Consumer Sciences/Home Economics Association, 1994 -
 98, 1999 - 2000
 Chair, Family Economics and Home Management Section, Oklahoma Home Economics Association, 1986 - 1988;
 Chair - Elect, Oklahoma Home Economics Association, Family Economics and Home Management Section 1984 -
 1986;
 Proposal Reviewer, Oklahoma Water Resources Research Institute, Water Resources Presidential Fellowship,
 1984 - 1988.

SELECTED UNIVERSITY and COLLEGE SERVICE ACTIVITIES**University of Kentucky**

Member, University of Kentucky Athletic Association Board of Directors, 2001 - 2005
 Member, Gender and Women's Studies Appointment, President's Council on Women, 2004 - 2008
 Member, President's Council on Women Subcommittee on Professional Advancement, 2004 - 2007
 Chair, Subcommittee on Campus Climate, President's Commission on Women, 2007 - 2008
 Southern Association of Colleges and Schools (SACS) University of Kentucky Self - Study, 1999 - 2001
 Member, Steering Committee,
 Chair, University Faculty Committee
 University of Kentucky Continuing Education Committee, Member, 2000 - 2003
 Lexington Campus Assessment Committee, Member, 1999 - 2001
 Marshall for University of Kentucky Graduation, 1995 - 2001
 Distance Learning Committee Advisory Panel, 1992 - 2001
 University Research Advisory Committee, 1989 - 2003
 Lexington Campus Research Advisory Committee, 1989 - 2003
 College Review Committee for Allied Health Professions, 1996
 Committee on Research and Policy of the Kentucky Water Resources Research Institute, 1995 - 1998
 Graduate Council Representative to Academic Council for the Medical Center, 1995 - 97
 Gaines Program Selection Committee, 1994, 1995, 1996
 Lexington Campus Merit Appeals Committee, Chair, 1993
 Sigma Xi local chapter, Past - President, 1994 - 95; President, 1993 - 94; President - Elect, 1992 - 93;
 Executive Committee, 1991 - 1996
 University of Kentucky Research and Graduate Studies Strategic Planning Focus Group for
 Vice President of Research and Graduate Studies, Team Leader, 1992
 Sanders - Brown Center on Aging, Social and Behavioral Science Advisory Committee, 1990 - 93
 Southern Association of Colleges & Schools Self - Study
 Research Committee, 1990 - 92; Research Administrative Sub - Committee, 1990 - 92
 Conserve Fiscal Resources Subcommittee, Lexington Campus Agenda Chair, 1990 - 91
 Lexington Campus Agenda Steering Committee, 1990 - 91
 University of Kentucky/United Way Campaign, Co - chair, 1990 - 91
 AAFCS Pre - professional/Graduate Student Section, Advisor, 1992 - 2001
 College of Human Environmental Sciences, Restructuring and Realignment Committee, Chair, 1992
 Search Committee, Director of Research Center for KY Children and Family, Chair
 Strategic Planning Committee, Administrative Team 1990 -

College of Agriculture

Member, Ag Faculty Council, 2009 - 2010 and 2010 - 2011
 Member, Promotion & Tenure Advisory Committee, 2004 - 2006

Department of Family Studies

Member, Chair's Advisory Committee (CAC) 2009 - 2011
 Chair, Graduate Faculty, 2004 - 2009
 Chair, Departmental Comprehensive Exam Committee, 2005 - 2006; 2007 - 2008
 Chair, Master's Admissions Committee, 2005 - 2006; 2007 - 2008
 Chair, Doctoral Admissions Committee, 2005 - 2006; 2007 - 2008
 Chair, Search Committee Family Financial Management Position, 2007 - 2008
 Convener, Family Research Center Committee, 2007 - 2008

SELECTED UNIVERSITY, COLLEGE, AND DEPARTMENT SERVICE ACTIVITIES (continued)
College of Human Environmental Sciences, Oklahoma State University

Steering Committee for Inauguration of President Campbell, 1989
 Program Sub - Committee for Inauguration of President Campbell, Chair, 1988 - 89
 Screening Committee, Oklahoma State University President, 1987 - 88
 Search and Screening Committee, Dean of the College of Home Economics, 1987 - 89
 Committee on Athletic Marketing, 1989
 Faculty Council
 Retirement and Fringe Benefits Committee, Member, 1987 - 88; Chair, 1988 - 89
 Sabbatical Leave Ad - Hoc Committee, 1986 - 87
 University Extension Council, Liaison, 1987 - 1988
 OSU Athletic Council, Liaison, 1988 - 89
 Steering Committee, All University Conference on Professional Development of Women, 1986
 Science Advisory Committee, University Center for Water Research, Member, 1983 - 89
 Graduate Faculty of Gerontology, 1981 - 88, Research Committee, 1986 - 87
 Oklahoma State University Faculty Club, 1981 - 1988
 Board of Directors, 1981 - 85; President, 1984 - 85; Secretary, 1982 - 83;
 Oklahoma State University Women's Council, 1982 - 1985
 Chair, 1984 - 85; Vice - Chair, 1983 - 84; Chair, Existing Programs Committee, 1982 - 83
 Ex Officio Member, Oklahoma State University Affirmative Action Board, 1984 - 85
 Search Committee, Director of Personnel, 1984 - 85
 Home Economics Representative, Oklahoma Agricultural Experiment Station Committee on Social Science Research Priorities, 1988
 Search Committee, Associate Dean of Research, 1984 - 1985

Current Academic Memberships

American Association of Family and Consumer Sciences (AAFCS)
 Kentucky Association of Family and Consumer Sciences (FAFCS)
 American Council on Consumer Interests (ACCI)
 Eastern Family Economics and Resource Management Association (EFERMA)
 Missouri Valley Economic Association (MVEA)
 National Council on Family Relations (NCFR)

Professional Profile

Amy Hosier joined the Extension family in 2008 as the State Specialist in Family Life Education and as an assistant professor in Family Sciences where she teaches a course on Lifespan Development and Behavior. Dr. Hosier has focused both her professional work and research on working with older adults and improving quality of life along the long term care housing continuum. Current research examines the concept of institutional permeability as it relates to quality of life and well being for the individuals residing and working in nursing facilities. Longitudinal qualitative research incorporates narrative interview techniques with family caregivers and those living with Alzheimer's disease to further examine meanings of home and adjustment through memory loss. Dr. Hosier has a wide range of experience in long term care settings and with working with professional and family caregivers. She is anxious to apply her expertise to individual and family development across the state of Kentucky. Dr. Hosier is a member of the Gerontological Society of America and Sigma Phi Omega Gerontology Honor Society.

Course Instruction

FAM 254: Life Course Human Development

Research

Housing Caregiving Quality of Life Meaning of Home Life Course

Extension Emphases

Individual and Family Development Adult Development Aging Issues

Education

Ph.D., Gerontology, University of Kentucky, 2006 M.S., Rehabilitation Counseling, St. Cloud University, 2001 B.S., Psychology and Religion, Augustana College, 1999

Amy F. Hosier

Curriculum Vitae

Associate Professor, Extension Title Series

Approximate Distribution of Effort: 84% Extension; 16% Instruction

315 Funkhouser Building Office: (859) 257-1763
University of Kentucky Email: amy.hosier@uky.edu
Lexington, KY 40502-0054

Current Position

- 7/2014-Present Associate Extension Professor, Department of Family Sciences.
University of Kentucky
(Distribution of Effort: 84% Extension; 16% Instruction; 0% Research)
- 08/2008-6/2014 Assistant Extension Professor, Department of Family Sciences.
University of Kentucky

Previous Positions

- 2008-2009 Adjunct Professor. Department of Behavioral Sciences. York College of
Pennsylvania (YCP)
• Long-distance supervisor of long-term care practicum students.
- 2007-2008 Assistant Professor of Gerontology, Department of Behavioral Sciences
York College of Pennsylvania (YCP)
• DOE: 60% Teaching; 20% Professional Development; 20% Research
- 2006-2007 Project Coordinator. Kentucky Permeability Study in Long-Term Care Grant.
Postdoctoral Research Assistant; Graduate Center for Gerontology.
University of Kentucky

Education

- Ph.D. (2006) Gerontology. University of Kentucky. Lexington, KY
Dissertation: *Residential and Disease Trajectories and the Evolving
Meaning of Home among Persons with Alzheimer's Disease.*
- M.S. (2001) Rehabilitation Counseling; Gerontology Certificate
St. Cloud State University; St. Cloud, Minnesota
- B.A. (1999) Majors: Psychology and Religion; Minor: Gerontology
Augustana College; Sioux Falls, South Dakota

Honors

eLearning Innovation Initiative (eLII) Faculty Development Program Award Recipient. \$6,000.
University of Kentucky. Selected to participate in an intensive faculty development program. (2015).

Teacher Who Made a Difference Award. University of Kentucky College of Education. (2014).

Southern Gerontological Society Certificate of Appreciation for service as Program Co-Chair. Little Rock, AR. (2014)

National Extension Association of Family & Consumer Sciences. Florence Hall Award. First Place. Topic: Family Traditions. Award presented for an outstanding program that recognizes new concerns and interests of families and have involved people in planning and implementing programs that benefit families. Team: A. Hosier, B. Jenkins & S. Mineer. (2013).

National Extension Association of Family & Consumer Sciences. Internet Education Technology Award. First Place. Topic: Family Traditions. Award presented for outstanding contributions to Extension FCS Programs. Team: A. Hosier, B. Jenkins, S. Mineer & B. Fitzpatrick. (2013).

National Extension Association of Family & Consumer Sciences. Human Development Family Relations Award. Second Place. Topic: Family Traditions. Award presented for excellence in communications, including internet education. Team: A. Hosier, B. Jenkins & S. Mineer. (2013).

Applied Gerontologist Award. Southern Gerontological Society. (2013).

Teacher Who Made a Difference Award. University of Kentucky College of Education. (2013).

Circles of Power: A Leadership Program for Women Faculty. The President's Commission on Women, University of Kentucky. (2009-2010).

USDA Certification of Appreciation. Extension Human Sciences Network Conference Planning Committee. New Orleans, LA. (2009)

Institute for Applied Social Research, Senior Associate. York College of Pennsylvania. (2007-2008).

Dissertation Year Fellowship from the University of KY Graduate School. (2005-2006).

Donovan Scholarship in Gerontology. Donovan Scholars Program, University of Kentucky. (2005).

National Institute of Senior Centers Research Award. Anderson, K., Bowles, S., Centers, L., Holmes, H., Hosier, A., Marken, D., Palmer, C., Towsley, G., & Traywick, L. *Lexington Senior Citizens Center: Meeting the Challenges of the 21st Century*. Received at the American Society on Aging and National Council on Aging joint conference. March. Philadelphia, PA. (2005).

Dissertation Enhancement Award. University of Kentucky Graduate School. (2004-2005).

Gheens Fellowship in Gerontology. University of Kentucky. (2004-2005).

Philanthropic Educational Organization (P.E.O.) for women. National Scholar Award. (2004-2005).

Charlotte R. Schmidlapp Fellowship in Gerontology, University of Kentucky. (2002-2004).

Grants

Funded

Extramural-Funded:

Title: Keys to Embracing Aging (KTEA) Program Expansion

Role: Co-Pi. (PI: Erin Yelland, Kansas State University)

Purpose: KTEA introduces and reinforces 12 healthy and safe lifestyle behaviors that contribute to one's overall health, life quality and well-being.

Funding Source: USDA Rural Health and Safety Grant

Project Date: 2016-2017

Awarded Amount: \$350,000

Title: Institutional Permeability in Long-Term Care.

Role: Project Coordinator; Co-PIs: J. Watkins and G. Rowles Graduate Center for Gerontology

Purpose: To examine the dynamic exchange of people, communication, and support between a long-term care facility and the community as a means to maintain continuity, enhance well-being and sustain a high quality of life.

Funding Source: Agency for Healthcare Research and Quality (5 R01 HS013181-03)

Project Date: 2002-2003 (as Project Coordinator: 2006-2007)

Awarded Amount: \$1,173,643

Intramural-funded:

Title: Memory Banking

Role: Principle Investigator; Co-PIs: F. Zanjani & J. Watkins, Graduate Center for Gerontology

Purpose: Create and examine a life story Extension program called, Memory Banking, as a way to highlight mental health, brain activity, communication and legacy.

Funding Source: University of Kentucky Health Education through Extension Leadership (HEEL) from the USDA Coop State Research Education and Extension Service 2009-45048-05575

Project Dates: September 2009-August 2012

Awarded Amount: \$100,000 total

Other Funding:

University of Kentucky Education Abroad Faculty-Directed Program Development Grant. (2016). Purpose: Reoccurring Education Abroad program development. \$1,500.

University of Kentucky Education Abroad Faculty-Directed Program Development Grant. (2014). Purpose: New Education Abroad program development. \$1,000.

College of Agriculture Food and Environment 2013-2014 Research Activity Award. Title: Love Notes Training; Role: Project Manager. Co-leaders: Dr. Carole Gnatuk, FCS Agent Tamara Thomas. Purpose: To identify an evidenced-based healthy relationship curriculum that can be adapted for and sustained in Kentucky. Amount: \$4,200.

Barnhart Fund for Excellence Award for *Cooperative Extension Healthy Aging Demonstration Videos*, University of Kentucky. (2011). \$500

Barnhart Fund for Excellence Award for *Cooperative Extension Disability/Aging Awareness Project*, University of Kentucky. (2010). \$600

University of Kentucky College of Ag. & School of Human Environmental Sciences Alumni Association Extension Grant Program recipient. (2010). \$908

NIA (National Institute on Aging) Grants Technical Assistance Workshop. Selected from a national competitive application process to participate. Atlanta, GA. (Received travel and lodging expenses to attend.) (2009).

Consultant for Grant

Title: Policies for Unbridled Aging

Role: Community Consultant (helped with project planning & letters of support)

Principal Investigator: Wendy Carlin, KY Dept. for Public Health (KDPH)

Purpose: Evaluate a Grassroots Policy Model to support policy and promote healthy aging in Kentucky.

Funding Source: Nat. Assoc. of Chronic Disease Directors (NACDD) RFA#HA-2009

Project Dates: 2009-2010

Awarded Amount: \$5,000

Publications

(*denotes co-authorship with graduate student)

Book Chapters

Published:

Zanjani, F., & Hosier, A. F. (2015). Persons with Mental Illness—Special Considerations. In Rowles, G.D., & Teaster, P. (Eds.). *The Continuum of Long-term Care*. New York: Springer.

Watkins, J.F. & Hosier, A.F. (2005). Conceptualizing a Life Course Perspective on Home and Homelessness. In G.D. Rowles & H. Chaudhury (eds.) *Coming Home: International Perspectives on Place, Time & Identity in Old Age*. New York: Springer.

Journal Articles

Published:

Yelland, E., & Hosier, A.F. (2015). Public attitudes toward sexual expression in long-term care: Does context matter? *Journal of Applied Gerontology*, August 27.

Zanjani, F., Downer*, B., Hosier, A.F., & Watkins, J.F. (2015). Memory banking: A life story intervention for aging preparation and mental health promotion. *Journal of Aging and Health*, 27(2). 355-376.

Swanson, J. R., & Hosier, A.F. (2014). *Tourism sages prognosticate: The next 40 years based on 1,500 years of experience*. *Tourism Recreation Research*, 39 (361-378).

Hosier, A. F., & Setari* A. F. (2013). Stand up to falling: Evaluating the impact of a fall prevention program. *The Forum for Family and Consumer Issues*, Spring/Summer 18(1).

Anderson, K.A., d'Angelo, R., & Hosier, A. F. (2009). Know thy residents: An exploration of nursing home staff's knowledge. *Research in Gerontological Nursing*, 2(1), 69-76.

Other Publications

Book Reviews:

Hosier, A.F., Watkins, J.F., & Rowles, G.D. (2004). Review of *Safe Haven: The Story of a Shelter for Homeless Women*, (R. Bridgman). In: *Journal of Architectural and Planning Research*

Research Reports:

Anderson, K., Bowles, S., Centers, L., Holmes, H., Hosier, A., Marken, D., Palmer, C., Towsley, G., & Traywick, L. (30 May, 2003). *Lexington Senior Citizens Center: Meeting the Challenges of the 21st Century*. Occasional Research Report: University of Kentucky, Ph.D. Program in Gerontology.

Peer Reviewed Extension Publications

Original Peer Reviewed Extension Publications:

The following peer reviewed Extension publications are based on original (novel) work gathered from and supported by existing evidenced based research.

Jenkins-Howard, B., Mineer, S., & Hosier, A.F. (2016). *Creating and maintaining family traditions*. (8 pp).

Hosier, A.F., Jenkins-Howard, B., Mineer, S., (2016). *Traditions across the life course*. (4pp.)

Hosier, A.H., & Traywick**, L.S. (October 2014). *Keys to Embracing Aging 101*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/00%20%20Intro%20.pdf>

Traywick**, L.S., & Hosier, A.F. (October 2014). *Positive Attitude*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/01%20%20Attitude%20.pdf>

Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). *Eating Smart & Healthy*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/02%20%20Eating%20Healthy%20.pdf>

Traywick**, L.S., & Hosier, A.H. (October 2014). *Physical Activity*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/03%20%20Physical%20Activity%20.pdf>

Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). *Engage your brainy*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/success.aspx>

Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). *Social Activity*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/05%20%20Social%20Activity%20.pdf>

Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). *Tuning in to the Times*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/06%20%20Tuning%20In%20.pdf>

Traywick**, L.S., & Hosier, A.H. (October 2014). *Practice being safe*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/07%20%20Being%20Safe%20.pdf>

Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). *Know your health numbers*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/08%20%20Know%20Your%20Numbers%20.pdf>

Traywick**, L.S., & Hosier, A.H. (October 2014). *Stress Management*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/09%20Stress%20Management%20.pdf>

Traywick**, L.S., & Hosier, A.H. (October 2014). *Financial Affairs*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/10%20Financial%20Affairs%20.pdf>

Traywick**, L.S., & Hosier, A.H. (October 2014). *Sleep*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/11%20Sleep%20.pdf>

Hosier, A.F., Powell*, E., & Traywick, L.S. (October 2014). *Taking Time for You*. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/12%20Time%20for%20You%20.pdf>

Hosier, A.F., Downer*, B., Watkins, J.F., & Zanjani, F. (2012). *Life Story: What is it and How Do You Write It?* College of Agriculture Extension Publication FCS7-200. (5 pp.)

Hosier, A.F., Downer*, B., Watkins, J.F., & Zanjani, F. (2012). *Enhancing Quality Care Relationships through Life Story*. College of Ag Extension Publication FCS7-201. (4pp.)

Hosier, A.F., Downer*, B., Watkins, J.F., & Zanjani, F. (2012). *Brain Health: Using Life Story to Exercise Your Brain*. College of Agriculture Extension Publication FCS7-202. (3 pp.)

Hosier, A.F., Downer*, B., Watkins, J.F., & Zanjani, F. (2012). *Life Story Promotes Future Planning and Decision Making*. College of Agriculture Extension Publication FCS7-203. (3pp)

Hosier, A.F., Downer*, B., Watkins, J.F., & Zanjani, F. (2012). *Life Story Promotes Mental Health*. College of Agriculture Extension Publication FCS7-204. (3 pp.)

Hosier, A.F., Downer*, B., Watkins, J.F., & Zanjani, F. (2012). *Life Story Promotes Legacy Building*. College of Agriculture Extension Publication FCS7-205. (2 pp.)

Hosier, A.F., Osborne, A. (2012). *Home Accessibility Bedrooms, Bathrooms and Beyond: Assistive Technology*. College of Agriculture Extension Publication FCS4-413. (4 pp.)

Hosier, A.F., Osborne, A. (2012). *Home Accessibility Bedrooms Bathrooms and Beyond: One Size Fits All*. College of Agriculture Extension Publication FCS4-414. (3 pp.)

Hosier, A.F., Osborne, A. (2012). *Home Accessibility Bedrooms, Bathrooms and Beyond: Bedrooms*. College of Agriculture Extension Publication FCS4-415. (3 pp.)

Hosier, A.F., Osborne, A. (2012). *Home Accessibility Bedrooms, Bathrooms and Beyond: Bathrooms*. College of Agriculture Extension Publication FCS4-416. (3 pp.)

Hosier, A.F., Osborne, A. (2012). *Home Accessibility Bedrooms, Bathrooms and Beyond: Kitchens*. College of Agriculture Extension Publication FCS4-417. (2 pp.)

Hosier, A.F., Osborne, A. (2012). *Home Accessibility Bedrooms, Bathrooms and Beyond: Resources*. College of Agriculture Extension Publication FCS4-418. (2 pp.)

Hosier, A.F., Carlson*, M. (2012). *Stand Up to Falling: How to Get Up from a Fall*. Adapted for use in Kentucky with permission from the American Academy of Orthopedic Surgeons. College of Agriculture Extension Publication FCS7-206. (4 pp.)

Powell*, E., Hosier, A.F. (2012). *10 Tips for Successfully Talking with Children about Sexuality*. College of Agriculture Extension Publication FCS7-207. (6 pp.)

Powell*, E., & Hosier, A. F. (2011). *Sexual health in young adulthood*. College of Agriculture Extension Publication FCS7-197. (6 pp.)

Reed*, D. & Hosier, A. F. (2011). *Bullying 101: Basics for parents and caregivers of a bullied child*. College of Agriculture Extension Publication FCS7-194. (5 pp.)

Compton*, L., & Hosier, A. F. (2011). *Adolescence and military deployment*. College of Agriculture Extension Publication FCS7-195. (4 pp.)

Compton* L., & Hosier, A. F. (2011). *Renewing infant attachment bond following military deployment*. College of Agriculture Extension Publication FCS7-196. (4 pp.)

Hosier, A.F. (2011). *Stand Up to Falling: How to Prevent Falls*. College of Agriculture Extension Publication—FCS7-198. (2 pp.)

Hosier, A.F. (2010). *Stand Up to Falling: A Matter of Balance and fall prevention*. College of Agriculture Extension Publication—FCS7-193. (4 pp.)

Hosier, A.F. (2010). *Stand Up to Falling: Home safety and falls*. College of Agriculture Extension Publication—FCS7-191. (5 pp.)

Hosier, A.F. (2010). *Stand Up to Falling: Physical activity, exercise and fall prevention*. College of Agriculture Extension Publication—FCS7-189. (4 pp.)

Hosier, A.F. (2010). *Stand Up to Falling: Medication and fall prevention*. College of Agriculture Extension Publication—FCS7-190. (4 pp.)

Hosier, A. F. (2010). *Stand Up to Falling: Vision impairment and fall prevention*. College of Agriculture Extension Publication—FCS7-192. (5 pp.)

Peer Reviewed Extension Facilitator Guides

I developed facilitator guides to be used by Extension Agents to lead program instruction. A facilitator guide incorporates all aspects of a program.

Published:

Hosier, A.F., Jenkins, B., & Mineer, S. (2016). Traditions.

Hosier, A.F., Stauffer, A. (2015). Know the 10 Signs: Risk Factors to Alzheimer's Disease. Cooperative Extension Kentucky Extension Homemaker Association Facilitator Guide [3pp].

Hosier, A.F., & Traywick, T. S. (2014). Keys to Embracing Aging. University of Arkansas Cooperative Extension Service. <ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/>

Hosier, A. F. (2012). Memory Banking Program Overview. [FCS7-201FG facilitator guide, 6 pp].

Hosier, A. F. (2012). Memory Banking lesson 1: What is Memory Banking? [FCS7-202FG facilitator guide, 3 pp].

Hosier, A. F. (2012). Memory Banking Lesson 2: Constructing Your Life Story. [FCS7-293FG facilitator guide, 2 pp].

Hosier, A. F. (2012). Memory Banking Lesson 3: Attaching Meaning to Your Story. [FCS7-204FG facilitator guide, 2 pp].

Hosier, A. F. (2012). Life Story: How Your History Can Help You. [FCS 7-200FG facilitator guide, 4 pp].

Hosier, A.F. & Osborne, A. (2012). Home Accessibility: Bedrooms, Bathrooms and Beyond. [FCS facilitator guide, 6 pp].

Hosier, A. F. (2010). Stand Up to Falling. [FCS facilitator guide, 6 pp].

Hosier, A.F. (2009). Raising Awareness about Disability (RAAD). [FCS facilitator guide, including simulation instruction and debriefing, 11 pp].

Peer Reviewed Extension Program Visual Presentations

I created PowerPoint slides for Agents to help them visually present program materials. Presentations are accompanied by a script, listed separately, often times located in the notes section of the presentation.

Published:

Hosier, A.F., Jenkins, B. & Mineer, S. (2016). Traditions.

Hosier, A. F., & Traywick, T. S. (2014). Keys to Embracing Aging. University of Arkansas Cooperative Extension Service. <ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/>

Hosier, A. F. (2012). Stand Up to Falling featured program training slides. [67 slides].

Hosier, A. F., & Osborne, A. (2012). Home Accessibility. [67 slides].

Hosier, A. F. (2012). Life Story: How Your History Can Help You. [21 slides].

Hosier, A. F., & Downer*, B. (2012). Memory Banking Lesson 1. [24 slides].

Hosier, A.F., & Downer* B. (2012). Memory Banking Lesson 2. [29 slides].

Hosier, A. F., & Downer* B. (2012). Memory Banking Lesson 3. [22 slides].

Hosier, A. F. (2010). Stand Up to Falling. [32 slides].

Peer Reviewed Extension Program Scripts

I wrote scripts for Extension Agents (often added to PowerPoint presentations as “notes”) to help them become familiar with the material and reference relevant data. In addition to program information, the scripts often include ice breakers and ideas for discussion.

Published:

Hosier, A.F., Jenkins, B., & Mineer, S. Traditions.

Hosier, A. F. & Traywick, T. S. (2014). Keys to Embracing Aging. University of Arkansas Cooperative Extension Service. <ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/>

Hosier, A. F., & Osborne, A. (2012). Home Accessibility: Bedrooms, Bathrooms and Beyond. [presentation script, 67 note slides].

Hosier, A. F., Downer*, B., Watkins, J. F., & Zanjani, F. (2012). Life Story: How Your History Can Help You. [presentation script, 21 note slides].

Hosier, A. F., Downer*, B., Watkins, J. F., & Zanjani, F. (2012). Memory Banking Lesson 1: What is Memory Banking? [presentation script, 22 note slides].

Hosier, A. F., Downer*, B., Watkins, J. F., & Zanjani, F. (2012). Memory Banking Lesson 2: Constructing Your Life Story. [presentation script, 29 note slides].

Hosier, A. F., Downer*, B., Watkins, J. F., & Zanjani, F. (2012). Memory Banking Lesson 3: Attaching Meaning to Your Story. [presentation script, 22 note slides].

Hosier, A. F., (2010). Stand Up to Falling. [presentation notes, 43 word document pp].

Peer Reviewed Extension Evaluation Instruments

I developed evaluation instruments to complete each program and provide an opportunity for Extension Agents to gather information.

Published:

Hosier, A.F., Jenkins, B., & Mineer, S. (2016). Traditions post session and follow-up evaluations.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging 101* evaluation. Published with University of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Positive Attitude* evaluation. Published with University of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Physical Activity* evaluation. Published with U of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Brain Activity* evaluation. Published with University of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Social Activity* evaluation. Published with University of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Healthy and Smart Eating* evaluation. Published with University of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Stress Management* evaluation. Published with U of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Safety* evaluation. Published with University of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Sleep* evaluation. Published with University of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Financial Management* evaluation. Published with U of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Taking Time for You* evaluation. Published with U of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Health Numbers* evaluation. Published with U of Arkansas Cooperative Extension Service.

Yelland, E., Hosier, A. F. & Traywick, L. S. (2015). Pre AND Post session *Keys to Embracing Aging Tune in to the Times* evaluation. Published with University of Arkansas Cooperative Extension Service.

Traywick, L.S., & Hosier, A.F. (2014). *Keys to Embracing Aging*. Post session evaluation. University of Arkansas Cooperative Extension Service.
<ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/Evaluation/>

Traywick, L.S., & Hosier, A.F. (2014). *Keys to Embracing Aging*. Optional Follow-up evaluation. University of Arkansas Cooperative Extension Service.
<ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/Evaluation/>

Downer*, B., & Hosier, A. F. (2012). *Memory Banking*. Post session evaluation, 14 questions.

Downer*, B., Hosier, A.F. (2012). *Memory Banking*. Follow-up evaluation, 8 questions.

Hosier, A. F. (2012). *Life Story: How Your History Can Help You*. Post session evaluation, 12 questions.

Hosier, A. F. (2012). *Life Story: How Your History Can Help You*. Follow-up evaluation, 6 questions.

Osborne, A., & Hosier, A.F., (2012). *Home Accessibility: Bedrooms, Bathrooms and Beyond*. Post evaluation, 13 questions.

Osborne, A., & Hosier, A.F., (2012). *Home Accessibility: Bedrooms, Bathrooms and Beyond*. Follow-up evaluation, 7 questions.

Zanjai, F. Downer*, B., Watkins, J., & Hosier, A. F. (2010). *Memory Banking* (9 validated assessments used in the pilot study).

Hosier, A. F. (2010). *Stand Up to Falling*. Post evaluation, 36 questions.

Hosier, A. F. (2010). *Stand Up to Falling*. Featured program agent questions, 6 questions.

Hosier, A. F. (2009). *Raising Awareness about Disabilities (RAAD)*. Post session evaluation, 15 questions.

Peer Reviewed Extension Success Stories examples

I created success story templates to help agents highlight positive impact (e.g. social, environmental or economic) that occurred as a result of the Extension education program.

Published:

Traywick, L.S., & Hosier, A.F. (2014). *Keys to Embracing Aging*. Example success story. University of Arkansas Cooperative Extension Service.
<ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/Evaluation/>

Hosier, A.F. (2012). Memory Banking. Example success story.

Hosier, A.F. (2012). Life Story: How Your History Can Help You. Example success story.

Osborne, A., & Hosier, A.F., (2012). Home Accessibility: Bedrooms, Bathrooms and Beyond. Example success story.

Hosier, A. F. (2010). Stand Up to Falling. Example success story.

Hosier, A. F. (2009). Raising Awareness About Disabilities (RAAD). Example success story.

Peer Reviewed Extension Educational Activity Worksheets

I created educational activity worksheets to supplement appropriate programs and to help Extension Agents emphasize talking points, encourage participation and discussion, stimulate interaction, or assign as “homework.”

Published:

Hosier, A.F. & Traywick, L. S. (2014). Keys to Embracing aging activities: 9 worksheets.

- Eating Smart and Healthy
- My Plate Template (from USDA)
- Safety: What Are You Doing to Prepare?
- Emergency Preparedness on a Budget
- Family Emergency Plan (from FEMA)
- Stress Management
- Taking Time For You: Bucket List
- Taking Time For You: Recipe for You
- Build Your Savings (from The University of AR CES)

Hosier, A.F., Downer*, B., Watkins, J., F., & Zanjani, F. (2012). Memory Banking lesson activities: 22 worksheets.

- Ice Breaker: Memories
- Lesson 1 Activity 1: Shared Experiences
- Lesson 1 Activity 2: Back to the Future
- Lesson 1 Take Home Activity: Significant Life Experiences
- Lesson 2 Activity 1: Oh, The Places You’ll Go!
- Lesson 2 Activity 2: Facts of Life
- Lesson 2 Activity 3: Lifelines
- Lesson 2 Activity 4: Sharing Traditions
- Lesson 2 Take Home Activity: Banking Memories
- Lesson 2 Lifeline: Place/Home
- Lesson 2 Lifeline: Family/Friends
- Lesson 2 Lifeline: Education
- Lesson 2 Lifeline: Work/Volunteer
- Lesson 2 Lifeline: Recreation
- Lesson 2 Lifeline: Health
- Lesson 2 Lifeline: Spirituality
- Lesson 2 Lifeline: Historical Contexts
- Lesson 3 Activity 1: Rollercoasters
- Lesson 3 Activity 2: Identifying Values and Beliefs
- Lesson 3 Activity 3: Back to the Future II
- Lesson 3 Activity 4: Significant Life Experiences Take 2
- Lesson 3 Take Home Activity: Life Lines

Hosier, A.F., Downer*, B., Watkins, J., F., & Zanjani, F. (2012). Life Story: How Your History Can Help You activities: 3 worksheets

- Ice Breaker: Memories
- Activity 1: Shared Experiences

- Activity 2: Significant Life Experiences

Hosier, A.F. (2010). Stand Up to Falling activities: 2 worksheets

- Personal Medication Log
- Home Safety Checklist

Hosier, A.F. (2009). Raising Awareness About Disabilities (RAAD) activities: 4 worksheets

- Simulation checklist
- Vision Impairment Goggle Instructions
- Hearing/Speech Impairment Activity
- Way Finding Template

Extension Curriculum In Process

Adolescent Brain Development

Genealogy

AARP: Prepare to Care

Alzheimer's Activity Mats Community Service Project

Keys to Embracing Aging 30-day Challenges

Other Extension Publications

(*co-authored with graduate student)

Family Consumer Sciences (FCS) Family Caregiver Health Monthly Bulletins

The University of Kentucky Health Education through Extension Leadership (HEEL) program facilitates the development and delivery of health education programming and teaching materials for FCS Agents and the populations they serve, including monthly health bulletins. I initiated the inclusion of a Family Caregiver Health Bulletin in August 2012 for Agents to teach Kentuckians how to take better care of themselves and improve their overall health. Bulletins can be retrieved: <http://fcs-hes.ca.uky.edu/content/health-bulletins>

Hosier, A.F. (August 2016). Three's a Crowd: Balancing Caregiving with Relationships

Hosier, A.F. (July 2016). Music Therapy and Caregiving

Hosier, A. F. (June 2016). Be a Healthy Caregiver—Eat Mediterranean

Hosier, A. F. (May 2016). It's Never too Soon to Start Planning for Caregiving

Hosier, A.F. (April 2016). People Who Need Care are More than their Disability

Hosier, A.F. (March 2016). AgrAbility.

Tygen*, K., & Hosier, A. F. (February 2016). Surviving the Death of a Child.

Hosier, A. F. (January 2016). Coping with the Death of a Spouse.

Hosier, A. F. (December 2015). Caregiving and the Holidays.

Christian*, S., & Hosier, A.F. (November 2015). Caregiving for an Aging Parent.

Hosier, A. F. (October 2015). Accidental Dealers.

Hosier, A.F. (September 2015). Grandchildren as Caregivers.

Hosier, A. F., Adams, I. (August 2015). Helping a Family Member with Diabetes.

Hosier, A. F. (July 2015). Is My Memory "Normal?"

Hosier, A. F. (June 2015). Military Family Caregivers.

Hosier, A. F. (May 2015). Advanced Directives: Planning Ahead.

Noe, G., Hosier, A. F. (April 2015). Planning for Housing.

Hosier, A. F. (March 2015). Bathing and Caregiving.
Hosier, A. F. (February 2015). Working While Caregiving.
Hosier, A. F. (January 2015). A Caregiver's Resolution.
Hosier, A. F. (December 2014). Hearing Loss.
Hosier, A. F. (November 2014). Veterans and Suicide.
Hosier, A. F. (October 2014). Breast Cancer: How Men Can Help.
Hosier, A. F. (September 2014). Alzheimer's Disease.
Hosier, A. F. (August 2014). The Healing Power of Pets.
Hosier, A. F. (July 2014). Taking Away the Keys.
Hosier, A. F. (June 2014). Memory Banking.
Hosier, A. F. (May 2014). Military Family Caregivers and Respite.
Hosier, A. F. (April 2014). The Dangers of Loneliness.
Hosier, A. F., & Parkinson*, D. (March 2014). Services for Military Family Caregivers.
Hosier, A. F. (February 2014). Advice for New Caregivers.
Hosier, A. F. (January 2014). New Year's Resolutions for Caregivers.
Hosier, A. F. (December 2013). Bring Holiday Cheer to Care Recipients.
Hosier, A. F. (November 2013). Support Your Military Family Caregiver.
Hosier, A.F. (October 2013). Respite for Caregivers.
Hosier, A.F. (September 2013). Fall Prevention.
Hosier, A.F. (August 2013). Elder Abuse.
Thompson*, A., & Hosier, A.F. (July 2013). Caregiving to Teens Who Self Harm.
Hosier, A. F. (June 2013). Military Family Caregiving.
Thompson*, A., & Hosier, A.F. (May 2013). Preparing for Summer: Caregiving for a Child with Autism.
Hosier, A.F. (April 2013). Making a Caregiving Plan.
Hosier, A.F. (March 2013). A Time-Out For You.
Hosier, A.F. (February 2013). Caregiver Stress Check.
Hosier, A.F. (January 2013). Kentucky's Area Development Districts.
Hosier, A.F. (December 2012). Navigating the Holidays as a Caregiver.
Hosier, A.F. (November 2012). The Joys of Caregiving.
Hosier, A.F. (October 2012). Dementia and Vision Loss.
Hosier, A.F. (September 2012). Caring for Someone with Hearing Loss.
Hosier, A.F. (August 2012). Planning for Caregiving.

Extension Information Releases

A Family Consumer Science (FCS) information release is a written communication directed at County Agents. Agents typically use information releases for county newsletters, newspapers, radio/television sound bites, websites and other media helpful for county programming and information dissemination. Information releases are written on a quarterly basis. They range from 150-600 words and are reviewed by an FCS Senior Extension Associate prior to being released to Agents. FCS information releases are archived on the FCS internal webpage: <http://www.ca.uky.edu/hes/fcs/Releases/index.php>. The following releases are organized by curriculum topic and general/seasonal information.

Stand Up to Falling:

- Hosier, A.F. (September 2012). National Fall Prevention Day.
- Hosier, A.F. (October 2011). Don't Let a Winter Fall Cause Winter Blues.
- Hosier, A.F. (April 2011). National Falls Prevention Awareness Day.
- Hosier, A.F. (August 2009). Kentucky Fall Prevention Awareness Day.
- Hosier, A.F. (August 2009). Fall Prevention Overview.

Memory Banking/Life Story: How Your History Can Help You:

- Hosier, A.F. (February 2011). Life Story and Caregiving.
- Hosier, A.F. (October 2010). Stretch Your Brain. (about life story and brain exercise)
- Hosier, A.F. (February 2010). Legacy. (about leaving a legacy through life story)
- Hosier, A.F. (February 2010). Talk Family Health History. (about family communication)
- Hosier, A.F. (July 2010). Leaving a Legacy: Life Story. (about leaving a legacy through life story)

Home Accessibility: Bedrooms, Bathrooms and Beyond:

- Hosier, A. F. (November 2015). Winter Safety for Seniors.
- Hosier, A. F. (October 2011). Aging in Place: Where to Go for Help to Help You Age Independently.
- Hosier, A. F. (October 2011). How to Help an Older Friend or Relative Stay Independent.
- Hosier, A F. (July 2011). How to Support a Homebound Friend.

Raising Awareness about Disabilities (RAAD):

- Hosier, A. F. (February 2010). August is Cataract Awareness Month.
- Hosier, A.F. (February 2009). Functional Health: What Does this Mean?
- Hosier, A.F. (January 2009). Ageism.
- Hosier, A.F. (January 2009). Sensory Changes and Old Age Overview.
- Hosier, A.F. (January 2009). Sensory Changes and Aging: Taste and Smell.
- Hosier, A.F. (January 2009). Sensory Changes and Aging: Vision.
- Hosier, A.F. (January 2009). Sensory Changes and Aging: Hearing.
- Hosier, A.F. (January 2009). Sensory Changes and Aging: Touch.
- Hosier, A.F. (January 2009). Arthritis. (introduction to arthritis)
- Hosier, A.F. (January 2009). Stroke. (introduction to stroke)
- Hosier, A.F. (January 2009). Osteoporosis. (introduction to osteoporosis)

Keys to Embracing Aging:

- Hosier, A. F. (November 2015). Keys to Embracing Aging.
- Riordan*, K., Hosier, A. F. (November 2015). Friendships and Retirement.
- Christian*, S., & Hosier, A. F. (November 2015). Menopause.
- Hosier, A. F. (November 2015). Make a New Year's Resolution to Get Stronger!
- Hosier, A. F., & Parkinson*, D. (June 2014). Make summer more relaxing.
- Thompson*, A., & Hosier, A. F. (November 2013). Maintaining a Healthy Lifestyle.
- Thompson*, A., & Hosier, A.F. (October 2012). Embracing Aging is for more than Senior Citizens.
- Thompson*, A., & Hosier, A.F. (October 2012). Attitude is Everything.
- Thompson*, A., & Hosier, A.F. (October 2012). Eating Healthy for Well-being.
- Thompson*, A., & Hosier, A.F. (October 2012). Get Physically Fit Today for Tomorrow.

Thompson*, A., & Hosier, A.F. (October 2012). Brain Health through the Lifespan.
Thompson*, A., & Hosier, A.F. (October 2012). Be Social. (about the benefits of social activity)
Thompson*, A., & Hosier, A.F. (October 2012). Tune-in to the Times. (about staying up-to-date)
Thompson*, A., & Hosier, A.F. (October 2012). Practice Being Safe.
Thompson*, A., & Hosier, A.F. (October 2012). Know Your Health Numbers.
Thompson*, A., & Hosier, A.F. (October 2012). Stress Management.
Thompson*, A., & Hosier, A.F. (October 2012). Keeping Personal/Financial Records in Order.
Thompson*, A., & Hosier, A.F. (October 2012). Sleep. (about getting enough/good sleep)
Thompson*, A., & Hosier, A.F. (October 2012). Taking Time for You.
Hosier, A. F. (October 2010). What is Good for Your Heart is Good for Your Brain.
Hosier, A. F. (October 2010). Benefits of Being Social.
Hosier, A. F. (October 2010). Sense of Purpose in Later Life.
Hosier, A. F. (October 2010). Hugs for Happiness and Health.
Hosier, A. F. (October 2010). Young at Heart. (about maintaining a healthy heart)
Hosier, A. F. (October 2010). Sense of Purpose in Teens.
Hosier, A. F. (October 2010). Family and Stress.
Hosier, A. F. (October 2010). Midlife Crisis.
Hosier, A. F. (April 2010). Discovering Creativity.
Hosier, A. F. (February 2010). September is Healthy Aging Month
Hosier, A.F. (February 2009). Sleep Awareness for Seniors (Sleep Awareness Week).
Hosier, A. F. (August 2009). Extreme Heat and Aging.
Hosier, A.F. (October 2008). Humor and Laughter. (about the benefits of humor)

Living with Loss:

Parkinson*, D., & Hosier, A.F. (November 2013). Helping Children Grieve the Loss of a Parent.
Thompson*, A., & Hosier, A.F. (November 2013). Talking to Teens about Divorce.
Thompson*, A., & Hosier, A.F. (November 2013). Talking to Children about Divorce.
Thompson*, A., & Hosier, A. F. (November 2013). Adult Children Moving Home.
Thompson*, A., & Hosier, A. F. (November 2013). Teen Dating Violence.
Thompson*, A. & Hosier, A.F. (November 2013). The First Anniversary of a Death.
Hosier, A. F. (August 2013). Dia de Muertos (about celebrating the lives of those who died)
Hosier, A. F. (March 2012). Coping with Loss after Natural Disaster.
Hosier, A. F. (August 2012). November is Hospice and Palliative Care Month.
Hosier, A. F. (October 2009). Anticipatory Grief. (introduction to anticipatory grief)

Nurturing Healthy Relationships:

Hosier, A. (December 2016). Intergenerational Communication at the Holidays.
Hosier, A. (April 2016). April Fools—Laughing Makes Happy, Healthy Families
Hosier, A. (May 2016). Plan a Family Reunion
Christian*, S., & Hosier, A. (November 2015). Learning How to Say, “No.”
Christian*, S., & Hosier, A. (November 2015). Healthy Coping Mechanisms for Dealing with the End of a Relationship.
Christian*, S., & Hosier (November 2015). Blended Families: How to Make them Work.

Hosier, A.F. (March 2015). Communication Keeps Relationships Healthy.

Hosier, A.F. (March 2015). Having Fun is Important for a Happy and Healthy Relationship.

Hosier, A. F. (March 2015). Healthy Relationships are Healthy for Children.

Hosier, A.F. (March 2015). Healthy Relationships Include Knowing Yourself.

Hosier, A. F. (March 2015). How Your Past Can Help You Learn About Yourself Today.

Hosier, A. F. (March 2015). Is it Love?

Hosier, A. F. (March 2015). The Dangers of Communicating While Angry.

Hosier, A.F. (March 2015). Traditions.

Hosier, A. F. (March 2015). Violence in Relationships.

Hosier, A. F. (September 2014). Keeping siblings close when one leaves for college.

Hosier, A. F., & Parkinson*, D. (May 2014). Growing relationships.

Parkinson*, D., & Hosier, A. F. (November 2013). My Teenager Won't Talk to Me.

Parkinson*, D., & Hosier, A. F. (November 2013). Siblings: Arch-nemeses or Best Friends?

Thompson*, A., & Hosier, A.F. (November 2013). Positive Family Communication.

Thompson*, A., & Hosier, A.F. (November 2013). Talking to Teens about Divorce.

Thompson*, A., & Hosier, A.F. (November 2013). Talking to Children about Divorce.

Thompson*, A., & Hosier, A. F. (November 2013). Adult Children Moving Home.

Thompson*, A., & Hosier, A. F. (November 2013). Teen Dating Violence.

Hosier, A. F. (August 2013). Celebrate Military and Veteran Caregivers.

Thompson*, A., & Hosier, A. F. (June 2013). Empty Nesters. (about children moving out)

Thompson*, A., & Hosier, A. F. (June 2013). Caregiving to Grandchildren.

Hosier, A. F. (March 2013). Enhance Your Relationship. (about the benefits of healthy relationships)

Hosier, A. F. (March 2013). Bonding with Siblings.

Hosier, A.F. (September 2012). Honoring Grandparents.

Hosier, A. F. (August 2012). Prevent Bullying.

Hosier, A. F. (February 2012). April is Stress Awareness Month: What to do About Family Stress.

Carlson*, M., & Hosier, A.F. (February 2012). It's Wedding Season. Here's to the Newlyweds. (about adjusting to marriage)

Hosier, A. F. (October 2011). Lights, Camera, Interaction! (about social interaction).

Hosier, A. F. (October 2011). What Does a Long-Distance Caregiving Do?

Hosier, A. F. (October 2011). Caregiving: Signs of Neglect.

Hosier, A. F. (February 2011). Role Reversal and Caregiving.

Hosier, A.F. (October 2010). The Sandwich Generation: How to Survive the Squeeze.

Hosier, A. F. (July 2010). A Time to Give Thanks. (about the importance of being thankful)

Hosier, A.F. (April 2010). Summer Fun for Grandparents & Grandkids.

Hosier, A. F. (February 2010). Growing Relationships. (about healthy relationships)

Hosier, A. F. (February 2010). Sibling Day.

Hosier, A. F. (February 2010). Summer and Family Reunions.

Hosier, A. F. (October 2009). Home for the Holidays: How to Visit Someone with Dementia.

Hosier, A. F. (October 2009). Is Your Child Sick or Faking it?

Hosier, A. F. (October 2009). Thanksgiving and Thanks.

Hosier, A. F. (October 2009). Prom. (about sending teenagers to prom)

Hosier, A. F. (October 2009). Blood Donation. (about the importance of donating blood)
Hosier, A. F. (October 2009). Occupational Therapy. (introduction to occupational therapy)
Hosier, A. F. (October 2009). Helping a Depressed Friend or Relative.
Hosier, A. F. (October 2008). Winter Blues. (about maintaining health during the winter)

General or Seasonal Releases:

Hosier, A. (October 2016): International Day of Older Persons
Christian*, S., & Hosier, A. (November 2015). Work Life Balance.
Christian*, S., & Hosier, A. (November 2015). Be Comfortable in Your own Skin.
Hosier, A. F. (May 2015). Go Play Outside!
Hosier, A. F. (May 2015). Vacations are Good for Your Health and Well-Being.
Hosier, A. F. (March 2015). Spring Break Vacations with Family.
Hosier, A. F. (March 2015). Summer Activities for kids.
Hosier, A. F. (March 2015). Helping seniors prepare for college.
Hosier, A. F. (August 2014). Outdoor tips for family caregivers.
Hosier, A. F. (April 2014). April is sexual assault awareness month.
Hosier, A. F. (2011). Be Prepared for a Medical Emergency.
Hosier, A. F. (2011). Elder Abuse.
Hosier, A. F. (2011). Keeping Up with Mom’s Medical Care.
Hosier, A. F. (July 2011). Remembrance Day.
Hosier, A. F. (April 2011). Tips for Adults Heading back to School.
Hosier, A. F. (October 2010). What is an Ombudsmen? .
Hosier, A. F. (July 2010). National Memory Screening.
Hosier, A. F. (February 2010). November: National Alzheimer’s Awareness.
Hosier, A. F. (October 2009). Gifts: What to give Grandma.
Hosier, A. F. (October 2009). Spring Break for Seniors. (about finding fun in old age)
Hosier, A. F. (August 2009). Grandparents Day.
Hosier A. F. (January 2009). Careers in Aging Week.
Hosier, A. F. (January 2009). Older Adults and Mental Health Week.
Hosier, A. F. (2008). Alzheimer’s Disease and Housing.
Hosier, A. F. (2008). Depression in the Elderly.
Hosier, A. F. (2008). Depression versus. Dementia.
Hosier, A. F. (2008). National Memory Screening Day.

Extension Agent Exclusives

I collaborated with writers in the Agricultural Communications Services Department who work with Extension specialists to develop seasonal and/or current newsworthy topics that Extension Agents can use to reprint, such as in a local newspaper. Exclusives are archived by Agricultural Communications Services at <http://warehouse.ca.uky.edu/agc/exclusives/exclusive.asp>

Pratt, K., & Hosier, A. F. (January 2016). Seasonal Affective Disorder (SAD).
Pratt, K., & Hosier, A. F. (January 2015). Sundowner Syndrome.
Pratt, K., & Hosier, A. F. (May 2014). Extreme heat’s effect on older adults.
Pratt, K., Hosier, A. F., & Hunter, J. (February 2014). Re-entering the work force in later life.

Pratt, K., Hosier, A. F. (December 2014). Caregivers: Making Time For Yourselves This Year.
Pratt, K., & Hosier, A. F. (August 2013). Ways to Help A Friend with Cancer.
Pratt, K., & Hosier, A. F. (Spring 2013). Stand Up to Falling (featured as a “Short Row” column in the College of Agriculture Spring 2013 mAGazine).
Pratt, K., & Hosier, A. F. (January 2013). Writing Your Life Story.
Pratt, K., & Hosier, A. F. (December 2012). Bring Holiday Cheer to Older Adults.
Pratt, K., & Hosier, A. F. (August 2012). Navigating the Holidays as a Caregiver.
Pratt, K., & Hosier, A. F. (August 2012). Prevent Falls.
Pratt, K., & Hosier, A. F. (June 2012). Middle Age Dilemma: Caring for Your Kids, Parents.
Pratt, K., & Hosier, A.F. (March 2012). Coping with Loss after a Natural Disaster.
Pekarchik, K., & Hosier, A. F. (September 2011). Ageism is a Social Issue.
Spence, C., & Hosier, A. F. (July 2011). Rainy Days and Memories (a.k.a. Memory Banking) (featured in the College of Agriculture, *MAGazine*, July 2011).
Pratt, K., & Hosier, A. F. (February, 2010). Prescription Medicine Pointers.
Pratt, K., & Hosier, A. F. (January 2010). Winter Safety for Seniors.
Pratt, K., & Hosier, A. F. (February 2009). Assistance available for older adults coping with effects of winter weather.
Pratt, K., & Hosier, A. F. (February 2009). Transfer Trauma.
Pratt, K., & Hosier A. F. (October 2008). Things to Remember When Raising a Grandchild.
Pratt, K., & Hosier, A. F. (October 2008). Support Groups for Grandparents Raising Grandchildren.

Extension Consumer Radio News

Through 2012 (upon the death of the director, R. Demattina), I worked with producers in the Agriculture Communication Services Department to pre-record 30 and 60-second radio news tips, which are then offered to commercial radio stations and to county Extension agents. The radio archives can be located at <http://news.ca.uky.edu/multimedia/radio>. The following radio tips are organized by curriculum topic and seasonal information.

Stand Up to Falling:

Hosier, A.F., & Franklin, J. (Producer). (September 2012). Fall Prevention-1.
Hosier, A.F., & Franklin, J. (Producer). (September 2012). Fall Prevention-2.
Hosier, A. F., & Demattina, R. (Producer). (April 2011). Stand Up to Falling: General Introduction.
Hosier, A. F., & Demattina, R. (Producer). (April 2011). Stand Up to Falling: Home Safety and Fall Prevention.
Hosier, A. F., & Demattina, R. (Producer). (April 2011). Stand Up to Falling: Physical Activity, Exercise & Fall Prevention.
Hosier, A. F., & Demattina, R. (Producer). (April 2011). Stand Up to Falling: Medications and Fall Prevention.
Hosier, A. F., & Demattina, R. (Producer). (April 2011). Stand Up to Falling: Vision Impairment and Fall Prevention.
Hosier, A. F., & Demattina, R. (Producer). (April 2011). Stand Up to Falling: Medications and Fall Prevention.

Memory Banking/Life Story: How Your History Can Help You:

Hosier, A. F., & Franklin, J. (Producer). (September 2011). Future Decision Making and Life Story.
Hosier, A. F., & Franklin, J. (Producer). (September 2011). Life Story 101.

Hosier, A. F., & Demattina, R. (Producer). (April 2011). Maintaining an Active Brain and Life Story.
Hosier, A. F., & Demattina, R. (Producer). (April 2011). Leaving a Legacy and Life Story.
Hosier, A. F., & Demattina, R. (Producer). (April 2011). Mental Health and Life Story.
Hosier, A. F., & Demattina, R. (Producer). (April 2011). Caregiving and Life Story.

Home Accessibility: Bedrooms, Bathrooms and Beyond:

Hosier, A. F., & Franklin, J. (Producer). (December 2011). Aging in Place.

Keys to Embracing Aging:

Hosier, A. F., & Franklin, J. (Producer). (June 2012). Extreme Heat and Aging.
Hosier, A. F., & Franklin, J. (Producer) (April 2012). .In Tune with the Times: How to Live to 100
Hosier, A. F., & Franklin, J. (Producer). (April 2012). Take Time for You. (about the importance of taking care of yourself)
Hosier, A. F., & Franklin, J. (Producer). (December 2011). Tune-in to the Times. (about the importance of staying up-to-date with technology and society)
Hosier, A. F., & Demattina, R. (Producer). (December 2011). Lights! Camera! Interaction. (about the importance of meaningful social activity)
Hosier, A. F., & Demattina, R. (Producer). (January 2011). Benefits of Being Social.
Hosier, A. F., & Demattina, R. (Producer). (July 2010). Know Your Numbers.
Hosier, A. F., & Demattina, R. (Producer). (July 2010). Catch your Zzzzzz's. (about healthy sleep)
Hosier, A. F., & Demattina, R. (Producer). (May 2010). Be Social. (about social activity)
Hosier, A. F., & Demattina, R. (Producer). (April 2010). Attitude is Everything.
Hosier, A. F., & Demattina, R. (Producer). (April 2010). Maintaining a Healthy Diet.
Hosier, A. F., & Demattina, R. (Producer). (March 2010). Manage Your Stress.
Hosier, A. F., & Demattina, R. (Producer). (March 2010). Older Adults and Crime.
Hosier, A. F., & Demattina, R. (Producer). (March 2010). Lifestyle Choices and Living Longer.
Hosier, A. F., & Demattina, R. (Producer). (February 2010). Maintaining Health through Exercise.
Hosier, A. F., & Demattina, R. (Producer). (February 2010). Laughter is the Best Medicine.
Hosier, A. F., & Demattina, R. (Producer). (January 2010). What is in Your Medicine. Cabinet?

Living with Loss:

Hosier, A. F., & Franklin, J. (Producer). (March 2012). Coping with Loss after a Natural Disaster.
Hosier, A. F., & Franklin, J. (Producer). (March 2012). Helping Friends Who Are Having Trouble Coping after a Natural Disaster.
Hosier, A. F., & Franklin, J. (Producer). (October 2012). Suicide: Why Did this Happen?
Hosier, A. F., & Franklin, J. (Producer). (October 2012). Surviving Suicide. (about suicide survivors)

Nurturing Healthy Relationships:

Hosier, A. F., & Franklin, J. (Producer). (November 2012). Navigating the Holiday as a Caregiver.
Hosier, A. F., & Franklin, J. (Producer). (December 2011). Long Distance Caregiving.

General or Seasonal Radio Tip:

Hosier, A. F., & Franklin, J. (Producer). (November 2012). Bring Holiday Cheer to Older Adults.
Hosier, A. F., & Franklin, J. (Producer). (November 2012). Gift Giving Tips for People with Dementia.
Hosier, A. F., & Franklin, J. (Producer). (November 2012). Holiday Gift Ideas for People Caregivers.
Hosier, A. F., & Franklin, J. (Producer). (October 2012). November is National Family Caregivers Month.
Hosier, A. F., & Franklin, J. (Producer). (December 2011). Keeping up with Mom's Medical Care.
Hosier, A. F., & Demattina, R. (Producer). (January 2010). Winter Blues and You. (about mental health in the winter)

Electronic Extension Publications

Stalion, D. (producer), Hosier, A.F., Harrison, A. L., Brooks*, W., Cool*, H., & Lile*, L. (Directors). (2013). *Safe mobility and fall prevention* [DVD, 23 minutes]. Lexington, KY: Agriculture Communications Services. (23 minutes)

Zimmerman, J. N., & Hosier, A. F. (2013). *Understanding the baby boom bubble*. Kentucky By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. [online] <http://www.ca.uky.edu/snarl>

Fitzpatrick, B. (web designer), Hosier, A.F. (content contributor). *FCS Initiatives: Embracing Life as We Age*. [web site]. <http://www.ca.uky.edu/hes/internal/Initiatives/03-initiative/index.htm>.

Hosier, A. H. (2011). Embracing Life as We Age Kentucky Trends (39 PowerPoint slides). Note: Trend slides were compiled by each FCS Initiative leader for Extension Agents to use with their Extension Advisory Councils, District Directors and community members.

Hosier, A. F. (2011). Embracing Life as We Age Kentucky + National Trends 2011 (107 PowerPoint slides). Note: Trend slides were compiled by each FCS Initiative leader for training and distribution for Extension Agents to use with their Extension Advisory Councils, District Directors and community members.

Family Consumer Sciences Extension Initiative Monthly Newsletter Commentaries and Notifications [online]. 25 commentaries/notifications for the *Embracing Life as We Age* Initiative section of the newsletters have been made since June 2011. Each update is approximately 1-3 bullets long with information that may concern trends, programs, evaluation data, upcoming training opportunities, requests and other information related to the aging initiative that can be helpful to County Agents.

Presentations & Trainings

Invited:

Stand Up to Falling. Hosier, A. F., & Rist, A. (August 2016). Kentucky Safe Aging Coalition Fall Prevention Summit. Lexington, KY.

Keys to Embracing Aging: What we Learn from Centenarians. Hosier, A. F. (February 2016). Invited Speaker. 2016 Midwest Women in Agriculture Conference. Columbus, IN.

Keys to Embracing Aging state agent training. Hosier, A. F., & Traywick, L. S. (February 2016). Invited trainer. Kansas State University. Manhattan, KS.

Keys to Embracing Aging: How to Stay Healthy Throughout the Life Course. Hosier, A. F. (November 2015). Invited Speaker. 16th State Conference for Kentucky Women in Agriculture. Lexington, KY.

Raising Awareness about Disabilities. Hosier, A.F. (February 2014). Invited Speaker. Fort Valley State University Cooperative Extension Housing Conference. Fort Valley, GA.

Walk a Mile in My Shoes: A Working Caregiver's World. (November 6, 2013). University of Kentucky Work Life/Elder Care National Caregivers Week.

Stand Up to Falling. (October 2013). Kentucky Fall Summit. Cardinal Hill Rehabilitation Hospital. Lexington, KY.

Stand Up to Falling. (September 2013). The Kentucky Safety and Prevention Alignment Network quarterly meeting. Frankfort, KY.

Virtual Dementia Training Debriefing/Preparing for the Holidays. (December 2012). Elder Care Caregiver Support Group Speaker along with FAM 254 student, Kelsey Meeks.* University of Kentucky Work Life.

Stephenson, L., Flashman, R., Hosier, A. F., Gnatuk, C., & Adams, I. (September 2012). *Exploring Potential Collaborations between FCS Extension and KY Social Agencies.* Invited presentation at the Kentucky Affordable Housing Conference. Louisville, KY.

Virtual Dementia Training Debriefing. Invited Facilitator. (August 2012). University of Kentucky Elder Care Caregiver Support Group.

Universal Design; Home Accessibility; and Assistive Technology Services. (August 2012). WKTY 27 Newsfirst Senior Moment web recordings. Lexington, KY.

Cooperative Extension Stands Up to Falling. (July 2012). KY Department for Public Health and the Kentucky Safe Aging Coalition Fall Prevention Summit. Frankfort, KY.

Walk a Mile in My Shoes: A Working Caregiver's World. (November 2011). University of Kentucky Work Life/Elder Care National Caregivers Week.

Hosier, A.F., & Traywick, L.S. (University of Arkansas). (October 2011). *Expanding gerontology education and public health through Cooperative Extension and across state lines.* University of Kentucky College of Public Health Grand Rounds.

Cooperative Extension Stands Up to Falling. (September 2011). Kentucky Department for Aging and Independent Living (DAIL) Fall Prevention Series. Frankfort, KY.

Professional Caregiver Stress. Hosier, A. F. & Lawrence, S. (University of Louisville). (February 2011). Cardinal Hill Hospital Rehabilitation Hospital Caregiving Symposium. Lexington, KY.

Successful Age Simulations. (January 2011). University of Kentucky Graduate Center for Gerontology Brown Bag Seminar Series.

Keys to Embracing Aging: How to Age Successfully. (March 2010). Philanthropic Educational Women's Organization (P.E.O.). Lexington, KY.

Extension 101. (February 2009). University of Kentucky Graduate Center for Gerontology.

Parenting and the Emotional Impact for Grandparents and Relatives (Opening Speaker). (November 2008). Greenup County Grandparents Raising Grandparents Seminar. Greenup, KY.

Being Open to Change (Closing Speaker). (October 2008). Generational Differences Seminar Sponsored by Pennyriple Kentucky Extension Homemakers Association (KEHA) and the University of Kentucky Cooperative Extension Services. Princeton, KY.

Hosier, A. F., & Nikzad, K. A. *The Future of Long Term Care.* (Nov. 2005). Wesley Manor Continuum of Care Retirement Community Advisory Board Retreat. Louisville, KY.

International:

Setari*, A., & Hosier, A.F. (June 2013). *Stand Up to Falling: Evaluating the Impact of a Fall Prevention Program on Older Adults.* Paper presentation at the 20th International Association of Gerontology and Geriatrics (IAGG) World Congress of Gerontology and Geriatrics. Seoul, Korea.

National:

Jenkins, S., Mineer, S. & Hosier, A. F. (June 2016). American Association of Family & Consumer Sciences (AAFCS) 107th Annual Conference and Expo. *Creating and Maintaining Family Traditions.* Bellevue, WA.

Hosier, A. F., & Traywick, L. S. (April 2015). *Keys to Embracing Aging.* Poster Presentation at the Southern Gerontological Society 36th Annual Meeting. Williamsburg, VA.

Rowles, G. D., Hosier, A. F., & Traywick, L. S. & Marshall, E. (February 2015). *Explorations in Gerontological Literacy II: Strategies for Change.* Symposium Presentation at the 31st Association for Gerontology in Higher Education annual meeting. Nashville, TN.

Hosier, A.F. (April 2014). *Raising Awareness about Disabilities (RAAD).* Peer reviewed abstract accepted for a Workshop at the Southern Gerontological Society 35th Annual Meeting. Little Rock, AR.

Rowles, G. D., Boehl, S., Liou, C. L., Hosier, A. F., Bearon, L., & Traywick, L. S. (April 2014). *The Gerontological Literacy Network (GLN): Toward gerontological literacy through a model of life course education*. Symposium presented at the Southern Gerontological Society 35th Annual Meeting. Little Rock, AR

Zanjani, F.; Downer*, B., Hosier, A.F., & Watkins, J.F. (Nov. 2013). *Memory banking: Long-term life story intervention effects*. Poster Presentation at the Gerontological Society of America 66th Annual Scientific Meeting; New Orleans, LA.

Hosier, A.F., Traywick, L.S., Teaster, P., & Bailey, S. (March 2014). *Disseminating aging education through Cooperative Extension Services*. Abstract submitted for symposium at the 30th Association for Gerontology in Higher Education Annual Meeting. Denver, CO.

Hosier, A.F., Downer, B., Watkins, J.F., & Zanjani, F. (April 2013). *Memory banking: A life story intervention*. Poster presentation at the 34th Southern Gerontological Society Annual Meeting. Charlotte, NC.

Hosier, A.F. (Nov. 2012). *Memory Banking: A Caregiving Tool*. eXtension Caregiver Webinar.

Zanjani, F.; Hosier, A.F., Downer*, B., & Watkins, J.F. (Nov. 2012). *Effects of a Life Story Intervention for Caregiving and Care Receiving Preparation*. Poster Presentation at the Gerontological Society of America 65th Annual Scientific Meeting; San Diego, CA.

Hosier, A. F. (Nov. 2011). *Stand Up To Falling*. Presented a Program Showcase at the 74th Annual NCFR Conference Family Life Extension Specialist Pre-Conference Workshop. Orlando.

Hosier, A. F. (March 2011). *Walk a Mile in My Shoes: A Cooperative Extension Age Simulation Program*. Presented a Resource Exchange at the Association for Gerontology in Higher Education 37th Annual Meeting. Cincinnati, OH.

Hosier, A. F. Watkins, J. F., Zanjani, F., & Downer, B. (Nov. 2010). *Memory Banking: A Tool for Caregiving, Quality of Life, and Legacy*. Paper Presentation at the 63rd National Scientific Meeting of the Gerontological Society on Aging. New Orleans, LA.

Brosi, W. A., Hauger, A., Hosier, A. F., Taylor, A., & Radina, M.E. (Sept. 2010). *Opportunities and Challenges in Gerontology Education: Lessons Learned*. Symposium presentation at the 72nd Annual National Council on Family Relations Conference. Minneapolis, MN.

Hosier, A.F. (April 2010). *Don't let falls get you down. How collaborative programming supports successful aging*. Presented a Contributed Paper at the Priester National Extension Health Conference. Mobile, AL.

Hosier, A.F., Traywick, L. S., & Hilton, J. M. (March 2010). *Expanding Gerontology Education through Cooperative Extension Service*. Discussant Presentation at the Association for Gerontology in Higher Education (AGHE) 36th Annual Meeting. Reno, NV.

Hosier, A. F., Crocker, A.B., Gibson, J. (October 2009). *A Creative Approach to Generating eXtension Publications in the Family Caregiving CoP*. Discussant Presentation at the National eXtension Networking Conference. St. Louis, MO. (Presentation selected for Adobe Connect/Virtual Room National Broadcast.)

Hosier, A.F., Ligon, M. B., Gugliucci, M., & Fisher, B. (February 2009). *The Importance of Developing a Gerontological Program of Merit at the Undergraduate Level*. Discussant Presentation at the Association for Gerontology in Higher Education (AGHE) 35th Annual Meeting. San Antonio, TX.

Hosier, A. F., & Watkins, J. F. (November 2007). *Longitudinal Qualitative Research and Alzheimer's Disease: Perks and Pitfalls*. Poster presentation at the 60th Annual Gerontological Society of America Conference. San Francisco, CA.

Anderson, K. A., d'Angelo, R., & Hosier, A. F. (November 2007). *An Exploration of Nursing Staff's Knowledge of Residents' Lives in Long-Term Care*. Poster presentation at the 60th Annual Gerontological Society of America Conference. San Francisco, CA

Hosier, A. F. (July 2005). *A Life Course Perspective of Home and Homelessness in Alzheimer's Disease*. Learning Station Forum at the 13th Annual Alzheimer's Association Dementia Care Conference. Chicago, Illinois.

Hosier, A. F. (November 2005). *Stories of Home Among Persons with Alzheimer's Disease*. Poster presented at the 59th annual meeting of the Gerontological Society of America. Orlando, FL.

Hosier, A.F. (November 2005). *Theory Development in Studies of Alzheimer's Disease and Home*. Symposium paper presented at the 59th annual meeting of the Gerontological Society of America. Orlando, FL.

Hosier, A. F., & Watkins, J. F. (November 2005). *Life Narratives of Home in Alzheimer's Disease*. Poster presented at the International Reminiscence and Life Review Conference. Orlando, FL.

Hosier, A. F. (July 2005). *A Life Course Perspective of Home & Homelessness in AD*. Poster presented at the 13th Annual Alzheimer's Association Dementia Care Conference. Chicago, IL.

Bowles, S. L., Hosier, A. F., Marken, D., & Traywick, L. S. (March 2005). *Senior Centers: Planning for the 21st Century*. Presentation and workshop presented at the American Society on Aging and the National Council on Aging joint conference. Philadelphia, PA.

Hosier, A. F., & Watkins, J. F. (November 2004). *Life Course Dynamics of Home in the Context of Alzheimer's Disease*. Poster presented at the annual meeting of the Gerontological Society of America. Washington, D.C.

State:

What We Can Learn from Utilizing an Aging Simulation Suit. Hunter, B., & Hosier, A.F. (June 2015). Summer Institute on Assistive Technology. Lexington, KY.

Stand Up to Falling. (April 2014). Kentucky Association for Gerontology (KAG). Pikeville, KY.

Embracing Life as We Age Initiative Introduction and Background. (June 2011). Family Consumer Sciences Advisory Council. Lexington, KY.

Aging Trends in Kentucky. (Sept. 2011). Extension District Directors Meeting. Lexington, KY.

Don't Let Falls Get You Down: Lessons on Fall Prevention. (May 2010). Kentucky Extension Homemakers Association (KEHA) State Meeting. Lexington, KY.

College:

Working with Older Adults. Campus Kitchen Lunch talk. (January 2015). School of Human Environmental Sciences.

Lifestyle as a Tourism Attraction. Hosier, A. F., Swanson, J. (December 2014). School of Human Environmental Sciences Research Lunch.

Memory Banking 101. (April 2011). School of Human Environmental Sciences Research Lunch.

Regional Extension Presentations:

Hosier, A. F. & Harrison, A. (January 2013). *Safe Mobility and Fall Prevention.* Introduction to the new fall prevention/safe aging DVD. Owingsville, KY.

Don't Let a Fall Get You Down. (October 2010). Lake Cumberland Kentucky Extension Area Homemaker Meeting (KEHA). Nancy, KY.

Additional County Extension Presentations:

Hosier, A. F. (October 2015). Alzheimer's Disease/Brain Health 101. Alzheimer's disease healthy aging lunch. Hyden, KY.

Hosier, A. F. (August 2015). Know the 10 Signs/Still Alice Discussion Presentation. Falmouth, KY.

Hosier, A. F. (August 2015). Keys to Embracing Aging Kick-Off Presentation. Paintsville, KY.

Elder Abuse. (June 2015). Floyd County Elder Abuse Fair.

Aging Gracefully: What to Expect As You Age. (April 2015). Harrison County Extension Aging Gracefully Event.

Boone County Thinking About Tomorrow Series. Hosier, A. F., Gay, & Riley, R. (March 2015). *Funeral Homes.*

Kenton County Thinking About Tomorrow Series. Hosier, A. F., Gay, J., Sledd, J., & Riley, R. (March 2015). *Funeral Homes.*

Mercer County Caregiving Extension Conference. (September 2012). Welcome speaker and conference co-manager. Harrodsburg, KY.

Don't Let a Fall Get You Down. (May 2010). Leslie and Perry County Healthy Aging Celebration. Hyden, KY.

Self Esteem and Recognizing Symptoms of Depression among Latina Women. (February 2009). Woodford County Series on Teaching Life Skills to Young Hispanic Women. Versailles, KY.

Trainings and Workshops

(*denotes graduate student; **undergraduate student)

National Workshop:

NEAFCS (National Extension Association of Family Consumer Sciences) Pre-conference Workshop. *Alzheimer's Disease 101 and Healthy Brain Aging.* Sanders Brown Center on Aging. University of Kentucky. Lexington, KY. Hosier, A.F., workshop chair.

State Trainings and Workshops:

Stand Up to Falling. Hosier, A.F. & Rist, A. FCS State In-Service Training. Kenton, KY. (May 2016).

Keys to Embracing Life As You Age. Hosier, A. F. FCS State In-Service Training. Louisville, KY. (May 2015).

Know the 10 Signs. Stauffer, A., Hosier, A. F. Collaborative training with the Alzheimer's Association. State FCS-In-Service. Louisville, KY. (May 2015).

Family Consumer Sciences (FCS) Trends 2015. Smith, C. K., Hosier, A. F., Adams, I., Walters, J., & Hunter, J. State FCS-In-Service. Louisville, KY (May 2015).

Know the 10 Signs. Stauffer, A., Hosier, A. F. Collaborative training with the Alzheimer's Association. Agent Training. Winchester, KY. (February 2015).

Know the 10 Signs. Stauffer, A., Hosier, A. F. Collaborative training with the Alzheimer's Association. Agent Training. Lexington, KY. (August 2014).

Relationship Smarts. Varley, I., Hosier, A. F., Gnatuk, C. & Thomas, T. Family Consumer Sciences In-Service Training. Bowling Green, KY. (May 2014).

Caregiving 101. Hosier, A. F., & Flashman, R. Family Consumer Sciences State In-service. Lexington, KY. (May 2013).

Memory Banking Agent Training. Hosier, A., Downer*, B., Watkins, J., & Zanjani, F. UK Research and Education Center, Princeton KY. (November 8, 2011).

Memory Banking Agent Training. Hosier, A., Downer*, B., Watkins, J., & Zanjani, F. Clark County Cooperative Extension Office, Winchester, KY. (November, 2, 2012).

Home Accessibility: Bedrooms, Bathrooms and Beyond. KEHA Educational Chairman Training Session at the KEHA State Meeting. Osborne, A., & Hosier, A.F. Lexington, KY. (May 2012).

Stand Up to Falling Featured Program Training (webinar). Hosier, A.F., Peritore, N., & Osborne, A. Lexington, KY. (Feb. 2012).

Life Story: How Your History Can Help You. KEHA (Kentucky Extension Homemakers Association) State Meeting. Bowling Green, KY. (May 2011).

Stand Up to Falling Featured Program Training (webinar). Hosier, A., Peritore, N., & Osborne, A. Lexington, KY. (Oct. 2011).

FCS (Family Consumer Sciences) Initiative Trends Training-2. All-State FCS Webinar Training. Stephenson, L., Adams, I., Gnatuk, C., Hosier, A.F., Flashman, B., Osborne, A., & Walters, J. (Aug. 2011).

FCS (Family Consumer Sciences) Initiative Trends Training-1. All-State FCS Webinar Training. Stephenson, L., Adams, I., Gnatuk, C., Hosier, A.F., Flashman, B., Osborne, A., & Walters, J. (Aug. 2011).

FCS (Family Consumer Sciences) Initiative Training Discussion. All-State FCS Extension In-Service. (May 2010).

Walk a Mile in My Shoes: An Age Simulation Activity. FSC (Family Consumer Sciences) Agent In-Service. Lexington, KY. (Jan. 2009).

Walk a Mile in My Shoes: An Age Simulation Activity. FSC (Family Consumer Sciences) Agent In-Service. Princeton, KY. (March 2009).

Aging initiative and evolving ideas for future programming. KEAFCS (Kentucky Extension Association of Family Consumer Sciences) State In-Service. Louisville, KY. (Dec. 2008).

University Trainings and Workshops:

Second Wind Dream's Virtual Dementia Tour (VDT): An Alzheimer's simulation. University of Kentucky Elder Care. Role: Assisted with simulation as the "Simulation Garber." (June 10, 2013).

Second Wind Dream's Virtual Dementia Tour (VDT): An Alzheimer's simulation. University of Kentucky Elder Care. Role: Assisted with simulation as the "Simulation Debriefers." (April 17, 2013).

Second Wind Dream's Virtual Dementia Tour (VDT): An Alzheimer's simulation. University of Kentucky Elder Care. Assisted with simulation as the "Simulation Observer." (April 3, 2013).

Second Wind Dream's Virtual Dementia Tour (VDT): An Alzheimer's simulation. University of Kentucky Elder Care. Assisted with simulation as the "Simulation Debriefers." (July 2012).

Careers in Aging. University of Kentucky 4-H Teen Conference. Lexington, KY. (June 2011).

County Extension Trainings and Workshops:

Second Wind Dream's Virtual Dementia Tour (VDT): An Alzheimer's simulation. Adair County FCS Extension. Assisted UK Eldercare Team with simulation as the "Simulation Debriefing." (November 2013).

Second Wind Dream's Virtual Dementia Tour (VDT): An Alzheimer's simulation. Webster County FCS Extension. Led the simulation as the "Simulation Debriefing." (October 2013).

Prepare to Care. County Homemaker Training. Henderson, KY. (January 2009).

Memory Banking Trainings

Memory Banking Program Session 8

Memory Banking Lesson 4. Downer*, B., Hosier, A., Watkins, J., & Zanjani, F. Wesley Village, Wilmore, KY. (September 6, 2012. 13 participants).

Memory Banking Lesson 3. Downer*, B., Hosier, A., Watkins, J., & Zanjani, F. Wesley Village, Wilmore, KY. (September 13, 2012. 13 participants).

Memory Banking Lesson 2. Downer*, B., Hosier, A., Watkins, J., & Zanjani, F. Wesley Village, Wilmore, KY. (September 20, 2012. 13 participants).

Memory Banking Lesson 1. Downer*, B., Hosier, A., Watkins, J., & Zanjani, F. Wesley Village, Wilmore, KY. (September 27, 2012. 13 participants).

Memory Banking Session 7

Memory Banking Lesson 1. Downer*, B., Hosier, A., Watkins, J., & Zanjani, F. Fayette County Cooperative Extension Office, Lexington, KY. (June 5, 2012. 12 participants).

Memory Banking Lesson 3. Downer*, B., Hosier, A., Watkins, J., & Zanjani, F. Fayette County Cooperative Extension Office, Lexington, KY. (June 12, 2012. 12 participants).

Memory Banking Lesson 2. Downer*, B., Hosier, A., Watkins, J., & Zanjani, F. Fayette County Cooperative Extension Office, Lexington, KY. (June 19, 2012. 12 participants).

Memory Banking Lesson 1. Downer*, B., Hosier, A., Watkins, J., & Zanjani, F. Fayette County Cooperative Extension Office, Lexington, KY. (June 26, 2012. 12 participants).

Memory Banking Session 6

Memory Banking Lesson 4. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Henry County Cooperative Extension Office, New Castle, KY. (May 2, 2012. 24 participants)

Memory Banking Lesson 3. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Henry County Cooperative Extension Office, New Castle, KY. (April 25, 2012. 24 participants)

Memory Banking Lesson 2. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Henry County Cooperative Extension Office, New Castle, KY. (April 18, 2012. 24 participants)

Memory Banking Lesson 1. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Henry County Cooperative Extension Office, New Castle, KY. (April 11, 2012. 24 participants)

Memory Banking Session 5

Memory Banking Lesson 4. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Richmond Place Continuum of Care Retirement Community. Lexington, KY. (Feb. 1, 2012. 8 participants)

Memory Banking Lesson 3. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Richmond Place Continuum of Care Retirement Community. Lexington, KY. (Jan. 26, 2012. 8 participants)

Memory Banking Lesson 2. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Richmond Place Continuum of Care Retirement Community. Lexington, KY. (Jan. 19, 2012. 8 participants)

Memory Banking Lesson 1. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Richmond Place Continuum of Care Retirement Community. Lexington, KY. (Jan. 12, 2012. 8 participants)

Memory Banking Session 4

Memory Banking Lesson 4. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Fayette County Cooperative Extension Office, Lexington, KY. (May 24, 2011. 15 participants)

Memory Banking Lesson 3. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Fayette County Cooperative Extension Office, Lexington, KY. (May 16, 2011. 15 participants)

Memory Banking Lesson 2. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Fayette County Cooperative Extension Office, Lexington, KY. (May 9, 2011. 15 participants)

Memory Banking Lesson 1. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Fayette County Cooperative Extension Office, Lexington, KY. (May 2, 2011. 15 participants)

Memory Banking Session 3

Memory Banking Lesson 4. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. University of Kentucky Sander's Brown Alzheimer's Disease Center. (May 24, 2011. 6 participants)

Memory Banking Lesson 3. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. University of Kentucky Sander's Brown Alzheimer's Disease Center. (May 17, 2011. 6 participants)

Memory Banking Lesson 2. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. University of Kentucky Sander's Brown Alzheimer's Disease Center. (May 10, 2011. 6 participants)

Memory Banking Lesson 1. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. University of Kentucky Sander's Brown Alzheimer's Disease Center. (May 3, 2011. 6 participants)

Memory Banking Session 2

Memory Banking Lesson 1. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. University of Kentucky Osher Life-Long Learning Center/Fayette County Cooperative Extension Office, Lexington, KY. (April 26, 2011. 6 participants)

Memory Banking Lesson 3. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. University of Kentucky Osher Life-Long Learning Center/Fayette County Cooperative Extension Office, Lexington, KY. (April 19, 2011. 6 participants)

Memory Banking Lesson 2. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. University of Kentucky Osher Life-Long Learning Center/Fayette County Cooperative Extension Office, Lexington, KY. (April 12, 2011. 6 participants)

Memory Banking Lesson 1. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. University of Kentucky Osher Life-Long Learning Center/Fayette County Cooperative Extension Office, Lexington, KY. (April 5, 2011. 6 participants)

Memory Banking Session 1

Memory Banking 4. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Elliott County Cooperative Extension Office. Sandy Hook, KY. (Nov. 15, 2010. 7 participants)

Memory Banking 3. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Elliott County Cooperative Extension Office. Sandy Hook, KY. (Nov. 8, 2010. 7 participants)

Memory Banking 2. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Elliott County Cooperative Extension Office. Sandy Hook, KY. (Nov. 1, 2010. 7 participants)

Memory Banking 1. Hosier, A., Downer, B., Watkins, J., & Zanjani, F. Elliott County Cooperative Extension Office. Sandy Hook, KY. (Oct. 25, 2010. 7 participants)

Instruction and Advising (Distribution of Effort: 16%)

Instruction

University of Kentucky:

Associate professor

- Fall 2016 FAM 254 Life Course Human Development (53 students).
- Summer 2016 FAM 475/HES 300 Keys to to Well-Being: What We Can Learn from the World's Longest Lived People. Education Abroad to Greece. (12 students)
- Fall 2015 FAM 254 Life Course Human Development (33 students).
- Spring 2015 FAM 475/HMT 486 Lifestyles as a Tourism Attraction. Education Abroad to Greece (21 students).
- Fall 2014 FAM 254 Life Course Human Development (55 students).

Assistant professor

- Fall 2013 FAM 254 Life Course Human Development (45 students).
- Fall 2012 FAM 254 Life Course Human Development (60 students).
- Fall 2011 FAM 654/EDP 600 Lifespan Human Development and Behavior (11 students).
- Fall 2010 FAM 654/EDP 600 Lifespan Human Development and Behavior (18 students).
- Fall 2009 FAM 654/EDP 600 Lifespan Human Development and Behavior (22 students).
- Fall 2008 FAM 654/EDP 600 Lifespan Human Development and Behavior (13 students).

Doctoral/Post-doctoral student***

Spring 2007 GRN 770** Residential Options and Transitions for Older Adults (5 students).
Spring 2004 GEO 465* Aging and Society (35 students).

Other Universities/Colleges:

(York College of Pennsylvania)

Fall 2008 GER 497 Long-Term Care AIT Internship (adjunct)
Spring 2008 GER 330 Final Separation: Death, Dying & Beyond (2 sections)
Spring 2008 PSY 222 Adult Development
Spring 2008 GER 497 Long-Term Care AIT Internship
Fall 2007-Spring 2008 SOC 345 Human Services and Techniques
Fall 2007-Spring 2008 GER 410 Clinical Aspects of Aging
Fall 2007 SOC 100: Introduction to Sociology

Guest Lectures:

Community Nutrition and Healthy Aging. DHN 403: Community Nutrition and Wellness. Department of Dietetics and Human Nutrition. University of Kentucky. (April 2014).

Narrative Interviewing with Vulnerable Populations. GRN 651: Qualitative Gerontology. Graduate Center for Gerontology. University of Kentucky. (Feb. 2013).

Age-related decline and stress. FAM 502: Families and Children under Stress. Dept. of Family Sciences, University of Kentucky. (Feb. 2013).

Age-related decline and stress. FAM 502: Families and Children under Stress. Dept. of Family Sciences, University of Kentucky. (Feb. 2012).

Qualitative Interviews with Vulnerable Adults. GRN 651: Qualitative Gerontology. Graduate Center for Gerontology, University of Kentucky. (Feb. 2011).

Age-related decline and stress. FAM 502: Families and Children under Stress. Dept. of Family Sciences, University of Kentucky. (Sept. 2010).

Aging Families. FAM 252: Introduction to Family Science. Dept. of Family Sciences, University of Kentucky. (August 2009).

Communication: Generational Differences & Change. NFS 514: Dietetics: Counseling and Communication. Dept. of Nutrition and Food Science, University of Kentucky. (Oct. 2008).

Age-related decline and stress. FAM 502: Families & Children under Stress. Dept. of Family Sciences, University of Kentucky. (Oct. 2008).

Teaching Enhancement/Skill Development:

eLearning Innovation Initiative (eLLI) Award Participant. May 2015-April 2016. Work on innovative teaching and learning for online courses. University of Kentucky.

Course Design. Sponsored by University of Kentucky Center for the Enhancement of Learning & Teaching Excellence (CELT). (November 2012).

Teaching with Integrity: Challenges and Opportunities of Large Classes. Dr. C. Rice, UK. Sponsored by University of Kentucky Center for the Enhancement of Learning & Teaching Excellence (CELT). October, 2012.

Beyond PowerPoint: Assertion-Evidence Design Workshop. Melissa Marshall, Penn State University. Sponsored by University of Kentucky Center for the Enhancement of Learning & Teaching Excellence (CELT). (April 2012).

Blended Learning. Sponsored by CELT. (January 2012).

A Focus on Active Learning. University of Kentucky Spring College of Agriculture Teaching Workshop/Center for Excellence in Teaching and Learning. (May 2010).

Mindful Learning Workshop by Dr. Ellen Langer (Harvard University). Sponsored by the School of Human Environmental Sciences Fall Retreat. Lexington, KY. (August 2009).

How Do People Learn? by Pam Sigler, Extension Curriculum Specialist. Webinar Training. (May 2009).

Engaging Students at Higher Cognitive Levels by Dr. S. Whittington, The Ohio State University.

University of Kentucky Center for Excellence in Teaching and Learning. (May 2009).

Turn-It-In Workshop. Originality checking/plagiarism prevention. University of Kentucky. (Dec. 2008).

The Culture of the College Classroom, presented by Dr. J. Jensen, Educational Policy Studies and Evaluation Department. University of Kentucky. New Faculty Development Series. (Sept. 2008).

College of Agriculture Fall Teaching & Advising Workshop. University of Kentucky Center for Excellence in Teaching and Learning (CETL). Presented by Drs. Tracy Kitchel and Bryan Hains, Community Leadership and Development Department; & Distinguished Guest, Dr. Susan Campbell from the University of Southern Maine. (Aug. 2008).

Domestic and Education Abroad Study Tour Efforts:

FAM 475: Keys to Well-Being: What We Can Learn from the World's Longest Lived People.

Instructors: A. Hosier and Sandra Bastin, Department of Dietetics and Human Nutrition. University of Kentucky. Scheduled for Summer 2016. Travel to Athens and Icaria Greece for 12 days.

FAM 475: Lifestyle as a Tourism Attraction. Instructors: A. Hosier and Jason Swason, HMT.

University of Kentucky. 21 students traveled to Athens and Icaria Greece for 12 days.

FAM 759: New Mexico Study Tour. Instructors: Drs. Ann Vail and A. Hosier. (Spring 2012).

This course was scheduled to be offered during the Spring 2012 semester, but cancelled due to low student registration.

Advising

Undergraduate Advising University of Kentucky:

- 13 students (9 seniors; 1 junior; 1 sophomore; 2 freshmen). Fall 2015
- 17 students (12 seniors; 3 juniors; 1 sophomore; 1 freshman). Spring 2015
- 15 students (8 seniors; 5 juniors; 1 sophomore; 1 freshmen) Fall 2014
- 13 students (6 seniors, 6 juniors, 1 sophomore). Spring 2014
- 16 students (10 seniors, 5 juniors, 1 sophomore). Fall 2013
- 13 Students (12 seniors; 1 junior). Spring 2013
- 13 Students (7 seniors; 6 juniors). Fall 2012
- 22 Students (12 seniors; 3 juniors; 5 sophomores; 2 freshmen). Spring 2012
- 21 Students (11 seniors; 7 juniors; 2 sophomores; 1 freshman). Fall 2011

Graduate Committees:

Doctoral Level

Co-chair

1. Completed. Mark Maines (Family Sciences). University of Kentucky (March 2010-present). Topic: Family Volunteerism.
2. Completed. Erin Powell (Family Sciences). University of Kentucky (August 2011-2013 as a member; August 2013-May 2015 as a co-chair). Topic: *Sexual Health and Well-Being in Later Life*.

Member

1. Aiesha Skinner. Graduate Center for Gerontology. University of Kentucky (August 2015-Present). *African American Caregiving*.
2. Karina Christopher. Graduate Center for Gerontology. University of Kentucky (December 2014-present). *The trajectory of food identity throughout the life course*.
3. Completed. Stephanie Blevins (Family Sciences). University of Kentucky (Sept. 2009-July 27, 2010). Dissertation: *Program Evaluation: A Study of the Impact of a Workforce Preparation Program*
4. Completed. Jennifer Hunter (Family Sciences) U of Kentucky (Aug. 2009-June 14, 2010). Dissertation: *Analysis of Household Economic Activities During a Period of Economic Recession: A Series*.

Masters Level (*= student conducting an "in-lieu-of-thesis" paper)

Chair

1. Sarah Christian: University of Kentucky Family Sciences. Topic: Body image and sexual experiences.
2. Suzan Nunn: University of Kentucky Family Sciences, scholarly project, April 2011-present. Topic: Caregiving.

3. Completed. Staci Zimmerman: University of Kentucky Family Sciences, Thesis, Sept. 2011-May 2014. Topic: Death Acceptance and Marital Satisfaction.
4. Completed. Erin Yelland*: University of Kentucky Family Sciences, in-lieu-of-Thesis, August 2011-2013 as a committee member; August 2013-February 2014 as Chair. Topic: Sexual Health and Well-being in Later Life.
5. Emily Flores: University of Kentucky Family Sciences. Thesis-track. 2009. Transferred to UK Rehabilitation Counseling program.
6. Bailey Williams: University of Kentucky Family Sciences. Thesis-track. Fall 2008-2009.

Co-Chair:

1. Completed. Erica Nordquist: University of Kentucky Family Sciences, thesis, April 2011-July 2012). Topic: Recalled Parental Differential Treatment in Adulthood

Member

1. Laura White-Brown. Topic: Homelessness, aging and finances.
2. Completed. Danielle Hutchins, CTLE. *We are talking about your future: Nelson County 4-H homeschool career exploration*. Successfully defended: December 4, 2014.
3. Completed. Deborah Keys*, (UK Family Sciences, in-lieu-of-thesis successfully defended 10/19/10)

Teaching-Assistant Advisor:

Sarah Christian, Masters Student, Family Sciences, University of Kentucky (2015-present)
Teresa Hardin, Masters Student, Family Sciences, University of Kentucky (2014-2015)
Dalín Parkinson, Masters Student, Family Sciences, University of Kentucky (2013-2014)
Amber Thomas, Masters Student, Family Sciences, University of Kentucky (2012-2013)
Jackie Taul, Masters Student, Family Sciences, University of Kentucky (2012)
Erin Powell (Yelland), Ph.D. Student, Family Sciences, University of Kentucky (2011)
Deborah Keys, Ph.D. Student, Family Sciences, University of Kentucky (2010)
Linda Bradford, Ph.D. Candidate, Family Sciences, University of Kentucky (2010)
Emily Flores, Masters Student, Family Sciences, University of Kentucky (2009)
Katherine Oliver, Masters Student, Family Sciences, University of Kentucky (2008)

Service

Editorships, Review Panels, Reviewer Service

Outside reviewer for Promotion and Tenure documents. (July 2015). Cheryl Gernwelge, Assistant Extension Professor. Texas A&M.

First Reviewer. *Older Women as a Resource for Engaging Rural Community Members in Walking Groups*. The Forum for Family and Consumer Issues. (August 2013).

Reviewer. *Prepare to Care*. University of Wisconsin Extension Services. Authors: Faye Malek/Diane Weber. (July, 2009).

Abstract Reviewer. Extension Human Sciences Networking Conference. New Orleans, LA. (April 2009).

Reviewer. National eXtension National Reviewer for 3 FAQs (#s36375, 37146, 336374). (April 2009).

Internal Reviewer for Family Consumer Sciences:

Reviewer. *Tips for parents: Helping children watching from a distance to understand the impact of a disaster*. FCS (Family Consumer Sciences) Extension Publication. (March 2012).

Reviewer. *Tips for parents: Helping displaced children cope with disaster*. FCS (Family Consumer Sciences) Extension Publication. (March 2012).

Reviewer. *Tips for parents: Helping children concerned about loved ones affected by a disaster*. FCS (Family Consumer Sciences) Extension Publication. (March 2012).

Reviewer. *Grandparents Raising Grandparents*. KEHA (Kentucky Extension Homemakers Association) Lesson, FCS (Family Consumer Sciences) Extension. (January 2010).

Service in Professional Organizations

Elected Membership Committee Chairperson. Southern Gerontological Society (SGS). July 2014.

Pre-Conference Workshop Committee Member. National Extension Association of Family & Consumer Sciences (NEAFCS) 2014. Topic: Dementia. Lexington, KY (2013-Present)

Elected Board Member. Southern Gerontological Society (SGS). (2013-Present)

Program Committee Co-Chair. Southern Gerontological Society (SGS). (2013-Present)

Institutional Representative Sub-Committee Co-Chair. Association for Gerontology in Higher Education (AGHE). (2009-2010)

Membership Steering Committee member. Association for Gerontology in Higher Education (AGHE). (2009-Present)

Alternate Institutional Representative for University of Kentucky. Association for Gerontology in Higher Education (AGHE). (2009-Present)

Steering Committee Member. eXtension Family Caregiving Community of Practice. (2008-Present)

National News Release Reviewer. eXtension Family Caregiving Community of Practice. (2009-2011)

Planning Committee Member. Extension Human Sciences Networking Conference. New Orleans. (2009)

Activities Chair. Sigma Phi Omega member (National Gerontological Honor Society). (2004-2005).

President. Chi Sigma Iota (counseling honor society) local chapter, St. Cloud St. University, St. Cloud, MN. (1999-2001).

Committees

University:

Committee Member. Ed. Abroad Scholarship Committee. University of Kentucky (2014-present).

Committee Member. University of Kentucky Worklife and ElderCare. National Caregiving Month Planning Committee. (2013-2014).

Committee Member. University of Kentucky Graduate Certificate in Gerontology. (2010-present)

Affiliate Faculty. University of Kentucky Graduate Center for Gerontology. (2008-Present)

Curriculum Committee Member. University of Kentucky Osher Life Long Learning Institute (OLLI). (2009-2010)

Trustee Scholarship Selection Committee Member. York College of Pennsylvania. (2008)

Senior Honor Society Selection Committee Member. York College of Pennsylvania. (2007-2008)

Cooperative Extension Services:

Co-Leader. Military Family Caregiving Network. (February 2013-Present)

Committee Member. FCS Program Leader Search Committee. (May 2013-Present)

Committee Member. FCS Family Assets Task Force. (May 2013-Present)

Appointed Committee Member. College of Agriculture eXtension Integration & Institutional Team. (May 2012-Present)

Committee Member. FCS State Initiative, *Nurturing Families* sub-committee, *Nurturing Healthy Relationships*. (March 2012-Present)

Appointed Committee Member. Cooperative Extension Services Planning for the Future committee. (June 2011-Present)

Committee Member. FCS Editorial Review team. (January 2009-Present)

Appointed Chairperson. FCS State Initiative, *Embracing Life as We Age*. (January 2009-Present)

Committee Member. FCS State Initiative, *Promoting Healthy Homes & Communities*. (February 2010-Present)

Appointed Committee Member. FCS Evaluation Retreat planning committee. (May-August 2011)

Department (Family Sciences):

Committee Member. International Education Abroad Committee for HES, University of Kentucky. (Spring 2012-Present).

Committee Member. Graduate Admissions Committee. (2010-2011)

Committee Member. Doctoral Qualifying Exam Committee. (2009-2011)

Committee Member. Promotion and Tenure Ad hoc Committee. (2008-2009)

Service to Community:

Tailored Care (TCare) for Military and Family Caregiving. Certification in process. Helen Bader School of Social Welfare; University of WI-Milwaukee. Trained at Ft. Campbell, KY. (2013-14).

Committee Member. KY Safe Aging Coalition (declined invite to serve as Chair). (2009-Present).

Steering Committee Member. Bluegrass Taskforce for Long Term Care. Lexington, KY (2006-Present)

Committee Member. Kentucky Cabinet for Health and Family Services Kincare Steering Committee (2009-2010)

Committee Member. Kentucky Policies for Healthy Aging. (2009-2010)

Mayor-Appointed Committee Member. Fayette County Citizen Corps Council. Lexington, KY (Office: Co-Secretary). (2009)

Volunteer/Community Service

Board Member. Wood Lake Battlefield Preservation Association. (2006-present)

Animal Assisted Therapy Team Member of the Delta Society. (2001-2014)

Professional Positions and Internships

Professional:

Outreach Services Coordinator, Southeastern Minnesota Center for Independent Living, Rochester, MN. (2001-2002)

Activities Coordinator, Dow-Rummel Retirement Village, Sioux Falls, SD. (1998-1999)

Internships:

Southeastern Minnesota Center for Independent Living, Rochester, MN (2000)

Independent Lifestyles Center for Independent Living, St. Cloud, MN (2000)

Alzheimer's Association, Sioux Falls, South Dakota (1999)

Parish Nursing, First Presbyterian Church, Sioux Falls, South Dakota (1999)

Long-Term Care Administration, Dow-Rummel Village, Sioux Falls, South Dakota (1998)

Jennifer Hunter

 fam-hes.ca.uky.edu/person/jennifer-hunter

Professional Profile

Jennifer Hunter serves the University of Kentucky College of Agriculture, Food and Environment and the School of Human and Environmental Sciences as an Assistant Professor in Family Sciences, State Extension Specialist for Family Financial Management, and Director of the Managing in Tough Times Initiative.

Jennifer has been at the University of Kentucky since 2001. She has her BS, MS, and PhD from the University of Kentucky. Jennifer's background includes a large cross-section of Extension experience, ranging from county agent to state specialist. She has held primary appointments in the three principal Extension-programming areas, 4-H Youth Development, Family and Consumer Sciences, and Agriculture and Natural Resources.

She has over 150 print and electronic publications and has conducted over 800 Extension educational programs. She teaches a course in family resource management and is active in student advising.

Jennifer's professional and research interest primarily focus on household financial management and student financial wellness.

Course Instruction

FAM 402: Family Resource Management

Research

Household Financial Recovery following Economic Recession
College Student Debt Loads and Repayment Capabilities

Extension Emphasis

Family Financial Management
Basic Financial Education (managing expenses, budgeting and saving)
Management in Tough Times College Initiative

Education

Ph.D., Family Studies, University of Kentucky
M.S., Vocational Education, University of Kentucky
B.S., Agricultural Economics, University of Kentucky

CURRICULUM VITAE

Jennifer L. Hunter, Ph.D.

Assistant Professor Family Sciences, Family Finance

Extension Title Series

Appointment Date: July 1, 2010

CONTACT INFORMATION

319A Funkhouser Building
Department of Family Sciences
University of Kentucky
Lexington, Kentucky 40546-0054

Email: jhunter@uky.edu
Voice: (859) 257-3290
Fax: (859) 257-3212

EDUCATION

- 2010 Ph.D. Family Studies, University of Kentucky
 Major Field: Family Finance and Resource Management
- 2003 M.S. Vocational Education, University of Kentucky
 Major Field: Agricultural Education
- 1999 B.S. Agricultural Economics, University of Kentucky
 Major Field: Farm Management

PROFESSIONAL EXPERIENCE

- 2010 to present *Assistant Extension Professor, Family Sciences*
 University of Kentucky
- 2006 to 2010 *Senior Extension Associate, Agricultural Economics*
 University of Kentucky
- 2002 to 2006 *County Extension Agent, 4-H Youth Development*
 University of Kentucky
- 2001 to 2002 *Extension Associate, Animal Sciences*
 University of Kentucky
- 2000 to 2001 *Auditor, Precision Agricultural Services*
 Versailles, Kentucky

EVIDENCE OF NATIONAL/REGIONAL RECOGNITION

As an Assistant Extension Professor for Family Finance in the Department of Family Sciences, my goal has been to develop a nationally recognized extension program dedicated to promoting sound financial behaviors and improving financial stability. Notable accomplishments include primary authorship on *Building a Healthy Wealthy Future* (BHWF). BHWF is the youth component of the NIFA-USDA signature program *Small Steps to Health and Wealth*. The 74-page BHWF curriculum and accompanying extension publication series promotes youth financial literacy and the adoption of healthy lifestyle behaviors. The BHWF materials have been shared at numerous national conferences and presentations, as well as through the eXtension Child and Family Learning Network and the USDA National 4-H webinar series.

A key component of my extension program has focused on financial recovery following the Great Recession, and my work has garnered national attention, including publication in several national media outlets: CNNMoney, Huffington Post, HuffPost Live, and the National America Saves blog. Furthermore, I collaborated with the University of Tennessee Family Finance Extension program to develop the *You're Not Alone* awareness campaign. The *You're Not Alone* materials included a white paper, county extension agent curriculum materials, an agent in-service training, and two national conference presentations disseminating the program results. The *You're Not Alone* series highlighted eight central issues facing clientele both during and after the Great Recession; examples include unemployment, foreclosure, and student loan debt loads. As a result of the relationship that developed with the University of Tennessee, I was asked to provide the keynote address at the 2012 UT Family and Consumer Sciences Extension Agent Professional Development Conference. Additionally, I was invited to provide the keynote address for the Michigan State University Women in STEM conference in 2014.

Consequently, I have found success in receiving grant funds to promote my extension programming efforts from such agencies as the United States Department of Agriculture and the Southern Risk Management Extension Education Center. Since beginning my work at the University of Kentucky (UK), I have served as PI or Co-PI on more than \$1.4 million in extramurally funded projects.

Finally, I have developed an extensive media presence at the local and state level. I am a regular guest on WTVQ ABC 36 News, WKYT 27 NEWSFIRST, Kentucky Newsmakers, and Good Morning Kentucky. In addition to a newsletter received by nearly 80,000 Kentuckians on a monthly basis, I have been asked to contribute to articles in the *Louisville Courier Journal*, *Cow Country News*, *Ashland Daily Independent*, and *Kentucky Living*.

ONGOING EXTENSION PROGRAMMING

Managing in Tough Times (MITT). MITT is a cross-disciplinary initiative focused on assisting Kentuckians in the post-recession recovery period. The primary goal is to improve the economic well-being of individuals, families, and communities for both rural and urban settings. I served

as the initiative co-leader from 2010-2014, and assumed initiative leadership in 2015. Additional duties include leveraging and integrating the faculty and staff resources of the University of Kentucky and Kentucky State University to focus existing and future educational programming on the economic issues facing youth, families and farms in Kentucky. The MITT program was selected as Kentucky Cooperative Extension featured program from 2012 thru 2014. The featured program designation allows for aggregate county data collection and the documentation of statewide impact as reported by county extension agents.

During FY 12 thru FY 14, more than 9,886 MITT related programs have been delivered at the county level. MITT educational resources reached an audience of 393,657 people. Major accomplishments during FY 12 thru FY 14 are detailed below:

- **Featured Program Data:** Over 52,000 Kentuckians have become aware of how to manage/address current economic events facing their families, farming operations, or businesses as a result of MITT programming. Approximately 22,000 individuals have determined at least one specific savings or wealth related goal. Over 23,000 program participants have identified financial management strategies as a result of participation.
- **MONEYWISE Website:** The MONEYWISE website is designed to be an information hub for extension agents and clientele. The website, www.uky.ag/moneywise had 83,689 page views visits from 88 countries, 53 states and territories, and 182 cities within Kentucky since October 2010.

KyFarmStart - USDA Beginning Farmer Rancher Program. Co-Director and Co-PI on two-awards totaling \$1,304,097 from the USDA Beginning Farmer Rancher Program to establish a beginning farmer program in Kentucky. Project responsibilities include evaluating existing curriculum, developing curriculum specific to the needs of Kentucky, statewide promotion, in-service trainings, program evaluation, and grant reporting. A core element of the program includes family financial management and the relationship between family and farm finance. The program has reached more than 650 participants in over 50 Kentucky counties. Evaluation results from the CORE program indicate that 93% of survey respondents found the program useful and 63% had participated in other programs offered at their local CES office due to their participation in this program. Eighty-five percent of survey respondents reported confidence in their ability to manage their farm business as a result of participation in the course. Statistically significant knowledge increases were reported in all 12 knowledge areas assessed, including: business goals and missions, legal considerations, financial documents, farm business plans, crop production, livestock production, government programs, soils marketing, selecting a new farm enterprise, resource evaluation, and leadership development.

It's Your Reality Financial Life Skills Simulation. Today's college students are graduating with historically high levels of student loan and credit card debt while facing an extremely competitive job market. In response to this need, I conceptualized and developed the *It's Your Reality* (IYR) financial life skills simulation. The program was modeled after the 4-H Reality

Store program and tailored specifically for college students. The IYR program was offered on four separate days in 2013 and 2014 as campus-wide events; 1670 undergraduate students completed the simulation. Participant satisfaction with the program was extremely high. Ninety-five percent of respondents found the simulation exercise educational. Similarly, 94% of participants found the information presented practical skills and 74% reported the subject matter as timely. Participants experienced a statistically significant positive change in understanding across eight financial knowledge indicators.

Campus Based Extension Programming. At the end of 2013, student loan debt exceeded \$1 trillion nationally. According to *The Project on Student Debt*, an estimated seven out of every ten college students (69%) who graduated in 2013 had some form of student loan debt, with an average student loan debt of \$28,400 per graduate. Debt of any type can negatively impact an individual's financial stability, as well as his lifelong financial success. To address the concern of student debt loads, I have developed a campus-based Cooperative Extension presence focused on student financial wellness. In 2014, I was honored to be appointed to the University of Kentucky Student Financial Wellness Board. Additionally, since 2010, I have delivered 97 face-to-face student workshops, reaching nearly 3,000 undergraduate students. Contacts occur through freshman retention programs, residence hall meetings, and Greek organizations. The sessions are typically designed as a 50-minute discussion on "common money missteps of college students." For fall 2015, financial management has been incorporated into the UK 101 core curriculum, and to support this effort, I have developed a lesson plan, video, discussion questions and follow-up assignment for UK 101 instructors to use in their classrooms.

Building a Healthy Wealthy Future. Building a Healthy Wealthy Future (BHWF) is a new and innovative curriculum designed for students in grades six through eight, which offers personal finance and health education, as well as a variety of leadership and life skills. BHWF is the youth component of the NIFA-USDA signature program *Small Steps to Health and Wealth*. The 74-page BHWF curriculum and accompanying extension publication series promotes youth financial literacy and the adoption of healthy lifestyle behaviors. I was primary author on the curriculum and extension publication series. Program participants have reported increased abilities to track both spending and eating habits. The program has been promoted at the national level through various venues; at the local level, I developed and delivered three agent in-service trainings. Nearly 200 Kentucky County Extension Agents were trained in the curriculum aimed at helping adolescents connect personal behaviors to financial and health success.

Small Steps to Health and Wealth On-Line Challenge. To date, over 500 Kentuckians have competed in the Small Steps to Health and Wealth Challenge, with a reported savings of over \$48,000. The Small Steps to Health and Wealth On-Line Challenge is part of Rutgers' Small Steps to Health and Wealth program. The online database was licensed to the University of Kentucky in 2011, allowing participants to daily track the choices they make related to nutrition, physical activity, and personal finances. The challenge is designed to encourage Americans to simultaneously improve their health and wealth. I oversee the administration of the program at

the University of Kentucky, provide agent support, develop programmatic materials, and provide evaluation data to counties offering the program.

Bits and Tips. County Extension Agents have routinely expressed the concern that it is difficult to recruit participants to attend a meeting focused specifically on money management. In response to this concern, I developed the *Bits and Tips* materials, a series of prepackaged programs developed for use by 4-H Youth Development, Agriculture and Natural Resource, and Family Consumer Science extension agents, which explores 15 topics. The program package includes newspaper articles, radio scripts, a series of Facebook posts, and mini-PowerPoint presentations for each topic designed to assist agents in integrating financial education into other extension programs. Examples of topics include: talking to your teenager about money, using short-term credit to purchase farm inputs, and retiring in uncertain economic times.

Disaster Recovery Resources. To be responsive to the needs of county extension agents and clientele, a series of disaster related materials were assembled and localized to the state of Kentucky following the tornado outbreak in March 2012. Examples of materials included as part of the disaster recovery resources are newspaper articles, social media posts, radio scripts, and The Family Financial Toolkit (North Dakota/Minnesota Cooperative Extension Service). Unit 9 (Disaster Recovery Resources for Families) was localized for the state of Kentucky.

Media Outreach. I have developed a statewide media presence created from a broad media outreach plan. The intent of the media outreach plan was to establish the UK CES family finance extension program as a timely, non-biased information source. The plan includes traditional media channels (print, radio, and television) as well as social media. The media plan also includes a dissemination strategy at both the state and local (county) levels. Between 2010 and 2012, 105 public service announcement (PSA) packages were written, recorded, and distributed weekly to 375 AM and FM radio stations across the state. The family financial management PSAs were routinely picked up and played during the Cincinnati Reds broadcast. Initially, television media was engaged to promote family financial management; however, the presence has grown to include regularly scheduled news segments in several major markets. To date, I have delivered over 50 television news segments promoting timely financial topics. In an effort to continuously engage consumers, the MITT MONEYWISE newsletter was developed. An average of 80,000 Kentuckians receive the newsletter on a monthly basis. Many county extension agents prepare a weekly or monthly news article for their local newspapers. County extension agents receive 12 newspaper exclusives per year for use at their discretion. In addition, a family financial management social media presence flourished. Social media efforts reach an average weekly audience of 575 individuals. Furthermore, I write and funnel financially-focused social media posts directly to county extension agents for use through their social media outlets. Television, print, and social media efforts are ongoing and a prerecorded radio segments archive is available to radio stations for continual use.

County Agent In-service Training. Family and Consumer Sciences Extension emphasizes the train-the-trainer model for program delivery to maximize program offerings and clientele reached, due to the limited number of FCS Extension Specialists. Since 2010, I have developed programmatic content for 20 agent trainings. Several trainings were delivered in multiple locations to serve all areas of the state, for a total of 30 agent trainings delivered.

Extension Leader Lessons. As mentioned previously, the Family Consumer Sciences Extension program emphasizes the train-the-trainer model for program delivery. Extension Leader Lessons are developed by state specialists for use by county agents, county homemaker groups, and other extension partner organizations. All Extension Leader Lessons are pilot tested and peer reviewed prior to disseminating for county use. I have developed six Extension Leader Lessons. Examples of materials included: facilitator’s guide/lesson plan, extension publication, PowerPoint presentation, participant handouts, program evaluations, and sample impact statements.

SUMMARY OF ACTIVITIES (July 2010 to July 2015)

Peer Reviewed Extension Publications	County Extension Agent Trainings	Refereed Journal Articles	National/Regional Media Spots
16	30	4	14
Consumer Radio	Professional Meeting Presentations	Television News Segments	Newsletters
108	16	50	57
County Meetings	Leader Lessons	Undergraduate Guest Lectures	Information Releases/Exclusives
55	6	97	101

PEER REVIEWED RESEARCH PUBLICATIONS (4 since 2010)

- 1) **Hunter, J.L.** & Gillen, M. (in-press). The effectiveness of a college-based financial reality simulation in building financial capacity. *North American Colleges & Teachers of Agriculture Journal*.
- 2) **Hunter, J.L.** & Davis, J. (2014). Managing in tough times: Building a MONEYWISE program. *The Forum for Family & Consumer Issues*, 19 (1).
- 3) **Hunter, J.L.**, Meyer, L., Lovett, S. (2013). Risk management education for Kentucky farmwomen. *Journal of Human Sciences and Extension*, 1(1).
- 4) Meyer, L., **Hunter, J.L.**, Katchova, A. Lovett, S., Thilmany, M., Card, A. (2011). Approaching beginning farmers as a new stakeholder for extension. *Choices*, 26 (2).

PEER REVIEWED EXTENSION PUBLICATIONS (New = 16, Revised = 5)

- 1) **Hunter, J.L.** Peritore, N., Jackson, K.* (in-review), *Investigating Your Health Insurance Options*. (Peer Reviewed, Original Content).
- 2) **Hunter, J.L.** & Frey, L.* (2015), *Managing Holiday Expenses*, Pub # FCS5-462; pp. 4. (Peer Reviewed, Original Content).
- 3) **Hunter, J.L.** & Peritore, N. (2014), *Evaluating Your Health Insurance Needs*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub # FCS5-461; pp. 4. (Peer Reviewed, Original Content).
- 4) **Hunter, J. L.** (2013), *Savvy Sellers and Bargain Hunters: A Basics Guide to Yard Sales and Consignment Shops*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-460; pp. 4. (Peer Reviewed, Original Content).
- 5) **Hunter, J. L.** (2013), *Financial Considerations for Women: Planning for Major Life Events*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub#FCS5-459; pp. 3. (Peer Reviewed, Original Content).
- 6) **Hunter, J. L.** (2013), *Estate Planning: Federal and State Estate Taxes*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-427; pp. 2. (Minor Revision).
- 7) **Hunter, J. L.** (2012), *Maximizing Your Dollars in Retirement*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-458; pp.3. (Peer Reviewed, Original Content).
- 8) **Hunter, J. L.** (2012), *Rebounding Your Finances after the Great Recession*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-457; pp.4. (Peer Reviewed, Original Content)
- 9) **Hunter, J.L.** & Huff, N.* (2012), *Building a Healthy Wealthy Future: Youth*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub#FCS5-451; pp.74. (Peer Reviewed, Original Content).
- 10) **Hunter, J.L.** & Huff, N.* (2012), *Building a Healthy Wealthy Future...Helping Your Adolescent Plan for the Future*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-450; pp.8. (Peer Reviewed, Original Content).
- 11) **Hunter, J.L.** & Huff, N.* (2012), *Building a Healthy Wealthy Future...How Much Do I Really Cost?* Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-449; pp.4. (Peer Reviewed, Original Content).

- 12) **Hunter, J.L.** & Huff, N.* (2012), *Building a Healthy Wealthy Future...Sending the Right Message*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-448; pp.4. (Peer Reviewed, Original Content).
- 13) **Hunter, J.L.** & Huff, N.* (2012), *Building a Healthy Wealthy Future...Getting the Most Out of Life*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-447; pp.6. (Peer Reviewed, Original Content).
- 14) **Hunter, J.L.** & Huff, N.* (2012), *Building a Healthy Wealthy Future...Count Your Beans*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-446; pp.5. (Peer Reviewed, Original Content).
- 15) **Hunter, J.L.** & Huff, N.* (2012), *Building a Healthy Wealthy Future...Be a Rebel by Defying Risky Behaviors*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-445; pp.2. (Peer Reviewed, Original Content).
- 16) **Hunter, J. L.** (2011), *The Economics of Purchasing a More Fuel-Efficient Vehicle*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-444; pp.4. (Peer Reviewed, Original Content).
- 17) **Hunter, J. L.** (2011), *Preparing for the Unexpected...Disability Insurance*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-443; pp.4. (Peer Reviewed, Original Content).
- 18) **Hunter, J. L.** (2011), *After Death...How to Settle an Estate*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-436; pp.4. (Revised).
- 19) **Hunter, J. L.** (2011), *Estate Planning: Federal and State Estate Taxes*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-427; pp.2. (Revised).
- 20) **Hunter, J. L.** (2011), *Estate Planning: Selecting Your Team*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-423; pp.4. (Revised).
- 21) **Hunter, J. L.** (2011), *Estate Planning: Getting Started*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. Pub# FCS5-420; pp.4. (Revised).

GRANT ACTIVITY

Extramural Grant-Funded Projects

(2009-2015: PI: \$49,136; Co-PI: \$1,392,745; Collaborator: \$224,900)

- 1) **Hunter, J.L.** (PI), & Isaacs, S. (Co-PI). Managing for Today and Tomorrow: Risk Management Education for Kentucky Farm Families. \$49,136, University of Arkansas Southern Risk Management Education Center, April 1, 2015 – September 2016. (Extramural Funded Project, Regional Award).
 - a. Provided majority contribution to grant conceptualization, grant writing, grant administration, program delivery, program evaluation, and grant reporting
- 2) Meyer, L. (PI), **Hunter, J.L.** (Co-PI), Katchova, A. (Co-PI), Isaacs, S. (Co-PI), Bewley, J. (Co-PI), Ritchey, E. (Co-PI). KyFarmStart II: A Whole Farm Management Education Program for Beginning Farmers. \$561,564, *USDA Beginning Farmer Rancher Program*, September 1, 2012 – August 31, 2015. (Extramural Funded Project, National Award)
 - a. Provided significant contribution to grant conceptualization, coordination with subcontracts, grant writing, grant administration, and grant reporting
- 3) Meyer, A. L. (PI) & **Hunter, J.L.** (Co-PI), A Common Field: A Whole Farm Management Education Program, \$742,533, *USDA Beginning Farmer Rancher Program*, October 1, 2009 – September 30, 2012. (Extramural Funded Project, National Award)
 - a. Provided significant contribution to grant conceptualization, coordination with subcontracts, grant writing, grant administration, and grant reporting
- 4) Meyer, A. L. (PI), Renfrow (Co-PI), & **Hunter, J.L.** (Collaborator), Value Added Targeted Marketing-Extension, \$90,000, *Kentucky Governor's Office of Agricultural Policy*. January 2010 – December 2010. (Extramural Funded Project, State Award)
 - a. Provided contribution to grant conceptualization and project presentation; however, responsibilities did not entail grant management or program delivery
- 5) Meyer, A. L. (Co-PI) & **Hunter, J.L.** (Co-PI), Kentucky Annie's Project and Beyond: Risk Management Education for Farm Women, \$38,648, Texas A & M University Southern Risk Management Education Center, July 2009 – December 2010. (Extramural Funded Project, Regional Award)
 - a. Provided significant contribution to grant conceptualization, grant writing, grant administration, and grant reporting
- 6) Meyer, A. L.(PI), Katchova, A. (Co-PI), & **Hunter, J.L.** (Collaborator), Kentucky Agriculture in Transition: Ensuring Sustainability, Security, and Profitability, \$50, 000, Texas A & M University Southern Risk Management Education Center, July 2009 – December 2010.
 - a. Provided contribution to grant conceptualization and program delivery

- 7) Meyer, A. L. (PI), **Hunter, J.L.** (Co-PI), & Halich, G. (Co-PI). Adopting Annie's Project in Kentucky: Risk Management Education for Farm Women, \$50,000, *Texas A & M University Southern Risk Management Education Center*, July 2007 – June 2009. (Extramural Funded Project, Regional Award)
 - a. Provided significant contribution to grant conceptualization, grant writing, grant administration, and grant reporting
- 8) Stephenson, L. (PI) & **Hunter, J.L.** (Collaborator), College Student Investor Education Program, \$84,900, Financial Industry Regulatory Authority (FINRA), July 2009 – December 2010. (Extramural Funded Project, National Award)
 - a. Provided significant contribution to program delivery, program evaluation, and grant reporting

Internal Grant-Funded Projects (2010-2014, PI: \$12,150)

- 1) **Hunter, J. L.** (PI), It's Your Reality, \$4,650, Teaching Incentive and Improvement Fund, College of Agriculture, December 1, 2012 – June 30, 2013. (Internally Funded Project).
- 2) **Hunter, J. L.** (PI), Managing in Tough Times: Basic Financial Management Agent Train-the-Trainer, \$1,000, SARE Professional Development Program Grant, August 2011 – June 2012. (Internally Funded Project).
- 3) **Hunter, J. L.** (PI), Managing in Tough Times: Basic Financial Management Agent Train-the-Trainer, \$1,000, SARE Professional Development Program Grant, August 2011 – June 2012.
- 4) **Hunter, J. L.** (PI), An Assessment of Kentucky Families in a Post-Recession Economy, \$6,500, University of Kentucky, College of Agriculture, School of Human and Environmental Sciences Research Activity Award, January 2011 – May 2011.

Unfunded Extramural-Grant Projects

- 1) Meyer, L. (PI), **Hunter, J.L.** (Co-PI), Isaacs, S. (Co-PI), Williams, M. (Co-PI). KyFarmStart: A Holistic Approach to Beginning Farmer Education. \$749,150, *USDA Beginning Farmer Rancher Program*, September 1, 2015 – August 31, 2018. (Extramural Funded Project).
- 2) Batte, M. (PI), Katchovia, A. (Co-PI), **Hunter, J. L.** (Co-PI). Farmer Entry, Retirement, Business Transfer and Food Security: Issues of financial sustainability for small and mid-sized farms. USDA AFRI. \$500,000, 2014-2017. (Extramural Funded Project).
- 3) **Hunter, J. L.** (PI). CFPB Financial Coaching Project. \$1,215,080 University of Florida IFAS Subaward Consumer Finance Protection Bureau, 2014-2016. (Extramural Funded Project).

- 4) **Hunter, J. L.** (PI). Building Bridges to Financial Security. \$1,493,558 University of Florida IFAS Subaward Consumer Finance Protection Bureau, 2014-2019. (Extramural Funded Project).
- 5) Katchova, A. (PI), **Hunter, J. L.** (Co-PI), Meyer, L. (Co-PI). Farm Transitions Enhancing the Sustainability and Prosperity of Small and Medium-Sized Farms. USDA AFRI Foundation Program. \$500,000. 2014-2016. (Extramural Funded Project).
- 6) **Hunter, J. L.** (PI). Preparing for the Future while Navigating Uncertain Economic Times. \$37,359, *USDA Southern Risk Education Center*, July 1, 2012 – June 30, 2013. (Extramural Funded Project).
- 7) Heath, Claudia J. (PI), Kim, H. (Co-PI), & **Hunter, J. L.** (Co-PI). Determining the Relationship between Recession and Recovery for Older Displaced Low-Income Workers in Kentucky. *AARP*, \$200,000.
- 8) **Hunter, J. L.** (PI). Building a Healthy Wealthy Future: Curriculum Development. *AFCPE Mary O'Neil Financial Education Mini-Grant*, \$2,500.
- 9) **Hunter, J. L.** (PI). Building a Healthy Wealthy Future. *Council for Economic Education*, \$11,306.

PROFESSIONAL MEETING PRESENTATIONS/POSTERS

(Total 2010 – 2015: 16; 2007 – 2015 : 20)

- 1) **Hunter, J.L.** (2015, June). *Preparing Future Faculty through Undergraduate Student Service Learning* presented at the Family Science Association Conference.
- 2) **Hunter, J.L.**, & Stamper, K. (2014, January). *It's Your Reality: A Financial Life Skills Simulation for College Students* presented at Family Economics and Resource Management Association Conference.
- 3) **Hunter, J.L.**, & Davis, J. (2014, January). *Managing in Tough Times: Building a MONEYWISE Program* presented at Family Economics and Resource Management Association Conference.
- 4) Wise, D., Metzger, B., Berry, A., Shaffett, B., **Hunter, J.L.**, & Gutter, M. (2014, January). *Does Anything Work? Marketing a Financial Education Course to College Students* presented at Family Economics and Resource Management Association Conference.
- 5) Berry, A., Wise, D. & **Hunter, J.L.** (2014, January). *You're Not Alone: Financial Resiliency During Economic Recovery* presented at Family Economics and Resource Management Association Conference.

- 6) **Hunter, J.L.**, Wise, D., & Berry, A. (2013, August). *Financial Resiliency During Recovery: You're Not Alone* presented at the Rural Sociological Society Conference.
- 7) **Hunter, J.L.**, Meyer, L., Katchova, A., & Lovett, S. (2013, August). *KyFarmStart: Building a Beginning Farmer Program* presented at the Rural Sociological Society Conference.
- 8) Kim, H., **Hunter, J.L.**, & Vail, A. (2013, June). *Health Literacy and Retirement Savings in Later Years*, presented at the International Association of Gerontology and Geriatrics World Congress of Gerontology and Geriatrics.
- 9) Kim, H. & **Hunter, J.L.** (2013, April). *Health Literacy and Financial Consequences in Later Years*, presented at the American Council of Consumer Interests Conference.
- 10) **Hunter, J.L.** & Huff, N. * (2012, November). *Building a Healthy Wealthy Future: Design, Implementation, and Evaluation*, presented at the Association for Financial Planning Counseling, Planning, and Education Annual Conference.
- 11) O'Neill, B., **Hunter, J.L.**, Porter, N., & Gillen, M. (2012, November). *Small Steps to Health and Wealth*, presented at the Association for Financial Counseling, Planning, and Education Extension Pre-Conference.
- 12) Huff, N. * & **Hunter, J.L.** (2012, October). *Building a Healthy Wealthy Future Curriculum*, poster presentation at the National Council on Family Relation 74th Annual Conference
- 13) **Hunter, J.L.** & Huff, N. * (2012). *Building a Healthy Wealthy Future*. Eastern Family Economics and Resource Management Association, Charlotte, NC.
- 14) **Hunter, J. L.** & Huff, N. * (2012). *The Family: Understanding Adaption to a Post-Recession Period*. Eastern Family Economics and Resource Management Association, Charlotte, NC.
- 15) **Hunter, J. L.**, & Heath, C.J. (2010). *Household Analysis of Money Behaviors during a Period of Economic Recession*, Association for Financial Counseling, Planning and Education Conference.
- 16) Wise, D., Metzger, B., Berry, A., **Hunter, J.L.**, Stephenson, L., Gutter, M. (2010). *Engaging a College Student Audience in Investor Education*, Eastern Family Economic and Resource Management Association Conference.
- 17) **Hunter, J.L.** & Heath, C. (2009). *Household-based Analysis of the Effect of Recessionary Economic Events: Problems and Solutions*, American Council on Consumer Interests Conference, Milwaukee, WI.

- 18) Meyer, A.L., **Hunter, J.L.**, Badenhop, S. (2008). *Annie's Project in Kentucky, Lessons Learned*, Galaxy III, Indianapolis, IN.
- 19) Meyer, A.L. & **Hunter, J.L.** (2008). *Report and Analysis of the Southern Region Survey of Extension Agents/Educators for the So. SARE Professional Development Program*, Southern SARE Development Conference.
- 20) **Hunter, J.L.** (2007). *Extending a Good Program: Adopting Annie's Project in Kentucky*, National Risk Management Education Conference, Phoenix, AZ.

Invited Lectures (Total = 25)

- 1) **Hunter, J.L.** (2015). *Economics in Education*, Invited lecture for the University of Kentucky College of Education Graduate Seminar.
- 2) **Hunter, J.L.** (2015). *Personal Finance in Education*, Invited lecture for the University of Kentucky College of Education Graduate Seminar.
- 3) **Hunter, J.L.** & Isaacs, S. (2015). *Farm Succession Planning*, Invited lecture series for the Kentucky Corn Growers Association CORE Leadership Program.
- 4) **Hunter, J.L.** (2014). *Personal Finance for Degree Seeking Students*, University of Kentucky College of Health Sciences.
- 5) **Hunter, J.L.** (2014). *Financial Management for College Students*, Keynote speaker for Berea College Student Freshman Convocation.
- 6) **Hunter, J.L.** (2014). *Economics in Education*, Invited lecture for the University of Kentucky College of Education Graduate Seminar.
- 7) **Hunter, J.L.** (2014). *Personal Finance in Education*, Invited lecture for the University of Kentucky College of Education Graduate Seminar.
- 8) **Hunter, J.L.** (2014). *Building a Healthy Wealthy Future*. The Child and Family Learning Network eXtension. [National Webinar].
- 9) **Hunter, J.L.** (2013). *KyFarmStart*, Invited presentation at Kentucky Women in Agriculture Annual Meeting.
- 10) **Hunter, J.L.** (2013). *Extension Assessment Tools and Evaluation Techniques*, Invited lecture at Kentucky Association of State Extension Professionals Annual Meeting.
- 11) **Hunter, J.L.** (2013). *Financial Management for College Students*, Keynote speaker for Berea College Freshman Convocation.

- 12) **Hunter, J.L.** (2013). *Personal Finance in Education*, Invited lecture at University of Kentucky College of Education Summer Graduate Student Program.
- 13) **Hunter, J.L.** (2013). *Economics in Education*, Invited lecture at University of Kentucky College of Education Summer Graduate Student Program.
- 14) **Hunter, J.L.** (2013). *Financial Management: Farm, Business, and Home*, Invited lecture Kentucky Farm Bureau Leadership Conference.
- 15) **Hunter, J.L.** (2012). *Building a Healthy Wealthy Future*, Invited speaker for National 4-H Health Living Webinar, USDA.
- 16) **Hunter, J.L.** (2012). *Financial Management for College Students*, Keynote speaker for Berea College Freshman Convocation.
- 17) **Hunter, J.L.** (2012). *Economics in Education*, Invited lecture at University of Kentucky College of Education Summer Graduate Student Program.
- 18) **Hunter, J.L.** (2012). *Financial Resiliency*, Keynote address University of Tennessee Family and Consumer Sciences Extension Professional Development Conference.
- 19) **Hunter, J.L.** (2012). *Communication Strategies during Farm Succession Planning*, Invited presentation of the Kentucky Corn Growers Leadership Program.
- 20) **Hunter, J.L.** (2012). *Where Does Your Money Go?* Keynote address for Ashland Community and Technical College Annual Staff Conference.
- 21) **Hunter, J.L.** (2012). *An Assessment of Kentucky Families in a Post-Recession Period*. Invited lecture at the School of Human and Environmental Sciences Research Luncheon Series.
- 22) **Hunter, J.L.** (2011). *Building a Healthy Wealthy Future*, Invited presentation at the Association for Financial Counseling, Planning, and Education Extension Pre-Conference.
- 23) **Hunter, J.L.** (2011). *Financial Management for College Students*, Keynote speaker for Berea College Freshman Convocation.
- 24) **Hunter, J.L.** (2011). *Economics in Education*, Invited lecture at University of Kentucky College of Education Summer Graduate Student Program.
- 25) **Hunter, J.L.** (2010). *Financial Management for College Students*, Keynote speaker for Berea College Freshman Convocation.

OTHER EXTENSION and OUTREACH ACTIVITIES

County Agent In-Service Trainings (New Content Development = 20; Content Delivery = 30)

- 1) *Farm Succession Planning: Building a Bridge to Your Farm's Future*, Multiple Locations, July 2015. The farm transition program was designed to address the steps, challenges, and questions associated with transferring a viable farm business to the next generation. Topics covered included farm profitability, identifying needs and wants of both the older and younger generations, preparing for the orderly transfer of assets, family communications, and emerging issues and trends.
- 2) *Securing Financial Stability Plan of Work Trend Update*, Louisville, KY, May 2015. Provided county agents an overview of current economic conditions and trends to assist in preparation of the new four-year plan of work.
- 3) *Money Habitudes*, Multiple Locations, 2014 & 2015. A total of 145 county extension agents and paraprofessionals, representing all programming areas, attended the six-hour training. This in-service focused on introducing county extension agents and paraprofessionals to the Money Habitudes program and included training to facilitate the program in their own county.
- 4) *Get to Know Your BFF: Basic Family Finance*, Winchester, KY, February 2015. Three-hour session presented as part of the FCS Agent Training Week, reaching 35 county extension agents. This session provided basic financial management training, including: understanding the decision making process, goal setting, evaluating cash flow and household management processes.
- 5) *Taking the Mystery Out of Retirement Planning*, Lexington, KY, October 2014. Six-hour professional development opportunity, reaching 37 county extension agents. This program focused on investing for retirement, understanding the UK retirement system, key financial ages during retirement, and preparing yourself emotionally for retirement.
- 6) *Building Family Strengths and Aspirations during Financial Recovery*, Lexington, KY, May 2013. One-hour session presented as part of the FCS Agent Annual In-Service Training, reaching 45 county extension agents. This session provided an overview of the current economic situation, and discussion of financial strategies designed to improve family well-being; specific family assets targeted including establishing routines and adapting to challenges.

- 7) *Managing in Tough Times: Building Money Management Skills*, Multiple Locations, 2012 & 2013. One hundred thirty county extension agents and paraprofessionals attended the six-hour training, representing all extension programming areas. The objectives of the trainings were to provide county extension agents with the tools to assist clientele in understanding how their current money management practices affected their financial stability, increased their knowledge of money management practices that lead to financial control, and established financial management practices that promote financial stability. County extension agents were trained on two financial curriculums adapted for use in Kentucky.
- 8) *Nutrition Education Program: Making Your Money Work*, Lexington, KY, November 2012. The three hour training was attended by 130 EFNEP and SNAP paraprofessionals. Participants received training on the Making Your Money Work curriculum. The objectives of the trainings were to provide county extension agents with the tools to assist clientele in understanding how their current money management practices affected their financial stability, increased their knowledge of money management practices that lead to financial control, and established financial management practices that promote financial stability.
- 9) *4-H Series: Building a Healthy Wealthy Future*, Lexington, KY, November 2012. Two three-hour trainings offered as part of the 4-H Series in-service training. Ninety-five county extension agents attended. Participants received training on the Building Healthy Wealthy Future (BHWF) curriculum. The BHWF curriculum is a new and innovative curriculum designed for students in grades six to eight, offering personal finance and health education, as well as a variety of leadership and life skills.
- 10) *Financial Resiliency & Responsibility Conference*, Lexington, KY, May 2012. Over 60 county extension agents and community partners attended a one-day conference that included keynote speakers and breakout sessions on Kentucky's current economic status, estate planning, financial portfolio management, understanding financial scams, and financial issues for the 21st century.
- 11) *Building a Healthy Wealthy Future*, Lexington, KY, March 2012. Two one-hour sessions were presented as part of the FCS agent annual in-service training. A total of 70 agents participated. Participants were introduced to the Building Healthy Wealthy Future curriculum. The BHWF curriculum is a new and innovative curriculum designed for students in grades six to eight, offering personal finance and health education, as well as a variety of leadership and life skills.
- 12) *Understanding Retirement Investments*, Frankfort, Kentucky, 2010, 2011, & 2012. Presentation provided as part of new agent CORE training. Materials presented included investment fundamentals, understanding investment philosophy, factors affecting rate of return, retirement planning, and employee-sponsored retirement plans.

- 13) *FCS Trends: Preparing for Plan of Work*, Webinar, August 2011. Two two-hour sessions were offered in a webinar format by FCS Extension Specialist to county extension agents. Ninety-three agents participated in the trainings. Current trends were discussed for each of the initiative areas.
- 14) *Small Steps to Health and Wealth*, Webinar, December 2010. A one-hour Centra training focused on engaging clientele through 25 behavior change strategies to improve both personal finances and health, in addition to learning how to use the Small Steps to Health and Wealth strategies to develop a plan for setting and maintaining New Year's resolutions.
- 15) *KyFarmStart: An Introduction to the Kentucky's Beginning Farmer Program*, Louisville, KY, December 2010. Agent in-service training session offered in conjunction with the 2010 Kentucky Farm Bureau Annual Meeting. Seventy-seven ANR county extension agents attended the three-hour session designed to introduce the KyFarmStart curriculum, which included program design, website offerings, program dynamics, and pilot-county results.
- 16) *Succession Planning: Transitioning Your Farm to the Next Generation*, Multiple Locations, November 2010. Forty-four county extension agents attended the six-hour program, representing all program areas. The farm transition program was designed to address the steps, challenges, and questions associated with transferring a viable farm business to the next generation. Topics covered included farm profitability, identifying needs and wants of both the older and younger generations, preparing for the orderly transfer of assets, family communications, and emerging issues and trends. Case study examples were provided.
- 17) *KyFarmStart: ANR Updates*, Russellville, KY, October 2010. A one-hour introduction to the KyFarmStart Beginning Farmer Program was provided to 63 county extension agents. Materials presented included an overview of the USDA Beginning Farmer Rancher program and the key components of the KyFarmStart program.
- 18) *Money Management Resources for Kentucky Saves*, Multiple Locations, October 2010. Sixty-four county extension agents participated in the six-hour training. The program included an overview to the Kentucky Saves program. Participants were provided with programmatic resources to host a local Kentucky Saves campaign and learned to engage clientele to develop positive money management behaviors.
- 19) *Addressing a Changing Economy*, Lexington, KY, August 2010. Breakout session included as part of the School of Human Environmental Sciences Retreat. Participants in the 45-minute session were introduced to current economic trends, recession recovery efforts, and the concept of the "new normal" in terms of family finance.
- 20) *Money Management Resources for Young Adults*, Lexington, KY, May 2010. Breakout session included as part of the FCS Statewide training. Ninety-five county extension agents participated in one of three replicated sessions. Participants were introduced to the

college student investor education program “Love Your Money” (LYM). The LYM learning modules were demonstrated and agents were provided with marketing materials and access to the website.

County/Multi-County Educational Programs (Total = 55)

- 1) **Hunter, J.L.** *Farm Succession Planning*. Johnson County Extension Office, August 2015.
- 2) **Hunter, J.L.** *There is an App for that: Using Technology to Improve Your Personal Finances*. Fayette County Extension Office, May 2015.
- 3) **Hunter, J.L.** *Investing for Retirement*. Meade County Extension Office, May 2015.
- 4) **Hunter, J.L.** *Estate Planning*. Kentucky Extension Homemakers Annual Meeting, May 2015.
- 5) **Hunter, J.L.** *Long Term Care Considerations*. Scott County Extension Office, April 2015.
- 6) **Hunter, J.L.** *Estate Planning*. Rowan County Extension Office (Lync-session), April 2015.
- 7) **Hunter, J.L.** *Estate and Retirement Planning*. Allen County Extension Office, April 2015.
- 8) **Hunter, J.L.** *Succession Planning*. Metcalfe County Extension Office, April 2015.
- 9) **Hunter, J.L.** *Financial Issues and Aging*. Kenton County Extension Office, March 2015.
- 10) **Hunter, J.L.** *Financial Issues and Aging*. Boone County Extension Office, March 2015.
- 11) **Hunter, J.L.** *Financial Considerations for Farm Women*. Four Rivers Women in Ag, November 2014.
- 12) **Hunter, J.L.** *Know Your Money Habitude*. Fayette County Extension Office, November 2014.
- 13) **Hunter, J.L.** *Managing Holiday Expenses*. Campbell County Extension Office, October 2014.
- 14) **Hunter, J.L.** *Estate Planning*. Scott County Extension Office, October 2014.
- 15) **Hunter, J.L.** *Estate Planning*. Washington County Extension Office, August 2014.
- 16) **Hunter, J.L.** *Tighten Your Budget after a Job Loss*. Fayette County Extension Office, April 2014.

- 17) **Hunter, J.L.** *Estate Planning*. McCreary County Extension Office, April 2014.
- 18) **Hunter, J.L.** *Estate Planning*. Union County Extension Office, April 2014.
- 19) **Hunter, J.L.** *Retirement and Investment Planning*. Campbell County Extension Office, March 2014.
- 20) **Hunter, J.L.** *Estate Planning*. Wayne County Extension Office, March 2014.
- 21) **Hunter, J.L.** *Estate Planning*. Estill County Extension Office, December 2013.
- 22) **Hunter, J.L.** *Understanding Your Credit Score and Credit Report*. Fayette County Extension Office, November 2013.
- 23) **Hunter, J.L.** *Insurance Planning*. Russell County Extension Office, November 2013.
- 24) **Hunter, J.L.** *Money Talk for Women*. Boone County Extension Office, November 2013. [Webinar]
- 25) **Hunter, J.L.** *Where Does Your Money Go?* Gallatin County Extension Office, October 2013.
- 26) **Hunter, J.L.** *Estate Planning*. Russell County Extension Office, October 2013.
- 27) **Hunter, J.L.** *Estate Planning*. Fayette County Extension Office, October 2013.
- 28) **Hunter, J.L.** *Estate Planning*. Hardin County Extension Office, October 2013.
- 29) **Hunter, J.L.** *Money Matters*. Bourbon County Extension Office, September 2013.
- 30) **Hunter, J.L.** *Values, Missions, and Goals*. Fayette County Extension Office, July 2013.
- 31) **Hunter, J.L.** *Estate Planning*. Rowan County Extension Office, April 2013.
- 32) **Hunter, J.L.** *Estate Planning*. Henderson County Extension Office, March 2013.
- 33) **Hunter, J.L.** *Estate Planning*. LaRue County Extension Office, February 2013.
- 34) **Hunter, J.L.** *Estate Planning*. Meade County Extension Office, February 2013.
- 35) **Hunter, J.L.** *Rebounding Your Finances after Recession* [Homemaker Leader Lesson Training]. Barren County, October 2012.
- 36) **Hunter, J.L.** *Rebounding Your Finances after Recession* [Homemaker Leader Lesson Training]. Warren County, October 2012.

- 37) **Hunter, J.L.** *Estate Planning*. Oldham County Extension Office, September 2012.
- 38) **Hunter, J.L.** *What Women Should Know About Finances* [Homemaker Leader Lesson Training]. Nelson County, August 2012.
- 39) **Hunter, J.L.** *Estate Planning*. Muhlenberg County Extension Office, August 2012.
- 40) **Hunter, J.L.** *Estate Planning*, Hart County Extension Office, April 2012.
- 41) **Hunter, J.L.** *Estate Planning*, Webster County Extension Office, March 2012.
- 42) **Hunter, J.L.** *Retirement & Investment Planning*, Campbell County Extension Office, March 2012.
- 43) **Hunter, J.L.** *Estate Planning*, Livingston County Extension Office, January 2012.
- 44) **Hunter, J.L.** *Estate Planning*, KY Farm Bureau Analysis Annual Meeting, December 2011.
- 45) **Hunter, J.L.** *Money Sense for Women*, Boone County Extension Office, November 2011.
- 46) **Hunter, J.L.** *What Should Women Know About Finances*, Clark County Extension Office, October 2011.
- 47) **Hunter, J.L.** *What Women Should Know about Finances*, KY Extension Homemaker Annual Conference, May 2011.
- 48) **Hunter, J.L.** *Estate Planning*, Knot County Extension Office, April 2011.
- 49) **Hunter, J.L.** *Estate Planning*, Caldwell County Extension Office, March 2011.
- 50) **Hunter, J.L.** *Estate Planning*, Pendleton County Extension Office, March 2011.
- 51) **Hunter, J.L.**, & Keith, K. *Spring into Green: Kentucky Saves*, McCracken County, March 2011.
- 52) **Hunter, J.L.**, & Meyer, L. *KyFarmStart: Mentorship*, Fayette County, January 2011.
- 53) **Hunter, J.L.** *Transitioning Your Farm to the Next Generation*, Warren County, November 2010.
- 54) **Hunter, J.L.** *Transitioning Your Farm to the Next Generation*, Henderson County, November 2010.
- 55) **Hunter, J.L.** *Watch Your Money Work*, Hopkinsville Community College, August 2010.

Extension Agent Resources

Kentucky Extension Leader Lessons (Total = 6)

The University of Kentucky Family Consumer Sciences Extension program emphasizes the train-the-trainer model for program delivery. Extension leader lessons are developed by state specialists for use by county agents, county homemaker groups, and other extension partner organizations. All Extension leader lessons are pilot tested and peer reviewed prior to disseminating for county use.

- 1) **Hunter, J.L.**, Jackson, K. *, & Peritore, N. (in-review). Evaluating Your Health Insurance Needs and Wants. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [Extension Leader Lesson Facilitators Guide, pp. 5, Extension Leader Lesson PowerPoint Slides, pp. 13, Program Evaluation, Sample Impact Statement, Program Marketing Materials]. (Peer Reviewed, Original Content).
- 2) **Hunter, J.L.**, Frey, L. *, & Jackson, K. * (2015). Savvy Sellers and Bargain Hunters: Basic Guide to Yard Sales and Consignment Shops. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [Extension Leader Lesson Facilitators Guide, pp. 4, Extension Leader Lesson PowerPoint Slides, pp. 8, Program Evaluation, Sample Impact Statement, Program Marketing Materials]. (Peer Reviewed, Original Content).
- 3) **Hunter, J.L.** & Jackson, K. * (2015). Managing Holiday Expenses: How to Reduce Spending to Decrease Financial Stress. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [Extension Leader Lesson Facilitators Guide, pp. 5, Extension Leader Lesson PowerPoint Slides, pp. 14, Program Evaluation, Sample Impact Statement, Program Marketing Materials]. (Peer Reviewed, Original Content).
- 4) **Hunter, J.L.** (2013), *Maximizing Your Dollars in Retirement*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [Extension Leader Lesson Facilitators Guide, pp. 7, Extension Leader PowerPoint Slides, pp. 12, Program Evaluation, Sample Impact Statement, Program Marketing Materials]. (Peer Reviewed, Original Content).
- 5) **Hunter, J.L.** (2013), *Managing in Tough Times: Rebounding Your Finance\$ after Recession*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [Extension Leader Lesson Facilitators Guide, pp. 8, Program Evaluation, Sample Impact Statement, Program Marketing Materials]. (Peer Reviewed, Original Content).

- 6) **Hunter, J.L.** (2013), *What Women Should Know About Finances: Planning for Life's Major Events*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [Extension Leader Lesson Facilitators Guide, pp. 5, Extension Leader Lesson PowerPoint Slides, pp. 10, Program Evaluation, Sample Impact Statement, Program Marketing Materials]. (Peer Reviewed, Original Content).

Curriculum Resources (New Curriculum = 1; Adapted = 4)

- 1) **Hunter, J.L.** & Huff, N.* (2012). *Building a Healthy Wealthy Future: Youth*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [Facilitators Guide, Participant Handout, Participant Worksheets, Participant Publications] (Pub#FCS5-451; pp.74). (Peer Reviewed, Original Content)
- 2) **Hunter, J.L.**, & Keith, K. (2012). *Where Does Your Money Go?* Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [Curriculum, pp. 66]. **Adapted** for use in Kentucky from Purdue University Cooperative Extension Service.
- 3) **Hunter, J.L.**, & Keith, K. (2012). *Where Does Your Money Go? Single Session Presentation*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [PowerPoint Presentation, 26 slides]. **Adapted** for use in Kentucky from Purdue University Cooperative Extension Service.
- 4) **Hunter, J.L.**, & Keith, K. (2012). *Where Does Your Money Go? Two Session Presentation*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [PowerPoint Presentation, 49 slides]. **Adapted** for use in Kentucky from Purdue University Cooperative Extension Service.
- 5) **Hunter, J.L.**, & Keith, K. (2012). *Making Your Money Work*, Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. [Facilitator's Guide, pp.89; Participant Workbook, pp. 42; Participant Handouts, pp. 40]. **Adapted** for use in Kentucky from Purdue University Cooperative Extension Service.

MEDIA OUTREACH

Regional and National Media (Total = 14)

- 1) **Hunter, J.L.** (2015, July 7). Are you ready to retire? [Guest Blog] *America Saves*.
- 2) **Hunter, J.L.** (2014, December 17). Should you consider an extended warranty? [Guest Blog] *America Saves*.
- 3) **Hunter, J.L.** (2014, December 4). Protecting your identity during the holiday season. [Guest Blog] *America Saves*.

- 4) Frey, L. * & **Hunter, J.L.** (2014, November 20). BONUS BLOG: Reusing and making decorations. [Guest Blog] *America Saves*.
- 5) Frey, L. * & **Hunter, J.L.** (2014, November 20). Re-use and make decorations this holiday season. [Guest Blog] *America Saves*.
- 6) Frey, L. * & **Hunter, J.L.** (2014, November 19). Beating the holiday financial blues. [Guest Blog] *America Saves*.
- 7) **Hunter, J.L.** (2014, September 10). College bound. [Guest Blog] *America Saves*.
- 8) Frey, L. * & **Hunter, J.L.** (2014, August 12). Planning for college expenses. [Guest Blog] *America Saves*.
- 9) Roenker, Robin. (2013, January). Spend Less, Save More. *Kentucky Living Magazine*.
- 10) HuffPost Live (Producer). (2012). *Mortgaging Your Womb* [Online Newscast].
- 11) Pearson, Catherine. (2012, September 5). Pregnancy Cost: Is having kids becoming unaffordable for middle class women? *The Huffington Post*.
- 12) Censky, Annalyn. (2012, August 9). The coming baby boom recovery. *CNNMoney*.
- 13) Hall, Gregory. (2012, July 14). Dry & high: Kentucky gets some grocery relief, *The Courier-Journal*, Louisville, KY.
- 14) James, Mike (2012, June 2). Ashland native offers up some sound family financial advice, *The Daily Independent*, Ashland, KY.

Television News Segments: (Total = 50)

- 1) **Hunter, J.L.**, & Bryant, B. (Anchor). (July 2015). *Strategies for the Successful Transition of your Small Business or Family Farm*, [News Feature]. In Kentucky Newsmakers. Lexington, KY: WKYT 27 Broadcasting.
- 2) **Hunter, J.L.**, & Bryant, B. (Anchor). (May 2015 2015). *Transitioning Your Small Business or Family Farm to the Next Generation*, [News Segment]. In 27 NEWSFIRST. Lexington, KY: WKYT 27 Broadcasting.
- 3) **Hunter, J.L.** & Gawthrop, L. (Anchor). (July 2015). *Farm Succession Planning*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 4) **Hunter, J.L.** & Gawthrop, L. (Anchor). (July 2015). *Yard Sales*, [News Segment]. In ABC 36 Good Morning Kentucky. Lexington, KY: WTVQ 36 Broadcasting.

- 5) **Hunter, J.L.** & Gawthrop, L. (Anchor). (June 2015). *Downsizing Your Home*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 6) **Hunter, J.L.**, & Bryant, B. (Anchor). (May 2015). *Summer Travel on a Budget*, [News Feature]. In Kentucky Newsmakers. Lexington, KY: WKYT 27 Broadcasting.
- 7) **Hunter, J.L.** & Gawthrop, L. (Anchor). (May 2015). *Financial Considerations for Teen Drivers*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 8) **Hunter, J.L.** & High, D. (Anchor). (March 2015). *Savings at the Pump*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 9) **Hunter, J.L.** & High, D. (Anchor). (February 2015). *Tax Time Savings*, [News Segment]. In ABC 36 News Good Morning KY. Lexington, KY: WTVQ 36 Broadcasting.
- 10) **Hunter, J.L.** & High, D. (Anchor). (January 2015). *Decluttering Your Home*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 11) **Hunter, J.L.**, & Bryant, B. (Anchor). (January 2015). *Getting Organized in the New Year*, [News Segment]. In 27 NEWSFIRST. Lexington, KY: WKYT 27 Broadcasting.
- 12) **Hunter, J.L.** & High, D. (Anchor). (January 2015). *Holiday Financial Hangover*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 13) **Hunter, J.L.** & High, D. (Anchor). (December 2014). *Extended Warranties*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 14) **Hunter, J.L.** & High, D. (Anchor). (December 2014). *Re-Gifting*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 15) **Hunter, J.L.** & High, D. (Anchor). (November 2014). *Credit Card Safety*, [News Segment]. In ABC 36 News Good Morning KY. Lexington, KY: WTVQ 36 Broadcasting.
- 16) **Hunter, J.L.** & Bryant, B. (Anchor). (August 2014). *Back to School Shopping*, [News Segment]. In 27 NEWSFIRST. Lexington, KY: WKYT 27 Broadcasting.
- 17) **Hunter, J.L.** & High, D. (Anchor). (July 2014). *Understand Wants and Needs*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 18) **Hunter, J.L.** & High, D. (Anchor). (June 2014). *Consignment Shopping*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.

- 19) **Hunter, J.L.** & Gawthrop, L. (Anchor). (April 2014). *Yard Sale Season*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 20) **Hunter, J.L.**, Stanley, J. & Gawthrop, L. (Anchor). (March 2014). *Understanding Your Credit Report and Credit Score*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 21) **Hunter, J.L.** & Gawthrop, L. (Anchor). (February 2014). *Couponing*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 22) **Hunter, J.L.** & Gawthrop, L. (Anchor). (January 2014). *Getting Your Finances Back on Track*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 23) **Hunter, J.L.** & Gawthrop, L. (Anchor). (November 2013). *CyberShopping*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 24) **Hunter, J.L.** & Gawthrop, L. (Anchor). (August 2013). *Understanding Reverse Mortgages*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 25) **Hunter, J.L.** & Gawthrop, L. (Anchor). (July 2013). *Money Tips for College Students*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 26) **Hunter, J.L.**, Keith, K. & High, D. (Anchor). (May 2013). *Rent or Own Your Home*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 27) **Hunter, J.L.**, Keith, K. & Gawthrop, L. (Anchor). (January 2013). *Organizing Your Financial Records*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 28) **Hunter, J.L.** & Bryant, B. (Anchor). (January 2013). *Managing Your Finances*, [News Feature]. In WKYT 27 Kentucky Newsmakers: Lexington, KY WKYT Broadcasting.
- 29) **Hunter, J.L.** & Pelietz, B. (Reporter). (December 2012). *Reality Check: How the fiscal cliff will impact you*, [News Segment]. In WKYT 27 Nightly News: Lexington, KY WKYT Broadcasting.
- 30) **Hunter, J.L.** & High, D. (Anchor). (December 2012). *New Year's Financial Resolutions*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 31) **Hunter, J.L.**, Keith, K. & High, D. (Anchor). (December 2012). *Extended Warranties*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 32) **Hunter, J.L.**, Keith, K. & High, D. (Anchor). (November 2012). *Holiday Budgeting*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.

- 33) **Hunter, J.L.**, Keith, K. & High, D. (Anchor). (September 2012). *Refinancing Your Home*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 34) **Hunter, J.L.**, Keith, K. & High, D. (Anchor). (August 2012). *College Bound Money Management*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 35) **Hunter, J.L.**, Keith, K. & High, D. (Anchor). (May 2012). *Planning a Vacation on a Budget*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 36 Broadcasting.
- 36) **Hunter, J.L.**, Keith, K. Bailey, B. (Anchor), & Bryant, B. (Anchor). (April 2012). *Taking an Inventory of Your Home*, [News Segment]. In 27 NEWSFIRST. Lexington, KY: WKYT 27 Broadcasting.
- 37) **Hunter, J.L.**, Keith, K. & Gawthrop, L. (Anchor). (April 2012). *Updating Your Homeowner's Policy*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ 27 Broadcasting.
- 38) **Hunter, J.L.**, Keith, K., Bailey, B. (Anchor), & Bryant, B. (Anchor). (February 2012). *Kentucky Saves Program* [News Segment]. In 27 NEWSFIRST. Lexington, KY: WKYT 27 Broadcasting.
- 39) **Hunter, J.L.**, Keith, K. & Gawthrop, L. (Anchor). (January 2012). *Holiday Financial Hangover*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ Broadcasting.
- 40) **Hunter, J.L.**, Bailey, B. (Anchor), & Bryant, B. (Anchor). (December 2011). *No Cost/Low Cost Gift Giving*, [News Segment]. In 27 NEWSFIRST. Lexington, KY: WKYT 27 Broadcasting.
- 41) **Hunter, J.L.**, & Bryant, B. (Anchor). (December 2011). *Tax Benefits of Charitable Contributions*, [News Segment]. In 27 NEWSFIRST. Lexington, KY: WKYT 27 Broadcasting.
- 42) **Hunter, J.L.**, Keith, K. & Runyon, K. (Anchor). (December 2011). *Year-end Charitable Contributions*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ Broadcasting.
- 43) **Hunter, J.L.**, Keith, K. & Runyon, K. (Anchor). (November 2011). *No Cost Gift Giving*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ Broadcasting.

- 44) **Hunter, J.L.**, Keith, K. & Runyon, K. (Anchor). (September 2011). *Small Steps to Health and Wealth*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ Broadcasting.
- 45) **Hunter, J.L.**, Keith, K. & Runyon, K. (Anchor). (May 2011). *Making the Most of Your Gas Budget*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ Broadcasting.
- 46) **Hunter, J.L.**, Bailey, B. (Anchor), & Bryant, B. (Anchor). (March 2011). *Using Your Tax Refund Wisely*, [News Segment]. In 27 NEWSFIRST. Lexington, KY: WKYT 27 Broadcasting.
- 47) **Hunter, J.L.**, Keith, K. & Runyon, K. (Anchor). (March 2011). *Making the Most of Your Tax Refund*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ Broadcasting.
- 48) **Hunter, J.L.**, & Mallory, M. (Anchor). (March 2011). *Managing Money in Tough Times*, [News Segment]. In Local 6 Midday. Paducah, KY: WPSD Broadcasting.
- 49) **Hunter, J.L.**, Keith, K. & Cruse, L. (Anchor). (February 2011). *Managing in Tough Times*, [News Segment]. In LEX 18 News at 12:30. Lexington, KY: WLEX Broadcasting.
- 50) **Hunter, J.L.**, Keith, K. & Runyon, K. (Anchor). (November 2010). *Holiday Shopping on a Budget*, [News Segment]. In ABC 36 News at 12:30. Lexington, KY: WTVQ Broadcasting.

Radio Programs: (Total = 108)

Consumer Radio News Program – The Consumer Radio News Program is produced by the University of Kentucky College of Agriculture, Agricultural Communications Services Unit. The Consumer Radio News program offers pre-recorded radio programs to commercial radio stations and to county Extension agents via audio CDs and formatted MP3. The material was made available on a weekly basis to 375 AM and FM radio stations in Kentucky until January 2013. A total of **95** consumer radio segments were recorded July 2010 – December 2012. The radio consumer segments are archived by Agricultural Communications Services at <http://news.ca.uky.edu/multimedia/radio/consumer-radio-news>, for radio media and county agent use.

Across Kentucky – Across Kentucky is produced by the Kentucky Farm Bureau Federation as a radio news source about rural Kentucky. The Across Kentucky program is broadcast in 138 radio markets (stations) in all regions of the state. The radio news segments are archived by the Kentucky Farm Bureau Federation at <https://www.kyfb.com/federation/news-room/across-kentucky/>

- 1) **Hunter, J.L., & Feldhouse, M. (Anchor).** (December 2011). *Spending Plans for Holiday Shopping*, [Radio News Segment]. In Across Kentucky. Lexington, KY: Kentucky Farm Bureau Radio.
- 2) **Hunter, J.L., & Feldhouse, M. (Anchor).** (November 2011). *Kentuckians Adjusting to the New Normal*, [Radio News Segment]. In Across Kentucky. Lexington, KY: Kentucky Farm Bureau Radio.
- 3) **Hunter, J.L., & Feldhouse, M. (Anchor).** (March 2011). *Management in Tough Times*, [Radio News Segment]. In Across Kentucky. Lexington, KY: Kentucky Farm Bureau Radio.

Public Service Announcements (PSAs) – PSA series are produced by the University of Kentucky College of Agriculture, Food and Environment Agricultural Communications Services Unit in response to a specifically identified need. PSAs are provided to commercial radio stations to use on a run-of-schedule basis.

- 1) **Hunter, J.L., & Demattina, R. (Producer).** (2010). *Putting Your Tax Refund to Work*, [PSA]. In Managing in Tough Times Public Service Announcement Series. Lexington, KY: Kentucky Cooperative Extension Service.
- 2) **Hunter, J.L., & Demattina, R. (Producer).** (2010). *Holiday Shopping*, [PSA]. In Managing in Tough Times Public Service Announcement Series. Lexington, KY: Kentucky Cooperative Extension Service.
- 3) **Hunter, J.L., & Demattina, R. (Producer).** (2010). *Holiday Alternatives*, [PSA]. In Managing in Tough Times Public Service Announcement Series. Lexington, KY: Kentucky Cooperative Extension Service.
- 4) **Hunter, J.L., & Demattina, R. (Producer).** (2010). *Energy Savings*, [PSA]. In Managing in Tough Times Public Service Announcement Series. Lexington, KY: Kentucky Cooperative Extension Service.
- 5) **Hunter, J.L., & Demattina, R. (Producer).** (2010). *Preparing for Cold Weather*, [PSA]. In Managing in Tough Times Public Service Announcement Series. Lexington, KY: Kentucky Cooperative Extension Service.
- 6) **Hunter, J.L., & Demattina, R. (Producer).** (2010). *Credit Card Danger Signals*, [PSA]. In Managing in Tough Times Public Service Announcement Series. Lexington, KY: Kentucky Cooperative Extension Service.
- 7) **Hunter, J.L., & Demattina, R. (Producer).** (2010). *Managing Credit Card Debt*, [PSA]. In Managing in Tough Times Public Service Announcement Series. Lexington, KY: Kentucky Cooperative Extension Service.

- 8) **Hunter, J.L.**, & Demattina, R. (Producer). (2010). *Save Money with an Expense Log*, [PSA]. In *Managing in Tough Times Public Service Announcement Series*. Lexington, KY: Kentucky Cooperative Extension Service.
- 9) **Hunter, J.L.**, & Demattina, R. (Producer). (2010). *Finding Money to Save*, [PSA]. In *Managing in Tough Times Public Service Announcement Series*. Lexington, KY: Kentucky Cooperative Extension Service.
- 10) **Hunter, J.L.**, & Demattina, R. (Producer). (2010). *Spending on Clothes*, [PSA]. In *Managing in Tough Times Public Service Announcement Series*. Lexington, KY: Kentucky Cooperative Extension Service.

Print Media:

MONEYWISE Financial Management Newsletter (Total = 57)

A monthly newsletter developed and distributed to all county extension agents for redistribution at the county level. Based on a survey of county extension agents, it is estimated that 80,000 Kentuckians receive the MONEYWISE Newsletter on a monthly basis. Fifty-seven issues have been distributed December 2010 – August 2015. The MONEYWISE Newsletter is archived at <http://www2.ca.uky.edu/moneywise/newsletters.htm>.

- 1) Jackson, K. * & **Hunter, J.L.** (July 2015). *Ins and Outs of Warehouse Club Shopping*. *MONEYWISE Family Financial Management*.
- 2) **Hunter, J.L.** (June 2015). *Downsizing Your Home: How to Start the Process*. *MONEYWISE Family Financial Management*.
- 3) **Hunter, J.L.** (June 2015). *Downsizing Your Home: How to Start the Process*. *MONEYWISE Family Financial Management*.
- 4) Frey, L. * & **Hunter, J.L.** (May 2015). *The Keys to Driving: Financial Considerations for Teen Drivers*. *MONEYWISE Family Financial Management*.
- 5) **Hunter, J.L.** (April 2015). *Answering the What-If Questions: Estate Planning Considerations*. *MONEYWISE Family Financial Management*.
- 6) **Hunter, J.L.** (March 2015). *Pump Up Your Savings*. *MONEYWISE Family Financial Management*.
- 7) **Hunter, J.L.** (February 2015). *Be SMART with Your Tax Refund*. *MONEYWISE Family Financial Management*.
- 8) **Hunter, J.L.** (January 2015). *Resisting the Urge to Splurge*. *MONEYWISE Family Financial Management*.

- 9) **Hunter, J.L.** (December 2014). Protecting Your Identity during the Holiday Season. *MONEYWISE Family Financial Management.*
- 10) **Hunter, J.L.** (November 2014). Should You Consider an Extended Warranty? *MONEYWISE Family Financial Management.*
- 11) Frey, L. * & **Hunter, J.L.** (October 2014). Beating the Holiday Financial Blues. *MONEYWISE Family Financial Management.*
- 12) **Hunter, J.L.** (September 2014). How Much Home Can You Afford? *MONEYWISE Family Financial Management.*
- 13) **Hunter, J.L.** (August 2014). Shop Your Local Farmer's Market on a Budget. *MONEYWISE Family Financial Management.*
- 14) **Hunter, J.L.** (July 2014). Communicating with Children about Money. *MONEYWISE Family Financial Management.*
- 15) **Hunter, J.L.** (June 2014). Consignment Shopping. *MONEYWISE Family Financial Management.*
- 16) **Hunter, J.L.** & Huff, N. * (May 2014). Talking Needs vs. Wants. *MONEYWISE Family Financial Management.*
- 17) **Hunter, J.L.** (April 2014). Yard Sales: Bargain Shopping. *MONEYWISE Family Financial Management.*
- 18) **Hunter, J.L.** (March 2014). Clip and Save: Stretching Your Grocery Dollar. *MONEYWISE Family Financial Management.*
- 19) **Hunter, J.L.** (February 2014). Understanding Credit Score and Credit Reports. *MONEYWISE Family Financial Management.*
- 20) **Hunter, J.L.** (January 2014). Take Control of Your Finances in Tough Times. *MONEYWISE Family Financial Management.*
- 21) **Hunter, J.L.** (December 2013). The Price of Convenience. *MONEYWISE Family Financial Management.*
- 22) **Hunter, J.L.** (November 2013). Cybershopping Saving Strategies. *MONEYWISE Family Financial Management.*
- 23) **Hunter, J.L.** (October 2013). Plug Your Spending Leaks. *MONEYWISE Family Financial Management.*

- 24) **Hunter, J.L.** (September 2013). Family Money Savings Tips While on the Go. *MONEYWISE Family Financial Management.*
- 25) **Hunter, J.L.** (August 2013). Family Communications About Money. *MONEYWISE Family Financial Management.*
- 26) **Hunter, J.L.** (July 2013). Considering a Reverse Mortgage? *MONEYWISE Family Financial Management.*
- 27) **Hunter, J.L.** (June 2013). Yard Sales: Savvy Sellers. *MONEYWISE Family Financial Management.*
- 28) **Hunter, J.L.** (May 2013). Student Loans. *MONEYWISE Family Financial Management.*
- 29) **Hunter, J.L.** (April 2013). Home is Where the Heart is: Should I Rent or Buy? *MONEYWISE Family Financial Management.*
- 30) **Hunter, J.L.** (March 2013). Hitting the Road...Buying a Vehicle. *MONEYWISE Family Financial Management.*
- 31) **Hunter, J.L.** (February 2013). Stretching Your Paycheck. *MONEYWISE Family Financial Management.*
- 32) **Hunter, J.L.** (January 2013). Get Organized in the New Year. *MONEYWISE Family Financial Management.*
- 33) **Hunter, J.L.** (December 2012). Insurance...What Kind Do You Need? *MONEYWISE Family Financial Management.*
- 34) **Hunter, J. L.** (November 2012). Financial Preparations for the Holidays. *MONEYWISE Family Financial Management.*
- 35) **Hunter, J.L.** (October 2012). Maximizing Your Dollar. *MONEYWISE Family Financial Management.*
- 36) **Hunter, J.L.** (September 2012). Mortgage Math. *MONEYWISE Family Financial Management.*
- 37) **Hunter, J.L.** (August 2012). College Bound. *MONEYWISE Family Financial Management.*
- 38) **Hunter, J.L.** (July 2012). Teaching Your Children About Money. *MONEYWISE Family Financial Management.*
- 39) **Hunter, J.L.** (June 2012). Preparing for the Unexpected. *MONEYWISE Family Financial Management.*

- 40) **Hunter, J.L.** (May 2012). Getting Away on What You Can Afford. *MONEYWISE Family Financial Management*.
- 41) **Hunter, J.L.** (April 2012). Green Spring. *MONEYWISE Family Financial Management*.
- 42) **Hunter, J.L.** (March 2012). Take Control of Your Taxes, *MONEYWISE Family Financial Management*.
- 43) **Hunter, J.L.** (February 2012). KY Saves, *MONEYWISE Family Financial Management*.
- 44) **Hunter, J.L.** (January 2012). Resolve to Save, *MONEYWISE Family Financial Management*.
- 45) **Hunter, J.L.** (December 2011). Thoughtful and Thrifty-Gift Cards, *MONEYWISE Family Financial Management*.
- 46) **Hunter, J.L.** (November 2011). Charity Today, Security in the Future, *MONEYWISE Family Financial Management*.
- 47) **Hunter, J.L.** (October 2011). Preparing Your Home for Cold Weather, *MONEYWISE Family Financial Management*.
- 48) **Hunter, J.L.** (September 2011). More Holiday Enjoyment for Less, *MONEYWISE Family Financial Management*.
- 49) **Hunter, J.L.** (August 2011). Take the Health and Wealth Challenge, *MONEYWISE Family Financial Management*.
- 50) **Hunter, J.L.** (July 2011). Back (Packed) and Ready for School, *MONEYWISE Family Financial Management*.
- 51) **Hunter, J.L.** (June 2011). Summer Savings, *MONEYWISE Family Financial Management*.
- 52) **Hunter, J.L.** (May 2011). Enjoying Summer on a Budget, *MONEYWISE Family Financial Management*.
- 53) **Hunter, J.L.** (April 2011). Tackling Rising Gas Prices, *MONEYWISE Family Financial Management*.
- 54) **Hunter, J.L.** (March 2011). Savings, *MONEYWISE Family Financial Management*.
- 55) **Hunter, J.L.** (February 2011). Taxes, *MONEYWISE Family Financial Management*.

56) **Hunter, J.L.** (January 2011). Achieving Your Financial New Year's Resolutions, *MONEYWISE Family Financial Management*.

57) **Hunter, J.L.** (December 2010). Household Money Saving Tips, *MONEYWISE Family Financial Management*.

News Releases: (Total = 10)

- 1) Pratt, K. & **Hunter, J.L.** (2013, September 4). Event will provide glimpse into students' financial future. *AgNews*.
- 2) Pratt, K., **Hunter, J.L.**, Davis, J. (2013, March 28). UK extension hosts financial resiliency conference. *AgNews*.
- 3) Pratt, K., **Hunter, J.**, Howard, T., Noe, G., & Nash, B. (2012, February 20). Extension helps Kentuckians learn how to save money. *AgNews*.
- 4) Pratt, K. & **Hunter, J.L.** (2011, November 22). New Website helps Kentuckians Save Money. *AgNews*.
- 5) Pratt, K. & **Hunter, J.L.** (2011, October 24). Many Kentuckians struggling through tough economic conditions. *AgNews*.
- 6) Pratt, K. & **Hunter, J.L.** (2011, August 15). Online Challenge to help Kentuckians become Healthier, Wealthier. *AgNews*.
- 7) Pratt, K., **Hunter, J.L.**, Keith, K. (2011, February, 22). UK unveils Managing in Tough Times Initiative. *AgNews*.
- 8) Pratt, K. **Hunter, J.L.**, (2010, November 24). Extension project teaches financial principals to college students. *AgNews*.
- 9) Pratt, K., **Hunter, J.L.**, Davis, J. (2010, November 3). UK College of Agriculture Revamps Moneywise website. *AgNews*.

Agent Exclusives (Total = 17)

Agent Exclusives are a service provided by the Agricultural Communications Services Unit. Agent exclusives are newspaper articles available to all county extension agents to reprint locally. Agent Exclusives are archived by Agricultural Communications Services at <http://warehouse.ca.uky.edu/agc/exclusives/exclusive.asp?year=2010&srchRadio=ALL>.

- 1) Pratt, K., & **Hunter, J.L.** (2015, January). Saving for Vacation.
- 2) Pratt, K., & **Hunter, J.L.** (2014, April). Make Your Yard Sale a Success.

- 3) Pratt, K., Hosier, A. & **Hunter, J.L.** (2014, February 14). Re-entering the Work Force Later in Life.
- 4) Pratt, K., & **Hunter, J.L.** (2013, November 7). Piggy Bank Contest Underway.
- 5) Pratt, K., & **Hunter, J.L.** (2013, September 12). Add a Little Green to Your Golden Years.
- 6) Pratt, K., & **Hunter, J.L.** (2013, July 18). Help College Students Find the Right Financial Track.
- 7) Pratt, K., & **Hunter, J.L.** (2013, April 25). Don't Break the Bank on Summertime Fun.
- 8) Pratt, K., & **Hunter, J.L.** (2013, January 3). Preparing for Tax Season is Half the Battle.
- 9) Pratt, K., & **Hunter, J.L.** (2012, September 27). Kentucky Saves Piggy Bank Contest.
- 10) Pratt, K., & **Hunter, J.L.** (2012, August 16). Reduce Your Grocery Costs.
- 11) Pratt, K., & **Hunter, J.L.** (2012, June 6). Planning for Retirement.
- 12) Pekarchik, K., & **Hunter, J. L.** (2012, February 2). Estate Planning.
- 13) Pekarchik, K., & **Hunter, J. L.** (2012, January 5). Starting a Successful Savings Plan.
- 14) Pekarchik, K., & **Hunter, J. L.** (2011, December 8). Wise Holiday Spending.
- 15) Pekarchik, K., & **Hunter, J. L.** (2011, September 1). Teaching Children About Money.
- 16) Pekarchik, K., & **Hunter, J. L.** (2011, August 18). Use National Economic Woes as an Opportunity to Examine the Family Budget.
- 17) Pekarchik, K., & **Hunter, J. L.** (2011, January 6). Gear up for Kentucky Saves Week.

FCS Information Releases (Total = 74)

FCS Information Releases are provided to Family and Consumer Science extension agents on a quarterly basis. Primary uses for the information releases are: county newsletters, newspaper articles, fact cards, websites, and in other situations, agents find the information useful for county programming and information dissemination. Seventy-four *FCS* information releases have been written and archived on the UK *FCS* internal webpage since July 2010.

TEACHING AND ADVISING

Teaching

Summer 2015 FAM 350: Consumer Issues (Distance Learning, Overload Assignment), Students Enrolled: 16, Evaluations: Not Available

Fall 2014 FAM 402: Family Resource Management; Students Enrolled: 36
Evaluations: Value of Course = 3.8; Quality of Teaching = 3.8

Summer 2014 Education Abroad: Korea Study Tour (Secondary Faculty Chaperone)

Spring 2014 GS 695: Special Problems in College Teaching and Learning (Overload Assignment), Enrolled: 5

Spring 2014 FAM 786: Advanced Problems Family Economics and Management (Independent Study), Enrolled: 1

Fall 2013 FAM 402: FAM 402: Family Resource Management; Students Enrolled: 32
Evaluations: Value of Course = 3.9; Quality of Teaching = 4.0

Spring 2013 FAM 402: FAM 402: Family Resource Management; Students Enrolled: 17
Evaluations: Value of Course = 3.8; Quality of Teaching = 3.9

Spring 2012 FAM 402: Family Resource Management; Students Enrolled: 12
Evaluations: Value of Course = 3.7; Quality of Teaching = 3.6

Summer 2011 FAM 786: Advanced Problems Family Economics and Management (Independent Study), Enrolled: 1

Spring 2011 FAM 752: Seminar in Family Theory Construction; Students Enrolled: 13
Evaluations: Value of Course = 3.4; Quality of Teaching = 3.1

Undergraduate Advisees

<u>Term</u>	<u>Advisees</u>
2011 Fall	15
2012 Spring	23
2012 Fall	15
2013 Spring	14
2013 Fall	15
2014 Spring	14
2014 Fall	12
2015 Spring	15

Workshops/Trainings Attended

University of Kentucky College of Agriculture Gridiron Challenge, May 2015
eLearning: Using Canvas, May 7, 2015
CELT New Teaching Faculty Workshop: Student Incivility, September 19, 2013
Faculty Learning Community: Student Engagement Techniques, Spring 2013 (5 sessions)
Getting Started with Service Learning, October 22, 2012
Faculty Learning Community: Student Engagement Techniques, Fall 2012 (9 sessions)
College of Agriculture, Teaching and Technology Fair, August 15, 2012
Assessment at UK, Lexington Kentucky, March 30, 2011

Graduate Student Advising

2011 M.S. Lindsay Smith. *Affording Adoption: Financial and Emotional Costs*.

Committee Service: 8

SERVICE AND RECOGNITION

Outreach and Service

Kentucky Extension Homemakers Faculty Advisor, 2013-2015
Kentucky Ag Advisory Council, Meeting Facilitator, 2013
National Issues Forum, Facilitator, Floyd County, Kentucky, May 2012
Succession Planning, KCA Annual Convention, Organizer, January 2012.
Kentucky Cattleman's Women's Program, Panelist, January 2012.
United Way of the Bluegrass, Trainer, FDIC MoneySmart Curriculum, April 2011
National Issues Forum, Facilitator, Taylor County, Kentucky, February 2011
National Issues Forum, Facilitator, McCracken County, Kentucky, January 2011
Money Management for College Students, delivered 20+ educational programs on University of Kentucky campus, reaching 600+ students, Summer/Fall 2010.

Award and Honors

2014 NEAFCS Southern Region Don Felkner Award, 3rd Place
2014 Kentucky Association of State Extension Professionals, Outstanding New Extension Faculty Award
2013 Kentucky Association of State Extension Professionals Outstanding Project Award
2013 NEAFCS Kentucky Affiliate Don Felkner Award
2013 NEAFCS Kentucky Affiliate Technology Award
2013 NEAFCS Kentucky Affiliate Publications Award
2013 NEAFCS Kentucky Affiliate Curriculum Award
2012 NEAFCS Kentucky Affiliate Marketing Package Award.
2012 Epsilon Sigma Phi Alpha Kappa Chapter Early Career Award
2012 Kentucky Association of State Extension Professionals Team Award
2011 Epsilon Sigma Phi State Team Award

Review Panels

University of Kentucky, FCS Extension Content Review Board (2010-2015)
University of Florida Cooperative Extension Publication Reviewer (2011-2014)
2012 Rural Retailing Curriculum, Cooperative Extension Reviewer
2012 EFERMA Annual Conference, Conference Proposals Reviewer
2011 ACCI Student and Young Professional Scholarship Committee, Application Reviewer
2010 FINRA Foundation Military Spouse Fellowship, Application Reviewer

Ad-hoc Manuscript Reviewer

The Forum for Family and Consumer Issues (2014)
Adoption Quarterly (2013)
Journal of Family Issues (2012)

Committee Service

UK CAFE Strategic Planning Committee, Member (2014/2015)
College of Agriculture, Managing in Tough Times Initiative, Leader (2015)
FCS Securing Financial Stability Initiative, Team Leader (2015)
Epsilon Sigma Phi National Marketing Committee, Member (2014)
Department of Family Sciences Doctoral Qualifying Exam Grading Committee (2013 - 2015)
College of Agriculture, Barnhart Fund for Excellence Committee, Member (2012-2014)
College of Agriculture Food and Environment Dean Search Committee (2013)
College of Agriculture, Managing in Tough Times Initiative, Co-Leader (2010-2014)
FCS Securing Financial Stability Initiative, Team Member (2010-2014)

PROFESSIONAL DEVELOPMENT

Professional Meetings Attended

Family Sciences Association, June 2015
National Epsilon Sigma Phi, October 2014
National Extension Association for Family and Consumer Sciences Conference, September 2014
Kentucky Cooperative Extension State Extension Conference, February 2014.
Kentucky Association of State Extension Professionals Annual Meeting, January 2014.
Family Economic and Resource Management Association Conference, January 2014.
Rural Sociological Society Annual Meeting, August 2013.
Association for Financial Counseling, Planning, and Education Conference, November 2012.
Epsilon Sigma Phi Alpha Kappa Chapter Annual Meeting, March 2012.
Kentucky Association of State Extension Professional Annual Meeting, March 2012.
Eastern Family Economic and Resource Management Association Conference, February 2012.
Association for Financial Counseling, Planning, and Education Conference, November 2011.
Association for Financial Counseling, Planning, and Education Conference, November 2010.
Kentucky Association of State Extension Professionals, November 2010.
College Student Investor Education Alliance, September 2010.

Eastern Family Economic and Resource Management Association Conference, March, 2010.

In-service Trainings Attended

College of Agriculture Promotion and Tenure Workshop, February 2015.

College of Agriculture Promotion and Tenure Workshop, February 2014.

Kentucky Association of State Extension Professionals Annual Meeting, March 2013.

College of Agriculture Promotion and Tenure Workshop, March 2013.

Advanced Planning for Clients in 2012 & Beyond (Estate Planning Seminar), November 2012.

University of Kentucky IT Qualtrics Training, June 2012.

College of Agriculture Promotion and Tenure Workshop, March 2012.

School of Human and Environmental Sciences All-School Conference, December 2011.

National Workshop on Systems-Based Grant Programs, NIFA, Webinar, August, 2011.

Cooperative Extension Service Communications Conference, Lexington, KY, March, 2011

FDIC MoneySmart Train-the-Training, Webinar, December, 2010

FCS Leadership Initiative In-service, Louisville, KY, November, 2010

School of Human and Environmental Sciences Retreat, August, 2010.

Ag Faculty Council New Faculty Workshop, College of Agriculture, August, 2010.

New Faculty Orientation, University of Kentucky, August, 2010.

Hyungsoo Kim

 fam-hes.ca.uky.edu/person/hyungsoo-kim

Professional Profile

My academic journey began in 1994 in Japan. After 7 years of graduate school in Japan, I was trained as a postdoctoral researcher in the Department of Housing and Consumer Economics at the University of Georgia for one and half years. In 2002, the University of Kentucky provided me a valuable opportunity to serve Kentuckians, as well as, students at UK. I was promoted to Associate Professor with tenure in 2008. During my sabbatical leave in the fall semester of 2009, I stayed at Columbia University for developing non-cognitive and motivational research for retirement savings. I served as a member of Board of Directors (2010-2013) in the American Council on Consumer Interests. Now I have been supporting graduate students as Director of Graduate Studies since 2015.

I have been fascinated with research on how we can obtain financial security in our life time. One line of my research has focused on financial security and health problems in later years. I have extensively studied the effect of health on retirement savings from various perspectives: difference in race/ethnicity, older women and their poverty transition, comorbidity of chronic health problems, longitudinal effect, and financial security status of solvency, liquidity, and investment asset accumulation for retirement. I have also kept track of consequences of health problems and family/consumer debt. The other line of my research has been how to financially prepare for retirement with limited resources. This research has focused on two directions: cognitive intervention through improving health literacy and financial literacy, and non-cognitive intervention through improving self-regulatory skills/capabilities such as perseverance and motivation. I have been devoted to developing and refining conceptual underpinnings for intervention for retirement savings. Intervention focused field studies have been conducted for age 50+ population and ages 25-49 population to improve their individual and family saving's behaviors at each life stage.

Currently projects to answer my burning research questions are underway: how to encourage people with different motivational modes (e.g., "just do it " person vs. "right thing to do" person) to change their financial and health behaviors; whether inconsistent preference for choice (e.g., flip-flop) leads to detrimental financial or savings' outcomes; and how to measure and mitigate financial burden of cancer patients and their family.

I have been fortunate to be surrounded by many passionate master's and doctoral students. Their research interests are debt in young adults, cross-cultural differences in retirement planning, or extension program effect on personal financial and health literacy and so on, which are all imperative for family and consumers. Personal messages that I share with graduate students include having strong passion for their research topics, working hard, and having great communication. Intelligence has a normal distribution and is not the only factor for meaningful research outcomes and successful academic careers.

Course Instruction

FAM 251: Personal and Family Finance
FAM 402: Issues in Family Resources Management
FAM 661: Health and Financial Issues in Aging Family
FAM 668: Allocation of Family Resources

Research

Financial Security in Life Stages of Individual and Family
Chronic Health Conditions and Financial Burdens
Health Events and Consumer Debts
Financial Literacy and Retirement Savings
Noncognitive Skills/Traits and Financial Outcomes
Self-regulation and Financial Behaviors

Education

Ph.D., Agriculture & Natural Resource Economics, Kyoto University, 2000
M.S., Agriculture & Natural Resource Economics, Kyoto University, 1997
B.S., Food Science & Technology, Chungang University, 1983

BIOGRAPHICAL SKETCH

NAME Hyungsoo Kim		POSITION TITLE Associate Professor Department of Family Sciences and Graduate Center for Gerontology	
EDUCATION/TRAINING			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Kyoto University, Kyoto, Japan	MS	1997	Agricultural Economics
Kyoto University, Kyoto, Japan	PhD	2000	Agricultural Economics
University of Georgia, Athens, GA		2000-2002	Postdoctoral training, Consumer Economics
National Institute on Aging, Bethesda, MD		2006	Summer Institute on Aging Research
RAND Corporation, CA		2007	Summer Institute on Aging/ Mini-Medical School for Social Scientists
University of Munster, Munster, Germany		2008	International Summer School in Behavioral Economics and Retirement Savings

A. POSITIONS AND HONORS

Positions & Employments

- 2015-present Director of Graduate Studies at the Department of Family Sciences
2009 Visiting Scholar, Department of Psychology, Columbia University (fall)
- 2008-present Associate Professor, Department of Family Studies, College of Agriculture, University of
Kentucky, Lexington, KY
- 2006-present Affiliate Faculty, Graduate Center for Gerontology, College of Public Health, University of
Kentucky, Lexington, KY
- 2002-2008 Assistant Professor, Department of Family Studies, College of Agriculture, University of
Kentucky, Lexington, KY
- 2000-2002 Postdoctoral Researcher, Department of Housing & Consumer Economics, College of Family &
Consumer Sciences, University of Georgia, Athens, GA

Honors & Award

- 1996-1997 Scholarship for Honor students, Rotary Club Scholarship Foundation, Japan
1998-1999 Scholarship for Honor students, Kato International Scholarship Foundation, Japan
2000 Scholarship for Honor students, Ministry of Education of Japan
2007 AARP's Public Policy Institute Paper Award at the Conference of the American Council on
Consumer Interests
2014 Mid-Career Award from the American Council on Consumer Interests

B. PEER-REVIEWED PUBLICATIONS

1. Kim, H., Shin, S., & Zurlo, K. A. (2015). Sequential Patterns of Health Conditions and Financial Outcomes in Late Life: Evidence from the Health and Retirement Study. *The International Journal of Aging and Human Development*, 81(1-2), 54-82.
2. Zurlo, K., Yoon, W., & Kim, H. (2014). The Effect of Debt on Mental Health Outcomes among Mid-Aged and Older Americans. *Journals of Gerontology, Series B, Psychological Sciences and Social Sciences*, 69(3), 461-469.

3. Gillen, M & Kim, H. (2014). Older Adults 'Receipt of Financial Help: Does personality Matter? *Journal of Family and Economic Issues*, 35(2), 178-189.
4. Kim, H., Franks, B & Higgins, E.T.(2013) Evidence that Self-Regulatory Mode Affects Retirement Savings, *Journal of Aging and Social Policy*, 25(3), 1-17.
5. Kim, H., Yoon, W. & Zurlo, K.(2012). Health Shocks, Out-of-Pocket Medical Expenses and Consumer Debt among Middle-Aged and Older Americans, *Journal of Consumer Affairs*, 46(3), 357-380.
6. Anderson, C. & Kim, H.(2010) An examination of older immigrants' use of dental services in the United States. *Journal of Aging and Social Policy*, 22(1), 18 -32.
7. Neelaktan, U., Lyons, A.C., Kim, H., & Sánchez-Mier, L. (2009). The financial impact of diabetes on older Americans. *Journal of Consumer Education*, 26, 70-87.
8. Gillen, M & Kim, H.(2009). Older women and poverty transition: Consequences of income source changes from widowhood. *Journal of Applied Gerontology*, 28(3),320-341.
9. Kim, H., & Choi, W. (2008). Willingness to use formal long-term care services by Korean elders and their primary caregivers. *Journal of Aging and Social Policy*, 20(4),474-492.
10. Lee, J., & Kim, H. (2008). A longitudinal analysis of the impact of health shocks on the wealth of elders. *Journal of Population Economics*, 21(1), 217-231.
11. Kim, H., & Lyons, A. (2008). No pain, no strain: impact of health on the financial security of the elderly. *Journal of Consumer Affairs*, 42(1), 9-36.
12. Schoenberg, N.E., Kim, H., Edwards, W., & Fleming, S. T. (2007). The burden of common multiple morbidity constellations on out-of-pocket medical expenditures among older adults. *The Gerontologist*, 47(4), 423-437.
13. Lee, J., Abdul-Rahman, F., & Kim, H. (2007). An examination of debit card usage and its impact on household debts. *Financial Services Review*, 16(1), 73-87.
14. Kim, H. & Lee, J. (2006). The Impact of co-morbidity on wealth changes in later life. *Journal of Gerontology: Social Sciences*, 61(6), S307-S314.
15. Kim, H. & Richardson, V. E. (2006). The impact of driving cessation on consumption expenses in the later years. *Journal of Gerontology: Social Sciences*, 61(6), S347-S353.
16. Kim, H, Lee, J., & Kim, D. K. (2006). The impact of age and health on older consumers' automobile choices. *Journal of Family and Economic Issues*, 27(3), 437- 457.
17. Kim, D. K. & Kim, H. (2006). Aging and savings in Korea: A time-series approach. *International Advances in Economic Research*, 12(1), 374-381.
18. Lee, J. & Kim, H. (2006). Medicaid and family wealth transfer. *The Gerontologist*, 46(1), 6-13.
19. Kim, H. (2006). Older women's health and its impact on wealth. *Journal of Women and Aging*, 18(1), 75-9.
20. Kim, H. & Lee, J. (2005). Unequal effects of elders' health problems on wealth depletion across race and ethnicity. *Journal of Consumer Affairs*, 39(1), 148-172.
21. Lee, J. & Kim, H. (2003). An examination of the impact of health on wealth depletion of the elderly. *Journal of Gerontology: Social Science*, 53B (1), S120-S126.
22. Kim, H. (2000). The relationship between public pensions and choices made by aged farmers for different patterns of farm work: The case of elderly farm households in the western parts of Japan. *Japanese Journal of Farm Management*, 38(3), 45-55. (in Japanese)
23. Kim, H. (2000). Determinant factors of the aged's engaging in farming: By negative binomial regression model. *Journal of Rural Problems*, 36(1), 36-46. (in Japanese)
24. Kim, H. (1999). A quantitative analysis of the aged farmers' preference change for labor intensity. *Journal of Rural Problems*, 35(3), 35-44.(in Japanese)

C. TEACHING

Personal and Family finance
 Issues in Family Resource Management
 Retirement Planning & Employee Benefits
 Allocation of Family Resources
 Health and Financial Issues of Aging Families
 Research Methods in Family Science
 Theory and Research in Family Economics and Management

Donna Smith

 fam-hes.ca.uky.edu/person/donna-smith

Professional Profile

Dr. Smith is known for her focus on coping mechanisms of stepparents and children, especially stepmothers. Her research interests in divorce and stepparenting is evident in her writing about children of divorce and working with children from single parent homes. In these articles she provides insight for teachers toward understanding and dealing with these children. Because of her reputation in the field of stepparenting, she and a colleague were invited to Israel to make a presentation to the International Congress in Family Therapy on Divorce and Remarriage: Interdisciplinary Issues and Approaches.

As Principal Investigator, Dr. Smith, C. Edwards, and M. L. Routt, completed a five-phase project, Implementation for the Development of a Teacher Preparation Program for Interdisciplinary Early Childhood Education, Birth to Primary, funded by the Kentucky Department of Education.

Her expertise in early childhood education and in family development has been recognized by local, state, and national organizations which have invited her to speak. She has served in a leadership capacity in several professional organizations.

Singly and with other faculty members she has published articles on helping young children deal with family and community violence and on helping children deal with death. Dr. Smith has written a chapter for Stepfamilies: Issues in Research, Theory, and Practice entitled "Stepmothers and Their Adolescent Children: Adjustment to New Family Roles", K. Pasley and M. Ihinger-Tallman (Eds). More recently her research has focused on student success in Family Science "Students'.

Dr. Smith has been honored 3 times by students with the Outstanding Teacher Award of the School of Human Environmental Sciences and by the HES alumni who gave her the Outstanding Mid-Career Award. The University of Alabama College of Human Environmental Sciences gave her a Professional Achievement Award in 1995. She also received the New Leader Award from the College of Human Ecology at The Ohio State University in 1991.

Dr. Smith currently serves as Director of Undergraduate Studies for the Department of Family Sciences.

In 2008, she received the University of Kentucky 2008 Ken Freedman Outstanding Advisor Award. This prestigious award is presented to one faculty member and one staff member each year. In 2010 and again in 2014, she was the recipient of "A Teacher Who Made A Difference" award from the College of Education, UK. In 2011, she received the Patsy Brantley Todd award of Excellence in Human Environmental Sciences for Academic Leadership.

Dr. Smith has participated in two study abroad experiences with students.

Donna has served on the University Senate, Undergraduate Council-twice, and the University Studies Committee.

Course Instruction

FAM 256: Guidance Strategies for Working with Children

FAM 352: Introduction to Family Science

FAM 360: Introduction to Family Intervention

FAM 401: Normal Family Development and Process

FAM 502: Families and Children Under Stress

FAM 553: Parent-Child Relationships Across the Lifecycle

FAM 554: Working With Parents

FAM 652: Readings in Family Theory and Research

Research

Child & Youth Development

Divorce & Remarriage

Education

Ph.D., Human Development and Family Science, The Ohio State University, 1989
M.S., Human Development & Family Studies, University of Alabama, 1977
B.S., Early Childhood Education, University of Kentucky, 1974

Curriculum Vita

DONNA R. SMITH, PH.D

Associate Professor
Department of Family Sciences
School of Human Environmental Sciences
College of Agriculture

Business Address:

Department of Family Sciences
315 Funkhouser Bldg 303A
University of Kentucky
Lexington, KY 40506-0054

Home Address:

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Carlisle, KY 40311

Office: (606) 257-7733
Home: (606) 289-3034
FAX: (606) 257-3212
E-mail: donnarsmith@uky.edu

EDUCATION

Degree	Year	University	Major
Ph.D.	1989	The Ohio State University	Family Relations & Human Development

Dissertation Title: Social Psychological Factors Related to the Quality of the Stepmother-Adolescent Relationship

M.S.	1976	University of Alabama	Human Development and Family Life
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Thesis Title: An Investigation of the Effectiveness of Planned Intervention by Teachers and the Investigator with Low Socioeconomic Preschool Children in Selected Areas of Self-Concept

B.S.	1974	University of Kentucky	Early Childhood Education
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PROFESSIONAL EXPERIENCE

Position	Year	Location
Associate Professor Special Title Series	1984-Present	Department of Family Sciences University of Kentucky
<ul style="list-style-type: none"> • Full time college classroom faculty • Professional leave to complete course work for Ph.D. • Head teacher in the Early Childhood Laboratory 	1992-Present 1985-1987 1984-1992	Department of Family Science and Human Development The Ohio State University
Visiting Professor (Taught "Counseling Children of Divorce")	Summer 1991	Johns Hopkins University Baltimore, MD
Graduate Research Associate	1986-1987	Department of Family Science and Human Development The Ohio State University
Graduate Teaching Associate	1985-1986	Department of Family Science and Human Development The Ohio State University
Assistant Professor and Head Teacher Special Title Series	1981-1984	Early Childhood Laboratory Department of Family Studies University of Kentucky
Instructor and Head Teacher	1977-1981	McPhaul Child and Family Development Center University of Georgia
Graduate Research and Teaching Assistant	1975-1976	Department of Human Development and Family Life, School of Home Economics University of Alabama
Pre-School Teacher	1974-1975	Pepperhill Farm School Lexington, Kentucky

HONORS/AWARDS/CERTIFICATIONS/OTHER

- 2011 Recipient of *Patricia Brantley Todd Award for Excellence in Academic Leadership* in School of Human Environmental Sciences, University of Kentucky
- 2010 Recipient of *A Teacher Who Made A Difference* given by College of Education, University of Kentucky
- 2008 Recipient of the *Kenneth Freedman Outstanding Advisor Award*, University of Kentucky
- 2000 Recipient of the *Outstanding Teacher Award* given by the College of Human Environmental Services, University of Kentucky
- 2000 Finalist for *Chancellor's Award for Outstanding Teaching* in Tenured Category, University of Kentucky
- 1998 Recipient of the *Outstanding Teaching Award* given by the College of Human Environmental Sciences, University of Kentucky.
- 1997 Recipient of the *Outstanding Mid-Career Award* given by the College of Human Environmental Sciences Alumni Association, University of Kentucky.
- 1997 Nominated for *Chancellor's Award for Outstanding Teaching* in Tenured Category, University of Kentucky.
- 1995 Recipient of the *Jack Davis Professional Achievement Award* given by the Home Economics Society and the College of Human Environmental Sciences, University of Alabama, Tuscaloosa, AL.
- 1995 Recipient of the *Outstanding Teacher Award*, College of Human Environmental Sciences, University of Kentucky.
- 1994 Nominated for the *Outstanding Teacher Award*, College of Human Environmental Sciences, University of Kentucky.
- 1993 Nominated for the *Outstanding Teacher Award*, College of Human Environmental Sciences, University of Kentucky.
- 1991 *New Leader Award*, The Ohio State University, College of Human Ecology, Columbus, Ohio.
- 1991 Nominated for *Thelma L. Stovall Woman of the Year* sponsored by the Kentucky

Commission on Women, Frankfort, Kentucky.

1990 *Who's Who in American Education.*

1974-Present Kentucky Teacher Certificate.

RESEARCH AND SCHOLARLY ACTIVITIES

Ten percent or less of my time is allocated for research and scholarly activity.

Publications

Publications in Refereed Journals

Thompson, S.G., **Smith, D.R.**, Whiting, J., & Bradford, K. (2011). Synergists and qualities salient to low-income parents' positive assessment of marital health. *Marriage and Family Review*.(Submitted for publication.)

Ashurst, K. L., Hans, J.D., **Smith, D.R.**, & Jones, K. R. (2010). Positive youth development in the midst of coping with parental cancer: Implications for youth development research and practice. *Journal of Youth Development: Bridging Research and Practice*.

Ashurst, K.L., Hans, J.D., & **Smith, D.R.** (2009). The resilience factor: What Extension can learn from adolescents coping with parental cancer. *The Journal of Extension*, 47, 2. Available online at <http://www.joe.org/joe/2009april/rb3.php>.

Whiting, J.B., **Smith, D.**, Barnett, T., & Grafsky, E. (2007). Overcoming the Cinderella myth: A mixed methods study of successful stepmothers. *Journal of Divorce and Remarriage*, 47, 95-109.

Quick, D. S., Botkin, D. R., & Quick, S. (1999). Helping young children deal with family violence. *Dimensions of Early Childhood: The Journal of the Southern Early Childhood Association*, 27, 3-10.

Emerson, S.S., & **Quick, D.S.** (1997). Facilitating the inclusion of young children with special needs into regular preschool classrooms. *Reflections: A Kaleidoscope Retrospective 1985-1997*, 13, 41-44.

Munro, H., & **Quick, D.S.** (1997). Quality child care: Ramifications for social development of four-year-old children. *Reflections: A Kaleidoscope Retrospective 1985-1997*, 13, 8-10.

Quick, D.S., Quick, S., & Rupured, M. (1997). Discipline: Fostering self-control in young children. *Reflections: A Kaleidoscope Retrospective 1985-1997*, 13, 30-35.

Quick, D.S. (1997). Some thoughts on publishing in Kaleidoscope. *Reflections: A Kaleidoscope Retrospective 1985-1997*, 13, 46.

Quick, D. S. (1996). Preventing and healing job burnout in early childhood education. *Kaleidoscope: The Journal of the Kentucky Early Childhood Association*, 12, 18-21.

Botkin, D., **Quick, D. S.**, Quick, S., and Goodwin, K. (1995). Helping young children deal with community violence. *Kaleidoscope: The Journal of the Kentucky Early Childhood Association*, 11, 3-7.

Emerson, S., & **Quick, D. S.** (1995). Facilitating the inclusion of young children with special needs in regular preschool classrooms. *Kaleidoscope: The Journal of the Kentucky Early Childhood Association*, 11, 12-15.

Munro, H., & **Quick, D. S.** (1995). Quality child care ramifications for social development of four-year-olds. *Kaleidoscope: The Journal of the Kentucky Early Childhood Association*, 11, 25-27.

Quick, D. S., Newman, B. M., & McKenry, P. (1994). Influences on the quality of the stepmother-adolescent relationship. *Journal of Divorce and Remarriage*, 22, 99-110.

Covey, C. & **Quick, D. S.** (1993). Play: The natural method of learning. *Kaleidoscope: The Journal of the Kentucky Association on Children Under Six*, 9, 7-9.

Quick, S., **Quick, D. S.** & Boyd, K. (1992). Helping young children deal with death. *Kaleidoscope: The Journal of the Kentucky Association on Children Under Six*, 8, 10-14.

Quick, S., **Quick, D. S.**, & Rupured, M. (1990). Stepfamilies: One of our Nation's fastest growing lifestyles. University Park, PA: College of Agriculture, Penn State University, PENpages (MAPP-The Family and Economics Well-Being National Electronic Database), J. Van Horn, ed.; 085071451; Research Brief, 5 pp.

Quick, S. & **Quick, D. S.** (1990). Discipline: Fostering self-control in young children. *Kaleidoscope: The Journal of the Kentucky Association on Children Under Six*, 6, 13-17.

Quick, D. S., Newman, B. M., & McKenry, P. C. (1989). Social psychological factors related to the quality of the stepmother-adolescent relationship. *1989 Annual Meeting Research Abstracts: American Home Economics Association*.

Quick, D. S., Quick, S., Rupured, M. (1989). Awakening self-esteem in young children. *Kaleidoscope: The Journal of the Kentucky Association on Children Under Six*, 5, 4-6.

Day, R., **Quick, D. S.,** Leigh, G., & McKenry, P. (1989). Graduate and undergraduate programs in family science: An assessment. *Family Science Review*, 1, 313-347.

Quick, D. S., Quick, S., & Rupured, M. (1988). Children of divorce: Understanding, healing, and prevention. *Kaleidoscope: The Journal of the Kentucky Association on Children Under Six*, 4, 7-12.

Quick, D. S., & Botkin, D. R. (1987). Helping children in stepfamilies: Suggestions for teachers and child care professionals. *Kaleidoscope: The Journal of the Kentucky Association on Children Under Six*, 3, 13-17.

Smith, D. R. (1984). Working with children from single parent homes: The teacher's role. *Georgia's Children*, 3, 7-9.

Extension Publications

Quick, S., **Quick, D. S.**, & Rupured, M. (1996). A healthy relationship with your partner. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, S., & **Quick, D. S.** (1996). Building a strong blended family. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, S., **Quick, D. S.** (1996). Helping children deal with death. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, S., **Quick, D. S.**, & Rupured, M. (1996). Nourishing your child's self confidence. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, D. S., & Quick, S. (1995). Helping your child adjust to divorce. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, D. S., & Quick, S. (1995). Skill builders for stepfamilies. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, D. S., & Quick, S. (1992). Skill builders for blended families. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, S., **Quick, D. S.**, Chowning, R., & Brown, S. (1992). A teenager's guide: When parents divorce or remarry. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, S., & **Quick, D. S.** (1991). Creating healthy blended families. University of Kentucky Cooperative Extension Service, Lexington, KY.

Routt, M. L., Quick, S., **Quick, D. S.**, & Rupured, M. (1989). Divorce and the healing process: A leader's guide. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, S., Rupured, M., & **Quick, D. S.** (1988). Increasing your work satisfaction: A key concept approach. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, S., Fetsch, B., **Quick, D. S.**, & Burton, G. (1987). Being all that you can be, an in-depth publication for teenagers. University of Kentucky Cooperative Extension Service, Lexington, KY.

Quick, S., Baugh, J., **Quick, D. S.**, & Botkin, D. (1987). The gratitude attitude. University of Kentucky Cooperative Extension Service, Lexington, KY.

Book Chapters

Smith, D.R., Botkin, D.R., & Quick, S. (2004). Helping young children deal with family violence. In Reeves, R.R. (Ed.). *The hurt that they feel*. Birmingham, AL: New Hope Publishers.

Quick, D. S., Botkin, D., & Quick, S. (1999). Helping young children deal with family violence. In Reeves, R. R. (Ed.) *Tackling tough issues*. Birmingham, AL: New Hope Publications.

Quick, D. S., McKenry, P. C., & Newman, B. M. (1994). Stepmothers and their adolescent children: Adjustment to new family roles. In Pasley, K. & Ihinger-Tallman, M. (Eds.) *Stepfamilies: Issues in research, theory and practice*. Westport, Connecticut: Greenwood Press.

Other Publications

Quick, D. S. (September-October, 1998). Finding treasure. *LINK: The Newsletter for Kentucky Child Care Providers*, 11, #5, p.1.

Quick, D. S. (January-February, 1996). Books for the school age child. *LINK: The Newsletter for Kentucky Child Care Providers*, 9, #1, p. 2.

Quick, D. S. (May-June 1996). Educational field trips. *LINK: The Newsletter for Kentucky Child Care Providers*, 9, #3, p. 3.

Quick, D. S. (Spring 1995). Fostering self-control in young children. *Collaboration news brief: A newsletter of the Kentucky head start collaboration project*, The Kentucky Department of Education, p. 12.

Quick, D. S. (November-December 1995). Music in Your Classroom. *LINK: The Newsletter for Kentucky Child Care Providers*, 8, #6, p. 3.

Quick, D. S. (September-October 1992). Discipline: Fostering self-control in young children. *LINK: The Newsletter for Kentucky Child Care Providers*, College of Human Environmental Sciences and Department of Human Resources, Frankfort, KY.

Quick, D. S. (1991-92). Programming for young children: A series of columns on developmental activities for *LINK Newsletter*, sponsored by the College of Human Environmental Sciences and Department of Human Resources, Frankfort, KY.

Townley, K., **Quick, D. S.**, & Routt, M. L. (1990). Interdisciplinary early childhood education advisor's manual, Kentucky Department of Education.

Quick, D. S., McKenry, P. C. & Newman, B. M. (1990). A comparison of the social psychological factors related to the quality of the mother-adolescent and the stepmother-adolescent relationship in remarried families. *New Research in Mental Health (1988-1989 Biennium): The Digest of the Ohio Department Mental Health Research Program, 9*, 59-64.

Quick, D. S. (1989). A comparison of mother-adolescent relationships with the stepmother-adolescent relationships in remarried families. *Dissertation Award Grant Final Report: The Ohio Department of Mental Health*.

Quick, D. S., McKenry, P. C., & Newman, B. M. (1988). Social psychological factors related to the quality of the stepmother-adolescent relationship: A preliminary report. *New Research in Mental Health (1986-87 Biennium): A Digest of the Ohio Department of Mental Health Research Program, 1*, 100-101.

Quick, D. S. (1989). Project home safe: A final update, *Kentucky Home Economics Association News Letter, 7*.

Quick, D. S., Quick, S. (1986). Helping children in blended families. *Proceedings of the Ohio Council on Family Relations*.

Doctoral Dissertations Directed and Co-Directed

Gao, Xin. (2009). *Young children's accountability data on language, latency and pre-math area: Validating authentic assessment*. Unpublished dissertation, University of Kentucky.

Cox, Megan. (2009). *Explorations into early care and education providers' job dissatisfaction and mental well being: Expanding the reach of emotional labor*. Unpublished dissertation, University of Kentucky.

Thompson, S. Greg. (2009). *Promises we have kept: Using grounded theory methodology to understand developmental factors that contribute to Caucasian low-income parents' positive assessment of marital health*. Unpublished dissertation, University of Kentucky.

Ashurst, Kerri. (2007). *Okay, This is My Life: A grounded theory study of late adolescent psychosocial experience at one interface of coping with prenatal cancer*; Unpublished dissertation, University of Kentucky.

Kern, Teresa T. (2007). *Program availability and quality of child care in center-based programs for young children with disabilities in Kentucky: An exploration of conditions and parental perceptions*, Unpublished Dissertation, University of Kentucky.

Integrative Scholarly Projects Directed (unpublished)

Hughes, John. (2008). *A practical resource for blind and visually impaired students and their families*. University of Kentucky, Lexington.

Beatty, Reshanta C. (2006). *Teaching about HIV/AIDS: A family life education program for African American youths and their parents*. University of Kentucky, Lexington.

Hadlock, Cameran. (2006). *Designing your marriage from the inside-out*. University of Kentucky, Lexington.

Kirby, Julia M. (2006). *Supportive outlets for adolescents and their families who are experiencing divorce: A family life education program*. University of Kentucky, Lexington.

Neuman, Karen C. (2001). *Helping stepfamilies*. University of Kentucky, Lexington.

Napier, Karen K. (2000). *Helping single mothers to improved quality of life and well-being*. University of Kentucky, Lexington.

Ogden, Julie A. (1999). *Creating a family life education program for adolescents and their parents, focusing on implementing positive coping behaviors for adolescents*. University of Kentucky, Lexington.

Wilson, Megan. (1998). *Creating a family life education program for alcoholic parents during treatment, focusing on self-image and the transition of roles in the home*. University of Kentucky, Lexington.

Michelson, Lindsay (1997). *A review of child life programs*. University of Kentucky, Lexington.

Emerson, Sandra S. (1996). *Facilitating the inclusion of young children with special needs into regular preschool classrooms*. Published scholarly project. University of Kentucky, Lexington.

Sanders-Garrard, Aimee M. (1995). *The effects of spelling instructions on young children's writing: Implications for teachers*. University of Kentucky, Lexington.

Citations

Leake, V.S. (2007). Personal, familial, and systemic factors associated with family belonging for stepfamily adolescents. From **Quick, D.S.**, McKenry, P., & Newman, B. (1994). *Stepmothers and their adolescent children*. K. Pasley & M. Thinger-Tallman, Eds. *Stepparenting* (pp. 105-127), Westport, CT: Greenwood.

Neilson, L. (1995). *Adolescence: A Contemporary View*. NY: Harcourt Brace. #1567 **Quick, D. S.**, McKenry, P. & Newman, B. (1994). *Stepmothers and their adolescent children*. K. Pasley & M. Thinger-Tallman, Eds. *Stepparenting* (pp. 105-127), Westport, CT.: Greenwood.

GRANT ACTIVITIES

Smith, D.R., & Whiting, J. (2003). *Overcoming the Cinderella myth: Interviews with successful stepmothers—Phase II*. Center for Scientific Review, National Institute of Health, \$130, 141 (unfunded).

Smith, D. R. (2002-2003). “Overcoming the Cinderella Myth: Phase II.” Massachusetts Avenue Building Assets Fund Grant, American Association of Family and Consumer sciences, \$7,470 (unfunded).

Smith, D. R. (2001-2002). “Overcoming the Cinderella Myth: Phase I.” College of Human Environmental Sciences, University of Kentucky, \$5,000.

Quick, D. S., Edwards, C., & Routt, M. L. (1996-1997). Principal Investigator for “Implementation for the Development of a Teacher Preparation Program for Interdisciplinary Early Childhood Education, Birth to Primary (IECE)—Phase V Contract Grant.” Kentucky Department of Education, \$10,000.

Quick, D. S., Edwards, C., & Routt, M. L. (1995-1996). Principal Investigator for “A Continuation Grant for Phase IV Implementation for Development of a Teacher Preparation Program for Interdisciplinary Early Childhood Education, Birth to Primary (IECE).” Kentucky Department of Education, \$20,000.

Quick, D. S., & Edwards, C. (1994-1995). Principal Investigator for “A Second Year Continuation Grant for Phase III Implementation for the Development of a Teacher Preparation Program for Interdisciplinary Early Childhood Education Birth to Primary (IECE).” Kentucky Department of Education, \$40,000.

Quick, D. S., Edwards, C. (1993-1994). Principal Investigator for “A Continuation Grant for Phase II Implementation for the Development of Teacher Preparation Program for Interdisciplinary Early Childhood Education, Birth to Primary (IECE).” Kentucky Department of Education, \$40,000.

Quick, D. S., & Edwards, C. (1993). Principal Investigator for “Phase I Planning Grant—Project Early Childhood.” Kentucky Department of Education, \$4,990.

It was the primary purpose of the Phase I Grant to conduct a needs assessment of persons interested in pursuing certification in Early Childhood Education including the identification of non-traditional and minority teacher candidates and other preschool teachers who have a variety of degrees and backgrounds. The purpose of Phases II, III, IV and V was to develop and implement a teacher preparation program in Interdisciplinary Early Childhood Education (IECE).

Wilson, S., **Quick, D. S.,** & Botkin, D. (Spring, 1993). “Mini-Grant Program for Family Wellness Project.” Research Center for Families and Children, \$2,000.

Quick, D. S. (Fall, 1993). “Mini-Grant” to Assist with Video Purchase for FAM 257. Office of Undergraduate Studies, \$400.

Quick, D. S. (March, 1992). “Travel Grant” from Vice President for Research and Graduate Studies to support travel to Jerusalem, Israel, \$1,500.

Quick, D. S. (1992). Kentucky Education Reform Act Program Grant, “Summer Institute for Teachers in the 4-year-old ‘At Risk’ Program in the Public School,” \$4,000.

Quick, D. S., Newman, B., & McKenry, P. (1986-1989). Principal Investigator for “Divorce and the Transition to Remarriage: An Adolescent Perspective.” The Ohio State University Agricultural Experiment Station (H-839), \$10,000.

Quick, D. S., McKenry, P., & Newman, B. (1986-1989). Principal Investigator for “Social Psychological Factors Related to the Quality of the Stepmother-Adolescent Relationship.” Dissertation Award Grant, The Ohio Department of Mental Health, \$3,300.

PROFESSIONAL PRESENTATIONS OR LECTURES

Invited Presentations or Lectures

Smith, D.R. (August 2007). Building Strong Stepfamilies, Healthy Marriages In-Service, Lexington, KY.

Smith, D.R. (November 2004). Children and Divorce. Lexington Woman Club, Dept. of International Affairs and Women's Issues, Lexington, KY.

Smith, D.R. (December 2004). Helping and Preventing Job Burnout. Bluegrass Area Extension Conference, University of Kentucky Cooperative Extension Service, Lexington, KY.

Smith, D.R. (August 2004). Parenting Children with Special Needs—A Keynote Address and Keys to Successful Stepparenting---A Break-out Session. Parent Educator Forum Sponsored by West Central Ohio Special Education Regional Resource Center (SERRC) and Family Information Council (FIC), Wapakoneta, OH.

Smith, D.R. (March 2004). Keys to Successful Stepparenting. The Ohio State University Extension Service, Wapakoneta, OH.

Smith, D.R. (November 2003). Keys to Successful Stepparenting. The Ohio State University Extension Service, Wapakoneta, OH.

Smith, D. R. (September 1999). Women in Stepfamilies. Ohio State University Extension, Wapakoneta, OH.

Smith, D. R. (February 1999). Winning Ways to Talk to Children: A Keynote Address. Bluegrass Association for Early Childhood Education Annual Conference, Lexington, KY.

Quick, D. S. (May 1998). Traits of a Healthy Family: A Keynote Address. UK Wellness Program's Fifth Annual Wellness Conference, Lexington, KY.

Quick, D. S. (September 1997). Preventing and Healing Job Burnout: A Keynote Address. Annual Meeting of the Kentucky Dietetics Association, Spindletop Hall, Lexington, KY.

Quick, D. S. (May 1997). Preventing and Healing Job Burnout: A Keynote Address. UK Wellness Program's Fourth Annual Wellness Conference, Lexington, KY.

Quick, D. S. (August 1996). Beyond the Classroom: Meeting the Social Service Needs of Young Children and Their Families: A Keynote Address. Fayette County Schools, Lexington, KY.

Quick, D. S. (April 1996). Traits of a Healthy Family, Comprehend, Inc. In recognition of Child Abuse Prevention Month, Maysville Community College, Maysville, KY.

Quick, D. S., & Quick, S. (July 1995). Educational Interventions for Therapists Working With Stepfamilies. 1995 Annual Conference of the Stepfamily Association of America, Williamsburg, VA.

Quick, D. S. & Quick, S. (June 1993). Families in Transition: Divorce, Solo Parenting and Blended Family Living. Lake Cumberland Regional Hospital, Adult and Adolescent Psychiatric Chemical Dependency Program, Somerset, KY.

Quick, D. S., & Quick, S. (November 1992). The Stress Management Challenge: A Keynote Address. Fall Conference of the Greater Ashland Association on Children Under Six, "Early Childhood Education: Challenges of the 90's," Ashland, KY.

Quick, D. S. (August 1992). Building a Strong Family: A Keynote Address. Madison County Ohio Cooperative Extension Service and Family Coalition, Family Comp, Yellow Springs, OH.

Quick, D. S. (August 1992). Especially For Stepfamilies. Madison County Ohio Family Comp, Yellow Springs, Ohio.

Quick, D. S. (November 1991). Creating Healthy Blended Families. A day-long series of presentations (total of five) for Hancock County Ohio Interagency Task Force, National Family Month Celebration, Findlay, OH.

Quick, D. S. (July 1991). Counseling Children of Divorce: Invited Visiting Professor. Fifth Annual Summer Seminars for Professional Counselors (two-day seminar), presented by Counseling and Human Services Programs, Division of Education, Johns Hopkins University, School of Continuing Studies, Baltimore, MD.

Quick, D. S. (March 1990). Appropriate Guidance of Young Children. Presentation at the Kentucky Association for Exceptional Children, Louisville, KY.

Quick, D. S. (October 1989). Child Rearing in the 90's. An invited keynote address to the Licking Valley Head Start Association, Maysville, KY.

Quick, D. S. & Quick, S. (April 1988). Steps To Healthy Stepfamilies: A Keynote Address. Invited presentation at “Celebrate the Family: Building Family Strengths Conference,” Pennsylvania State University, College Park, PA.

Quick, D. S. (February 1987). Changing Families and Their Needs: Focus on Stepfamilies. An invited keynote address to the Ohio 4-H Advisors Forum, Columbus, OH.

Quick, D. S. (August 1985). Developing Self-Esteem in Young People. An invited keynote address for the Quicksand Area 4-H Leadership Conference, Jackson, KY.

Presentations at Professional Meetings and Abstracts

International Refereed Conferences

Quick, D. S. & Quick, S. (March 1992). Educational Interventions for Therapists Working With Stepfamilies. Paper presented at the Sixth International Congress in Family Therapy—Divorce and Remarriage: Interdisciplinary Issues and Approaches, Jerusalem, Israel.

National Refereed Conferences

Thompson, G., **Smith, D.**, Whiting, J., & Bradford, K. (November 2009). A Grounded Theory Study of Low-Income Caucasian Parent’s Healthy Marriages. Poster presentation at the 71st Annual Conference of the National Council in Family Relations, San Francisco, CA.

Smith, D.R. & Smith, A.P. (November 2005). Families and Children Under Stress: A Teaching Seminar. Presentation at the 67th Annual Conference of the National Council on Family Relations, Phoenix, AZ.

Smith, D.R., Whiting, J., Alexander, K., Marchara, M. (March 2003). Overcoming the Cinderella Myth: Interviews with Successful Stepmothers. Research poster presentation at the 81st Annual Meeting of the Kentucky Association of Family and Consumer Sciences, Lexington, KY.

Smith, D.R., Whiting, J., Alexander, K., Marchara, M. (November 2003). Overcoming the Cinderella Myth: Interviews with Successful Stepmothers. Poster presented at the 65th Annual Conference of the National Council on Family Relations, Vancouver, B.C.

Smith, D. R. & Routt, M. L. (November 1999). Preventing and Healing Job Burnout. Presentation at the Annual Conference of the National Association for the Education of Young Children, New Orleans, LA.

Quick, D. S., & Green, K. (November 1998). Introduction to Family Intervention: An Undergraduate Helping Skills Course. Teaching round table at the 60th Annual Conference of the National Council on Family Relations, Milwaukee, WI.

Quick, D. S. & Bell, M. M. (November 1997). Skill Builders for Blended Families. Poster presented at the 59th Annual Conference of the National Council on Family Relations, Crystal City, VA.

Quick, D. S. & Bell, M. M. (September 1997). Skill Builders for Blended Families. Workshop presentation at the 55th Annual Conference of the American Association for Marriage and Family Therapy, Atlanta, GA.

Botkin, D., **Quick, D. S.**, & Quick S. (November 1996). Helping Young Children Deal with Community Violence. Presentation at the Annual Conference of the National Association for the Education of Young Children, Dallas, TX.

Quick, D. S., Botkin, D., Quick, S., & Weeks, O. (November 1996). Helping Children and Their Families Deal with Community Violence: A Workshop for Family Life Educators & Mental Health Professionals. Presentation at the 58th Annual Conference of the National Council on Family Relations, Kansas City, MO.

Quick, D. S. (November 1995). Educational Interventions for Therapists Working with Stepfamilies. Presentation at the 57th Annual Conference of the National Council on Family Relations, Portland, OR.

Quick, D. S., & Wirtz, P. (December 1994). Establishing a Teaching Certificate for Interdisciplinary Early Childhood Education, Birth to Primary: A Discussion of Two Proposed Kentucky Programs. Presentation at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.

Quick, D. S. (November 1994). Stepmothers: Easing Adjustment to the Stepparenting Role When Adolescent Stepchildren Are Present. Paper presented at the 56th Annual Conference of the National Council on Family Relations, Minneapolis, MN.

Quick, D. S., Wilson, S., Botkin, D., Quick, S. (November 1993). Potential Family Difficulties and Needed Services Expressed by University Employees and Their Families: Findings From the UK Wellness Program. Poster presented at the 55th Annual Conference of the National Council on Family Relations, Baltimore, MD.

Quick, D. S., & Quick, S. (June 1993). Will the Pieces Fit? Skill Builders for Blended Families. Presentation at the Annual Conference of the American Home Economics Association, Orlando, FL.

Quick, D. S. & McKenry, P. M. (November 1990). Influences on Marital Quality of Stepparents with Adolescents. Paper presented at the 52nd Annual Conference of the National Council on Family Relations, Seattle, WA.

Quick, D. S., Routt, M. L., Kohl, D. & Quick, S. (November 1989). Techniques and Skills in Supervision of Student Teachers and Early Childhood Development Associate Candidates. Presentation at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.

Quick, D. S., McKenry, P. C. & Newman, B. (November 1989). Social Psychological Factors Related to the Quality of the Stepmother-Adolescent Relationship. Paper presented at the 51st Annual Conference of the National Council on Family Relations, New Orleans, LA.

Quick, D. S., Newman, B. & McKenry, P. (June 1989). Factors Related to the Stepmother-Adolescent Relationship. Poster presented at the Annual Meeting of the American Home Economics Association, Cincinnati, OH.

Quick, D. S., Quick, S., Kohl D., & Garner, A. (November 1988). Supervision of Student Teachers in Early Childhood Programs. Presentation at the Annual Conference of the National Association for Education of Young Childhood, Anaheim, CA.

Quick, D. S. (November 1987). Graduate and Undergraduate Programs in Family Science: An Assessment. Paper presented at the 49th Annual Conference of the National Council on Family Relations, Atlanta, GA.

Quick, D. S., Newman, B., & McKenry, P. (November 1987). Social Psychological Factors Related to the Quality of the Stepmother-Adolescent Relationship (A Preliminary Analysis). Poster presented at the 49th Annual Conference of the National Council on Family Relations, Atlanta, GA.

Quick, D. S. & Quick, S. (November 1986). Helping Children in Blended Families. Presentation at the 48th Annual Conference of the National Council on Family Relations, Dearborn, MI.

Kohl, D., Quick, D. S., Routt, M. L., & Brazil, S. (November 1985). Creating Excellence: Supervision of Student Teachers in Early Childhood Programs. Presentation at the Annual Conference of the National Association for the Education of Young Children, New Orleans, LA.

Quick, D. S., Routt, M. L. & Kohl, D. (November 1984). Supervision of Student Teachers. Presentation at the Annual Conference of the National Association for the Education of Young Children, Los Angeles, CA.

Kohl, D., **Smith, D. R.**, Wallinga, C. & Routt, M. (November 1983). Guidelines and Suggestions for Supervision of Student Teachers in Early Childhood Education. Presentation at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.

Kohl, D. & **Smith, D. R.** (November 1982). Guidelines and Suggestions for Supervising Student Teachers in Toddler and Three-Year Old Groups. Presentation at the Annual Conference of the National Association for the Education of Young Children, Washington, D.C.

Smith, D. R. & Kohl, D. (November 1981). Guidelines and Suggestions for Supervisors of Student Teachers . . . The Professional Way. Presentation at the Annual Conference of the National Association for the Education of Young Children, Detroit, MI.

Regional Refereed Conferences

Quick D. S. & Routt, M. L. (April 1999). Establishing a Teaching Certificate for Interdisciplinary Early Childhood Education, Birth to Primary: A Discussion of the University of Kentucky Program. Presentation at the 50th Annual Southern Early Childhood Conference, Nashville, TN.

Quick, D. S. & Routt, M. L. (April 1997). Establishing a Teaching Certificate for Interdisciplinary Early Childhood Education, Birth to Primary: A Discussion of the University of Kentucky Program. Presentation at the 48th Annual Southern Early Childhood Conference, Myrtle Beach, S. C.

Quick, D. S. & Routt, M. L. (April 1996). Establishing a Teaching Certificate for Interdisciplinary Early Childhood Education, Birth to Primary: A Discussion of the University of Kentucky Program. Presentation at the 47th Annual Southern Early Childhood Conference, Little Rock, AR.

Quick, D. S. (April 1995). Children in Stepfamilies: The Role of the Teacher. Presentation at the 46th Annual Southern Early Childhood Conference, Orlando, FL.

Quick, D. S. (April 1995). Establishing a Teaching Certificate for Interdisciplinary Early Childhood Education, Birth to Primary: A Discussion of the University of Kentucky Program. Presentation at the 46th Annual Southern Early Childhood Conference, Orlando, FL.

Quick, D. S. (April 1994). Children in Stepfamilies: The Role of the Teacher. Presentation at the 45th Annual Conference of the Southern Early Childhood Association, New Orleans, LA.

Quick, D. S. (March 1993). Children in Stepfamilies. Presentation at the 44th Annual Conference of the Southern Early Childhood Association, Biloxi, MS.

Quick, D. S. (October 1992). Influences on the Quality of the Stepmother-Adolescent Relationship. Presentation at the Annual North Central Women's Studies Association Regional Conference. "Many Voices, Many Visions, Many Women's Lives," University of Kentucky, Lexington, KY.

Quick, D. S. & Quick, S. (March 1991). Children in Stepfamilies. Presentation at the 42nd Annual Conference of the Southern Association on Children Under Six, Atlanta, GA.

Quick, D. S. & Quick, S. (April 1989). Helping Children in Stepfamilies: The Role of the Teacher. Presentation at the 40th Annual Conference of the Southern Association on Children Under Six, Richmond, VA.

Quick, D. S. (October 1988). Children in Stepfamilies. Presentation for the Ohio Cooperative Extension Service, Dayton, OH.

Quick, D. S. (October 1987). Factors Related to the Quality of the Stepmother-Adolescent Relationship. Research presentation at the Annual Scientific Symposium sponsored by the Ohio Department of Mental Health, Columbus, OH.

Quick, D. S. & Quick, S. (March 1987). Helping Children in Blended Families. Presentation at the 38th Annual Conference of the Southern Association on Children Under Six, Birmingham, AL.

Quick, D. S. (July 1984). Achievement Motivation in Middle Childhood. Presentation at the 4-H Volunteer's Conference: Growing Together, Stillwater, OK.

Quick, D. S. (March 1984). What Do You Do With Two's? Presentation at the 34th Annual Conference of the Southern Association on Children Under Six, Lexington, KY.

Quick, D. S. & Garner, A. (March 1983). Creative Learning Experiences for Toddlers and Two's. Presentation at the 33rd Annual Conference of the Southern Early Childhood Association, Charleston, SC.

Quick, D. S. (March 1981). Music and Creative Movement Throughout the Day. Presentation at the 31st Annual Conference of the Southern Association on Children Under Six, Biloxi, MS.

State Conferences

Quick, D. S. (October 1997). Healing and Preventing Job Burnout in Early Childhood Education. Presentation at the Annual Conference of the Kentucky Association for Early Childhood Educators, Louisville, KY.

Quick, D. S. & Botkin, D. R. (October 1996). Helping Children Cope With Community Violence. Presentation at the Annual Conference of the Kentucky Early Childhood Association, Fort Mitchell, KY.

Quick, D. S. & Routt, M. L. (October 1996). Implementing a Teacher Preparation Program in Interdisciplinary Early Childhood Education: A Discussion of the University of Kentucky Program. Presentation at the Annual Conference of the Kentucky Early Childhood Association, Fort Mitchell, KY.

Quick, D. S. (October 1995). Implementing a Teacher Preparation Program in Interdisciplinary Early Childhood Education: A Discussion of the University of Kentucky Program. Presentation at the Annual Kentucky Early Childhood Conference, Owensboro, KY.

Quick, D. S. & Botkin, D. (October 1995). Helping Children Deal with Community Violence. Presentation at the Annual Kentucky Early Childhood Conference, Owensboro, KY.

Quick, D. S. (October 1995). Teacher Education Roundtable. Presentation at the Annual Kentucky Early Childhood Conference, Owensboro, KY.

Quick, D. S. (June 1995). Children in Stepfamilies: How Schools Can Help. Presentation at the 1995 Statewide Vocational Education Conference, Louisville, KY.

Quick, D. S. (October 1994). Establishing a Teaching Certificate for Interdisciplinary Early Childhood Education. Birth to Primary: A Discussion of the University of Kentucky Program. Presentation at the Annual Conference of the Kentucky Early Childhood Association, Lexington, KY.

Quick, D. S. (February 1994). Children in Stepfamilies: The Role of the Teacher. Presentation at the 5th Annual Kentucky Coalition for School Age Childcare Conference, Louisville, KY.

Quick, D. S. (October 1993). Children and Divorce: The Role of The Teacher. Presentation at the Annual Conference of the Kentucky Early Childhood Association, Louisville, KY.

Quick, D. S. (November 1992). Social-Psychological Factors Related to the Quality of the Stepmother-Adolescent Relationship. Presentation at the Annual Wilma E. Grote Symposium for the Advancement of Women & Families: A World Perspective, Morehead State University, Morehead, KY.

Quick, D. S. (March 1991). Achievement Motivation in the Middle Years. Presentation at the Annual Kentucky Coalition for School-Age Child Care Conference, Frankfort, KY.

Quick, D. S. (October 1990). Factors Related to the Quality of the Stepmother-Stepchild Relationship in Remarried Families. Research presentation at the Annual Meeting of the Kentucky Association on Children Under Six, Lexington, KY.

Quick, D. S. (August 1990). Developmentally Appropriate Programs for Four- and Five-Year-Olds. Presentation to the Kentucky Education Association, Louisville, KY.

Quick, D. S. & Quick, S. (October 1989). Children and Divorce. Presentation at the Annual Conference of the Kentucky Association on Children Under Six, Louisville, KY.

Quick, D. S. (October 1988). Helping Children in Stepfamilies: The Teacher's Role. Presentation at the Annual Conference of the Kentucky Association on Children Under Six, Florence, KY.

Quick, D. S. (October 1987). Helping Children in Stepfamilies: The Teacher's Role. Presentation at the Annual Conference of the Kentucky Association on Children Under Six, Owensboro, KY.

Quick, D. S. (September 1987). Enriching Blended Families. Presentation at the Annual Farm Science Review, The Ohio State University Extension Service, Columbus,

OH.

Quick, D. S. (September 1987). Factors Related to the Quality of the Stepmother-Adolescent Relationship. Poster presentation at the Annual Farm Science Review, The Ohio State University Extension Service, Columbus, OH.

Quick, D. S. (June 1987). The Stepfamily's Journey. Presentation at the Annual Conference of the Ohio Professional Counseling Services, Columbus, OH.

Quick, D. S. (May 1987). Children in Stepfamilies: Strategies for Teachers and Childcare Professionals. Presentation at the Ohio Association for the Education of Young Children, Columbus, OH.

Quick, D. S. & Quick, S. (October 1986). Helping Children in Blended Families. Presentation at the Annual Conference of the Kentucky Association on Children Under Six, Lexington, KY.

Quick, D. S. (April 1986). Children in Stepfamilies. Presentation at the Annual Meeting of the Ohio Council on Family Relations, Mohican Park, OH.

Quick, D. S. (May 1985). Developing Curriculum Plans for Preschool Children. Presentation at the Kentucky Regional Head Start Association, Lexington, KY.

Quick, D. S. (April 1985). The Importance of Enhancing a Positive Self-Esteem in Young Children. Presentation at the Kentucky Regional Head Start Association, Lexington, KY.

Quick, D. S. (May 1984). Art for the Developing Child. Presentation at the Kentucky Regional Head Start Association, Louisville, KY.

Quick, D. S. (January 1984). Home Visits and Parent Conferences. Presentation at the Kentucky Head Start Association, Louisville, KY.

Quick, D. S. (October 1983). Communicating Effectively with Individual Parents: The Parent Conference. Presentation at the Annual Conference of the Kentucky Association on Children Under Six, Louisville, KY.

Quick, D. S. (October 1983). Teaching Young Children Discipline and Self-Control: A Positive Approach. Presentation at the Kentucky Head Start Directors and Teachers Conference, Louisville, KY.

Quick, D. S. (May 1983). Working with Children From Single Parent Families: The Teacher's Role. Presentation at the Annual Conference of the Ohio Association for the Education of Young Children, Columbus, OH.

Quick, D. S., & Fitzpatrick, R. (November 1982). Using Videotaping to Effectively Assess Student-Teacher Growth and Performance. Presentation at the Kentucky Association of Teacher Educators, Louisville, KY.

Quick, D. S. (October 1982). Communicating Effectively with Individual Parents. Presentation at the Annual Conference of the Kentucky Association on Children Under Six, Owensboro, KY.

Quick, D. S. (April 1980). Creative Art Activities for Young Children. Presentation at the Annual Conference of the Georgia Association on Young Children, Athens, GA.

Quick, D. S. (March 1979). Woodworking Supports Learning and Development. Presentation at the Annual Conference of the Georgia Association on Young Children, Albany, GA.

TEACHING EXPERIENCE

Eighty-five percent of my time is devoted to teaching, which is approximately (6) classes per year.

Courses Taught

HES 100 An Introduction to Professions in Human Environmental Sciences

Course Objective—To provide an orientation to human environmental sciences, its contemporary issues, national development and philosophy, unifying concepts, areas of specializations, unique elements, leaders and professional organizations.

FAM 252 Introduction to Family Science

Course Objective—To provide students with an overview of the dynamics of intimate relationships with emphasis on the individual's personal development and expectations regarding intimacy, marriage, and family.

FAM 256 Guidance Strategies for Working with Young Children

Course Objective—To provide students with knowledge about effective guidance strategies for use with young children in school settings. This course also includes a two-hour weekly laboratory experience.

FAM 360 Introduction to Family Intervention: Working with Families and Individuals

Course Objective—To introduce students to the various skills and strategies used by family scientists in the helping relationship. The emphasis is on learning skills that provide support for families and individuals.

FAM 350 Curriculum Planning in Early Childhood Education

Course Objective—To provide students with knowledge about theory research and strategies for planning, implementing and evaluating learning experiences for young children. Course also includes a four-hour weekly laboratory experience.

FAM 401 Normal Family Development and Processes

Course Objective — To examine normal family development and processes from a family systems perspective that will include (a) the major models of family functioning; (b) emerging family forms; and (c) social and developmental contexts in which families live. Emphasis will be on examining beliefs about family normality and developing a framework from which to work with individuals and families.

FAM 410 Practicum in Applied Child Development

Course Objective—To provide students with a supervised practicum in a community agency which serves children and/or adolescents. Bi-weekly discussions are included to provide students with experience in analyzing issues and problems related to this practicum.

FAM 411 Student Teaching in Early Childhood Education

Course Objective—To provide students with a supervised teaching experience at the pre-primary and primary levels. Weekly discussions are included to provide students with experience in analyzing issues and problems related to student teaching.

FAM 495 Independent Work in Individual and Family Development

Course Objective— To provide undergraduate students with experience with intensive independent work on a specific problem in the field.

FAM 502 Families and Children Under Stress

Course Objective—To provide students with knowledge about stressors and crisis experiences for families and their members and their efforts to cope with them.

FAM 507 Assessment of Young Children

Course Objective—To provide students with knowledge about the nature of assessment and measurement of skills in children from birth to age eight. Course includes a one-hour laboratory.

FAM 553 The Child in His/Her Family

Course Objective— To provide students with knowledge about family influences on the personality and development of children. Note: This course has been revised to include family influences over the life course.

FAM 554 Working with Parents

Course Objective—To provide students with principles, techniques and resources relevant to working with parents as individuals, couples and families. Relevant literature on parent effectiveness and parent education is discussed.

FAM 689 Perspectives on Divorce and Remarriage

Course Objective—To provide graduate students with an overview of the research, theory and intervention strategies for families experiencing divorce, single parenting and remarriage. The focus is on family dynamics and child outcomes.

FAM 699 Field Experiences in Family Studies

Course Objective—To provide graduate students with a field training experience in a community setting related to family science. Note: In Spring 1997 I supervised our first graduate practicum student placed at Charter Ridge Behavioral Health System in the Alcohol and Drug Rehabilitation Program, which now includes a strong family education component.

FAM 785 Advanced Problems in Marriage and Family Therapy

Course Objective— To provide graduate students with experience with intensive independent work on a specific problem in the field.

STUDENTS' PROFESSIONAL MENTORSHIP

Refereed Publications with Students

Botkin, D., **Quick D. S.**, Quick, S., & Goodwin, K. (1995). Helping young children deal with community violence. *Kaleidoscope: The Journal of the Kentucky Early Childhood Association*, 11, 3-7.

*Emerson, S., & **Quick, D. S.** (1995). Facilitating the inclusion of young children with special needs in regular preschool classrooms. *Kaleidoscope: The Journal of the Kentucky Early Childhood Association*, 11, 12-15.

*Munro, H., & **Quick, D. S.** (1995). Quality child care ramifications for social development of four-year-olds. *Kaleidoscope: The Journal of the Early Childhood Association*, 11, 25-27.

Covey, C., & **Quick, D. S.** (1993). Play: The natural method of learning. *Kaleidoscope: The Journal of the Kentucky Association on Children Under Six*, 9, 7-9.

*These appeared as reprints in a Special Issue of *Kaleidoscope* called *Reflections: A Kaleidoscope Retrospective 1985-1997*.

Quick, S., **Quick, D. S.**, & Boyd, K. (1992). Helping young children deal with death. *Kaleidoscope: The Journal of the Kentucky Association on Children Under Six*, 8, 10-14.

National Refereed Presentations with Students

Quick, D. S. & Green, K. (November 1998). Introduction to Family Intervention. Teaching roundtable presented at the 60th Annual Conference of the National Council on Family Relations, Milwaukee, WI.

***Quick, D. S.**, *Bell, M. M.* (November 1997). Skill Builders for Blended Families. Poster presented at the 59th Annual Conference of the National Council on Family Relations, Crystal City, VA.

Quick, D. S., & *Bell, M. M.* (September 1997). Skill Builders for Blended Families. Presentation at the 55th Annual Conference of the American Association for Marriage and Family Therapy, Atlanta, GA.

PUBLIC SERVICE

Ten percent or less of my time is allocated for public service.

Invited Service Presentations to State/Region

Quick, D. S. (August 1998). Helping Children Learn Self-Control: A Guide to Discipline. Licking Valley Head Start Association, Flemingsburg, KY.

Quick, D. S. (May 1998). Helping Children Learn Self-Esteem: A Guide to Discipline. Comprehend, Inc., Maysville, KY.

Quick, D. S. (June 1997). Working with Single Parents and Blended Families. Presentation at the School Age Care Leadership Forum, sponsored by the Research and Development Center for School Age Child Care and Early Child Care, Wilmore, KY.

Quick, D. S. (June 1997). The Impact of Divorce and Remarriage on Children. A 4-hour Presentation to the Purchase Area Development District, Mayfield, KY.

Quick, D. S. (October 1996). Traits of a Healthy Family and The Effects of Conflict and Violence on Children. Boyd County Family Resource Center Parent University, Ashland, KY.

Quick, D. S. (September 1996). Understanding the Dynamics of Blended Families. Multi-State Child Care Conference, Paducah, KY.

*As a result of this presentation, I received a call from "20/20" newsmagazine in New York for an interview regarding successfully living in a stepfamily.

Quick, D. S. (August 1996). Helping Children Learn Self Control—A Guide To Discipline. Bourbon County Schools, Paris, KY.

Quick, D. S. (August 1996). Preventing and Healing Job Burnout in Early Childhood Education and Home Visits: A Good Beginning to the Preschool Years. Kentucky River Foothills Head Start In-Service Training, Eastern Kentucky University, Richmond, KY.

Quick, D. S. (July 1996). Children in Stepfamilies: How Schools Can Help. Family and Consumer Sciences Teachers Annual Conference, Lexington, KY.

Quick, D. S. (June 1996). Developmental Stages of Children Age 5 to 18 and Positive Discipline for the Prevention of Problems. Comprehend, Inc., Maysville, KY.

Quick, D. S., & Quick, S. (June 1996). Working With Single Parents and Stepfamilies. 1996 School Age Care Leadership Forum, Wilmore, KY.

Quick, D. S. (February 1996). Healing Family Wounds From Divorce and Creating Healthy Blended Families. Wescove Family Resource Center, Wilmore, KY.

Quick, D. S. (January 1996). Positive Discipline Strategies for Parents of Young Children. Harrodsburg Family Resource Center and Youth Service Center, Harrodsburg, KY.

Quick, D. S. (November 1995). Creating Healthy Blended Families. Boyd County Family Resource Center Parent University, Ashland, KY.

Quick, D. S. (September 1995). Must Parents Agree: When Your Parenting Styles and Ideas Conflict. La Leche League of Kentucky Annual Conference, Lexington, KY.

Quick, D. S. (September 1995). Winning Ways To Talk Children. Third Annual Leadership Training: A Conference for Child Care Directors and Administrative Personnel, Lexington, KY.

Quick, D. S. (June 1995). Successful Strategies for Working With Parents. Family Resource and Youth Services Annual Training Conference, Owensboro, KY.

Quick, D. S. & Quick, S. (June 1995). Working With Stepfamilies. 1995 School Age Care Leadership Forum, Wilmore, KY.

Quick, D. S. & Quick, S. (June 1995). Goal Setting, Job Satisfaction and Stress Management. 1995 School Age Care Leadership Forum, Wilmore, KY.

Quick, D. S. (April 1995). Creating Healthy Blended Families. Wescove Family Resource Center, Wilmore, KY.

Quick, D. S. (April 1995). Positive Guidance and Discipline. Comprehend, Inc. and Maysville Housing Authority Parenting Program, Maysville, KY.

Quick, D. S. (September 1994). The Impact of Divorce and Remarriage on Children: A Workshop for Parents. The Ohio State University Extension Service, Wapakoneta, OH.

Quick, D. S. (July 1994). Preventing and Healing Job Burnout in Early Childhood Education. Baptist Hospital East, Center for Child Development, Louisville, KY.

Quick, D. S. (June 1994). Children in Stepfamilies. Seventh Annual Kentucky School Age Childcare Leadership Forum, Wilmore, KY.

Quick, D. S. (March 1994). Creating Healthy Blended Families. The Ohio State University Extension Service, Coshocton, OH.

Quick, D. S. (May 1993). Today's Families—Discipline in the 90's. The Ohio Cooperative Extension Service, Hillsboro, OH.

Quick, D. S. (April 1993). Creating Healthy Blended Families. The Ohio Cooperative Extension Service and Logan Counties Training Ohio's Parents for Success, Bellefonte, OH.

Quick, D. S. & Quick, S. (September 1989). Building Strong Blended Families. Kentucky Chapter of La Leche League, Owensboro, KY.

Quick, D. S. (October 1989). Child Rearing in the 90's. Keynote Address to the Licking Valley Head Start Association, Flemingsburg, KY.

Quick, D. S. (October 1988). Relationship Quality in Stepfamilies. Poster presentation to the University of Kentucky Home Economics Alumni Association, Lexington, KY.

Quick, D. S. (May 1988). Balancing Work and Family. Ohio State Extension Service, Cincinnati, OH.

Quick, D. S., & Quick, S. (February 1988). The Changing American Family: Focusing on Stepfamilies. An all-day seminar presented to the Ohio Cooperative Extension Service, Jackson, OH.

Quick, D. S. (November 1987). Adolescent Suicide. A satellite television program for the Ohio Cooperative Extension Service, Columbus, OH.

Quick, D. S. (September 1987). Enriching Blended Families. Ohio Cooperative Extension Service, Trotwood, OH.

Quick, D. S. (August 1987). Conflict Management and Teacher Burnout. Kentucky Head Start Association, Maysville, KY.

Quick, D. S. (June 1987). Strengthening Stepfamilies. An audiotape developed for the Ohio Cooperative Extension Service as part of "The Changing American Family Series," Columbus, OH.

Quick, D. S. (June 1987). Building Strong Blended Families. Parents Without Partners, Columbus, OH.

Quick, D. S. (December 1986). Enriching Blended Families. Presentation to the Vocational Home Economics Family Life Conference, Columbus, OH.

Quick, D. S. (November 1986). Stepfamilies. Ohio District Cooperative Extension Specialists Annual Conference, Findlay, OH.

Quick, D. S. (November 1986). Stepfamilies. Northeast District Cooperative Extension Service, Hudson, OH.

Quick, D. S. (March 1986). Children in Stepfamilies. Ohio Meeting of Extension Specialists, The Ohio State University, Columbus, OH.

Quick, D. S. (August 1985). Achievement Motivation in Middle Childhood. Quicksand Area 4-H Leadership Conference, Jackson, KY.

Quick, D. S. (August 1985). Parent Involvement and Motivating Parent Volunteers. Annual meeting of the Licking Valley Head Start Association, Maysville, KY.

Quick, D. S. (April 1985). Discipline and Self Control. Buckhorn Future Homemakers of America Child Guidance Class, Hazard, KY.

Quick, D. S. (April 1985). Tips for Effective Babysitting. Perry County Future Homemakers of America Students, Hazard, KY.

Quick, D. S. (March 1985). Starting A Day Care Home. London Area Extension Service, London, KY.

Quick, D. S. (August 1984). Working with Parents. Richmond Head Start Teachers, Richmond, KY.

Smith, D. R. (September 1983). Discipline and Self-Control: A Positive Approach. Hazard High School Occupational Child Care Teachers, Hazard, KY.

Smith, D. R. (September 1983). Communicating Effectively with Individual Parents. Hazard High School Occupational Child Care Teachers, Hazard, KY.

Smith, D. R. (September 1983). Achievement Motivation in Middle Childhood. Quicksand Area 4-H Leaders Forum, Hazard, KY.

Smith, D. R. (December 1982). Teaching Young Children Discipline and Self Control: A Positive Approach. Regional Head Start Conference, Versailles, KY.

Smith, D. R. (August 1981). Music and Creative Movement Throughout the Day. Northeast Georgia Child Care Teachers, Gainesville Junior College, Toccoa, GA.

Smith, D. R. (July 1981). Developing Curriculum Unit Plans for Preschool Children. Northeast Georgia Child Care Teachers, Gainesville Junior College, Toccoa, GA.

Smith, D. R. (May 1981). Working with Parents and Parent Teacher Communication. Royston Day Care Association, Royston, GA.

Smith, D. R. (December 1979). The Importance of Fostering a Positive Self-Image in Young Children—How Do You Do It? Northeast Georgia Child Care Teachers, Gainesville, GA.

Smith, D. R. (December 1979). Music Throughout the Day. Gainesville Junior College CDA Program, Gainesville, GA.

Smith, D. R. (July 1979). Music Throughout the Day. Waycross Junior College, Waycross, GA.

Invited Service to Community

What Does it Mean to Be a Professional Early Childhood Educator? (January 2000). Bluegrass Association for Early Childhood Education Membership Meeting, Lexington, KY.

Awaking Positive Self-Esteem in Young Children (May 1999). Childcare Council of Kentucky.

Children of Divorce: Understanding, Healing and Prevention (May 1999). Childcare Council of Kentucky.

Fostering Self-Control in Young Children (Feb 1999). Jessamine & Woodford County Extension, Nicholasville, KY.

Working with Parents (Feb 1999). Jessamine & Woodford County Extension, Nicholasville, KY.

Preventing and Healing Job Burnout in Early Childhood Education (November 1997). Toyota Childcare Center, Georgetown, KY.

Professionalism in Early Childhood Education (October 1997). Childcare Council of Kentucky.

Life Skills for Children in Self-Care (September 1997). Childcare Council of Kentucky.

Dealing with Divorce and Remarriage (August 1997). Childcare Council of Kentucky.

Building Positive Self-Esteem in Young Children (August 1997). Childcare Council of Kentucky.

Life Skills for Children Self-Care (August 1997). Childcare Council of Kentucky.

Professionalism in Early Childhood Education (June 1997). Childcare Council of Kentucky.

Professional Development in Early Childhood Education (May 1997). Childcare Council of Kentucky.

Working With Parents (April 1997). Childcare Council of Kentucky.

Coping With Death (April 1997). Childcare Council of Kentucky.

Professionalism in Early Childhood Education (April 1997). Childcare Council of Kentucky.

Working With Parents (February 1997). Childcare Council of Kentucky.

Early Reading and Writing Experiences (December 1996). Childcare Council of Kentucky.

Winning Ways to Talk to Children (October 1996). Childcare Council of Kentucky.

Positive Guidance for Preschoolers (September 1996). Dixie Elementary School, Lexington, KY.

Skilled Ways to Talk to Children and Positive Guidance (August 1996). St. Elizabeth Ann Seaton Preschool, Lexington, KY.

Teaching Children the Art of Conflict Resolution (November 1995). Childcare Council of Kentucky.

Teaching Children the Art of Conflict Resolution (October 1995). Childcare Council of Kentucky.

Winning Ways to Talk to Children (October 1995). Childcare Council of Kentucky.

Winning Ways to Talk to Children (September 1995). ABC Child Care Council of Kentucky.

Positive Guidance (September 1995). Childcare Council of Kentucky.

Positive Guidance Techniques (August 1995). Faith Lutheran Preschool, Lexington, KY.

Winning Ways to Talk to Children (August 1995). Childcare Council of Kentucky.

Winning Ways to Talk to Children (April 1995). Childcare Council of Kentucky.

Winning Ways to Talk to Children (February 1995). Childcare Council of Kentucky.

Positive Guidance & Winning Ways to Talk to Children (January 1995). Childcare Council of Kentucky.

Children and Divorce (January 1995). Single Parent Network, Berea College, Berea, KY.

Fayette County Early Childhood Task Force (1993-94). Fayette County Schools.

Regular lecturer in Marriage and Family Class on Blended Families, Georgetown College, Georgetown, KY.

Search Committee For Head Start Director for Community Action Council of Kentucky (November 1994).

Blended Families and Matters of Intimacy (October 1994). Lexington Planned Parenthood Center during Sexuality Awareness Month, Lexington, KY.

Dealing with Stress of Children Going Back to School (September 1994). University of Kentucky Family Wellness Program.

The Changing American Family (August 1994). Fayette County Public Schools Professional Development Training, Lexington, KY.

Blended Families, Solo Parenting and Building Children Self-Esteem (1994), for Time Out for Parents, a Kentucky Educational Television series offering practical advice and information for today's parents.

Policy Council Member (1992-1995). Office of Child Development Head Start, Community Action Council of Kentucky.

Successful Strategies for Working with the Adolescent Parent (1993). Kentucky Childbirth Education Association.

Children and Divorce (December 1993). Berea Children's Center, Berea, KY.

Creating Healthy Blended Families and Other Matters of Intimacy (October 1993). Presentation for National Sexuality Awareness Month, Lexington Planned Parenthood, Lexington, KY.

Dealing with Stress of Children Going Back to School (September 1993). University of Kentucky Family Wellness Program.

The Content Review Panel For Interdisciplinary Early Childhood Education (June 1993).

Creating Healthy Families (February 1993). Community Forum, sponsored by the Unitarian Universalist Church, Lexington, KY.

Creating Healthy Blended Families (with S. Quick, November 1992). Family Wellness Program.

After School Child Care Programs (October 1992). Women's Forum, Lexington, KY.

Development of Training Materials for Child Day Care Training Program for Day Care Center Providers and Family Day Care Home Providers (Fall 1992). Sponsored by the Department of Family Studies and the Kentucky Cabinet for Human Resources.

Project Trainer Statewide Child Care Training Program (Spring 1992). Participated in 13 Saturday training sessions sponsored by the College of Human Environmental Sciences and the Kentucky Cabinet for Human Resources.

Adolescent Suicide, and Two Sessions on Blended Families (1992). A-OK Primeline, Al Smith Productions.

Fostering Self-Esteem in Young Children (January 1992). Bluegrass Mothers of Twins, Good Samaritan Hospital, Lexington, KY.

Strengthening Blended Families: An All-Day Practical Workshop for Adults Interested in Strengthening Stepfamilies (with S. Quick, September 1991). Central Baptist Church, Lexington, KY.

Evaluator for Fayette County Schools 4-Year-Old Program (May 1991).

Enhancing Self-Esteem in Young Children (April 1991). Two sessions, Island Creek Corporation.

Ohio Cooperative Extension Service Community Teams Strengthening Families Through Parent/Child Education (March 1991).

Child Growth and Development (October 1990). Fayette County Schools "Early Start" Program, Lexington, KY.

Fostering Self-Esteem in Young Children (October 1990). Preschool Parenting Seminars, Rosemont Baptist Church, Lexington, KY.

Appropriate Discipline for Young Children (October 1990). Central Christian Church Child Care Center Parents Organization, Lexington, KY.

Children in Self-Care (September 1990). IBM Work/Family Program.

Parent Involvement in Early Childhood Programs (August 1990). Fayette County Head Start Association.

Working With Parents (May 1990). Growing Together Preschool, Lexington, KY.

Children and Divorce (May 1990). Clark County Home Economist Club, Lexington, KY.

Appropriate Discipline (April 1990). Central Christian Church Day Care, Lexington, KY.

Appropriate Discipline (April 1990). Lexington Speech & Hearing Center, Lexington, KY.

Building Self-Esteem in Young Children (February 1990). Eastern Kentucky University, Richmond, KY, Department of Family Studies Parent Education Program.

Strengthening Blended Families (January 1990). All-day workshop at Porter Memorial Baptist Church, Lexington, KY.

Child Growth and Development and Developmentally Appropriate Practice for 4-Year-Olds (1990). Bourbon County Schools, Paris, KY.

Child Growth and Development for 3- and 4-Year-Old Children and Appropriate Behavior Management Strategies (1990). Licking Valley Head Start Association Flemingsburg, KY.

Developmental Characteristics of Young Children (1990). Bourbon County Public Schools, Paris, KY.

Developmentally Appropriate Curriculum: The Role of the Teacher (1990). Bourbon County Public Schools, Paris, KY.

Fostering Self-Esteem in Young Children (1990). Bourbon County Public Schools, Paris, KY.

Developmentally Appropriate Practices in Early Childhood Education (1990). Bourbon County Public Schools, Paris, KY.

Helping Children of Divorce and Remarriage: The Role of the Teacher (1990). Franklin County Public Schools, Columbus, OH.

Appropriate Positive Behavior Shaping (February 1990). Preschool Training Conference, Early Childhood Regional Training Center and Fayette County Schools, Lexington, KY.

Appropriate Discipline (October 1989). Lexington Head Start Association, Lexington, KY.

Building Self-Esteem in Young Children (October 1989). Lexington Head Start Association, Lexington, KY.

Successfully Working With Parents (September 1989). Community Montessori School, Lexington, KY.

Building Strong Blended Families (June 1989). 15th District Home Economics Teachers Annual Meeting, College of Home Economics, University of Kentucky.

Guiding Young Children: Appropriate Discipline (March 1989). Bluegrass Association on Children Under Six, Richmond, KY.

Appropriate Discipline Techniques (March 1989). High Street Day Care Center, Lexington, KY.

Strengthening Blended Families: A Practical Workshop for Adults Interested in Strengthening Stepfamilies (October 1988). Central Baptist Church, Lexington, KY.

Preventing Child Sexual Abuse (May 1988). A Training Workshop for Lexington Area Childcare Teachers, Lexington, KY.

Conflict Management and Teacher Burnout (August 1987). Licking Valley Head Start, Flemingsburg, KY.

Listening and Open-Ended Questioning in Early Childhood Programs (October 1986). The Lexington Head Start Association, Lexington, KY.

Parent Teacher Conferences (August 1985). In-service for Clark County Schools, Winchester, KY.

When Mom Goes to Work (June 1985). Fayette County Health Department, Lexington, KY.

Achievement Motivation: Middle Childhood (March 1984). Home Economics Strengthens Families—From Its Proud Past to Its Promising Future, Clark County Home Economists, Winchester, KY.

Music and Creative Movement (February 1984). Eastland Branch Lexington Public Library, Lexington, KY.

Teaching Young Children Discipline and Self-Control: A Positive Approach (November 1983). Central Baptist Church Childcare Parents, Lexington, KY.

Teaching Young Children Discipline and Self-Control: A Positive Approach (December 1982). Lexington Public Health Department, Lexington, KY.

Storytelling & Curriculum Enrichment (December 1982). Training Meeting for Parent Volunteers and Interested Persons, Glendover School, Lexington, KY.

Shake, Rattle and Roll, Plus for Parents: Using and Making Rhythm Instruments for Toddlers (November 1982). Lexington Public Library, Lexington, KY.

Choosing Books for Young Children (November 1982). Occupational Child Care Teachers, Bates Creek High School, Lexington, KY.

Teaching Young Children Discipline and Self-Control (June 1982). St. Joseph Hospital, Lexington, KY.

Shake, Rattle and Roll, Plus for Parents: Using and Making Rhythm Instruments for Toddlers (February 1982). Lexington Public Library, Lexington, KY.

Activities With Children While Babysitting (June 1981). Presented to the St. Mary's Hospital Prevention Program, Athens, GA.

Holiday Ideas that Children Can Make (December 1980). Presented to the Athens Area Association on Young Children, Athens, GA.

How to Entertain Young Children While Babysitting (August 1980). Presented to the St. Mary's Hospital Prevention Program, Athens, GA.

Language Development (December 1979). Child Care Teachers, Athens, GA.

Science for the Very Young (December 1979). Child Care Teachers, Athens GA.

Activities to Enhance Your Child's Self-Esteem (December 1979). Athens Area Vocational School, Athens, GA.

International Year of the Young Child: What Is It? (October 1979). Athens Area Vocational School, Athens, GA.

Music Throughout the Day (October 1979). Athens Association on Young Children, Athens, GA.

Using the Peabody Language Kit (April 1979). Athens-Clarke County Community Coordinated Child Care Service, Athens, GA.

How Teachers and Parents Can Help Children Adjust to Divorce (March 1979). Parents Without Partners, Athens, GA.

PROFESSIONAL SERVICE TO UNIVERSITY

University Committees

Undergraduate Council (2011-2012)

University Senate (2003-2006)

Graduate Faculty (2002-present)

University of Kentucky Alcohol Policy Committee (2000)

Rural Health Studies for the Allied Health Professions Curriculum Committee (Fall 1997)

University of Kentucky New Faculty Tour Committee (1995)

College of Education Review Committee (1994)

College of Communication Review Committee (1992)

University Studies Committee (1992-1995)

College of Education Program Faculty (1994-1997)

Elected to the Undergraduate Council (1989-92)

Chair of Undergraduate Council Subcommittee (Fall 1990)

One Parent Project Pregnancy Prevention Task Force, College of Nursing (1988)

College/School Committees

School of Human Environmental Sciences Hall of Fame Committee (2008-2010)

Student Excellence Award Committee (2008-present)

College of Agriculture Undergraduate Curriculum Committee (2007-present)

Faculty Appeals Committee (2007-to present)

Chair, Faculty Awards & Recognition Committee (1999)

Member, Ad Hoc Committee to Review Department of Family Studies (1997-1998)

Member, Human Environmental Science College Week (1997-1998)

Member, Scholarship & Awards Committee (1997-present)

Member, Program Development (1995-1997)
Committee Chair (Fall 1995)

Member, College of Human Environmental Sciences Advisory Committee for Promotion and Tenure (1996)

Chair, Courtesy Committee (1993-1995)

Member, Dean's Advisory Committee (1994)

Chair, Nominating Committee (1994)

Member, Wellness Committee (1993)

Chair, Program Development (1989-1991)

Chair, Student Evaluation of Instruction (1987-1989)

Chair, Scholarship & Awards Committee (1987-1989)

Department Committees

Member, Committee to Review Family Sciences Self Study (2011-2012)

Chair Advisory Committee (2007-present)

Qualifying Exam Committee (2009-present)

Director of Undergraduate Studies, Chair

Curriculum Committee (2007-present)

Search Committee for FCS Specialist, Chair

Search Committee for FCS Education position

Member, Search Committee for two Faculty Positions in Early Childhood (1999-2000)

Chair, Curriculum Committee (1999-2000)

Chair, Chair Advisory Committee (1999)

Member, Departmental Self-Study Committee (1997-1998)

Member, Clinical Faculty in Marriage & Family Therapy (1997-1998)

Member, Chair's Advisory Committee (1997-1998)

Member, Family Studies Program Faculty (1996-present)

Member, Search Committee for Lab Director (1994)

Chair, Curriculum Committee (1993-1995)

Chair, Chair's Advisory Committee (1990-1992)

Member, Search Committee for Faculty Position in Gerontology (1990)

Chair, Early Childhood Education Master's Degree Committee (1990)

Member, Interdisciplinary Early Childhood Education Program Faculty (1992-1997)

Chair, Ad Hoc Committee to plan for Fall 1989 College Orientation Week (1990)

Member, Ph.D. Proposal Committee (1989-1991)

University Invited Presentations

Quick, D. S. (May 1998). Traits of a Healthy Family. Fifth Annual University of Kentucky Employee Wellness Conference. University of Kentucky.

Quick, D. S. (May 1997). Preventing and Healing Job Burnout. Fourth Annual University of Kentucky Employee Wellness Conference. University of Kentucky.

Quick, D. S. (December 1995). Stress Management for Blended Families. University of Kentucky Family Wellness Program, University of Kentucky.

Quick, D. S. (November 1994). Experienced Drivers: A Panel Discussion at the Human Environmental Sciences Conference. "Pave Your Road to Success: Follow the Signs of Leadership," University of Kentucky.

Quick, D. S. (1993). Preparing Your Family for a New Sibling. University of Kentucky Improved Pregnancy Outcome Project, College of Medicine.

Quick, D. S. (September 1993). Dealing with Stress of Children Going Back to School. University of Kentucky Family Wellness Program.

Quick, D. S., & Quick, S. (November 1992). Creating Healthy Blended Families. University of Kentucky Wellness Program.

Quick, D. S., & Quick, S. (November 1991). Creating Healthy Blended Families. University of Kentucky Employee Brown Bag Lunch Series—REFER, Employee Assistance Program.

Quick, D. S., & Quick, S. (Fall 1989). Building Strong Blended Families. University of Kentucky Saturday Seminar Series.

Special Presentations, Assignments, & Projects

Invited participant in a day dedicated to discussing effective teaching within the framework of a research university, Office of the Vice-Chancellor for Academic Affairs and Research (Fall 1997).

Program Co-Chair with M. L. Routt for Annual Southern Early Childhood Conference to be held in Louisville in 1998. (Approximately 214 proposals were reviewed and from these, 188 were accepted.)

Worked with Dr. D. Botkin to revise Individual and Family Development major to better meet Certified Family Life Education Credentials (Fall 1996).

Time Out for Parents: The Teen Years. Kentucky Educational TV, Lexington, KY. Also participated on the planning committee for this series on Parental Relationships (November 1996).

Blended Families, Solo Parenting and Building Children's Self-Esteem for Time Out for Parents, a KET series offering practical advice and information for today's parents (1994).

Preparing Your Family for a New Sibling. University of Kentucky Improved Pregnancy Outcome Project (1993).

Consultant to the Kentucky Cooperative Extension Service for a video project, "Heartsongs," puppetry vignettes for young children that focus on respect for self and others, self-confidence and social skills (November 1992).

Sixth District Coordinator for Support of the ABC Child Care Bill (1990).

Trainer for the Child Care Licensing Workshops. All-Day Training Sessions, sponsored by the Department of Family Studies and the Cabinet for Human Resources (1990, 1991, and 1992).

Building Strong Blended Families. Presentation with S. Quick at the University of Kentucky Saturday Seminar Series, Lexington, KY (August 1989).

Special Needs Children and Their Families. One-week course for teachers sponsored by the College of Education, University of Kentucky (Summer 1989).

Project Home Safe Trainer. Four All-Day Saturday Sessions on After School Child Care, sponsored by the American Home Economics Association and the Whirlpool Corporation (Spring 1989).

Preventing Child Sexual Abuse: A Training Workshop for Lexington Area Childcare Teachers, One Parent Project. Lexington, KY (May 1988).

Children in Stepfamilies. Videotaped presentation for the Ohio State Cooperative Extension Service as part of Stress and Families: Implications for Youth, Columbus, OH (February 1987).

Enriching Blended Families. Poster session for Farm Science Review, The Ohio State University, Columbus, OH (September 1987).

Helping Stepfamilies. Audiotape for The Ohio Cooperative Extension Service, Columbus, OH (April 1987).

Exhibits Chairperson. Bluegrass Association on Children Under Six, Lexington, KY (February 1985).

Achievement Motivation: Middle Childhood, Recent Trends in Individual Development. The University of Kentucky, College of Home Economics, Continuing Education Workshops (July 1984).

Interest Group Chairperson. Southern Association on Children Under Six Regional Conference, Lexington, KY. Read and reviewed approximately 200 proposals from educators across thirteen southern states to compile a preliminary program of 125 interest group selections (March 1984).

Normal Parenting in Today's World. Annual Update Parent Child Relationships: The Role of the Nurse, Improved Pregnancy Outcome Project, University of Kentucky, College of Nursing (July 1983).

Chairperson, Bluegrass Association on Children Under Six Winter Workshops. Coordinated and selected workshop leaders to provide a one-day conference featuring twenty-one interest group areas (March 1982).

Guest lecturer for Careers in Family Studies and Early Childhood Education, Family Studies 101. University of Kentucky, Lexington, KY. (December 1981).

Chairman, Crafts Committee for Rewriting Academic Curriculum in Child Development. Clarke Central High School, Athens, GA (April 1981).

Slide-tape presentation on the Department of Child and Family Development. Used to recruit high school students to the University of Georgia (1979).

Chairperson, Many-Mini-Workshops. Georgia Center for Continuing Education, University of Georgia, Athens, GA (February 1981).

Board Member, Athens-Clarke County Community Coordinated Child Care Service. Conducted "Needs Analysis" Survey, Athens, GA (March 1979).

Chairperson, Family Fun Fair for the Week of the Young Child, Athens, GA (April 1980).

Chairperson and Group Leader, Parents Anonymous, Athens, GA (1978-79). Family Counseling, Athens, GA (December 1978-79).

Television, Radio, Media Interviews, and Projects

Television Interviews

Hurried Children and Families (with Sam Quick). Television program for College of Home Economics Cooperative Extension Service, University of KY (November 1990).

Project Home Safe Interview for Channel 27 News, Lexington, KY (February 1989).

Child Custody. Interview for Channel 36 News, Lexington, KY (February 1988).

Child Abuse—Parents Anonymous. Talk show panel, Channel 8 WGTV, University of Georgia, Athens, GA (April 1979).

Radio Interviews

Children and Divorce. Interview for UK Radio WBKY (December 1999).

Balancing Work and Family (with Sam Quick). Interview for Kentucky Radio Network, Lexington, KY (February 1989).

Children in Stepfamilies: Your Human Environment. Interview with University of Kentucky radio station WBKY (September 1988).

Videotapes

Stepfamilies. The Ohio State Cooperative Extension Service, Columbus, OH (March 1987).

Home Economics Is Alive. College of Home Economics, University of Kentucky, Lexington, KY (December 1982).

Using Videotaping to Assess Student Teachers. University of Kentucky Media Center, Lexington, KY. Also shown at the Kentucky Association Teacher Educators, Louisville, KY (November 1982).

Projects

Quick, D. S. (Spring 1997). Consultant to Senior Interior Design students in developing facility requirements and alternative design models for the laboratory school that addresses the unique needs of teaching and research for Early Childhood Education in the twenty-first century.

Quick, D. S. (November 1996). The Teen Years. Panelist for “Time Out for Parents” program sponsored by Kentucky Educational Television, Lexington, KY

Quick, D. S. (March 1994). Blended Families. Panelist for “Time Out for Parents” program sponsored by Kentucky Educational Television, Lexington, KY.

Quick, D. S. (February 1994). Building A Child’s Self-Esteem. Panelist for “Time Out for Parents” program sponsored by Kentucky Educational Television, Lexington, KY.

Quick, D. S. (January 1994). Single Parenting. Panelist for “Time Out for Parents” Program sponsored by Kentucky Educational Television, Lexington, KY.

Newspaper Interviews

“Parenting Children of Divorce.” UK Public Relations (Spring 1999).

“Are You Listening: Talking Can Be Tough for Parents, Teens,” Lexington Herald-Leader (November, 1996).

“Family Studies’ Husband-Wife Team Teach How To Balance Love, Job.” University of Kentucky Communi-K, Vol. 21, 1 (August 1988).

“Most Stepchildren Fare Better Than Cinderella, Study Shows,” The Columbus Dispatch (October 1987).

“Improving Your Odds—The Second Time Around,” Women’s Voice of Columbus (June 1987).

PROFESSIONAL SERVICE AND CONSULTATION

Guest Editor

Editorial Board *Family Relations* Journal

Editorial Board, *Kaleidoscope*, A Publication of the Kentucky Early Childhood Association (1991-93).

Book Reviewer

The New American Stepfamily: A Story of Discovery, Sage Publishers

Building Partnerships for Education the Child, Prentice Hall

Skills for Preschool Teachers, Macmillan Publishing Co.

Manuscript Reviewed: “A mother kind of role but not a mother.” *Journal of Social and Personal Relationships*.

Regular reviewer for Prentice-Hall and MacMillan Publishing companies, having reviewed and provided extensive feedback on the following texts:

Building partnerships for educating the child

Skills for preschool teachers

Families, schools, and communities: Building partnerships for educating children

Guiding young children

Authentic assessment of young children

PROFESSIONAL MEMBERSHIPS & COMMITTEE SERVICE

National

American Association of Family and Consumer Sciences (AAFCS)

Presentations at three Annual Conferences
Project Home Safe Committee and Trainer (1989-1991)

National Association for the Education of Young Children (NAEYC)

Presentations at ten Annual Conferences

National Council on Family Relations (NCFR)

Presentations at 17 Annual Conferences
Stepfamily Focus Group (1989-Present)
Education and Enrichment Section (1993-present)

Omicron Nu, National Home Economics Honorary

Submitted Post Doctoral Fellowship Grant (1990)

Stepfamily Association of America (SAA)

Invited Presentation at one National Conference
Invited to participate in SAA's "Nationally Recognized Faculty" training team (June 1998)

Regional

Southern Early Childhood Association (SECA)

Presentations at eleven Annual Conferences
Program chair for Annual Conference (1984)
Program Co-chair for Annual Conference (1998)
Kentucky representative to the SECA Board of Directors (1997-2000)
—Chairperson of Commission on Professional Development and Leadership (1998-)
—Invited Consultant to the Alabama Association for the Education of Young Children Leadership Conference (July 1998)

Ohio State University Alumni Association (1989 to present)

State Committee Service

Kentucky Association for Early Childhood Educators (KAECE)

Presentations at twelve Annual Conferences
Executive Board (1990-Present)
Conference Committee (1990, 1994)

Vice President, Membership Chair (1993-95)
Nominating Committee (1996)

*University of Kentucky College of Human Environmental Sciences Alumni
Association—Life Member*

Faculty representative to the executive board (1993-95)

Local Committee Service

Bluegrass Association for Early Childhood Educators (BAECE)

Secretary (1988-89)

President (1990)

Chapter Advisor (1990-Present)

Chair, Leadership Conference (1993, 1994)

Phi Upsilon Omicron Honorary Alumni Association

President-Elect (1997-1998)

President (1998-1999)

Past President & Advisor (1999-2000)

Kappa Delta Phi

PROFESSIONAL DEVELOPMENT

I am a regular presenter and conference participant at the **National Council on Family Relationships, National Association on the Education of Young Children, Southern Early Childhood Association, and Kentucky Early Childhood Association**. Other professional development activities have included:

September 1997. Presenter and conference participant at the 55th Annual Meeting of the **American Association for Marriage and Family Therapists**, Atlanta, GA.

May 1996. Conference participant, **Family Resource Coalition** conference in Chicago, IL.

November 1992. Invited participant, **Wilma E. Grote Symposium for the Advancement of Women, Families: A World Perspective**, Morehead State University, Morehead, KY.

March 1992. Invited participant, **6th International Congress in Family Therapy Divorce and Remarriage: Interdisciplinary Issues and Approaches**, Jerusalem, Israel.

July 1990. Completed 18 hours training in **National Council for Accreditation of Teacher Education/State Standards** for the accreditation of teacher preparatory program in Kentucky colleges and universities.

April 1990. Selected participant in Working Conference sponsored by the **Curriculum Modification Component of the Research Institute on Preschool Mainstreaming**, Lexington, KY.

June 1989. Completed **Ph.D. Degree from The Ohio State University**, Columbus, OH (Received Dissertation Award Grant from **Ohio Department of Mental Health**, 1987-89).

Spring 1989. **Selected as State Trainer by Kentucky Home Economics Association (KHES) for Project Home Safe**, a National Program sponsored by the American Home Economic Association (AHEA) and the Whirlpool Corporation that addresses the welfare of latchkey children and their families. Professional training took place December 1988 in Washington, D.C.

June 1988. Conference participant, **Writing for Professional Publication**, The Galt House, Louisville, KY.

June 1987. Conference participant, **Counseling Children of Divorce: A Conference with Richard Gardner**, Columbus, OH.

Professional Profile

Dr. Ann Vail is Director of the School of Human Environmental Sciences and Assistant Director of Family and Consumer Sciences Extension at the University of Kentucky. Prior to coming to Kentucky she was Department Head for two departments at New Mexico State University—Department of Family and Consumer Sciences and Department of Extension Home Economics. She held faculty positions in Family and Consumer Sciences Education at Iowa State University, University of Idaho, and Ohio State University. She has a Ph.D. and M.S. from Ohio State University and a B.S. from Colorado State University in Family and Consumer Sciences Education.

Dr. Vail's publications include three books, numerous refereed publications, abstracts, proceedings and technical reports. Her books include: *Taking Sides: Clashing Views on Controversial Issues in Family and Personal Relationships*—an issues-based book used in college courses across the country; *Taking Sides Instructors Guide*; and an AAFCS Yearbook titled *Leadership for Change: National Standards for Family and Consumer Sciences Education*.

Dr. Vail has secured more than \$42,000,000 in external support for research, program development and evaluation, and outreach initiatives. Her research emphasis has been leadership development and teacher change. Her program development and evaluation efforts have focused on building strong families in the areas of marriage education, parenting education, and nutrition education. Currently, she serves as Principal Investigator for the following grants: 1) National Coordination Center for Regional Nutrition Education Centers of Excellence; 2) UK Supplemental Nutrition Assistance Program Education; 3) Collaborative Environment Approaches to Reduce Obesity Disparities in Kentucky; and 4) Rural Child Poverty Nutrition Center.

Currently, she serves as secretary on the Board of Directors for the Community Action Council for Lexington-Fayette, Bourbon, Harrison, and Nicholas Counties. Dr. Vail represents higher education on the Board of Directors for the Board of Human Sciences. She is an active member of the American Association of Family and Consumer Sciences, Kentucky Association of Family and Consumer Sciences, National Extension Association of Family and Consumer Sciences, Kentucky Extension Association of Family and Consumer Sciences, the Board of Human Sciences Executive Board, and the Council of Administrators for Family and Consumer Sciences. She holds membership in three honor societies—Phi Kappa Phi, Kappa Omicron Nu, and Phi Upsilon Omicron.

In 2006 Dr. Vail was awarded the American Association of Family and Consumer Sciences Leader Award. In 1997, Ohio State University recognized her as one of their Outstanding 100 Human Ecology Alumni of the Past 100 Years.

As Director of the School, Dr. Vail has lead the school in efforts to establish the Kentucky Academy in Adjeikrom, Ghana; create a University of Kentucky tradition through the development of the official UK Plaid; and create Building Strong Families County Profiles for all of Kentucky's 120 counties.

Education

Ph.D.
Ohio State University
Family & Consumer Sciences Education

M.S.
Ohio State University
Family & Consumer Sciences Education

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Cell: (859) 559-2122

EDUCATION

Ph.D., Ohio State University (1991). Department of Home Economics Education. Major: Home Economics Education. Minors: Higher Education Administration, Vocational Education.

M.S., Ohio State University (1988). Department of Home Economics Education. Major: Home Economics Education. Minor: Vocational Education.

B.S., Colorado State University (1981). Department of Home Economics Education. Major: Home Economics Education.

EXPERIENCE

Interim Dean, College of Social Work (2015-present).

Director and Professor (2005-present). School of Human Environmental Sciences. Assistant Director, (2005-Current). Family and Consumer Sciences Extension; Acting Department Chair (2008-2010). Department of Merchandising, Apparel, and Textiles; College of Agriculture, University of Kentucky.

Department Head and Professor (1999-2005). Department of Family & Consumer Sciences and Department of Extension Home Economics, College of Agriculture and Home Economics, New Mexico State University.

Assistant Professor (1996-1999). Department of Family & Consumer Sciences Education & Studies, College of Family & Consumer Sciences, Iowa State University.

Assistant Professor (1991-1996). School of Family and Consumer Sciences, University of Idaho.

Lecturer (1988-1991). Department of Home Economics Education, Ohio State University.

Graduate Research Assistant (1987-1988). Department of Home Economics Education, Ohio State University.

State Supervisor and FHA/HERO State Advisor (1984-1987). Colorado Community Colleges and Occupational Education System.

Instructor (1983-1984). Wage Earning Home Economics, Jefferson High School, Lakewood, CO.

Instructor (1982-1983). Consumer Home Economics, Highland High School, Thornton, CO.

Instructor (1982). Teen Pregnancy Program, Denver Public Schools, Denver, CO.

PUBLICATIONS

Peer Reviewed

- Kurzynske, J.S., McGladrey, M., Mullins, J.T., Peritore, N. and Vail, A (2016). "Using a Socio-Ecological Framework for Community-Based Obesity Disparity Reduction Strategies", Athens: ATINER'S Conference Paper Series, No.: SOC2016-1927.
- Vail, A., & Henken, K. (2013) Celebrating the History of Family and Consumer Sciences Extension at the University of Kentucky. *Journal of Family & Consumer Sciences*,105(4). 49-54.
- Gustafson, A., Perkins, S., Lewis, S., Buckner, E., Mullins, J., & Vail, A. (2013). Association Between the Retail Food Environment, Neighborhood Deprivation, and County-Level Dietary Outcomes Among Supplemental Nutrition Assistance Program—Education (SNAP-Ed) Recipients in Kentucky, 2010-2011. *Journal of Hunger & Environmental Nutrition*, 8:362-377.
- Gustafson, A., Lewis, S., Perkins, S., Wilson, C., Buckner, E., & Vail, A. (2013). Neighborhood and Consumer Food Environment is Associated with Dietary Intake Among Supplemental Nutrition Assistance Program (SNAP-Ed) Participants in Fayette County, Kentucky. *Public Health Nutrition*, 16(7), 1229-37.
- Meszaros, P.S., Sobrero, P., Schneider, S., Lane, C.D., Hastings, S., Vail, A., & Marek, L. (2012). Appalachian Information Technology Extension Project. *The International Journal of Technology Knowledge & Society*, 7:5, 91-104.
- Bradford, K., LaCoursiere, J. & Vail, A. (2010). Individual adjustment, readiness for relationship change, and dyadic adjustment. *Journal of Couple and Relationship Therapy*, 9:4, 293-311.
- Veldorale-Brogan, A., Bradford, K. & Vail, A. (2010). The missing link: Marital virtues and their relationships to individual functioning, communication, and relationship adjustment. *Journal of Positive Psychology*, 5:4, 281-293.
- Carlton, E.L., Whiting, J.B., Bradford, K, Dyk, P.H. & Vail, A. (2009). Defining factors of successful university-community collaborations: An exploration of one healthy marriage project. *Family Relations*, 58(1):28-40.
- Whiting, J., Bradford, K., Vail, A. Carlton, E., & Bathje, K. (2009). Using a domestic violence protocol in marriage education: Critical components and cautions. *Journal of Couple and Relationship Therapy*, 8, 181-196.
- Devall, E., Vail, A., & Resendez, J. (2005). Strategies for recruiting and retaining Hispanic students. *Journal of Family and Consumer Sciences*, 97(4), 50-55.
- Vail, A., Kratzer, C., Cummings, M., & Galindo, V. (2003). Building the capacity of welfare recipients for work and family: New Mexico STEPS program. *Journal of Family and Consumer Sciences*, 95(3), 16-20.
- Vail, A. (2000). Charting our future using national standards: From symbols to action. In A. Vail, W. Fox, & P. Wild, *Leadership for change: National standards for Family & Consumer Sciences Education*, 272-277. Peoria, IL: Glencoe/McGraw-Hill.
- Vail, A., Mberengwa, L., Parnell, L.M., Kastl, R.M., Arner, J., McClelland, J., Milehan, C. (1999). J. Johnson & C. Fedge, *Family & Consumer Sciences Curriculum: Toward a critical science approach*, 259-284. Peoria, IL: Glencoe/ McGraw Hill.
- Vail, A. & Roovaart, A. (1999). Legacy of leadership: AVA family and consumer sciences graduate fellowship. *Journal of Family and Consumer Sciences Education*, 17 (2), 25-37.

- Vail, A. (1998). Personal inquiry into thinking about teaching: Lessons from the onion field. In R. Thomas & J. Laster, *Inquiry into Thinking*, 175-186. Mission Hills, CA: Glencoe.
- Vail, A. (1998). Status of family and consumer sciences curriculum. *ASCD Curriculum Handbook*, 6-14.
- Vail, A., & Mandiloff, V. (1996). *Cultivating our garden: Serving students with learning disabilities in family and consumer sciences education*. Ellensburg, WA: Family and Consumer Sciences Education Association.
- Vail, A. (1995). Leadership, administration, and supervision. In S. Redick (Ed.), *Review and Synthesis of Research in Home Economics Education 1985-1995* (p. 87-100). Mission Hills, CA: Glencoe.
- Vail, A., & Mandiloff, V. (1995). Change experiences of home economics teachers involved in curriculum reform. *Journal of Family and Consumer Sciences Education*, 13(2), 77-91.
- Vail, A. (1995). Predictors of home economics teachers' teacher leadership behaviors. *Journal of Family and Consumer Sciences Education*, 13(1), 36-46.
- Vail, A., & Nest, J. (1995). Dare to be you: A program for first time juvenile offenders. *Resources in Education Journal*.
- Cummings, N., Thorne, B., Vail, A. Bendixen-Noe, M., Gritzmacker, J., Redick, S. & Gallup, (1995). Gender equity competencies across Ohio educational levels: Development and T. validation. *Equity & Excellence in Education*, 28(1), 44-51.
- Pedras, M. J., Oakes, M. M., & Vail, A. (1994). The attitudes of public school administration toward the hiring of women technology educators. *Journal of Industrial Teacher Education*, 3(3), 40-50.
- Vail, A., & Redick, S. S. (1993). Predictors of teacher leadership performance of vocational and non-vocational teachers. *Journal of Vocational Education Research*, 18(1), 51-76.
- Vail, A. (1992). Youth At Risk: Doing our part. *Journal of Home Economics*, 84(3), 17-21.
- Redick, S. S., & Vail, A. (1991). *Motivating Youth At Risk*. Washington, D.C.: Home Economics Education Association.

Books

- Vail, A., Fox, W., Wild, P. (Eds.). (2000). *Leadership for Change: National Standards in Family and Consumer Sciences Education*. Peoria, IL: Glencoe/McGraw-Hill.
- Vail, A. (Ed.). (1999). *Taking sides: Clashing views on controversial issues in family and personal relationships*. Guilford, CT: Dushkin/McGraw-Hill.
- Vail, A. (Ed.). (1999). *Instructor manual for taking sides: Clashing views on controversial issues in family and personal relationships*. Guilford, CT: Dushkin/McGraw-Hill.

Invited Publications

- Devall, E., Marin, M., Vail, A. (2004). Helping undergraduates view the elderly in a positive light. *Journal of Family and Consumer Sciences*, 96(2), 52-53.
- Vail, A. (2003). Standards for professional behavior in a higher education setting. *The Department Chair*, 14(2), 16-20.

Kratzer, C., Vail, Cummings, M., & Galindo, V. (2003). STEPS to employment and personal success. *Family Focus*, FF18, F10-12.

Vail, A. (2002). Civic engagement strategies in action: Being a good citizen. *Journal of Family and Consumer Sciences*, 94(3), 75.

Johnson, J. M., & Vail, A. (1995). A critical analysis: Unanswered questions. In S. Olson (Ed.), *Occupational Home Economics Education* (p. 171-178). Mission Hills, CA: Glencoe.

Other Publications

National Standards for Family and Consumer Sciences Secondary Education (Member of Development Panel) (1998).

Peer Reviewed Abstracts

Kurzynske, J., McGladrey, M., Mullins, J., Peritore, N., Vail, A. (2016, May). ISBN: 978-960-598-037-5 Using the Socio-Ecological for Community-Based Obesity Disparity Reduction Strategies; page 38; 10th Annual International Conference on Sociology, Athens, Greece. Oral Presentation <http://www.atiner.gr/abstracts/2016ABST-SOC.pdf> Oral Presentation and Abstract Publication.

Kim, H., Hunter, J. & Vail, A. (2013, June). Health literacy and retirement savings in later years. Abstract presented at The 20th IAGG World Congress of Gerontology and Geriatrics, Coex, Seoul, Korea.

Kratzer, C., Sparks, A., Vail, A. (2006). Home of my own: a web-based homebuyer education curriculum. Eastern Family economics and resource management: 2006 Conference, 73.

Kratzer, C., Vail, A., Cummings, M. & Galindo, V. (2003, September). STEPS: A university-based welfare to work program. *Galaxy II Conference Abstract Proceedings*, 242, *Galaxy Conference II*.

Kratzer, C., Vail, A., Cummings, M., & Galindo, V. (2002, March). STEPS (Steps to Employment and Personal Success). Poster session presented at Enhancing Extension's Role – A National Community Resources and Economic Development (CRED) Conference, Orlando, FL.

Lei, N. & Vail, A. (1999). Masters level education in family and consumer sciences education. *1999 Annual meeting research abstracts*, 46, AAFCS.

Vail, A. & Roovaart, A. (1998). Legacy of leadership: AVA Family and consumer sciences graduate fellowship. *1998 Annual convention abstracts*, 25, NATEFACS.

Odhambo, S.M. & Vail, A. (1998). Barriers to change encountered by family and consumer sciences teachers in a curriculum reform effort. *1998 Annual convention abstracts*, 19, NATEFACS.

Vail, A., Kagima, L., Amos, R., Felstehausen, G., Thomas, R. (1998). Doctoral education in family and consumer sciences education. *1998 AAFCS Annual meeting abstracts of research*.

Smith, F. M., Vail, A., Kister, J., & Hetherly, J. (1996). How should family and consumer sciences position itself for the 21st century? In M. L. Liprie (Ed.), *1996 Collection of annual meeting abstracts*, 8. American Vocational Association.

Beck, A., M. & Vail, A. (1996). In his own voice: Adolescent fathers to be perceptions of teen pregnancy. In S. J. Lennon, *1996 Annual meeting abstracts of research*, 47.

Krosch, T. M., & Vail, A. (1996). Pregnant adolescents' perceptions of significant relationships: Parents, baby's father and baby. In S. J. Lennon (Ed.), *1996 Annual meeting abstracts of research*, 28.

- Krosch, T. M., & Vail, A. (1996). Pregnant adolescents' perceptions of self, school, and the future: An interpretation of their written words. In S. J. Lennon (Ed.), *1996 Annual meeting abstracts of research*, 30.
- Vail, A., & Mandiloff, V. (1995). Transitioning from student to teacher by participating in curriculum reform effort. In S. J. Lennon (Ed.), *AAFCS abstracts of research: 1995 annual meeting*, 47.
- Beck, A. & Vail, A. (1995). In his own voice: Adolescent fathers' perceptions of teen pregnancy. *American Vocational Association Family and Consumer Sciences Division Research Abstracts*, 2.
- Miller, L., & Vail, A. (1995). Predictors of computer integration of home economics teacher educators. *American Vocational Association Family and Consumer Sciences Division Research Abstracts*, 11.
- Vail, A. (1994). Change experiences of participants and non-participants involved with curriculum reform. In J. Wissman (Ed.), *American Vocational Association Home Economics Education Division Research Abstracts*, 18. Kansas State University.
- Vail, A. Mandiloff, V. (1994). Change experiences of home economics teachers involved in curriculum reform. In L. D. Burns (Ed.), *American Home Economics Association Abstracts of Research: 1994 Annual Meeting*, 78.
- Peutz, J. & Vail, A. (1994). Social bonding of adolescents in a first time juvenile diversion program. In L. D. Burns (Ed.), *American Home Economics Association Abstracts of Research: 1994 Annual Meeting*, 14.
- Gibbs, E., Redick, S., Gritzmacher, J., Vail, A. (1993). Helping Ohio vocational teachers with gender equity. In S. Helmick (Ed.). *AHEA Abstracts of Research Presentations*. Bloomington, IL: Meridian Education Corporation.
- Vail, A. (1992). Home economics teachers' perceptions of school health. In C. Southers (Ed.). *Research abstracts: 1992 Home Economics Division, American Vocational Association*, 15. Corvallis, OR: Oregon State University.
- Vail, & Redick, S. S. (1991). Predictors of teacher leadership behaviors of home economics teachers. In H. Hall, (Ed.), *Research Abstracts: Home Economics Education Division, American Vocational Association*, pp. 28-29. Athens, GA: University of Georgia.
- Vail, S., Redick, S. S., and Cox, K. J. (1989). Characteristics of established national leaders who are alumni of vocational student organizations. In C. J. Peck (Ed.), *AHEA Abstracts of Research Presentations*, p. 124. Bloomington, IL: Meridian Education Corporation.
- Kister, J., Laster, J. F., & Vail, A. (1988). Implementation of the Ohio practical action curriculum (PAC) and home economics teachers' perceptions of changes in their consumer and homemaking programs. In J. E. Gritzmacher & R. P. Lovingood (Eds.), *AHEA: 1988 Annual Meeting Abstracts*, p. 63. Bloomington, IL: Meridian Education Corporation.

Peer Reviewed Proceedings

- Devall, E., Vail, A., Vanleeuwen, D., Montanez, M. (2005). Parenting education in New Mexico: Strengthening diverse families. In Rosario Esteinou, *The Mexican International Family Strengths Conference Proceedings*, http://www.ciesas.edu.mx/bibdf/proyectos/mifs2005/papers/05/esther_devall_et_al.pdf
- Nest, J. & Vail, A. (1993). Dare to be you: Idaho Juvenile diversion program. In V. L. Loyer-Carlson (Ed.), *Proceedings of a National Workshop: Youth At Risk: The research and practice interface* (80-82). University Park, PA: The Pennsylvania State University.

Technical Reports

- Vail, A. & Stephenson, L., Zimmerman, J., Setari, A. (2012). Building Strong Families for Kentucky 2012. School of Human Environmental Sciences. Lexington, KY: University of Kentucky.
- Vail, A. & Stephenson, L., Zimmerman, J., Setari, A. (2011). Building Strong Families for Kentucky 2011. School of Human Environmental Sciences. Lexington, KY: University of Kentucky.
- Vail, A. & Stephenson, L. (2010). Building Strong Families for Kentucky 2010. School of Human Environmental Sciences. Lexington, KY: University of Kentucky.
- Vail, A. & Stephenson, L. (2009). Building Strong Families for Kentucky 2009. School of Human Environmental Sciences. Lexington, KY: University of Kentucky.
- Health of Kentucky Task Force. (2007). The health of Kentucky: A county assessment. Lexington, KY: Kentucky Institute of Medicine. (Member of Task Force)
- Vail, A. (2001). *Program review for USDA/CSREES: Family and Consumer Sciences and Extension Home Economics*. Las Cruces, NM: College of Agriculture and Home Economics.
- Vail, A. (1995). *Family and consumer sciences program planning guide: Idaho secondary programs*. Moscow, ID: Division of Adult, Counselor, & Technology Education.
- Vail, A. & Mandiloff, V. (1994). *Cultivating our garden: Serving students with learning and behavior problems in home economics*. Moscow, ID: Authors.
- Vail, A. (1993). *Idaho home economics education: Direction for the future*. Moscow, ID: Division of Vocational Teacher and Adult Education.
- Vail, A. (1993). *Dare to be you juvenile diversion program: Latah County program evaluation*. Moscow, ID: Idaho Cooperative Extension System.
- Vail, A. (1993). *Idaho teen assessment project: Cambridge High School*. Moscow, ID: Idaho Cooperative Extension System.
- Redick, S. S., Gritzmacher, J., Bendixen-Noe, M., Vail, A., Blair, C. (1992). *Identification and validation of gender equity competencies for Ohio: Grade levels pre-kindergarten through adult*. Columbus, OH: Ohio Department of Education.
- Tuchscherer, J., Stenberg, L., Vail, A. (1992). *Student teaching handbook*. Moscow, ID: Division of Vocation and Adult Teacher Education, University of Idaho.

Electronic Data Base

- Cummings, M., Galindo, V., Kratzer, C., & Vail, A. (2002). STEPS: Moving from welfare to work. *ERIC Database*, ED 474 526.
- Fox, W., Vail, A., Wild, P. (2000). Leadership for change: National standards for family and consumer sciences teacher education yearbook. *ERIC Database*, ED 461 053.
- Roovaart, A. & Vail, A. (1998). Legacy of leadership: American vocational association family and consumer sciences education graduate fellowship. *ERIC Database*, ED 427 198.
- Mandiloff, V. (1996). Cultivating our garden: Serving students with learning disabilities in family and consumer sciences. *ERIC Database*, ED 419 346.

Pedras, M. & Vail, A. (1994). Predictors of teacher leadership for trade and industry teachers. *ERIC Database*, ED 380 569.

Redick, S. & Vail, A. (1993). Predictors of teacher leadership performance of vocational and nonvocational teachers. *ERIC Database*, ED 476 993.

Nest, J & Vail, A. (1992). Dare to be you: A diversion program for first time juvenile offenders. *ERIC Database*, ED 365 900.

Redick, S. & Vail, A. (1992). Characteristics and experiences of leaders who are alumni of vocational student organizations. *ERIC Database*, ED 354 364.

Redick, S. & Vail, A. (1991). Motivation youth at risk. *ERIC Database*, ED 339 922.

Instructional Materials

Vail, A. & Kratzer, C. (2005). Home of my own – Mi propia casa. Web site.

Devall, E., Vail, A., & Sears, P. (2005). Nurturing Parenting Lesson: Alternatives to spanking. Las Cruces, NM: New Mexico State University.

Devall, E., Vail, A., & Sears, P. (2005). Nurturing Parenting Lesson: Building self-worth. Las Cruces, NM: New Mexico State University.

Devall, E., Vail, A., & Sears, P. (2005). Nurturing Parenting Lesson: Communicating feelings. Las Cruces, NM: New Mexico State University.

Devall, E., Vail, A., & Sears, P. (2005). Nurturing Parenting Lesson: Family morals, values, and rules. Las Cruces, NM: New Mexico State University.

Devall, E., Vail, A., & Sears, P. (2005). Nurturing Parenting Lesson: Dealing with stress. Las Cruces, NM: New Mexico State University.

Devall, E., Vail, A., & Sears, P. (2005). Nurturing Parenting Lesson: Praising children and their behavior. Las Cruces, NM: New Mexico State University.

Devall, E., Vail, A., & Sears, P. (2005). Nurturing Parenting Lesson: Understanding feelings. Las Cruces, NM: New Mexico State University.

Devall, E., Vail, A., & Sears, P. (2005). Nurturing Parenting Lesson: Ages and stages: Infants and toddlers. Las Cruces, NM: New Mexico State University.

Vail, A. (1999). *Promoting equity through problem-based learning*. Columbus, OH: Ohio State University.

Mass Media

Vail, A. & Devall, E. (Eds.) Discipline: Help your children develop feelings of self-esteem. *Family Times*. January, 2005, Distributed to 460,000 households.

Devall, E. & Vail, A. (Eds.) When disaster hits home. *Family Times*. (September, 2004). Distributed to 460,000 households.

Vail, A. & Devall, E. (Eds.) Communication is the key to healthy family relationships. *Family Times*. (April, 2004). Distributed to 460,000 households.

Devall, E. & Vail, A. (Eds.) The power of praise. *Family Times*. (January, 2004). Distributed to 425,000 households.

RESEARCH GRANTS AND PROJECTS FUNDED

Extramural Support (\$46,093,798)

- Vail, A., Kurzynske, J., Mullins, J., Bastin, S., Stephenson, T., Davis, A., Webber, K., Carman, A., McGladrey, M., Gustafson, A., Brewer, D., Cardarelli, K. (2016). Center for Disease Control and Prevention. Collaborative Environment Approaches to Reduce Obesity Disparities in Kentucky. \$826,256.
- Vail, A., Kurzynske, J., Mullins, J., Bastin, S., Stephenson, T., Davis, A., Webber, K., Carman, A., McGladrey, M., Gustafson, A., Brewer, D., Cardarelli, K. (2016). Center for Disease Control and Prevention. Collaborative Environment Approaches to Reduce Obesity Disparities in Kentucky. \$21,000.
- Vail, A., Lianekhammy, J., Davis, A.F., Bollinger, C.R., Kahl, D., Kim, H., Kurzynske, J.S., Aull, M.E., Vazsonyi, A.T. (2015). Child Poverty Nutrition Center. US Department of Agriculture. \$2,500,000.
- Vail, A., Kurzynske, J., Mullins, J., Brewer, D. (2015). UK National Nutrition Education in Obesity Prevention Coordination Center for Excellence. National Institute of Food and Agriculture. \$335,000.
- Vail, A., & Mullins, J. (2015). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed). KY Cabinet for Health and Family Services. \$10,782,086.
- Shoenberg, N., Vail, A., Swanson, M., Dollarhide, M., Bush, H. (2015); Grandfamilies in Gardens. Retirement Research Foundation. \$153,381.
- Vail, A., Kurzynske, J., Mullins, J., Bastin, S., Stephenson, T., Davis, A., Webber, K., Carman, A., McGladrey, M., Gustafson, A., Brewer, D., Cardarelli, K. (2015). Collaborative Environment Approaches to Reduce Obesity Disparities in Kentucky. Center for Disease Control and Prevention. \$786,056.
- Vail, A., Kurzynske, J., Mullins, J., Brewer, D. (2015). UK National Nutrition Education in Obesity Prevention Coordination Center for Excellence. National Institute of Food and Agriculture. \$175,000.
- Vail, A., Kurzynske, J., Mullins, J., Bastin, S., Stephenson, T., Davis, A., Webber, K., Carman, A., McGladrey, M., Gustafson, A., Brewer, D., Cardarelli, K. (2015). Collaborative Environment Approaches to Reduce Obesity Disparities in Kentucky. Center for Disease Control and Prevention. \$629,004.
- Stephenson, T., & Vail (2015). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers and Producers, with Family Meals Research Component. KY Department of Agriculture. \$51,353.
- Stephenson, T., & Vail (2015). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers with Nutrition Research Component. KY Department of Agriculture. \$42,544
- Stephenson, T., & Vail, A. (2014) A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers and Producers, with Family Meals Research Component. KY Department of Agriculture. \$51,353.

- Stephenson, T., & Vail, A. (2014). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Healthy Specialty Cooking Techniques with an Emphasis on Grilling. \$50,000.
- Vail, A., (2014). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed). KY Cabinet for Health and Family Services. \$1,041,084.
- Vail, A., (2014). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed). KY Cabinet for Health and Family Services. \$3,123,252.
- Stephenson, T., & Vail A. (2013). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Healthy Meals Component. \$49,996.
- Stephenson, T., & Vail, A. (2013). A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers with Nutrition Research Component. \$42,544.
- Vail, A. (2013). Different Faces of Substance Abuse, Foundation for a Healthy KY. \$600
- Vail, A. (2013). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed). KY Cabinet for Health and Family Services, \$3,123,252.
- Vail, A. (2012). UK Supplemental Nutrition Assistance Program Education (SNAP-Ed.) KY Cabinet for Health and Family Services. \$2,476,147.
- Vail, A., Stephenson, L., & Mullins, J. (2012). A Social Marketing Campaign to Increase Preparation of Home-Cooked Family Meals among Kentucky SNAP-Ed Audiences, \$146,023.
- Stephenson, T., & Vail, A. (2011) A Specialty Crop: Plate It Up Kentucky Proud Recipe Development for Consumers and Producers, with Family Meals Research Component. \$51,353
- Vail, A. & Stephenson, L. (2011). Kentucky Food Stamp Nutrition Program, KY Cabinet for Families and Children, \$2,476,174.
- Vail, A. & Scutchfield, D. (2010). Health Education through Extension Leadership, USDA-CSREES, \$566,400.
- Vail, A. & Stephenson, L. (2010). Kentucky Food Stamp Nutrition Program, KY Cabinet for Families and Children, \$2,475,573.
- Vail, A. & Stephenson, L. (2009). Kentucky Food Stamp Nutrition Program, KY Cabinet for Families and Children, \$2,232,924.
- Vail, A. & Scutchfield, D. (2009). Health Education through Extension Leadership, USDA-CSREES, \$566,400.
- Werner-Wilson, R., Vail, A., Carlton, E., Wood, N. (2009) Healthy Marriage Child Support Community Demonstration Program, KY Health Services Cabinet, \$192,662.
- Vail, A., Bradford, K., Fogue, R., Werner-Wilson, R. (2008). The UK/BHMP Cooperative Relationship to Establish a Pro-Marriage/Pro-Family Initiative Among Central Kentucky's Communities and Institutions, Kentucky Health Services Cabinet, \$333,334.
- Vail, A. & Scutchfield, D. (2008). Health Education Leadership, KY, USDA/CSREES, \$602,473.
- Vail, A. & Stephenson, L. (2008). Food Stamp Nutrition Education, KY Cabinet for Health & Family Services. \$1,350,802.

- Vail, A. & Werner-Wilson, R. (2008). Healthy Marriage Child Support Community Demonstration Program. KY Cabinet for Health & Family Services. \$33,220.
- Sigler, P. & Vail, A. (2007). Kentucky Food Stamp Nutrition Program. KY Families and Children Cabinet, \$1,270,621.
- Vail, A. (2007). The UK/BHMP Cooperative Relationship to Establish a Pro-Marriage/Pro-Family Initiative among Central Kentucky's Communities and Institutions. KY Cabinet for Health & Family Services. \$333,333.
- Vail, A. & Scutchfield, F. (2007). Health Education through Extension Leadership, USDA/CSREES, \$801,187.
- Tanner, B., Vail, A., Scutchfield, F., & Turner, L. (2006). Health Education through Extension Leadership, USDA/CSREES, \$809,472.
- Sigler, P., Badenhop, S., & Vail, A. (2006). Kentucky Food Stamp Nutrition Program. KY Cabinet for Health & Family Services. \$1,224,012.
- Vail, A. (2006). The UK/BHMP Cooperative Relationship to Establish a Pro-Marriage/Pro-Family Initiative among Central Kentucky's Communities and Institutions. KY Cabinet for Health & Family Services. \$333,333.
- Devall, E., & Vail, A. (2005). Strengthening Families Initiative through Parenting Education, New Mexico Department of Health and Human Services, \$450,000.
- Devall, E., & Vail, A. (2004). Strengthening Families Initiative III, New Mexico Department of Health and Human Services, \$1,000,000.
- Vail, A. (2003). Homebuyer education project, Phase 1. US Department of Housing and Urban Development, \$418,719.
- Vail, A., O'Brien, D., Jacobs, B., & Hernandez, I. (2003). New Mexico healthy homes program: Household environment education in colonias, USDA/CSREES and HUD, \$9,999.
- Vail, A., O'Brien, D., & Jacobs, B. (2003). New Mexico healthy indoor air quality program: Home remodeling hidden hazards. USDA/CSREES, \$3,300.
- Devall, E., & Vail, A. (2003). Strengthening Families Initiative II, New Mexico Department of Health and Human Services, \$1,000,000.
- Vail, A., Devall, E., Kratzer, C. (2002). Strengthening Families Initiative, New Mexico Department of Health and Human Services, \$400,000.
- Vail, A. (2002). STEPS: Life skills program, New Mexico Works, \$150,000.
- Vail, A. & Bachman, K. (2002) Kellogg Food & Society Fellowship Program, USDA - CSREES, \$55,137.
- Vail, A. & O'Brien, D. (2002). Indoor air quality educational program, USDA-CSREES, \$6,000.
- Vail, A. (2001). Steps to Employment and Personal Success (STEPS) New Mexico Works, \$260,000.
- Vail, A. & Turner, C. (2001). Pesticides: Good for crops, but not for children, USDA - CSREES & EPA, \$2,000.
- Vail, A. & Bachman, K. (2001) Kellogg Food & Society Fellowship Program, USDA - CSREES, \$55,137.

- Vail, A. (1996). Curriculum Development: Adult and Teen Living. Curriculum Section, Idaho Division of Vocational Education, \$7,983.
- Vail, A. (1996). Sex Equity Resources, Equity Section, Idaho Division of Vocational Education, \$5,540.
- Vail, A. (1996). GESA Training, Equity Section, Idaho Division of Vocational Education, \$5,540.
- Loker, S., Heitstuman, M, Vail, A. et al. (1995). University of Idaho College of Agriculture Multicultural Scholars Program, Faculty, United States Department of Agriculture, Cooperative State Research Service, \$60,000
- Vail, A. (1995). Curriculum Institute III, Curriculum Section, Idaho Division of Vocational Education, \$26,300.
- Vail, A. (1994). GESA (Gender/Ethnicity Influence on Student Achievement), Equity Section, Idaho Division of Vocational Education, \$5,215.
- Vail, A. Sexual Harassment Resources, Equity Section, Idaho Division of Vocational Education, \$6,000.
- Vail, A. (1994). Promoting Gender Equity, Equity Section, Idaho Division of Vocational Education, \$5,450.
- Vail, A. (1993). GESA (Gender/Ethnicity Influences on Student Achievement), Equity Section, Idaho Division of Vocational Education, \$12,000.
- Vail, A., & Stenberg Nichols, L. Perspectives of Teen Parents, Equity Section, Idaho Division of Vocational Education, \$3,000.
- Vail, A. (1993). Equity Resources, Equity Section, Idaho Division of Vocational Education, \$3,500.
- Vail, A. (1992). Reconceptualization of Secondary Home Economics Curriculum, Curriculum Section, Idaho Division of Vocational Education, \$7,300.
- Vail, A. (1992) GESA (Gender/Ethnicity Influence on Student Achievement), Equity Section, Idaho Division of Vocational Education, \$12,000.
- Vail, A., & Stenberg, L. (1991). GESA (Gender/Ethnicity Influence on Student Achievement), Equity Section, Idaho Division of Vocational Education, \$12,000.
- Vail, A. (1991). Working with At-Risk Youth in Home Economics, Office of Continuing Education, The Ohio State University, \$4,500.
- Vail, A., Redick, S., Gritzmacher, J., & Bendixen, M. (1990). Gender Equity Competencies K-12, Ohio Department of Education, Equity Division, \$34,992.
- Vail, A. (1990). Working with At-Risk Youth in Vocational Education, Ohio Department of Education, Home Economics Division, \$1,782.
- Vail, A. (1989). Teaching Leadership Development in Home Economics through FHA/HERO, Office of Continuing Education, The Ohio State University, \$2,200.
- Vail, A. (1989). Advising FHA/HERO Chapters, Ohio Department of Education, Home Economics Division, \$3,000.

Vail, A. (1988). Teaching Leadership Development in Home Economics through FHA/HERO, Ohio Department of Education, Home Economics Division, \$6,000.

Intramural Support (\$65,285.00)

Hendrich, S., Gaskill, L., Cook, C., Vail, A. (1999). Assess needs for collaborative action to build faculty capacity: Iowa State University and the University of Stellenbosch, South Africa, ISU Council on International Programs, \$19,677.

Vail, A. (1999). Web-based course development, ISU College of Family and Consumer Sciences, \$6,940.

Undergraduate Research Assistantship Program, Gina Buse, (1999). ISU Employment Center, \$3,600

Vail, A. (1998). *FCS Connections Newsletter*, ISU Families Extension, \$7,900.

Vail, A. (1998). Models of Teaching Family and Consumer Sciences, Distance Education Experiment Grant, \$10,000.

Undergraduate Research Assistantship Program, Gina Buse, (1998). ISU Employment Center, \$3,600.

Vail, A. (1998). Problem Based Teaching and Learning in Family and Consumer Sciences, Instructional Development Grant, \$1,970.

Undergraduate Research Internship Program, Aleesha Roovaart, (1998). College of Family and Consumer Sciences, \$1,000

Vail, A. (1997). Development of Family and Consumer Sciences Leaders through Doctoral Education, Graduate College Salary Savings, \$5,323.

Recruitment Project Involving Family and Consumer Sciences Teachers and County Extension Directors, (1997). FCS Recruitment Funds, \$1,275.

Undergraduate Research Assistantship Program, Alesha Roovaart, (1997) ISU Student Employment Center, \$3,000.

Undergraduate Research Internship Program, Susan Lammers, (1997) College of Family and Consumer Sciences, \$1,000.

HONORS AND AWARDS

Hall of Fame, Kentucky Association of Family and Consumer Sciences, 2009
Visionary Leadership Award, Epsilon Sigma Phi – Alpha Kappa Chapter, 2009
Friend of New Mexico 4-H Award, 2005
Florence Hall National and Regional Award, National Extension Association of Family and Consumer Sciences, 2004 (with others)
AAFCS Leader Award, American Association of Family and Consumer Sciences, 2002
Outstanding 100 Alumni of the Past 100 Years, The Ohio State University, 1997
New Leader, Human Ecology Alumni Society, The Ohio State University, 1995
Outstanding Journal Article, Omicron Tau Theta, Eta Chapter, 1994
American Home Economics Association New Achiever Award, 1993
Idaho Home Economics Association New Achiever Award, 1993
Alumni Award for Faculty Excellence, University of Idaho, 1992
National Outstanding Dissertation Award, Omicron Tau Theta, 1992
Outstanding Dissertation, Teacher Education Section, American Home Economics Association, 1992

Outstanding Dissertation, College of Human Ecology, The Ohio State University, 1992
Outstanding Dissertation, Omicron Tau Theta, Eta Chapter, The Ohio State University, 1992
Home Economics Graduate Fellowship, American Vocational Association, 1990
Graduate Research Award, The Ohio State University, 1990
Rimaldi Scholarship, The Ohio State University, 1990
Mervin G. Smith Fellowship, The Ohio State University, 1987
Hazel Putnam Roach Fellowship, American Home Economics Association, 1987
"VIP" Volunteer in Profile Award, Junior League of Denver, 1983
Outstanding Graduating Senior, College of Home Economics, Colorado State University, 1981
Gifford Scholarship, Colorado State University, 1980

JURIED PRESENTATIONS AT PROFESSIONAL MEETINGS

Regional, National or International

- Martin, L., Collier, B., Haynes, J., Vail, A., Coffey, K. (2012). Accountability and Communicating Results, AAFCS Annual Meeting, Indianapolis, June.
- Vail, A. (2012). Kentucky Academy: University of Kentucky Initiative in Adjeikron, Ghana, AAFCS Annual Meeting, Indianapolis, June.
- Vail, A., Lewis, A., Elias, J., Murphy, P., Spangler, A. (2012). Orientation to an Accreditation Site Visit, AAFCS Annual Meeting, Indianapolis, June.
- Devall, E., Vail, A., Vanleeuwen, D., Montanez, M. (2005). Parenting education in New Mexico: Strengthening diverse families. The Mexican International Family Strengths Conference, Cuernavaca, Morelos, Mexico, June.
- Vail, A., Devall, E., Shields, L., Collins, C., Pollard, T. (2004). Strengthening Families Initiative: A comprehensive approach to working with high-risk families. AAFCS Annual Meeting. San Diego, June.
- Pollard, T., Vail, A., Devall, E. (2004). Parenting program for incarcerated fathers. AAFCS Annual Meeting. San Diego, June.
- Kratzer, C., Devall, E., Vail, A., O'Brien, D., Bachman, K., and Galindo, V. (2003, November). Strengthening families' initiative. Association for Financial Counseling and Planning Education Annual Conference, Savannah, Georgia
- Kratzer, C., Vail, A., Cummings, M. & Galindo, V. (2003, September). STEPS: A university-based welfare to work program. Galaxy II Conference, Salt Lake City.
- Kratzer, C., Cummings, M., Vail, A., & Galindo, V. (2003, June). Money and benefits matter: A unit plan for limited resource audiences. American Association of Family and Consumer Sciences Annual Meeting, Washington, DC.
- Kratzer, C., Vail, A., Cummings, M., Galindo, V. (2003, June). STEPS: A university based welfare to work program. Family Economics Resource Management, Family, and Human Development AAFCS Pre-conference: Fueling family dreams by promotion family resiliency, Washington DC.
- Galindo, V., Cummings, M., Kratzer, C., & Vail, A. (2002, December). STEPS: Moving from welfare to work. ACTE National Meeting, Las Vegas, NV.
- Vail, A., Cummings, M., Kratzer, C., Devall, E., & Galindo, V. (2002). STEPS: Steps to employment and personal success. American Association of Family and Consumer Sciences, Dallas, TX.

- Kratzer, C., Vail, A., Cummings, M., & Galindo, V. (2002, March). STEPS (Steps to Employment and Personal Success). Poster session presented at Enhancing Extension's Role – A National Community Resources and Economic Development (CRED) Conference, Orlando, FL.
- Galindo, V., Cummings, M., Kratzer, C., Vail, A. (2002). STEPS: Moving from welfare to work. ACTE National Meeting. Las Vegas, December.
- Vail, A., Cummings, M., Kratzer, C., Devall, E., & Galindo, V. (2002). STEPS: Steps to Employment and personal success, American Association of Family and Consumer Sciences Annual Meeting, Dallas, June.
- Vail, A. & Lei, K. (1999). Web-based course development: Models of teaching family and consumer sciences. American Association of Family and Consumer Sciences Annual Meeting, Seattle.
- Lei, K. & Vail, A. (1999). Master's level education in family and consumer sciences education. American Association of Family and Consumer Sciences Annual Meeting, Seattle.
- Vail, A. & Roovaart, A. (1998). A. Legacy of leadership: AVA Family and consumer sciences graduate fellowship. American Vocational Association Annual Meeting, New Orleans, December.
- Odhiambo, S.M. & Vail, A. (1998). Barriers to change encountered by family and consumer sciences teachers in a curriculum reform effort. American Vocational Association Annual Meeting, New Orleans, December.
- Vail, A., Kagima, L., Amos, R., Felstehausen, G., Thomas, R. (1998). Doctoral education in family and consumer sciences education. American Association of Family and Consumer Sciences, Atlanta, GA, June.
- Smith, F., Vail, A., Kister, J., & Hetherly, J. (1996). *How should family and consumer sciences position itself for the 21st century*, American Vocational Association, Cincinnati, OH, December.
- Beck, A. & Vail, A. (1996). *In his own voice: Adolescent fathers-to-be perceptions of teen pregnancy*, American Association of Family and Consumer Sciences, Nashville, TN, July.
- Krosch, T. & Vail, A. (1996). *Pregnant adolescents' perceptions of significant relationships: Parents, baby's father, and baby*, American Association of Family and Consumer Sciences, Nashville, TN, June.
- Krosch, T. Vail, A. (1996). *Pregnant adolescents' perceptions of self, school, and the future: An interpretation of their written words*, American Association of Family and Consumer Sciences, Nashville, TN, June.
- Miller, L. & Vail, A. (1995). *Predictors of computer integration on home economics educators*, American Vocational Association, Denver, CO, December.
- Beck, A. & Vail, A. (1995). *In his own voice: Adolescent fathers' perceptions of teen pregnancy*, American Vocational Association, Denver, CO, December.
- Vail, A., & Mandiloff, V. (1995). *Transforming from student to teacher by participating in curriculum reform effort*, American Association of Family and Consumer Sciences, New Orleans, June 25.
- Vail, A. (1994). *Change experiences of home economics teachers involved in curriculum reform*, American Vocational Association, Dallas, TX, December.

- Vail, A., & Loker, S. (1994). *Family and consumer sciences body of knowledge: University of Idaho model applied to teacher education*, Western Region Home Economics Biannual Conference, San Diego, CA, June.
- Vail, A., & Mandiloff, V. (1994). *Change experiences of home economics teachers involved in curriculum reform*, American Home Economics Association Annual Meeting, San Diego, CA, June.
- Peutz, J. & Vail, A. (1994). *Social bonding of adolescents in a first time juvenile diversion program*, American Home Economics Association Annual Meeting, San Diego, CA, June.
- Gibbs, E., Redick, S., & Gritzmacher, J., & Vail, A. (1993). *Helping Ohio vocational teachers with gender equity: Identification and validation of gender equity competencies*, American Home Economics Association, Orlando, FL, June.
- Vail, A. (1992). *Home economics teachers' perceptions of school health*, American Vocational Association, St. Louis, MO, December.
- Vail, A. (1992). *Predictors of teacher leadership behaviors of home economics teachers*, American Home Economics Association, Denver, CO, June.
- Vail, A., & Redick, S. (1992). *Youth At Risk: Implications for home economics teacher educators*, American Home Economics Association Annual Meeting, Denver, CO, June.
- Vail, A., & Nest, J. (1992). *Dare to be you: Idaho juvenile diversion program, youth at risk*, The Research and Practice Interface Conference, March.
- Vail, A. (1991). *Predictors of teacher leadership behaviors of home economics teachers*, American Vocational Association Annual Meeting, Los Angeles, CA, December.
- Vail, A. (1990). *Preparing future leaders at the undergraduate level*, American Home Economics Association Annual Meeting, San Antonio, TX, June.
- Vail, A., Redick, S., & Cox, K. (1989). *Characteristics of established national leaders who are alumni of vocational student organizations*, American Home Economics Association, Cincinnati, OH, June.
- Vail, A., Laster, J., & Kister, J. (1988). *Implementation of the Ohio practical action curriculum and home economics teachers perceptions of changes in their consumer and homemaking program*, American Home Economics Association Annual Meeting, Baltimore, MD, June.
- Vail, A. (1988). *Extending home economics into the home and community*, National Vocational Home Economics Conference in San Francisco, CA, February.
- Vail, A. (1987). *Developing a positive relationship with local board members*, National Vocational Home Economics Education Conference in Denver, CO, February.
- Vail, A. (1986). *Wage earning home economics: The working advantage*, American Vocational Association Annual Meeting, Dallas, TX., December.
- Vail, A. (1986). *Five steps to wage earning home economics: Introduction and orientation, The job, Life skills, Job skills, Entrepreneurship*, Curriculum Showcase, American Home Economics Association, Kansas City, MO, June.
- Vail, A. (1986). *Controversy, conservatism, and consumer and homemaking: Positively responding to the challenge*, National Vocational Home Economics Education Conference, Columbus, OH, February.

Vail, A. (1985). *Money: Handle with care/Credit: Handle with care*, Curriculum Showcase, American Home Economics Association, Philadelphia, PA, June.

State and Local

Vail, A., Cummings, M., Kratzer, C., Devall, E., & Galindo, V. (2002). STEPS: Steps to employment and personal success. New Mexico Association of Family and Consumer Sciences Annual Meeting, Albuquerque, NM.

Vail, A. (1988). Characteristics of established national leaders who are alumni of vocational student organizations, Ohio Department of Education Research Dissemination Conference, Columbus, OH, November.

INVITED PRESENTATIONS TO PROFESSIONAL ORGANIZATIONS/GROUPS

Regional, National or International

Vail, A. (2013). Connecting around the World, National Volunteer Outreach Network, Inc. (NVON) National Meeting: Frankfort, KY.

Mullins, J., Addo, K., Vail, A., (2012). Building Strong Families: Global Hunger and Health Inaugural Lecture, College of Medicine, University of Kentucky: Lexington, KY.

Kerlikowske, G., Chandler, B. & Vail, A. (2011). White House Office of National Drug Control Policy Round Table, The Different Faces of Substance Abuse Conference: Lexington, KY.

Jorgensen, S., Johnson, G., Vail, A., Swanson, J., McPhail-Gray, M., Douthitt, R., Mason, A. (2008). Partnerships and possibilities: The role of the Board on Human Sciences in creative leadership. Board on Human Sciences Spring Conference: Austin, TX.

Vail, A. and others. (2007). The health of our region: Why are Eastern Kentuckians sicker than the rest of the state? East Kentucky Leadership Conference: Pikeville, KY.

Archuleta, M., Rickerl, D., Solheim, C., & Vail, A. (2005). Global-local strategies to enhance academic excellence in human sciences. NASULGC Annual Meeting, Washington DC, November.

Vail, A., Ownbey, S., Lee, V., Moxley, V. (2004). Challenges and opportunities in academic and career advising. NASULGC Annual Meeting, San Diego, November.

Belck, N., Adams, L., Douthitt, R., Jorgensen, S., Vail, A. (2002). Changing issues and challenges in higher education. NASULGC Annual Meeting. Chicago, November.

Vail, A. (1999). National standards: Symbolic power to action. AAFCS National Meeting Pre-session for National Standards. Seattle, June.

Vail, A., et.al. (1998). National standards: Implementing the vision and mission for family and consumer sciences education. American Vocational Association Annual Meeting, New Orleans, December.

Smith, F.M., Vail, A., et.al. (1998). Practitioners promoting family well-being. AAFCS Annual Meeting, Atlanta, GA, June.

Thomas, R., Laster, J., Vail, A., et.al. (1998). *Yearbook Presentation: Inquiry into Thinking*, AAFCS Annual Meeting, Atlanta, GA, June.

Vail, A. & others. (1997). *National Standards for Family and Consumer Sciences Education*, American Vocational Association, Las Vegas, NV, December.

Vail, A. (1995). *Cultivating Our Garden: Serving Learning Disabled Students*. Family and Consumer Sciences Association, Denver, CO, December.

Vail, A., Swanson, E., & Talbot, C. (1995). *The Whys and Hows of Corporate Sponsored Education*. American Association of Family and Consumer Sciences Annual Meeting, New Orleans, LA, June.

Redick, S. & Vail, A. (1990). *Motivating Youth At Risk*, Home Economics Education Association. Keynote Speech at the American Vocational Association Annual Meeting, Cincinnati, Ohio, December.

Redick, S., & Loyd, M., Vail, A. (1989). *Functioning as a Center Staff Member: Vocational Education Personnel Development Center*, American Vocational Association Annual Meeting, Orlando, Florida, December.

Congressional

Vail, A. (1987). *Babies Don't Come With Directions: Home Economics Takes on Teen Pregnancy*, Congressional Briefing at the U.S. Capitol, Washington, DC, March.

State and Local

Vail, A., (2013, October). Changing Times: Women and Families Around the World. Mammoth Cave Area Homemakers Association Annual Meeting, Munfordville, KY.

Titus, E., Castillo, S., Vail, A. (2003, June). Dealing with conflict: A department head's role. Department Head Retreat, New Mexico State University, Las Cruces, NM.

Vail, A. (2003, April). Showcase family and consumer sciences at New Mexico State University. Keynote Address, New Mexico Association of Family and Consumer Sciences.

Galindo, V., Kratzer, C., Cummings, M., & Vail, A. (2003, January). STEPS to employment and personal success. Poster session presented at New Mexico State University, College of Agriculture and Home Economics All-College Conference, Las Cruces, NM.

Vail, A., Devall, E., Gentry, E., Mendenhall, T. (2003). Coping with crisis and loss. From our homes to our homeland: Securing New Mexico's resources, All-College Conference, New Mexico State University, January.

Vail, A., Cummings, M., Kratzer, C., Devall, E., & Galindo, V. (2002). STEPS: Steps to Employment and personal success, New Mexico Association of Family and Consumer Sciences Annual Meeting, April.

Vail, A. (1999). A 21st century outlook for our profession, New Mexico Association of Family and Consumer Sciences Annual Meeting, April.

Vail, A. (1999). Problem-based education: A gender bias free strategy. Vocational equity consultant in-service, Columbus, OH, May.

Vail, A. (1999). Implications of National Standards for Des Moines Family & Consumer Sciences Programs. Des Moines, IA, March.

Vail, A. (1998). *National Standards for Family and Consumer Sciences: What do they Mean for Iowa?* Burlington, IA, October.

- Vail, A. (1998). Bielenberg, B., Klatt, N., White, R. *Family and Consumer Sciences National Standards*, Iowa Unified Conference, Ames, IA, August.
- Vail, A. (1998). Rosin, J., Wasteny, S., Shirer, K., Kruempel, B., Bielenberg, B., Casey, J. *Meeting the demand for family and consumer sciences educators*, Iowa Unified Conference, Ames, IA, August.
- Vail, A. (1998). Bielenberg, B., Davidson, N., Klatt, N., White, R., *Is your program up to standard?* ICN Conference to 30 different sites, Iowa, June.
- Vail, A. (1998). Bielenberg, B., Davidson, N., Klatt, N., White, R., *Is your program up to standard?* Summer Workshop for Family and Consumer Sciences Educators, Ames, IA, June.
- Vail, A. (1998). *Implementing the National Standards for Family and Consumer Sciences Secondary Education in Iowa*, Albia, IA, April.
- Vail, A. (1998). *Implementing the National Standards for Family and Consumer Sciences Secondary Education in Iowa*, Cedar Rapids, IA, January.
- Vail, A. (1998). *Implementing the National Standards for Family and Consumer Sciences Secondary Education in Iowa*, Ankeny, IA, January.
- Vail, A. (1998). *Implementing the National Standards for Family and Consumer Sciences Secondary Education in Iowa*, Perry, IA, January.
- Vail, A. (1997). *Leadership in the 21st century*. Kappa Omicron Nu/Phi Upsilon Omicron Initiation, Ames, IA, April.
- Vail, A. (1997). *Teaching family and consumer sciences content: Implications for practice*. Iowa Family and Consumer Sciences Educators Conference, Des Moines, IA, August.
- Vail, A. (1997). *Family and Consumer Sciences National Standards Update*. Iowa Family and Consumer Sciences Educators Conference, Des Moines, IA, August.
- Vail, A. (1994). *Special Populations Workshop: Cultivating our Garden*, Arkansas Home Economics Teachers, Little Rock, AR, November.
- Vail, A. (1994). *Integrating Equity into Vocational Applied Technology*, Idaho Vocational Educators Summer conference, Boise, ID, August.
- Vail, A. (1994). *Dimensions of diversity*, Home Economics Student Teacher Seminar, The Ohio State University, Columbus, OH, June.
- Vail, A. (1994). *From Cradle to Grave: Family Life Across Cultures*. International Week, University of Idaho, April.
- Vail, A. (1994). *Strengthening our capacity to reach new audiences*, University of Idaho Cooperative Extension State In-Service, Twin Falls, ID, April.
- Vail, A. (1994). *Reconceptualization of Home Economics Curriculum*. Idaho Vocational Educators' Summer Conference, Boise, ID, August.
- Vail, A. (1993). *Adapting Instruction for Gender and Ethnic Differences*. Bingham County Educational Consortium. Blackfoot, ID, November.

- Vail, A. (1993). *Gender/Ethnic Influence on Student Achievement*, Department of Math and Science Education, University of Texas-Dallas, June.
- Vail, A. (1992). *Implementing Idaho Teen Assessment Project*, Idaho Cooperative Extension Service, Moscow, ID, August 19, 1992.
- Vail, A. (1992). *Youth At Risk: Risk and Protective Factors*. Idaho Home Economics Association Annual Meeting, Moscow, ID, October.
- Vail, A. & Nest, J. (1992). *Dare to be You: A Juvenile Diversion Program for First Time Juvenile Offenders*. Idaho Home Economics Association Annual Meeting, Moscow, ID, October.
- Vail, A. (1992). *Youth At Risk: Who Are They? What Can We Do For Them?* Idaho Vocational Educators' Summer Conference, Boise, ID, July.
- Vail, A. (1992). *Home Economics Curriculum Development*. Idaho Vocational Educators' Summer Conference, Boise, ID, July.
- Vail, A. (1992). *Need for an Alternative School*. Moscow School District Board of Education, Moscow, ID, January.
- Vail, A. (1991). *Alternative Schools: A Teacher's Perspective*. League of Women Voters Forum, Moscow, ID, September.
- Vail, A., & Redick, S. (1991). *Motivating Youth At Risk*. Indiana Vocational Association Annual Meeting, Indianapolis, IN, July.
- Vail, A. (1991). *Developing Youth's Individual Strengths*. Missouri Vocational Association Annual Meeting, Springfield, MO, July.
- Vail, A. (1990). *Trends and Issues in Home Economics Education*. South-Western City School District, Columbus, OH, August.
- Vail, A. (1990). *Working with Emotionally At-Risk Students*. Bellfontaine, OH, August.
- Vail, A. (1990). *Improving HERO Activities*. Cincinnati Public Schools, Cincinnati, OH, March.
- Vail, A. (1990). *The Key to Working with At-Risk Students: Maximizing Learning*. Eastland Career Center, Groveport, OH, March.
- Vail, A. (1990). *The Key to Working with At-Risk Students: Maximizing Learning*. Fairfield Career Center, Lancaster, OH, March.
- Vail, A. (1990). *Improving Youth Club Activities*. Piqua, OH, February.
- Vail, A. (1990). *Working with Emotionally At-Risk Students*. Columbus, OH, January.
- Vail, A. (1989). *Teaching Techniques: Lecture, Questioning, and Discussions*, Teaching the Adult Learner Conference, Columbus, OH, November.
- Vail, A. (1989). *National Leaders Speak Out: Suggested Leadership Development Activities for Today's Youth*, All Ohio Vocational Conference, August.
- Vail, A. (1988). *Integrating FHA/HERO into the Home Economics Classroom*, Toledo, OH, October.

Vail, A. (1986). *Marketing Home Economics and FHA/HERO*, FHA/HERO Cluster Meeting, Oklahoma City, OK, November.

MEMBERSHIP IN PROFESSIONAL AND HONOR SOCIETIES

Epsilon Sigma Phi

International Federation for Home Economics

American Association of Family and Consumer Sciences

Kentucky Association of Family and Consumer Sciences

National Extension Association of Family and Consumer Sciences

Kentucky Extension Association of Family and Consumer Sciences

Council of Administrators for Family and Consumer Sciences

Phi Kappa Phi

Kappa Omicron Nu

Phi Upsilon Omicron

Gamma Sigma Delta

OFFICES HELD AND COMMITTEE MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

Regional, National, or International

Member, Emerging Administrators Workshop Task Force, 2014

Member, Board of Directors, International Home Economics Services, 2013

Member, Council for Accreditation, American Association of Family and Consumer Sciences, 2011-Present.

Member, HEU Strategic Planning Group #4: Restructure AAFCS, 2010.

Chair, Board of Human Sciences, Academic Committee, 2005

Member, History Committee, Education and Technology Section, American Association of Family and Consumer Sciences, 2004-2005

Member, Nominating Committee, Higher Education Unit, American Association of Family and Consumer Sciences, 2004-2006.

Member, History and Archives Committee, American Association of Family and Consumer Sciences, 2002-2005.

Member, Board of Experts, Food and Agricultural Education Information Systems, 2000-present.

Secretary, Higher Education Unit, American Association of Family and Consumer Sciences, 2001-2003.

Member, Board of Human Sciences, Academic Committee, 2001-2004.

Member, National Commission to Implement Family and Consumer Sciences Education Standards, 1998-2001.

Coordinator, Great Plans Teacher Educators Regional Meeting, 1997.

Member, Development Panel, National Standards for Family and Consumer Sciences Secondary Education, 1997-1998.

Member, Policy Committee, Family and Consumer Sciences Research Journal, 1997-1998.

Member, Editorial Board, Journal of Family and Consumer Sciences Education, 1996-1999.

Chair, Yearbook Promotions, Education and Technology Section, American Association of Family and Consumer Sciences, 1995-1997.

Member, By-laws Committee, American Association of Family and Consumer Sciences, 1995-1997.

Secretary, Board of Directors, Kappa Omicron Nu., 1995-1997.

Member, Awards Committee, Education and Technology Section, American Association of Family and Consumer Sciences, 1995.

Member, Yearbook Planning Committee, American Association of Family and Consumer Sciences, 1994-2000.

Editor of Newsletter and Member Executive Committee, National Association of Teacher Educators of Vocational Home Economics, 1991-1994.

Member, Program Committee, American Vocational Education Research Association, 1993.

Chair, Inter-Chapter Relations Committee, Omicron Tau Theta, 1992-1993.

Member, Western Region Coordinating Committee for Youth At Risk, 1992-1993.

Member, Public Information Committee, Home Economics Division, American Vocational Association, 1991-1993.

Pacific Region Representative for 14 States, State Advisor's Coordinating Council, Future Homemakers of America, 1986-1987.

Assistant Coordinator, National Vocational Home Economics Education Conference, Denver, CO., 1986-1987.

State

Newsletter Editor, New Mexico Association of Family and Consumer Sciences, 2002-2003

Chair, Colleges and Universities Section, New Mexico Association of Family and Consumer Sciences, 2003-2004

Vice President for Membership, Member of Board of Directors, New Mexico Association of Family and Consumer Sciences, 2000-2002.

Regional Chair, Iowa Association of Family and Consumer Sciences, 1997-1999.

Member, Iowa Educators for Progress Annual Conference Committee, 1996-1998.

Board of Directors, Idaho Family and Consumer Sciences Association, 1992-1995.

President-Elect, Idaho Family and Consumer Sciences Association, 1994-1995.

Chair, Foundation, Idaho Home Economics Association, 1992-1994.

Executive Board, Idaho Partners of the Americas, 1993.

Member, Women & Community Subcommittee, Idaho Partners of the Americas, 1993.

Member, Youth Accountability Board, Latah County Juvenile Probation Department, 1993.

Member, Alternative School Steering Committee, Moscow Public Schools, 1992-1994.

Chair, Investment in Youth Committee, Idaho Home Economics Association, 1992.

Member, Annual Meeting Planning Committee, Idaho Home Economics Association,
1991-1992.

Teacher Educator Representative, Idaho Vocational Home Economics Board of Directors,
1991-1996.

Member, Annual Meeting Planning Committee, Colorado Home Economics Association,
1985-1986.

Chair, Poster Session Committee, Colorado Home Economics Association, 1985-1986.

Member, Scholarship Committee, Colorado Home Economics Association, 1984-1986.

Member, Colorado Home Economics Coalition Partnership Team, 1984-1985.

Board Member, Colorado Home Economics Association, 1984-1987.
Board Member, Colorado Association of Vocational Home Economics Teachers,
1984-1987.

OTHER PROFESSIONAL ACTIVITIES

Editorial

Reviewer, (2009-present) ASRED Southern Region eXtension Review Panel

Reviewer. (1998-present). *Journal of Family and Consumer Sciences*

Editor. (2003-2004). *NMAFCS Connections*. Newsletter for New Mexico Association of Family and Consumer Sciences.

Editor. (1998-1999). *FCS Connections Newsletter*. Newsletter for Iowa family and consumer sciences educators.

Reviewer. (1995-1999). *Journal of Family and Consumer Sciences Education*.

Editor. (1994-1996). *Breaking out: Idaho's vocational equity perspective*. Newsletter for equity education for Idaho educators.

Reviewer. (1993-1996). *Journal of Vocational Education Research*.

Editor. (1991-1994). *A Voice for Home Economics Education*. Newsletter for the National Association of Teacher Educators for Vocational Home Economics.

Editor. (1987). *Target on youth leadership development*. Denver, CO: Colorado Community Colleges and Occupational Education.

Editor. (1985). *Five steps to wage earning home economics*. Denver, CO: Colorado Community Colleges and Occupational Education .

Honors Project Advisor

Roovaart, A. (1998). Legacy of Leadership: AVA/FCS Graduate Fellowship Recipients.

PHD STUDENTS ADVISED

External Evaluator

Tackie-Ofosu, Vivian (2013) Caring for people living with AIDS in Accra, Ghana: The use and management of household resources, University of Ghana.

MASTER STUDENTS ADVISED

Florence, Ayisibea (2015). Quality and knowledge of best practices in early childhood programmes: perceptions of parents and teachers, University of Ghana.

Kumador, David Kwame (2015). The role of sibling relationships in adolescents' psychosocial outcomes, University of Ghana

GRADUATE STUDENTS SUPERVISED

Major Professor

Jones, E.G. (1999) Professional development: South Carolina family and consumer sciences secondary school teachers' experiences, facilitators and opportunities. Unpublished doctoral dissertation. Iowa State University, Ames.

Kei, Le. (1999). Master's education in family and consumer sciences education. Unpublished master's thesis, Iowa State University.

Baughman, L.J. (1998). One student teacher's experience: Action research through reflective thought. Unpublished master's thesis. Iowa State University.

Odhiambo, S. (1997). Barriers to change encountered by family and consumer sciences teachers in a curriculum reform effort. Unpublished master's thesis. Iowa State University.

Lazelle, K. (1996). Student teaching: One teacher's experiences. Unpublished master's project, University of Idaho, Moscow.

Krosch, T.M. (1995). The voices of pregnant adolescents: An interpretation of personal diaries. Unpublished master's thesis, University of Idaho, Moscow.

Beck, A. M. (1995). An interpretive study of adolescent fathers. Unpublished masters' thesis, University of Idaho, Moscow.

Peutz, J. D. (1995). Social bonding of adolescents in a first-time juvenile offender diversion program. Unpublished master's thesis, University of Idaho, Moscow.

Committee Member

Zhang, Qun. (2013) Student Loan, Credit Card Debt, and Psychological Distress Among American Young Adults.

Mains, Mark (2013) Hosting an International Exchange Youth: The Influence on the Family.

Nyamadaxe, F.A. (2012) Family-to-work spillovers and coping strategies of dual earner couples at Adenta Municipality in Accra.

- Shiple, A.J. (2011) On being black, female, in college, and in love: a phenomenological study of the relationship experience of black collegiate women.
- Peoples, Benita R.. (2012). Exploring the effects of life experiences on the mothering role of incarcerated women Unpublished master's thesis, University of Kentucky, Lexington.
- LaCousiere, Jacob. (2008). Stages of relationship change and individual and couple adjustment. Unpublished master's thesis, University of Kentucky, Lexington.
- Veldorale-Brogan, Vee. (2008). The missing link: Marital virtues in the communication-marital adjustment relationship. Unpublished master's thesis, University of Kentucky, Lexington.
- DeBates, D. (1999). Personality factors and conflict resolution strategies for early adolescents. Unpublished doctoral dissertation, Iowa State University, Ames.
- Klemme, D. (1999). Applying Lindblom's incremental theory of policy development toward reaching at-risk audiences and working collaboratively with other agencies. Unpublished doctoral dissertation, Iowa State University, Ames.
- Kalme, N. (1998). Perceptions of agricultural education programs by Iowa secondary school principals. Unpublished master's thesis, Iowa State University, Ames.
- Dose, J. E. (1994). Perceived survival needs of beginning home economics teachers from four educational perspectives. Unpublished master's thesis, University of Idaho, Moscow.

DEPARTMENTAL, COLLEGE, UNIVERSITY, AND PUBLIC SERVICE ACTIVITIES

Community and State

Chair, Kentucky Appalachian Extension Partner Board, 2008-present
 Board of Directors, Community Action Council of the Bluegrass, 2008-present
 Program Development Committee, Community Action Council of the Bluegrass, 2009-present
 Health of Kentucky Task Force, Kentucky Institute of Medicine, Commonwealth of Kentucky, 2006-2008.
 Mayor's Commission to Prevent Child Abuse, City of Las Cruces, 2005.
 Community Advisory Board, Con Alma Health Foundation, State of New Mexico, 2002-2004.
 Executive Director Search Committee, Con Alma Health Foundation, State of New Mexico, 2002-2003.
 Affordable Housing Roundtable. Las Cruces, New Mexico, 2000-2002.
 YWCA Steering Committee. Las Cruces, New Mexico, 2001-2002.
 Alternative School Steering Committee, Moscow Public Schools, 1992-1994
 Youth Accountability Board, Latah County Juvenile Probation Department, 1993

University

University of Kentucky

The Sullivan Awards Committee, 2016-2019
 College of Social Work External Review Committee, 2011
 Chair, University of Kentucky Military Families Task Force, 2010-2013
 Robinson Center Agriculture and Resource Sustainability Advisory Committee, 2010-2011
 Women and Philanthropy Development Group, 2009-2014
 REACH Operations Group, Center for Clinical and Translational Science, 2007-2010
 Internal Advisory Board, Superfund Research Program, 2007-present

New Mexico State University

General Education Task Force, 2002-2003
 Department Heads Professional Development, 2001-2002
 Status of Women in Science, Math and Engineering Steering Committee, 2001-2005
 Chair, Visiting Professor Committee, 2002-2005

University of Idaho

Women's Studies Coordinating Committee, 1995-1996
International Affairs Committee, 1992-94
International Week Sub-Committee, Family Life Across Culture, 1994

The Ohio State University

President, Eta Chapter, Omicron Tau Theta, 1990-91
President-Elect, Eta Chapter, Omicron Tau Theta, 1989-90
Parliamentarian, Eta Chapter, Omicron Tau Theta, 1988-89

College

University of Kentucky

Chair, School of Human Environmental Sciences Leadership Team, 2005-present
UK Plaid Advisory Committee

New Mexico State University

Extension Administrative Cabinet, College of Agriculture and Home Economics, 1999-2005.
Department Heads Council, College of Agriculture and Home Economics, 1999-2005.
Board of Advisors, Dept. of Hotel; Restaurant and Tourism Management, College of Agriculture and Home Economics, 1999-2005.

Iowa State University

Faculty Development Committee. College of Family Consumer Sciences, 1997-1999.
Academic Standards and Advising Committee. College of Family Consumer Sciences, 1996-1999.
Instructional Development Grant Committee. College of Family Consumer Sciences, 1997,1999.
Dean's Search Committee, College of Family Consumer Sciences, 1996-1997.

University of Idaho

Multicultural Scholars Committee, College of Agriculture, 1995-1996
Tenure and Promotion Committee, College of Agriculture, 1993-1995
Teacher Education Conceptualization Committee, College of Education, 1993
Cooperative Extension Staff Development Committee for Youth At Risk, College of Agriculture, 1992-1994
Youth At Risk Task Force, College of Agriculture, 1991-1996
Knowledge Base Committee, College of Education, 1992

The Ohio State University

Campus Campaign Committee, College of Human Ecology, 1990-1991
Affirmative Action Committee, College of Human Ecology, 1989-1991

Department

Iowa State University

Awards Committee, Department of Family and Consumer Sciences Education and Studies, 1998-1999.
Teacher Licensure Coordinator, Dept. of Family Consumer Sciences Education and Studies, 1997-1999.
Curriculum Committee, Dept of Family Consumer Sciences Education Studies, 1996-1998.
Graduate Committee, Dept of Family Consumer Sciences Education Studies, 1996-1999.

University of Idaho

Faculty Search Committee, Family Life Position, School of Family and Consumer Sciences, 1994-1996.
Scholarship Committee, School of Family and Consumer Sciences, 1994-1996.
Chair, Strategic Planning Committee, School of Family and Consumer Sciences, 1993-1994.
Faculty Search Committee, Textiles and Clothing Position, School of Family and Consumer Sciences, 1993-1994.
Long Range Planning Committee, Division of Adult and Vocational Education, 1993.

Director's Search Committee, School of Home Economics, 1992-93.
Graduate Committee, School of Family and Consumer Sciences, 1991-1996.

The Ohio State University

Chair, Resources Committee, Department of Home Economics Education, 1987-1991.
Public Relations Committee Department of Home Economics Education, 1987-1990.

Courses Developed and Taught:

New Mexico State University

Serving Youth and Families through Cooperative Extension, 2000, 2001, 2002

Iowa State University

Problem Based Learning in Family and Consumer Sciences, 1998
Leadership Development in Family and Consumer Sciences, 1997
Serving Students with Learning Disabilities in Family and Consumer Sciences, 1997

University of Idaho

Program Development in Child, Family, and Consumer Studies (Graduate), 1996
Intellectual Foundations of Family and Consumer Sciences (Graduate), 1995
Reconceptualization of Secondary Home Economics Curriculum, 1993, 1994, 1995
Curriculum Field Testing, 1995
Diverse Populations and Individual Differences, 1992, 1993, 1994, 1995, 1996
Professional Development, 1991, 1992, 1993, 1995
Effective Teaching Strategies for At-Risk Youth, 1992

The Ohio State University

Working with At-Risk Youth in Home Economics Programs, 1990 & 1991
Teaching Leadership Development in Home Economics through FHA/HERO, 1988 & 1989

University of Missouri-Columbia

Developing Youth Leadership in HERO Chapters, 1990

Courses Taught:

Iowa State University

Curriculum Theory and Philosophy in Family and Consumer Sciences (Graduate), 1999
Models of Teaching Family and Consumer Sciences (Graduate), 1998
Educational Principles for Family and Consumer Sciences, 1996, 1997, 1998
Occupational Programs, 1997
Educational Aspects of Family Social Issues, 1997, 1998, 1999
Seminar in Teaching, 1997, 1998
Graduate Seminar, 1998

University of Idaho

Curriculum in Family Life Education, 1992, 1993, 1994, 1995, 1996
Supervision of Student Teaching, 1992, 1993, 1994, 1995, 1996
Gender and Ethnic Influences on Student Achievement, 1992, 1993, 1994, 1995, 1996
New Teacher Induction, 1994

The Ohio State University

Home Economics Education Occupational Methods Series (Business and Industry on-site Teacher Education Program), 1988-1991
Home Economics: The Profession (College of Human Ecology Core Course), 1990-1991
Home Economics Field Experience, 1989
Supervision of Student Teaching, 1988
The Educative Process (College of Human Ecology Core Course), 1988-1990

Leadership Development:

Advisor, New Mexico Association of Family & Community Education, 1999-2005.

Advisor, Family and Consumer Sciences Education and Studies Undergraduate Club, 1996-1998

Advisor, Family and Consumer Sciences Club, University of Idaho, 1995-1996

Advisor, Leaders in Home Economics Education, The Ohio State University, 1989-1991

Alexander T. Vazsonyi

 fam-hes.ca.uky.edu/person/alexander-t-vazsonyi

Professional Profile

Before his current appointment at the University of Kentucky, Dr. Vazsonyi spent 15 years in the Department of Human Development and Family Studies at Auburn University. His research focuses on adolescent development; more specifically, it examines the etiology of child and adolescent adjustment (achievement, problem behaviors, health-compromising behaviors, violence, and deviance). He is interested in socialization processes, ranging from family contextual experiences to larger cultural processes in understanding variability in adolescent development and adjustment. Following this line of research, he has published over 120 peer reviewed publications, book chapters, conference proceedings, editorials, and technical reports. He serves as the editor of the Sage Major Work title *Adolescence*, a five-volume series on adolescent development (see <http://fam-hes.ca.uky.edu/ADL> for more details about his work).

Dr. Vazsonyi serves as the Editor-In-Chief of the *Journal of Early Adolescence* and as a member of a number of editorial boards (e.g., *Journal of Youth and Adolescence*; *Journal of Marriage and Family*). He has served and continues to serve on a number of national and international review panels, both for grant reviews as well as professional conferences. Dr. Vazsonyi was honored by his alma mater in 2008 with the Outstanding Achiever Award in the College of Agriculture and Life Sciences. He was a Fulbright fellow in 2003 at The University of Maribor in Maribor, Slovenia, and in 2010, he was the inaugural recipient of the prestigious Fulbright-Masaryk Distinguished Chair in Social Studies at the Institute for Research on Children, Youth, and Family in the Psychology Department at Masaryk University in Brno, Czech Republic. In 2014, he was invited as a Senior Scholar for the 2014 EARA-SRA (European Association for Research on Adolescence and the Society for Research on Adolescence) Summer School in the Netherlands, sponsored by the Jacobs Foundation, a forum that brings together leading researchers and scholars with the most promising doctoral students from around the globe.

In addition to classroom teaching, Dr. Vazsonyi identifies mentoring both undergraduate and particularly graduate students as one of the most important and rewarding things he does. Over the past decade, he has chaired eight Ph.D. students, many of which hold postdocs or tenure-tracks positions at major universities as well as over a dozen M.S. students. At the UK, he currently works with a cadre of highly talented Ph.D. students from China, the Czech Republic, Georgia (The Republic), Slovakia, Trinidad and Tobago, and the United States.

Education

Ph.D., Family Studies & Human Development, University of Arizona, 1995
M.S., Family Studies & Human Development, University of Arizona, 1993
B.S., Biopsychology, Grand Valley State University, 1989

ALEXANDER T. VAZSONYI

Curriculum Vitae

ADDRESS

University of Kentucky
Department of Family Sciences
316 Funkhouser Building
Lexington, KY 40506
Phone: (859) 257-9562
Email: vazsonyi@uky.edu

EDUCATION

- 1993 - 1995 The University of Arizona, Tucson, Arizona
Ph.D., Family Studies & Human Development; Minor: Sociology
"Etiological Risk Factors in Juvenile Delinquency: A Comparison of Swiss and American Adolescents" (Advisor: David C. Rowe, deceased)
- 1991 - 1993 The University of Arizona, Tucson, Arizona
M.S., *Family Studies & Human Development*
"Interpersonal and intrapersonal variables predicting early adolescent substance use: A risk factor model" (Advisor: Daniel J. Flannery)
- 1987 - 1989 Grand Valley State University, Allendale, Michigan
B.S., *Biopsychology*

ACADEMIC AND PROFESSIONAL APPOINTMENTS

- 2013 Visiting Professor, Department of Sociology, University of Maribor, sponsored by the Ministry of Higher Education, Science, and Technology, Maribor, Slovenia (EU)
- 2011 – John I. and Patricia J. Buster Endowed Professor of Family Studies, Department of Family Sciences, School of Human Environmental Sciences, University of Kentucky, Lexington, Kentucky, USA.
Professor of Psychology, Department of Psychology, University of Kentucky, Lexington, Kentucky, USA.
- 2010 Visiting Professor, Institute for Research of Children, Youth and Family & Dept. of Psychology, Faculty of Social Studies, Masaryk University, Brno, Czech Republic, EU.
- 2005 – 2012 Professor, Department of Human Development and Family Studies, College of Human Sciences, Auburn University, Auburn, Alabama, USA.
- 2004 Visiting Professor, Colleges of Education and Law, The University of Maribor, Maribor, Slovenia, EU.
- 2001 – 2006 Associate Center Scientist, Center for the Advancement of Youth Health, School of Social and Behavioral Sciences, The University of Alabama at Birmingham, Alabama, USA.

- 2000 – 2005 Associate Professor, Department of Human Development and Family Studies, College of Human Sciences, Auburn University, Auburn, Alabama, USA.
- 1996 – 2000 Assistant Professor, Department of Human Development and Family Studies, College of Human Sciences, Auburn University, Auburn, Alabama, USA.
- 1994 – 1996 Program Coordinator/Assistant Research Scientist, Division of Family Studies, The University of Arizona, Tucson, Arizona, USA. Directed all data collection and evaluation efforts of Peace Builders (K-5) school violence prevention evaluation project.

KEY ACADEMIC HONORS AND AWARDS

- 2014 Invited as Senior Scholar to the 2014 EARA-SRA Summer School (June 2 – 6, 2014), sponsored by the Johan Jacobs Foundation, Utrecht University, Utrecht, The Netherlands.
- 2013 Invited Keynote address, *Cross-Cultural Comparative Research on Adolescents: From Biology to Culture, and back?* Conference on Social Processes and Personality (SPO2013), organized by the Institute of Psychology, Czech Academy of Sciences, Brno, Czech Republic (EU): Trest, Czech Republic, EU.
- 2011 Invited Keynote address at The Conference on Psychological Assessment of Children and Youth: Research, Prevention, and School Counseling, *Myths and Realities of Adolescent Problem Behaviors: What we Know and What we can do About it*. Masaryk University, Brno, Czech Republic.
- 2010 Fulbright-Masaryk University Distinguished Chair in Social Studies, Faculty of Social Studies, Masaryk University, Czech Republic; United States Department of State, Bureau of Educational and Cultural Affairs.
- 2010 Invited Distinguished Lecture on Health Research, *"Description" versus "Explanation" in Comparative Research: Evidence from Eight Cultures on Jessor's Problem Behavior Theory*, Georgia State University; sponsored by the Adolescent Health Research Group and the Department of Psychology, Atlanta, GA.
- 2010 Invited Speaker to Proseminar Series *Adolescence in Global Perspective: From Biology to Culture* by the Carolina Consortium for Human Development (UNC-Chapel Hill, Duke, North Carolina State, and UNC-Greensboro), Chapel Hill, NC.
- 2008 Outstanding Achiever Award, College of Agriculture and Life Sciences and College of Agriculture and Life Sciences Alumni Council, The University of Arizona, Tucson, AZ.
- 2004 Fulbright Fellow, College of Education, University of Maribor, Slovenia; United States Department of State, Bureau of Educational and Cultural Affairs.
- 2003 – 2005 Representative to the United Nations (Geneva and Vienna), Economic and Social Council (for the American Society of Criminology).
- 2002 – Editor-in-Chief, *The Journal of Early Adolescence*.
- 1996 Visiting Scholar to Netherlands Institute for the Study of Criminality and Law Enforcement (NISCALE), Leiden, The Netherlands.
- 1995 Dissertation Fellowship, Swiss National Science Foundation (NSF), Bern, Switzerland.

OTHER ACADEMIC HONORS AND AWARDS

- 2013 – 2015 Appointed Member of the Social and Behavioral Standing Review Panel, Institute of Educational Science, United States Department of Education, Washington, DC.
- 2009 – 2011 Appointed Member of the Social and Behavioral Standing Review Panel, Institute of Educational Science, United States Department of Education, Washington, DC.

- 2008 – 2009 Appointed Member of the Fulbright Senior Specialists Peer Review Committee for the Fulbright Senior Specialists Program, Council for International Exchange of Scholars, Washington, DC.
- 2008 Invited speaker to the Pamela Turbeville Colloquium Series, Division of Family Studies & Human Development and the Council of Alumni & Friends of the Norton School of Family and Consumer Sciences, The University of Arizona, Tucson, AZ.
- 2007 Emerging Professional Award, Division of Family Studies & Human Development and the Council of Alumni & Friends of the Norton School of Family and Consumer Sciences, The University of Arizona, Tucson, AZ.
- 2007 – Invited Member, Advisory Board of *The Journal of Faculty of Letters*, Hacettepe University, Ankara, Turkey.
- 2007 – 2008 Appointed Member of the Fulbright Senior Specialists Peer Review Committee for the Fulbright Senior Specialists Program, Council for International Exchange of Scholars, Washington, DC.
- 2006 – Invited Member of the National Research Advisory Board, Devereux Early Childhood Initiative (DECI), Devereux National, Villanova, PA.
- 2004 Member of Fulbright Selection Committees, Slovene Student and Slovene Scholar Fulbright Awards, United States Department of State, U.S. Embassy Ljubljana, Slovenia
- 2004 Presidential Award for Excellence (inaugural), Office of the President, Auburn University.
- 2003 – Invited Member, National Advisory Board, Institute for the Study and Prevention of Violence, Kent State University, Kent, OH.
- 2002 – Listed in Numerous “Who’s Who” and related volumes including Who’s Who in the World, Who’s Who in America, Who’s Who Among America’s Teachers (national dean’s list student nominations: 2002 & 2006), Who’s Who in American Education
- 2000 Nominated for the Distinguished Alumna/Alumnus Award, Grand Valley State University.
- 1999 Nominated for the SGA Outstanding Faculty Award, Auburn University
- 1995 Cowden Scholarship, The University of Arizona.
- 1993 Gamma Sigma Delta Initiate; Cowden Scholarship, The University of Arizona
- 1992 – 1994 Graduate Academic Scholarship, The University of Arizona .
- 1987 – 1989 Academic Scholarship, Grand Valley State University.
- 1985 – 1986 Merit & Academic Achievement Awards, and Honorary Scholarship, Northwestern Michigan College.

RESEARCH ACTIVITY

RESEARCH INTERESTS

General: Child and adolescent development in context (family, school, neighborhood, and culture); the salience of family/parenting processes; adolescent adjustment and well-being; the school-work nexus, mentoring; self-control/self-regulation; academic aspirations and achievement; etiology and development of child/adolescent problem behaviors, deviance, violence, and health compromising behaviors; inequality, intolerance, and xenophobia/racism; cross-cultural and cross-national socio-contextual influences on child and adolescent development.

Statistics and Methodology: Measurement development and validation construct validation (CFA); study design; questionnaire data; SEM techniques (AMOS, EQS, and LISREL); comparative research method (cross-cultural/ cross-national); program evaluation.

PUBLICATION STATISTICS AND SELECT RANKINGS

Citation Statistics and world rankings in social and behavioral science sub-specialties:

1. Web of Science (October 10, 2015)

Total number of citations:	1,598
Citing Articles:	1,284
h-index:	23
2. Ranked 9th in the world (PsychInfo and SSCI citations ranks) in cross-cultural comparative scholarship (2003-2009): see Hartmann et al. (2013) doi: 10.1037/a0032260
3. Ranked 7th in the world in lead multi-authored papers in elite criminology and criminal justice journals, also 15th (13th weighted by impact factor) overall sole and multi-authored (2000-2009): see Orrick and Weir (2010) doi: 10.1080/10511253.2010.517649

PUBLICATIONS

Books and Monographs

- Vazsonyi, A. T., Flannery, D. J., & DeLisi, M. (Eds.) (proposal under review). *The Cambridge Handbook of Violent Behavior and Aggression* (2nd Edition). Cambridge University Press, New York, NY.
- Vazsonyi, A. T. (2015). *Adolescence* (Five volume set, Major Works Series). London, UK: Sage Publications.
- Torrente-Hernandez*, G., & Vazsonyi, A. T. (2012). Monograph: Adolescence and social deviance. *Anales de Psicología*, 28 (3), <http://dx.doi.org/10.6018/analesps.28.3>.
- Flannery, D. J., Vazsonyi, A. T., & Waldman, I. (Eds.) (2007). *The Cambridge Handbook of Violent Behavior and Aggression*. Cambridge University Press, New York, NY (ISBN-13: 9780521845670; paperback ISBN-13: 9780521607858).

Journal Articles: Peer Reviewed (87)

- Yap, S. C. Y., Donnellan, M. B., Schwartz, S. J., Zamboanga, B. L., Kim, S. Y., Huynh, Q.L., Vazsonyi, A. T., Cano, M. A., Hurley, E. A., Whitbourne, S. K., Castillo, L. G., Donovan, R. A., Blozis, S. A., & Brown, E. J. (in press). Evaluating the invariance of the Multigroup Ethnic Identity Measure across foreign-born, second-generation and later generation college students in the United States *Cultural Diversity and Ethnic Minority Psychology*.
- Castillo, L. G., Navarro, R. L., Walker, J. E., Schwartz, S. J., Zamboanga, B. L., Whitbourne, S. K., Weisskirch, R. S., Kim, S. Y., Park, I. J. K., Vazsonyi, A. T., & Caraway, J. (in press). Gender matters: The influence of acculturation and acculturative stress on Latino college student depressive symptomatology. *Journal of Latina/o Psychology*.
- Vazsonyi, A.T., Ksinan*, A., Mikuska*, J., & Jiskrova, G. (2015). The Big Five and adolescent adjustment: An empirical test across six cultures. *Journal of Personality and Individual Differences*, 83, 234-244.
- Vazsonyi, A.T., & Huang*, L. (2015). Hirschi's reconceptualization of self-control: Is truth truly the daughter of time? Evidence from eleven cultures. *Journal of Criminal Justice*, 43, 59-68.
- Vazsonyi, A.T., Harris*, C., Terveer *, A. M., Pagava, K., Phagava, H., & Michaud, P-A. (2015). Parallel mediation effects by sleep on the parental warmth-problem behavior links: Evidence from national probability samples of Georgian and Swiss adolescents. *Journal of Youth and Adolescence*, 44(2), 331-345.

Throughout CV: * indicates current/ former Ph.D. student, visiting student scholar or visiting postdoc/scholar

- Gonzales-Backen, M. A., Dumka, L. E., Millsap, R. E., Yoo, H. C., Schwartz, S. J., Zamboanga, Weisskirch, R. S., Rodriguez, L., Castillo, L. G., Kim, S. Y., Brown, E. J., Whitbourne, S. K., & Vazsonyi, A. T. (2015). The role of social and personal identities in self-esteem among ethnic minority college students. *Identity, 15*(3), 202-220.
- Schwartz, S. J., Zamboanga, B. L., Tomaso, C. C., Kondo, K. K., Unger, J. B., Weisskirch, R. S., Ham, L. S., Meca, A. Cano, M. A., Whitbourne, S. K., Brittian, A. S., Des Rosiers, S. E., Hurley, E. A., Vazsonyi, A. T., Ravert, R. D. (2014). Association of acculturation with drinking games among Hispanic college students. *American Journal of Drug and Alcohol Abuse, 40*(5), 359-366.
- Yap, S. C. Y., Donnellan, M. B., Schwartz, S. J., Kim, S. Y., Castillo, L. G., Zamboanga, B. L., Weisskirch, R. S., Lee, R. M., Park, I. J. K., Whitbourne, S. K., & Vazsonyi, A. T. (2014). Investigating measurement invariance of the multi-group ethnic identity measure across diverse samples of college students. *Journal of Counseling Psychology, 61*(3), 437-446.
- Barton, A. L., Snider, J. B., Vazsonyi, A. T., & Cox, J. L. (2014). Adolescent religiosity as a mediator of the relationship between parental religiosity and adolescent health outcomes. *Journal of Religion and Health, 53*(1), 86-94.
- Macek, P., Ježek, S., & Vazsonyi, A. T. (2013). Adolescents after and during times of social change: The case of the Czech Republic. *Journal of Early Adolescence, 33*(8), 1029-1047.
- Ševčíková, A.*, Vazsonyi, A. T., & Konečný, S. (2013). Predictors of online and offline sexual activities and behaviors among adolescents. *Cyberpsychology, Behavior, and Networking, 16*(8), 618-622.
- Schwartz, S. J., Waterman, A. S., Umaña-Taylor, A., Lee, R. M., Kim, S. Y., Vazsonyi, A. T., Huynh, Q. L., Whitbourne, S. K., Park, I. J. K., Hudson, M., Zamboanga, B. L., Bersamin, M. M., & Williams, M. K.. (2013). Acculturation and well-being among college students from immigrant families. *Journal of Clinical Psychology, 69*(4), 298-318.
- Jenkins*, D., Vazsonyi, A. T. (2013). Psychosocial adjustment during the transition from adolescence to young adulthood: Developmental evidence from sexual minority and heterosexual youth. *Journal of Positive Psychology, 8*(3), 181-195.
- Schwartz, S. J., Kim, S. Y., Krauss Whitbourne, S., Zamboanga, B. L., Weisskirch, R. S., Forthun, L. F., Vazsonyi, A. T., Beyers, W., Luyckx, K. (2013). Converging identities: Dimensions of acculturation and personal identity status among immigrant college students. *Cultural Diversity and Ethnic Minority Psychology, 19*(2), 155-165.
- Chen*, P. & Vazsonyi, A. T. (2013). Future orientation, school contexts, and deviance: A multilevel study. *Journal of Youth and Adolescence, 42*, 67-81.
- Özdemir*, Y., Vazsonyi, A. T., & Cok, F. (2013). Parenting processes and aggression: The role of self-control among Turkish adolescents. *Journal of Adolescence, 36*, 65-77.
- Torrente-Hernandez*, G., & Vazsonyi, A. T. (2012). Introduction: Adolescence and social deviance. *Anales de Psicología, 28*(3), 639-642.
- Torrente-Hernandez*, G., & Vazsonyi, A. T. (2012). Personality, parenting, and deviance in Spanish adolescents. *Anales de Psicología, 28*(3), 654-664.
- Vazsonyi, A. T., Schwartz, S., & Chen*, P. (2012). Do macrocontextual characteristics account for individual rates of adolescent deviance: A nine country study. *Anales de Psicología, 28*(3), 643-653.
- Schwartz, S. J., Park, I. J. K., Huynh, Q. L., Zamboanga, B. L., Umaña-Taylor, A., Lee, R. M., Rodriguez, L., Kim, S. Y., Whitbourne, S. K., Castillo, L. G., Weisskirch, R. S., Vazsonyi, A. T., Williams, M. K., Agocha, V. B. (2012). The American Identity Measure: Development and validation across ethnic subgroup and immigrant generation. *Identity: An International Journal of Theory and Research, 12*, 93-128.
- Klanjsek*, R., Vazsonyi, A. T., & Trejos*, E. (2012). Religious orientation, low self-control, and deviance: Muslims, Catholics, Eastern Orthodox-, and 'Bible Belt' Christians. *Journal of Adolescence, 35*, (3), 671-682 (DOI: 10.1016/j.adolescence.2011.09.003).
- Chen*, P., & Vazsonyi, A. T. (2012). Future orientation impulsivity and problem behaviors: A longitudinal moderation model. *Developmental Psychology, 47*(6), 1633-1645 (DOI: 10.1037/a0025327).
- Vazsonyi, A. T., Macháčková*, H., Ševčíková*, A., Šmahel, D. & Černá*, A. (2012). Cyberbullying in context: Direct and indirect effects by low self-control across 25 European countries. *European Journal of Developmental Psychology, 9*(2), 210-227.

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- Spano, R., Rivera, C., Vazsonyi, A. T., & Bolland, J. (2012). The interrelationship between exposure to violence and parenting over time. *American Journal of Community Psychology, 49*, 127-141.
- Kahumoku*, E. P., Vazsonyi, A. T., Pagava, K., Phagava, H., Alsaker, F. & Michaud, P.A. (2011). Objectified body consciousness and mental health: Cross-cultural evidence from Georgian and Swiss national samples. *Journal of Adolescent Health, 49*(2), 141-147.
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- Young*, M., & Vazsonyi, A. T. (2011). Parents, peers, and risky sexual behaviors in rural African American youth. *Journal of Genetic Psychology, 172* (1), 84-93.
- Schwartz, S. J., Waterman, A. S., Vazsonyi, A. T., Zamboanga, B. L., Whitbourne, S. K., Weisskirch, R. S., Vernon, M., Caraway, S. J., Kim, S. U., Forthun, L. F., Donnellan, M. B., & Ham, L. S. (2011). The association of well-being with health risk behaviors in college-attending emerging adults. *Applied Developmental Science, 15*(1), 20-36.
- Vazsonyi, A. T., & Jenkins*, D. (2010). Religiosity, low-self control, and virginity status in late adolescents from the "Bible Belt." *Journal for the Scientific Study of Religion, 49*(3), 561-568.
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- Vazsonyi, A. T., Chen*, P., Jenkins*, D., Burcu, E., Torrente-Hernandez*, G., & Sheu, C.-J. (2010). Jessor's Problem Behavior Theory: Cross-national evidence from Hungary, the Netherlands, Slovenia, Spain, Switzerland, Taiwan, Turkey, and the United States. *Developmental Psychology, 46*(6), 1779-1791.
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- Park, N. S., Lee, B. S., Sun, F., Vazsonyi, A. T., & Bolland, J. M. (2010). Pathways and predictors of antisocial behaviors in African American adolescents from poor neighborhoods. *Children and Youth Services Review, 32*(3), 409-415.
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- Pickering*, L. E., & Vazsonyi, A. T. (2010). Does family process mediate the effect of religiosity on adolescent deviance: Revisiting the notion of spuriousness. *Criminal Justice and Behavior, 37*(1). 97-118.
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- Trejos-Castillo*, E., & Vazsonyi, A. T. (2009). A longitudinal test of the relationship between family processes and risky sexual behaviors in 1st and 2nd generation Hispanic immigrant youth. *Journal of Youth and Adolescence, 38*, 719-731.
- Vazsonyi, A. T., Chen*, P., Young*, M., Jenkins*, D., Browder*, S., Kahumoku*, E., Pagava, K., Phagava, H., Jeannin, A., & Michaud, P. A. (2008). A test of Jessor's problem behavior theory in a Eurasian and a Western European developmental context. *Journal of Adolescent Health, 43*, 555-564.
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- Spano, R., Rivera, C., Vazsonyi, A. T., & Bolland, J. (2008). The impact of exposure to violence on a trajectory of (declining) parental monitoring: a partial test of the ecological-transactional model of community violence. *Criminal Justice and Behavior, 35*, 1411-1428.

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- Park, N. S., Lee, B. S., Bolland, J. M., Vazsonyi, A. T., & Sun, F. (2008). Early adolescent pathways of antisocial behavior in poor, inner-city neighborhoods. *The Journal of Early Adolescence*, 28, 185-205.
- Torrente-Hernandez*, G., & Vazsonyi, A. T. (2008). The salience of "The family" in antisocial and delinquent behaviors among Spanish adolescents. *Journal of Genetic Psychology*, 169(2), 187-198.
- Vazsonyi, A. T., & Klanjsek*, R. (2008). A test of Self-Control Theory across different socioeconomic strata. *Justice Quarterly*, 25(1), 101-131.
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- Vazsonyi, A. T., Trejos*, E., & Huang*, L. (2006). Risky sexual behavior, alcohol use, and drug use: A comparison of Eastern and Western European adolescents. *Journal of Adolescent Health*, 39, 753.e1-753.e11.
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Journal Articles: Revise & Resubmit (2)

- Harris*, C., Vazsonyi, A.T., & Bolland, J. (revise and resubmit). Bidirectional relationships between parenting processes and deviance in a sample of inner-city African American youth. *Journal of Research on Adolescence*.
- Jenkins*, D., Vazsonyi, A. T. (revise and resubmit). Risk and protective factors in health: A comparison of sexual minority and heterosexual young adults. *Journal of Behavioral Medicine*.

Journal Articles: Under Review

- Wachs, S., Whittle, H. C., Hamiton-Giachritis, C., Wolf, K. D., Junger, M., & Vazsonyi, A. T. (under review). A cross-national study of cybergrooming and cyberbullying: Online and offline correlates of mono- and dual-cybervictimisation. *Computers in Human Behaviors*.
- Vazsonyi, A. T., & Ksinan*, A. (under review). The developmental course of deviance during adolescence and young adulthood: Converging evidence from the dual systems model for developmental sciences and criminology. *Developmental Psychology*.
- Vazsonyi, A. T., Jiskrova*, G. K., & Ksinan*, A. (under review). An empirical test of self-control theory in Roma adolescents. *Journal of Criminal Justice*.
- Dabuto-Brown*, C. & Vazsonyi, A. T. (under review). Testing the “Spillover” thesis in a Slavic culture: Marital conflict, parenting, and adolescent internalizing. *Journal of Marriage and Family*.
- Vazsonyi, A.T., Mikuska*, J., & Gassova*, Z. (under review). Suicidal ideations and suicide attempts: Immigrant and non-immigrant adolescents. *Journal of Adolescent Health*.
- Kahumoku*, E. P., Vazsonyi, A. T., & MUSIC. (under review). Personal and Cultural Body Ideals: Links between affective disorders and body image. *Journal of Affective Disorders*.
- Kahumoku*, E. P., Vazsonyi, A. T., Pagava, K., Phagava, H., Alsaker, F. & Michaud, P.A. (under review). Objectified Body Consciousness and Mental Health: Sex Differences and Developmental Considerations in a National Sample of Georgian Adolescents. *Journal of Adolescence*.
- Jenkins*, D., Vazsonyi, A. T. (under review). Developmental changes in cigarette, alcohol, and marijuana use among sexual minority and heterosexual youth: The salience of religiosity. *Journal of Adolescent Health*.
- Özdemir*, Y., Vazsonyi, A. T., & Cok, F. (under review). Parenting processes, self-esteem, and aggression: A mediation model. *Youth and Society*.

Book Chapters (24)

- Ksinan*, A., & Vazsonyi, A. T. (2015). Introduction: Biological processes, puberty, and brain development. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 1, pp. xxx–xxx). London, UK: Sage Publications.
- Ksinan*, A., & Vazsonyi, A. T. (2015). Introduction: Proximal developmental contexts – the family and peer group. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 2, pp. xxx–xxx). London, UK: Sage Publications.
- Harris*, C., Ksinan*, A., & Vazsonyi, A. T. (2015). Introduction: Schools, achievement, work, and careers. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 3, pp. xxx–xxx). London, UK: Sage Publications.
- Ksinan*, A., Harris*, C., & Vazsonyi, A. T. (2015). Introduction: Distal developmental contexts – neighborhoods, school, and culture. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 4, pp. xxx–xxx). London, UK: Sage Publications.
- Ksinan*, A., & Vazsonyi, A. T. (2015). Introduction: Health, health-risk, and problem behaviors. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 5, pp. xxx–xxx). London, UK: Sage Publications.

- Vazsonyi, A. T., Mikuska*, J., Kisnan*, A. (in press). Big Five and Well-Being: A study across six cultures. In M. Blatny (Ed.), *Well-being in a lifespan perspective*. Routledge, Taylor & Francis Group.
- Vazsonyi, A. T., Roberts*, J., & Huang*, L. (2015). Why focusing on nurture made and still makes sense: The biosocial development of self-control. In M. J. DeLisi & M. G. Vaughn (Eds.), *Routledge International Handbook of Biosocial Criminology* (pp. 263-280), Routledge, Taylor & Francis Group.
- Schwartz, S. & Vazsonyi, A. T. (2014). Peers and delinquency. In J. M. Miller (Ed.), *Encyclopedia of Theoretical Criminology* (pp. 1-4). Hoboken, NJ: Wiley-Blackwell. DOI: 10.1002/9781118517390.wbetc136
- Vazsonyi, A. T., & Mikuska*, J. (2013). Immigration Nation? Swiss *Fremdenkinder* Yesterday and Today In A. Kuhn, C. Schwarzenegger, P. Margot, A. Donatsch, M. F. Aebi, & D. Jositsch (Eds.), *Criminology, Criminal Policy and Criminal Law in an International Perspective: Essays in honour of Martin Killias on the occasion of his 65th birthday* (471-483). Stämpfli, Bern (Switzerland).
- Trejos-Castillo*, E., & Vazsonyi, A. T. (2011). Transitions into Adolescence. In B. B. Brown & M. Prinstein (Eds.), *Encyclopedia of Adolescence* (Vol 1, pp. 369-375). San Diego, CA: Academic Press.
- Trejos-Castillo*, E., & Vazsonyi, A. T. (2009). Immigration effects on parenting, stress, and risky sex: First and second Generation Hispanic youth. In P. H. Krause & T. M. Dailey (Eds.), *Handbook of Parenting: Styles, Stresses, and Strategies* (pp. 371-396). Nova Science Publishers, Hauppauge, NY.
- Torrente-Hernandez*, G., & Vazsonyi, A. T. (2009). Wplyw wychowywania na nietypowe zachowania hiszpaniskich [The influence of parenting on deviant behavior in a sample of Spanish Adolescents]. In J. Krzyzowski (Ed.), *Trudne Problemy W Praktyce Psychiatrycznej [Difficult Clinical Problems In Psychiatry]* (pp. 140-166). MEDYK, Warsaw, Poland.
- Vazsonyi, A. T. & Killias, M. (2007). Immigration and crime in Switzerland. In J. D. Freilich & G. R. Newman (Eds.), *Crime and Immigration* (pp. 213-250). Ashgate Publishing, Burlington, VT.
- Vazsonyi, A. T., Flannery, D. J., & Waldman, I. (2007). Introduction. In D. J. Flannery, A. T. Vazsonyi, & I. Waldman, I. (Eds.), *The Cambridge Handbook of Violent Behavior and Aggression* (pp. 1-2). Cambridge University Press, New York, NY.
- Vazsonyi, A. T., Trejos-Castillo*, E. & Huang*, L. (2007). Youth violence across ethnic and national groups: Comparisons of rates and developmental processes. In D. J. Flannery, A. T. Vazsonyi, & I. Waldman, I. (Eds.), *The Cambridge Handbook of Violent Behavior and Aggression* (pp. 418-430). Cambridge University Press, New York, NY.
- Flannery, D. J., Vazsonyi, A. T., & Waldman, I. (2007). New directions: Bridging science, practice and policy. In D. J. Flannery, A. T. Vazsonyi, & I. Waldman, I. (Eds.), *The Cambridge Handbook of Violent Behavior and Aggression* (pp. 787-791). Cambridge University Press, New York, NY.
- Vazsonyi, A. T., & Trejos-Castillo*, E. (2006). Crime and deviance in the “Black Belt”: African American youth in rural and non-rural developmental contexts. In R. D. Peterson, L. J. Krivo, & J. Hagan (Eds.), *The many colors of crime: Inequalities of race, ethnicity, and crime in America* (pp. 122-137), New York University Press, New York, NY.
- Vazsonyi, A. T. (2006). Szülő-serdülő viszony és problémaviselkedés: Magyarországon, Hollandiában, Svájcban és az Egyesült Államokban [Parent-adolescent relations and problem behaviors: Hungary, the Netherlands, Switzerland, and the United States]. In B. Piko (Ed.), *Youth, Substance Use, and Modern Society* (pp. 121-133). National Drug Prevention Institute, Budapest, Hungary.
- Vazsonyi, A. T. (2005). Switzerland: Sovereignty of the Cantons. In L. E. Sullivan & M. Haberfeld (Eds.), *Encyclopedia of Law Enforcement* (Vol. 3: International, pp. 1324-1327). Thousand Oaks, CA: Sage.
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- Vazsonyi, A. T. (2004). Youth violence in the “Black Belt.” In D. J. Flannery (Ed.), *Current perspectives on violence prevention* (pp. 68-81). Kent State University Press.
- Vazsonyi, A. T. (2003). Cross-national comparative research in criminology: Content or simply methodology? In C. Britt & M. R. Gottfredson (Eds.), *Control Theories of Crime and Delinquency* (pp. 179-211), Advances in Criminological Theory (Vol. 12). New Brunswick, N.J.: Transaction Publishers.
- Flannery, D. J., Vazsonyi, A. T., Torquati, J. C., & Fridrich, A. H. (1998). Ethnic and gender differences in risk for early adolescent substance use (pp. 432-440). In R. Muss & H. D. Porton (Eds.), *Adolescent Behavior and Society*. New York: McGraw-Hill.

Rowe, D. C., Vazsonyi, A. T., & Flannery, D. J. (1997). No more than skin deep: Ethnic and racial similarity in developmental process. In N. BaNikongo (Ed.), *Leading issues in African American studies*, (pp. 311-342). Durham, NC: Carolina Academic Press.

Editorials, Conference Proceedings, Book Reviews, and Thesis/Dissertation (16)

- Kelley*, E. L., Javakhishvili*, M., Vazsonyi, A. T. (2015). *Aufseherinnen* at Camp Majdanek: Violence as Daily Routines by Female SS Guards. Invited book review of *Female SS Guards and Workaday Violence: The Majdanek Concentration Camp, 1942 – 1944* (2015) by Elissa Mailänder. *International Criminal Justice*.
- Kelley*, E. L., Javakhishvili*, M., Vazsonyi, A. T. (2015). *Critical Youth Studies Reader* by Awad Ibrahim and Shirley R. Steinberg (invited book review). *Teacher's College Record*, Number 18023.
- Jenkins*, D. D., & Vazsonyi, A. T. (2011). Youth violence: Sex and race differences in offending, victimization, and gang membership by Esbensen, Peterson, Taylor, and Freng (invited book review). *Teacher's College Record* (<http://www.tcrecord.org/PrintContent.asp?ContentID=16287>).
- Vazsonyi, A. T., & Trejos*, E. (2006). Learning to live together: Preventing hatred and violence in child and adolescent development by David A. Hamburg and Beatrix A. Hamburg (invited book review). *Journal of Moral Education*, 35(2), 274-276.
- Vazsonyi, A. T. (2005). A suitable amount of crime by Nils Christie (invited book review). *Contemporary Sociology*, 34(3), 311-312.
- Vazsonyi, A. T. (2005). Commentary: Special issue on Positive Youth Development. *The Journal of Early Adolescence*, 25(1), 5-9.
- Vazsonyi, A. T. (2004). Parenting and adolescent adjustment: Evidence of similarity in developmental processes across cultures. *International Journal of Psychology*, 39 (5-6), 520.
- Vazsonyi, A. T., & Adams, G. (2004). Adolescence: The Legacy of Hershel and Ellen Thornburg. *The Journal of Early Adolescence*, 24(1), 4-5.
- Vazsonyi, A. T. (2003). Dr. Jonathan Shepherd honored with Sellin-Glueck award: A true pioneer in injury prevention research. *Inter-News: The Newsletter of the Division of International Criminology of the American Society of Criminology*, 17 (Winter), 9-11. Also appeared in *The Criminologist* (2004), 29(1), 35.
- Vazsonyi, A. T. (2003). Migration, culture conflict, and crime by Freilich, Newman, Shoham, and Addad (invited book review). *International Criminal Justice Review*, 13,202-204.
- Grosselfinger, N., Barbaret, R., Cao, L., Fisher, B., Smith, C., & Vazsonyi, A. T. (2003). When giving is the reward: The case of the American Society of Criminology and the United Nations, *The Criminologist*, Nov/Dec, 1-4.
- Hessing, D. J., Elfers, H., Junger, M., & Vazsonyi, A. T. (2000). Self-control in adolescence: The choice to become a criminal. *International Journal of Psychology*, 35(3-4), 114.
- Vazsonyi, A. T. (1995). Etiological Risk Factors in Juvenile Delinquency: A Comparison of Swiss and American Adolescents. *Dissertation Abstracts International*, (Pub. No. 9534662), 56(6A), 2424.
- Rowe, D. C., & Vazsonyi, A. T. (1995). Investigating sex-differences with behavior genetic methods. *Behavior Genetics*, 25(3), 286.
- Vazsonyi, A. T., Flannery, D. J., & Torquati, J. C. (1993). Family and school bonds: Delinquent conduct in early adolescent Caucasians and Hispanics. *Medicine and Mind*, 8(1), 38.
- Vazsonyi, A. T. (1993). Interpersonal and intrapersonal variables predicting early adolescent substance use: A risk factor model. *Masters Abstracts International* (Pub. No. 1352388), 31 (04M), 1603.

Research and Technical Reports (26)

- Vazsonyi, A.T., Jiskrova, G., & Cui, G. (May, 2014). Online behaviors among teenagers: Paris Independent High School Survey. Presented to Gary Wiseman, Superintendent, Paris Independent Schools, Paris, KY, USA.
- Vazsonyi, A.T., Jiskrova, G., & Cui, G. (May, 2014). Online behaviors among teenagers: Paris Independent Middle School Survey. Presented to Gary Wiseman, Superintendent, Paris Independent Schools, Paris, KY, USA.

- Vazsonyi, A. T., & Chen, P. (January, 2011). *Pre-K in Alabama: A Program Evaluation*. A report based on data from 2009/2010 presented to Dr. Trellis Smith, Director, The Alabama Office of School Readiness, Montgomery, AL, USA.
- Vazsonyi, A. T., Chen, P., & Radcliffe, B. (March, 2010). *Pre-K in Alabama: A Program Evaluation*. A report based on data from 2008/2009 presented to Dr. Trellis Smith, Director, The Alabama Office of School Readiness, Montgomery, AL, USA.
- Vazsonyi, A. T., Chen, P., & Browder, S. (December, 2008). HIPPY Alabama: A Program Evaluation. A report presented to Diane Shum, Director of HIPPY Alabama, Montgomery, AL.
- Vazsonyi, A. T., Chen, P., Jenkins, D., Huei, B., & Miller, A. (November, 2008). *Pre-K in Alabama: A Program Evaluation*. A report presented to Dr. Trellis Smith, Director, The Alabama Office of School Readiness, Montgomery, AL, USA.
- Vazsonyi, A. T., Chen, P., Browder, S., Huang, L., & Scarpate, M. (October, 2007). *Pre-K in Alabama: A Program Evaluation*. A report presented to Dr. Trellis Smith, Director, The Alabama Office of School Readiness, Montgomery, AL, USA.
- Vazsonyi, A. T., Scarpate, M., & Huang, L. (January, 2007). *Research brief: Evaluation of OSR Pre-K DIBELS Scores*. A report presented to Dr. Trellis Smith, Director, The Alabama Office of School Readiness, Montgomery, AL, USA.
- Vazsonyi, A. T., Scarpate, M. J., Huang, L., Chen, P., & Young, M. (October, 2006). *Preliminary findings on the efficacy of Alabama Office of School Readiness pre-K Programs: Longitudinal evidence*. A report presented to Dr. Trellis Smith, Director, The Alabama Office of School Readiness, Montgomery, AL, USA.
- Vazsonyi, A. T., Kerpelman, J., Belliston, L. (October, 2003). *Final report: An evaluation of PAYD*. A report presented to USDA, Washington, DC, USA.
- Vazsonyi, A. T. (December, 2001). *Preliminary findings year 1 of the Transitions in Rural Alabama study*. Report presented to USDA, Washington, DC, USA.
- Vazsonyi, A. T., & Belliston, L. (April, 1999). *Findings from Time 6 and Time 7 of the PeaceBuilders Project evaluation project*. Report presented to consortium members at the Institute for the Study and Prevention of Violence, Kent State University, Kent, OH, USA.
- Vazsonyi, A. T., & Belliston, L. (November, 1998). *Findings from Times 1 through 6 of the PeaceBuilders Project evaluation project*. Report presented to the Centers for Disease Control and Prevention, Atlanta, GA, USA.
- Vazsonyi, A. T., & Pickering, L. (June, 1998). *Preliminary findings from the ISAD Project (Report No. 5: Auburn High School, Auburn, AL)*. Report presented to Dr. Mike Self, Principal, Auburn High School, Auburn, AL, USA.
- Vazsonyi, A. T., & Pickering, L. (May, 1998). *Preliminary findings from the ISAD Project (Report No. 4: Vajda Janos Gimnazium, Keszthely, Hungary)*. Report presented to Mr. Batha Kalman, Director, Vajda Janos Gimnazium, Keszthely, Hungary.
- Vazsonyi, A. T., & Pickering, L. (May, 1998). *Preliminary findings from the ISAD Project (Report No. 3: Gewerbliche Berufsschule St. Gallen, Switzerland)*. Report presented to Mr. Ganz, Director, Gewerbliche Berufsschule St. Gallen, Switzerland.
- Vazsonyi, A. T., & Pickering, L. (April, 1998). *Preliminary findings from the ISAD Project (Report No. 2: Lehrerseminar Rorschach, Switzerland)*. Report presented to Dr. Erwin Beck, Director, Lehrerseminar Rorschach, Switzerland.
- Vazsonyi, A. T., & Pickering, L. (April, 1998). *Preliminary findings from the ISAD Project (Report No. 1: Kantonsschule am Burggraben, St. Gallen, Switzerland)*. Report presented to Dr. Noger, Director, Kantonsschule am Burggraben, St. Gallen, Switzerland.
- Vazsonyi, A. T. (July, 1997). *The Youth Risk Behavior Survey. An evaluation report of the 1997 data collected in Auburn City Schools*. Report presented to Auburn City Schools, Drs. Ferne Garrett and Mick Martin.
- Vazsonyi, A. T., Vesterdal, W., & Flannery, D. J. (August, 1996). *Findings of the PeaceBuilders Project evaluation*. Presented and submitted to Pima County Community Services Department, Heartsprings, Inc. and the Centers for Disease Control and Prevention.
- Vazsonyi, A. T. (April, 1996). *Year 3 (2nd quarter) Quarterly Report on data collection and evaluation activities of PeaceBuilders Violence Intervention Study*. Presented to the Centers for Disease Control and Prevention.

- Vazsonyi, A. T. (January, 1996). *Year 3 (1st quarter) Quarterly Report on data collection and Evaluation activities of PeaceBuilders Violence Intervention Study*. Presented to the Centers for Disease Control and Prevention.
- Vazsonyi, A. T. (October, 1995). *Year 2 (4th quarter) Quarterly Report on data collection and evaluation activities of PeaceBuilders Violence Intervention Study*. Presented to the Centers for Disease Control and Prevention.
- Vazsonyi, A. T., Vesterdal, W., & Flannery, D. J. (August, 1995). *Preliminary findings of the PeaceBuilders Project evaluation*. Presented and submitted to Pima County Community Services Department, Heartsprings, Inc. and the Centers for Disease Control and Prevention, Tucson.
- Vazsonyi, A. T. (April, 1995). *Year 2 (2nd quarter) Quarterly Report on data collection and evaluation activities of PeaceBuilders Violence Intervention Study*. Presented to the Centers for Disease Control and Prevention.
- Vazsonyi, A. T. (January, 1995). *Year 2 (1st quarter) Quarterly Report on data collection and evaluation activities of PeaceBuilders Violence Intervention Study*. Presented to the Centers for Disease Control and Prevention.
- Vazsonyi, A. T. (November, 1994). *Year 1 (4th quarter) Quarterly Report on data collection and evaluation activities of PeaceBuilders Violence Intervention Study*. Presented to the Centers for Disease Control and Prevention.
- Flannery, D. J., & Vazsonyi, A. T. (October, 1993). *Amphitheater District 1993: Substance use survey: A preliminary report*.

PRESENTATIONS

Invited Presentations

- Vazsonyi, A. T. (March, 2016). Invited to *Conversation with the Editors* Society for Research on Adolescence (SRA), Baltimore, MD.
- Jiskrova*, G. & Vazsonyi, A. T. (April, 2015). *Family process, low self-control, and deviance: A Comparison of Romani and ethnic Czech adolescents*. Invited talk to Developmental Brownbag Series, Department of Psychology, University of Kentucky, Lexington, KY, USA.
- Ksinan*, A., & Vazsonyi, A. T. (April, 2015). Can the *Dual Systems Model* explain the age-deviance link among adolescents? Invited talk to Developmental Brownbag Series, Department of Psychology, University of Kentucky, Lexington, KY, USA.
- Vazsonyi, A. T. (October, 2014). Invited lecture *Socialization and Self-Control: Their Influences on Child and Adolescent Well-being*. Faculty of Psychology, Department of Applied Psychology, University of Vienna, Vienna, Austria.
- Vazsonyi, A. T. (September, 2014). Invited to *Conversation with the Editors* (together with Wim Beyers, Moin Syed, and Marcel van Aken), European Association for Research on Adolescence (EARA), Izmir, Turkey.
- Vazsonyi, A. T. (October, 2013). Invited lecture *Cross-Cultural Comparative Research on Adolescents: More than Simply an Exotic Enterprise*. Texas Tech University, Lubbock, TX, USA.
- Vazsonyi, A. T. (September, 2013). Invited lecture *Adolescents Across Cultures: Are they more Similar or Different?* Masaryk University, Faculty of Arts, Brno, Czech Republic, EU.
- Vazsonyi, A. T. (March, 2013). Invited lectures *Theories Crime and Deviance*. Visiting Professor, Ministry of Higher Education, Science, and Technology, University of Maribor, Maribor, Slovenia, EU.
- Vazsonyi, A. T. (February, 2011). *Cyberbullying in the EU: A Study Across 25 Cultures*. Invited talk at the Developmental Psychology Brown Bag series, Department of Psychology, University of Kentucky, Lexington, KY, USA.
- Vazsonyi, A. T. (July, 2011). Keynote address at The Conference on Psychological Assessment of Children and Youth: Research, Prevention, and School Counseling, *Myths and Realities of Adolescent Problem Behaviors: What we Know and What we can do About it*. Masaryk University, Brno, Czech Republic.
- Vazsonyi, A. T. (January, 2011). *Jessor's Problem Behavior Theory: Cross-National Evidence from Hungary, Netherlands, Slovenia, Spain, Switzerland, Taiwan, Turkey, and the United States*. Family Studies Department, University of Kentucky, KY, USA.

- Vazsonyi, A. T. (January, 2011). *"Description" versus "Explanation" in Comparative Developmental Research*. Psychology Department, University of California-Merced, CA, USA.
- Vazsonyi, A. T. (December, 2010). *Publish or perish in Academia: Some reflections and tips*. Faculty of Social Studies, Masaryk University, Brno, Czech Republic.
- Vazsonyi, A. T. (November, 2010). Invited chair of paper symposium entitled *Self-disclosure and Virtual Worlds*. Annual Meetings of Cyberspace, Brno, Czech Republic.
- Vazsonyi, A. T. (November, 2010). *Jessor's Problem Behavior Theory: Cross-National Evidence from Hungary, Netherlands, Slovenia, Spain, Switzerland, Taiwan, Turkey, and the United States*. Faculty of Arts, University of Maribor, Maribor, Slovenia.
- Vazsonyi, A. T. (April, 2010). Distinguished Lecture on Health Research, *"Description" versus "Explanation" in Comparative Research: Evidence from Eight Cultures on Jessor's Problem Behavior Theory*, Georgia State University; sponsored by the Adolescent Health Research Group and the Department of Psychology, Atlanta, GA.
- Vazsonyi, A. T. (January, 2010). *"Description" versus "explanation" in cross-cultural comparative research: From biology to culture, and back?* Proseminar Series *Adolescence in Global Perspective: From Biology to Culture* by the Carolina Consortium for Human Development (UNC-Chapel Hill, Duke, North Carolina State, and UNC-Greensboro), The University of North Carolina at Chapel Hill, NC, USA.
- Vazsonyi, A. T., Keiley, M., & Chen, P. (July, 2007). Invited lecture *Does the development of aggressive behaviors vary by racial group? A study of African American, American Indian, Asian American, Caucasian, and Hispanic children and early adolescents*. The Racial Democracy, Crime & Justice-Network Summer Workshop 2007, The Criminal Justice Research Center, Ohio State University.
- Vazsonyi, A. T. (May, 2006). Invited Discussion Forum: *Meeting the Editors*, Margaret Kerr, chair (panel member together with Jeffrey Arnett, William Bukowski, Jackie Eccles, and Ann Hagell). The 10th Biennial Meetings of the European Association for Research on Adolescence, Antalya, Turkey.
- Vazsonyi, A. T., & Young, M. (March, 2007). *What we know about adolescent problem behaviors . . . or do we?* Invited presentation as part of symposium entitled *Adolescent and Young Adult Strengths and Challenges*, Smith College, sponsored by the Howard Hughes Medical Institute and the Smith College Connections and Endowed Lecture Funds. Northampton, MA.

National and International Conference Presentations

- Ksinan Jiskrova, G. *, & Vazsonyi, A.T. (submitted for July, 2016). *Modeling the developmental trajectory of self-control from kindergarten to adolescence*. Paper presented at the 24th Biennial Meeting of the International Society for the Study of Behavioural Development, Vilnius, Lithuania.
- Ksinan Jiskrova, G. *, Vazsonyi, A.T., & Bolland, J. M. (submitted for March, 2016). *Longitudinal relationships between violence exposure and deviance: A test of competing models*. Paper presented at the Society for Research on Adolescence Biennial Meeting, Baltimore, MD, USA.
- Ksinan, A. J. *, Vazsonyi, A.T., Ksinan Jiskrova, G.*, & Peugh, J. J. (submitted for March, 2016). *Exclusionary disciplinary practices in middle and high schools across the United States: The salience of ethnicity/race and developmental context*. Paper presented at the Society for Research on Adolescence Biennial Meeting, Baltimore, MD, USA.
- Javakhishvili, M. *, Vazsonyi, A. T., Phagava, H., Pagava, K. & Michaud, P. A. (submitted for March, 2016). *Understanding depressive symptoms among Georgian adolescents: Comparisons of Armenian, Azeri, and Georgian youth*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Baltimore, MD, USA.
- Harris, C.*, Vazsonyi, A.T., & Bolland, J. (November, 2015). *A comparison of self-reported and official data in predicting future offending behaviors*. The 74th Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Mikuska*, J., Vazsonyi, A. T., Kelley*, E., Torrente-Hernandez, G., Sheu, J.-C., Huang, L. (November, 2015). *Testing self-control theory in Chinese, Czech, Slovene, Spanish, Taiwanese, and Turkish youth*. The 74th Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Vazsonyi, A. T., Mikuska*, J., & Kelley*, E. (November, 2015). *It's time: Revisiting the empirical status of Gottfredson and Hirschi's General Theory of Crime (2000-2010)*. The 74th Annual Meetings of the American Society of Criminology, Washington, DC, USA.

- Vazsonyi, A. T., Mikuska*, J., & Kelley*, E. (September, 2015). *It's time: Revisiting the empirical status of Gottfredson and Hirschi's General Theory of Crime after 25 years*. The 74th Annual Meetings of the European Society of Criminology, Porto, Portugal, EU.
- Scarpate*, M.J., & Vazsonyi, A.,T. (September, 2015). *On the development of self-control: Maturation versus socialization effects over time*. The 74th Annual Meetings of the European Society of Criminology, Porto, Portugal, EU.
- Ksinan*, A., Vazsonyi, A. T., & Jiskrova*, G. (July, 2015). *Narcissism and online behavior: A study of two tales*. The 14th European Congress of Psychology, Milan, Italy, July 7-10, 2015.
- Javakhishvili*, M. & Vazsonyi, A. T. (April, 2015). *Problem behaviors in ethnic minority versus majority youth in the Republic of Georgia*. The 5th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Mikuska*, J., Vazsonyi, A. T., Cui*, G., Kelley*, E. (April, 2015). *Self-control and deviance: A decade of research*. The 5th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Jiskrova*, G. & Vazsonyi, A. T. (April, 2015). *Change in sleep problems and self-control from third to sixth grade*. The 5th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Kelley*, E. L. & Vazsonyi, A. T. (April, 2015). *Trouble with the law: "Big Five" versus low self-control in the explanation of adolescent authority contact*. The 5th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Ksinan*, A., Vazsonyi, A. T., & Jiskrova*, G. (July, 2015). *Narcissism and online behavior: A study of two tales*. The 14th European Congress of Psychology, Milan, Italy.
- Jiskrova G.*, Vazsonyi, A. T. , Ksinan, A.* & Javakhishvili*, M. (July, 2015). *Sleep functioning and cyberbullying perpetration: Indirect effects by low self-control*. The 14th European Congress of Psychology, Milan.
- Cui*, G., Karaman*, N.G., & Vazsonyi, A.T. (March, 2015). *The effect of low self-control on sexual aggression: A test of three mediators of rape myth, date rape attitudes, and sexual norms*. The Biennial Meetings of the Society for Research in Child Development, Philadelphia, PA, USA.
- Cui*, G., Vazsonyi, A.T., Harris*, C., & Bolland, J.M. (March, 2015). *Reciprocal relationships among explosive anger, deviance, and violent behaviors: An examination of a poor, inner-city African American youth*. The Biennial Meetings of the Society for Research in Child Development, Philadelphia, PA, USA.
- Jiskrova*, G., Vazsonyi, A.T., & Ksinan*, A. (March, 2015). *Does the discrepancy between sensation seeking and impulse control mediate the sleep functioning– deviance link?* The 71st Biennial Meetings of the Society for Research in Child Development, Philadelphia, PA, USA.
- Ksinan*, A., Vazsonyi, A.T., Jiskrova*, G.*, & Javakhishvili*, M. (March, 2015). *A test of the dual systems model: Developmental similarities/differences in male and female adolescents*. The 71st Biennial Meetings of the Society for Research in Child Development, Philadelphia, PA, USA.
- Harris*, C., Vazsonyi, A. T., , Cui, G.*, & Bolland, J. (November, 2014). *The Longitudinal reciprocal effects of religiosity and deviant behaviors in a sample of poor, inner-city African American youth*. Annual Meetings of the American Society of Criminology, San Francisco, CA, USA.
- Harris*, C., Vazsonyi, A. T., & Bolland, J. (November, 2014). *"Tit-for-tat." A study of the bidirectional relationship between parenting processes and deviance in a sample of inner-city African American youth*. Annual Meetings of the American Society of Criminology, San Francisco, CA, USA.
- Vazsonyi, A. T., Jiskrova*, G., & Ksinan*, A. (September, 2014). *Mediational effects by low self-control on the link between sleep functioning and deviance: Comparisons by immigrant status and socioeconomic status*. European Society of Criminology 14th Annual Conference, Prague, Czech Republic.
- Ksinan*, A., Vazsonyi, A. T., & Jiskrova*, G. (September, 2014). *A test of the dual system model of adolescent risk-taking*. European Society of Criminology 14th Annual Conference, Prague, Czech Republic.
- Karaman*, N., & Vazsonyi, A. T. (September, 2014). *Predictors of risky sexual behaviors among Turkish adolescents*. The 14th Biennial Meetings of the European Association of Research on Adolescence, Izmir, Turkey.
- Vazsonyi, A. T., Ksinan*, A., & Jiskrova*, G. (September, 2014). *Mediation effects by self-control on the parenting-deviance link in Roma and non-Roma samples*. Symposium "Talking about and with Roma: studies from three European contexts." The 14th Biennial Meetings of the European Association of Research on Adolescence, Izmir, Turkey.

- Ksinan*, A., Jiskrova*, G., & Vazsonyi, A.T. (April, 2014). Mediation effects by low self-control on the parenting-deviance link: A comparison of Roma and non-Roma adolescents. The 4th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Jiskrova*, G., Ksinan*, A., Harris, C., Roberts, J., & Vazsonyi, A.T. (April, 2014). Cyberbullying victimization and perpetration in rural Kentucky. The 4th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Mikuška*, J., Henry*, E. L., & Vazsonyi, A.T. (April, 2014). The family -> low self-control -> deviance: Considerations of developmental status and sex across six cultures. The 4th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Zamboanga, B. L., Tomaso, C. C., Schwartz, S. J., Kondo, K. K., Unger, J. B., Meca, A., Vazsonyi, A. T., Des Rosiers, S. E., Ham, L.S., Hurley, E. A., & Whitbourne, S. K. (August, 2014). *Cultural domains of acculturation and drinking games involvement among Hispanic college students: A bidimensional approach*. American Psychological Association, Washington DC, USA.
- Mikuška*, J., Vazsonyi, A. T., Henry*, E., (March, 2014). *The family -> low self-control -> deviance: Adolescents from China, Czech Republic, Slovenia, Spain, Taiwan and Turkey*. The Biennial Meetings of the Society for Research on Adolescence, Austin, TX, USA.
- Henry*, E., Vazsonyi, A. T., Mikuška*, J., & Ksinan*, A. (March, 2014). *Big Five" versus low self-control in the explanation of deviance: An empirical test across six cultures*. The Biennial Meetings of the Society for Research on Adolescence, Austin, TX, USA.
- Özdemir*, Y., Vazsonyi, A. T., Bell*, M. M., & Jiskrova*, G. (March, 2014). Testing direct and indirect effects of maternal and paternal parenting on bullying/cyberbullying in Turkish adolescents. The Biennial Meetings of the Society for Research on Adolescence, Austin, TX, USA.
- Harris*, C., Vazsonyi, A. T. (March, 2014). Does religious involvement decrease risky sexual behaviors? Pathways through low self-control and substance abuse. The Biennial Meetings of the Society for Research on Adolescence, Austin, TX, USA.
- Mikuška*, J., Vazsonyi, A. T., Gaššová*, Z., Bell*, M., & Michaud, P.A. (November, 2013). *The link between violence and suicidal behaviors among immigrant and non-immigrant adolescents*. The Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Roberts*, J., Vazsonyi, A. T., Harris*, C., Bell*, M. M., & Henry*, E. (November, 2013). *Bully victimization, self-control, and kinship ties: A study of poor, rural African American adolescents*. The Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Harris*, C., Vazsonyi, A. T., Roberts*, J., & Henry*, E. (November, 2013). *Pathways to adolescent dating violence perpetration: Evidence from a Slavic culture*. The Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Harris*, C., Vazsonyi, A. T., & Roberts*, J. (November, 2013). *The influence of low self-control and problem behaviors on adolescent accident Involvement*. The Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Huang*, L., & Vazsonyi, A.T. (November, 2013). *Self-control and deviance growth trajectories from age 5 to 15: Extending Vazsonyi and Huang (2010)*. Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Schwartz, S. J., Cote, J., Roberts, S. E., Hardy, S. A., Zamboanga, B. L., Ritchie, R. A., Vazsonyi, A. T., and Hudson, M. (October, 2013). *A typology of personal identity in emerging adulthood: Links with psychosocial functioning And risk behavior*. The 6th Annual Conference on Emerging Adulthood, Chicago, IL, USA.
- Vazsonyi, A. T., & Selig, J. P. (September, 2013). *Time dependent effects of parenting and self-control on trajectories of math achievement*. The 16th European Conference on Developmental Psychology, Lausanne, Switzerland.
- Özdemir*, Y., Vazsonyi, A. T., Kuzucu, Y., & Çok, F. (September 2013). The dimensionality of self-control among American and Turkish adolescents. The 16th European Conference on Developmental Psychology, Lausanne, Switzerland.
- Vazsonyi, A. T., Mikuska*, J., & Gassova*, Z. (July, 2013). *Personality predictors of adolescent adjustment: A concurrent comparison of youth from six cultural contexts*. European Congress of Psychology, Stockholm, Sweden.

- Danner, F., Vazsonyi, A. T., & Michaud, P. A. (May, 2013). *The influence of supportive parents, peers, and teachers on adolescent sleep, depression, and hopes for the future*. Annual Meetings of the American Academy of Sleep Medicine "Sleep 2013," Baltimore, MD, USA.
- Vazsonyi, A. T., & Selig, J. P. (April, 2013). *Developmental precursors of academic achievement trajectories from 5 to 15: Effects by positive parenting and self-control*. The 70th Biennial Meetings of the Society for Research in Child Development, Seattle, WA, USA
- Huang*, L., & Vazsonyi, A. T. (April, 2013). *Developmental trajectories of self-control and deviance from Kindergarten to adolescence: Parenting, self-control, and gender differences*. The 70th Biennial Meetings of the Society for Research in Child Development, Seattle, WA, USA
- Harris*, C., Vazsonyi, A.T., & Michaud, P.A. (April, 2013). Does low self-control mediate the effects by family factors on risky sexual behaviors? 3rd Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Roberts*, J., & Vazsonyi, A. T. (April, 2013). Understanding the influences of social bond measures and low self-control in predicting adolescent deviance. 3rd Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Mikuška*, J., Gaššová*, Z., Vazsonyi, A. T., & Michaud, P.A. (April, 2013). Suicidal ideation and suicide attempts among immigrant and non-immigrant adolescents. 3rd Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Barry, C. M., Abo-Zena, M., Schwartz, S., Hardy, S., Forthun, L., Vazsonyi, A. T., Park, I., Zamboanga, B., Rodweller, C. (March, 2013). *Mapping the terrain of emerging adults' religiousness and spirituality in the United States*. American Psychological Association Division 36 Mid-Year conference, Columbia, MD, United States.
- Looney*, R., & Vazsonyi, A. T. (November, 2012). *Simultaneously testing the effects by four self-control measures on deviance in a sample of Czech adolescents*. Annual Meetings of the American Society of Criminology, Chicago, IL, USA.
- Harris*, C., Vazsonyi, A. T., Machaty*, A., Looney*, R., Pagava, K., Phagava, H. & Michaud, P. A. (November, 2012). *The influence of sleep on adolescent deviance and weapon carrying/use in Georgian and Swiss national samples*. Annual Meetings of the American Society of Criminology, Chicago, IL, USA.
- Macek, P., & Vazsonyi, A. T. (August, 2012). Paper symposium entitled *Roma adolescents in different cultural and social contexts*. The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- Vazsonyi, A. T., Looney*, R., Machaty*, A., Harris*, C., Blatny, M., Sobotkova, V. & Osecká, T. (August, 2012). *Self-reported health compromising behaviors among Roma and Non-Roma youth*. The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- Vazsonyi, A. T., Harris*, C., Looney*, R., Machaty*, A., Pagava, K., Phagava, H. & Michaud, P. A. (August, 2012). *Sleep Functioning and problem behaviors in national probability samples of Georgian and Swiss adolescents*. The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- Ševčíková*, A., Vazsonyi, A. T., Konečný*, S. (August, 2012). *Developmental changes in predictors of sexual behaviors during adolescence*. The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- Özdemir*, Y., Vazsonyi, A. T., & Çok, F. (August, 2012). *Parenting Processes and Aggression: The Role of Self-control among Turkish adolescents*. The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- Jenkins*, D. D., Vazsonyi, A. T., Chen*, P., & White*, C. R. (May, 2012). *Risk and protective factors in health: A comparison of self-identified sexual minority and heterosexual young adults*. Annual Meetings of the Association for Psychological Science (APS), Chicago, IL, USA.
- Vazsonyi, A. T. (November, 2011). Paper symposium organizer and session chair, *The salience of parenting and self-control on deviance over time: Evidence from longitudinal studies during adolescence and young adulthood*. Annual Meetings of the American Society of Criminology, Washington, DC, USA.

- Vazsonyi, A. T., Ježek, S., Širuček, J. (November, 2011). *Developmental changes in deviance during adolescence: The effects by parenting processes and self-control from age 11 to 19*. Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Chen*, P. & Vazsonyi, A. T. (November, 2011). *Stability and changes in the self-control-deviance link from early adolescence to young adulthood: A comparison between criminal and non-criminal samples*. Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Trejos*, E. & Vazsonyi, A. T. (November, 2011). *Longitudinal associations among parenting, self-control, and deviance: A nationally representative study of multicultural youth*. Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Huang*, L. & Vazsonyi, A. T. (November, 2011). *Developmental trajectories of externalizing/internalizing behaviors in early childhood and risky sexual behaviors in adolescence: A latent class analysis*. Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Schwartz, S. J., Whitbourne, S. K., Zamboanga, B. L., Forthun, L. F., Vazsonyi, A. T., Armenta, B. E., & the Multi-Site University Study of Identity and Culture. (October, 2011). *Converging identities: Acculturation-related variables and personal identity status in immigrant students*. 5th Conference on Emerging Adulthood. Providence, Rhode Island, USA
- Černá*, A., Vazsonyi, A. T., Šmahel, D., Ševčíková*, A. & Macháčková*, H. (August, 2011). *Cyberbullying in context: Direct and indirect effects by low self-control across 25 European countries*. Annual Meetings of the European Society for Developmental Psychology, Bergen, Norway.
- Sevcikova*, A., Vazsonyi, A. T., & Konecny*, S. (August, 2011). *Not only previous offline sexual experiences matter: Puberty and substance use as predictors of online sexual behaviors during adolescence*. Annual Meetings of the European Society for Developmental Psychology, Bergen, Norway.
- Jenkins*, D. D., & Vazsonyi, A. T. (March/April, 2011). *Developmental changes in cigarette, alcohol, and marijuana use among heterosexual and sexual minority young adults*. Paper symposium entitled: Sociocultural Contexts and Substance Use Trajectories in Adolescence Through Adulthood. The 69th Biennial Meetings of the Society for Research on Child Development, Montreal, Quebec, Canada.
- Young*, M., & Vazsonyi, A. T. (March, 2011). *Parents, peers, and risky sexual behaviors in rural African American adolescents*. Graduate Scholars Forum, Auburn University, Auburn, AL, USA.
- Schwartz, S. J., Zamboanga, B. L., Whitbourne, S. K., Vazsonyi, A. T., Weisskirch, R. S., Umaña-Taylor, A. J., Kim, S. Y., Bersamin, M., & Hudson, M. (2011, January). *Cultural identities, positive functioning, and psychological distress*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.
- Jenkins, D. D., Kahumoku, E., & Vazsonyi, A. T. (March, 2010). *Depression, self-esteem, social rejection, and happiness trajectories in heterosexual and sexual minority young adults*. The Diversity Research Initiative Conference: "Understanding Differences that Matter." Auburn University, Auburn, AL, USA.
- Chen, P. & Vazsonyi, A. T. (March, 2010). *Future orientation, impulsivity, and deviance: A longitudinal moderation model*. The 13th Biennial Meetings of the Society for Research on Adolescence, Philadelphia, PA, USA.
- Vazsonyi, A. T., Chen, P., Miller, A., & Jenkins, D. (March, 2010). *Does where you attend college matter? Links between religion, sensation seeking, and problem behaviors*. The 13th Biennial Meetings of the Society for Research on Adolescence, Philadelphia, PA, USA.
- Scarpate, M., & Vazsonyi, A. T. (March, 2010). *Developmental links between parental support and self regulation during adolescence*. The 13th Biennial Meetings of the Society for Research on Adolescence, Philadelphia, PA, USA.
- Young, M., Vazsonyi, A. T., Jenkins, D., & Miller, A. (November, 2009). *The application of Problem Behavior Theory during emerging adulthood*. The 4th Conference on Emerging Adulthood, Atlanta, GA, USA.
- Jenkins, D., Vazsonyi, A. T., Young, M., & Miller, A. (November, 2009). *Depression and self-esteem trajectories in sexual minority and majority young adults*. The 4th Conference on Emerging Adulthood, Atlanta, GA, USA.
- Vazsonyi, A. T., Chen, P., & Jenkins, D. (November, 2009). *Jessor's Problem Behavior Theory: Cross-national evidence from eight distinct developmental contexts*. The 61st Annual Meetings of the American Society of Criminology, Philadelphia, PA, USA.
- Chen, P., & Vazsonyi, A. T. (November, 2009). *A multi-level analysis of between-school variability in delinquency and the future orientation-delinquency link*. The 61st Annual Meetings of the American Society of Criminology, Philadelphia, PA, USA.

- Trejos, E., & Vazsonyi, A. T. (November, 2009). *Parenting, personality, and problem behaviors in Immigrant and non-Immigrant youth from the Netherlands and Switzerland*. The 61st Annual Meetings of the American Society of Criminology, Philadelphia, PA, USA.
- Partin, J. M., & Vazsonyi, A. T. (October, 2009). *The development of self-regulation during adolescence: Understanding the effects by pubertal changes and parenting*. Conference on Health over the Lifecourse, London, ON, Canada.
- Klanjsek, R., & Vazsonyi, A. T. (September, 2009). *Religious orientation, low self-control, and deviance: Muslims, Catholics, Eastern Orthodox-, and "Bible Belt" Christians*. Annual Meetings of the European Society of Criminology, Ljubljana, Slovenia/EU.
- von Suchodoletz, A., & Vazsonyi, A. T. (April, 2009). Paper symposium entitled *Developmental precursors of school success in American, Chinese, and German children and adolescents*. The 68th Biennial Meetings of the Society for Research in Child Development, Denver, CO, USA.
- Huang, L., Vazsonyi, A. T. & Yan, W. (April, 2009). *Developmental trajectories of academic achievement during elementary school: The significance of intelligence and self-control*. The 68th Biennial Meetings of the Society for Research in Child Development, Denver, CO, USA.
- Kahumoku, E., Vazsonyi, A. T., Jeannin, A., & Michaud, P.A. (April, 2009). *Objectified Body Consciousness in a national probability sample of Swiss adolescent females*. The 68th Biennial Meetings of the Society for Research in Child Development, Denver, CO, USA.
- Browder, S. E., Vazsonyi, A. T., Jeannin, A., & Michaud, P.A. (April, 2009). *Family influences on pregnancy risk and abortion decisions in Swiss adolescents*. The 68th Biennial Meetings of the Society for Research in Child Development, Denver, CO, USA.
- Park, N. S., Lee, B. S., Bolland, J. M., Vazsonyi, A. T., & Sun, F. (January, 2009). *Pathways and predictors of antisocial behaviors in African American adolescents from poor neighborhoods*. The 13th Annual Meetings of the Society for Social Work Research, New Orleans, LA, USA.
- Pickering, L. E., & Vazsonyi, A. T. (November, 2008). *Are religious families better at preventing juvenile delinquency?* The Annual Meeting of the National Council on Family Relations (NCFR), Little Rock (AR).
- Jenkins, D. & Vazsonyi, A. T. (November, 2008). *The prediction of direct and indirect sexual aggression and victimization*. The 60th Annual Meetings of the American Society of Criminology, St. Louis, MO, USA.
- Trejos-Castillo, E., & Vazsonyi, A. T. (November, 2008). *Externalizing behaviors among Immigrant and non-immigrant Swiss youth: An ecodevelopmental approach*. The 60th Annual Meetings of the American Society of Criminology, St. Louis, MO, USA.
- Vazsonyi, A. T., Chen, P., Jeannin, A., & Michaud, P. A. (November, 2008). *Does school context impact deviance and the self-control-deviance link?* The 60th Annual Meetings of the American Society of Criminology, St. Louis, MO, USA.
- Vazsonyi, A. T., Chen, P., Jeannin, A., & Michaud, P. A. (May, 2008). *Adolescent deviance in context: A multi-level analysis*. The 11th Biennial Meetings of the European Association for Research on Adolescence, Torino, Italy (served as paper session chair).
- Jenkins, D., & Vazsonyi, A. T. (May, 2008). *Understanding virginity status in a sample of late adolescents from the U.S. "Bible Belt."* The 11th Biennial Meetings of the European Association for Research on Adolescence, Torino, Italy.
- Vazsonyi, A. T., & Huang, L. (May, 2008). *The transition from childhood to early adolescence: Developmental sequelae of internalizing behaviors*. The 11th Biennial Meetings of the European Association for Research on Adolescence, Torino, Italy.
- Chen, P., & Vazsonyi, A. T. (March, 2008). *Developmental risk for entering the juvenile justice system: A survival analysis*. The 12th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.
- Chen, P., Vazsonyi, A. T., Young, M., Jenkins, D., Browder, S., Kahumoku, E., Michaud, P. A., Jeannin, A., Pagava, K., & Phagava, H. (March, 2008). *Problem Behavior Theory in Georgian and Swiss Adolescents*. The 12th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.
- Huang, L. & Vazsonyi, A. T. (March, 2008). *Self-Control, intelligence, and academic achievement: Does grit matter more?* The 12th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.
- Jenkins, D., & Vazsonyi, A. T. (March, 2008). *Correlates of oral sex behaviors as a function of virginity status in late adolescents*. The 12th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.

- Klanjsek, R., Vazsonyi, A. T., & Trejos, E. (March, 2008). *Religious orientation and deviance: A cross-national comparative study*. The 12th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.
- Scarpate, M., Vazsonyi, A. T., Burcu, E., Torrente, G., & Sheu, J. (March, 2008). *Revisiting "The Exotic Enterprise:" The Adolescent Family Process measure in Slovenian, Spanish, Taiwanese, and Turkish youth*. The 12th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.
- Trejos, E. & Vazsonyi, A. T. (March, 2008). *Longitudinal associations between parenting, self-control, and deviance: A study of African American, Caucasian, and Hispanic Youth*. The 12th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.
- Pickering, L. E., & Vazsonyi, A. T. (March, 2008). *Is religiosity unimportant in the explanation of adolescent deviance when family process is considered simultaneously?* The 12th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.
- Young, M., Vazsonyi, A. T., Jenkins, D., Browder, S., Kahumoku, E., Michaud, P. A., Jeannin, A., & Pagava, K. (November, 2007). *Do Problem Behavior Syndromes (PBS) generalize in adolescents from Eastern and Western Europe?* The 59th Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Chen, P., Vazsonyi, A. T., & Scarpate, M. J. (November, 2007). *Childhood aggression over time in American Indian, Caucasian, and Hispanic Children: Referred versus non-referred youth*. The 59th Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Huang, L., & Vazsonyi, A. T. (November, 2007). *Self-control and deviance growth trajectories in young children*. The 59th Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Trejos, E., & Vazsonyi, A. T. (November, 2007). *Deviance in immigrant populations: An application of self-control theory*. The 59th Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Torrente, G., Trejos, E. & Vazsonyi, A. T. (September, 2007). *Influencia de la familia en el desarrollo de problemas afectivos en adolescentes (Family influences in the development of adolescent affective problems)*. The 10th Congreso Nacional de Psicología Social, Cadiz, Spain.
- Scarpate, M. J., & Vazsonyi, A. T. (March, 2007). *Family processes in rural African American youth from the "Black Belt."* The 67th Biennial Meetings of the Society for Research in Child Development, Boston, MA, USA.
- Huang, L., Vazsonyi, A. T., Chen, P., & Young, M. (March, 2007). *Parenting and self-control over time: Kindergarten through fifth grade*. The 67th Biennial Meetings of the Society for Research in Child Development, Boston, MA, USA.
- Trejos, E., & Vazsonyi, A. T. (March, 2007). *Does generational status moderate the links between parenting processes and risky sexual behaviors in Hispanic immigrant youth?* The 67th Biennial Meetings of the Society for Research in Child Development, Boston, MA, USA.
- Vazsonyi, A. T., & Chen, P. (November, 2006). *Hedonic calculus: Do self restraint desire and perceived sanctions matter?* The 58th Annual Meetings of the American Society of Criminology, Los Angeles, CA, USA.
- Vazsonyi, A. T., & Huang, L. (November, 2006). *Conceptualization and measurement of low self-control in Chinese adolescents*. The 58th Annual Meetings of the American Society of Criminology, Los Angeles, CA, USA.
- Trejos, E., Vazsonyi, A. T., & Young, M. (November, 2006). *Rural and non-rural African American youth: Contextual effects on the etiology of problem behaviors*. The 58th Annual Meetings of the American Society of Criminology, Los Angeles, CA, USA.
- Torrente, G., & Vazsonyi, A. T. (September, 2006). *Parenting and problem behaviours in a Spanish sample of adolescents*. The Sixth Annual Meetings of the European Society of Criminology, Tübingen, Germany.
- Lamb-Parker, F., Vazsonyi, A. T., Powell, G., Ives, N. G., Flannery, D. J., Embry, D. D. (May, 2006). *Reducing weapons victimization and gang activity among elementary school students*. The 18th Annual Meetings of The Association for Psychological Science, New York, NY, USA.
- Vazsonyi, A. T. (May, 2006). *Socialization efforts and adolescent adjustment: Cross-national comparative evidence*. Invited Paper Symposium (organizer) at the 10th Biennial Meetings of the European Association for Research on Adolescence, Antalya, Turkey.
- Vazsonyi, A. T., Burcu, E., & Torrente-Hernandez, G. (May, 2006). *More on "the Exotic Enterprise:" Family processes and problem behaviors in Slovenian, Spanish, and Turkish adolescents*. The 10th Biennial Meetings of the European Association for Research on Adolescence, Antalya, Turkey.

- Vazsonyi, A. T. (May, 2006). Invited Discussion Forum: *Meeting the editors*, Margaret Kerr, chair (panel member together with Jeffrey Arnett, William Bukowski, Jackie Eccles, and Ann Hagell). The 10th Biennial Meetings of the European Association for Research on Adolescence, Antalya, Turkey.
- Snider, J. B. & Vazsonyi, A. T. (March, 2006). *Apprenticeships and part-time employment among adolescents: A cross-national investigation*. The 11th Biennial Meetings of the Society for Research on Adolescence, San Francisco, CA, USA.
- Pflieger, J., & Vazsonyi, A. T. (March, 2006). *Dating violence in American, Japanese, and Slovenian late adolescents*. The 11th Biennial Meetings of the Society for Research on Adolescence, San Francisco, CA, USA.
- Trejos-Castillo, E., Huang, L., & Vazsonyi, A. T. (March, 2006). *Risky Sexual Conduct in Eastern and Western European Youth*. The 11th Biennial Meetings of the Society for Research on Adolescence, San Francisco, CA, USA.
- Belliston, L., & Vazsonyi, A. T. (March, 2006). *Emotional autonomy, family relationships, and internalizing/externalizing behaviors in rural African American youth*. The 11th Biennial Meetings of the Society for Research on Adolescence, San Francisco, CA, USA.
- Vazsonyi, A. T., & Spano, R. (March, 2006). *Does Parenting Potentiate Exposure to Violence Effects on Subsequent Violence in Inner-City African American Youth?* The 11th Biennial Meetings of the Society for Research on Adolescence, San Francisco, CA, USA.
- Vazsonyi, A. T., Trejos-Castillo, E., Huang, L., & Buder, E. (November, 2005). *Irresponsible sex in Eastern and Western European adolescents: Do family processes and low self-control explain why?* The 57th Annual Meetings of the American Society of Criminology, Toronto, Canada.
- Belliston, L. M., & Vazsonyi, A. T. (April, 2005). *Curvilinear relations between emotional autonomy and adolescent adjustment*. The 66th Biennial Meetings of the Society for Research in Child Development, Atlanta, GA, USA.
- Snider, J. B., & Vazsonyi, A. T. (April, 2005). *Adolescent religiosity as a mediator between parenting and internalizing and externalizing behaviors*. The 66th Biennial Meetings of the Society for Research in Child Development, Atlanta, GA, USA.
- Vazsonyi, A. T., Trejos-Castillo, E., & Huang, L. (April, 2005). *Internalizing and externalizing behaviors in native, first-and second generation immigrant youth*. The 66th Biennial Meetings of the Society for Research in Child Development, Atlanta, GA, USA.
- Park, N. S., Lee, B. S., Bolland, J. M., & Vazsonyi, A. T. (January, 2005). *Examination of different path ways to antisocial behaviors in adolescents in poor neighborhoods*. The 9th Annual Meetings of the Society for Social Work Research, Miami, FL, USA.
- Pickering, L. E., & Vazsonyi, A. T. (November, 2004). *Is religion really that important? The mediating role of "the family" in the relationship between religiosity and adolescent deviant behavior*. The 56th Annual Meetings of the American Society of Criminology, Nashville, TN, USA.
- Snider, J. B., Vazsonyi, A. T., Clements, A. & Gaylor, A. K. (November, 2004). *Late adolescent perceptions of parent religiosity and parenting processes*. The 66th Meetings of the National Council on Family Relations, Orlando, FL.
- Belliston, L. M., Partin, J. M., & Vazsonyi, A. T. (November, 2004). *The family -> low self-control -> deviance: The General Theory of Crime across contexts*. The 56th Annual Meetings of the American Society of Criminology, Nashville, TN, USA.
- Huang, L., Trejos-Castillo, E., & Vazsonyi, A. T. (November, 2004). *Was it really a waste of time? The measurement of self-control and its association with deviance*. The 56th Annual Meetings of the American Society of Criminology, Nashville, TN, USA.
- Vazsonyi, A. T. (August, 2004). *Parenting and adolescent adjustment: Evidence of similarity in developmental processes across cultures*. Invited Paper Symposium entitled "Social relationships and adolescent development in cultural context," 28th International Congress of Psychology (ICP2004) in Beijing, China.
- Vazsonyi, A. T. (March, 2004). Invited Discussion Forum: *Issues in editing journals on adolescence including maintaining quality, the role of referees, and the submission and refereeing process* (panel member together with Gerald Adams, Jeffrey Arnett, Bradford Brown, Gustavo Carlo, Lisa Crockett, Ann Hagell, John Coleman). The 10th Biennial Meetings of the Society for Research on Adolescence, Baltimore, MD, USA.

- Vazsonyi, A. T., Belliston, L. M., & Partin, J. M. (March, 2004). *Maternal and paternal parenting processes and adolescent internalizing behaviors: A cross-national investigation*. The 10th Biennial Meetings of the Society for Research on Adolescence, Baltimore, MD, USA.
- Cleveland, H. H., Vazsonyi, A. T., & Wiebe, R. (March, 2004). *Do the effects of impulsivity on delinquency vary by neighborhood disadvantage?* The 10th Biennial Meetings of the Society for Research on Adolescence, Baltimore, MD, USA.
- Vazsonyi, A. T. (November, 2003). *The American Society of Criminology's Special Consultative Status at the United Nations* (workshop; chair: Nancy Grosselfinger). The 55th Annual Meetings of the American Society of Criminology, Denver, CO, USA.
- Vazsonyi, A. T., Wittekind, J. C., Belliston, L. M., & Van Loh, T. D. (November, 2003). *Extending the General Theory to "The East:" Low self-control in Japanese late adolescents*. The 55th Annual Meetings of the American Society of Criminology, Denver, CO, USA.
- Vazsonyi, A. T., Pickering, L. E., & Bolland, J. M. (April, 2003). *Are family processes important in understanding health-compromising and violent behaviors in inner-city African-American youth?* The 65th Biennial Meetings of the Society for Research in Child Development, Tampa, FL, USA.
- Snider, B. J., & Vazsonyi, A. T. (April, 2003). *Unpacking parenting: A comparison of parenting styles and dimensions*. The 65th Biennial Meetings of the Society for Research in Child Development, Tampa, FL, USA.
- Vazsonyi, A. T., Crosswhite, J. M., & Partin, J. M. (November, 2002). *Revisiting hedonic calculus: Cross-national evidence of the relationship between perceived sanctions, low self-control, and deviance*. The 54th Annual Meetings of the American Society of Criminology, Chicago, IL, USA.
- Vazsonyi, A. T., Pickering, L. E., & Bolland, J. M. (November, 2002). *The role of family processes in the prediction of health-compromising and violent behaviors: An SEM utilizing longitudinal data from high-risk African-American adolescents*. The 54th Annual Meetings of the American Society of Criminology, Chicago, IL, USA.
- Vazsonyi, A. T., Partin, J. M., & Crosswhite, J. M. (November, 2002). *Is there constancy in predictors of deviance across cultural settings?* The 54th Annual Meetings of the American Society of Criminology, Chicago, IL, USA.
- Crosswhite, J. M., & Vazsonyi, A. T. (November, 2002). *Empirically Testing Gottfredson and Hirschi's General Theory of Crime in African American Adolescents*. The 54th Annual Meetings of the American Society of Criminology, Chicago, IL, USA.
- Belliston, L. M., Vazsonyi, A. T., & Flannery, D. J. (April, 2002). *Low, medium, and high risk children: An evaluation of the impact of a school-based violence prevention program*. The 9th Biennial Meetings of the Society for Research on Adolescence, New Orleans, LA., USA.
- Vazsonyi, A. T., Crosswhite, J. M., & Partin, J. M. (April, 2002). *Individual, family, and community risk factors in adolescent deviance*. The 9th Biennial Meetings of the Society for Research on Adolescence, New Orleans, LA., USA.
- Vazsonyi, A. T., Crosswhite, J. M., & Partin, J. M. (November, 2001). *The contextual importance of socio-structural variables and family processes in adolescent deviance*. The Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Pickering, L. E., Vazsonyi, A. T., Junger, M., & Hessing, D. (November, 2001). *You are what you do: A cross-national study of routine activities and deviance*. The Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Belliston, L. M., Vazsonyi, A. T., Flannery, D. J., & Hibbert, J. R. (November, 2001). *Problem children in elementary school: Can we make a difference?* The Annual Meetings of the American Society of Criminology, Atlanta, GA, USA.
- Vazsonyi, A. T. (October, 2001). *Multi-contextual conceptualization of risk for youth violence, deviance, and crime*. The Twenty-Seventh Annual Meeting of The Mid-South Sociological Association, Mobile, AL, USA.
- Vazsonyi, A. T., Pickering, L. E., Junger, M., & Hessing, D. (September, 2001). *The relationship between culture routine activities, and deviance*. The Annual Meetings of the European Society of Criminology, Lausanne, Switzerland.
- Vazsonyi, A. T., Partin, J. M., Crosswhite, J. M. (September, 2001). *The social ecology and deviance: A study of American, Dutch, Hungarian, and Swiss youth*. The Annual Meetings of the European Society of Criminology, Lausanne, Switzerland.

- Vazsonyi, A. T., Hibbert, J. R., & Snider, J. B. (April, 2001). *The Adolescent Family Process Measure (AFP): A cross-national validation*. The 64th Biennial Meetings of the Society for Research in Child Development, Minneapolis, MN, USA.
- Pickering, L. E., Vazsonyi, A. T., Junger, M., & Hessing, D. (April, 2001). *Do differences in discretionary leisure time account for differences in rates of deviant behavior? A cross-national comparison of adolescents in four countries*. The 64th Biennial Meetings of the Society for Research in Child Development, Minneapolis, MN, USA.
- Junger, M., Vazsonyi, A. T., & Hessing, D. (November, 2000). *Delinquency, health behavior and health*. The Annual Meetings of the American Society of Criminology, San Francisco, CA, USA.
- Flannery, D. J., Vazsonyi, A. T., Embry, D., Powell, K. E., Atha, H. Vesterdal, W., & Guo, S. (August, 2000). *Longitudinal effectiveness of the PeaceBuilders' universal school-based violence prevention program*. 108th Annual Convention of the American Psychological Association, Washington, DC, USA.
- Hessing, D. J., Elfers, H., Vazsonyi, A. T., & Junger, M. (July, 2000). *Self-control in adolescence: The choice to become a criminal*. The 27th International Congress of Psychology, Stockholm, Sweden.
- Pickering, L. E., & Vazsonyi, A. T. (May, 2000). *Is working a good thing for high school students? An examination of adolescent employment and family process*. The Annual Research Forum, Auburn University, Auburn, AL, USA.
- Belliston, L. M., & Vazsonyi, A. T. (April, 2000). *The impact of the PeaceBuilders school-based violence prevention program on low, medium, and high risk children*. The Twenty-fifth Annual Symposium on Child and Family Development (Quint State Meetings), Athens, GA., USA.
- Vazsonyi, A. T., & Pfeifer, T. R. (April, 2000). *The relationship between personality structure and deviance during late adolescence*. The 8th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.
- Pickering, L. E., & Vazsonyi, A. T. (April, 2000). *Adolescent deviant behavior and the family and school domains: A comparison of African-American and Caucasian youth*. The 8th Biennial Meetings of the Society for Research on Adolescence, Chicago, IL, USA.
- Junger, M., Vazsonyi, A. T., & Hessing, D. (November, 1999). *General theories: How broad can they be?* The Annual Meetings of the American Society of Criminology, Toronto, Canada.
- Vazsonyi, A. T., Pickering, L. E., & Junger, M. (July, 1999). *A cross-national comparison of the measurement of self-control and its relationship with health compromising behaviors*. The Annual Meetings of the British Society of Criminology, Liverpool, England.
- Vazsonyi, A. T., Belliston, L., Junger, M., & Hessing, D. (April, 1999). *A cross-national investigation of late adolescent leisure activities and deviance*. The 63rd Biennial Meetings of the Society for Research in Child Development, Albuquerque, NM, USA. Also presented at the 24th Annual Symposium on Child and Family Development (Quint State Meetings), Knoxville, TN, USA.
- Pickering, L., & Vazsonyi, A. T. (April, 1999). *When adolescents work: An examination of the impact of adolescent employment on family*. The 63rd Biennial Meetings of the Society for Research in Child Development, Albuquerque, NM, USA.
- Vazsonyi, A. T., Pickering, L., & Belliston, L. (July, 1998). *Apprentices and high school students: Comparisons of family processes and delinquent behaviors by educational track*. The 15th Biennial Meetings of the International Society for Behavioral Development, Bern, Switzerland.
- Vazsonyi, A. T., Pickering, L., & Belliston, L. (July, 1998). *Associations between late adolescent leisure activities and deviant behaviors in Swiss and American youth*. The 15th Biennial Meetings of the International Society for Behavioral Development, Bern, Switzerland.
- Pickering, L., Vazsonyi, A. T., & Belliston, L. (April, 1998). *Leisure time participation in late adolescence: A comparison of community college students and university students*. The Twenty-third Annual Symposium on Child and Family Development (Quint State Meetings), Auburn, AL, USA.
- Belliston, L., Vazsonyi, A. T., & Pickering, L. (March, 1998). *The quality of life is determined by its activities: The relationship of leisure time and normative deviance in late adolescence*. The 15th Biennial Conference on Human Development, Mobile, AL, USA. Also presented at the Twenty-first Annual Symposium on Child and Family Development (Quint State Meetings), Auburn, AL, USA.
- Pickering, L., Vazsonyi, A. T., & Belliston, L. (March, 1998). *An exploratory study of late adolescent leisure time usage*. The 15th Biennial Conference on Human Development, Mobile, AL, USA. Also presented at Graduate Student Organization Research Forum (April, 1998), Auburn University, AL, USA.

- Vazsonyi, A. T. (March, 1998). *The impact of educational track on delinquent behaviors: The case of Swiss adolescents*. The 7th Biennial Conference of the Society for Research in Adolescence, San Diego, CA, USA.
- Flannery, D. J., Vazsonyi, A. T., & Vesterdal, W. J. (April, 1997). *Evaluation of PeaceBuilders youth violence prevention program*. The 62nd Biennial Meetings of the Society for Research in Child Development, Washington, DC, USA.
- Vazsonyi, A. T., Vesterdal, W. J., & Flannery, D. J. (April, 1997). *Predicting official delinquency status in elementary school children by teacher ratings and self-reports: A comparison*. The 62nd Biennial Meetings of the Society for Research in Child Development, Washington, D.C., USA.
- Vesterdal, W. J., Vazsonyi, A. T., & Flannery, D. J. (April, 1997). *A school-based violence intervention program for elementary students: Comparisons by gender and grade level*. American Education Research Association, Chicago, IL, USA.
- Flannery, D. F., & Vazsonyi, A. T. (November, 1996). *PeaceBuilders: A theoretically driven, school-based model for early violence prevention*. The Annual Meetings of the American Society of Criminology, Chicago, IL, USA.
- Williams, L., Flannery, D. F., Raney, M., Rowe, D. C., & Vazsonyi, A. T. (August, 1996). Factors affecting alcohol consumption in sibling pairs. The Annual Meetings of the American Psychological Association, Toronto, Canada.
- Vazsonyi, A. T. (August, 1996). *Can family processes explain differential rates of cross-national delinquency? A comparison of adolescents from the United States and Switzerland*. The Biennial Meetings of the International Society for Behavioral Development, Quebec City, Canada.
- Silverberg, S. B., Vazsonyi, A. T., & Schlegel, A. E. (August, 1996). *Adolescent apprentices in Germany: Job expectations, adult attachments, and delinquency attitudes*. The Biennial Meetings of the International Society for Behavioral Development, Quebec City, Canada.
- Vazsonyi, A. T., & Rowe, D. C. (March, 1996). *Self-control and delinquency: A longitudinal examination*. The 6th Biennial Conference of the Society for Research in Adolescence, Boston, MA, USA.
- Rowe, D. C., & Vazsonyi, A. T. (November, 1995). *Mating effort and crime*. The Annual Meetings of the American Society of Criminology, Boston, MA, USA.
- Rowe, D. C., & Vazsonyi, A. T. (June, 1995). *Between and within sex variation: Are the causes alike?* Human Behavior and Evolution Society, Santa Barbara, California, USA.
- Rowe, D. C., & Vazsonyi, A. T. (June, 1995). *Investigating sex differences with behavior genetic methods*. Annual Meetings of the Behavior Genetics Association, Richmond, Virginia, USA.
- Vazsonyi, A. T. (April, 1995). *Academic achievement: An examination of developmental process by sex*. The 61st Biennial Meetings of the Society for Research in Child Development, Indianapolis, Indiana, USA.
- Rowe, D. C., Vazsonyi, A. T., & Flannery, D. J. (April, 1995). *No more than skin deep: Ethnic and racial similarity in developmental process*. The 61st Biennial Meetings of the Society for Research in Child Development, Indianapolis, Indiana, USA.
- Vazsonyi, A. T., Silverberg, S. B., & Linver, M. (July, 1994). *Adolescent academic achievement: An examination of process similarity in "low" and "high" delinquents*. The 13th Biennial Meetings of the International Society for the Study of Behavioral Development, Amsterdam, The Netherlands.
- Rowe, D. C., & Vazsonyi, A. T., & Figueredo, A. J. (June, 1994). *Mating effort in adolescence: Conditional or alternative strategy*. Meeting of the Society of Human Behavior and Evolution, Ann Arbor, MI, USA.
- Torquati, J. C., & Vazsonyi, A. T. (February, 1994). *Attachment models and emotionality: Predicting differential coping strategies in late adolescents*. The 5th Biennial Conference of the Society for Research in Adolescence, San Diego, CA, USA.
- Torquati, J. C., Flannery, D. J., Fridrich, A. H., Vazsonyi, A. T., & Lindemeier, L. (November, 1993). *Idle hands are the devil's workshop: An examination of the role of substance unavailability in adolescent substance use*. The 55th Annual Conference of the National Council on Family Relations, Baltimore, MD, USA.
- Vazsonyi, A. T., Flannery, D. J., & Torquati, J. C. (October, 1993). *Family and school bonds: Delinquent conduct in early adolescent Caucasians and Hispanics*. First International Conference of Adolescentology: "Assisi 1993 - Make peace with life," Assisi, Italy.
- Flannery, D. J., & Vazsonyi, A. T. (July, 1993). *Intrapersonal and interpersonal risk for substance use in early adolescents*. The 12th Biennial Meeting of the International Society for the Study of Behavioral Development, Recife, Brazil.

- Vazsonyi, A. T., Flannery, D. J., Fridrich, A. H., & Torquati, J. C. (April, 1993). *Ethnic differences in risk for early adolescent substance use*. The annual meeting of the Western Psychological Association, Phoenix, AZ, USA.
- Flannery, D. J., Fridrich, A. H., Torquati, J. C., & Vazsonyi, A. T. (March, 1993). *Predictors of licit and illicit substance use among Caucasian and Hispanic early adolescents*. The 60th Biennial Meetings of the Society for Research in Child Development, New Orleans, Louisiana, USA.

Other Presentations and Publications

- Vazsonyi, A. T., Partin, M. J., Huang, L., Chen, P., & Young, M. (March, 2007). *Preliminary findings on the efficacy of Alabama Office of School Readiness pre-K Programs: Longitudinal evidence*. Invited presentation part of the 2nd Annual Pre-K Conference held at Auburn University at Montgomery, Montgomery, AL, USA.
- Vazsonyi, A. T., Partin, M. J., Huang, L., Chen, P., & Young, M. (March, 2007). *Preliminary findings on the efficacy of Alabama Office of School Readiness pre-K Programs: Longitudinal evidence*. Invited presentation part of the 2nd Annual Pre-K Conference held at Auburn University at Montgomery, Montgomery, AL, USA.
- Junger, M., Vazsonyi, A. T., & Hessing, D. (November, 2000). *Traffic violations, traffic accidents, delinquency, and problem behavior of Dutch adolescents*. Invited presentation at Human Factors and Safety Research 2000, United States Department of Transportation and Volpe National Transportation Systems Center, the Dutch Ministry of Transportation, Boston, MA, USA.
- Junger, M., Vazsonyi, A. T., & Hessing, D. (November, 2000). *Hard-core deviant rode users: A comparison between US and Dutch adolescents*. Invited presentation at Human Factors and Safety Research 2000, United States Department of Transportation and Volpe National Transportation Systems Center, the Dutch Ministry of Transportation, Boston, MA, USA.
- Vazsonyi, A. T. (May, 1999). *Adolescents At-Risk in Auburn*. Invited speaker to "Parents of Youth," First Presbyterian Church, Auburn, AL.
- Vazsonyi, A. T. (December, 1998). *Promoting healthy development in children: Some practical advice for parents and parenting practitioners*. Invited speaker at the Alabama Conference on Parenting, sponsored by the Alabama Council on Child Abuse, Birmingham, AL.
- Vazsonyi, A. T. (September, 1998). *A health assessment of students at Auburn High School*. Invited speaker at the Auburn City Schools Board of Directors, Auburn, AL.
- Vazsonyi, A. T. (June, 1998). *Promoting healthy development in children*. Invited speaker at Mommy and Me, sponsored by the Family and Children Services Division, East Alabama Mental Health Center, Opelika, AL, USA.
- Vazsonyi, A. T. (May, 1998). *Youth violence prevention*. Invited guest on Alabama Public Television's *For the Record* for a two-part series on youth violence prevention, produced by Eddie Rollins, Montgomery, AL, USA.
- Vazsonyi, A. T. (April, 1998). *Children and violence*. Invited guest on Alabama Public Television's *For the Record*, produced by Eddie Rollins, Montgomery, AL, USA.
- Flannery, D., Vazsonyi, A. T., and Embry, D.D. (September, 1997). *CDC-PI Meeting: The longitudinal follow-up of PeaceBuilders*. Presented at the Centers for Disease Control and Prevention (NCIPC), Atlanta, GA, USA.
- Vazsonyi, A. T. (August, 1997). *The importance of assessing health/risk behaviors in adolescents: Swiss apprentices*. Invited talk to the annual teachers' conference at the Gewerbliche Berufsschule (GBS) der Stadt St. Gallen, St. Gallen, Switzerland.
- Vazsonyi, A. T. (July, 1997). *The youth risk behavior survey*. Invited presentation to the Leadership Retreat of the School Board, Auburn City Schools, Auburn, AL, USA.
- Vazsonyi, A. T. (June, 1997). *Assessing the importance of the well-being of our children: Select findings from the Youth Risk Behavior Survey*. Invited presentation to the Task Force on Youth Responsibility, City of Auburn, Auburn, AL, USA.
- Vazsonyi, A. T. (December, 1996). *The predictive utility of child self-reports and teachers ratings for children's delinquency*. Invited talk at NISCALE (Netherlands Institute for the Study of Criminality and Law Enforcement), University of Leiden, Leiden, The Netherlands.

- Flannery, D., Vazsonyi, A. T., & Embry, D.D. (October, 1996). CDC-PI Meeting: *PeaceBuilders project: Findings after three years*. Presented at the Centers for Disease Control and Prevention (NCIPC), Atlanta, GA, USA.
- Vazsonyi, A. T. (November, 1995). *Data collection and program evaluation of a community based violence intervention program*. Invited presentation at the Institute for Children, Youth, and Families, The University of Arizona, Tucson, AZ, USA.
- Vazsonyi, A. T. (November, 1995). *Measurement and design issues in behavior genetic research: An Overview*. Invited guest lecture, graduate seminar, Family Studies Division, The University of Arizona, Tucson, AZ, USA.
- Vazsonyi, A. T. (May, 1995). *Etiological risk factors in juvenile delinquency: A comparison of Swiss and American adolescents*. Invited talk at the Institute of Police Science and Criminology, University of Lausanne, Switzerland.
- Vazsonyi, A. T. (March, 1995). CDC-PI Meeting: *Data collection and project evaluation: An overview of process and products*. Presented at the Centers for Disease Control and Prevention (NCIPC), Atlanta, GA, USA.
- Vazsonyi, A. T. (November, 1994). *Measurement and design issues in evaluating PeaceBuilders, a socio-cognitive intervention designed to reduce child aggressive behaviors*. Invited guest lecture, graduate seminar, Family Studies Division, The University of Arizona, Tucson, AZ, USA.
- Vazsonyi, A. T. (Fall, 1994). The other Helvetia: Remnants of Swiss influence in Southern Arizona. *Swiss Review* (Regional News), 2, 2-3.

TEACHING ACTIVITY

TEACHING INTERESTS: Substantive Areas, Statistics, and Methodology

Child and Adolescent Development and Socialization in Context (family, schools, neighborhoods, culture etc.); Etiology of Problem Behaviors and Measures of Adjustment; Factor Analysis (EFA, CFA), SEM (e.g., AMOS, EQS, LISREL); Human Development over the Lifecourse; Inequality, Intolerance, and Xenophobia/Racism; Introductory & Advanced Research Methods & Statistics; Program Evaluation; Questionnaire Design and Validation; Theories of Human Development.

TEACHING EXPERIENCES: undergrad. [pre-Bachelor's] & graduate [post-Bachelor's]; University

Adolescence/Adolescent Development (undergraduate, Arizona; undergraduate & graduate, Kentucky)
 Adolescent and Young Adult Development (undergraduate and graduate levels; Auburn)
 Advanced Seminar on Adolescent Development: Evolutionary Mechanisms (graduate; Auburn)
 Advanced Child Development (TA; Arizona)
 Advanced Seminar in Human Development and Family Studies (undergraduate; Auburn)
 Biosocial Determinants of Human Behavior (undergraduate; Arizona)
 Developmental Psychopathology (TA; Arizona)
 Doctoral/Advanced Research Methods (graduate; Auburn, Kentucky)
 Research Methods in Family Sciences (graduate, Kentucky)
 Exploratory and Confirmatory Factor Analysis (graduate; Auburn)
 Independent Study and Research (undergraduate and graduate levels; Arizona & Auburn)
 Lifespan Human Development (undergraduate; Arizona & Auburn)
 Practicum in Human Development and Family Studies (undergraduate and graduate levels; Auburn)
 Program Development and Evaluation (undergraduate; Auburn)
 Recent Research in HDFS: Behavior Genetics & Sociobiology (undergraduate; Auburn)
 Teaching Practicum (graduate, Auburn)
 Theories of Human Development (graduate, Auburn)
 Theories of Problem Behaviors (undergraduate; Maribor, Fulbright Fellow)

SUPERVISING AND MENTORING EXPERIENCES

Doctoral and Pre-doctoral Postgraduate Degrees Completed (Major Professor)

Lara M. Belliston (M.S., 2000; Ph.D., 2004)	Evaluator, State of OH Mental Health Services Department, Columbus, OH
Pan Chen (Ph.D., 2009)	Data Analyst, Youth Guidance, Chicago, IL.
Li Huang (Ph.D., 2007)	Assistant Professor, Tuskegee University, Department of Psychology, Tuskegee, AL
Dusty Jenkins, (Ph.D., 2010)	Assistant Professor, Psychology Department, Stephen F. Austin State University, Nacogdoches, TX.
Emily Kahumoku (Ph.D., 2011)	Assistant Professor, University of Houston Clear Lake, Houston, TX.
Lloyd E. Pickering (Ph.D., 2005)	Assistant Professor, University of Southern Mississippi, College of Education and Psychology, Department of Family and Child Development, Hattiesburg, MS.
J. Blake Snider (Ph.D., 2002)	Director of Summer School & Associate Professor, Clemson University, Clemson, SC
Elizabeth Trejos-Castillo (Ph.D., 2006)	Associate Professor, Texas Tech University, Department of Human Development and Family Studies, Lubbock,

Lara Belliston (M.S., 2000)	Brian Huei (M.S., 2010)	Lloyd Pickering (M.S., 1998)
Sara Browder (M.S., 2008)	Emily Kahumoku (M.S., 2008)	Amy Skipper (M.S., 2004)
Jennifer Crosswhite (M.S., 2002)	Andrea Miller (M.S., 2014)	Hope Via (M.S., 2000)
Christina Dabotu (M.S., 2013)	Angela Nelms-Griffin (M.S., 1999)	
Lisa Dumke (M.S., 2008)	Melissa Partin (M.S., 2004)	
	Maureen Young (M.S., 2008)	

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Doctoral and Pre-doctoral Degrees In Progress (Major Professor)

Charlene Harris (Ph.D., exp. 2015)	Albert Ksinan (Ph.D., exp. 2017)	Rachael Looney (M.S., exp. 2014)
Jakub Mikuska (Ph.D., exp. 2016)	Gabriela Jiskrova (Ph.D., exp. 2017)	Guangyi Cui (M.S., exp. 2015)
Erin Henry (Ph.D., exp. 2017)	Madga Javakhishvili, Ph.D., exp. 2018)	Kristina Hayes, (M.S., exp. 2016)
Marcia Bell (Ph.D., exp. 2017)	Melissa Scarpate (Ph.D., exp. 2015)	

Other Mentoring

2015	Invited J.J. Cutuli, Ph.D. and Janette Herbers, Ph.D. Assistant Professors of Psychology, Rutgers University, to guest edit a special issue on <u>The Developmental Processes of Resilience in Early Adolescence</u> in the <i>Journal of Early Adolescence</i> (for January, 2017)
2015	Charlene Harris (Ph.D. student) selected as 1 of 3 Ph.D. students by the American Society of Criminology (ASC) for the ASC Graduate Minority Fellowship.
2015	Albert Ksinan (Ph.D. student) selected as the 2015 HES Graduate Student of Distinction, School of Human and Environmental Sciences, College of Agriculture, Food, and the Environment (CAFE), the University of Kentucky, Lexington, KY (USA).
2015	Gabriela Jiskrova (Ph.D. student) selected as the 2015 FAM Graduate Student of Excellence, Department of Family Sciences, School of Human and Environmental Sciences, College of

- Agriculture, Food, and the Environment (CAFE), the University of Kentucky, Lexington, KY (USA).
- 2015 Charlene Harris (Ph.D. student) invited as 1 of 20 Ph.D. students to attend 2015 SRA/EARA Summer School I Atlanta, GA, sponsored by the Jacobs Foundation
- 2014 - 2015 Albert Ksinan (Ph.D. student) received CRDC (United States Department of Education Civil Rights Data Collection) Emerging Scholars Grant from the Society for Research on Adolescence (SRA).
- 2014 Neslihan Karaman, Ph.D., Visiting Assistant Professor (6 months), Department of Educational Psychology, Baskent University, Ankara Turkey.
- 2014 Jakub Mikuska (Ph.D. student) received 3rd Prize, 4th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- 2013 – 2015 Invited Helen W. Wilson, Ph.D., Assistant Professor of Psychiatry, Stanford University, to guest edit a special issue on Risky Sexual Behaviors Among Early Adolescents in the *Journal of Early Adolescence* (for January, 2016)
- 2013 Charlene Harris (Ph.D. student) received 3rd Prize, 3rd Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- 2012 – 2014 Invited Bridget Hamre, Ph.D. (Associate Research Professor, University of Virginia) and Elise Capella (Assistant Professor, New York University) to guest edit a special issue on Using Measurement to Understand and Impact Early Adolescents' Experience in Schools in the *Journal of Early Adolescence* (for June, 2014).
- 2012 – 2014 Invited Michael Toland, Ph.D. (Assistant Professor, Educational Psychology, University of Kentucky) and James L. Peugh (Assistant Professor, Department of Pediatrics, University of Cincinnati) to guest edit a special issue on Modern Data Analysis Techniques in Psychological and Educational Sciences in the *Journal of Early Adolescence* (for January, 2014).
- 2011 Yalcin Ozdemir, Ph.D., Visiting Assistant Professor (3 months), Department of Psychological Counseling and Guidance, Faculty of Education, Adnan Menderes University, Central Campus, Aydin, Turkey.
- 2011 Honor's Thesis Chair for Shelli C. Brown, *Keeping religion: A study of self-control, religion, and deviance in rural African American adolescents*. The Honor's College, Auburn University, Auburn, AL (USA).
- 2011 Maureen Young, 1st place winner Oral Paper presentation of Auburn University's 2010-2011 Graduate Scholar Forum, Humanities Division (April, 2011).
- 2010 – 2012 Invited Petr Macek, Ph.D. (Professor of Psychology, Masaryk University, Czech Republic) to guest edit a special issue on Adolescent Development in Context: The Case of Czech Youth in the *Journal of Early Adolescence* (for June, 2013).
- 2010 – 2012 Invited Gabriel Kuperminc, Ph.D., Emilie Smith, Ph.D. & Christopher Henrich, Ph.D. (Professors of Psychology, Georgia State University, Penn State University, and Georgia State University) to guest edit a special issue on Social-Emotional Processes in Afterschool Settings: Bridging Gaps between Theory, Research, and Practice in the *Journal of Early Adolescence* (for February, 2013).
- 2009 – 2011 Invited Emmanuel Kuntsche, Ph.D. (Senior Research Scientist, Swiss Institute for the Prevention of Alcohol and Drug Problems, Lausanne, Switzerland) to guest edit a special issue on Early Adolescent Health in Cross-National Perspective in the *Journal of Early Adolescence* (for February, 2012).
- 2008 – 2010 Invited Allison Ryan, Ph.D. (Associate Professor, University of Illinois) and Scott Gest, Ph.D. (Assistant Professor, Penn State University) to guest edit a special issue on Peer Relations and Academic Achievement during Early Adolescence in the *Journal of Early Adolescence* (for February, 2011).
- 2007 – 2009 Invited Adrienne Nishina, Ph.D. (Assistant Professor, University of California-Davis) and Amy Bellmore, Ph.D. (Assistant Professor, University of Wisconsin, Madison) to guest edit a special issue on Understanding Early Adolescent Peer Aggression, Conflict and Victimization in the *Journal of Early Adolescence* (for February, 2010).

- 2006 – 2008 Invited Adriana Umaña-Taylor, Ph.D. (Associate Professor, Arizona State University) to guest edit a special issue on Hispanic/Latino Early Adolescents in the *Journal of Early Adolescence* (February, 2009).
- 2006 Elizabeth Trejos-Castillo (recipient [1 of 10] Auburn University Outstanding Doctoral Student Awards. Also, recipient of Outstanding International Student Award, Auburn University.
- 2005 – 2007 Invited Seth Schwartz, Ph.D. (Assoc. Research Professor, University of Miami) to guest edit a special issue on Identity Development in the *Journal of Early Adolescence* (February, 2008).
- 2005 Rudi Klanjsek, Visiting Researcher (5 months), Department of Sociology, University of Maribor, Slovenia.
- 2005 Elizabeth Trejos-Castillo (recipient [1 of 3 nationally] of American Society of Criminology Minority Graduate Fellowship; invited participant [1 of 18 nationally] to UC San Diego Summer Institute on Youth Violence Prevention.
- 2004 Ginesa Torrente Hernandez, Visiting Researcher (3 months), Department of Psychiatry and Social Psychology, University of Murcia, Spain.
- 1999 – 2004 Jackie Benz, Bettina Hess, Irene Hongler, Barbara Waidman, Wilma Moritzi, Bettina Hess, and Nadine Strassman (recruited Swiss teachers to Auburn University to work at the Birmingham Early Learning Center over the course of a year: 1999-2004).
- 1997 – 1998 Bethany Dixon, Laini McGilvray (senior internship placement to Switzerland: 1997-1998).

PROFESSIONAL INFORMATION AND SERVICE ACTIVITY

MEMBERSHIP IN SCHOLARLY ORGANIZATIONS

- 1993 – 2000 American Psychological Association (APA)
- 1993 – American Society of Criminology (ASC)
 · Member of the Division of International Criminology (DIC)
- 2000 – European Society of Criminology (ESC)
- 2006 – European Association for Research on Adolescence (EARA)
- 1993 – Society for Research in Adolescence (SRA)
- 1992 – 2006 Society for Research in Child Development (SRCD)
- 1992 – The International Society for the Study of Behavioral Development (ISSBD)

PROFESSIONAL ACTIVITIES IN SCHOLARLY ORGANIZATIONS

- 2015 – 2016 Alternate Chair and Panel Member, “Health Risk Behaviors,” 2016 Biennial Meetings of the Society for Research on Adolescence (SRA), Baltimore, MD.
- 2014 – 2015 Panel Member, “Health, Growth, and Injury,” 2015 Biennial Meetings of the Society for Research on Child Development (SRCD), Philadelphia, PA.
- 2013 – 2014 Panel Member, “School and Achievement,” 2014 Biennial Meetings of the Society for Research on Adolescence (SRA), Austin, TX.
- 2012 – 2013 Panel Member, “Adolescence: Social Processes,” 2013 Biennial Meetings of the Society for Research on Child Development (SRCD), Seattle, WA.
- 2012 Member, Graduate Student Paper Committee, Division of International Criminology (ASC)
- 2011 – 2012 Panel Member, “Health and Health Behaviors,” 2012 Biennial Meetings of the Society for Research on Adolescence (SRA), Vancouver, British Columbia, Canada.
- 2010 – 2011 Panel Member, “At-Risk: Social, Cognitive, Neurodevelopmental, Emotional, and Personality Processes,” 2011 Biennial Meetings of the Society for Research on Child Development (SRCD), Montreal, Quebec, Canada.

- 2009 – 2010 Panel Member, “Psychopathology and Problem Behaviors,” 2010 Biennial Meetings of the Society for Research on Adolescence (SRA), Philadelphia, PA
- 2008 – 2009 Panel Member, “Gender and Ethnicity,” 2009 Biennial Meetings (SRCD), Denver, CO
- 2008 Invited Mentor to Young International Scholar at 2010 SRA Biennial Meetings, sponsored by The Johann Jacobs Foundation
- 2007 – 2009 Council Member, Executive Board of the Division of International Criminology (ASC)
- 2007 – 2008 Panel Member: “Parenting,” 2008 Biennial Meetings of the Society for Research on Adolescence (SRA), Chicago, IL
- 2006 – 2007 Member, Distinguished Book Award Committee, Division of Intern. Criminology (ASC)
- 2005 – 2006 Panel Member: “Schools, Education, and Academic Achievement,” 2006 Biennial Meetings (SRA)
- 2004 – 2005 Panel Member: “Childhood: Personality Processes,” 2005 Biennial Meetings (SRCD)
- 2003 – 2004 Chair, Outstanding Scholar Award Committee, Division of International Criminology (ASC)
- 2003 – 2005 Representative to the United Nations, Economic and Social Council (ASC)
- 2003 – 2004 Panel Member: “Race, Ethnicity, Culture, and Development,” 2004 Biennial Meetings (SRA)
- 2003 – 2010 Member, Publications Committee, Division of International Criminology (ASC)
- 2001 – 2002 Panel Member: “Psychopathology and Problem Behavior,” 2002 Biennial Meetings (SRA)
- 2001 – 2003 Member, Award Committee (Thornburg Dissertation Award; SRA)
- 2001 – 2003 Member, Award Committee (John P. Hill Lifetime Achievement Award; SRA)
- 2001 – 2002 Member, Program Committee, Crime & Justice over the Life Course, 2002 Annual Meetings (ASC)
- 2001 – 2005 Council Member, Executive Board of the Division of International Criminology (ASC)
- 2001 – 2003 Member, Lifetime Achievement Award Committee, Division of Intern. Criminology (ASC)
- 2001 – 2003 Coordinator of International Scholars Hosting Service, Division of International Criminology (ASC)

GRANTS

Funded/Pending Extramural Research Grants and Contracts

- 2015 - 2019 co-P.I. “Kentucky Child Poverty Nutrition Center,” United States Department of Agriculture (USDA, P.I: Ann Vail; co-P.I.’s Kurzynske, Vazsonyi, Kim, Bollinger, Davis, Kahl: \$2,272,727).
- 2011 P.I., “First Class Pre-K Efforts in the State of Alabama: A Regression Discontinuity Design and Longitudinal Follow-Up Study,” Office of School Readiness, State of Alabama, Montgomery, AL. (co-PI Selig; awarded, but declined due to appointment to new position outside of State of Alabama: \$299,936).
- 2006 – 2011 P.I., Office of School Readiness, Alabama Department of Children’s Affairs, Montgomery, AL. Annual evaluations of the effectiveness of preschool intervention strategies implemented through a state-wide pre-K program, including benchmarking study (DIBELS scores). Trellis Smith, Ph.D., Director. Auburn University contract: \$598, 039.
- 2005 – 2006 P.I., PAXIS Institute and PeacePartners, Tucson, AZ. To complete secondary data analyses of PeaceBuilders violence prevention data set. Dennis Embry, Ph.D., CEO. Auburn University contract: \$22,321.
- 2003 – 2008 P.I., Auburn subcontract, “Strengthening Neighborhood Investment: An Evaluation.” NIDA (R01 DA017428), Washington, D.C. (total costs to The University of Alabama, John Bolland, P.I.: \$2,446,273; Auburn University: \$292,627).

- 2000 – 2003 P.I., “Transitions in Rural Alabama: An Evaluation of a Youth Development Program,” National Research Initiative, Competitive Grant Program (NRICGP), USDA, Washington, DC. (CSREES Agreement No. 00-35401-9256; co-P.I. Kerpelman; total costs: \$172,000).
- 2000 – 2001 P.I., “Enhancing Positive Teen Interaction within Military Families,” United States Department of Agriculture, Cooperative State Research, Education, and Extension Service (USDA./CSREES) and Department of Defense Healthy Parenting Initiative (99-EXCA-3-0283; other P.I.’s: Kerpelman, Pittman, Bartoszuk; direct cost: \$150,856).
- 1997 P.I., "To comprehensively evaluate the Youth Risk Behavior Survey" funded by Auburn City Schools, Auburn, AL. (direct cost: \$1,500).
- 1996 – 1999 P.I., Auburn University subcontract, “Longitudinal follow-up of PeaceBuilders” (U81/CCU513508-01) funded by the Department of Health and Human Services, The Centers for Disease Control and Prevention; total cost \$450,000; Auburn University subcontract: \$105,600.
- 1993 – 1996 Project Director, "Peace Builders: To evaluate the impact of a social-cognitive competence program for K-5 children on youth violence" funded by the Department of Health and Human Services, The Centers for Disease Control and Prevention (Hank Atha, P.I.). Total three-year budget to consortium \$678,879. The University of Arizona subcontract direct costs: \$207,524.

Not Funded (Recent Submissions)

- 2014 P.I. (U.S. portion), co-P.I. “Trajectories of Change in Aggressive Behavior among Israeli Jewish and Arab Children: Individual, Family and Community Risk and Protective Factors” United States-Israel Binational Science Foundation, Jerusalem, Israel (PI: Khoury-Kassabri; co-P.I.’s Attar-Schwartz, Ajzenstadt: \$230,000).
- 2013 co-P.I. “The Developmental Course of Electronic Aggression and Victimization in Rural and Non-Rural Contexts,” National Institutes of Justice, Washington, DC (co-PI: John Yozwiak; \$557, 127).
- 2013 co-I. “Does the addition of text messaging improve the outcomes of the Shapedown Weight Management for Teens.” Center for Clinical and Translational Science, Pilot Research Program, University of Kentucky, Lexington, KY (co-PIs: Webber, Ickes: \$ 48,805.70).
- 2012 – 2014 co-PI, “Developmental changes in dietary patterns among rural and non-rural early adolescents,” Research Support Grants, Office of Vice President for Research, University of Kentucky, Lexington, KY (PI, Alison Gustafson: \$19,700).
- 2012 – 2016 P.I., “Student-Teacher Relationships, Self-Control and Engagement: Longitudinal Predictors of Achievement and School Leaving in a Random Sample of Adolescents,” Institute of Educational Sciences (IES), United States Department of Education, Washington, DC. (co-PIs: Kensler, Andrzejewski, Reed, Bub: \$ 1,599,943).

Funded Intramural Grants

- 2013 University of Kentucky Distance Learning Programs: *Course Development Blueprint: Development Funds Part I*. For the development of the distance learning format of FAM 357 (Adolescent Development). University of Kentucky, Lexington, KY: \$ 1,500.
- 2006 Discretionary Travel Grant, College of Human Sciences, Auburn University, Auburn, AL. To attend the Biennial Meetings of the European Association for Research on Adolescence, Antalya, Turkey: \$1,500.
- 2003 Discretionary Travel Grant, College of Human Sciences, Auburn University, Auburn, AL. To attend United Nations Meetings in Vienna, Austria: \$1,000.
- 2000 – 2002 P.I., Auburn University Competitive Research Grant-in-aid Program. To support "A Risk/Needs Assessment of Rural Adolescents in Lee County" (co-P.I.: Janice Wittekind): \$10,000.
- 2000 Discretionary Research Grant-in-aid Award, Auburn University, Auburn, AL. To attend the Biennial Meetings of the Society for Research on Adolescence in Chicago: \$500.
- 1999 Discretionary Research Grant-in-aid Award, Auburn University. To attend the Annual Meetings of the British Society of Criminology in Liverpool: \$500.
- 1998 Discretionary Research Grant-in-aid Award, Auburn University, Auburn, AL. To attend the Biennial Meetings of the International Society for the Study of Behavioral Development in Bern, Switzerland: \$500.
- 1997 – 1998 P.I., Auburn University Competitive Research Grant-in-aid Program. To support "The International Study of Adolescent Development and Problem Behaviors:" \$10,000.
- 1997 Teaching Grant-in-aid, "AMOS and the study of structural equation modeling (SEM) in the social and behavioral sciences" Office of the Provost for Academic Affairs, Auburn University, Auburn, AL: \$788.
- 1996 Foreign Travel Grant, Office of International Programs, The University of Arizona.
- 1995 Cowden Summer Research Award, The University of Arizona.
- 1993 Graduate and Professional Student Travel Grants, The University of Arizona.
Travel Grant, College of Agriculture, The University of Arizona.

EDITORIAL REVIEW AND REVIEW ACTIVITIES

- Editor-in-Chief: *The Journal of Early Adolescence* (2002 - present)
- Guest Editor: *Family Science Review, Focus on Family Science Methodology* (1998)
- Editorial Board/
Associate Editor *Family Science Review* (1997 - 1999)
Adolescent Research Review (2015 – present)
International Journal of Comparative & Applied Criminal Justice (2005 - 2010)
Journal of Early Adolescence (2001 - 2002)
Journal of Marriage and Family (2002 - 2015)
Journal of Youth and Adolescence (2007 – present)
Social Science – Open Access Journal (2011 – 2014)

Ad hoc Reviewer

Criminology	Journal of Adolescent Health	Jrnl of Research in Crime & Delinq.
Canadian Jrnl of Criminology & Crim. Just.	Journal of Adolescent Research	Jrnl of Social & Personal Relationships
Developmental Psychology	Jrnl of Child Psychology & Psychiatry	Justice Quarterly
European Jrnl of Psychology of Education	Jrnl of Clinical Child & Adolescent Psych.	Legal and Criminological Psychology
European Journal of Public Health	Journal of Contemporary Criminal Justice	Psychology and Health
Family Relations	Journal of Criminal Justice	Psychological Reports
Family and Consumer Sciences Jrnl	Journal of Family Psychology	Psychology of Violence
Family Science Review	Journal of Marriage and Family	Social Forces
International Migration Review	Journal of Quantitative Criminology	Social Development
Journal of Abnormal Psychology	Journal of Research on Adolescence	Social Psychiatry & Psychiatric Epid.
Journal of Abnormal Child Psychology		Sociological Forum
Journal of Adolescence		Western Criminological Review

NATIONAL GRANT REVIEWS/PANELS

2015	Invited reviewer, Skills for Success Program, Institute of Education Sciences (IES), United States Department of Education, Washington, DC
2015	Invited external reviewer, Phases I and II of 5-7 year review cycle of all Institutes part of the Academy of the Sciences of the Czech Republic (ASCR), Prague, Czech Republic.
2014	Invited external reviewer, Council for Earth and Life Sciences (ALW) Netherlands Organization for Scientific Research (NWO), The Netherlands
2013	Invited Panel Member on Academic-Community Partnerships, Eunice Kennedy Shriver National Institutes of Child Health and Human Development (NIH), Washington, DC (April, 2013)
2013 – 2015	Standing Panel Member for <i>Social and Behavioral Science</i> , Institute of Education Sciences (IES), United States Department of Education, Washington, DC (annual February and October meetings, commencing October, 2012)
2011 –	Invited external reviewer, Research Grant Council (RGC) of Hong Kong, China
2010 –	Invited external reviewer, Swiss National Science Foundation, Bern, Switzerland.
2009 –	Invited external reviewer, National Science Foundation, Washington, DC
2009 – 2011	Standing Panel Member for <i>Social and Behavioral Science</i> , Institute of Education Sciences (IES), United States Department of Education, Washington, DC (annual February and October meetings, commencing October, 2008)
2008	Invited external reviewer, The Israel Science Foundation, The Israel Academy of Sciences and Humanities, Jerusalem, Israel
2008	Invited Panel Chair (Feb., 2008) and Member (Oct., 2008) for <i>Social and Behavioral Science Panel</i> , Institute of Education Sciences (IES), United States Department of Education, Washington, DC
2007	Invited Panel Chair (Oct., 2007) and Member (Feb., 2007) for <i>Social and Behavioral Science</i> and <i>Special Education: Early Intervention Panel</i> (respectively), Institute of Education Sciences (IES), United States Dept. of Education, Washington, DC
2006	Invited Member of External Site Visit Review Team at CDC sponsored National Injury Control Research Center, The University of Alabama-Birmingham, Birmingham, AL
2006	Invited Panel Member and Reviewer for <i>Special Education: Early Intervention Panel</i> , Institute of Education Sciences (IES), United States Department of Education, Washington, DC

2005	Invited Panel Member and Reviewer for <i>Special Education: Early Intervention Panel</i> , Institute of Education Sciences (IES), United States Dept. of Education, Washington, DC
2005	Invited Panel Member and Reviewer, <i>Family and Juvenile Treatment Drug Courts</i> , Substance Abuse and Mental Health Services Administration (SAMHSA), Washington, DC
2005	Invited Panel Member and Reviewer for <i>Field Initiated Evaluations of Education Innovations Program</i> , Institute of Education Sciences (IES), Department of Education, Washington, DC
2003	Invited Member of External Review Team at National Injury Control Research Center, The University of Alabama-Birmingham, Birmingham, AL
2003	Invited Panel Member and Reviewer, <i>Violence Prevention Grants</i> , Substance Abuse and Mental Health Services Administration (SAMHSA), Washington, DC
2001	Reviewer for the National Science Foundation

DEPARTMENTAL, COLLEGE, and UNIVERSITY SERVICES

University Committee Work

2014 -	Member, Steering Committee, Annual Children At Risk Conference, University of Kentucky
2014 -	Member, Advisory Board of the Quantitative Initiative in Policy & Social Research (QIPSR), University of Kentucky
2014 -2017	Member, Institutional Review Board (non-medical), University of Kentucky (invited to serve for second term)
2013 -	Outside Reader, Graduate School, University of Kentucky, Dissertation Committees
2011 - 2014	Member, Institutional Review Board (non-medical), University of Kentucky
2008 - 2011	Member, Institutional Review Board for the Use of Human Subjects in Research Committee, University Committee, Auburn University (invited to serve third term)
2006 - 2007	Chair, Grievance Hearing Committee, Auburn University
2005 - 2008	Member, Institutional Review Board for the Use of Human Subjects in Research Committee, University Committee, Auburn University (invited to serve second term)
2002 - 2005	Member, Institutional Review Board for the Use of Human Subjects in Research Committee, University Committee, Auburn University
2000 - 2003	Member and Chair, Research Grant-in-Aid Committee, Senate Committee (Chair, Subcommittee C for 2003), Auburn University
1998 - 2001	Member, Library Committee, Senate Committee, Auburn University

College and Department Committee Work

2015	Member, Chair's Advisory Committee, Department of Family Sciences, University of Kentucky.
2015 – 2016	Member, College of Agriculture, Food, and Environment Appeals Committee
2014 -	Chair, Comprehensive Examination Committee, Department of Family Sciences, University of Kentucky. 2014: Charlene Harris 2014-2015: Jakub Mikuska
2013 - 2014	Member, Comprehensive Examination Committee, Department of Family Sciences, University of Kentucky

2012 - 2014	Member, College of Agriculture Advisory Committee on Appointment, Promotion and Tenure, University of Kentucky
2011 -	Member, Admissions Committee, Department of Family Sciences, University of Kentucky
2007 - 2008	Member, Faculty Search Committee (3 positions), Department of Human Development and Family Studies, Auburn University.
2007 - 2008	Member, HDFS Outstanding Faculty Award Committee, Department of Human Development and Family Studies, Auburn University.
2006	Member, Search Committee for Associate Dean, College of Human Sciences, Auburn University.
2006	Chair, HDFS Outstanding Faculty Award Committee, Department of Human Development and Family Studies, Auburn University.
2005 - 2009	Member, Comprehensive Examination Committee (all students, entire faculty), Department of Human Development and Family Studies, Auburn University.
2001 - 2002	Member, SACS Committee, Department of Human Development and Family Studies, Auburn University.
2000 - 2002	Member, College of Human Sciences International Minor Committee, Auburn University.
1999	Member, Faculty Search Committee, Department of Human Development and Family Studies, Auburn University.
1998 - 2002	Member and Chair, College of Human Sciences Scholarship Committee (Chair for 2000/2001 & 2001/2002), Auburn University.
1997 - 2000	Member, Graduate Student Admissions Committee, Department of Human Development and Family Studies, Auburn University.
1998	Member, Graduate Student Advisory Committee, Department of Human Development and Family Studies, Auburn University.
1997 - 1998	Member, Mildred Brown Davis Lecture Committee, College of Human Sciences, Auburn University
1997 - 1998	Member, Semester Conversion Graduate subcommittee, Department of Human Development and Family Studies, Auburn University.
1995	Member, Graduate Committee for Teaching Excellence, Family Studies Division, The University of Arizona.
1994 - 1995	Member, Graduate Studies Committee, School of Family and Consumer Resources, The University of Arizona.
1993 - 1995	Member, Graduate Education Committee, School of Family and Consumer Resources, The University of Arizona.
1992 - 1994	Member, Graduate Student Representative, Family Studies Division, The University of Arizona.
1992 - 1994	Founder and First President, Family Studies Student Round Table, The University of Arizona.

Other Service

2009 - 2011	Outside reader for Auburn University Graduate School of Dissertations
2001 -	Book proposal and book reviewer: LEA, Sage, and APA
2000 -	Serve as external reviewer for a number of faculty candidates for promotion and tenure and/or for promotion to Professor at a number of U.S. universities (e.g., Florida International University, Indiana University, Ohio State University, Penn State University, Ohio University, Oklahoma State University, University of Alabama, University of Alabama-Birmingham, University of Connecticut, University of Delaware, University of Denver, University of Georgia, University of Hartford, University of Miami, University of Nebraska, University of North Carolina at Charlotte, University of Oklahoma, University of Texas at Austin, University of

- West Virginia, Utah State University, Virginia Commonwealth University) and universities abroad (University Putra, Malaysia).
- 1999, 2000 Judge in Annual Research Forum (Research Forum Committee of the Graduate Council, Auburn Univ.
- 1996 - Guest lectures in FCD 157, 547, HDFS 1850, 7020, Brown Bag Seminar Series, and invited speaker to three-part Seminar Series by Auburn University Human Resources on the Family (ER270) "Adolescents in the Family."

CONSULTING

- 2007 - 2009 HIPPY (Home Instruction for Parents of Preschool Youngsters) Alabama, Montgomery, AL. To complete evaluation of data collected from 3 and 4 year old children at HIPPY sites across the State of Alabama (pre- and post-intervention). Joanne Shum, Director.
- 2005 - 2006 PAXIS Institute, Tucson, AZ To complete secondary data analyses of Peace Builders violence prevention data set. Dennis Embry, Ph.D., CEO.
- 2004, 2006 Injury Control Research Center, The University of Alabama at Birmingham. Grant proposal reviewer for Center Grant renewal. Russ Fine, Ph.D., Director, Injury Control Research Center and Professor of Medicine.
- 2001 - 2006 Institute for Social Science Research, The University of Alabama. Analyst and evaluation specialist on the "Strengthening Neighborhood Investment" study. John M. Bolland, Director.
- 2000 - 2001 Institute for the Study of Violence Prevention, Kent State University, Kent, OH. To assist with data collection of archival information, data management and data analysis of violence prevention project. Daniel J. Flannery, Ph.D., Director and Professor of Criminal Justice Studies.
- 1999 - 2001 Amandah Turner, Ph.D. To assist with study design, data collection, data processing, data analysis, evaluation and interpretation of results and write of dissertation entitled: Psychological correlates of objectified body consciousness in older and younger adolescent girls.
- 1996 School of Social Work. Arizona State University, Tucson, AZ. To assist with data analysis and manuscript preparation. Greg LeCroy, Ph.D., Professor.
- 1996 Pima County Community Services Department. To develop an evaluation template for the effectiveness of County After-School and Summer Programs which focus on academic competence and school-work transitions. Hank Atha, Director.
- 1995 Merchandising and Consumer Sciences, The University of Arizona, Tucson, AZ. To examine consumer purchasing behavior employing a LISREL structural equation modeling approach. Mary Anne Eastlick, Ph.D.
- 1994 - 1995 Pima County Community Services. To examine child/adolescent needs and demographic risk factors predicting interpersonal violence in Pima County and Arizona. Member of local Violence Prevention Task Force designing evaluation procedures for intervention and prevention programs. Hank Atha, Director.
- 1994 University Medical Center, Tucson, AZ. To examine the effects of glaucoma on stereoacuity and visual acuity. Todd Altenbernd, MD.
- 1993 Amphitheater Public School District, Tucson, AZ. To examine student attitudes and recent trends in substance use in four middle schools and two high schools. Linda Loomis, Principal.
- 1993 Pima County Health Department, Tucson, AZ (1993). To examine the effects of substance use on expecting mothers and their newborns. Hal Strich, Ph.D. Candidate, Director of Planning.

Ronald Werner-Wilson

 fam-hes.ca.uky.edu/person/ronald-werner-wilson

Professional Profile

Ronald Werner-Wilson joined the faculty in the Department of Family Sciences in August 2007. His research has focused in two areas: (1) adolescence and (2) marriage and family therapy process research. Dr. Werner-Wilson has investigated gender influences within each of these research streams. The research on adolescence represents a multidisciplinary approach to understanding this part of the lifespan and most of the articles have implications for social policy.

Adolescent SexualityIn one publication he and his colleagues suggested that two related factors might impede the impact of sexuality education: (a) sexuality education programs are rarely based on empirical research and (b) empirical research on adolescent sexuality has been fragmented so application to program development has been impaired (Werner-Wilson, Wahler, & Kreutzer, 1998). Dr. Werner-Wilson has published a series of articles that attempt to understand multiple influences and contextual factors associated with adolescent and young adult sexuality that include implications for sexuality education (Bowling & Werner-Wilson, 2000; Fitzharris & Werner-Wilson, 2004; Werner-Wilson, 1998a; Werner-Wilson, 1998b; Werner-Wilson & Fitzharris, 2001; Werner-Wilson, Fitzharris, & Morrissey, 2004; Werner-Wilson & Vosburg, 1998).

Positive Youth DevelopmentIn addition to investigating adolescent sexuality, Dr. Werner-Wilson was a founding member of the Agricultural Experiment Station Project: NC-1002 ("How Do Structured Out of School Activities Contribute to Positive Youth Development?") that was formed in 1999. He served as the chairperson of that group from 2001-2002. This multi-state project was formed to study the relationship between structured-out-of-school experiences and positive youth development. The group was formally recognized by the Department of Agriculture and were approved for a five-year term. Dr. Werner-Wilson obtained funding to collect pilot data that has been used for two completed theses, both of which have been published (Chapman & Werner-Wilson, 2008; Morrissey & Werner-Wilson, 2005).

Intervention with AdolescentsIn addition to publishing empirical articles that have investigated adolescence and marriage and family therapy, Dr. Werner-Wilson has published material associated with adolescent treatment. For example, he completed a scholarly book: *Developmental-Systemic Family Therapy with Adolescents* (Werner-Wilson, 2001) that integrated his interest in adolescence with marriage and family therapy. The book, which is influenced by his interdisciplinary training, includes constructs and research findings from developmental psychology, social psychology, family sciences, systemic family therapy, and social constructionism to provide a pragmatic approach to clinical intervention with adolescents. Additionally, Dr. Werner-Wilson contributed a chapter associated with principles of adolescent treatment (Werner-Wilson & Morrissey, 2005) to the *Handbook of Adolescent Behavioral Problems: Evidence-Based Approaches to Prevention and Treatment*. Dr. Werner-Wilson also collaborated with Dr. Lue Turner to investigate the experience of girls in a single-sex after school treatment program (Turner & Werner-Wilson, 2008)

Therapy ProcessDr. Werner-Wilson has worked on a series of research articles that have investigated the influence of gender on therapy process (Holm, Werner-Wilson, Cook, & Berger, 2001; Kessler, Werner-Wilson, Cook, & Berger, 2000; Murphy, Cheng, & Werner-Wilson, 2006; Thomas, Werner-Wilson, & Murphy, 2005; Werner-Wilson, 1997; Werner-Wilson & Davenport, 2003a; Werner-Wilson & Davenport, 2003b; Werner-Wilson, Michaels, Thomas, & Thiesen, 2003; Werner-Wilson, Murphy, & Fitzharris, 2004; Werner-Wilson, Price, Zimmerman, & Murphy, 1997; Werner-Wilson, Zimmerman, Daniels-Carlson, & Bowling, 1999; Werner-Wilson, Zimmerman, & Price, 1999). This research has important implications for training therapists.

Couple InteractionDr. Werner-Wilson co-authored a grant proposal that was funded by the National Institute for Mental Health to investigate the influence of physiological arousal on couple communication. This basic research will contribute to a better understanding about couple communication. Two manuscripts have published (Vogel, Murphy, Werner-Wilson, Cutrona, Bonett, & Seeman, 2008) and another is in review (Vogel, Werner-Wilson, Liang, Cutrona, Seeman, & Hacker, 2007).

Education

Ph.D., Child and Family Development Marriage / Family Therapy, University of Georgia, 1993
M.S., Sociology, Georgia State University, 1990
B.S., Psychology, Georgia State University, 1988

CURRICULUM VITAE

Ronald Jay Werner-Wilson
Professor and Department Chair,
Kathryn Louise Chellgren Endowed Professorship for Research
Department of Family Sciences
University of Kentucky
January, 2016

BUSINESS ADDRESS

University of Kentucky
Family Studies Department
315 Funkhouser Building
Lexington, Kentucky 40506-0054
(859) 257-7750

HOME ADDRESS

232 Montgomery Avenue
Versailles, Kentucky 40383
(859) 873-8984

EDUCATION

- Ph.D. The University of Georgia, 1993.
Major: Child and Family Development with a Specialty in Marriage and Family Therapy.
Dissertation: The Differential Treatment of Men and Women in Marriage and Family Therapy. Major Professor: Dr. Sharon J. Price.
- M.A. Georgia State University, 1990.
Major: Sociology.
Thesis Project: Are the Times A'Changin'? A Content Analysis of Rolling Stone Magazine, 1968 and 1988. Major Professor: Dr. Paula L. Dressel.
- B.S. Georgia State University, 1988.
Major: Psychology, Minor: Sociology.

EMPLOYMENT HISTORY

Professor and Department Chair,
Kathryn Louise Chellgren Endowed
Professorship for Research

Department of Family Studies
University of Kentucky
Lexington, Kentucky
2007-Present

Assistant/Associate Professor

Department of Human Development and
Family Studies
Iowa State University
Ames, Iowa
1998-2007

Assistant Professor	Department of Human Development and Family Studies Colorado State University Fort Collins, Colorado 1995-1998
Assistant Professor	Department of Family and Consumer Sciences Western Michigan University Kalamazoo, Michigan. 1993-1995
Research Consultant	Department of Sociology Georgia State University. Atlanta, Georgia. 1990-1992
Computer Consultant	Department of Sociology Georgia State University Atlanta, Georgia 1989-1990
Research Assistant	Department of Sociology Georgia State University. Atlanta, Georgia. 1989-1990
Computer Programmer/ Operator	Babb and Associates Riverdale, Georgia. 1986-1990

ADMINISTRATIVE EXPERIENCE

Department Chairperson	University of Kentucky Department of Family Sciences Lexington, Kentucky 2007-Present
Director, Family Interaction Research Lab	University of Kentucky Lexington, Kentucky 2007-Present
Interim Director of Graduate Studies	University of Kentucky Department of Family Studies Lexington, Kentucky January, 2014-August, 2014

Director of Graduate Studies	University of Kentucky Department of Family Studies Lexington, Kentucky 2008-2011
Marriage and Family Therapy Program Director	University of Kentucky Lexington, Kentucky 2007-2016
Coordinator for Marriage and Family Therapy Master's Program	Iowa State University Ames, Iowa 1999-2007
Marriage and Family Therapy Program Clinic Director	Iowa State University Ames, Iowa 2000-2007
Marriage and Family Therapy Program Clinic Director	Colorado State University Fort Collins, Colorado 1995-1998.

FACULTY APPOINTMENTS

Graduate Faculty	University of Kentucky Lexington, Kentucky 2007-Present.
Graduate Faculty	Iowa State University Ames, Iowa 1998-2007.
Graduate Faculty	Colorado State University Fort Collins, Colorado 1995-1998.
Graduate Faculty	Western Michigan University Kalamazoo, Michigan. 1993-1995.

HONORS AND AWARDS

2006	Iowa Association of School Board Better Boardsmanship Award. Iowa Association of School Boards, Des Moines Iowa.
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- 2004 Helen LeBaron Hilton Teaching Award. College of Family and Consumer Sciences, Iowa State University.
- 2003 Certificate of Appreciation. United State Department of Agriculture. "For significant and substantial contributions to the 'Extension Cares' ... for America's Children and Youth National Initiative."
- 1994 Western Michigan University Research Development Award.
- 1994 Departmental Merit Award, Western Michigan University.
- 1994 Administrative Merit Award, Western Michigan University.
- 1994 College of Education Center Scholar, Center for Research on At-Risk Students, Western Michigan University.
- 1993 The Student Research Scholarship Award in Marriage and Family Therapy, The Interdisciplinary Certificate Program in Marriage and Family Therapy, The University of Georgia.

EDITORIAL SERVICE

Guest Editor:

2008 Special Issue: Men in Family Therapy, *Journal of Feminist Family Therapy*, 20 (1).

Editorial Boards:

1999-present *Journal of Feminist Family Therapy*
 2003-2013 *Contemporary Family Therapy*
 1999-2005 *Journal of Youth and Adolescence*

Ad Hoc Reviewer:

Contemporary Family Therapy
Family Relations
Family Science Review
Journal of the American Medical Women's Association
Journal of Family Issues
Journal of Marital and Family Therapy
Journal of Marriage and the Family

PUBLICATIONS

Published Journal Articles:

- Hawks, J. M., Parker, T. S., Werner-Wilson, R. J., Huff, N., & Lianekhammy, J. L. (2015). Adolescents' and parents' expression of empathy: A social neuroscience perspective. *Contemporary Family Therapy, 37*, 142-152.
- Ashurst, K. L., Smith, L. W., Little, C. A., Frey, L. M., Werner-Wilson, T. A., Stephenson, L., & Werner-Wilson, R. J. (2014). Perceived Outcomes of Military-Extension Adventure Camps for Military Personnel & Their Teenage Children. *American Journal of Family Therapy, 42*, 175-189.
- Kimberly, C. A., Werner-Wilson, R. J., Parker, T., & Lianekhammy, J. (2014). Alpha to Omega: A neurological analysis of marital conflict in a pilot study. *Contemporary Family Therapy, 36*, 83-92.
- Kimberly, C. A., Werner-Wilson, R.J., & Motes, Z. (2014). Brief report: Expanding the Brief Sexual Attitudes Scale. *Sexuality Research and Social Policy, 11*, 88-93.
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- Lianekhammy, J. & Werner-Wilson, R. J. (2015). Links to prosocial factors and alpha asymmetry in adolescents during violent and non-violent video game play. *Child Studies in Asia-Pacific Contexts*.

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Little, C. A., & Werner-Wilson, R. J. (2013). The Presence of Family Boundary Ambiguity in Partners of Deployed Military Personnel. *American Journal of Family Therapy*.

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Werner-Wilson, R. J. (2001). *Developmental-Systemic Family Therapy with Adolescents*. Binghamton, NY: Haworth Press.

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Werner-Wilson, R. J., & Pinkerton, K. M. (2015). Understanding treatment – principles and approaches. In G. R. Adams & T. P. Gullotta (Eds.), *Handbook of adolescent behavioral problems: Evidence-based approaches to prevention and treatment* (2nd Ed., pp. 11-30). NY: Springer.

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Reports

- Werner-Wilson, R.J. (2012). University of Kentucky Marriage and Family Therapy Program Self-Study. Submitted to the Commission on Accreditation for Marriage and Family Therapy, Alexandria, VA.
- Werner-Wilson, R. J., Vail, A., Wood, N., & Parker, T. (2011). Final Report for The UK/BHMP Cooperative Relationship to Establish a Pro-Marriage/Pro-Family Initiative among Central Kentucky's Communities and Institutions. Submitted to Health and Human Services -- Administration for Children & Families.
- Werner-Wilson, R. J. (2003). Annual Report for NC-1002 Multi-State Project. Submitted to CSREES, USDA.
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- Gaddis, S. R., & Werner-Wilson, R. J. (Autumn-Winter 2002). The adventure: One client's narrative about narrative therapy. *Resoundings: The newsletter of the family therapy association of south Australia*, pp. 10-15.
- Werner-Wilson, R. J. (2000). An Investigation of Staff Turnover and Morale at Assault Care Center Extending Shelter and Support (ACCESS). Prepared for the Board of Directors of ACCESS.
- Werner-Wilson, R. J. (1998). Final Report: A Telephone Survey of Psychotherapy Clients to Examine their Experience of Grievances. Prepared for the State of Colorado Grievance Board.
- Werner-Wilson, R. J. (1996, December). Clinical practice patterns of marriage and family therapists in Colorado: Client satisfaction and treatment outcome -- Part Three. *Colorado Association for Marriage and Family Therapy Newsletter*, 8 (4), 4.
- Werner-Wilson, R. J. (1996, September). Clinical practice patterns of marriage and family therapists in Colorado: Treatment and perceived competence – Part two. *Colorado Association for Marriage and Family Therapy Newsletter*, 8 (3), 4.
- Werner-Wilson, R. J. (1996, June). Clinical practice patterns of marriage and family therapists in Colorado: Therapist and client profile -- Part one. *Colorado Association for Marriage and Family Therapy Newsletter*, 8 (2), 4.
- Werner-Wilson, R. J. (1996). Clinical practice patterns of marriage and family therapists in Colorado: A survey of therapists and their clients. Prepared for the Colorado Association for Marriage and Family Therapy.

PRESENTATIONS

Invited Presentations

- Werner-Wilson, R. J. (2001, March). Developmental-systemic family therapy with adolescents. Iowa Association for Marriage and Family Therapy.

Papers Presented at National Meetings:

- Armes, S., Tippett, K., & Werner-Wilson, R. J. (2015, September). Marital Satisfaction and PTSD Development Post-Deployment. American Association for Marriage and Family Therapy. Austin, Texas.

- Armes, S., & Werner-Wilson, R.J. (2014, November). The Role of Gender in the Development of Compassion Fatigue. National Council on Family Relations Annual Conference. Baltimore, MD.
- Gassova, Z., Werner-Wilson, T., & Werner-Wilson, R. J. (2014, October). Helping factors in filial therapy. American Association for Marriage and Family Therapy. Milwaukee, WI.
- Huff, N., & Werner-Wilson, R.J. (2014, November). Family Communication: An Intra- and Interpersonal Analysis. National Council on Family Relations Annual Conference. Baltimore, MD.
- Lianekhammy, J., & Werner-Wilson, R. J. (2014, November). The Influence of Video Games on Adolescent Brain Activity. National Council on Family Relations, Baltimore, MD.
- Hawks, J., Reed, K., Parker, T., Blackburn, K., Sitton, M., Nordquist, E., Werner-Wilson, R. J., & Wood, N. (2013, November). Inside the brain: Couples' affect, empathy, and frontal alpha asymmetry. National Council on Family Relations. San Antonio, Texas.
- Huff, N., Hendricks, K., & Werner-Wilson, R. J. (2013, November). Examining positive affect and communication trends in parent-adolescent conflict. National Council on Family Relations. San Antonio, Texas.
- Armes, S. A., Frey, L. M., Smith, L., Werner-Wilson, R. J., & Ashurst, K. (2013, October). Promoting communication between adolescents and their deployed parents. American Association for Marriage and Family Therapy. Portland, Oregon.
- Blackburn, K., Parker, T., Werner-Wilson, R. J., and Wood, N. (2013, October). Therapist brain activity and the therapeutic relationship. American Association for Marriage and Family Therapy. Portland, Oregon. American Association for Marriage and Family Therapy. Portland, Oregon.
- Hawks, J. M., Parker, T., Werner-Wilson, R.J., & Wood, N. D. (2013, October). Clients' experiences of spirituality in couple's therapy.
- Frey, L. M., & Werner-Wilson, R. J. (2012, November). Effect of Relational Factors on Attitudes Related to Suicide. National Council on Family Relations. Phoenix, Arizona.
- Kimberly, C., Werner-Wilson, R. J., Parker, T. S., Smith, D. R., Bradley, K. (2012, November). From Alpha to Omega: A Neurological Analysis of Marital Conflict. National Council on Family Relations. Phoenix, Arizona.
- Lianekhammy, J., & Werner-Wilson, R. J. (2012, November). Examination of Electrical Brain Activation in Three Different Video Game Experiences. National Council on Family Relations. Phoenix, Arizona.
- Perry, M. S., & Werner-Wilson, R. J. (2012, November). Use of Computer Mediated Communication in Romantic Relationships and Adult Attachment. National Council on Family Relations. Phoenix, Arizona.
- Wood, N. D., Werner-Wilson, R. J., Perry, M. S., & Parker, T. S. (2012, November). Exploring the Impact of Attachment on the Perception of Couples. National Council on Family Relations. Phoenix, Arizona.
- Bowling, J., Wood, N. D., Werner-Wilson, R. J., Parker, T. S., Perry, M., & Dalton, M. (2012, September). Exploring Family of Origin Experiences and Neural Activation. American Association for Marriage and Family Therapy. Charlotte, North Carolina.
- Frey, L. M., & Werner-Wilson, R. J. (2012, September). Moderating Effects of Attachment Style on Posttraumatic Stress Disorder. American Association for Marriage and Family Therapy. Charlotte, North Carolina.
- Hawks, J. M., Nordquist, E., Reed, K., Parker, T., Blackburn, K., Kimberly, C., Werner-Wilson, R. J., & Wood, N. D. (2012, September). Couple's Empathy and Mirrored Physiology:

- A Pilot Study. American Association for Marriage and Family Therapy. Charlotte, North Carolina.
- Wood, N. D., Bowling, J. W., Werner-Wilson, R. J., Parker, T. S., & Perry, M. S. (2012, September). Perceiving Couples: Family of Origin and Attachment Effects. American Association for Marriage and Family Therapy. Charlotte, North Carolina.
- Blackburn, K. M., Frey, L. M., Werner-Wilson, R. J., Parker, T., & Wood, N. (2011, November). PTSD, Attachment, and IPV in a Military Sample: A Preliminary Analysis. National Council on Family Relations, Orlando, FL.
- Huff, N., & Werner-Wilson, R. J. (2011, November). Adolescent Attachment: Exploring Electrical Brain Activity and Family Interaction. National Council on Family Relations, Orlando, FL.
- Perry, M. S., & Werner-Wilson, R. J. (2011, November). Couples Use of Computer-Mediated Communication for Problem-solving. National Council on Family Relations, Orlando, FL.
- Stork-Hestad, N., Werner-Wilson, R. J., & Hans, J. (2011, November). Non-marital, Romantic Dissolution. National Council on Family Relations, Orlando, FL.
- Werner-Wilson, R. J., Lianekhammy, J., Frey, L. M., Wood, N., Parker, T., Kimberly, C., Perry, M., Blackburn, K., Smith, L., Terrana, K., Dalton, M., & Puckett, J. (2011, November). A Pilot Study Comparing Influence of Deployment on Military Families. National Council on Family Relations, Orlando, FL.
- Frey, L. M., Werner-Wilson, R. J., Perry, M. S., Parker, T., & Wood, N. (2011, September). Self-awareness of PTSD and relationship satisfaction. American Association for Marriage and Family Therapy. Fort Worth, Texas.
- Perry, M. S., Frey, L. M., Werner-Wilson, R. J., Wood, N. D., & Parker, T. P. (2011, September). Couples' communication behavior during military deployment. American Association for Marriage and Family Therapy. Fort Worth, Texas.
- Puckett, J., Parker, T., Blackburn, K., Wood, N., Werner-Wilson, R. J. (2011, September). Seeking help: effects of perceived demand-withdraw patterns. American Association for Marriage and Family Therapy. Fort Worth, Texas.
- Compton, L. S., Parker, T., & Werner-Wilson, R. J. (2010, September). Trauma Variables and Violence in Military Couples. American Association for Marriage and Family Therapy. Atlanta, GA.
- Werner-Wilson, R. J. & Perry, M. (2010, September). Mindfulness and Emotional Intelligence in Marital Therapy. American Association for Marriage and Family Therapy. Atlanta, GA.
- Werner-Wilson, R. J. (2010, November). Influences on Positive Sexual Attitudes of Adolescents. National Council on Family Relations. Minneapolis, MN.
- Kimberly, C., Werner-Wilson, R. J., Gnatuk, C., & Mimbs, C. (2009, November). Analyzing the Educator and Student Relationship in a Parent Education Program. National Council on Family Relations. San Francisco, CA.
- Perry, M. S., Wood, N. D., & Werner-Wilson, R. J. (2009, October). What predicts marital satisfaction for military couples? American Association for Marriage and Family Therapy. Sacramento, CA.
- Feldman, D. B., Whiting, J. B., & Werner-Wilson, R.J. (2008, October). Men's positionings within discourses of responsibility. American Association for Marriage and Family Therapy. Memphis, TN.

- Reeser, C. S. & Werner-Wilson, R. J. (2008, November). The life course lens—Birth cohort analyses of the baby boom generation. National Council on Family Relations. Little Rock, Arkansas.
- Werner-Wilson, R. J. & Winter, A. (2008, November). Do personal characteristics influence therapy drop out? American Association for Marriage and Family Therapy. Memphis, TN.
- Ryder, K. & Werner-Wilson, R. J. (2007, November). Physiological Response to Media. National Council on Family Relations Annual Meeting. Pittsburgh, PA.
- Hines, A. E., Murphy, M. J., Bergman, A. J., Werner-Wilson, R. J., & Vogel, D. L. (2007, October). Communication as power: Relationship to marital satisfaction. American Association for Marriage and Family Therapy. Long Beach, California.
- Cheon, H-S. & Werner-Wilson, R. J. (2006, October). Role Profiles: An alternative way of looking at personality in couple therapy. American Association for Marriage and Family Therapy. Austin, Texas.
- Dekkers, T. D., Werner-Wilson, R. J., Vogel, D. L., & Murphy, M. J. (2006). Investigation of sex differences during conflict resolution. American Association for Marriage and Family Therapy. Austin, Texas.
- Chapman, E. N. & Werner-Wilson, R.J. (2005, November). Adolescent Sexuality and Positive Youth Development. National Council on Family Relations Annual Meeting. Phoenix, Arizona.
- Werner-Wilson, R. J., Murphy, M. J., Cheng, W., Heiberger, A., Rice, M., & Green, M. S. (2005, October). Do Personological Factors Influence Therapy Alliance? American Association for Marriage and Family Therapy. Kansas City, Missouri.
- Werner-Wilson, R. J. & Rice, M. (2004, November). Effect of Gender Socialization, Communication, and Support on Adolescent Self-Esteem. National Council on Family Relations Annual Meeting. Orlando, Florida.
- Murphy, M. J., Cheng, W., Werner-Wilson, R. J. (2004, September). Exploring Master Therapists' Use of Power in Conversation. American Association for Marriage and Family Therapy. Atlanta, Georgia.
- Thomas, S. E. G., Werner-Wilson, R. J., & Murphy, M. J. (2004, September). Influence of therapist and client behavior on therapy alliance. American Association for Marriage and Family Therapy. Atlanta, Georgia.
- Morrissey, K. M., Werner-Wilson, R. J., & Chapman, E. (2003, November). The relationship between out-of-school activities and positive youth development: An investigation of the influence of families and communities. National Council on Family Relations Annual Meeting. Rochester, Vancouver.
- Werner-Wilson, R. J., Michaels, M. L., Gellhaus, S. E., & Thiesen, A. M. (2002, November). Influence of therapist behaviors on therapeutic alliance. American Association for Marriage and Family Therapy. Cincinnati, Ohio.
- Werner-Wilson, R. J. & Davenport, B. (2001, November). Theoretical purity versus theoretical layering in marriage and family therapy. National Council on Family Relations Annual Meeting. Rochester, New York.
- Fitzharris, J. L. & Werner-Wilson, R. J. (2000, November). Talking to adolescents about sex: dilemmas and recommendations. National Council on Family Relations Annual Meeting, Minneapolis, Minnesota.

- Werner-Wilson, R. J. & Fitzharris, J. L. (2000, November). Adolescent and parent perceptions of media influence on adolescent sexuality. National Council on Family Relations Annual Meeting, Minneapolis, Minnesota.
- Werner-Wilson, R. J. (2000, October). Attachment in adolescence. American Family Therapy Academy Fifth Clinical Research Conference. Niagra-on-the-Lake, Canada.
- Wozny, D. A., Enders, L. E., Werner-Wilson, R. J., Milagros T. Masini, Brant, R. R., Marrs, R. W. (1999, November). Development and validation of an observational measure of therapy collaboration. National Council on Family Relations Annual Meeting. Irvine, California.
- Werner-Wilson, R. J., Enders, L. E., Masini, M. T., & Brant, R. R. (1999, October). Influence of therapist experience on therapy process. American Association for Marriage and Family Therapy. Chicago, Illinois.
- Wozny, D. A., Enders, L. E., Werner-Wilson, R. J., & Marrs, R. (1999, October). Interactional reciprocity in marriage and family therapy. American Association for Marriage and Family Therapy. Chicago, Illinois.
- Bowling, S. M. & Werner-Wilson, R. J. (1998, November). How does the relationship between fathers and daughters influence the sexual behavior and attitudes of heterosexual adolescent females? National Council on Family Relations Annual Meeting. Milwaukee, Wisconsin.
- Gaddis, S. R., Werner-Wilson, R. J., & Zimmerman, T. S. (1998, November). One client's narrative about narrative therapy. National Council on Family Relations Annual Meeting. Milwaukee, Wisconsin.
- Holm, K. E., Werner-Wilson, R. J., Cook, A. S., & Berger, P. S. (1998, November). The effect of emotion work inequality on relationship satisfaction. National Council on Family Relations Annual Meeting. Milwaukee, Wisconsin.
- Vosburg, J. N., Zimmerman, T. S., & Werner-Wilson, R. J. (1998, November). A preschool intervention to promote acceptance of diverse family forms. National Council on Family Relations Annual Meeting. Milwaukee, Wisconsin.
- Werner-Wilson, R. J., Zimmerman, T. S., Daniels-Carlson, K. A., & Bowling, S. M. (1998, November). Is therapeutic alliance influenced by a feminist approach to therapy? National Council on Family Relations Annual Meeting. Milwaukee, Wisconsin.
- Werner-Wilson, R. J. & Zimmerman, T. S. (1998, October). Tactics to enhance training experience of students in MFT programs. American Association for Marriage and Family Therapy. Dallas, Texas.
- Werner-Wilson, R. J. (1998, February/March). HIV/AIDS Risk Assessment of Virgins. Society for Research on Adolescence Biennial Meeting. San Diego, California.
- Werner-Wilson, R. J. (1988, January). Developmental aspects of adolescence which influence therapy. Colorado Association for Marriage and Family Therapy Annual Meeting. Denver, Colorado.
- Werner-Wilson, R. J., & Coughlin-Smith, S. (1997, November). How can mothers and fathers become involved in the sexuality education of adolescents in a diverse and changing world? National Council on Family Relations Annual Meeting. Arlington, Virginia.
- Higgins, M. R., Cook, A. S., Werner-Wilson, R. J., & Berger, P. S. (1997, November). The effect of emotion management performances on the work and marital satisfaction of marriage and family therapists. National Council on Family Relations Annual Meeting. Arlington, Virginia.

- Higgins, M. R., Werner-Wilson, R. J., Cook, A. S., & Berger, P. S. (1997, September). How does emotion management influence marriage and family therapists? American Association for Marriage and Family Therapy. Atlanta, Georgia.
- Werner-Wilson, R., J., & Vosburg, J. (1996, November). Contextual factors and gender differences in college students' safe sex practices. National Council on Family Relations Annual Meeting. Kansas City, Missouri.
- Zimmerman, T. S., Werner-Wilson, R. J., & Haddock, S. (1996, October). Where is gender in MFT training programs? American Association for Marriage and Family Therapy Annual Meeting. Toronto, Ontario, Canada
- Saunders, A. L., & Werner-Wilson, R. J. (1995, November). The effect of traditional ideology and a traditional division of labor on marital quality. National Council on Family Relations Annual Meeting. Portland, Oregon.
- Werner-Wilson, R. J. (1995, November). Predictors of adolescent sexual attitudes: The influence of individual and family factors. National Council on Family Relations Annual Meeting. Portland, Oregon.
- Werner-Wilson, R. J. (1995, November). Client gender and the working alliance. American Association for Marriage and Family Therapy Annual Meeting. Baltimore, Maryland.
- Cook, L. F., & Wilson, R. J. (1994, November). Cohabitation and marital satisfaction: The influence of contextual variables. National Council on Family Relations Annual Meeting. Minneapolis, Minnesota.
- Wilson, R. J. (1994, November). Secondary data analysis: An efficient, cost-effective resource for students and new professionals. National Council on Family Relations Annual Meeting. Minneapolis, Minnesota.
- Wilson, R. J., Price, S. J., Edens, J., & Smith, A. M. (1994, November). Differential treatment of men and women in marriage and family therapy. National Council on Family Relations Annual Meeting. Minneapolis, Minnesota.
- Gale, J., Dotson, D., Nagireddy, C., Lindsey, E., & Wilson, R. J. (1993, October). Conversation analysis (CA): A method of self-supervision. American Association for Marriage and Family Therapy Annual Meeting. Anaheim, California.
- Long, J., Lindsey, E., Manders, J., Dotson, D., & Wilson, R. J. (1993, October). Training marriage and family therapists to work with gay and lesbian couples and families. American Association for Marriage and Family Therapy Annual Meeting. Anaheim, California.
- Stewart, S. P., Malone, D. M., Gavidia-Payne, S., & Wilson, R. J. (1992, May). The role of family therapist in serving families with a member with a developmental disability. American Association on Mental Retardation Annual Meeting. New Orleans, Louisiana.

Papers Presented at Regional Meetings:

- Werner-Wilson, R. J. (2002, October). Iowa State University NC-1002 Annual Report. NC-1002: How Do Structured Out-Of-School Experiences Contribute To Positive Youth Development? Annual Meeting. Kansas City, Missouri.
- Wilson, R. J. (1995, April). Social justice in marriage and family therapy. Southern Sociological Society Annual Meeting. Atlanta, Georgia.
- Wilson, R. J., & Dannison, L. (1994, February). An empirical test of a "classic" theoretical model of parent-child relations. Southeastern Council on Family Relations Annual Meeting. Atlanta, Georgia.

- Wilson, R. J., & Price, S. J. (1994, February). Procedures to enhance reliability in marriage and family therapy process research. Southeastern Council on Family Relations Annual Meeting. Atlanta, Georgia.
- Abshire, C. R., & Wilson, R. J. (1992, April). The influence of perpetrator-victim relationship on suicidal thoughts and behaviors in sexually abused adolescents. Southeastern Symposium Annual Meeting. Virginia Polytech Institute and State University.
- Wilson, R. J., Abshire, C. R., & Walters, L. H. (1992, April). Runaway vs. non-runaway youth: Physical abuse variables. Southeastern Symposium Annual Meeting. Virginia Polytech Institute and State University.
- Wilson, R. J. (1990, March). Are the times a'changin'? A content analysis of Rolling Stone magazine, 1968 and 1988. Southern Sociological Society Annual Meeting. Louisville, Kentucky.

Papers Presented at State or Local Meetings

- Werner-Wilson, R. J. (2000, August). Attachment in adolescence. Iowa Family and Consumer Sciences Educators Association, Des Moines, Iowa.
- Werner-Wilson, R. J. (1998, January). Developmental aspects of adolescence which influence therapy. Colorado Association for Marriage and Family Therapy. Denver, Colorado.
- Higgins, M. R., & Werner-Wilson, R. J. (1997, May). What is emotion work? How does it influence couples and families? Colorado Association for Marriage and Family Therapy. Denver, Colorado.
- Wilson, R. J., & Werner, T. A. (1995a, February). Attacking Family Violence: Scope of the Problem. Michigan Council on Family Relations, East Lansing, Michigan.
- Wilson, R. J., & Werner, T. A. (1995b, February). Attacking Family Violence: Intervention. Michigan Council on Family Relations, East Lansing, Michigan.
- Wilson, R. J. (1994, March). Significant contextual variables associated with violence. The Western Michigan Psychological Association. Kalamazoo, Michigan.
- Wilson, R. J., & Cook, L. F. (1994, March). Cohabitation and divorce: What is the link? College of Education Research Convocation. Western Michigan University, Kalamazoo, Michigan.

RESEARCH

Current Research

Variables that influence adolescent sexual behavior. Research focuses on contextual variables such as peer and family relationships; family variables include quality of parent-adolescent relationship, family stressors, physical abuse, sexual abuse, emotional abuse.

Gender, agenda, and marital therapy. Process research utilizes self-report assessment devices and observational coding of marital and family therapy sessions to examine the negotiation of therapeutic goals during the initial stages of therapy.

Factors associated with positive youth development.

Research Interests

Adolescent Sexuality
 Gender and Power
 Gender and Therapy
 Positive Youth Development

GRANTS AND CONTRACTSGrants and Contracts Funded

- 2009 Principal Investigator
 Werner-Wilson, R. J., Vail, A., Wood, N., & Parker, T. The UK/BHMP Cooperative Relationship to Establish a Pro-Marriage/Pro-Family Initiative among Central Kentucky's Communities and Institutions. Kentucky Health Services Cabinet, \$142,378.
- 2008 Principal Investigator
 Werner-Wilson, R. J., Vail, A., & Wood, N. The UK/BHMP Cooperative Relationship to Establish a Pro-Marriage/Pro-Family Initiative among Central Kentucky's Communities and Institutions. Kentucky Health Services Cabinet, \$225,882.
- 2007 Co-Principal Investigator
 Vail, A., Bradford, K., Forgue, R., & Werner-Wilson, R. J. The UK/BHMP Cooperative Relationship to Establish a Pro-Marriage/Pro-Family Initiative among Central Kentucky's Communities and Institutions. Kentucky Health Services Cabinet, \$333,334.
- 2007 Principal Contract Officer
 Obtained contract with Youth and Shelter Services, Ames, Iowa to provide a one-fourth time clinical graduate assistant to their program. \$23,027.04.
- 2007 Principal Contract Officer
 Obtained contract to provide clinical services to students at Iowa State University from the Government of the Student Body, Iowa State University, \$66,624.60.
- 2007 Principal Contract Officer
 Obtained contract with Youth and Shelter Services, Ames, Iowa to provide a one-fourth time clinical graduate assistant to their program. \$3,949.00.
- 2006 Principal Contract Officer
 Obtained contract to provide clinical services to students at Iowa State University from the Government of the Student Body, Iowa State

- University, \$61,246.94.
- 2006 Principal Contract Officer
Obtained contract with Youth and Shelter Services, Ames, Iowa to provide a one-fourth time clinical graduate assistant to their program. \$6,944.45.
- 2005 Principal Contract Officer
Obtained contract to provide clinical services to students at Iowa State University from the Government of the Student Body, Iowa State University, \$54,839.10.
- 2004 Principal Contract Officer
Obtained contract with Youth and Shelter Services, Ames, Iowa to provide a one-fourth time clinical graduate assistant to their program. \$9,496.00.
- 2004 Principal Contract Officer
Obtained contract to provide clinical services to students at Iowa State University from the Government of the Student Body, Iowa State University, \$46,062.33.
- 2003 Principal Contract Officer
Obtained contract with Passages Program at Youth and Shelter Services, Ames, Iowa to provide a one-fourth time clinical graduate assistant to their program. \$9,329.00
- 2003 Principal Contract Officer
Obtained contract with Transitional Living Program at Youth and Shelter Services, Ames, Iowa to provide a one-fourth time clinical graduate assistant to their program. \$9,329.00
- 2003 Principal Contract Officer
Obtained contract to provide clinical services to students at Iowa State University from the Government of the Student Body, Iowa State University, \$44,741.58.
- 2003 Co-Principal Investigator:
Physiological Effects of Marital Conflict. College of Liberal Arts and Sciences Faculty Development Grant, Iowa State University. \$17,992.
- 2002 Co-Principal Investigator:
Physiological Effects of Marital Conflict. National Institute of Mental Health B/START Program (Grant Number 1R03MH068289-01), \$73,000.
- 2002 Principal Contract Officer

- Obtained contract to provide clinical services to students at Iowa State University from the Government of the Student Body, Iowa State University, \$45,879.00.
- 2002 Principal Investigator:
How Do Structured Out-Of-School Experiences Contribute To Positive Youth Development? Obtained \$6,800 from the College of Family and Consumer Sciences and \$4,000 in matching funds from the Agricultural Experiment Station, Iowa State University, Ames, Iowa.
- 2001 Principal Contract Officer
Obtained contract to provide clinical services to students at Iowa State University from the Government of the Student Body, Iowa State University, \$21,876.93.
- 1997 Principal Investigator:
A Telephone Survey of Psychotherapy Clients to Examine Their Experience of Grievances. State of Colorado Mental Health Grievance Board, \$8,500.
- 1996 Co-Principal Investigator:
The Family Diversity Project. College of Applied Human Sciences Mini-Grant, Colorado State University, \$385.
- 1996 Principal Investigator:
Process Research at Multiple Marriage and Family Therapy Program Sites. College of Applied Human Sciences Mini-Grant, Colorado State University, \$450.
- 1995 Co-Principal Investigator:
Developing a Qualitative Research Lab: Studying Therapy Process. Career Enhancement Fund, Colorado State University, \$4,100.
- 1995 Co-Principal Investigator:
What Factors Facilitate a Resilient Response to Domestic Violence? Faculty Research Grant Program, Colorado State University, \$4,230.
- 1994 Co-Contributor:
The Center for Research on Teaching and Learning for At-Risk Students. Funded by Western Michigan University Centers Excellence Competition, Kalamazoo, Michigan. \$175,000
- 1994 Principal Investigator:
Influence of Parent Values and Quality of Parent-Adolescent Relationship on Adolescent Sexual Behavior. The Faculty Research and Creative Activities Support Fund. Western Michigan University, Kalamazoo, Michigan. \$5,000.

- 1994 Principal Investigator:
Parent Influence on Adolescent Condom Use. The Research Development Award Program. Western Michigan University, Kalamazoo, Michigan.
- 1994 Principal Investigator:
Adolescent Sexual Behavior Contributes to Academic Participation and Success. Awarded by the Center Scholars Program sponsored by the Center for Research on At-Risk Students. College of Education, Western Michigan University.
- 1993 Principal Investigator:
Differential Treatment and Experiences of Men and Women in Marriage and Family Therapy. New Faculty Research Grant. Western Michigan University, Kalamazoo, Michigan. \$3,300.
- 1993 Principal Investigator:
Meta-Analysis of Adolescent Sexuality. College of Education Mini-Grant. Western Michigan University, Kalamazoo, Michigan. \$790.
- 1993 Principal Investigator:
Differential Treatment of Men and Women in Marriage and Family Therapy. Doctoral research grant. McPhaul Marriage and Family Therapy Clinic, The University of Georgia, Athens, Georgia. \$150.

Grants and Contracts Submitted (Pending)

- 2015 Principal Investigator:
Program Evaluation of Community Action Council's New Pathways for Fathers and Families Project. Health and Human Services -- Administration for Children & Families. \$ 160,000.

Grants and Contracts Submitted (Not Funded)

- 2011 Principal Investigator:
A Social Neuroscience Investigation of the Impact of Parental Military Deployment and Reintegration on Youth and Family Functioning. PA-11-200: Research on Children in Military Families – The Impact of Parental Military Deployment and Reintegration on Child and Family Functioning. \$ 1,320,268.00
- 2011 Principal Investigator:
Community-Centered Healthy Marriage and Relationship Education for

- Military Couples. Health and Human Services -- Administration for Children & Families. \$ 4,683,863.
- 2011 Principal Investigator:
A Social Neuroscience Approach to Positive Youth Development. Reducing Risk Behaviors by Promoting Positive Youth Development, National Institute of Health. \$128,607.
- 2011 Principal Investigator:
A Comparative Study of Equine Treatments. The Role of Human-Animal Interaction in Child Health and Development, National Institute of Health. \$134,632.
- 2011 Principal Investigator:
Relationship Between Family Functioning and Adolescent Electrical Brain Activity. Developmental and Learning Sciences Program, National Science Foundation. \$98,040.
- 2011 Principal Investigator:
Social Neuroscience Investigation of Sex/Gender Differences Associated with Therapy Alliance. Women's Mental Health and Sex/Gender Differences, National Institute of Health. \$261,230.
- 2010 Principal Investigator:
University of Kentucky Sustainable Community Project. Children Youth and Families at Risk, United States Department of Agriculture. \$660,000.
- 2010 Co-Principal Investigator:
A Multilevel Community Approach to Understanding and Preventing Childhood Obesity: Creating IDEAL (Identifying Dietary, Environmental, And Lifestyle factors for Community action to prevent childhood obesity) Communities. National Institute of Food and Agriculture. \$25,000,000
- 2009 Principal Investigator:
A Comparative Study of the effectiveness of Health Literacy Interventions on Parents of Young Children in Low and High Socio Economic (SES) Communities in Kentucky. Submitted to National Institute of Mental Health Challenge Grants Program (RFA-OD-09-003). \$927,145.
- 2009 Principal Investigator:
Comparing Influences on Adolescent Electrical Brain Activity Associated with Emotions in Middle School and High School Students. Submitted to National Institute of Mental Health Challenge Grants Program (RFA-OD-09-003). \$627,046.

- 2009 Principal Investigator:
Does Participating in an Equine Facilitated Program Influence Psychosocial Functioning? Submitted to Horses and Humans Research Foundation.
\$46,051.
- 2009 Principal Investigator:
Investigation of Horse-Human Bond. Submitted to Horses and Humans Research Foundation.
\$49,711.
- 2009 Principal Investigator:
Investigation of a Relationship Enhancement Intervention on Post-Deployed Veterans and their Families. Submitted to National Institute of Mental Health Research Grants Program (RFA-MH-09-070).
\$1,111,105.
- 2009 Principal Investigator:
Raising Kentuckians: A Nurturing Program for Families and Communities. Submitted to National Institute of Mental Health Challenge Grants Program (RFA-OD-09-003). \$913,382.
- 2009 Principal Investigator:
Testing the Impact of Community Based Messages and Relational Enhancement Workshops on Attitudes Toward Intimate Partner Violence Through an Experimental Design. Submitted to National Institute of Mental Health Challenge Grants Program (RFA-OD-09-003). \$962,840.
- 2006 Proposal Development¹:
FRESH Start: Serving Teens After Residential Treatment. Submitted to Substance Abuse and Mental Health Services Administration (SAMHSA). \$60,000 for program evaluation.
- 2003 Co-Principal Investigator:
Physiological Effects of Marital Conflict. Submitted to Iowa State University Research Grant (URG). \$17,992.
- 2002 Co-Principal Investigator:
Physiological Effects of Marital Conflict. Submitted to Iowa State University Special Research Initiation Grant (SPRIG). \$15,242.
- 2002 Proposal Development²:

¹ Complete the program evaluation for the project; I contributed to that section of the proposal.

² Complete the program evaluation for the project; I contributed to that section of the proposal.

- Youth Violence Prevention for Vulnerable Youth Projects*. Submitted to the Center for Mental Health, SAMHSA, DHHS. \$205,000.
- 2001 Co-Principal Investigator:
Gender Differences Associated with HIV Risk. Submitted to National Institute of Mental Health Small Grant Program. \$1,730,440.
- 2001 Co-Principal Investigator:
Youth Sexuality in Context. Submitted to William T. Grant Foundation, 499,886.
- 2001 Principal Investigator:
How do Structured Out-of-School Experiences Contribute to Positive Youth Development? Iowa State University Special Research Initiation Grant (SPRIG). \$24,190 (Included \$8,620 of pledged departmental support).
- 2001 Principal Investigator:
Social-Psychological Influences on Attachment in Adolescence. Iowa State University Research Grant (URG). \$31,655 (Included \$13,727.50 of pledged departmental support).
- 2000 Principal Investigator:
Social-Psychophysiology and Adolescent Attachment. Submitted to National Institute of Mental Health Small Grant Program. \$100,000.
- 2000 Principal Investigator:
Social-Psychological Influences on Attachment in Adolescence. Iowa State University Special Research Initiation Grant (SPRIG). \$29,705 (Included \$15,977.50 of pledged departmental support).
- 1998 Principal Investigator:
Psychosocial Influences on Adolescent Sexuality. Submitted to Office of Population Affairs New Investigator Research Award, Department of Health and Human Services (approved but not funded), \$221,519.
- 1997 Principal Investigator:
Developmental and Relational Variables Associated with Prevention of Unplanned Pregnancy, HIV, and Other STDs. Submitted to Centers for Disease Control (approved but not funded), \$2,137,951.
- 1996 Co-Principal Investigator:
Teaching Diversity in Preschools. Submitted to Ben & Jerry's Foundation, \$3,643.65.
- 1995 Co-Principal Investigator:

College of Applied Human Sciences Mini-Grant Program, \$1,450.

- 1994 Principal Investigator:
Gender-Sensitive Clinical Skills in Therapy. Submitted to National Institute of Mental Health Small Grant Program. \$96,665.
- 1994 Principal Investigator:
Psychosocial Variables, Peer Influence, and Family Factors: A Multi-Influence, Multi-Method Study of Adolescent Sexual Behavior. Submitted to the William T. Grant Foundation for the Faculty Scholars Program, \$175,000.
- 1994 Principal Investigator:
Contextual Variables that Influence School Attendance and Retention. Submitted to Professional Development School 1994-1995 Project Proposal, \$16,700.

CLINICAL EXPERIENCE

Private Practice

Ames, Iowa, 1998-2007.
Fort Collins, Colorado, 1995-1998. Colorado License # 374.
Kalamazoo, Michigan, 1993-1995.

Externships

The Link Counseling Center, Atlanta, Georgia, 1992-1993.

Internships

McPhaul Marriage and Family Therapy Clinic, The University of Georgia, 1991-1992.

INSTRUCTION

Courses Taught

UK	FAM 686	Theory and Methods in Marriage and Family Therapy
UK	FAM 752	Seminar in Family Theory Construction
UK	FAM 785	Professional Development Seminar
UK	FAM 787	Practicum
ISU	HDFS 502	Theories of Human Development and Family Studies
ISU	HDFS 511	Family Theory
ISU	HDFS 571	Marital Therapy
ISU	HDFS 578	Models of Marriage and Family Therapy

ISU	HDFS 586	Sex Therapy
ISU	HDFS 591-M	MFT Practicum
ISU	HDFS 616/660	Research Issues in Family Measurement
ISU	HDFS 616F	Systemic and Relational Perspectives on Psychopathology
ISU	HDFS 672	Intergenerational and Experiential Family Therapy
CSU	HD 311	Adolescence
CSU	HD 321	Marriage and Family Relationships
CSU	HD 524	Family Theory
CSU	HD600C	Integration of Couple and Sex Therapy
CSU	HD 624	Skills & Techniques in Family Therapy
CSU	HD644	Foundations in Family Therapy
CSU	HD 686C	MFT Clinical Supervision
CSU	HD 686CV	MFT Clinic Pre-Practicum
CSU	HD 687C	MFT Internship
WMU	HNRS 490	Human Sexuality
WMU	CECP 686	Family Interaction and Therapy
WMU	CRT 210	Introduction to Human Sexuality
WMU	CRT 215	Adolescent Development
WMU	CRT 318	Intimate Relationships
WMU	CRT 318	Intimate Relationships, Lee Honors College
WMU	HNRS 490	Human Sexuality, Lee Honors College
WMU	CRT 652	Family Violence
WMU	VE 514	The Adolescent Learner
UGA	CFD 393	Interpersonal Relationships
UGA	CFD 470	Adolescents in Families

Teaching Interests

Adolescence
 Gender
 Family Therapy
 Family Theory
 Research Methodology

Doctoral Students Advised

- 2015 Hawks, Jillian. *Exploring the Therapeutic Alliance with Adolescents and their Caregivers: A Qualitative Approach*. University of Kentucky.
- 2015 Yelland, Erin. *Sex, Dementia, and Long-Term Care: Public Perspectives*. University of Kentucky. (co-major professor)
- 2014 Lianekhammy, Joanne. *The Influence of Video Games on Adolescent Brain Activity*. University of Kentucky.

- 2013 Huff, Nichole. *Positive affect, hemispheric lateralization, and relational problem solving: A mixed-methods exploration of parent-adolescent communication.* University of Kentucky.
- 2012 Kimberly, Claire E. *Three studies to investigate biopsychosocial influences on marital conflict.* University of Kentucky.
- 2011 Bradley, Linda A. *Inter-Generational and Intra-Generational Analysis of the Interactions Between Financial Socialization, Family Composition, and Financial Outcomes.* University of Kentucky.
- 2011 Shipley, Ahlshia J. *A Lesson Learned: Intimate Relationship Experiences among Black Collegiate Women.* University of Kentucky.
- 2010 Blevins, Stephanie S. *Program Evaluation: A Study of the Impact of a Workforce Preparation Program.* University of Kentucky.
- 2009 Reeser, Cynthia S. *A birth cohort analysis of the baby boom generation.* University of Kentucky.
- 2007 Bair, Scott Eugene. *Predicting Therapy Working Alliance through Client Adult Attachment and Client Perceptions of Therapist behaviors.* Iowa State University.
- 2007 Cheon, Hee-Sun. *Role Profiles: An alternative look at personality in couples therapy.* Iowa State University. (Co-major professor).
- 2004 Nieminen, Wayne L. *The Meaning, Experience and Ecology of African Christian Marriages and Familial Relationships – A Phenomenological Study at Makumira University College, Tanzania.* Iowa State University.
- 2004 Harkness, Daniel James. *Use of the Oral History Interview to Assess Communication and Marital Satisfaction in Later-Life Couples.* Iowa State University.
- 2004 Erickson, Martin J. *Parents' Relationships with and Parenting of their Adolescents following the Anasazi Foundation Experience.* Iowa State University. (Co-major professor.)
- 2003 Turner, Lue Kirsten. *I Found my Insides: Giving Voice to the Adolescent Experience of a Gender-Specific Treatment Program.* Iowa State University.

- 2002 Wozny, Darren Anthony. *How dual-earner adoptive couples distribute family labor responsibilities in special-needs adoption*³. Iowa State University. (Co-major professor.)

Master's Degree Students Advised

- 2015 M.S. Aiello, Erin. *How do Perceived Gender Roles Effect the Number of Attempted Medical Interventions of Infertile Couples?* University of Kentucky.
- 2015 M.S. Jenkins, Toby. *Husband's Response to Infidelity.* University of Kentucky.
- 2015 M.S. Jury, Katherine Hahn. *Ambiguous Loss in Adult Adoptees.* University of Kentucky.
- 2015 M.S. Stillwell, Marla C. *Cultivating Partnerships Between Community Leaders and Service Agencies to Provide Support for Military Families.* University of Kentucky.
- 2014 M.S. Armes, Stephanie. *The Mindfully Attached Therapist: Factors that Predict and Prevent the Development of Compassion Fatigue.* University of Kentucky.
- 2014 M.S. Gresham, Haley A. *Practice Patterns of Equine Assisted Psychotherapists.* University of Kentucky.
- 2012 M.S. Little, Christina A. *The Presence of Family Boundary Ambiguity in Partners Of Deployed Military Personnel.* University of Kentucky.
- 2011 M.S. Compton, Laura. *Knowledge and Acknowledgement of Posttraumatic Stress Disorder and Effects on Military Couples.* University of Kentucky.
- 2011 M.S. Flannery, Sarah M. *An Evaluation of "The Home is Where the Health Is" Project.* University of Kentucky.
- 2011 M.S. Smith, Lauren. *A Qualitative Inquiry into Understanding the Experience of Wilderness Family Therapists.* University of Kentucky.
- 2010 M.S. Stork-Hestad. *A Non-Marital, Romantic Relationship Dissolution Study.* University of Kentucky.
- 2010 M.S. Garrett, Nicole D. *Same Baby, Different Time: A Description of the Transition to Parenthood in Graduate School.* University of Kentucky.

³ Received the Iowa State University Research Excellence Award.

- 2010 M.S. Perry, Martha S. *Face To Face Versus Computer-Mediated Communication: Couples Satisfaction And Experience Across Conditions.* University of Kentucky.
- 2009 M.S. Kimberly, Claire. *Analyzing the Educator and Student Relationship in a Parent Education Program.* University of Kentucky.
- 2009 M.S. Martinez, Lesley Katherine. *How do females and male caregivers influence the development of their adolescent children's coping styles?* University of Kentucky.
- 2009 M.S. Palagyi, Laurie A. *Equine Assisted Psychotherapy: Profiling Characteristics of Mental Health Clinicians.* University of Kentucky.
- 2008 M.S. Arnold, Amy Laura. *Socioeconomic Status Extremes: An Investigation of Parenting Practices.* University of Kentucky.
- 2008 M.S. Kelsey Ryder. *Influence of Media on Physiological Arousal.* Iowa State University.
- 2006 M.S. Abbie Leigh Heiberger. *The Influence of Personal Characteristics on Drop Out from Therapy.* Iowa State University.
- 2006 M.F.C.S. Lynn Ansel Conner. *Embedded Batterer Education Programs for Latinos.* Iowa State University.
- 2004 M.S. Erin Noelle Chapman. *Adolescent Sexuality and Positive Youth Development: The Influence of Youth Extracurricular Activity Participation on Attitudes Regarding Sex.* Iowa State University.
- 2004 M.S. Jane Erica Anderson. *Sex Role Identification And The Demand Withdraw Pattern On Early Romantic Relationships.* Iowa State University.
- 2004 M.S. Amanda Kay Pipal. *Perceptions of Online Romantic Relationships on Committed Face to Face Relationships.* Iowa State University.
- 2003 M.S. Kathleen M. Morrissey. *The Relationship Between Out-of-School Activities and Positive Youth Development: An Investigation of Community Opportunities and Attitudes Toward Community.* Iowa State University. (Co-major professor.)
- 2003 M.S. Sarah Gellhaus Thomas. *Connecting Couple Negativity, the Active Therapist, and the Therapeutic Alliance.* Iowa State University.
- 2002 M.F.C.S. Amanda J. Kirk. *Multi-Systemic Perspective on Adolescent Sexuality.* Iowa State University.

- 2002 M.S. Wendy Patricia Kovacs. *Origins of externalization: The relationship between maternal depression and knowledge of child development, and problem behaviors in children.* Iowa State University. (Co-major professor.)
- 2002 M.F.C.S. Mandy Livingston. *Medical family therapy: An ecosystemic approach to marriage and family therapists working with multidisciplinary health care professionals in the medical field.* Iowa State University.
- 2000 M.S. Jennifer Lynn Fitzharris. *The roles of parental involvement and parent-adolescent communication in adolescent sexuality.* Iowa State University.
- 1998 M.S. Stephanie M. Bowling. *How does the relationship between fathers and daughters influence the sexual behavior and attitudes of heterosexual adolescent females?* Colorado State University.
- 1998 M.S. Kathrine Daniels Carlson. *An Investigation of the relation between self-esteem, emotion work, and couple satisfaction.* Colorado State University.
- 1998 M.S. Kristen E. Holm. *The effect of emotion work balance on relationship satisfaction of couples seeking therapy.* Colorado State University.
- 1998 M.S. Stephen Richard Gaddis. *The adventure: One client's narrative about narrative therapy.* Colorado State University.
- 1998 M.S. Jill Nuechterlein Vosburg. *Young children's concepts of the family and strategies to promote acceptance of diverse family forms.* Colorado State University. (Co-major professor.)
- 1997 M.S. Jeffrey T. Bernstein. *Preschool children's classification skills and a multicultural education intervention to promote acceptance of ethnic diversity.* Colorado State University. (Co-major professor.)
- 1997 M.S. Tahnee S. Bowman. *Independent living programs in the foster care system according to emancipated young adults.* Colorado State University.
- 1996 M.S. Timothy S. Nelson. *Personological and relational correlates of therapeutic alliance.* Colorado State University. (Co-major professor.)

PROFESSIONAL ORGANIZATIONS

Membership in Professional Organizations

American Association for Marriage and Family Therapy – Clinical Member and Approved Supervisor

American Family Therapy Academy

National Council on Family Relations

Society for Research on Adolescence

Membership in Honor Societies

The Honor Society of Phi Kappa Phi, The University of Georgia Chapter, The University of Georgia.

The Honor Society of Alpha Kappa Delta, Georgia State University.

SERVICE ACTIVITIES

External Reviewer for Promotion and Tenure Evaluations

Goff, Briana Nelson (2008). External reviewer to evaluate promotion to Professor for Kansas State University School of Family Studies and Human Services.

Ward, L. Monique (2007). External reviewer to evaluate appointment for Associate Professor with tenure in the Department of Psychology at the University of California, Berkeley.

Johnson, Lee (2006). External reviewer for promotion to Associate Professor with tenure for the University of Georgia Department of Child and Family Studies.

Departmental Committees/Activities

Member, Faculty Advisory Committee, Department of Human Development and Family Studies, 2006-2007

Member, Program Review Task Force, Department of Human Development and Family Studies, 2003-2004.

Member, Ad-Hoc Committee for Graduate Outcomes Assessment. Human Development and Family Studies, 2003.

Member, Graduate Student Recruitment and Review Committee, Department of Human Development and Family Studies, Iowa State University, 1999-2006.

Member, Faculty Search Committee for Marriage and Family Therapy Specialization, 2000-2001.

Coordinate development of an M.S. Specialization in Marriage and Family Therapy.

Develop and Maintain MFT Program and MFT Clinic Home Pages on the World Wide Web, Iowa State University, 1998-present.

Member, Search Committee for Unit Head, Department of Human Development and Family Studies, Colorado State University, 1998.

Member, Graduate Committee, Department of Human Development and Family Studies, Colorado State University, 1997-1998.

Develop and Maintain HDFS Department and MFT Program Home Pages on the World Wide Web, Colorado State University, 1995-1998.

MFT Faculty Representative for collaborative program between the Family Intervention and Assessment Program, the HDFS Department Early Childhood Center, and the HDFS Department Marriage and Family Therapy Program, 1996-1997.

Faculty Advisor, Family Studies Student Organization, CRT Department, Western Michigan University, 1993-1995.

Member, Promotion Committee, CRT Department, Western Michigan University, 1994-1995.

Member, Public Relations and Social Committee, CRT Department, Western Michigan University, 1994-1995.

Member, Co-Initiated Proposal to Change Name of Department from Consumer Resources and Technology to Family and Consumer Sciences. Proposal unanimously approved by the department. Author of proposal submitted to curriculum committee. CRT Department, Western Michigan University, 1994.

Member, Workload Subcommittee for Policy/Executive Committee, CRT Department, Western Michigan University, 1993-1994.

Member, AAMFT Self Study for Accreditation, Department of Child and Family Development, The University of Georgia, 1991-1992.

Student Representative, Faculty Committee, Department of Child and Family Development, The University of Georgia, 1991-1992.

Student Representative, Clinical Faculty Committee, Department of Child and Family Development, The University of Georgia, 1991-1992.

President, Alpha Kappa Delta, Department of Sociology, Georgia State University, 1989-1990.

College Committees/Activities

Chair, Nutrition and Food Science Chair Search Committee, College of Agriculture, University of Kentucky. 2012.

Chair, Plant and Soil Sciences Chair Search Committee, College of Agriculture, University of Kentucky. 2009.

Member, College of Family and Consumer Sciences Faculty Review Committee, Iowa State University, 2003-2005.

Member, College of Applied Human Sciences Technology Fee Committee, College of Applied Human Sciences, Colorado State University, 1995-1998.

Member, CRT/CECP Initiative to Develop an Interdepartmental Program in Marriage and Family Therapy Education, College of Education, Western Michigan University, 1993-1995.

Member, College of Education Research and Development Advisory Committee, College of Education, Western Michigan University, 1993-1995.

Presentation, Secondary Data Analysis: An Efficient, Cost-Effective Approach to Data Analysis and Theory Building. Research Colloquia for College of Education, Western Michigan University, April, 1994.

Presentation, Men and Women in Marriage and Family Therapy. Research Colloquia for College of Education, Western Michigan University, October, 1993.

Service to University

Member, University of Kentucky Fulbright Review Committee. 2014.

Member, Provost's Council on Metrics to Assess Budget Model. 2012-2013.

Member, University of Kentucky Council of Endowed Professors and Chairs. 2009-2011.

Member, Provost's Learning Improvements Award Committee, University of Kentucky, 2009.

Member, Graduate Council, Iowa State University, 2005-2007

Member, University Discipline Committee, Colorado State University, 1995-1998.

Member, Flood Interview Team, Colorado State University, 1997.

Member, Marriage and Family Therapy Education Task Force, Western Michigan University, 1993-1995.

Member, Southwest Michigan AIDS Quilt Project (SMAQP) Education Subcommittee, Western Michigan University, 1994-1995.

Presentation, Preparation and Application for Graduate School. Presentation to Family Studies Student Organization, Western Michigan University, February, 1994.

Other Service

Director, Ames Community School District School Board, Ames, Iowa, 2005-present (President of the school board from 2005-present).

Vice President, Bethany Manor Board of Directors, Story City, Iowa 2003-2004.

Member, Bethany Manor Board of Directors, Story City, Iowa, 2001-2004.

Treasurer, Iowa Association for Marriage and Family Therapy Board, 1999-2000.

Treasurer, Colorado Association for Marriage and Family Therapy Board, 1997-1998.

Member, Assessment Subcommittee, American Association for Marriage and Family Therapy Research Consortium, 1997-2000.

Member, Colorado Grievance Board Advisory Committee, Denver, Colorado, 1996-1997.

Participant, Item-Writing Workshop for Marriage and Family Therapy National Licensing Exam, 1996.

Board of Directors, Michigan Council on Family Relations, 1994-1995.

Member of Task Force, Family and Community Violence. Western Michigan Psychological Association, 1993-1994.

OTHER PROFESSIONAL ACTIVITIES:

Werner-Wilson, (October, 1999). Attachment in Family Therapy with Adolescents. Presented as part of training program for Youth and Shelter Services, Ames, Iowa.

Participant (Invitation-Only), American Association for Marriage and Family Therapy Research Conference. Chicago, Illinois, July, 1999.

Werner-Wilson, (February, 1999). Developmental Aspects of Adolescents that Influence Family Therapy. Presented as part of training program for Youth and Shelter Services, Ames, Iowa.

Werner-Wilson (February, 1998). Gender and Conversation in Marriage and Family Therapy. Guest lecture for Dr. Toni S. Zimmerman, Psychology of Women.

Werner-Wilson (December, 1997). Talking to teens about sex. Seminar presented on behalf of CSU MFT Clinic as part of a program entitled "Understanding Your Adolescent."

Werner-Wilson (December, 1997). The influence of adolescent egocentrism on parent-teen relationships. Seminar presented on behalf of CSU MFT Clinic as part of a program entitled "Understanding Your Adolescent."

Werner-Wilson (August, 1997). Introduction to clinical services at the CSU MFT Clinic. CSU Apartment Life, Fort Collins, Colorado.

Werner-Wilson (May, 1997). Systemic and developmental influences on adolescents. Guest lecture for Dr. Robert T. Williams, Educational Psychology.

Werner-Wilson (August, 1996). Introduction to clinical services at the CSU MFT Clinic. CSU Apartment Life, Fort Collins, Colorado.

Werner-Wilson (March, 1996). Adolescent sexuality. Presentation for Human Resource Development Program, Hewlett Packard Corporation, Fort Collins.

Zimmerman, T. S., MacPhee, D., Werner-Wilson, R. J., & Haddock, Shelly (February, 1996). Families . . . new perspectives. for "Women at Noon" sponsored by CSU Women's Studies and Programs.

Werner-Wilson (December, 1995). Gender in marriage and family therapy. Guest lecture for Dr. Silvia Canetto, Psychology of Gender.

Wilson, R. J., & Werner, T. A. (February, 1995). Attacking Violence: Recommendations for Prevention and Intervention. Michigan Council on Family Relations. East Lansing, Michigan. February, 1995.

Wilson, R. J. (May, 1994). Moderator, Discussion Panel on Racism. Prince of Peace Lutheran Church. Portage, Michigan.

Wilson, R. J. (March, 1994). Facilitator, Violence: Our Community Concern and Response. Western Michigan Psychological Association. Kalamazoo, Michigan.

Wilson, R. J. (November, 1993). Guest Speaker, The Practical Aspects of Family Therapy. Kalamazoo Area Association for Counseling and Development. Kalamazoo, Michigan.

Wilson, R. J. (November, 1993). Guest Speaker, Human Sexuality. Prince of Peace Lutheran Church. Portage Michigan.

Wilson, R. J. (March, 1990). Discussant, Citizens' organizations: Agents for change. Southern Sociological Society annual meeting. Louisville, Kentucky.

REFERENCES

Dianne C. Draper, Ph.D.
Professor & Department Officer for Graduate
Education
Department of Human Development and
Family Studies
Iowa State University
Ames, Iowa 50011-4380
(515) 294-4024

Maurice MacDonald, Ph.D.
Professor & Department Head
Department of Human Development and
Family Studies
Iowa State University
Ames, Iowa 50011-4380
(515) 294-1983

Megan Murphy, Ph.D.
Assistant Professor
Department of Human Development and
Family Studies
Iowa State University
Ames, Iowa 50011-4380
(515) 294-2745

Tracey Werner-Wilson

 hes.ca.uky.edu/person/tracey-werner-wilson-0

Tracey has always enjoyed children and the wonder and excitement that they bring to life. She started her career in early childhood education thinking that she would be a teacher or daycare center director.

Life paths took her away from the school environment and towards working with individuals and families. She became interested in Family Therapy during her seminary years and after graduation worked in a local mental health agency. There she expected to work with couples and families but found herself with a caseload of children. At a workshop about therapy and children she rediscovered her passion for working with children again. Since then she has studied with Drs. Byron and Carol Norton, learning their model of Experiential Play Therapy, for treating children and families dealing with abuse. She is constantly amazed at the strength and desire for healing that children and adults have within themselves.

Tracey has worked in several mental health agencies and in private practice as a therapist working with children and families since 1990.

As a clinician, Tracey saw the importance of research for best practices in therapy. She is excited to be working in a research and teaching environment and wants to help facilitate research on families and children through the UK Family Center.

CURRICULUM VITAE

Tracey Ann Werner-Wilson
Director, University of Kentucky Family Center
Lecturer, Department of Family Sciences
School of Human Environmental Sciences
University of Kentucky
December, 2015

EDUCATION

- M.S.W. Western Michigan University, 1995
 Kalamazoo, Michigan
 Major: Clinical Social Work with Couples and Families
- M.Div. Associated Mennonite Biblical Seminaries, 1990
 Elkhart, Indiana
 Major: Pastoral Counseling
- B.A. Goshen College, 1984
 Goshen, Indiana
 Major: Education
 Minor: Psychology

EMPLOYMENT HISTORY

- Director University of Kentucky Family Center
 Lexington, Kentucky
 2009 - Present
- Lecturer University of Kentucky Family Sciences Department
 Lexington, Kentucky
 2009 - Present
- Clinical Supervisor
& Psychotherapist Lutheran Services of Iowa
 Ames, Iowa
 2000 - 2003
- Psychotherapist Mid-Iowa Family Therapy Clinic
 Perry, Iowa
 1998 - 2000
- Clinic Director &
Psychotherapist Connections Counseling
 Fort Collins, Colorado
 1997 - 1998

Therapy Intern	Western Michigan University Counseling Center Kalamazoo, Michigan 1994 - 1995
Caseworker	Department of Social Services Kalamazoo, Michigan 1994
Family Therapist	Family Learning Center South Bend, Indiana 1990 - 1993
Chaplain	Memorial Hospital South Bend, Indiana 1992
Director of Youth and Education Programs	Metamora Mennonite Church Metamora, Illinois 1984 - 1985

INSTRUCTION

Courses Taught

FAM 759:Children and Families in Therapy
 FAM 687:Treatment Modalities in Marriage and Family Therapy
 FAM 685:Ethics and Professional Issues in Marriage and Family Therapy
 FAM 787:Supervised Experience in Couple and Family Therapy: Practicum
 FAM 252:Introduction to Family Science
 FAM 254:Life Course Human Development

ADMINISTRATION

Director, University of Kentucky Family Center

Supervised Support Staff Associate
 Supervised Undergraduate Interns working in the Family Center
 Oversaw graduate students in the role of employees of the Family Center
 Maintained REFER service contract with University of Kentucky Human Resources
 Maintained Mandatory REFER service contract with University of Kentucky Human Resources
 Provided case assessment of Mandatory REFER employee's situations, their treatment options, and provided community resources when needed and made recommendations to the employee and HR
 Provided case management for Mandatory REFER employees to ensure follow through of HR treatment recommendations
 Provided therapy for Mandatory REFER clients
 Increased and maintained in school therapy service contracts with Fayette County Public School System
 Maintained positive relationships with Fayette County Family Court by being a committee member of the Truancy Work Group, under Judge Kathy Stein (2014)

Ensured appropriate Cash Handling procedures were followed
Provided oversight for the development and maintenance of the Family Center budget
Supervised maintenance and upgrades to the Family Center facilities
Coordinated maintenance of the clinic's aging digital recording system
Coordinated the development and implementation of the Family Center Database
Coordinated the development and maintenance of updates for the new Family Center website
Coordinated posts for the Family Center social media page
Promoted the Family Center services to individuals and organizations within the University and in the Lexington Community
Coordinated development of new brochures for the Family Center and REFER services

Clinical Director, Couple and Family Therapy Program

Supervised the Family Center Clinic Coordinator and daily running of the clinic
Ensured adherence to clinical accreditation standards and policies set forth by Commission on Accreditation for Marriage and Family Therapy Education
Ensure compliance with statutes and regulations administered and enforced by the Kentucky Board of Licensure for Marriage and Family Therapy and American Association for Marriage and Family Therapy
Ensured adherence to Kentucky Revised Statutes and Kentucky Administrative Regulations by consulting with Marcy Deaton, Associate General Counsel in UK's Office of Legal Affairs, concerning clinic legal issues
Developed and maintained positive relationships with Fayette County Public Schools Family Resource/Youth Serve Center Coordinators by keeping in contact with the coordinators either in person, email, or phone
Supervised graduate student intern therapists performance in the Fayette County Public Schools
Supervised maintenance and organization of materials in child and family play therapy rooms
Assessed client intakes to ensure appropriateness for intern therapists
Assigned client intakes to intern therapists
Collaborated with colleagues in their supervision of play therapy cases

PUBLICATION

Ashurst, K. L., Smith, L. W., Little, C. A., Frey, L. M., Werner-Wilson, T. A., Stephenson, L., & Werner-Wilson, R. J. (2014). Military Extension Adventure Camps: Connecting Military Parents and Teens. *Journal of Experiential Education*.

PRESENTATIONS

Werner-Wilson, T. A. (February, 2015). *Blurred Boundaries: A look at dual relationships*
Kentucky Association for Marriage and Family Therapy
Annual Conference
Louisville, Kentucky

Gassova, Z., Werner-Wilson, T.A., & Werner-Wilson, R. J. (October, 2014). *Helping Factors in Filial Therapy*
American Association for Marriage and Family Therapy
Annual Conference
Milwaukee, Wisconsin

- Werner-Wilson, T. A. (February, 2014). *Can You Hear Me Now? Understanding the issues surrounding the use of electronic devices for family therapy*
 Kentucky Association for Marriage and Family Therapy
 Annual Conference
 Louisville, Kentucky
- Werner-Wilson, T. A. (February, 2013). *To Friend or Not to Friend: Dual Relationships in the Age of Social Media*
 Kentucky Association for Marriage and Family Therapy
 Annual Conference
 Louisville, Kentucky
- Werner-Wilson, T.A. (February, 2013). Question and Answer Session on Healthy Marriages
 Valentine's Brunch for Couples' Ministry
 Shiloh Baptist Church
 Lexington, Kentucky
- Werner-Wilson, T. A. (January, 2012). The Parish as a Family: Using Family Systems to Resolve Conflict within the Parish
 The Network for Pastoral Leadership and Development
 The Episcopal Diocese of Lexington
 Lexington, Kentucky
- Werner-Wilson, T. A. (September, 2012). Family Systems & Group Dynamics in Religious Organizations
 Daughters of the King
 The Episcopal Diocese of Lexington
 Irvine, Kentucky
- Werner-Wilson, T. A. (2009). Why Do I Feel like This? (Helping Children Understand Their Feelings)
 Catalyst of Hope Conference
 Owen, Kentucky
- Werner-Wilson, T. A. (2001, 2002, 2003). Experiential Play Therapy - In-Service training
 Lutheran Services of Iowa
 Ames, Iowa
- Werner-Wilson, T. A. (2000). Experiential Play Therapy - State-wide training for mental health workers
 Department of Human Services
 Ames, Iowa
- McDonald, F., Werner, T. A., & Martin, T. (1994). Clinical Practice in the Former Soviet Union
 College of Health and Human Services Research Colloquium,
 Western Michigan University,
 Kalamazoo, Michigan.
- Wilson, R. J., & Werner, T. A. (February, 1995). Attacking Family Violence: Scope of the Problem
 Michigan Council on Family Relations
 East Lansing, Michigan
- Wilson, R. J., & Werner, T. A. (February, 1995). Attacking Family Violence: Intervention
 Michigan Council on Family Relations
 East Lansing, Michigan

FUNDING & GRANTS

- Werner-Wilson, T.A. (2015). Contract with Family Resource/ Youth Service Center Coordinators of Fayette County Public School System, \$9000
- Werner-Wilson, T.A. (2015). REFER Program, \$20,000
- Werner-Wilson, T.A. (2015). Mandatory REFER Program, \$500.00
- Werner-Wilson, T.A. (2014). Contract with Family Resource/Youth Service Center Coordinators of Fayette County Public School System, \$9,175
- Werner-Wilson, T.A. (2014). REFER Program, \$20,000
- Werner-Wilson, T.A. (2014). Mandatory REFER Program, \$1,400
- Werner-Wilson, T.A. (2013). Contract with Family Resource/ Youth Service Center Coordinators of Fayette County Public School System, \$6750
- Werner-Wilson, T.A. (2013). Addendum to REFER Program, \$1250.00
- Werner-Wilson, T.A. (2013). REFER Program, \$20,000
- Werner-Wilson, T.A. (2012). Addendum to REFER Program, \$1,875
- Werner-Wilson, T.A. (2012). Contract with Family Resource Center Coordinators of Fayette County Public School System, \$5200
- Werner-Wilson, T.A. (2012). REFER Program, \$20,000
- Werner-Wilson, T. A. (2011). Contract with Family Resource Center Coordinators of Fayette County Public School System, \$3,600
- Werner-Wilson, T.A. (2011). Military-Extension Adventure Camp Initiative, \$24,000
- Werner-Wilson, T. A. (2011). REFER Program, \$20,000
- Werner-Wilson, T. A., Parker, T., & Wood, N. (2010). Blue to You. Funding from H.E.E.L, \$82,000
- Werner-Wilson, T. A. (2010). REFER Program, \$20,000
- Werner-Wilson, T. A. (2010). Contract with Family Resource Center Coordinators of Fayette County Public School System, \$3,150

CURRICULUM DEVELOPMENT

- Supervised the development of *Basic Supervision and Kentucky Law*, an on-line 6 hour continuing education course (2015)
- Supervised the revision of *Kentucky Law*, an on-line 1 hour continuing education course (2014)
- Supervised the revision of *Supervision and Kentucky Law*, an on-line 2 hour continuing education course (2014)
- Supervised the revision of *Ethics and Supervision*, an on-line 3 hour continuing education professional development course (2014)
- Converted, *Can you hear me now? Understanding the issues surrounding the use of electronic devices for family therapy* into an online 3 hour continuing education professional development course (2014)
- Kentucky Law*. On-line 1 hour continuing education workshop (2012, 2013).
- Supervision and Kentucky Law*. On-line 2 hour continuing education workshop (2012, 2013).
- Ethics and Supervision*. On-line 3 hour continuing education workshop (2012, 2013).
- FAM 759: Children and Families in Play Therapy. New Course (2012).
- Parenting Forum Program. Six educational sessions for students and families of Lansdowne Elementary School. (2012)
- Blue To You (2011) – Military Families and Depression

FAMILY CENTER COLLABORATION IN RESEARCH

- Examining mood changes and personality traits. Whitney Gore, University of Kentucky Clinical Psychology graduate student. (2014).
- Influence of female infertility on relationship satisfaction and individual well-being. Erin Aiello, University of Kentucky Family Sciences graduate student. (2014).
- Clients' Experiences of Spirituality in Couple's Therapy. (2012, 2013). 11-0975-P4S. (Jillian Hawkes, P.I., Trent Parker, faculty advisor).
- A Phenomenology of How Parental Divorce Gives Meaning to Emerging Adult's Experiences. (2012, 2013). 12-0729-P4S. (Kayla Reed, P.I., Trent Parker, faculty advisor).
- A Pilot Study Comparing Influence of Deployment on Military Families. (2011) IRB protocol 10-0036F4S (Ron Werner-Wilson, P.I.).
- A Pilot Study Testing Parent-Adolescent Communication Patterns, Attachment, Physiological Arousal, and Electrical Brain Activity. (2011) IRB Protocol 11-0042-F4S (Nichole Huff, P.I. & Ron Werner-Wilson, P.I.).
- Couple's use and experience of communication in a computer-mediated environment. (2010) IRB protocol 09-0963-F4S (Martha Perry, P.I. & Ron Werner-Wilson, faculty advisor).
- The Physiology of Therapy. (2010) IRB Protocol 10-0612F4S (Trent Parker, P.I., faculty advisor, & Kristyn Blackburn).
- The Transition to Parenthood in Graduate School: A Phenomenology. (2010) IRB Protocol 09-0904-F4S (Nicole Garrett, P.I., & Ron Werner-Wilson, faculty advisor).

OUTREACH AND SERVICE

Service

- Parent and Family Enrichment Center, board member (2015)
- Lexington Police Department, crisis intervention following Douglas Park violence (June 2015)
- Assessing and Managing Suicide Risk Workshop, host, (May 2015)
- Kentucky Association for Marriage and Family Therapy, board member– Eastern Region Representative (2015, 2014)
- Couple and Family Therapy Program Admissions Committee (2015, 2014, 2013, 2012, 2011, 2010)
- CLICK BLUE – Selected to be on the design committee for developing a UK professional development website (2015, 2014)
- Managing in Tough Time Initiative, member (2014, 2013, 2012, 2011, 2010)
- The Many Faces of Substance Abuse Conference, member (2014, 2013, 2012)
- EAIT – Employee Assessment and Intervention Team. (2013, 2012, 2011)

Outreach

- Lee Cruse Radio Show, guest – Surviving the Holidays with Family (December 2015)
- WTVQ – Channel 36 – Surviving the Holidays with Family (December 2015)
- WKYT Channel 27 – Surviving the Holidays with Family (December 2015)
- Lee Cruse Radio Show, guest – The importance of relationships and “It’s not about the Nail” (July 2015)
- Fayette County Bar Association, guest at the request of Judge Philpot – Saving relationships with Emotionally Focused Therapy at the UK Family Center (June 2015)
- Interviews to promote services at the Family Center and the Free Relationship Checkup program for Valentine's Day (2015):
- UK at the Half with Carl Nathe (January 2015)

Herald Leader, Interview with Cheryl Truman (February 2015)
 WKYT Channel 27 - Live Interview (February 2015)
 Jack Pattie - Radio Guest (February 2015)
 LEX 18 Live with Lee @ the UK Family Center (February 2015)
 UKnow - "UK Family Center Offers Free 'Relationship Checkups' (February 2015)
 UKNow – UK Family Center Offers Divorce, Parenting Services (Summer 2014)
 Advanced Leadership Team of The Episcopal Diocese of Lexington led by Dr. Kay Collier
 McLaughlin. (2015, 2014, 2013, 2012)
 Commission on Ministry. The Episcopal Diocese of Lexington (2015, 2014, 2013, 2012, 2011)
 Truancy Work Group led by Judge Jo Ann Wise, Chief Family Court Judge. (2013, 2012, 2011,
 2010)
 Truancy Reduction Intervention Program with Fayette County Public Schools Department of Pupil
 Personnel and Court Designated Worker program. (2012, 2011)
 Truancy Diversion Program with Court Designated Worker and Fayette County Public Schools.
 (2012, 2011)
 Fayette County Family Court Advisory Council. (2011)
 Lexington Channel 36 Live Interviews - Suicide Prevention Month: Signs & What to Do. (2010)

COORDINATION OF ENGAGEMENT ACTIVITIES IN FAMILY CENTER

Relationship Checkup (February, 2015)
 Interactive Parenting Skills Training for Caretakers of Children (2015, 2014)
 Divorce Support Group for Children (2014)
 Co Parenting through the Good and Bad Workshop. (Bi-Monthly, 2014, 2013, 2012)
 Nutrition Education Workshops. (2012, 2013)
 Parenting Workshop at Lansdowne Elementary School. (2012, 2013)
 Military Extension Adventure Camp In-Service Trainings. (February, March, 2012)
 Gil Heart Institute: Support Groups for Patients and Families. (2011)
 Co Parenting through the Good and Bad Workshop. (2011)
 Blue to You Curriculum: Military Families. (2011)
 Nutrition Education Workshops. (2010, 2011)
 Military Extension Adventure Camp Initiative: Blue to You Campfire Program. (2011)
 Blue to You Curriculum Review. (2010)
 Managing in Tough Times Initiative - Putting the Pieces Together: A Relationship Approach to
 Finances. (2010)

PROFESSIONAL DEVELOPMENT

2015 Emotionally Focused Couples Therapy Training
 Core Skills Weekends #5
 Atlanta Center for EFT Training
 Atlanta, GA

 Emotionally Focused Couples Therapy Training
 Core Skills #4
 Atlanta Center for EFT Training
 Atlanta, GA

Intercultural Awareness Event
College of Agriculture, Food, and Environments
Office of Diversity
E.S. Good Barn
Lexington, KY

Emotionally Focused Couples Therapy Training
Core Skills #3
Atlanta Center for EFT Training
Atlanta, GA

Emotionally Focused Couples Therapy Training
Core Skills #2
Atlanta Center for EFT Training
Atlanta, GA

Assessing and Managing Suicide Risk
InteractiveCETraining
Lexington, KY

Emotionally Focused Couples Therapy Training
Core Skills #1
Atlanta Center for EFT Training
Atlanta, GA

Kentucky Association for Marriage and Family Therapy
Annual Conference
Louisville, KY

2014 Kentucky Association for Marriage and Family Therapy
DSM-5 Explained
Dr. Nathan Wood, presenter
Louisville, KY

Emotionally Focused Therapy (EFT) Workshop
Hold Me Tight: Seven Conversations for a Lifetime of Love
Training and Research Institute for EFT
San Diego, CA

Emotionally Focused Therapy Workshop
Couples Care Center
Louisville, KY

Kentucky Association for Marriage and Family Therapy
Annual Conference
Louisville, KY

2013

Prevention Discrimination and Harassment
Web-Based Training
HR Training and Development
University of Kentucky

Prevent Discrimination and Harassment
SuperVision
HR Training and Development
University of Kentucky
HR Policies and Procedures
SuperVision
HR Training and Development

Supervisor's Toolkit
SuperVision
HR Training and Development
University of Kentucky

Key Skills for Delegation
SuperVision
HR Training and Development
University of Kentucky

Creating Effective Teams
SuperVision
HR Training and Development
University of Kentucky

Access: Quires
Technology and Software Training
HR Training and Development
University of Kentucky

Corrective Action and Coaching
SuperVision
HR Training and Development
University of Kentucky

Access: Introduction
Technology and Software Training
HR Training and Development
University of Kentucky

Basics of Supervising Staff
Office for Faculty Advancement
University of Kentucky

Kentucky Association for Marriage and Family Therapy
Annual Conference
Louisville, Kentucky

- 2012 The Power of Emotions: Loving Connections, Lasting bonds
 Third International Emotionally Focused Therapy Summit
 New York City, New York
- AAMFT Supervision Refresher Course
 Third International EFT Summit Preconference
 New York City, New York
- Kentucky Association for Marriage and Family Therapy
 Annual Conference
 Louisville, Kentucky
- 2011 Family Play Therapy: Theory and Application
 AAMFT Winter Institute, Santa Fe, New Mexico
- 2010 Active Military Life and Resiliency Skills, Level I- Facilitator
 Active Relationship Center, Dallas, Texas
- Level I – Bridging the Couple Chasm, Gottman Couples Therapy: A New
 Research-Based Approach
 Bluegrass Healthy Marriage Initiative, Lexington, KY
- 2009 Supervision of Supervision Course
 American Association for Marriage and Family Therapy Annual Conference
- 1999 to 2004 Experiential Play Therapy Training Group
 Family Psychological Services, Greeley, Colorado
- 1997 Intensive Play Therapy Training Certificate
 Family Psychological Services, Greeley, Colorado
- 1992 Family Therapy Training Program Certificate
 Family Learning Center, South Bend, IN
- Neuro-Linguistic Programming Practitioner Certificate
 Midwest Institute of Training & Development, South Bend, IN
- 1989 Clinical Pastoral Education
 Illinois Pastoral Institute, Bloomington, IL

Nathan Wood

 fam-hes.ca.uky.edu/person/nathan-wood

Professional Profile

Nate grew up in rural southern Idaho the youngest son of an entrepreneur and a renaissance woman. It was in this environment that his curiosity grew and he developed a love of learning, responsibility, integrity, and a deep respect for others regardless of background or station. These values and attributes have been a rudder and foundation in his life.

Dr. Wood's curiosity led him to study mechanical engineering at Utah State University. In the course of taking general education classes, a strong interest in social science developed ultimately leading him to leave engineering and pursue a degree in psychology with minors in sociology and Tagalog. It was during these undergraduate years that he started to be involved in basic behavioral research and observational coding of marital interactions in therapy. These experiences lead him to choose a path in marriage and family therapy. Dr. Wood continued his study of marriages through master and doctoral degrees in Marriage and Family Therapy at Brigham Young University which he returned to as an adjunct faculty member.

Dr. Wood has a love for variety in his personal and professional life. He thrives when he is able to practice therapy, supervise and teach students, and engage in scholarly research. His therapy experience includes work with couples, adult survivors of childhood abuse, domestic violence, divorce adjustment, and residential treatment of severe eating disorders. He has also been active in the American Association for Marriage and Family Therapy being a legislative chair, president-elect, and president of the Utah Division for Marriage and Family Therapy. Nate's greatest achievement is marrying his high-school sweetheart and spending time with their three kids playing in the woods, water, or wherever the adventure takes them. You may also find Nate hanging out in the math and engineering section of used book stores, in his garage building kayaks, or fly-fishing on the Elkhorn (out of a kayak naturally). He is thrilled to be here at the University of Kentucky!

Course Instruction

FAM 640: Using the DSM in MFT Assessment of Psychopathology, Violence, and Addictions
FAM 654: The Life Course Perspective on Families and Individuals
FAM 686: Theory and Methods in Marriage and Family Therapy
FAM 787: Supervised Experiential Practice of Marriage and Family Therapy

Research

Exploring the effects of attachment on perception of couples.
Exploring relationships between relational health and health behaviors.
Studying the influence of therapeutic and educational interventions on health care utilization.
Analyzing ways to apply spatial statistics to family data.

Education

Ph.D., Marriage and Family Therapy, Brigham Young University, 2004
M.S., Marriage and Family Therapy, Brigham Young University, 2000
B.S., Psychology, Utah State University, 1998

Nathan D. Wood, Ph.D.

Licensed Marriage and Family Therapist

AAMFT Approved Supervisor

Assistant Professor

Department of Family Sciences

315 Funkhouser Bldg

University of Kentucky

Lexington, KY 40506

(859) 257-7932

nathan.wood@uky.edu

Education

- Ph.D. Brigham Young University, August 2004
Marriage and Family Therapy.
 Dissertation: What works for whom: A meta-analytic review of marital and couples therapy in reference to marital distress.
- M.S. Brigham Young University, December 2000
Marriage and Family Therapy.
 Thesis: The relationship between therapist age, experience, profession, and decreased medical utilization in a health maintenance organization.
- B.S. Utah State University, Cum Laude. March 1998.
Psychology. Dual Minor: Sociology & Tagalog.

Professional Experience

- 7/09 – Current University of Kentucky
Assistant Professor, Family Sciences. Met teaching, research, and service requirements with enthusiasm and strived for excellence in each endeavor. Coordinated departmental learning outcomes. Taught “Life-Course Human Development (FAM 254), “Using the DSM in MFT Assessment of Psychopathology, Violence, and Addictions” (FAM 640), “The Life Course Perspective on Families and Individuals (FAM 654), “Theory and Methods in Family Therapy” (FAM 686), “Couples and Sex Therapy (FAM 740), “and “Practicum of Marriage and Family Therapy” (FAM 787). Faculty advisor to the UK Student Association for Marriage and Family Therapy.
- 8/08 – 6/09 University of Kentucky
Visiting Professor, Family Sciences. Taught “Life-Course Human Development (FAM 254), “Theory and Methods in Family Therapy” (FAM 686), “Couples and Sex Therapy (FAM 740), “and “Practicum of Marriage and Family Therapy” (FAM 787)

- 8/07 – 7/08 Avalon Hills Residential Eating Disorders Clinic
Therapist. Primary duties included assessment and treatment of eating disorders in a collaborative health care residential setting for adult women. Effective treatment included individual, family, and group therapy. Assessed client motivation and learning styles to effectively develop and teach life-skills educational groups and programs. Actively participated in multi-disciplinary treatment team and in-service trainings.
- 6/02 – 8/07 Utah Valley State College
Therapist/Adjunct Faculty. Primary duties include assessment and treatment of low-income, under-insured individual, marital, and family distress in the therapy setting at Turning Point. Other duties include development and assessment of psycho-educational programs to meet the community's needs. I successfully developed and taught a divorce adjust curriculum, "Single Again: Managing Life Transitions," in addition to an "Enhancing Marital Relationship" curriculum. I taught an Introduction to Psychology (Psy 1010) undergraduate course as well. Additional duties included supervising Marriage and Family Therapy graduate students who were working with Turning Point clients.
- 8/04 – 8/07 Brigham Young University
Part-Time Faculty. Primary duties included preparation and delivery of courses for the Marriage, Family, and Human Development program and the Marriage and Family Therapy Program. Received above average department, college, and university student reviews for "Introduction to Interviewing Skills" (MFHD 356) and "Practicum in Marriage and Family Therapy" (MFT 655R, 3 semesters). I also taught "Psychopathology and Assessment in Marriage and Family Therapy" (MFT 651) and "Introduction to Family Process" (MFHD 160) to excellent student reviews.
- 1/99 – 6/04 Brigham Young University
Student Instructor. Duties included preparation and delivery of 16 sections of various courses for the Marriage, Family, and Human Development program including: "Marriage Preparation," "Parenting," "Research Methods," "Family Adaptation and Resiliency," and "Human Development."
- 9/01 – 1/04 LDS Family Services:
Doctoral Intern/Therapist. Cases included pornography in marriage, extra-marital affairs, mild to highly conflictual couples, sex addiction, individual, adolescent, and family cases. Was also involved with administrative duties, including intake, case assessment and assignment.
- 5/00 – 5/01 Affiliated Family Treatment Center:
Student Intern. A Utah state licensed domestic violence treatment provider. Services are offered to domestic violence perpetrators as well as

victims. Helped evaluate and enhance existing programs as well as providing treatment. Treatment included individual, couple, and group therapy. Worked with multiple agencies and courts to evaluate and facilitate treatment.

10/99 – 4/01

Turning Point:

Student Intern. Therapy cases included domestic violence, anger management, adolescents, and couples. Assisted in developing and teaching 8-week pre-marital course.

10/98 – 9/01

Brigham Young University Comprehensive Clinic:

Student Internship. Clients included individuals, couples, families, & groups.

Research Experience

Current Projects:

Exploring the medical and cost offset for nutrition programs in the state of Kentucky: A biopsychosocial approach.

Through a grant funded by HEEL and the School of Human and Environmental Sciences, this project seeks to explore if a medical offset effect exists for nutritional programs taught through the University of Kentucky Extension offices. While still in its beginning stages, a cross disciplinary team is being developed including faculty from HEEL, Dietetics and Human Nutrition, Agriculture (Rural Sociologist), Cooperative Extension, and Family Sciences.

Exploring novel methods for combining relationship satisfaction scores.

Dyadic data is inherently problematic in that statistical assumptions of data independence are often violated. Efforts to statistically correct for this often lead to obfuscating valuable relationship dynamics. I have published a paper, a poster at a national conference, and recently submitted another paper applying spatial analysis to dyadic data. Spatial analysis also shows promise in research studying adult attachment.

Application of spatial statistics to attachment theory.

Measuring attachment theory utilizing continuous scales allows for greater understanding of the nuances of individuals internal working models and responses to attachment figures. Unfortunately, separating attachment anxiety and attachment avoidance scales into separate dimensions make it difficult to connect findings to research and theoretical traditions that categorize attachment. Modeling attachment in two dimensional space creates the ability to retain the benefits of continuous scales while facilitating communication of findings that naturally reference categorical and dimensional measures of attachment. Point pattern analysis and spatial statistics have the potential to use two dimensional mapping of attachment as an analytic tool for attachment researchers in the future.

Exploring observer's perception of couples' interactions.

This project utilized neurophysiological measures in combination with self-report to explore how life experiences impact perception of others' relationships. This line of research has spawned a publication and several posters at national conferences. I have submitted a poster from this data and hope to bridge categorical and continuous measures of attachment style.

Exploring association and impact of relationship satisfaction and health.

In collaboration with Dr. Kelly Webber from the Department of Nutrition and Food Sciences and Drs. Parker and Werner-Wilson of Family Sciences, this study was designed to better understand how marital conflict styles mediate as well as moderate life stressors and food choices. Currently, video data from this project is being coded for future analysis.

I have recently used data from a national dataset to explore the relationship between marital adjustment and body mass index. These data are used as an example of spatial analysis techniques in a conceptual paper submitted for publication.

Collaborations:

A Pilot Study Comparing Influence of Deployment on Military Families.

Werner-Wilson, R. J., Parker, T., & Wood, N. D.

Effects on Supportive vs. Neutral Interactions on Relationship Satisfaction

Parker, T., Werner-Wilson, R. J., & Wood, N. D.

Ongoing Data infrastructure development:

UK Family Center Clinical Archive Project

In 2009, I took leadership in developing electronic archiving system. I have since have worked with the UK Family Center and supervised graduate and undergraduate coders. This resource will be of benefit for faculty and student researchers. Preliminary data from this project has been used in a recent publication (Wood & Crawford, 2012). The database now contains over 300 client files.

Publications (Peer Reviewed *- Student Collaborator)

*Frey, L. M., *Blackburn, K. M., Werner-Wilson, R. J., Parker, T., & Wood, N. D. (2011). Post-Traumatic stress disorder, attachment, and intimate partner violence in a military sample: A preliminary analysis. *Journal of Feminist Family Therapy, 23*, 218-230.

I contributed to instrumentation, data collection, assisted in analysis, edited and reviewed the manuscript. Estimated contribution: 15% Impact Factor=.41, Times cited=2

*Shalash, F., Wood, N. D., & Parker, T. S. (2013). Our problems are your sibling's fault: Exploring the connections between conflict styles of siblings during adolescence and later adult committed relationships. *American Journal of Family Therapy, 41*, 288-

298.

This manuscript was a thesis project that I chaired and subsequently was rejected for publication. With Ms. Shalash's permission, I extensively revised the manuscript and worked through the editorial process in making the recommended revisions. Estimated contribution: 60% Impact Factor=.70

*Terveer, A. M., & Wood, N. D. (2013). Dispositional Optimism and Marital Adjustment. *Contemporary Family Therapy*, 1-12. Doi:10.1007/s10591-013-9292-0

This manuscript was a thesis project that I chaired and subsequently was rejected for publication. With Ms. Machaty Terveer's permission, I extensively revised the manuscript and worked through the editorial process in making the recommended revisions. Estimated contribution: 60% Impact Factor=.5

Werner-Wilson, R. J., *Lianekhammy, J., *Frey, L., Parker, T., Wood, N., et al. (2011). Alpha asymmetry in female military spouses. *Journal of Feminist Family Therapy*, 23, 202-217.

I contributed to instrumentation, data collection, reviewed and edited the manuscript. Estimated contribution: 10% Impact Factor=.41, Times cited=4

Wood, N. D. (2014). Location, location, location: Applying spatial statistics to the relationship landscape. *Family Process*. doi: 10.1111/famp.12097

This paper represents an analytic extension to the Wood & Crawford (2012) manuscript. I integrated analytic techniques from earth sciences with couple level data from couples. The manuscript is primarily conceptual. Data utilized for examples are from the National Survey of Families and Households. Estimated contribution: 100% Impact Factor=1.69

Wood, N. D., Crane, D. R., & Keller, P. S. (2011). Tracking marital adjustment, hostility, and physical functioning across time in a therapy Population: A biopsychosocial model. *Contemporary Family Therapy*, DOI: 10.1007/s10591-011-9164-4.

I conceptualized the research question, wrote the literature review, assisted in performing the analysis, wrote the analysis and discussion sections. Estimated contribution: 60% Impact Factor=.50, Times Cited=3

Wood, N. D., & Crawford, C. B. (2012) A visual method for couple assessment, therapy progress, and identifying clinically significant change. *Journal of Couple and Relationship Therapy*, 11, 165-180.

This project resulted from a brain storming session with a colleague in the physics department. I took lead in applying the concept to the couple therapy literature. I was primarily responsible for all aspects of writing the manuscript. Estimated contribution:

80% Impact Factor=.95, Times cited=0

Wood, N. D., Werner-Wilson, R. J., Parker, T. S., & *Perry, M. S. (2012). Exploring the impact of attachment anxiety and avoidance on the perception of couple conflict. *Contemporary Family Therapy*, 34, 416-428.

This manuscript was based on a study I designed to explore perception of individuals as they observed couples in problem solving situations. I took lead in IRB submission, subject recruitment, lab procedures, and data collection. I also managed accounting for the study in addition to leading writing, analysis, and submission of the manuscript. Estimated contribution: 60% Impact Factor=.5

Publications prior to UK appointment:

Crane, D. R., Wood, N. D., Law, D. D., & Schaalje, B. (2004). The relationship between therapist characteristics and decreased medical utilization: An exploratory study. *Contemporary Family Therapy: An International Journal*, 26, (1), 61-69.

Using a data set collected by Law and Crane, I took lead in identifying the research question, wrote the literature review, collaborated with Schaalje for the analysis, and wrote the discussion section. Estimated contribution: 50% Impact Factor=.50, Times cited=25

Wood, N. D., Crane, D. R., Schaalje, B., & Law, D. D. (2005). What works for whom: A meta-analytic review of marital and couples therapy in reference to marital distress. *American Journal of Family Therapy*, 33, 273-287.

This publication was from my doctoral dissertation where I identified articles for the meta-analysis, lead a team of undergraduate assistants in coding the articles, conducted the analysis and lead in writing all aspects of the work. Estimated contribution: 70% Impact Factor=.70, Times cited=52

Invited Submissions (Asterisk represents student involvement)

Wood, N.D., & *Okhotnikov, I. (In Review) Maintaining differences across the relationship landscape: A technical primer on utilizing spatial statistics for dyadic data. *Journal of Family Theory and Review*.

Submitted Publications (Asterisk represents student involvement)

Wood, N. D., *Gnonhossou, D. A., & *Bowling, J. W. (In Review). Combining parallel and exploratory factor analysis in identifying relationship scales in secondary data. Submitted to *Marriage and Family Review*.

This methodological paper addresses a novel approach that formed part of the methodological foundation of my other articles using the National Survey of Family and Households. Estimated contribution: 80%, H-5 Index= 12

The editor of JFTR invited me to submit an article for a special issue on innovation in family sciences methodology. Estimated contribution: 90%, H-5 Index=16

Manuscripts in Preparation (Asterisk represents student involvement)

*Hellmann, J, Wood, N. D., Smith, D. R., & Haleman, D. L. (In Review). Social and Psychological Factors Related to the Career Exploration Process of Young Adults. Submitted to the *Journal of Vocational Behavior*.

Wood, N.D., & *Westmoreland, A., Werner-Wilson, R.J., & Parker, T.S. (In preparation). Exploring the family of origin over the attachment map.

Publications (Non-peer reviewed)

Stahmann, R. F., & Wood, N. D. (2007). *25 keys to a great marriage*. Leatherwood Press: Sandy, Ut.

Wood, N. D. (May, 2009). Developing learning outcomes in family studies. *Sizzle: What's Hot in Assessment*, 2(5), 2.

Wood, N. D., Crane, D. R., Law, D. D., Heaton, T. B., & Turner, L. (1999). The Medical Offset in Marriage and Family Therapy. *Working Together: The Collaborative Family HealthCare Coalition Newsletter*, 4, 3.

Presentations (Refereed: Asterisk represents student involvement)

*Blackburn, K, Parker, T, Werner-Wilson, R. J., & Wood, N. (2013, October). Therapist brain activity and the therapeutic relationship. American Association for Marriage and Family Therapy. Portland, Oregon. Proceedings, American Association for Marriage and Family Therapy. Portland, Oregon.

*Bowling, J., Wood, N. D., Werner-Wilson, Parker, T. S., *Perry, M. S., & *Dalton, M. (2012). *Exploring family of origin experiences and neural activation*. Presented at the annual conference of the American Association for Marriage and Family Therapy, Charolette, NC.

Crane, D. R., Davenport, R. B., Ivey, D. C., & Wood, N. D. (2009). *Using research and financial advocacy for MFTs*. Invited panelist for round-table discussion at American Association for Marriage and Family Therapy national conference, Sacramento, CA.

*Compton, L., Werner-Wilson, R. J., *Perry, M. S., Parker, T. S., & Wood, N. D. (2011). *Seeking help: Effects of perceived demand-withdrawal patterns*. American Association for Marriage and Family Therapy national conference, Fort Worth, TX.

- Galovan, A., Holmes, E. K., Proulx, C., & Wood, N. D. (2014). 3-hour Quantitative Methods Workshop: Theoretical and methodological issues in studying dyads and families. Theory Construction and Research Methodology Workshop held immediately prior to the annual meeting of the National Council on Family Relations, Baltimore, MD.
- *Gnonhossou, D. C. A., *Okhotnikov, I., *Zhang, Q., *Svynarenko, R., & Wood, N. D., (2014). Perspectives of relational quality across time and place: An international approach. Symposium presented at the annual conference of the National Council on Family Relations, Baltimore, MD.
- *Hawks, J.M, *Nordquist, E., *Reed, K., Parker, T.S., *Blackburn, K.M., *Kimberly, C., Werner-Wilson, R.J., & Wood, N.D. (2012). *Couple's empathy and mirrored physiology: A pilot study*. Presented at the annual conference of the American Association for Marriage and Family Therapy, Charlotte, NC.
- *Hawks, J., Parker, T.S., Werner-Wilson, R.W., & Wood, N.D. (2013). Inside the brain: Affect, empathy, and frontal alpha asymmetry. Poster presented at the annual meeting of the National Council on Family Relations, San Antonio, TX.
- *Hawks, J., Parker, T.S., Werner-Wilson, R.W., & Wood, N.D. (2013). Clients' experiences of spirituality in couple's therapy. Presented at the annual conference of the American Association for Marriage and Family Therapy, Portland, OR.
- Parker, T.S., *Blackburn, K.M., *Puckett, J., Wood, N.D., & Werner-Wilson, R.J. (2011). *The elephant in the room: Physiology at work in therapy*. Workshop presented at the Annual meeting of the American Association for Marriage and Family Therapy, Fort Worth, TX.
- *Perry, M. S., *Compton, L., Werner-Wilson, R. J., Wood, N. D., & Parker, T. S. (2011). *Couple's communication behaviors during military deployment*. American Association for Marriage and Family Therapy national conference, Fort Worth, TX.
- *Perry, M. S., Wood, N. D., & Werner-Wilson, R. J. (2009). *What predicts marital satisfaction for military couples?* Poster presentation at American Association for Marriage and Family Therapy national conference, Sacramento, CA.
- *Puckett, J. M., *Blackburn, K. M., Parker, T. S., Wood, N. D., & Werner-Wilson, R. J. (2011). *Self-awareness of PTSD and relationship satisfaction*. American Association for Marriage and Family Therapy national conference, Fort Worth, TX.
- Wood, N. D. (2009). *Show and tell: Marital assessment in practice*. Workshop presentation at American Association for Marriage and Family Therapy national conference, Sacramento, CA.
- Wood, N.D. (2013). Applying spatial statistics to the relational landscape. Poster presented for the annual meeting of the National Council on Family Relations, San Antonio, TX.

- Wood, N. D., *Bowling, J. W., Werner-Wilson, R. J., Parker, T. S., & *Perry, M. S. (2012). *Perceiving couples: Family of origin and attachment effects*. Presented at the annual conference of the American Association for Marriage and Family Therapy, Charlotte, NC.
- Wood, N. D., Crane, D. R., & Crawford, C. B. (2010). *A visual guide for analyzing therapy outcome by relational distress*. Poster session presented at the annual meeting of the American Association for Marriage and Family Therapy national conference, Atlanta, GA.
- Wood, N. D., Werner-Wilson, R. J., *Perry, M. S., & Parker, T. S. (2012). *Exploring the impact of attachment on the perceptions of couples*. Poster presented at the annual conference of the National Council of Family Relations, Phoenix, AZ.
- Presentations prior to UK appointment:**
- Allgood, S. M., Mecham, A. M., Mickelson, M. J., & Wood, N. D. (1997) *Socializing Undergraduates toward family therapy using independent research*. Poster presented at the Utah Council on Family Relations Annual conference, Provo, Ut.
- Crane, D. R., Law, D. D., Heaton, T. B., & Wood, N. D. (1999) *Prediction of MFT Health Care Offset: Therapist and Patient Factors*. Paper presented at the annual meeting of the American Association for Marriage and Family Therapy, Chicago, Illinois.
- Wood, N. D. (1999). *Preparing for Graduate Education in Marriage and Family Therapy*. Paper presented at the annual meeting of the Utah Association of Marriage and Family Therapy, Park City, Utah.
- Wood, N. D. (2005, 2006, 2007). *Strong Relationships, Relationship Formation, Overcoming Temptation*. Invited presentations given at annual Evergreen International Conferences, Joseph Smith Memorial Building, Salt Lake City, Utah.
- Wood, N. D. (October, 2002, 2005). *Couple Assessment, Enactments, and Metaphor*. Invited training presentation given to therapists from LDS Family Services agencies in Utah.
- Wood, N. D., Crane, D. R., & Law, D. D. (2000). *Therapist Characteristics and the Offset Effect*. Poster session presented at the annual meeting of the American Association for Marriage and Family Therapy, Denver, CO. Manuscript was later published.
- Wood, N. D., Crane, D. R., & Law, D. D. (2003). *Fitting Treatment to Marital Distress Level: A Meta-Analysis*. Poster session presented at the annual meeting of the American Association for Marriage and Family Therapy, Long Beach, CA. Manuscript was published.

Other Presentations

October 2014 A 6 - hour workshop updating participants on relevant changes made within DSM-

5. Presentation to Kentucky Association for Marriage and Family Therapy, Louisville, Ky.

December 2012 presentation to the Phi U Alumni IOTA chapter, Lexington, KY.

2011 Breakout session at the state wide “All School Conference,” Lexington, Ky.

Grant Activity (External Funding)

Funded Projects

Role	Title	Contribution	Funding Agency	Amount Requested
Co-PI	Bluegrass Health Marriage Initiative	Assist in providing content, identifying educational opportunities, data transfer.	KY Cabinet for Health and Family Services	\$142,378

Unfunded Projects

Role	Title	Contribution	Funding Agency	Amount Requested
Co-PI	Community-Centered Healthy Marriage and Relationship Education for Military Couples	Data management and transfer	Administration for Children and Families	\$4,683,863
PI	Investigation of a Relationship Enhancement Intervention on Post-Deployed Veterans.	Assist in providing content, identifying educational opportunities, data transfer.	NIH	\$1,111,105
PI	Testing the impact of community based messages and relational enhancement workshops	Assist in providing content, identifying educational opportunities, data transfer.	NIH	\$962,840
Co-PI	Partnering with Cooperative Extension to Reach Rural Smokers and Improve Quit Outcomes.	Identify relational functioning scales, assist in analysis, and design methodology.	NIH	\$1,000,000

PI	Cultivating Healthy Couple Relationships: An Evaluation of a Specialized Relationship Curriculum for African American College Women.	Assist in identifying content, facilitate execution and follow-up with doctoral candidate directing the program.	National Center for Marriage Research External Grants Program	\$19,523
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Grant Activity (Internal Funding)

Funded

Role	Title	Contribution	Funding Agency	Amount Requested
Co-PI	Blue to You	Assist in program content as a consultant.	Health Education through Extension Leadership	\$44,190
PI	Exploring medical/cost offset for EFNEP in KY: A biopsychosocial approach.	Lead investigator and director of the research team.	Health Education through Extension Leadership (May 2013-June 2014)	\$16,194.79

Unfunded

Role	Title	Contribution	Funding Agency	Amount Requested
PI	Testing the relationship between daily stress, couple conflict style, attachment, and dietary intake.	Design, execute, analyze, and publish results.	Health Education through Extension Leadership	\$19,521
PI	Testing mediation/moderation effects of attachment environments between daily stress and dietary intake.	Design, execute, analyze, and publish results.	Center for Clinical and Translational Science	\$19,521

RESIDENT INSTRUCTION

While I have taught as an adjunct faculty member at previous institutions, the courses included herein are those I have taught while at UK. At no time have I received a course or instructor rating below 3.2 on a 4.0 scale for any course I have taught. I have received recognition from HES for excellence in teaching multiple times.

FAM 254 Life Course Human Development

FAM 640 Using the DSM in MFT Assessment of Psychopathology, Violence, and Addictions.

FAM 654 The Life-Course Perspective on Families and Individuals

FAM 686 Theory and Methods of Marriage and Family Therapy

FAM 740 Couple and Sex Therapy

FAM 787 Practicum in Marriage and Family Therapy

ADVISING

Graduate Student

Durbin, J. (April, 2010). Parental demandingness, control, and involvement: Predictors of female career decisions & marital attitudes.

Gnonhossou, G. (Estimated 2015). *Title pending*. Co-chair of doctoral advisory committee.

Machaty Terveer, A. (March, 2013). Dispositional Optimism and Marital Adjustment.

Nordquist, E. (June, 2012). The link between recalled parental differential treatment and self-worth. Co-chair.

Okhotnikov, Ilya (Estimated 2017). *Title pending*. Co-Chair of doctoral advisory committee.

Parkinson, D. (Estimated 2014). Spatial meta-analysis of couple therapy approaches.

Rorer, A. (June, 2011). Resiliency in Black Father-Son Relationships.

Sutter, J. (June, 2010) Assessing impact of affect recognition on therapeutic relationship and outcomes.

Shalash, F. (April, 2011) Sibling conflict resolution styles and marital conflict resolution styles.

Westmorland, A. (Estimated 2015). *Title pending*. Co-chair of doctoral advisory committee.

Committee Membership: 30

Undergraduate Advising

Regularly advise 16-20 undergraduates per semester.

SERVICE

Department:

Couple and family therapy admissions committee. This assignment requires reviewing paper applications and face to face interviews with candidates. As part of this service, I have contributed electronic tools to facilitate reviewing candidates and soliciting current student input on candidates and the interview process. (2009-present)

Curriculum Committee. I participate in reviewing curriculum changes, discussion of student learning experiences, and how to improve programs in the department. (2009-June 2013)

Learning Outcomes Coordinator. This position carries 10% per year DOE and includes taking leadership in identifying, collecting, and reporting departmental learning outcomes for the department's bachelors, masters, couple and family therapy, and doctoral programs. (2009-present)

School of Human and Environmental Sciences:

HES Hall of Fame committee. Assisted in selecting candidates for induction into the HES Hall of Fame as well as participated in the induction ceremony. (2011-2012)

Profession:

Editorial board member: Contemporary Family Therapy (2012-present)

Adhoc Reviewer: Contemporary Family Therapy (2011-2012), Journal of Marital and Family Therapy (2012-present), Journal of Family Issues (2014)

Abstract Reviewer: for the annual conference of the American Association for Marriage and Family therapy (multiple years) as well as the National Council on Family Relations (2013-present).

Activity in Professional Associations and Licenses

05/09 - Present	Licensed Marriage and Family Therapist in Kentucky.
07/05 - Present	Approved Supervisor status in the American Association of Marriage and Family Therapy.
01/03 – 1/2010	Licensed Marriage and Family Therapist in Utah.
4/08 – 8/08	President, Utah Association for Marriage and Family Therapy (UAMFT)
4/06 – 4/08	President-Elect, UAMFT
6/04 – 3/06	Legislative Committee Chair to UAMFT

PROFESSIONAL DEVELOPMENT (Since 2009)

National Conferences (Since 2009):

- American Association for Marriage and Family Therapy Annual Conference, Sacramento, CA. (October 1-4, 2009)
- American Association for Marriage and Family Therapy Annual Conference, Atlanta,

GA (September 23-26, 2010)

- American Association for Marriage and Family Therapy Annual Conference, Fort Worth, TX (September 22-26, 2011)
- NCFR Annual Conference, Minneapolis, MN (November 3-6, 2010)
- NCFR Annual Conference, Pheonix, AZ (October 31-November 3, 2012)
- NCFR Annual Conference, San Antonio, TX (November 6-9, 2013)

State Conferences (Since 2010):

- Kentucky Association for Marriage and Family Therapy Annual Conference, Louisville, KY. (February 26-27, 2010)
- Kentucky Association for Marriage and Family Therapy Fall Workshop: Emotionally Focused Therapy workshop (October 15, 2010)
- Kentucky Association for Marriage and Family Therapy Annual Conference, Louisville, KY (February 25, 2011)
- Kentucky Association for Marriage and Family Therapy Annual Conference, Louisville, KY (February 23, 2012)
- Kentucky Association for Marriage and Family Therapy Annual Conference, Louisville, KY (February 22, 2013)

Trainings

Leadership:

- Family and Consumer Sciences Emerging and New Administrators Workshop (7/27/2014-7/30/2014): Tulsa, OK

Teaching:

- CELT Training (2013): Using Group Work Effectively

Spatial Research Methods:

- Point Pattern Analysis: Online training from Arizona State University GeoDA Center for Geospatial Analysis and Computation (2012)
- Introduction to Spatial Regression Analysis: Odum Institute at the University of North Carolina (June 24-28, 2013)

Physiological Research Methods:

- BioFeedback Training: Tony Hughes (September, 2009)
- EEG Training: John Anderson (Nov 20-21, 2009)
- EEG Training: John Anderson (Apr 9-10, 2010)

Family Life Education:

- Love Notes: Marlene Pearson (Feb 10, 2010)
- RELATE: Jeffry Larson (Mar 26, 2010)
- Active Military Life and Resiliency Skills (Jun 21-23, 2010)
- Prepare/Enrich Certified (Sept 2001)

Clinical:

- Gottman Method: John & Julie Gottman (Apr 23-24, 2010)
- Emotional Focused Therapy: Ackerman Institute Externship training (June 28-July 1, 2010)
- Certified Domestic Violence treatment provider for the state of Utah (Sept 2000)
- Multi-Family Group treatment for schizophrenia (Jan 1999-March 2000)

APPENDIX I:
FACULTY SCHOLARLY
PRODUCTIVITY

College of Agriculture, Food, and Environment
128th Experiment Station Annual Report
Family Sciences Department
2015

Executive Summary

Family Sciences is a strong unit that makes significant contributions to the College of Agriculture, Food, and Environment and the University Of Kentucky. The department generates some of the highest student credit hours in the College, our majors contribute to the University's compelling interest in diversity, and our research productivity (controlling for research distribution of effort) is one of the highest in the College. Our research profile is enhanced because two faculty members in the department edit respected journals in our field. The department includes two active research labs: the Adolescent Development Lab directed by Alexander Vazsonyi and the Family Interaction Research Lab directed by Ronald Werner-Wilson that are supported by endowments.

Our graduate program has continued to grow, and we have recruited more diverse students including international students as well as students from traditionally underrepresented groups. We successfully mentor these graduate students by providing them opportunities to publish with faculty members (the majority of publications and presentations include graduate student co-authors) and they are graduating and successfully competing for positions. It is notable that faculty mentoring is occurring throughout the department as more faculty members are supervising theses and dissertations.

We have systematically investigated appropriate on-line course delivery and have received approval to teach several courses on-line. We identified a handful of courses that seemed appropriate to this delivery strategy and identified tactics to ensure rigor and minimize academic misconduct (i.e., requiring Proctor U for all on-line courses offered by our Department) that can plague this approach to teaching. We have also become more active in providing study abroad opportunities to students, including experiences in Greece and Korea.

Books and Book Chapters

- Hans, J. D.** (2015). Family Relations. In C. Shehan (Ed.), *The encyclopedia of family studies*. Wiley-Blackwell.
- Hans, J. D.** (2015). Family science: History, status, and practice. In M. J. Walcheski & J. S. Reinke (Eds.), *Family Life Education: The Practice of Family Science* (3rd ed., pp. 3–8). National Council on Family Relations: Minneapolis, MN.
- Harris*, C., Ksinan*, A., & **Vazsonyi, A. T.** (2015). Introduction: Schools, achievement, work, and careers. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 3, pp. vii–xiv). London, UK: Sage Publications.
- Ksinan*, A., & **Vazsonyi, A. T.** (2015). Introduction: Biological processes, puberty, and brain development. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 1, pp. xxix–xxvi). London, UK: Sage Publications.

- Ksinan*, A., & **Vazsonyi, A. T.** (2015). Introduction: Health, health-risk, and problem behaviors. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 5, pp. xxix–xxxvi). London, UK: Sage Publications.
- Ksinan*, A., & **Vazsonyi, A. T.** (2015). Introduction: Proximal developmental contexts – the family and peer group. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 2, pp. vii–xvi). London, UK: Sage Publications.
- Ksinan*, A., Harris*, C., & **Vazsonyi, A. T.** (2015). Introduction: Distal developmental contexts – neighborhoods, school, and culture. In A. T. Vazsonyi (Ed.), *Adolescence* (Vol. 4, pp. vii–xvi). London, UK: Sage Publications.
- Vazsonyi, A. T.** (2015). *Adolescence* (Five volume set, Major Works Series). London, UK: Sage Publications.
- Vazsonyi, A. T.**, Mikuska*, J., Ksinan*, A. (2015). Big Five and Well-Being: A study across six cultures. In M. Blatny (Ed.), *Well-being in a lifespan perspective* (pp. 89-108). Routledge, Taylor & Francis Group.
- Vazsonyi, A. T.**, Roberts*, J., & Huang*, L. (2015). Why focusing on nurture made and still makes sense: The biosocial development of self-control. In M. J. DeLisi & M. G. Vaughn (Eds.), *Routledge International Handbook of Biosocial Criminology* (pp. 263-280), Routledge, Taylor & Francis Group.
- Werner-Wilson, R. J.**, & Pinkerton, K. M. (2015). Understanding treatment – principles and approaches. In G. R. Adams & T. P. Gullotta (Eds.), *Handbook of adolescent behavioral problems: Evidence-based approaches to prevention and treatment* (2nd Ed., pp. 11-30). NY: Springer.
- Zanjani, F., & **Hosier, A. F.** (2015). Persons with Mental Illness—Special Considerations. In Rowles, G.D., & Teaster, P. (Eds.). *The Continuum of Long-term Care*. New York: Springer.

Book Reviews

- Kelley*, E. L., Javakhishvili*, M., **Vazsonyi, A. T.** (2015). Aufseherinnen at Camp Majdanek: Violence as Daily Routines by Female SS Guards. Invited book review of Female SS Guards and Workaday Violence: The Majdanek Concentration Camp, 1942 – 1944 (2015) by Elissa Mailänder. *International Criminal Justice Review*, Doi: 10.1177/1057567715615189.
- Kelley*, E. L., Javakhishvili*, M., **Vazsonyi, A. T.** (2015). Critical Youth Studies Reader by Awad Ibrahim and Shirley R. Steinberg (invited book review). *Teacher's College Record*, Number 18023.

Peer Reviewed Publications

- Castillo, L. G., Navarro, R. L., Walker, J. E., Schwartz, S. J., Zamboanga, B. L., Whitbourne, S. K., Weisskirch, R. S., Kim, S. Y., Park, I. J. K., **Vazsonyi, A. T.**, & Caraway, J. (2015). Gender matters: The influence of acculturation and acculturative stress on Latino college student depressive symptomatology. *Journal of Latina/o Psychology*, 3(1), 40-55.
- Culp, III, K.**, Edwards, H.C. & Jordan, J.E. (2015). The use of focus groups to evaluate the volunteer conference of southern states. *The Journal of Extension [On-line]*, 53(4) Article 4FEA6. Available at: <http://www.joe.org/joe/2015august/a6.php>

- Culp, III, K.**, Edwards, H.C. & Jordan, J.E. (2015). Utilizing an advisory group to obtain volunteer perspective for regional programming. *The Journal of Extension [On-line]*, 53(5) Article 5FEA9. Available at: <http://www.joe.org/joe/2015october/a9.php>
- Frey, L. M., & **Hans, J. D.** (2015). Attitudes toward assisted suicide: Does family context matter? *Archives of Suicide Research*. doi:10.1080/13811118.2015.1004477
- Frey, L. M., **Hans, J. D.**, & Cerel, J. (2015). Perceptions of suicide stigma: How do social networks and treatment providers compare? *Crisis: The Journal of Crisis Intervention and Suicide Prevention*. doi:10.1027/0227-5910/a000358
- Frey, L. M., **Hans, J. D.**, & Cerel, J. (2015). Suicide disclosure in suicide attempt survivors: Does family reaction mediate disclosure's effect on depression? *Suicide & Life-Threatening Behavior*. doi:10.1111/sltb.12175
- Gonzales-Backen, M. A., Dumka, L. E., Millsap, R. E., Yoo, H. C., Schwartz, S. J., Zamboanga, Weisskirch, R. S., Rodriguez, L., Castillo, L. G., Kim, S. Y., Brown, E. J., Whitbourne, S. K., & **Vazsonyi, A. T.** (2015). The role of social and personal identities in self-esteem among ethnic minority college students. *Identity*, 15(3), 202-220.
- Hardesty, J., **Hans, J. D.**, Haselschwerdt, M. L., Khaw, L., & Crossman, K. A. (2015). The influence of divorcing mothers' demeanor on custody evaluators' assessment of their domestic violence allegations. *Journal of Child Custody*, 12, 47-70. doi:10.1080/15379418.2014.943451
- Hawks, J. M., **Parker, T. S.**, **Werner-Wilson, R. J.**, Huff, N., & Lianekhammy, J. L. (2015). Adolescents' and parents' expression of empathy: A social neuroscience perspective. *Contemporary Family Therapy*, 37, 142-152.
- Kim, H.**, Shin, S., & Zurlo, K. A. (2015). Sequential Patterns of Health Conditions and Financial Outcomes in Late Life: Evidence from the Health and Retirement Study. *The International Journal of Aging and Human Development*, 81(1-2), 54-82.
- Kimberly, C., & **Hans, J. D.** (2015). From fantasy to reality: A grounded theory of marital success in the swinger lifestyle. *Archives of Sexual Behavior*. doi:10.1007/s10508-015-0621-2
- Vazsonyi, A.T.**, & Huang*, L. (2015). Hirschi's reconceptualization of self-control: Is truth truly the daughter of time? Evidence from eleven cultures. *Journal of Criminal Justice*, 43, 59-68.
- Vazsonyi, A.T.**, Harris*, C., Terveer *, A. M., Pagava, K., Phagava, H., & Michaud, P-A. (2015). Parallel mediation effects by sleep on the parental warmth-problem behavior links: Evidence from national probability samples of Georgian and Swiss adolescents. *Journal of Youth and Adolescence*, 44(2), 331-345.
- Vazsonyi, A.T.**, Ksinan*, A., Mikuska*, J., & Jiskrova, G. (2015). The Big Five and adolescent adjustment: An empirical test across six cultures. *Journal of Personality and Individual Differences*, 83, 234-244.
- Wood, N. D.**, * Gnonhossou, D. A., & *Bowling, J. W. (2015). Combining parallel and exploratory factor analysis in identifying relationship scales in secondary data. *Marriage and Family Review*, 51, 385-395. doi: 10.1080/01494929.2015.1059785
- Yap, S. C. Y, Donnellan, M. B., Schwartz, S. J., Zamboanga, B. L., Kim, S. Y., Huynh, Q.L., **Vazsonyi, A. T.**, Cano, M. A., Hurley, E. A., Whitbourne, S. K., Castillo, L. G., Donovan, R. A., Blozis, S. A., & Brown, E. J. (2015). Evaluating the invariance of the Multigroup Ethnic Identity Measure across foreign-born, second-generation and later

generation college students in the United States. *Cultural Diversity and Ethnic Minority Psychology*. <http://dx.doi.org/10.1037/cdp0000068>.

Yelland, E., & **Hosier, A.F.** (2015). Public attitudes toward sexual expression in long-term care: Does context matter? *Journal of Applied Gerontology*, August 27.

Zanjani, F., Downer*, B., **Hosier, A.F.**, & Watkins, J.F. (2015). Memory banking: A life story intervention for aging preparation and mental health promotion. *Journal of Aging and Health*, 27(2). 355-376.

Conference Proceedings

Armes, S., Tippett, K., & **Werner-Wilson, R. J.** (2015, September). Marital Satisfaction and PTSD Development Post-Deployment. American Association for Marriage and Family Therapy. Austin, Texas.

Carlson, M. W., & **Hans, J. D.** (2015, November). A grounded theory of household labor division among dual-earner couples. Paper presented at the National Council on Family Relations Annual Conference. Vancouver, British Columbia, Canada.

Cui*, G., Karaman*, N.G., & **Vazsonyi, A.T.** (March, 2015). The effect of low self-control on sexual aggression: A test of three mediators of rape myth, date rape attitudes, and sexual norms. The Biennial Meetings of the Society for Research in Child Development, Philadelphia, PA, USA.

Cui*, G., **Vazsonyi, A.T.**, Harris*, C., & Bolland, J.M. (March, 2015). Reciprocal relationships among explosive anger, deviance, and violent behaviors: An examination of a poor, inner-city African American youth. The Biennial Meetings of the Society for Research in Child Development, Philadelphia, PA, USA.

Hans, J. D. (2015, November). Directors of Graduate Study focus group. The National Council on Family Relations Annual Conference. Vancouver, British Columbia, Canada.

Hans, J. D., & Okhotnikov, I. (2015, November). Attitudes toward posthumous reproduction among Christians. The National Council on Family Relations Annual Conference. Vancouver, British Columbia, Canada.

Harris, C.*, **Vazsonyi, A.T.**, & Bolland, J. (November, 2015). A comparison of self-reported and official data in predicting future offending behaviors. The 74th Annual Meetings of the American Society of Criminology, Washington, DC, USA.

Hosier, A. F. (November 2015). Keys to Embracing Aging: How to Stay Healthy Throughout the Life Course. 16th State Conference for Kentucky Women in Agriculture. Lexington, KY.

Hosier, A. F., & Traywick, L. S. (April 2015). Keys to Embracing Aging. Southern Gerontological Society 36th Annual Meeting. Williamsburg, VA.

Hunter, J. L. (2015, June). Preparing Future Faculty through Undergraduate Student Service Learning. The Family Science Association Conference.

Javakhishvili*, M. & **Vazsonyi, A. T.** (April, 2015). Problem behaviors in ethnic minority versus majority youth in the Republic of Georgia. The 5th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.

Jiskrova G.*, **Vazsonyi, A. T.**, Ksinan, A.* & Javakhishvili*, M. (July, 2015). Sleep functioning and cyberbullying perpetration: Indirect effects by low self-control. The 14th European Congress of Psychology, Milan.

- Jiskrova*, G. & **Vazsonyi, A. T.** (April, 2015). Change in sleep problems and self-control from third to sixth grade. The 5th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Jiskrova*, G., **Vazsonyi, A.T.**, & Ksinan*, A. (March, 2015). Does the discrepancy between sensation seeking and impulse control mediate the sleep functioning– deviance link? The 71st Biennial Meetings of the Society for Research in Child Development, Philadelphia, PA, USA.
- Kelley*, E. L. & **Vazsonyi, A. T.** (April, 2015). Trouble with the law: “Big Five” versus low self-control in the explanation of adolescent authority contact. The 5th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Ksinan*, A., **Vazsonyi, A. T.**, & Jiskrova*, G. (July, 2015). Narcissism and online behavior: A study of two tales. The 14th European Congress of Psychology, Milan, Italy, July 7-10, 2015.
- Ksinan*, A., **Vazsonyi, A. T.**, & Jiskrova*, G. (July, 2015). Narcissism and online behavior: A study of two tales. The 14th European Congress of Psychology, Milan, Italy.
- Ksinan*, A., **Vazsonyi, A.T.**, Jiskrova*, G.*, & Javakhishvili*, M. (March, 2015). A test of the dual systems model: Developmental similarities/differences in male and female adolescents. The 71st Biennial Meetings of the Society for Research in Child Development, Philadelphia, PA, USA.
- Mikuska*, J., **Vazsonyi, A. T.**, Cui*, G., Kelley*, E. (April, 2015). Self-control and deviance: A decade of research. The 5th Annual Children at Risk Conference, University of Kentucky, Lexington, KY, USA.
- Mikuska*, J., **Vazsonyi, A. T.**, Kelley*, E., Torrente-Hernandez, G., Sheu, J.-C., Huang, L. (November, 2015). Testing self-control theory in Chinese, Czech, Slovene, Spanish, Taiwanese, and Turkish youth. The 74th Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Okhotnikov, I., & **Hans, J. D.** (2015, October). Religious denomination and attitude toward posthumous reproduction among Christian in the United States. The Society for the Scientific Study of Religion Annual Meeting. Newport, CA.
- Raley, K., **Hans, J. D.**, & Blume, L. B. (2015, November). How to prepare manuscripts for NCFR journals. The National Council on Family Relations Annual Conference. Vancouver, British Columbia, Canada.
- Rowles, G. D., **Hosier, A. F.**, & Traywick, L. S. & Marshall, E. (February 2015). Explorations in Gerontological Literacy II: Strategies for Change. 31st Association for Gerontology in Higher Education annual meeting. Nashville, TN.
- Scarpate*, M.J., & **Vazsonyi, A.,T.** (September, 2015). On the development of self-control: Maturation versus socialization effects over time. The 74th Annual Meetings of the European Society of Criminology, Porto, Portugal, EU.
- Vazsonyi, A. T.**, Mikuska*, J., & Kelley*, E. (November, 2015). It’s time: Revisiting the empirical status of Gottfredson and Hirschi’s General Theory of Crime (2000-2010). The 74th Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Vazsonyi, A. T.**, Mikuska*, J., & Kelley*, E. (September, 2015). It’s time: Revisiting the empirical status of Gottfredson and Hirschi’s General Theory of Crime after 25 years. The 74th Annual Meetings of the European Society of Criminology, Porto, Portugal, EU.

Doctoral Students

- Frey, L. (2015). Mental Health Among Suicide Attempt Survivors: The Roles of Stigma, Self-disclosure, and Family Reactions. **Hans, J.**, chair.
- Harris, C. (2015). Understanding the Pathways to Youth Involvement in the Juvenile Justice System : A Longitudinal Investigation of Poor, Inner-City African American Adolescents. **Vazsonyi, A.**, chair.
- Hawks, J. (2015). Exploring the Therapeutic Alliance with Adolescents and their Caregivers: A Qualitative Approach. **Werner-Wilson, R. J.**, chair.
- Keys, D. F. (2015). Parent Development and Wellbeing During the Launching Stage of Parenthood. **Kim, H. K.**, chair.
- Yelland, E. L. (2015). Sex, Dementia, and Long-Term Care: Public Perspectives. **Hosier, A.**, co-chair; **Werner-Wilson, R. J.**, co-chair.

MS Student Advising

- Aiello, E. (2015). How do perceived gender roles effect the number of attempted medical interventions of infertile couples? **Werner-Wilson, R. J.**, chair.
- Jenkins, T. (2015). Husband's Response to Infidelity. **Werner-Wilson, R. J.**, chair.
- Jury, K. H. (2015). Ambiguous Loss in Adult Adoptees. **Werner-Wilson, R. J.**, chair.
- Kusisto, L. (2015). The Impact of Video Chatting on Idealization and Disillusionment for Long Distance Dating Couples. **Parker, T.**, chair.
- Pendleton, K. (2015). Client's Experience of Their Therapist Crying in Therapy: A Qualitative Study. **Parker, T.**, chair.

Non-Thesis MS Students

- Stillwell, M. C. (2015). Cultivating Partnerships Between Community Leaders and Service Agencies to Provide Support for Military Families. **Werner-Wilson, R.**, chair.

Faculty List

Werner-Wilson, R.J., Endowed Professor and Chair (R)
Brock, G.W., Professor Emeritus
Culp, III, K., Adjunct Associate Professor
Flashman, R., Professor – Cooperative Extension
Haleman, D., Lecturer
Hans, J., Professor
Heath, C. J., Professor (R)
Hosier, A., Associate Professor – Cooperative Extension
Hunter, J. L., Assistant Professor – Cooperative Extension
Kim, H., Associate Professor (R) & Director of Graduate Studies
Parker, T.S., Assistant Professor
Smith, D.R., Associate Professor & Director of Undergraduate Studies (R)
Vail, A., Professor, Director of the School of Human Environmental Sciences and Assistant Director of Family and Consumer Sciences Extension
Vazsonyi, A. T., Endowed Professor (R)

Werner-Wilson, T. A., Lecturer, Director of the University of Kentucky Family Center
Wood, N., Associate Professor (R)

Family Sciences Publication List
2014

Extramural Funding

Meyer, L. (PI), Hunter, J. (Co-PI), Katchova, A. (Co-PI), Isaacs, S. (Co-PI), Bewley, J. (Co-PI), Ritchey, E. (Co-PI). KyFarmStart II: A Whole Farm Management Education Program for Beginning Farmers. \$561,564, USDA Beginning Farmer Rancher Program, September 1, 2012 – August 31, 2015.

Peer Reviewed Publications

- Ashurst, K. L., Smith, L. W., Little, C. A., Frey, L. M., Werner-Wilson, T. A., Stephenson, L., & Werner-Wilson, R. J. (2014). Perceived outcomes of military-extension adventure camps for military personnel & their teenage children. *American Journal of Family Therapy*, 42, 175-189. doi:10.1080/01926187.2013.799975
- Barton, A. L, Snider, J. B., Vazsonyi, A. T., & Cox, J. L. (2014). Adolescent religiosity as a mediator of the relationship between parental religiosity and adolescent health outcomes. *Journal of Religion and Health*, 53, 86-94. doi:10.1007/s10943-012-9596-7
- Culp, K., III, Edwards, H. C., & Jordan, J. (2014). Creating the southern region 4-H volunteer advisory group. *Journal of Extension*, 52(6), Article 6IAW9. Available at <http://www.joe.org/joe/2014december/iw9.php>
- Gillen, M., & Heath, C. J. (2014) Women's timing of receipt of Social Security retirement benefits. *Journal of Family and Economic Issues*, 35, 362-375. doi:10.1007/s10834-013-9374-z
- Gillen, M., & Kim, H. (2014) Older adults' receipt of financial help: Does personality matter? *Journal of Family and Economic Issues*, 35, 178-189. doi:10.1007/s10834-013-9365-0
- Hans, J. D. (2014). Posthumous gamete retrieval and reproduction: Would the deceased spouse consent? *Social Science & Medicine*, 119, 10-17. doi:10.1016/j.socscimed.2014.08.010
- Hans, J. D. (2014). Whither famology? Department name trends across four decades. *Family Relations*, 63, 323-332. doi:10.1111/fare.12075
- Hans, J. D. (2014). Pathways and turning points in my career as a family scientist. *Family Science Review*, 19(2), 31-39. Available at <http://www.familyscienceassociation.org>
- Hans, J. D., & Dooley, B. (2014). Attitudes toward making babies . . . with a deceased partner's cryopreserved gametes. *Death Studies*, 38, 571-581. doi:10.1080/07481187.2013.809033
- Hans, J. D., & Kimberly, C. (2014). Abortion attitudes in context: A multidimensional vignette approach. *Social Science Research*, 48, 145-156. doi:10.1016/j.ssresearch.2014.06.001
- Hans, J. D., Hardesty, J., Haselschwerdt, M. L., & Frey, L. M. (2014). The effects of domestic violence allegations on custody evaluators' recommendations. *Journal of Family Psychology*, 28, 957-966. doi:10.1037/fam0000025
- Hunter, J. L., & Davis, J. (2014). Managing in tough times: Building a MONEYWISE program. *The Forum for Family & Consumer Issues*, 19(1). Available at <http://ncsu.edu/ffci/publications/2014/v19-n1-2014-spring/hunter-davis.php>
- Kimberly, C., Werner-Wilson, R. J., & Motes, Z. (2014). Brief report: Expanding the Brief Sexual Attitudes Scale. *Sexuality Research and Social Policy*, 11, 88-93. doi:10.1007/s13178-013-0124-7

- Kimberly, C., Werner-Wilson, R., Parker, T. S., Lianekhammy, J. (2014). Alpha to omega: A neurological analysis of marital conflict in a pilot study. *Contemporary Family Therapy*, 36, 83-92. doi:10.1007/s10591-013-9296-9
- Schwartz, S. J., Zamboanga, B. L., Tomaso, C. C., Kondo, K. K., Unger, J. B, Weisskirch, R. S., Ham, L. S., Meca, A. Cano, M. A., Whitbourne, S. K., Brittian, A. S., Des Rosiers, S. E., Hurley, E. A., Vazsonyi, A. T., & Ravert, R. D. (2014). Association of acculturation with drinking games among Hispanic college students. *American Journal of Drug and Alcohol Abuse*, 40, 359-366. doi:10.3109/00952990.2014.910521
- Swanson, J. D., & Hosier, A. F. (2014). Tourism sages prognosticate The next 40 years of tourism Industry. *Tourism Recreation Research*, 39, 361-378. Available at <http://www.trrworld.org/article.php?aid=760&year=2014&vol=39&issue=3>
- Wood, N. D. (2014). Location, location, location: Applying spatial statistics to the relationship landscape. *Family Process*, 53, 596-607. doi:10.1111/famp.12097
- Yap, S. C. Y., Donnellan, M. B., Schwartz, S. J., Kim, S. Y., Castillo, L. G., Zamboanga, B. L., Weisskirch, R. S., Lee, R. M., Park, I. J. K., Whitbourne, S. K., & Vazsonyi, A. T. (2014). Investigating the structure and measurement invariance of the Multigroup Ethnic Identity Measure in a multiethnic sample of college students. *Journal of Counseling Psychology*, 61, 437-446. doi:10.1037/a0036253
- Zurlo, K. A., Kim, H., & Yoon, W. (2014). Unsecured consumer debt and mental health outcomes in middle-aged and older Americans. *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 69, 461-469. doi:10.1093/geronb/gbu020

Guest Editor

- Barton, A. L, Snider, J. B., Vazsonyi, A. T., & Cox, J. L. (2014). Adolescent religiosity as a mediator of the relationship between parental religiosity and adolescent health outcomes. *Journal of Religion and Health*, 53(1), 86-94. Guest Editor
- Claudia J. Heath and Martie Gillen, Guest Editors. *The Forum for Family and Consumer Issues: Family Economics & Resource Management Special Issue Summer/Fall Issue 2014.*

Book Chapters

- Parker, T.S., Blackburn, K.M., Werner-Wilson, R.J. (2014). Electroencephalography in MFT Research. In R.B. Miller and L.N. Johnson (Eds.), *Advanced Methods in Family Therapy Research: A focus on Validity and Change*. Routledge: NY, NY.
- Parker, T.S. & *Blackburn, K.M. (2014). The empathy game. In R. Bean, S. Davis, and M. Davey (Eds.), *Increased self-awareness: Experiential exercises for dedicated clinicians and supervisors*. John Wiley & Sons: Hoboken, NJ.
- Schwartz, S. & Vazsonyi, A. T. (2014). Peers and delinquency. In J. M. Miller (Ed.), *Encyclopedia of Theoretical Criminology* (pp. 1-4). Hoboken, NJ: Wiley-Blackwell. DOI: 10.1002/9781118517390.wbetc136
- Werner-Wilson, R.J., Parker, T.S., & *Lianekhammy, J. (2014). *Mental health promotion in adolescents*. In T. Gullotta and M. Bloom (Eds.), *The Encyclopedia of Primary Prevention and Health Promotion* (2nd ed).
- Werner-Wilson, R. J., & Pinkerton, K. M. (2014). Understanding treatment – principles and approaches. In G. R. Adams & T. P. Gullotta (Eds.), *Handbook of adolescent behavioral*

problems: Evidence-based approaches to prevention and treatment (2nd Ed., pp. 11-30). NY: Springer.

Conference Proceedings

- Armes, S., & Werner-Wilson, R. (2014, November). The role of gender in the development of compassion fatigue. Paper presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Berry, A., Wise, D., & Hunter, J. L. (2014, January). You're not alone: Financial resiliency during economic recovery. Presented at Family Economics and Resource Management Association Conference. Savannah, GA
- Blackburn, K., Hans, J. D., Parker, T., Werner-Wilson, R., & Bush. (2014, November). An examination of the mediating effect of attachment style on perceived concealment in marital relationships. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Frey, L. M., Cerel, J., & Hans, J. D. (2014, November). A phenomenological exploration of family reaction after a suicide attempt. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Frey, L. M., Cerel, J., & Hans, J. D. (2014, November). Does family reaction moderate the impact of suicide disclosure. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Frey, L. M., Hans, J. D., & Cerel, J. (2014, November). Suicide attempt survivor stigma by treatment providers and social network. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Gassova, Z., Werner-Wilson, T., & Werner-Wilson, R. J. (2014, October). Helping factors in filial therapy. Presented at the American Association for Marriage and Family Therapy Annual Conference. Milwaukee, WI.
- Hans, J. D. (2014, November). Directors of Graduate Study focus group. Focus group led at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Harris, C., & Vazsonyi, A. T. (March, 2014). Does religious involvement decrease risky sexual behaviors? Pathways through low self-control and substance abuse. Poster presented at the Society for Research on Adolescence Biennial Meeting. Austin, TX.
- Harris, C., Vazsonyi, A. T., & Bolland, J. (November, 2014). "Tit-for-tat:" A study of the bidirectional relationship between parenting processes and deviance in a sample of inner-city African American youth. Paper presented at the American Society of Criminology Annual Meeting. San Francisco, CA.
- Harris, C., Vazsonyi, A. T., Cui, G., & Bolland, J. (November, 2014). The Longitudinal reciprocal effects of religiosity and deviant behaviors in a sample of poor, inner-city African American youth. Poster presented at the American Society of Criminology Annual Meeting. San Francisco, CA.
- Heath, C. J. (2014, January). Analysis of membership survey data. Family Economics and Resource Management Conference. Savannah, GA.
- Henry, E., Vazsonyi, A. T., Mikuška, J., & Ksinan, A. (March, 2014). "Big Five" versus low self-control in the explanation of deviance: An empirical test across six cultures. Poster presented at the Society for Research on Adolescence Biennial Meeting. Austin, TX.

- Hosier, A. F. (2014, February). Raising awareness about disabilities: A disability and age simulation. Paper presented at the Under One Roof Annual Housing Conference. Fort Valley, GA.
- Hosier, A. F., Traywick, L. S., Teaster, P., & Bailey, S. (2014, March). Disseminating aging education through Cooperative Extension Services. Symposium presented at the Gerontology in Higher Education Annual Meeting. Denver, CO.
- Hosier, A. H. (2014, September). University of Kentucky Sanders Brown Center on Aging alzheimer's disease 101 and healthy brain aging pre-conference workshop. Workshop presented at the National Extension Association for Family Consumer Sciences (NEAFCS) Annual Meeting. Lexington, KY.
- Huff, N., & Werner-Wilson, R. (2014, November). Family communication: An intra- and interpersonal analysis. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Hunter, J. L., & Davis, J. (2014, January). Managing in Tough Times: Building a MONEYWISE program. Presented at the Family Economics and Resource Management Association Conference. Savannah, GA.
- Hunter, J. L., & Davis, J. (2014, October). Managing in Tough Times: The evolution of a college wide Extension initiative. Presented at the Epsilon Sigma Phi National Conference. Indianapolis, IN.
- Hunter, J. L., & Stamper, K. (2014, January). It's Your Reality: A financial life skills simulation for college students. Presented at Family Economics and Resource Management Association Conference. Savannah, GA.
- Karaman, N., & Vazsonyi, A. T. (2014, September). Predictors of risky sexual behaviors among Turkish adolescents. Presented at the European Association of Research on Adolescence Biennial Meeting. Izmir, Turkey.
- Lianekhammy, J., & Werner-Wilson, R. (2014, November). The influence of video games on adolescent brain activity. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Mikuška, J., Vazsonyi, A. T., Henry, E. (2014, March). The family -> low self-control -> deviance: Adolescents from China, Czech Republic, Slovenia, Spain, Taiwan and Turkey. Poster presented at the Biennial Meetings of the Society for Research on Adolescence. Austin, TX.
- Özdemir, Y., Vazsonyi, A. T., Bell, M. M., & Jiskrova, G. (2014, March). Testing direct and indirect effects of maternal and paternal parenting on bullying/cyberbullying in Turkish adolescents. Paper presented at the Society for Research on Adolescence Biennial Meeting. Austin, TX.
- Shin, S., & Kim, H. (2014, April). Sequences of chronic health conditions and financial outcomes: Evidence from the 18 years' data of Health and Retirement Study health shocks. Presented at the American Council on Consumer Interests Annual Conference. Milwaukee, WI.
- Thompson, A., Frey, L. M., Hans, J. D., & Westmoreland, A. (2014, November). Romantic relationships in the context of parenting children with autism. Paper presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Wood, N. (2014, November). Applying spatial statistics to couple and family relationships: Theoretical and methodological considerations. Paper presented at the Theory Construction and Research Methodology Workshop. Baltimore, MD.

- Vazsonyi, A. T., Ksinan, A., & Jiskrova, G. (2014, September). Mediation effects by self control on the parenting-deviance link in Roma and non-Roma samples. Paper presented at the European Association of Research on Adolescence Biennial Meeting. Izmir, Turkey.
- Wise, D., Metzger, B., Berry, A., Shaffett, B., Hunter, J. L., & Gutter, M. (2014, January). Does anything work? Marketing a financial education course to college students. Presented at the Family Economics and Resource Management Association Conference. Savannah, GA.
- Zamboanga, B. L., Tomaso, C. C., Schwartz, S. J., Kondo, K. K., Unger, J. B., Meca, A., Vazsonyi, A. T., Des Rosiers, S. E., Ham, L.S., Hurley, E. A., & Whitbourne, S. K. (2014, August). Cultural domains of acculturation and drinking games involvement among Hispanic college students: A bidimensional approach. Poster presented at the American Psychological Association Annual Convention. Washington DC.

Encyclopedia Entries

- Armes*, S., & Hans, J. D. (2014). Christmas. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 1, pp. 234-236). Thousand Oaks, CA: Sage Publications.
- Armes*, S., & Hans, J. D. (2014). Easter. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 1, pp. 399-400). Thousand Oaks, CA: Sage Publications.
- Bell*, M., & Hans, J. D. (2014). No-fault divorce. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 2, pp. 956-958). Thousand Oaks, CA: Sage Publications.
- Dooley*, B., & Hans, J. D. (2014). Assisted reproductive technology. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 3, pp. 1305-1306). Thousand Oaks, CA: Sage Publications.
- Dooley*, B., & Hans, J. D. (2014). Single-parent adoption. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 1., pp. 34-35). Thousand Oaks, CA: Sage Publications.
- Frey*, L. M., & Hans, J. D. (2014). AAMFT. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol., pp. 61-62). Thousand Oaks, CA: Sage Publications.
- Frey*, L. M., & Hans, J. D. (2014). Hite Report. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 2, pp. 672-673). Thousand Oaks, CA: Sage Publications.
- Frey*, L. M., & Hans, J. D. (2014). Suicide. In L. Ganong & M. Coleman (Eds.), *Social history of American families*. (Vol. 3, pp. 1294-1298). Thousand Oaks, CA: Sage Publications.

Peer-Reviewed Extension Publications

- Flashman, R. H., & Setari, R. R. (2014, September). Telephone Services in a Changing World: What Type Is Best for You? [Publication number not yet assigned]. Lexington: University of Kentucky Cooperative Extension. (Publication compiled from other sources. Flashman contribution was 60 percent. Has been through the review process, but is not online yet.)
- Flashman, R. H., & Setari, R. R. (2014, September). Rent-to-Own: Looking at the Alternatives. [Publication number not yet assigned]. Lexington: University of Kentucky Cooperative Extension. (Publication compiled from other sources. Flashman contribution was 50

- percent. Has been reviewed, but has not yet been revised and sent to Agricultural Communications.)
- Hosier, A.H., & Traywick**, L.S. (October 2014). Keys to Embracing Aging 101. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/00%20%20Intro%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Eating Smart & Healthy. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/02%20%20Eating%20Healthy%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Engage your brainy. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/success.aspx>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Social Activity. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/05%20%20Social%20Activity%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Tuning in to the Times. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/06%20%20Tuning%20In%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick, L.S. (October 2014). Taking Time for You. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/12%20Time%20for%20You%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Know your health numbers. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/08%20%20Know%20Your%20Numbers%20.pdf>
- Hunter, J.L. & Peritore, N. (2014), Evaluating Your Health Insurance Needs, Pub # FCS5-461; pp. 4. (Peer Reviewed, Original Content.)
- Traywick**, L.S., & Hosier, A.H. (October 2014). Practice being safe. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/07%20%20Being%20Safe%20.pdf>
- Traywick**, L.S., & Hosier, A.F. (October 2014). Positive Attitude. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/01%20%20Attitude%20.pdf>
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- Traywick**, L.S., & Hosier, A.H. (October 2014). Financial Affairs. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/10%20Financial%20Affairs%20.pdf>
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Peer Reviewed Extension Programs

Hosier, Amy F. *Stand up to Falling*.
 Hosier, Amy F. *Memory Banking*.
 Hosier, Amy F. *Life Story: How Your History can Help You*.
 Hosier, Amy F. *Brain Basics*.
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 Hosier, Amy F. *Living with Loss*.
 Hosier, Amy F. Nurturing Healthy Relationships.
 Hosier, Amy F. Prepare to Care.
 Hunter, J. Personal Finance for Farm Women, Four Rivers Women in Ag Conference, 2014
 Hunter, J. Community Farm Alliance Beginning Farmer Conferences, 2013/2014
 Hunter, J. It's Your Reality Financial Life Skills Simulation, 3 events, 1500+ participants, 2013/2014
 Hunter, J. University of Kentucky Student Wellness Ambassador Training, June 2014
 Hunter, J. Estate Planning Workshops, 12 Locations, 350+ participants, 2013/2014
 Hunter, J. Tighten Your Budget after a Job Loss, Fayette County Job Club, 60 participants, April 2014
 Hunter, J. Retirement and Investment Planning, 3 Locations, 55 participants, 2013/2014
 Hunter, J. Small Steps to Health and Wealth Online Challenge, 6 programs, 200 participants, 2013/2014

Facilitator's Guides

Flashman, R. H., & Setari, R. R. (2014). Paying for Continued Education. Lexington: University of Kentucky Cooperative Extension.
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 Hosier, A.F., & Traywick, T. S. (October 2014). Keys to Embracing Aging. University of Arkansas Cooperative Extension Service.
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Other Publications

Gillen, M., Zurlo, K., & Kim. H. (2013). Economic status of older adults in America: Living in the new normal. *NCFR Report, 58 (4)*, F15 - F16.
 Hans, J. D. (Editor, 2011-Present). Degree program guide [online database]. Minneapolis, MN: National Council on Family Relations.
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 Hosier, A. F. & Traywick, T. S. (October 2014). Keys to Embracing Aging. University of Arkansas Cooperative Extension Service.

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Hosier, A.F. & Traywick, L. S. (October 2014). Keys to Embracing aging activities: 9 worksheets. University of Arkansas Cooperative Extension Services.
<ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/Activity%20Worksheets/>.

- Eating Smart and Healthy
- My Plate Template (from USDA)
- Safety: What Are You Doing to Prepare?
- Emergency Preparedness on a Budget
- Family Emergency Plan (from FEMA)
- Stress Management
- Taking Time For You: Bucket List
- Taking Time For You: Recipe for You
- Build Your Savings (from The University of AR CES)

Hunter, J. The MONEYWISE Family Financial Management Newsletter is distributed on a monthly basis through the county extension offices to over 80,000 Kentuckians. Twelve issues have been developed and distributed in calendar year 2014.

Traywick, L.S., & Hosier, A.F. (October 2014). Keys to Embracing Aging. Post session evaluation. University of Arkansas Cooperative Extension Service.
<ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/Evaluation/>. Peer Reviewed Extension Evaluation Instruments

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Traywick, L.S., & Hosier, A.F. (October 2014). Keys to Embracing Aging. Example success story. University of Arkansas Cooperative Extension Service.
<ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/Evaluation/>. Peer Reviewed Extension Success Stories examples

Doctoral Students

Akande, Katrina Ann Romaine. (2014) Parenting: What's It Like for Black Fathers with Nonresident Children? (Major Professor – Claudia Heath).

Lianekhammy, Joann. (2014). The Influence of Video Games on Adolescent Brain Activity. (Major Professor – Ronald Jay Werner-Wilson).

MS Student Advising

Armes, Stephanie. (2014). The Mindfully Attached Therapist: Factors that Predict and Prevent the Development of Compassion Fatigue. (Major Professor – Ronald Jay Werner-Wilson).

- Dooley, B. (2014). Attitudes Toward Assisted Reproductive Technology: The Effects of Gender, Relationship Status, Age, And Sexual Orientation. (Major Professor – Jason Hans).
- Ernsberger, Staci. (2014). Death Acceptance in Widowhood. (Major Professor – Amy Hosier).
- Gresham, Haley. (2014). Practice Patterns of Equine Assisted Psychotherapists. (Major Professor – Ronald Jay Werner-Wilson).
- Hellman, J. (2014). Social and Psychological Factors Related to the Career Exploration Process of Young Adults. (Major Professor -- Donna Smith).
- Hendricks, K. (2014). Graduates' Perspectives on Transition From College Graduation to the Workplace: A Qualitative Approach. (Major Professor – Donna Smith).
- Setari, Ryan R. (2014). Summative Evaluation of the High School Financial Planning Program in Rural Kentucky. (Major Professor – Robert Flashman).
- Sonntag, Courtney E. (2014). A Guy Walks into a Bar...: Exploring Clients' Preferences for Humor and Ratings of Therapy Sessions. (Major Professor – Trent Parker).
- Thompson, A. (2014). Romantic Relationships in the Context Of Parenting Children with Autism. (Major Professor – Jason Hans).

Faculty List

- Werner-Wilson, R.J.*, Endowed Professor and Chair (R)
- Brock, G.W.*, Professor Emeritus
- Culp, III, K.*, Adjunct Associate Professor
- Flashman, R.*, Professor – Cooperative Extension
- Haleman, D.*, Lecturer
- Hans, J.*, Associate Professor & Director of Graduate Studies (R)
- Heath, C. J.*, Professor (R)
- Hosier, A.*, Associate Professor – Cooperative Extension
- Hunter, J. L.*, Assistant Professor – Cooperative Extension
- Kim, H.*, Associate Professor (R)
- Parker, T.S.*, Assistant Professor (R)
- Smith, D.R.*, Associate Professor & Director of Undergraduate Studies (R)

Family Sciences Publication List
2014

Extramural Funding

Meyer, L. (PI), Hunter, J. (Co-PI), Katchova, A. (Co-PI), Isaacs, S. (Co-PI), Bewley, J. (Co-PI), Ritchey, E. (Co-PI). KyFarmStart II: A Whole Farm Management Education Program for Beginning Farmers. \$561,564, USDA Beginning Farmer Rancher Program, September 1, 2012 – August 31, 2015.

Peer Reviewed Publications

- Ashurst, K. L., Smith, L. W., Little, C. A., Frey, L. M., Werner-Wilson, T. A., Stephenson, L., & Werner-Wilson, R. J. (2014). Perceived outcomes of military-extension adventure camps for military personnel & their teenage children. *American Journal of Family Therapy*, 42, 175-189. doi:10.1080/01926187.2013.799975
- Barton, A. L., Snider, J. B., Vazsonyi, A. T., & Cox, J. L. (2014). Adolescent religiosity as a mediator of the relationship between parental religiosity and adolescent health outcomes. *Journal of Religion and Health*, 53, 86-94. doi:10.1007/s10943-012-9596-7
- Culp, K., III, Edwards, H. C., & Jordan, J. (2014). Creating the southern region 4-H volunteer advisory group. *Journal of Extension*, 52(6), Article 6IAW9. Available at <http://www.joe.org/joe/2014december/iw9.php>
- Gillen, M., & Heath, C. J. (2014) Women's timing of receipt of Social Security retirement benefits. *Journal of Family and Economic Issues*, 35, 362-375. doi:10.1007/s10834-013-9374-z
- Gillen, M., & Kim, H. (2014) Older adults' receipt of financial help: Does personality matter? *Journal of Family and Economic Issues*, 35, 178-189. doi:10.1007/s10834-013-9365-0
- Hans, J. D. (2014). Posthumous gamete retrieval and reproduction: Would the deceased spouse consent? *Social Science & Medicine*, 119, 10-17. doi:10.1016/j.socscimed.2014.08.010
- Hans, J. D. (2014). Whither famology? Department name trends across four decades. *Family Relations*, 63, 323-332. doi:10.1111/fare.12075
- Hans, J. D. (2014). Pathways and turning points in my career as a family scientist. *Family Science Review*, 19(2), 31-39. Available at <http://www.familyscienceassociation.org>
- Hans, J. D., & Dooley, B. (2014). Attitudes toward making babies . . . with a deceased partner's cryopreserved gametes. *Death Studies*, 38, 571-581. doi:10.1080/07481187.2013.809033
- Hans, J. D., & Kimberly, C. (2014). Abortion attitudes in context: A multidimensional vignette approach. *Social Science Research*, 48, 145-156. doi:10.1016/j.ssresearch.2014.06.001
- Hans, J. D., Hardesty, J., Haselschwerdt, M. L., & Frey, L. M. (2014). The effects of domestic violence allegations on custody evaluators' recommendations. *Journal of Family Psychology*, 28, 957-966. doi:10.1037/fam0000025
- Hunter, J. L., & Davis, J. (2014). Managing in tough times: Building a MONEYWISE program. *The Forum for Family & Consumer Issues*, 19(1). Available at <http://ncsu.edu/ffci/publications/2014/v19-n1-2014-spring/hunter-davis.php>
- Kimberly, C., Werner-Wilson, R. J., & Motes, Z. (2014). Brief report: Expanding the Brief Sexual Attitudes Scale. *Sexuality Research and Social Policy*, 11, 88-93. doi:10.1007/s13178-013-0124-7

- Kimberly, C., Werner-Wilson, R., Parker, T. S., Lianekhammy, J. (2014). Alpha to omega: A neurological analysis of marital conflict in a pilot study. *Contemporary Family Therapy*, 36, 83-92. doi:10.1007/s10591-013-9296-9
- Schwartz, S. J., Zamboanga, B. L., Tomaso, C. C., Kondo, K. K., Unger, J. B, Weisskirch, R. S., Ham, L. S., Meca, A. Cano, M. A., Whitbourne, S. K., Brittian, A. S., Des Rosiers, S. E., Hurley, E. A., Vazsonyi, A. T., & Ravert, R. D. (2014). Association of acculturation with drinking games among Hispanic college students. *American Journal of Drug and Alcohol Abuse*, 40, 359-366. doi:10.3109/00952990.2014.910521
- Swanson, J. D., & Hosier, A. F. (2014). Tourism sages prognosticate The next 40 years of tourism Industry. *Tourism Recreation Research*, 39, 361-378. Available at <http://www.trrworld.org/article.php?aid=760&year=2014&vol=39&issue=3>
- Wood, N. D. (2014). Location, location, location: Applying spatial statistics to the relationship landscape. *Family Process*, 53, 596-607. doi:10.1111/famp.12097
- Yap, S. C. Y., Donnellan, M. B., Schwartz, S. J., Kim, S. Y., Castillo, L. G., Zamboanga, B. L., Weisskirch, R. S., Lee, R. M., Park, I. J. K., Whitbourne, S. K., & Vazsonyi, A. T. (2014). Investigating the structure and measurement invariance of the Multigroup Ethnic Identity Measure in a multiethnic sample of college students. *Journal of Counseling Psychology*, 61, 437-446. doi:10.1037/a0036253
- Zurlo, K. A., Kim, H., & Yoon, W. (2014). Unsecured consumer debt and mental health outcomes in middle-aged and older Americans. *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 69, 461-469. doi:10.1093/geronb/gbu020

Guest Editor

- Barton, A. L, Snider, J. B., Vazsonyi, A. T., & Cox, J. L. (2014). Adolescent religiosity as a mediator of the relationship between parental religiosity and adolescent health outcomes. *Journal of Religion and Health*, 53(1), 86-94. Guest Editor
- Claudia J. Heath and Martie Gillen, Guest Editors. *The Forum for Family and Consumer Issues: Family Economics & Resource Management Special Issue Summer/Fall Issue 2014.*

Book Chapters

- Parker, T.S., Blackburn, K.M., Werner-Wilson, R.J. (2014). Electroencephalography in MFT Research. In R.B. Miller and L.N. Johnson (Eds.), *Advanced Methods in Family Therapy Research: A focus on Validity and Change*. Routledge: NY, NY.
- Parker, T.S. & *Blackburn, K.M. (2014). The empathy game. In R. Bean, S. Davis, and M. Davey (Eds.), *Increased self-awareness: Experiential exercises for dedicated clinicians and supervisors*. John Wiley & Sons: Hoboken, NJ.
- Schwartz, S. & Vazsonyi, A. T. (2014). Peers and delinquency. In J. M. Miller (Ed.), *Encyclopedia of Theoretical Criminology* (pp. 1-4). Hoboken, NJ: Wiley-Blackwell. DOI: 10.1002/9781118517390.wbetc136
- Werner-Wilson, R.J., Parker, T.S., & *Lianekhammy, J. (2014). *Mental health promotion in adolescents*. In T. Gullotta and M. Bloom (Eds.), *The Encyclopedia of Primary Prevention and Health Promotion* (2nd ed).
- Werner-Wilson, R. J., & Pinkerton, K. M. (2014). Understanding treatment – principles and approaches. In G. R. Adams & T. P. Gullotta (Eds.), *Handbook of adolescent behavioral*

problems: Evidence-based approaches to prevention and treatment (2nd Ed., pp. 11-30). NY: Springer.

Conference Proceedings

- Armes, S., & Werner-Wilson, R. (2014, November). The role of gender in the development of compassion fatigue. Paper presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Berry, A., Wise, D., & Hunter, J. L. (2014, January). You're not alone: Financial resiliency during economic recovery. Presented at Family Economics and Resource Management Association Conference. Savannah, GA
- Blackburn, K., Hans, J. D., Parker, T., Werner-Wilson, R., & Bush. (2014, November). An examination of the mediating effect of attachment style on perceived concealment in marital relationships. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Frey, L. M., Cerel, J., & Hans, J. D. (2014, November). A phenomenological exploration of family reaction after a suicide attempt. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Frey, L. M., Cerel, J., & Hans, J. D. (2014, November). Does family reaction moderate the impact of suicide disclosure. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Frey, L. M., Hans, J. D., & Cerel, J. (2014, November). Suicide attempt survivor stigma by treatment providers and social network. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Gassova, Z., Werner-Wilson, T., & Werner-Wilson, R. J. (2014, October). Helping factors in filial therapy. Presented at the American Association for Marriage and Family Therapy Annual Conference. Milwaukee, WI.
- Hans, J. D. (2014, November). Directors of Graduate Study focus group. Focus group led at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Harris, C., & Vazsonyi, A. T. (March, 2014). Does religious involvement decrease risky sexual behaviors? Pathways through low self-control and substance abuse. Poster presented at the Society for Research on Adolescence Biennial Meeting. Austin, TX.
- Harris, C., Vazsonyi, A. T., & Bolland, J. (November, 2014). "Tit-for-tat:" A study of the bidirectional relationship between parenting processes and deviance in a sample of inner-city African American youth. Paper presented at the American Society of Criminology Annual Meeting. San Francisco, CA.
- Harris, C., Vazsonyi, A. T., Cui, G., & Bolland, J. (November, 2014). The Longitudinal reciprocal effects of religiosity and deviant behaviors in a sample of poor, inner-city African American youth. Poster presented at the American Society of Criminology Annual Meeting. San Francisco, CA.
- Heath, C. J. (2014, January). Analysis of membership survey data. Family Economics and Resource Management Conference. Savannah, GA.
- Henry, E., Vazsonyi, A. T., Mikuška, J., & Ksinan, A. (March, 2014). "Big Five" versus low self-control in the explanation of deviance: An empirical test across six cultures. Poster presented at the Society for Research on Adolescence Biennial Meeting. Austin, TX.

- Hosier, A. F. (2014, February). Raising awareness about disabilities: A disability and age simulation. Paper presented at the Under One Roof Annual Housing Conference. Fort Valley, GA.
- Hosier, A. F., Traywick, L. S., Teaster, P., & Bailey, S. (2014, March). Disseminating aging education through Cooperative Extension Services. Symposium presented at the Gerontology in Higher Education Annual Meeting. Denver, CO.
- Hosier, A. H. (2014, September). University of Kentucky Sanders Brown Center on Aging alzheimer's disease 101 and healthy brain aging pre-conference workshop. Workshop presented at the National Extension Association for Family Consumer Sciences (NEAFCS) Annual Meeting. Lexington, KY.
- Huff, N., & Werner-Wilson, R. (2014, November). Family communication: An intra- and interpersonal analysis. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Hunter, J. L., & Davis, J. (2014, January). Managing in Tough Times: Building a MONEYWISE program. Presented at the Family Economics and Resource Management Association Conference. Savannah, GA.
- Hunter, J. L., & Davis, J. (2014, October). Managing in Tough Times: The evolution of a college wide Extension initiative. Presented at the Epsilon Sigma Phi National Conference. Indianapolis, IN.
- Hunter, J. L., & Stamper, K. (2014, January). It's Your Reality: A financial life skills simulation for college students. Presented at Family Economics and Resource Management Association Conference. Savannah, GA.
- Karaman, N., & Vazsonyi, A. T. (2014, September). Predictors of risky sexual behaviors among Turkish adolescents. Presented at the European Association of Research on Adolescence Biennial Meeting. Izmir, Turkey.
- Lianekhammy, J., & Werner-Wilson, R. (2014, November). The influence of video games on adolescent brain activity. Poster presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Mikuška, J., Vazsonyi, A. T., Henry, E. (2014, March). The family -> low self-control -> deviance: Adolescents from China, Czech Republic, Slovenia, Spain, Taiwan and Turkey. Poster presented at the Biennial Meetings of the Society for Research on Adolescence. Austin, TX.
- Özdemir, Y., Vazsonyi, A. T., Bell, M. M., & Jiskrova, G. (2014, March). Testing direct and indirect effects of maternal and paternal parenting on bullying/cyberbullying in Turkish adolescents. Paper presented at the Society for Research on Adolescence Biennial Meeting. Austin, TX.
- Shin, S., & Kim, H. (2014, April). Sequences of chronic health conditions and financial outcomes: Evidence from the 18 years' data of Health and Retirement Study health shocks. Presented at the American Council on Consumer Interests Annual Conference. Milwaukee, WI.
- Thompson, A., Frey, L. M., Hans, J. D., & Westmoreland, A. (2014, November). Romantic relationships in the context of parenting children with autism. Paper presented at the National Council on Family Relations Annual Conference. Baltimore, MD.
- Wood, N. (2014, November). Applying spatial statistics to couple and family relationships: Theoretical and methodological considerations. Paper presented at the Theory Construction and Research Methodology Workshop. Baltimore, MD.

- Vazsonyi, A. T., Ksinan, A., & Jiskrova, G. (2014, September). Mediation effects by self control on the parenting-deviance link in Roma and non-Roma samples. Paper presented at the European Association of Research on Adolescence Biennial Meeting. Izmir, Turkey.
- Wise, D., Metzger, B., Berry, A., Shaffett, B., Hunter, J. L., & Gutter, M. (2014, January). Does anything work? Marketing a financial education course to college students. Presented at the Family Economics and Resource Management Association Conference. Savannah, GA.
- Zamboanga, B. L., Tomaso, C. C., Schwartz, S. J., Kondo, K. K., Unger, J. B., Meca, A., Vazsonyi, A. T., Des Rosiers, S. E., Ham, L.S., Hurley, E. A., & Whitbourne, S. K. (2014, August). Cultural domains of acculturation and drinking games involvement among Hispanic college students: A bidimensional approach. Poster presented at the American Psychological Association Annual Convention. Washington DC.

Encyclopedia Entries

- Armes*, S., & Hans, J. D. (2014). Christmas. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 1, pp. 234-236). Thousand Oaks, CA: Sage Publications.
- Armes*, S., & Hans, J. D. (2014). Easter. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 1, pp. 399-400). Thousand Oaks, CA: Sage Publications.
- Bell*, M., & Hans, J. D. (2014). No-fault divorce. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 2, pp. 956-958). Thousand Oaks, CA: Sage Publications.
- Dooley*, B., & Hans, J. D. (2014). Assisted reproductive technology. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 3, pp. 1305-1306). Thousand Oaks, CA: Sage Publications.
- Dooley*, B., & Hans, J. D. (2014). Single-parent adoption. In L. Ganong & M. Coleman (Eds.), *Social history of American families* (Vol. 1., pp. 34-35). Thousand Oaks, CA: Sage Publications.
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- Frey*, L. M., & Hans, J. D. (2014). Suicide. In L. Ganong & M. Coleman (Eds.), *Social history of American families*. (Vol. 3, pp. 1294-1298). Thousand Oaks, CA: Sage Publications.

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- Flashman, R. H., & Setari, R. R. (2014, September). Telephone Services in a Changing World: What Type Is Best for You? [Publication number not yet assigned]. Lexington: University of Kentucky Cooperative Extension. (Publication compiled from other sources. Flashman contribution was 60 percent. Has been through the review process, but is not online yet.)
- Flashman, R. H., & Setari, R. R. (2014, September). Rent-to-Own: Looking at the Alternatives. [Publication number not yet assigned]. Lexington: University of Kentucky Cooperative Extension. (Publication compiled from other sources. Flashman contribution was 50

- percent. Has been reviewed, but has not yet been revised and sent to Agricultural Communications.)
- Hosier, A.H., & Traywick**, L.S. (October 2014). Keys to Embracing Aging 101. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/00%20%20Intro%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Eating Smart & Healthy. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/02%20%20Eating%20Healthy%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Engage your brainy. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/success.aspx>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Social Activity. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/05%20%20Social%20Activity%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Tuning in to the Times. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/06%20%20Tuning%20In%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick, L.S. (October 2014). Taking Time for You. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/12%20Time%20for%20You%20.pdf>
- Hosier, A.F., Powell*, E., & Traywick**, L.S. (October 2014). Know your health numbers. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/08%20%20Know%20Your%20Numbers%20.pdf>
- Hunter, J.L. & Peritore, N. (2014), Evaluating Your Health Insurance Needs, Pub # FCS5-461; pp. 4. (Peer Reviewed, Original Content.)
- Traywick**, L.S., & Hosier, A.H. (October 2014). Practice being safe. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/07%20%20Being%20Safe%20.pdf>
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- Traywick**, L.S., & Hosier, A.H. (October 2014). Stress Management. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/09%20Stress%20Management%20.pdf>
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- Traywick**, L.S., & Hosier, A.H. (October 2014). Sleep. University of Arkansas Cooperative Extension Service FCS778. <http://www.uaex.edu/health-living/aging/11%20Sleep%20.pdf>

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Hosier, Amy F. *Stand up to Falling*.
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 Hunter, J. Personal Finance for Farm Women, Four Rivers Women in Ag Conference, 2014
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 Hunter, J. Estate Planning Workshops, 12 Locations, 350+ participants, 2013/2014
 Hunter, J. Tighten Your Budget after a Job Loss, Fayette County Job Club, 60 participants, April 2014
 Hunter, J. Retirement and Investment Planning, 3 Locations, 55 participants, 2013/2014
 Hunter, J. Small Steps to Health and Wealth Online Challenge, 6 programs, 200 participants, 2013/2014

Facilitator's Guides

Flashman, R. H., & Setari, R. R. (2014). Paying for Continued Education. Lexington: University of Kentucky Cooperative Extension.
 Flashman, R. H. & Setari, R. R. (2014). The Value of Continued Education. Lexington: University of Kentucky Cooperative Extension.
 Hosier, A.F., & Traywick, T. S. (October 2014). Keys to Embracing Aging. University of Arkansas Cooperative Extension Service.
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Other Publications

Gillen, M., Zurlo, K., & Kim. H. (2013). Economic status of older adults in America: Living in the new normal. *NCFR Report*, 58 (4), F15 - F16.
 Hans, J. D. (Editor, 2011-Present). Degree program guide [online database]. Minneapolis, MN: National Council on Family Relations.
 Hosier, A. F., & Traywick, T. S. (October 2014). Keys to Embracing Aging. University of Arkansas Cooperative Extension Service.
<ftp://ftp.uaex.edu/Uploads/LaVona%20Traywick/Keys%20for%20FTP/>. Peer Reviewed Extension Program Visual Presentations
 Hosier, A. F. & Traywick, T. S. (October 2014). Keys to Embracing Aging. University of Arkansas Cooperative Extension Service.

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Hosier, A.F. & Traywick, L. S. (October 2014). Keys to Embracing aging activities: 9 worksheets. University of Arkansas Cooperative Extension Services.
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- Eating Smart and Healthy
- My Plate Template (from USDA)
- Safety: What Are You Doing to Prepare?
- Emergency Preparedness on a Budget
- Family Emergency Plan (from FEMA)
- Stress Management
- Taking Time For You: Bucket List
- Taking Time For You: Recipe for You
- Build Your Savings (from The University of AR CES)

Hunter, J. The MONEYWISE Family Financial Management Newsletter is distributed on a monthly basis through the county extension offices to over 80,000 Kentuckians. Twelve issues have been developed and distributed in calendar year 2014.

Traywick, L.S., & Hosier, A.F. (October 2014). Keys to Embracing Aging. Post session evaluation. University of Arkansas Cooperative Extension Service.
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Traywick, L.S., & Hosier, A.F. (October 2014). Keys to Embracing Aging. Optional Follow-up evaluation. University of Arkansas Cooperative Extension Service.
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Doctoral Students

Akande, Katrina Ann Romaine. (2014) Parenting: What's It Like for Black Fathers with Nonresident Children? (Major Professor – Claudia Heath).

Lianekhammy, Joann. (2014). The Influence of Video Games on Adolescent Brain Activity. (Major Professor – Ronald Jay Werner-Wilson).

MS Student Advising

Armes, Stephanie. (2014). The Mindfully Attached Therapist: Factors that Predict and Prevent the Development of Compassion Fatigue. (Major Professor – Ronald Jay Werner-Wilson).

- Dooley, B. (2014). Attitudes Toward Assisted Reproductive Technology: The Effects of Gender, Relationship Status, Age, And Sexual Orientation. (Major Professor – Jason Hans).
- Ernsberger, Staci. (2014). Death Acceptance in Widowhood. (Major Professor – Amy Hosier).
- Gresham, Haley. (2014). Practice Patterns of Equine Assisted Psychotherapists. (Major Professor – Ronald Jay Werner-Wilson).
- Hellman, J. (2014). Social and Psychological Factors Related to the Career Exploration Process of Young Adults. (Major Professor -- Donna Smith).
- Hendricks, K. (2014). Graduates' Perspectives on Transition From College Graduation to the Workplace: A Qualitative Approach. (Major Professor – Donna Smith).
- Setari, Ryan R. (2014). Summative Evaluation of the High School Financial Planning Program in Rural Kentucky. (Major Professor – Robert Flashman).
- Sonntag, Courtney E. (2014). A Guy Walks into a Bar...: Exploring Clients' Preferences for Humor and Ratings of Therapy Sessions. (Major Professor – Trent Parker).
- Thompson, A. (2014). Romantic Relationships in the Context Of Parenting Children with Autism. (Major Professor – Jason Hans).

Faculty List

- Werner-Wilson, R.J.*, Endowed Professor and Chair (R)
- Brock, G.W.*, Professor Emeritus
- Culp, III, K.*, Adjunct Associate Professor
- Flashman, R.*, Professor – Cooperative Extension
- Haleman, D.*, Lecturer
- Hans, J.*, Associate Professor & Director of Graduate Studies (R)
- Heath, C. J.*, Professor (R)
- Hosier, A.*, Associate Professor – Cooperative Extension
- Hunter, J. L.*, Assistant Professor – Cooperative Extension
- Kim, H.*, Associate Professor (R)
- Parker, T.S.*, Assistant Professor (R)
- Smith, D.R.*, Associate Professor & Director of Undergraduate Studies (R)

Kentucky Agricultural Experiment Station Annual Report for 2012
Department of Family Sciences

Books and Book Chapters

Kimberly*, C., & **Hans, J. D.** (2012). Love styles and their role in relationships and sexuality. In M. E. Paludi (Ed.), *The psychology of love: Vol. 2. Emotion and romance* (pp. 157-169). Santa Barbara, CA: Praeger.

Refereed Journal Articles

- Barton, A. L, Snider, J. B., **Vazsonyi, A. T.**, & Cox, J. L. (2012). Adolescent religiosity as a mediator of the relationship between parental religiosity and adolescent health outcomes. *Journal of Religion and Health*. DOI 10.1007/s10943-012-9596-7
- Cassill, H., **Culp, III, K.**, Hettmansperger, J., Stillwell, M.* & Sublett, A. (2012). Volunteer middle managers: Human resources that extend programmatic outreach. *Journal of Extension*. [On-line], 48(5) Article 5TOT6. Available at: <http://www.joe.org/joe/2010october/tt6.php>
- Chen*, P., & **Vazsonyi, A. T.** (2012). Future orientation impulsivity and problem behaviors: A longitudinal moderation model. *Developmental Psychology*, 47(6), 1633-1645 (DOI: 10.1037/a0025327).
- Culp, III, K.** (2012). Overview of the GEMS model of volunteer administration (generate, educate, mobilize and sustain). *Journal of Extension*. [On-line], 50(6) Article 6TOT10.
- Gillen, M., & **Heath, C. J.** (2012). Older women's employment status. *Advancing the Consumer Interest*, 58, 1-9.
- Hans, J. D.**, Kersey*, M., & Kimberly*, C. (2012). Self-perceived origins of attitudes toward homosexuality. *Journal of Homosexuality*, 59, 4-17. doi:10.1080/00918369.2012.638547
- Kim, H.**, Yoon, W.& Zurlo, K.(2012). Health Shocks, Out-of-Pocket Medical Expenses and Consumer Debt among Middle-Aged and Older Americans, *Journal of Consumer Affairs*, 46(3), 357-380.
- Klanjsek*, R., **Vazsonyi, A. T.**, & Trejos*, E. (2012). Religious orientation, low self-control, and deviance: Muslims, Catholics, Eastern Orthodox-, and 'Bible Belt' Christians. *Journal of Adolescence*, 35, (3), 671-682 (DOI: 10.1016/j.adolescence.2011.09.003).
- Meszaros, P.S., Sobrero, P., Schneider, S., Lane, C.D., Hastings, S., Vail, A., & Marek, L. (2012). Appalachian Information Technology Extension Project. *The International Journal of Technology Knowledge & Society*, 7:5, 91-104.
- Schwartz, S. J., Park, I. J. K., Huynh, Q. L., Zamboanga, B. L., Umaña-Taylor, A., Lee, R. M., Rodriguez, L., Kim, S. Y., Whitbourne, S. K., Castillo, L. G., Weisskirch, R. S., **Vazsonyi, A. T.**, Williams, M. K., Agocha, V. B. (2012). The American Identity Measure: Development and validation across ethnic subgroup and immigrant generation. *Identity: An International Journal of Theory and Research*, 12, 93-128.
- Spano, R., Rivera, C., Vazsonyi, A. T., & Bolland, J. (2012). The interrelationship between exposure to violence and parenting over time. *American Journal of Community Psychology*, 49, 127-141.

- Stephenson, L. Swanson, M., Peritore, N., Stamper, C., Allen, R., Case, C., & Powell, P. (2012). All-Star dads' social marketing campaign: Utilizing formative evaluation to increase men's physical activity. *Journal of National Extension Association of Family and Consumer Sciences*, 6, p 46-56.
- Stephenson, L. My community, my voice: Rural older adults speak through photography. (2012). *Journal of Extension*, 50. Retrieved at <http://www.joe.org/joe/2012february/a7.php>
- Torrente-Hernandez*, G., & **Vazsonyi, A. T.** (2012). Introduction: Adolescence and social deviance. *Anales de Psicología*, 28(3), 639-642.
- Torrente-Hernandez*, G., & **Vazsonyi, A. T.** (2012). Personality, parenting, and deviance in Spanish adolescents. *Anales de Psicología*, 28(3), 654-664.
- Vazsonyi, A. T.**, Macháčková*, H., Ševčíková*, A., Šmahel, D. & Černá*, A. (2012). Cyberbullying in context: Direct and indirect effects by low self-control across 25 European countries. *European Journal of Developmental Psychology*, 9(2), 210-227.
- Vazsonyi, A. T.**, Schwartz, S., & Chen*, P. (2012). Do macrocontextual characteristics account for individual rates of adolescent deviance: A nine country study. *Anales de Psicología*, 28(3), 643-653.
- Wood, N. D.**, & Crawford, C. B. (2012) A visual method for couple assessment, therapy progress, and identifying clinically significant change. *Journal of Couple and Relationship Therapy*, 11, 165-180.
- Wood, N.D.**, **Werner-Wilson, R.J.**, **Parker, T.S.**, & Perry, M.S.* (2012). Exploring the impact of attachment anxiety and avoidance on the perception of couple conflict. *Contemporary Family Therapy*, 34, 416-428.

Other Research Publications

- *Blackburn, K.M. & **Parker, T.S.** (2012). Relationship satisfaction and health care planning. Presented at the annual conference of the American Association for Marriage and Family Therapy, Charlotte, NC.
- *Bowling, J., **Wood, N. D.**, **Werner-Wilson, Parker, T. S.**, *Perry, M. S., & *Dalton, M. (2012). Exploring family of origin experiences and neural activation. Proceedings, the annual conference of the American Association for Marriage and Family Therapy, Charlotte, NC.
- *Hawks, J.M, *Nordquist, E., *Reed, K., **Parker, T.S.**, *Blackburn, K.M., *Kimberly, C., **Werner-Wilson, R.J.**, & **Wood, N.D.** (2012). Couple's empathy and mirrored physiology: A pilot study. Proceedings, annual conference of the American Association for Marriage and Family Therapy, Charlotte, NC.
- *Kimberly, C., **Werner-Wilson, R.J.**, **Parker, T.S.**, **Smith, D.**, & Bradley, K. (2012). From alpha to omega: A neurological analysis of marital conflict. Proceedings, annual conference of the National Council of Family Relations, Phoenix, AZ.
- Culp, III K.**, Mains, M.A. & Doyle, J. (2012). Multi-Generational Volunteers: Adapting Volunteer Roles to Meet their Expectations. Proceedings, National Association of Extension 4-H Agents national meeting. Hilton Orlando Lake Buena Vista, Orlando, FL on October 22, 2012.

- Culp, III, K.** (2012). Dealing with difficult volunteers and parents. Proceedings, Southern Region 4-H Volunteer Forum at the CA Vines 4-H Center, Little Rock, AR on October 5, 2012.
- Culp, III, K.** (2012). Dealing with difficult volunteers and parents. Proceedings, North East Region 4-H Volunteer Forum via webinar on November 5, 2012.
- Culp, III, K.** (2012). Understanding multi-generational differences in volunteers and staff. Proceedings, Southern Region 4-H Volunteer Forum. CA Vines 4-H Center, Little Rock, AR on October 5, 2012 .
- Culp, III, K.** (2012). Volunteerism across the life-span: Developing seasons of service. Proceedings, Southern Region 4-H Volunteer Forum. Vines 4-H Center, Little Rock, AR on October 5, 2012.
- Dooley*, B., & **Hans, J. D.** (2012, October). Reproductive technology: The effects of context on attitudes. Proceedings, the American Society of Reproductive Medicine Annual Conference. San Diego, CA.
- Dooley*, B., **Hans, J. D.**, & Frey*, L. (2012, November). Making babies . . . with a deceased partner's cryopreserved gametes. Proceedings, the National Council on Family Relations Annual Conference. Phoenix, AZ.
- *Frey, L. M., & **Werner-Wilson, R. J.** (2012, November). Effect of Relational Factors on Attitudes Related to Suicide. Proceedings, National Council on Family Relations. Phoenix, Arizona.
- *Frey, L. M., & **Werner-Wilson, R. J.** (2012, September). Moderating Effects of Attachment Style on Posttraumatic Stress Disorder. Proceedings, American Association for Marriage and Family Therapy. Charlotte, North Carolina.
- Gillen*, M., & **Kim, H.**(2012). Receipt of Financial Assistance Among Older Adults: Does Personality Matter? Proceedings, the Eastern Family Economics & Resource Management Association Conference, Charlotte, NC, February 29-March 2.
- Gillen, M and **Heath, C.J.** (March 2012) An analysis of Social Security retirement benefit timing among women. Proceedings, the Eastern Family Economics and Resource Management Association Conference. Charlotte, NC.
- Hans, J. D.**, & Gillen, M. (2012, November). Social Security survivor's benefits for children born after parental death. Paper presented at the National Council on Family Relations Annual Conference. Phoenix, AZ.
- Harris*, C., **Vazsonyi, A. T.**, Machaty*, A., Looney*, R., Pagava, K., Phagava, H. & Michaud, P. A. (November, 2012). *The influence of sleep on adolescent deviance and weapon carrying/use in Georgian and Swiss national samples.* Proceedings, 65th Annual Meetings of the American Society of Criminology, Chicago, IL, USA.
- Hunter, J.L.** & Huff, N.* (2012, April). *Building a Healthy Wealthy Future.* Proceedings, the Eastern Family Economics and Resource Management Association Conference.
- Hunter, J.L.** & Huff, N.* (2012, April). *The Family: Understanding Adaption to a Post-Recession Period.* Proceedings, the Eastern Family Economics and Resource Management Association Bi-Annual Conference.
- Hunter, J.L.** & Huff, N.* (2012, November). *Building a Healthy Wealthy Future: Design, Implementation, and Evaluation,* presented at the Association for Financial Planning Counseling, Planning, and Education Annual Conference.

- Hunter, J.L.** & Huff, N.* (2012, October). *Building a Healthy Wealthy Future Curriculum*. Proceedings, the National Council on Family Relation 74th Annual Conference.
- Hunter, J.L.** (2011, November). *Small Steps to Health and Wealth: Youth*. Proceedings, the Association for Financial Counseling, Planning, and Education Extension Pre Conference.
- Jenkins*, D. D., **Vazsonyi, A. T.**, Chen*, P., & White*, C. R. (May, 2012). Risk and protective factors in health: A comparison of self-identified sexual minority and heterosexual young adults. Proceedings, 65th Annual Meetings of the Association for Psychological Science (APS), Chicago, IL, USA.
- Kim, H.** ., Yoon, W. & Zurlo, K.(2012). Health Shocks, Out-of-Pocket Medical Expenses and Consumer Debt among Middle-Aged and Older Americans. Proceedings, the 58th Annual of Conference of American Council on Consumer Interests, Memphis Tennessee, April 12 .
- Kim, H.** Higgins, E. & Franks ,B. (2011). Self-control and Wealth Accumulation. Proceedings, the 57th Annual of Conference of American Council on Consumer Interests, Orlando , FL, July 28.
- Kimberly*, C., & **Hans, J. D.** (2012, November). Sexual self-disclosure and communication among swinger couples. Proceedings, the National Council on Family Relations Annual Conference. Phoenix, AZ.
- Lianekhammy, J., & **Werner-Wilson, R. J.** (2012, November). Examination of Electrical Brain Activation in Three Different Video Game Experiences. Proceedings, National Council on Family Relations. Phoenix, Arizona.
- Looney*, R., & **Vazsonyi, A. T.** (November, 2012). *Simultaneously testing the effects by four self-control measures on deviance in a sample of Czech adolescents*. Proceedings, 65th Annual Meetings of the American Society of Criminology, Chicago, IL, USA.
- Macek, P., & **Vazsonyi, A. T.** (August, 2012). Paper symposium entitled *Roma adolescents in different cultural and social contexts*. Proceedings, 65th The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- O'Neill, B., **Hunter, J.**, Porter, N., & Gillen, M. (2012, November). *Small Steps to Health and Wealth*, presented at the Association for Financial Counseling, Planning, and Education Extension Pre-Conference.
- Özdemir*, Y., **Vazsonyi, A. T.**, & Çok, F. (August, 2012). Parenting Processes and Aggression: The Role of Self-control among Turkish adolescents. Proceedings, 65th The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- *Perry, M. S., & **Werner-Wilson, R. J.** (2012, November). Use of Computer Mediated Communication in Romantic Relationships and Adult Attachment. Proceedings, National Council on Family Relations. Phoenix, Arizona.
- Piercy, K., Reck, K., **Hans, J. D.**, & Gillen, M. (2012, November). Common methods of teaching family policy to family studies students. Proceedings, the National Council on Family Relations Annual Conference. Phoenix, AZ.
- Powell*, E., **Hans, J. D.**, & Norman*, J. M. (2012, November). Attitudes toward posthumous sperm harvesting and reproduction. Proceedings, the National Council on Family Relations Annual Conference. Phoenix, AZ.

- Ševčíková*, A., **Vazsonyi, A. T.**, Konečný*, S. (August, 2012). Developmental changes in predictors of sexual behaviors during adolescence. The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- Vazsonyi, A. T.**, Harris*, C., Looney*, R., Machaty*, A., Pagava, K., Phagava, H. & Michaud, P. A. (August, 2012). Sleep Functioning and problem behaviors in national probability samples of Georgian and Swiss adolescents. Proceedings, 65th The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- Vazsonyi, A. T.**, Looney*, R., Machaty*, A., Harris*, C., Blatny, M., Sobotkova, V. & Osecká, T. (August, 2012). *Self-reported health compromising behaviors among Roma and Non-Roma youth*. Proceedings, 65th The 13th Biennial Meetings of the European Association for Research on Adolescence, Island of Spetses, Greece.
- Wood, N. D.**, *Bowling, J. W., **Werner-Wilson, R. J.**, **Parker, T. S.**, & *Perry, M. S. (2012). Perceiving couples: Family of origin and attachment effects. Proceedings, annual conference of the American Association for Marriage and Family Therapy, Charlotte, NC.
- Wood, N. D.**, **Werner-Wilson, R. J.**, *Perry, M. S., & **Parker, T. S.** (2012). Exploring the impact of attachment on the perceptions of couples. Proceedings, annual conference of the National Council of Family Relations, Phoenix, AZ.
- Zanjani, F., Downer, B., **Hosier, A. F.**, Watkins, J. F. (Nov. 2012). Effects of life story intervention on caregiving burden risk factors. Proceedings, 65th annual Gerontological Society of America Annual Scientific Meeting, San Diego, CA.

Extension Publications

- Allen, R. & **Culp, III, K.** (2012). Sustaining Members, Volunteers and Leaders in Community Organizations: Strengthening an Organization by Building Traditions Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 2-9-FCS
- Culp, III, K.** & Allen, R. (2012). CLD 2-6-FCS Developing and Implementing an Action Plan for Community Organizations: Giving New Direction to Established Organizations Facilitator's Guide. Kentucky Extension Leadership Development series.
- Culp, III, K.** & Allen, R. (2012). Sustaining Members, Volunteers and Leaders in Community Organizations: Strengthening an Organization by Building Traditions Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 2-9-4H
- Culp, III, K.** & Johnson, J.L. (2012). Educating Members, Volunteers and Leaders in Community Organizations: Empower Your Group by Developing Leadership Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 2-7-4H
- Culp, III, K.** & Johnson, J.L. (2012). Generating Members, Volunteers and Leaders in Community Organizations: Grow Your Group by Building Its Membership Facilitator's Guide. Kentucky Extension Leadership Development series. Lexington: University of Kentucky Cooperative Extension Service. CLD 2-4-4H
- Culp, III, K.** & Knight, K. (2012). Mobilizing Members, Volunteers and Leaders in Community Organizations: Calling the Group to Action Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 2-8-4H

- Culp, III, K.** (2012). Understanding Generational Differences. Kentucky Extension Leadership Development series. CLD 1-8
- Culp, III, K.** (2012). Developing and Implementing an Action Plan for Community Organizations: Giving New Direction to Established Organizations. Kentucky Extension Leadership Development series. CLD 2- 6
- Culp, III, K.** (2012). Developing and Implementing an Action Plan for Community Organizations: Giving New Direction to Established Organizations Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 2-6-4H
- Culp, III, K.** (2012). Educating Members, Volunteers and Leaders in Community Organizations: Empower Your Group by Developing Leadership. Kentucky Extension Leadership Development series. CLD 2-7
- Culp, III, K.** (2012). Generating Members, Volunteers and Leaders in Community Organizations: Grow Your Group by Building Its Membership. Kentucky Extension Leadership Development series. Lexington: University of Kentucky Cooperative Extension Service. CLD 2-4
- Culp, III, K.** (2012). Mobilizing Members, Volunteers and Leaders in Community Organizations: Calling the Group to Action. Kentucky Extension Leadership Development series. CLD 2- 8
- Culp, III, K.** (2012). Strengthening Organizational Leadership with the GEMS Model of Volunteer Involvement. Kentucky Extension Leadership Development series. Lexington: University of Kentucky Cooperative Extension Service. CLD 2-3
- Culp, III, K.** (2012). Sustaining Members, Volunteers and Leaders in Community Organizations: Strengthening an Organization by Building Traditions. Kentucky Extension Leadership Development series. CLD 2-9
- Culp, III, K., Goodman, J., Johnson, J.H. & Stephenson, L.F.** (2012). Communication Skills for Good Impressions Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 1-3-4H
- Culp, III, K., Goodman, M., Johnson, J.H. & Stephenson, L.F.** (2012). Significant Leadership Characteristics Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 1-6-4H
- Culp, III, K., Isaacs, S., & Knight, K.** (2012). Understanding and Dealing with Conflict Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 1-7-4H
- Culp, III, K., Johnson, J.H., Bridge, J. & Stephenson, L.F.** (2012). People Learn with a purpose: Understanding Learning Styles Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 1-2-4H
- Culp, III, K., Johnson, J.H., Stephenson, L.F. & Bridge, J.** (2012). The Power of Motivation Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 1-1-4H.
- Culp, III, K., Knight, K., Isaacs, St., Johnson, J.H. & Stephenson, L.F.** (2012). Influencing Others with the Stories You Tell Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 1-4-4H

- Culp, III, K.**, Nall, M., Aull, M., Johnson, J.H. & **Stephenson, L.F.** (2012). The Influence of Personal Characteristics: Personality, Culture and Environment Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 1-9-4H
- Culp, III, K.**, Ricketts, K., Bridge, J., Allen, R., Johnson, J.H., & **Stephenson, L.F.** (2012). Speaking for Success: How to Influence Others Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 1-10-4H
- Culp, III, K.**, Wilson, L.W., Johnson, J.H., **Stephenson, L.F.** & Ricketts, K. (2012). Followership: Understanding the Basics of Teamwork Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 1-5-4H
- Flashman, R. H.** (2012, August). Alternatives to Identity Theft Protection Service. [FCS5-453]. Lexington: University of Kentucky Cooperative Extension.
- Flashman, R. H.** (Major Revision). Consumer Fraud: Don't Be a Victim. January 2010. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad, R. H. Flashman, & K. Akande.)
- Flashman, R. H.** (Major Revision). Free & Low-Cost Prescription Drugs. March 2000; revised November 2003; revised June 2009. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad, R. H. Flashman, M. McMahan, & K. Akande.)
- Flashman, R. H.** (Major Revision). Privacy: A Balancing Act. April 2004; revised September 2009. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad & R. H. Flashman.)
- Flashman, R. H.** (Major Revision). Think Twice Before Using Instant Tax Refund. January 2004; revised November 2009. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad, R. H. Flashman, & K. Akande.)
- Flashman, R. H.** (Minor Revision). Check Advance Loans: Are They Right for You? February 2000; revised July 2009. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad & R. H. Flashman.)
- Flashman, R. H.** (Minor Revision). Co-Signing a Loan: Better Think Twice. February 2000; revised August 2010. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad & R. H. Flashman.)
- Flashman, R. H.** (Minor Revision). Don't Make 'Cold Checks' a Disaster. October 2004; revised September 2010. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad, R. H. Flashman, & D. Davis.)
- Flashman, R. H.** (Minor Revision). Super Shopper: Get the Most for Your Bucks! October 1996; revised July 2008. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad & R. H. Flashman.)
- Flashman, R. H.** (Minor Revision). Super Shopper: Service Contracts – To Buy or Not to Buy. February 2000; revised August 2009. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad, R. H. Flashman, & K. Akande.)

- Flashman, R. H.** (Minor Revision). Supermarket Savvy. December 2004; revised January 2010. (Additional materials: Quiz; Answer Sheet; PowerPoint™ by N. Stork-Hestad, R. H. Flashman, & K. Akande.)
- Flashman, R. H.** (Revision 2012, May). Considerations Regarding Long-Term Care Insurance. [FRM-RHF.135]. Lexington: University of Kentucky Cooperative Extension Service. (2002, 2004 publication revised based on changes in Kentucky law). Facilitators Guides: (include quiz, PowerPoint, post in-service evaluation, and follow-up behavioral instruments on internal website).
- Flashman, R. H., & Hempfling, M.** (2012, August). Paying for Higher Education. [FCS5-455]. Lexington: University of Kentucky Cooperative Extension
- Flashman, R. H., & Hempfling, M.** (2012, October). The Value of Continued Education. [FCS5-456]. Lexington: University of Kentucky Cooperative Extension
- Flashman, R. H., & Lesueur, Jr.** (2012, August). Make Your Charitable Giving Count. [FCS5-454]. Lexington: University of Kentucky Cooperative Extension
- Flashman, R. H., Hunter, J. L., Cockerham, B., & Stork-Hestad, N.** (2012, August). Financial Strain and the Lemon Experience of Life. [FCS5-452]. Lexington: University of Kentucky Cooperative Extension
- Hosier, A.F., Carlson, M.*** (2012). Stand Up to Falling: How to Get Up from a Fall. College of Agriculture Extension Publication FCS7-206.
- Hosier, A.F., Downer, B.*, Watkins, J.F., & Zanjani, F.** (2012). Life Story: What is it and How Do You Write It? College of Agriculture Extension Publication FCS7-200.
- Hosier, A.F., Downer, B.*, Watkins, J.F., & Zanjani, F.** (2012). Enhancing Quality Care Relationships through Life Story. College of Agriculture Extension Publication FCS7-201.
- Hosier, A.F., Downer, B.*, Watkins, J.F., & Zanjani, F.** (2012). Brain Health: Using Life Story to Exercise Your Brain. College of Agriculture Extension Publication FCS7-202.
- Hosier, A.F., Downer, B.*, Watkins, J.F., & Zanjani, F.** (2012). Life Story Promotes Future Planning and Decision Making. College of Agriculture Extension Publication FCS7-203.
- Hosier, A.F., Downer, B.*, Watkins, J.F., & Zanjani, F.** (2012). Life Story Promotes Mental Health. College of Agriculture Extension Publication FCS7-204.
- Hosier, A.F., Downer, B.*, Watkins, J.F., & Zanjani, F.** (2012). Life Story Promotes Legacy Building. College of Agriculture Extension Publication FCS7-205.
- Hosier, A.F., Osborne, A.** (2012). Home Accessibility Bedrooms Bathrooms and Beyond: One Size Fits All. College of Agriculture Extension Publication FCS4-414.
- Hosier, A.F., Osborne, A.** (2012). Home Accessibility Bedrooms, Bathrooms and Beyond: Assistive Technology. College of Ag. Extension Publication FCS4-413.
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- Hunter, J. L.** (2012), *Rebounding Your Finances after the Great Recession*, Pub# FCS5-457; pp.4. (Peer Reviewed)
- Hunter, J.L.** & Huff, N. * (2012), *Building a Healthy Wealthy Future...Count Your Beans*, Pub# FCS5-446; pp.5. (Peer Reviewed)
- Hunter, J.L.** & Huff, N. * (2012), *Building a Healthy Wealthy Future...Getting the Most Out of Life*, Pub# FCS5-447; pp.6. (Peer Reviewed)
- Hunter, J.L.** & Huff, N. * (2012), *Building a Healthy Wealthy Future...Sending the Right Message*, Pub# FCS5-448; pp.4. (Peer Reviewed)
- Hunter, J.L.** & Huff, N. * (2012), *Building a Healthy Wealthy Future...How Much Do I Really Cost?* Pub# FCS5-449; pp.4. (Peer Reviewed)
- Hunter, J.L.** & Huff, N. * (2012), *Building a Healthy Wealthy Future...Helping Your Adolescent Plan for the Future*, Pub# FCS5-450; pp.8. (Peer Reviewed)
- Hunter, J.L.** & Huff, N.* (2012), *Building a Healthy Wealthy Future...Be a Rebel by Defying Risky Behaviors*, Pub# FCS5-445; pp.2. (Peer Reviewed)
- Johnson, J.L. & **Culp, III, K.** (2012). Educating Members, Volunteers and Leaders in Community Organizations: Empower Your Group by Developing Leadership Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 2-7-FCS
- Johnson, J.L. & **Culp, III, K.** (2012). Generating Members, Volunteers and Leaders in Community Organizations: Grow Your Group by Building Its Membership Facilitator's Guide. Kentucky Extension Leadership Development series. CLD 2-4-FCS
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- Powell, E.*, **Hosier, A.F.** (2012). 10 Tips for Successfully Talking with Children about Sexuality. College of Agriculture Extension Publication FCS7-207.

Monograph

Dissertation

- Kankipati, Varudhini. *Acculturation of Asian Indian women in the United States.* **Claudia Heath**, Chair.
- Kimberly, Claire E. *Three studies to investigate biopsychosocial influences on marital conflict.* **Ronald Werner-Wilson**, Chair.

Thesis

Dalton, Melissa. *Effects of biofeedback training on therapist anxiety*. **Trent Parker, Chair**.
Nordquist, Erica. *The Link Between Recalled Parental Differential Treatment and Self-worth*.
Amy Hosier & Nathan Wood, co-chairs.
Peoples, Benita. *Narratives on motherhood of incarcerated women*. **Donna Smith, Chair**.
Puckett, Jillian. *Spirituality in therapy*. **Trent Parker, Chair**.
Smith, Lindsay. *Affording Adoption: Financial and Emotional Costs*. **Jennifer Hunter, Chair**.
Washington, Katherine. *Romantic attachment among young adults: The effects of parental
divorce and residential instability*. **Jason Hans, Chair**.
Zhang, Qun. Preference for Retirement Savings Plans and Self-Regulation. **Hyungsoo Kim,
Chair**.

Non-Thesis MS Students

Faculty List

Werner-Wilson, R.J., Endowed Professor and Chair (R)
Brock, G. W., Professor Emeritus
Culp, III, K., Adjunct Associate Professor
Flashman, R., Professor – Cooperative Extension
Haleman, D., Lecturer
Hans, J., Associate Professor & Director of Graduate Studies (R)
Heath, C. J., Professor (R)
Hosier, A., Assistant Professor – Cooperative Extension
Hunter, J. L., Assistant Professor – Cooperative Extension
Kim, H., Associate Professor (R)
Parker, T.S., Assistant Professor (R)
Stephenson, L., Adjunct Associate Professor
Smith, D.R., Associate Professor & Director of Undergraduate Studies (R)
Vail, A., Professor, Director of the School of Human Environmental Sciences and Assistant
Director of Family and Consumer Sciences Extension (R)
Vazsonyi, A. T., Endowed Professor (R)
Werner-Wilson, T. A., Lecturer, Director of the University of Kentucky Family Center
Wood, N., Assistant Professor (R)

Kentucky Agricultural Experiment Station Annual Report for 2011
Department of Family Sciences

Books and Book Chapters

Trejos-Castillo, E., & **Vazsonyi, A. T.** (2011). Transitions into Adolescence. In B. B. Brown & M. Prinstein (Eds.), *Encyclopedia of Adolescence* (Vol 1, pp. 369-375). San Diego, CA: Academic Press.

Refereed Journal Articles

Chen, P., & Vazsonyi, A. T. (2011). Future orientation impulsivity and problem behaviors: A longitudinal moderation model. *Developmental Psychology*. Advance online publication, DOI: 10.1037/a0025327

Frey, L. M., Blackburn, K., **Werner-Wilson, R. J., Parker, T. S., & Wood, N.** (2011). Posttraumatic stress disorder, attachment, and intimate partner violence in a military sample: A preliminary analysis. *Journal of Feminist Family Therapy, 23*, 218-230.

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Schwartz, S. J., Luyckx, K., Beyers, W., Soenens, B., Zamboanga, B. L., Forthun, L. F., Hardy, S. A., **Vazsonyi, A. T.,** Ham, L. S., Kim, S. Y., Whitbourne, S. K., & Waterman, A. S. (2011). Examining the Light and Dark Sides of Emerging Adults' Identity: A Study of Identity Status Differences in Positive and Negative Psychosocial Functioning. *Journal of Youth and Adolescence, 40*, 839-859.

Schwartz, S. J., Waterman, A. S., **Vazsonyi, A. T.,** Zamboanga, B. L., Whitbourne, S. K., Weisskirch, R. S., Vernon, M., Caraway, S. J., Kim, S. U., Forthun, L. F., Donnellan, M. B., & Ham, L. S. (2011). The association of well-being with health risk behaviors in college-

- attending emerging adults. *Applied Developmental Science*, 15(1), 20-36.
- Werner-Wilson, R. J.**, Lianekhammy, J., Frey, L. M., **Parker, T. S.**, **Wood, N.**, Kimberly, C., Perry, M. S., Blackburn, K., Smith, L., Terrana, K., Puckett, J., & Dalton, M. (2011). Alpha Asymmetry in Female Military Spouses. *Journal of Feminist Family Therapy*, 23, 202-217.
- Wickrama, T., & **Vazsonyi, A. T.** (2011). Adolescent school context and young adult mental health outcomes: Race/ethnicity differences. *Journal of Community Psychology*, 39(5), 566-575.
- Wood, N. D., Crane, D. R., & Keller, P. S. (2011). Tracking marital adjustment, hostility, and physical functioning across time in a therapy Population: A biopsychosocial model. *Contemporary Family Therapy*, DOI: 10.1007/s10591-011-9164-4.
- Young, M., & **Vazsonyi, A. T.** (2011). Parents, peers, and risky sexual behaviors in rural African American youth. *Journal of Genetic Psychology*, 172 (1), 84-93.

Other Research Publications

- Blackburn, K. M., Frey, L. M., **Werner-Wilson, R. J.**, **Parker, T.**, & **Wood, N.** (2011, November). PTSD, Attachment, and IPV in a Military Sample: A Preliminary Analysis. Proceedings, National Council on Family Relations, Orlando, FL.
- Černá, A., **Vazsonyi, A. T.**, Šmahel, D., Ševčíková, A. & Macháčková, H. (August, 2011). *Cyberbullying in context: Direct and indirect effects by low self-control across 25 European countries*. Proceedings, Annual Meetings of the European Society for Developmental Psychology, Bergen, Norway.
- Chen, P. & **Vazsonyi, A. T.** (November, 2011). *Stability and changes in the self-control-deviance link from early adolescence to young adulthood: A comparison between criminal and non-criminal samples*. Proceedings, Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Frey, L. M., **Werner-Wilson, R. J.**, Perry, M. S., **Parker, T.**, & **Wood, N.** (2011, September). Self-awareness of PTSD and relationship satisfaction. Proceedings, American Association for Marriage and Family Therapy. Fort Worth, Texas.
- Gillen, M. & **Heath, C.J.** (November 2011) Women's Social Security retirement expectations compared to elections. Proceedings, National Council on Family Relations Annual Conference. Orlando, FL.
- Gillen, M. & **Heath, C.J.** (November 2011) Older women's Social Security retirement benefit and employment options and choices. Proceedings, Association for Financial Counseling and Planning Education Conference. Jacksonville, FL.
- Hans, J. D.**, Hardesty, J. L., & Haselschwerdt, M. (2011). *Child custody evaluations in the context of domestic violence allegations: Implications for human potential*. Proceedings of the 2010 Odessa National I. I. Mechnikov University Annual Conference on Human Potential in Transitional Societies. Odessa, Ukraine.
- Hans, J. D.** (2011, November). *Attitudes toward conception using a deceased spouse's cryopreserved gametes*. Paper presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Hans, J. D.** (2011, November). *Reproducing with a persistent vegetative state (PVS) spouse*. Proceedings, National Council on Family Relations Annual Conference. Orlando, FL.

- Hans, J. D.**, & Norman, J. M. (2011, November). *First comes death, then comes . . . babies? Posthumous harvesting of a spouse's gametes*. Proceedings, National Council on Family Relations Annual Conference. Orlando, FL.
- Hosier, A. F.** (2011). Stand Up To Falling. Proceedings, NCFR Conference Family Life Extension Specialist Pre-Conference Workshop. Orlando, FL.
- Hosier, A. F.** (2011). Walk a Mile in My Shoes: A Cooperative Extension Age Simulation Program. Proceedings, Association for Gerontology in Higher Education 37th Annual Meeting. Cincinnati, OH.
- Huang, L. & **Vazsonyi, A. T.** (November, 2011). *Developmental trajectories of externalizing/internalizing behaviors in early childhood and risky sexual behaviors in adolescence: A latent class analysis*. Proceedings, Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Huff, N., & **Werner-Wilson, R. J.** (2011, November). Adolescent Attachment: Exploring Electrical Brain Activity and Family Interaction. Proceedings, National Council on Family Relations, Orlando, FL.
- Hunter, J.L.** (2011, November). Building a Healthy Wealthy Future. Proceedings, Association for Financial Counseling, Planning, and Education Extension Pre-Conference.
- Jenkins, D. D., & **Vazsonyi, A. T.** (March/April, 2011). *Developmental changes in cigarette, alcohol, and marijuana use among heterosexual and sexual minority young adults*. Paper symposium entitled: Sociocultural Contexts and Substance Use Trajectories in Adolescence Through Adulthood. Proceedings, Biennial Meetings of the Society for Research on Child Development, Montreal, Quebec, Canada.
- Kim, H.** Higgins, E. & Franks, B. (2011). Self-control and Wealth Accumulation. Proceedings, the 57th Annual of Conference of American Council on Consumer Interests, Orlando, FL, July 28.
- Parker, T.S.**, Blackburn, K.M., Puckett, J., **Wood, N.D.**, & **Werner-Wilson, R.J.** (2011, September). *The elephant in the room: Physiology at work in Therapy*. Presented at the Annual meeting of the American Association for Marriage and Family Therapy, Fort Worth, TX.
- Perry, M. S., & **Werner-Wilson, R. J.** (2011, November). Couples Use of Computer-Mediated Communication for Problem-solving. Proceedings, National Council on Family Relations, Orlando, FL.
- Perry, M. S., Frey, L. M., **Werner-Wilson, R. J.**, **Wood, N. D.**, & **Parker, T. P.** (2011, September). Couples' communication behavior during military deployment. Proceedings, American Association for Marriage and Family Therapy. Fort Worth, Texas.
- Puckett, J., **Parker, T.**, Blackburn, K., **Wood, N.**, **Werner-Wilson, R. J.** (2011, September). Seeking help: effects of perceived demand-withdraw patterns. Proceedings, American Association for Marriage and Family Therapy. Fort Worth, Texas.
- Schwartz, S. J., Whitbourne, S. K., Zamboanga, B. L., Forthun, L. F., **Vazsonyi, A. T.**, Armenta, B. E., & the Multi-Site University Study of Identity and Culture. (October, 2011). Converging identities: Acculturation-related variables and personal identity status in immigrant students. Proceedings, 5th Conference on Emerging Adulthood. Providence, Rhode Island, USA
- Sevcikova, A., **Vazsonyi, A. T.**, & Konecny, S. (August, 2011). *Not only previous offline sexual experiences matter: Puberty and substance use as predictors of online sexual behaviors*

- during adolescence. Proceedings, Annual Meetings of the European Society for Developmental Psychology, Bergen, Norway.
- Stork-Hestad, N., **Werner-Wilson, R. J.**, & **Hans, J.** (2011, November). Non-marital, Romantic Dissolution. Proceedings, National Council on Family Relations, Orlando, FL.
- Trejos, E. & **Vazsonyi, A. T.** (November, 2011). *Longitudinal associations among parenting, self-control, and deviance: A nationally representative study of multicultural youth.* Proceedings, Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Vail, A. & Stephenson, L.** (2011) Building Strong Families for Kentucky 2011. School of Human Environmental Sciences. Lexington, KY: University of Kentucky.
- Vazsonyi, A. T.** (November, 2011). Paper symposium organizer and session chair, *The salience of parenting and self-control on deviance over time: Evidence from longitudinal studies during adolescence and young adulthood.* Proceedings, Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Vazsonyi, A. T.**, Ježek, S., Širůček, J. (November, 2011). *Developmental changes in deviance during adolescence: The effects by parenting processes and self-control from age 11 to 19.* Proceedings, Annual Meetings of the American Society of Criminology, Washington, DC, USA.
- Werner-Wilson, R. J.**, Lianekhammy, J., Frey, L. M., **Wood, N.**, **Parker, T.**, Kimberly, C., Perry, M., Blackburn, K., Smith, L., Terrana, K., Dalton, M., & Puckett, J. (2011, November). A Pilot Study Comparing Influence of Deployment on Military Families. Proceedings, National Council on Family Relations, Orlando, FL.
- Zurlo, K., Yoon, W., & **Kim, H.** (2011). The Effects of Health Shocks and Out-of-Pocket Medical Expenses on Consumer Debt among Mid-aged and Older Americans. *The Gerontologist*, 51(Special Issue): 1650.
- Zurlo, K., Yoon, W., & **Kim, H.** (2011). The Effect of Debt on Mental Health Outcomes among Mid-Aged and Older Americans. *The Gerontologist*, 51(Special Issue):246

Monograph

Dissertation

- Bradley, Linda A. *Inter-Generational and Intra-Generational Analysis of the Interactions Between Financial Socialization, Family Composition, and Financial Outcomes.* **Werner-Wilson, R. J.**, co-Chair.
- Shipley, Ahlishia J. *A Lesson Learned: Intimate Relationship Experiences among Black Collegiate Women.* **Werner-Wilson, R. J.**, Chair.

Thesis

- Blackburn, Kristyn M. *The Effect of Client Self-Disclosure on the Physiological Arousal of the Therapist.* **Parker, T.**, Chair.
- Compton, Laura. *Knowledge and Acknowledgement of Posttraumatic Stress Disorder and Effects on Military Couples.* **Werner-Wilson, R. J.**, Chair.

Flannery, Sarah M. *An Evaluation of “The Home is Where the Health Is” Project*. **Werner-Wilson, R. J.**, Chair.

Rorer, A. *Resiliency in Black Father-Son Relationships*. **Wood, N. D.**, Chair.

Shalash, F. *Sibling conflict resolution styles and marital conflict resolution styles*. **Wood, N. D.**, Chair.

Smith, Lauren. *A Qualitative Inquiry into Understanding the Experience of Wilderness Family Therapists*. **Werner-Wilson, R. J.**, Chair.

Non-Thesis MS Students

Faculty List

Werner-Wilson, R.J., Endowed Professor and Chair (R)

Brock, G.W., Professor Emeritus

Flashman, R., Professor – Cooperative Extension

Haleman, D., Lecturer

Hans, J., Associate Professor & Director of Graduate Studies (R)

Heath, C.J., Professor (R)

Hosier, A., Assistant Professor – Cooperative Extension

Hunter, Jennifer L., Assistant Professor – Cooperative Extension

Kim, H., Associate Professor (R)

Parker, T.S., Assistant Professor (R)

Smith, D.R., Associate Professor & Director of Undergraduate Studies (R)

Vail, A., Professor, Director of the School of Human Environmental Sciences and Assistant Director of Family and Consumer Sciences Extension (R)

Vazsonyi, A. T., Endowed Professor (R)

Werner-Wilson, T. A., Lecturer, Director of the University of Kentucky Family Center

Wood, N., Assistant Professor (R)

APPENDIX J: GOVERNANCE DOCUMENTS

Operational Policies

Evidences of Activity – Faculty

Evidences of Activity -- Lecturer

DEPARTMENT OF FAMILY STUDIES

OPERATIONAL POLICIES

Approved: December 7, 1994

These rules of procedure are intended to be consistent with the Governing Regulations and the Administrative Regulations of the University of Kentucky and the laws of the Commonwealth of Kentucky and of the United States of America. In the event these rules of procedure are inconsistent or contrary to the above-mentioned regulations and laws, then those regulations and laws control.

I. Functions:

The functions of the Department of Family Studies faculty are:

- A. To determine the educational policies and to establish the educational, research, and service goals of the Department within the limits established by the policies and rules of the University Senate and the Governing Regulations of the University of Kentucky.
- B. To make appropriate recommendations to the University Senate and to central administrative officers of the University.

II. Faculty:

The voting faculty of the Department is comprised of all faculty on tenure track who have 50% or greater appointment in the Department and includes Cooperative Extension Specialists.

The nonvoting faculty is comprised of part-time instructors, and those holding Adjunct, Post-Retirement and Emeritus appointments.

III. Faculty Meetings:

Scheduled Meetings: Regular meetings of the faculty, with a minimum of two meetings per semester, shall be held during the academic year. The Chair of the Department shall schedule and chair the meetings. The faculty will first meet each academic year during August and set scheduled meeting dates for the entire year.

Special Meetings: Special meetings of the faculty shall be called by the Chair, or upon the verbal request of at least three voting faculty. Notice of special meetings including proposed agenda must be posted in the departmental office 24 hours in advance of a meeting.

Distribution of Effort Meetings: The Department Chair will call a special meeting of the faculty each March for the purpose of obtaining input into the establishment of the Distribution of Effort for faculty for the following year.

Annual Performance Review Meetings: The Department Chair will call a special meeting of the faculty each October for the purpose of obtaining input into the conduct of the annual performance review for faculty.

Agenda: An agenda for each scheduled faculty meeting shall be prepared and distributed by the Chair to the faculty at least 2 working days prior to the meeting. Items may be placed on the agenda for a faculty meeting by members of the faculty. Agenda items should be submitted to the Chair in writing at least 3 working days prior to the meeting. The agenda shall include sufficient information to inform faculty about the items to be discussed and business to be voted upon. The agenda for special meetings will be posted in the departmental office at least 24 hours in advance of the meeting and only items in the posted agendas shall be acted upon at special meetings.

Participants: Participants in Department meetings shall include all faculty. Executive session consisting of voting faculty may be called to discuss matters of personnel and others permitted under Kentucky Open Records Law.

Executive Sessions --This procedure shall be followed:

1. The Chair shall announce in the meeting:

I will entertain a motion to go into executive session for the purpose of discussing personnel matters pursuant to KRS 61.810(1)(g).
2. The Chair shall secure a motion and its second; take a hand vote; confirm that a simple majority has voted in favor of the motion; record compliance with these measures in the minutes.
3. The Chair shall announce that the meeting will go into executive session and ask the public to leave. If a faculty member to be discussed is in attendance at the meeting, they, too, may be asked to leave for that portion of the executive session during which the faculty member is considered

Quorum: The quorum required to conduct business shall be two thirds of the voting faculty of the Department. Faculty who cannot attend may submit a proxy prior to a meeting if the motion voted upon by proxy is identical to the motion being voted upon in the faculty meeting. Proxy votes shall be submitted to the Department Chair.

Parliamentary Procedure: Conduct of business at meetings shall be in accordance with generally accepted procedures. Points of difference shall be decided in accordance with Robert's Rules of Order (Newly revised), with decisions on interpretation made by the Chair or a parliamentarian appointed by the Chair.

Minutes: Responsibility for minutes of Department meetings shall be rotated among voting faculty. Minutes shall be typed, duplicated, and distributed to the faculty by the office of the Chair within two weeks of the meeting. The final version of the minutes shall be formally approved at the next regularly scheduled meeting of the faculty.

IV. Departmental Committees:

Standing committees shall be elected from the voting faculty. Elections shall be held during the last Department meeting of the academic year with terms to begin the following academic year. A description of the functions and operating procedures of all Departmental committees shall be on file in the Department office.

Standing Committees:

The Department Chair serves ex officio on all Department committees.

Standing committees are:

1. Curriculum Coordinating Committees
2. Chair Advisory Committee
3. Graduate Faculty
4. Tenured Faculty

Ad hoc committees shall be appointed by the Chair as needed.

V. Faculty Search Process:

A search committee shall be nominated by the department chair when a position becomes available and permission to fill position is granted by the Dean. At least one student also shall be nominated. The voting faculty may nominate additional candidates from the floor and will elect the search committee by majority vote. The Chair of the committee shall be elected by the committee members and shall be a tenured faculty member. A description of the functions and operating procedures of the search committee shall be on file in the

Department office.

VI. Promotion and Tenure Process:

The promotion and tenure process shall be in accordance with the Governing Regulations of the University. The Chair shall meet with non-tenured faculty annually to advise regarding progress toward tenure. The Chair shall seek the advice of the faculty via the Tenured Faculty committee on matters involving promotion and tenure.

VII. Reappointment, Terminal Reappointment, Nonreappointment

On matters of reappointment, terminal reappointment, and nonreappointment of tenure-track faculty, the Chair shall call a meeting of the tenured faculty, optionally attended by other faculty, to receive consultative advice on the nature of the departmental recommendation forwarded to the Dean. On matters of terminal reappointment or nonreappointment, the Chair shall call for a vote of the tenured faculty to be recorded in the minutes along with a rationale for the vote.

VIII. Advisory Boards:

Advisory groups/boards shall be appointed by the Chair or designee as needed.

IX. Grant Review Process:

All grant applications shall be routed through the Department Chair for administrative review then forwarded onto the Dean's office. All proposals for external funding which commit faculty time (whether funded or in-kind) must be approved by Department Chair via an internal approval form. All proposals for internal funding which commit faculty time (whether funded or in-kind) must be approved by Department Chair in writing.

X. Student Organizations:

The Chair in consultation with faculty members shall appoint advisor(s) to Department student organizations annually.

XI. Course Evaluation:

All regularly scheduled courses will be evaluated each fall and spring semesters using the appropriate format established by the College of Human Environmental Sciences. Course evaluation during the summer semester is optional at the discretion of the faculty member teaching the course.

XII. Amendments:

The operational policies of the Department of Family Studies may be amended at regular or special Department meetings by a two-thirds majority vote of eligible voters present and absentees submitting proxies. A copy of the proposed amendment shall be dated and circulated to all faculty ten working days prior to a discussion. The vote on the proposed amendment will occur at the next regular or special meeting.

XIII. Administrative Officers:

Administrative officers of the Department of Family Studies shall be:

- Chair
Chair of the Tenured Faculty Committee (and serve as Chair of the Department if requested by the Chair in his/her Chairs absence)
- Director of Graduate Studies
- Director, Early Childhood Laboratory
- Director, Family Center

XIV. Posting of Regulations: The most recent copy of these policies shall be on file in the Department office. The University Governing Regulations and Administrative Regulations shall be made available to all faculty and staff electronically.

These rules of procedure have been created and approved by the faculty of the Department of Family Studies, pursuant to the authority granted by the Administrative and Governing Regulations of the University of Kentucky. These rules do not become effective until and unless approved by the Dean as indicated by their signatures below. Any modifications to these rules must also be approved by the Dean before the modifications take effect. These rules contain a total of five (5) pages, each of which are initialed and dated by the undersigned persons. A current copy of the approved rules for the Department of Family Studies shall be published and distributed in the College Handbook and thereby distributed to all administrators, faculty, staff and students serving on College committees or employed in administrative work, teaching or research for the College. A current copy of the approved rules for the Department of Family Studies are available in the office of the Chair of the Department and Dean of the College.

Chair, Department of Family Studies

Date

Dean, College of Human Environmental Sciences

Date

Chair Advisory Committee

Functions:

1. Review and update Department goals as needed.
2. Address Departmental issues/problems as requested by faculty and the Department Chair. Advise Chair on annual budget request.
3. Develop and recommend a plan for expenditure of Department funds.
4. Review faculty requests for research support from Department funds.

Procedures:

1. Three faculty members shall be elected to serve on the Committee for two year terms. Terms shall be staggered so that at least one member served the previous year. The faculty shall elect the Chair of the Committee yearly.
2. The committee will meet at least once each semester of the academic year.
3. When Department finances permit, research support will be made available to faculty. The Committee will review applications for support and grant awards. Committee members may submit applications for support.
4. Minutes of all meetings will be taken and summarized by the Advisory Committee Chair at the next regular department faculty meeting, and included in the departmental meeting minutes.

Curriculum Coordinating Committee

Functions:

1. Advise faculty on educational and operational policies pertaining to the under-graduate and graduate programs.
2. Process proposals for new courses, course changes, new degree programs, and program changes.
3. Recommend new courses, course changes, new degree programs, and program changes to the faculty.
4. Prepare and submit items approved by the faculty to the College of Human Environmental Sciences Program Development Committee.

Procedures:

1. Three faculty members shall be elected to serve on the Committee for two year terms. Terms shall be staggered so that at least one committee member served the previous year. The faculty shall elect a tenured faculty member to serve as the Chair of the Committee yearly. The department chair will appoint a student member of the committee each year.
2. The committee will meet at least once each semester of the academic year and more often as needed.
3. Minutes of all meetings will be taken and when approved by the Committee, distributed to the faculty and the Department Chair.

Graduate Faculty Committee

Functions:

1. Provide consultation to the Director of Graduate Studies on any aspect of the graduate programs offered by the Department of Family Studies.
2. Review assignment of teaching assistants.
3. Address other issues pertaining to graduate education in the Department.
4. Establish policies and criterion for admissions to Department Graduate Programs.
5. Establish policies and criterion for final examinations for Department Graduate Programs.
6. Meet each summer and fall semester to make decisions on admissions of applicants to departmental graduate programs.

Procedures:

1. All Department faculty who are full and associate members of the University of Kentucky Graduate faculty shall be members of the Graduate Faculty Committee and hold full voting rights on any business conducted by the Committee. The director of graduate studies shall appoint a student member of the committee each year.
2. In the spring of each year, the committee shall elect a Chair who shall be a senior, tenured faculty member. The Chair shall be responsible for calling all meetings.
3. The committee shall meet on an as needed basis and at least once during each academic year.
4. Minutes of all meetings shall be kept and distributed to Department faculty.

Tenured Faculty Committee

Functions:

1. Review probationary faculty on progress toward tenure.
2. In conjunction with the Department Chair, monitor the tenure decision process to guard its integrity.
3. Provide input to Department Chair on matters of promotion and tenure.

Procedures:

1. As determined by a vote of the tenured faculty at the final faculty meeting of the year a tenured, regular title faculty in the Department of Family Studies shall serve as Chair of the Committee for the following academic year. The Committee Chair shall be responsible for calling all meetings. As directed by the Chair of the Department, the Chair of the Tenured Faculty shall act as Department Chair in his or her absence.
2. The committee shall meet on an as needed basis and at least one time during each academic semester.
3. Minutes of all meetings shall be kept by the Committee Chair or his/her designate and distributed to Department faculty.

Faculty Search Committee

Functions:

1. Conduct a search for a new faculty member in accordance with university hiring guidelines.
2. In consultation with the Department Chair (who is ex officio on the committee) develop a position announcement and advertisements for journals/chronicles or classified sections of national newspapers.
3. Disseminate position announcement and receive applications.
4. Identify and recommend qualified candidates.
5. Make arrangements for interviews.
6. See that correspondence and documents relating to the search and the outcome are filed in accordance with University regulations.

Procedures:

1. Obtain a current copy of university hiring guidelines and conduct search in accordance with all regulations and guidelines.
2. Develop a position announcement that includes:
 - Title of the position
 - Job description and/or responsibilities of the position
 - Minimum qualifications
 - Deadline for receiving applications
 - Name, address, and telephone number of person to contact in the Department
 - Equal opportunity statement
 - Address of Affirmative Action Coordinator
3. Disseminate the announcement to appropriate the Department's having potential qualified candidates including, institutions listed in affirmative action guidelines
4. Advertise the position as required by law.
5. Receive applications. Inform applicants of materials needed to complete their file and the deadlines for receiving them.

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6. After the closing date, identify all qualified candidates. Recommend top 2-3 candidates and have faculty vote on who will be interviewed. Prior to inter-views, make folders of top candidates available in Department office for review and forward copies of all materials on all applicants to the Chair and Dean.
7. Make arrangements for interviews with sufficient notice to faculty so that they can arrange to meet the candidates.
8. No candidate may interview before the closing date for applications unless no closing date is specified.
9. Select leading candidate by faculty vote. Identify second/third choices if desired. Recommend candidate(s) to Department Chair.
10. The Department Chair and the Dean of the College of Human Environmental Sciences shall negotiate offers with candidates.
11. Notify unsuccessful applicants promptly of decisions regarding the position.
12. File all correspondence and documents relating to the search in accordance with University regulations.

**Department of Family Sciences Statement of Evidences of Activity in Instruction,
Research, and Extension that are Appropriate for Promotion and Tenure of Faculty
UK College of Agriculture, Food and Environment**

December 4, 2009

General Information

University regulations establish criteria for promotion and tenure. These criteria are framed in terms of the expectation for excellence across all areas of assigned activity. The Department of Family Sciences expects these criteria to apply rigorously to all faculty title series. However, the Department of Family Sciences faculty vary with regard to disciplinary expertise as well as extension, research and instruction Distribution of Effort. Therefore, specific evidences of activity to be considered in applying these criteria may vary greatly, particularly among mission areas. This statement on evidences should not be considered as inconsistent with or contradictory to university level regulations, nor with the criteria expressed therein.

This statement of activities also applies to evaluations at all ranks although evidences of activity demonstrating potential, professional advancement, and trajectory of program development are weighted heavily for promotion from Assistant Professor to Associate Professor. Whereas, evidences of career achievement, sustained scholarly record, and documented impact will be more heavily factored for promotion from Associate to Full Professor.

This statement was approved by a vote of the faculty December 4, 2009 and added to the Department of Family Sciences Rules of Procedure.

Scholarly Productivity

Evidence of scholarly productivity is most often documented through written works. Original research articles, translational or extension publications, works of synthesis (e.g. reviews, monographs, textbooks), and publications about instruction and pedagogy as appropriate to the faculty members discipline and assignment may all be examples of scholarly productivity. Formats such as web-based, electronic resources or juried designs may also be considered as evidence of scholarly work.

In all cases, however, creative or original works that have been rigorously peer-reviewed, will be given more weight. This applies to work derived from research, instruction, or extension assignments.

For extension, many forms of information delivery, in addition to printed and electronic media, including educational meetings, workshops, field days, and individual responses and contacts, are evidence of scholarly productivity and should be summarized, reported and considered in evaluations.

For instruction, evidence of productivity includes delivery of formal classroom and electronic media courses which create student contact hours, and support student engagement. These may include participation in organized student activities, advising, mentoring and or supervising

experiential education and undergraduate and graduate research projects and are evidences of instructional scholarly productivity although are not always documented by written works.

Quality, Innovation, and Impact

Both the submitted narrative and the record should demonstrate that the overall program has direction, focus and originality, and where possible documented impact.

Publication in highly selective, rigorously refereed or juried outlets can be an important metric of quality of scholarly works. Citation index and journal metrics are becoming more frequently used as quality measures.

Research faculty are generally be expected to establish a coherent body of work, focused on one or a small number of significant topics, as opposed to an unrelated collection of articles or materials. In some cases, particularly for applied research, a broad diverse portfolio of successful studies is justified on the basis of responsiveness to critical needs.

Quality extension programs are characterized by responsiveness, direction and relevance; they are science and research based; they employ creative, effective methods of education and communication. Extension programs should be associated with high quality materials or works in relevant, appropriate, accessible outlets. Quantitative or at least systematic assessment is particularly useful in extension programming.

Student teaching evaluations are considered to be valid, if appropriate, index of teaching quality particularly when considered in conjunction with other measures. Professional development and teaching improvement activities are considered to document commitment to quality instruction. Success and achievement of students and advisees may be considered for teaching assignments.

A demonstrated record of sustaining scholarly productivity through funding or support for the program as appropriate to the field can be an important factor. Peer recognition also is considered as evidence of quality. When they are available, documented benefits to stakeholders, e.g., changed practice, profit, or quality of life can be important measures, not just for extension but for all faculty activities.

Collaborative Efforts, Recognition, Professional Service and Leadership

As leaders of a public, land grant institution, faculty of the Department are required to be highly accessible, responsive and interactive with peers, students and constituents. Faculty in the Department should be expected to engage in collaborative work as appropriate to the advancement of their and the department's programs. In instruction, contributions to student success beyond formal classroom success (e.g., advising, activities, and positive interaction) can be important evaluation factors.

Documentation of peer recognition may include significant awards, invitations to make presentations externally, service on national panels or committees, editorial appointments, leadership positions in professional societies, and other indicators. Nationally competitive grants may be significant evidence of peer recognition in many fields.

University, college or department level service may be offered as documentation of leadership in a major DOE area (research, teaching, extension) or it may be evaluated as a special assignment, as agreed upon by the chair and the faculty member.

Exceptional individual performance is typically associated with notable positive impact on the success of students, colleagues, and the department, through leadership and professional service.

Family Studies Department
Criteria and Evidences for Appointment, Reappointment, Nonrenewal of Appointment, Terminal
Appointment, Promotion and Faculty Performance for Lecturers and Senior Lecturers
Approved by the Tenured Faculty of Department on October 1, 2010
Approved by the Dean on November 5, 2010

Appointment

The criteria for appointment include an earned terminal degree appropriate to the field of assignment (with the approval of the provost, evidence of the appropriate professional experience or credentials may substitute for a terminal degree). Candidates must also have demonstrated good teaching experience. Other credentials, such as publications, may also be considered.

Appointments

Lecturer appointments in the College of Agriculture may be for 9, 10, 11, or 12 months. Periods are determined at the time of the creation of the position description.

Reappointments follow AR 2:9 <http://www.uky.edu/Regs/files/ar/ar2-9.pdf>.

Nonrenewal of appointments and terminal appointments follow AR 2:9
<http://www.uky.edu/Regs/files/ar/ar2-9.pdf>.

Performance Review

The college policies on performance review of lecturer series faculty employees prescribe that lecturer series faculty employees undergo faculty performance review as follows:

1. At the rank of lecturer, performance reviews occur annually, according to established College of Agriculture criteria posted at <http://www2.ca.uky.edu/deanadmin/faculty>.
2. At the rank of senior lecturer, performance reviews occur biennially, according to established College of Agriculture criteria posted at <http://www2.ca.uky.edu/deanadmin/faculty>.

Promotion

In order to be considered for promotion to senior lecturer in the College of Agriculture, a lecturer must have a terminal degree. A lecturer with a terminal degree may be considered for promotion (without tenure) from the rank of lecturer to the rank of senior lecturer at any time after five (5) years of continuous full-time service, contingent upon agreement of the departmental faculty with the chair, and in consultation with the dean. In preparing a recommendation to the dean on a promotion case in the lecturer series, the educational unit administrator shall consult with the appropriate faculty employees of the unit and obtain their written judgments. Prior to making a recommendation to the provost on a promotion case in the lecturer series, the dean shall provide the dossier (http://www2.ca.uky.edu/deanadmin-files/Senior_Lecturer_Promotion_Process_051710.pdf) to the college advisory committee on appointment, reappointment, promotion, and tenure, and obtain its written advice. The provost makes the final decision on the promotion, without reference to an area committee.

Teaching Portfolio

The teaching portfolio is an important element in the promotion process.

Satisfactory performance of faculty in resident teaching focuses on the development of innovative course materials, lectures, assignments, alternative teaching methods, and on examinations that provide educational benefits to students. Courses should be content driven with objectives clearly stated. Course content is expected to be up-to-date, applicable to the subject matter, and at the appropriate level. Exams and assignments should reflect course materials and lectures, and be returned and reviewed within a reasonable period. Instructors are expected to be available to assist students outside of the classroom and to follow all University Rules that protect student rights.

Teaching evaluations by students should reflect this positive learning environment, but not be the primary factor in evaluating teaching. The entire teaching portfolio (which includes numerical course evaluations as a part) should be used as the primary tool to evaluate teaching. Suggested items in the teaching portfolio may include one's teaching philosophy, samples of materials detailing course content and innovative instructional methods, teaching awards, numerical ratings, courses taught, new course development, teaching methods, student advising, student mentoring, teaching workshops and professional meetings, student organizations, and student recruitment. When appropriate to assignment, materials may also include publications.

Curriculum Vitae Guidelines at http://www2.ca.uky.edu/deanadmin-files/curriculum_vitae_guidelines.pdf.

Tenured and tenure-eligible faculty members in the Department of Family Studies have established by majority vote the maximum percentage of lecturer faculty (based on the number of faculty lines), that may be employed as 25 percent.

APPENDIX K: TEACHING ASSIGNMENTS

Teaching Assignments for Fall, 2015

Course	Instructor
FAM 251	Kim, Hyungsoo
FAM 253	Pennington, Rose
FAM 254	Hosier, Amy
FAM 254	Parker, Trent
FAM 350	Heath, Claudia
FAM 352	Parker, Trent
FAM 352	Okhotnikov, Ilya
FAM 352	Zhang, Qun
FAM 357	Jiskrova, Gabriela
FAM 357	Vazsonyi, Alex
FAM 360	Smith, Donna
FAM 390	Heath, Claudia
FAM 402	Hunter, Jennifer
FAM 499	Durbin, Ellie
FAM 544	Haleman, Diana
FAM 601	Haleman, Diana
FAM 652	Hans, Jason
FAM 654	Wood, Nate
FAM 686	Werner-Wilson, Ron
FAM 687	Werner-Wilson, Tracey
FAM 775	Kim, Hyungsoo

Teaching Assignments for Spring, 2016

Course	Instructor
FAM 251	Heath, Claudia
FAM 352	Gnonhossou, Djidjoho
FAM 352	Haleman, Diana
FAM 352	Ksinan, Albert
FAM 352	Pennington, Rose
FAM 352	Pennington, Rose
FAM 354	Haleman, Diana
FAM 357	Parker, Trent
FAM 360	Smith, Donna
FAM 390	Heath, Claudia
FAM 402	Durbin, Ellie
FAM 499	Durbin, Ellie
FAM 553	Smith, Donna
FAM 600	Van de Venne, Judy
FAM 640	Wood, Nate
FAM 658	Vazsonyi, Alex
FAM 668	Kim, Hyungsoo
FAM 759	Werner-Wilson, Tracey
FAM 787	Werner-Wilson, Tracey
FAM 787	Wood, Nate

Teaching Assignments for Fall, 2014

Course	Instructor
FAM 251	Kim, Hyungsoo
FAM 253	Haleman, Diana
FAM 254	Hosier, Amy
FAM 254	Wood, Nate
FAM 350	Heath, Claudia
FAM 352	Durbin, Ellie
FAM 352	Parker, Trent
FAM 352	Pennington, Rose
FAM 352	Smith, Donna
FAM 357	Ksinan, Albert
FAM 357	Vazsonyi, Alex
FAM 360	Smith, Donna
FAM 390	Heath, Claudia
FAM 402	Hunter, Jennifer
FAM 402	Kim, Hyungsoo
FAM 499	Durbin, Ellie
FAM 544	Haleman, Diana
FAM 601	Haleman, Diana
FAM 652	Van de Venne, Judy
FAM 654	Wood, Nate
FAM 686	Werner-Wilson, Ron
FAM 687	Werner-Wilson, Tracey
FAM 775	Hans, Jason
FAM 777	Hans, Jason

Teaching Assignments for Spring, 2015

Course	Instructor
FAM 251	Durbin, Ellie
FAM 352	Haleman, Diana
FAM 352	Jiskrova, Gabriela
FAM 352	Parker, Trent
FAM 352	Pennington, Rose
FAM 354	Haleman, Diana
FAM 357	Parker, Trent
FAM 360	Smith, Donna
FAM 390	Parker, Trent
FAM 499	Durbin, Ellie
FAM 502	Smith, Donna
FAM 563	Haleman, Diana
FAM 668	Kim, Hyungsoo
FAM 685	Werner-Wilson, Tracey
FAM 690	Hans, Jason
FAM 740	Wood, Nate
FAM 790	Vazsonyi, Alex

**Teaching Schedules
2013-2014**

<u>Instructor</u>	<u>Fall 2013</u>	<u>Spring 2014</u>
Diana	253, 544, 601	352, 354
Jason	775, 652, DGS	
Claudia	350, 390	390, 251
Amy	254	
Jennifer	402	
Hyungsoo	251, 402	668, 690
Trent	787	352 (740?)
Donna	360, 352, DUS	360, 553
Alex	357	658
Tracey	687	787
Nate	654, 686	640, 787

Teaching Assignments for Fall, 2012

Course	Instructor
FAM 253	Harris, Charlene
FAM 253	Pennington, Rose
FAM 254 (new prep)	Hosier, Amy
FAM 350	Heath, Claudia
FAM 352	Norman, Jaci
FAM 357	Vazsonyi, Alex
FAM 360	Leaver, Christy
FAM 390	Heath, Claudia
FAM 390	Powell, Erin
FAM 402-001	Kim, Hyungsoo
FAM 499-401	Durbin, Ellie
FAM 499-402	Durbin, Ellie
FAM 544	Haleman, Diana
FAM 601	Haleman, Diana
FAM 652	Hans, Jason
FAM 654 (new prep)	Wood, Nate
FAM 661	Kim, Hyungsoo
FAM 686	Wood, Nate
FAM 687	Werner-Wilson, Tracey
FAM 775-001	Hans, Jason
FAM 775-002	Hans, Jason
FAM 777 (new prep)	Hans, Jason
FAM 785 (Supervise Teaching for Harris, Norman, & Powell)	Hans, Jason
FAM 787	Parker, Trent

Teaching Assignments for Spring, 2013

Course	Instructor
FAM 251	Heath, Claudia
FAM 251	Kim, Hyungsoo
FAM 352	Pennington, Rose
FAM 352 (new prep)	Parker, Trent
FAM 354	Haleman, Diana
FAM 360	Smith, Donna
FAM 390	Heath, Claudia
FAM 402	Hunter, Jennifer
FAM 499-401	Durbin, Ellie
FAM 499-402	Durbin, Ellie
FAM 502	Smith, Donna
FAM 563	Haleman, Diana
FAM 668	Kim, Hyungsoo
FAM 685	Werner-Wilson, Tracey
FAM 690	Hans, Jason
FAM 740	Parker, Trent
FAM 787	Werner-Wilson, Tracey
FAM 787	Wood, Nate
FAM 790 (new prep)	Vazsonyi, Alex

Teaching Assignments for Fall, 2011

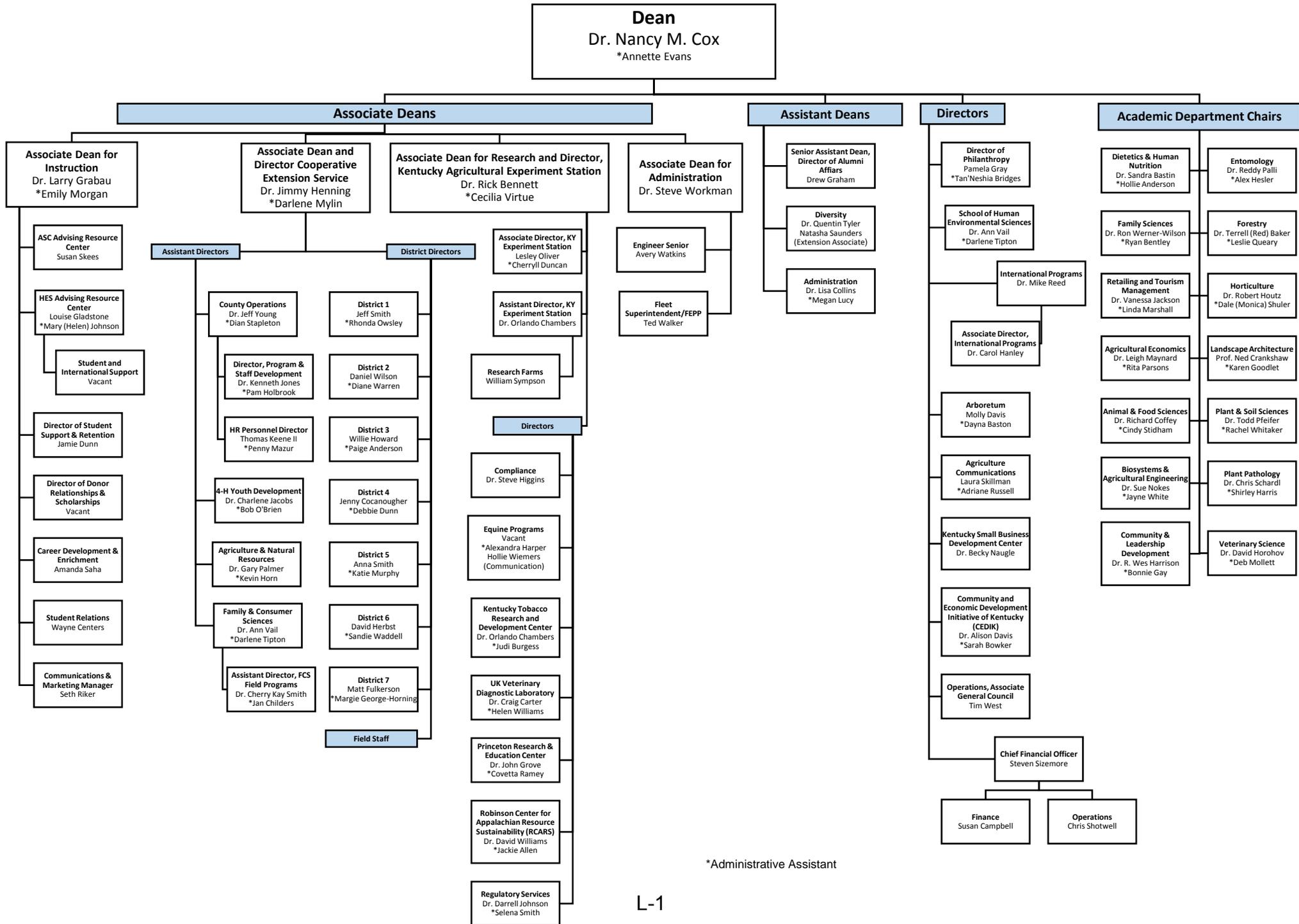
Course	Instructor
FAM 250	Bradley, Linda
FAM 250	Heath, Claudia
FAM 253	Kimberly, Claire
FAM 253-001	Lecturer
FAM 254-001	Werner-Wilson, Tracey
FAM 254-401	Wood, Nate
FAM 360	Leaver, Christy
FAM 390	Heath, Claudia
FAM 402-001	Kim, Hyungsoo
FAM 402-401	Gillen, Martie
FAM 499-401	Durbin, Ellie
FAM 499-402	Durbin, Ellie
FAM 502	Smith, Donna
FAM 544	Haleman, Diana
FAM 601	Haleman, Diana
FAM 652	Lecturer
FAM 654	Hosier, Amy
FAM 686	Wood, Nate
FAM 687	Werner-Wilson, Tracey
FAM 763	Haleman, Diana
FAM 775-001	Werner-Wilson, Ron
FAM 775-002	Werner-Wilson, Ron
FAM 787	Parker, Trent

Teaching Assignments for Spring, 2012

Course	Instructor
FAM 251	Heath, Claudia
FAM 251-401	Bradley, Linda
FAM 252	Lecturer
FAM 252-001	Haleman, Diana
FAM 354	Haleman, Diana
FAM 357	Parker, Trent
FAM 360	Smith, Donna
FAM 390	Heath, Claudia
FAM 499-401	Durbin, Ellie
FAM 499-402	Durbin, Ellie
FAM 563	Haleman, Diana
FAM 668	Kim, Hyungsoo
FAM 673	Mimbs, Cheryl
FAM 685	Werner-Wilson, Tracey
FAM 690	Lecturer
FAM 740	Parker, Trent
FAM 752	Extension Asst. Prof
FAM 787	Werner-Wilson, Tracey
FAM 787	Wood, Nate
FAM 790	Kim, Hyungsoo

APPENDIX L: ORGANIZATIONAL CHART

University of Kentucky College of Agriculture, Food and Environment Organizational Chart



*Administrative Assistant

APPENDIX M: CURRICULA

Undergraduate Curriculum

MS, Family Sciences Curriculum

MS, Couple and Family Therapy Curriculum

Doctoral Curriculum

Family Sciences

College of Agriculture,
Food and Environment

Students in the Family Sciences major earn the degree Bachelor of Science in Family Sciences. The major is offered by the Department of Family Sciences which is committed to preparing graduates to work with individuals and families in various settings. The focus is on enhancing the quality of life for families by building on family strengths. Undergraduate programming is at an applied level using an interdisciplinary approach from the perspectives of individual and family development, family resource management, and family systems.

Family Sciences prepares students to work with individuals and families in unique ways. Positions include coordinators of community education and outreach, crisis management, residential care, family financial management, research and planning, and social service workers. Students completing the program are eligible to apply to become certified family life educators through the National Council on Family Relations. Contact the Department of Family Sciences, 315 Funkhouser Building, (859) 257-7750, for more information about this optional credential.

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete the School requirements listed below.
3. Complete 120 credit hours with a minimum grade-point average of 2.0.
4. Complete the required curriculum in the major program.

School Requirements

HES 100 An Introduction to Professions in Human Environmental Sciences	1
FAM 352 Issues in Family Sciences	3
Subtotal: School Required hours	4

UK Core Requirements

See the *UK Core* section of the 2014-2015 *Undergraduate Bulletin* for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list

II. Intellectual Inquiry in the Humanities

Choose one course from approved list

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology
or
SOC 101 Introduction to Sociology

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II

VII. Quantitative Foundations

PHI 120 Introductory Logic

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list

X. Global Dynamics

Choose one course from approved list

UK Core hours **30-31**

Graduation Composition and Communication Requirement (GCCR)

FAM 357 Adolescent Development

FAM 360 Introduction to Family Intervention:
Working with Families and Individuals

FAM 390 Introduction to Research Methods

Graduation Composition and Communication Requirement hours (GCCR)

..... **9**

Premajor Requirements

Hours

COM 252 Introduction to Interpersonal Communication (GWR)

PHI 120 Introductory Logic

or

PHI 332 Professional Ethics

PSY 100 Introduction to Psychology

STA 210 Making Sense of Uncertainty:

An Introduction to Statistical Reasoning

DHN 101 Human Nutrition and Wellness

SOC 101 Introduction to Sociology

ECO 201 Principles of Economics I

Subtotal: Premajor hours **22**

Major Requirements

FAM 251 Personal and Family Finance

FAM 253 Human Sexuality: Development, Behavior and Attitudes

FAM 254 Life Course Human Development

FAM 357 Adolescent Development

FAM 360 Introduction to Family Intervention:

Working With Families and Individuals

FAM 390 Introduction to Research Methods

FAM 402 Issues in Family Resource Management

FAM 499 Internship in Family Sciences

FAM 544 Cultural Diversity in American Children and Families

or

FAM 354 The Family in Cross-Cultural Perspective

Subtotal: Major hours **27**

–CONTINUED–

University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call 404-679-4500, or online at www.sacscoc.org for questions about the accreditation of University of Kentucky.

Family Sciences • 2

Professional Support

In addition to the major requirements, each student in consultation with his or her academic advisor will select a minimum of 18-21 credits in course work in a university-recognized minor. At least 12 of these hours must be at the 300 level or above. A minor is a structured group of courses that leads to considerable knowledge and understanding of a subject. Suggested minors include Psychology, Sociology, Gender and Women's Studies, Anthropology, Economics, Political Science, Appalachian Studies, Business, Communication, Health Promotion, Human Nutrition, Community and Leadership Development, etc.

Students must contact the department responsible for the minor program for guidance and advising.

Subtotal: Professional Support hours 18-21

Electives

Electives at the 300 level or above to reach 120 credits including sufficient credits to reach 45 hours at the 300 level or above. Work with an advisor to select additional FAM classes if available.

Subtotal: Electives 6

TOTAL HOURS: 120

Master's Program Curriculum

Required courses for all master's degree emphasis Areas:

- FAM 601: Family Processes (3 credit hours)
- FAM 652: Readings in Family Theory and Research (3)
- FAM 654: The Lifecourse Perspective on Families (3)
- FAM 668: Allocation of Family Resources (3)
- FAM 690: Research Methods in Family Science (3)
- FAM 775: Professional Development Seminar (1)

In addition to the 6 required courses listed above, the curriculum requires a minimum of 5 elective credit hours; 3 credit hours of a statistics, qualitative methodology, or program evaluation course appropriate for thesis preparation; and 6 credit hours of master's thesis residency.

Two-Year non-CFT M.S. Plan

Suggested course sequence for completion of the master's program in 2 years:

1st Fall

- FAM 601: Family Processes (3 credit hours)
- FAM 652: Readings in Family Theory & Research (3)
- FAM 654: The Lifecourse Perspective on Families (3)
- FAM 775: Professional Development Seminar (1)

1st Spring

- FAM 668: Allocation of Family Resources (3)
- FAM 690: Research Methods in Family Science (3)
- Elective Course (3)

2nd Fall

- FAM 768: Master's Thesis Residence Credit (3)
- Statistics, qualitative methodology, or program evaluation course (3)
- Elective Course (3)

2nd Spring

- FAM 768: Master's Thesis Residence Credit (3)
- Elective Course (3)
- Elective Course (3)

One and One-Half Year non-CFT M.S. Plan

Although many students take 2 years to complete the master's program, the curriculum can be completed in 1.5 years of full-time enrollment by studying through the summer.

Suggested course sequence for completion of the master's program in 1.5 years:

1st Fall

FAM 601: Family Processes (3 credit hours)

FAM 652: Readings in Family Theory & Research (3)

FAM 654: The Lifecourse Perspective on Families (3)

FAM 775: Professional Development Seminar (1)

1st Spring

FAM 668: Allocation of Family Resources (3)

FAM 690: Research Methods in Family Science (3)

Statistics, qualitative methodology, or program evaluation course (3)

Summer

FAM 768: Master's Thesis Residence Credit (3)

2nd Fall

FAM 768: Master's Thesis Residence Credit (3)

Elective Course (3)

Elective Course (3)

Master's Couple and Family Therapy Program Curriculum

Required courses for all master's degree emphasis Areas:

- FAM 601: Family Processes (3 credit hours)
- FAM 652: Readings in Family Theory and Research (3)
- FAM 654: The Lifecourse Perspective on Families (3)
- FAM 668: Allocation of Family Resources (3)
- FAM 690: Research Methods in Family Science (3)
- FAM 775: Professional Development Seminar (1)

In addition to the 6 required courses listed above, the CFT curriculum requires 15 credit hours of core CFT courses, 13 credit hours of supervised practicum, 3 credit hours of a statistics, qualitative methodology, or program evaluation course appropriate for thesis preparation; and 6 credit hours of master's thesis residency (53 credit hours total). Required course sequence for completion of master's program with CFT emphasis:

1st Fall

- FAM 601: Family Processes (3 credit hours)
- FAM 686: Theory & Methods in CFT (3)
- FAM 687: Treatment Modalities (3)
- FAM 775: Professional Development Seminar (1)

1st Spring

- Even Years: FAM 640: Using the DSM in CFT Assessment (3)
FAM 759: Special Topics - Play Therapy (3)
- Odd Years: FAM 685: Professional Issues in CFT (3)
FAM 740: Couple and Sex Therapy (3)
- FAM 690: Research Methods in Family Science (3)
- FAM 787: Practicum (3)

Summer or 2nd Fall

Take a statistics, qualitative methodology, or program evaluation course, as appropriate for master's thesis preparation.

Summer

- FAM 787: Practicum (3)

2nd Fall

- FAM 652: Readings in Family Theory & Research (3)
- FAM 654: The Lifecourse Perspective on Families (3)
- FAM 768: Master's Thesis Residence Credit (3)
- FAM 787: Practicum (3)

2nd Spring

Even Years: FAM 640: Using the DSM in CFT Assessment (3)

FAM 759: Special Topics - Play Therapy (3)

Odd Years: FAM 685: Professional Issues in CFT (3)

FAM 740: Couple and Sex Therapy (3)

FAM 668: Allocation of Family Resources (3)

FAM 768: Master's Thesis Residence Credit (3)

FAM 787: Practicum (1)

Doctoral Curriculum Requirements
Department of Family Sciences

Area	Credits	Course	
Foundational - required unless approved from master's degree	3	FAM 601: Family Processes	
	3	FAM 652: Readings in Family Theory and Research	
	3	FAM 654: The Lifecourse Perspective on Families	
	3	FAM 668: Allocation of Family Resources	
	3	FAM 690: Research Methods in Family Science	
	1	FAM 775-001: Professional Development Seminar I	
	4	STA 570: Basic Statistics	
Research Methods & Theory - minimum 9 credit hours - FAM 790 required	3	FAM 790: Advanced Research Methods in Family Science	
	Suggested Qualitative Methods (minimum 3 credit hours required)		
	3	CJT 664: Qualitative Methods in Communication Research	
	3	EPE 663: Field Studies in Educational Institutions (qualitative methods)	
	3	EPE 763: Advanced Field Studies (qualitative methods)	
	3	NUR 791: Qualitative Methods in Nursing	
	3	SOC 682: Special Topics in SOC (topic: any qualitative methods)	
	Suggested Quantitative Methods (minimum 3 credit hours required)		
	3	EPE 619: Survey Research Methods in Education	
	3	EDP/EPE 620: Topics and Methods of Evaluation	
	3	EDP/EPE 621: Advanced Topics and Methods of Evaluation	
	3	EPE 679: Multiple Measures in Education and Evaluation	
	Statistics - minimum 9 credit hours - FAM 777 required	3	FAM 777: Applied Statistics in Family Science
Suggested Courses (minimum 6 credit hours required)			
3		CJT 765: Advanced Seminar in CJT (committee-approved topic)	
3		EDP 707: Multivariate Analysis in Educational Research	
3		EDP 778: Seminar in Educational Psychology (committee-approved topic)	
3		EPE 773: Seminar in EPE (topic: Applied Structural Equation Modeling)	
3		PSY 610: Psychometrics (focus on ANOVA)	
3		PSY 611: Psychological Research (focus on Regression & Correlation)	
Professional Development - minimum 5 credit hours		1	FAM 775-002: Professional Development Seminar II
		3	FAM 786: Teaching Practicum in Family Sciences
	3	FAM 784: Research Practicum in Family Sciences	
Area of Specialization - minimum 15 credit hours	15	Flexible coursework forming a cohesive specialization area in one of the following emphasis areas: <ul style="list-style-type: none"> - Adolescent Development - Aging - Family Finance and Economics - Family Processes 	
Dissertation Research - after completion of coursework, take 2 credit hours per semester until graduated	∞	FAM 767: Dissertation Residency Credit	

APPENDIX N:
COURSE DESCRIPTIONS AND
COURSE ROTATIONS

FAM

Family Sciences

FAM 251 PERSONAL AND FAMILY FINANCE. (3)

Management of personal and family financial resources throughout the lifespan. A study of individual and family finances as related to planning, credit, savings, investment, insurance, taxes, housing costs, transportation costs, retirement and estate planning.

FAM 253 HUMAN SEXUALITY: DEVELOPMENT, BEHAVIOR AND ATTITUDES. (3)

An introductory survey of human sexuality including gender, love and intimacy, sexual expression and variation, sexual orientation, contraception, pregnancy and birth, sexually transmitted infections, sexual coercion, and sex in society. FAM 253 is a University Studies Program Course. Prereq: Three hours in social or behavioral science.

FAM 254 LIFE COURSE HUMAN DEVELOPMENT. (3)

An introduction to the basic principles of human development through the life course of the individual from conception to death, common life transitions, and social change shape people's lives from birth to death. Roles of family, school, peers, and work will also be examined in relation to human development. Emphasis will be placed on the general theories of human development and their relation to the life course.

FAM 350 CONSUMER ISSUES. (3)

An in-depth study of consumer issues, rights, and responsibilities. An examination of how individual and societal decisions affect quality of life, including consumer safety, and the interactions of consumption, health, law, government regulations and the economy. Consumer education and financial literacy will also be emphasized.

FAM 352 ISSUES IN FAMILY SCIENCES. (3)

The scientific study of the family. Topics covered will include the important theoretical frameworks in family sciences, historical trends in marriage and family life, gender role theory, family life cycle theory, parenthood, communication, economics of family life, family wellness, capacity building, resource sustainability, integrative elements in life course development, conflict, divorce, stepfamilies and stepparenting, and family strengths. Students will analyze contemporary family issues and take informed, written positions on these issues. This course is required for all Human Environmental Sciences students and Family Sciences minors, and meets American Association of Family and Consumer Sciences accreditation standards. Prereq: Restricted to majors in Human Environmental Sciences; and Family Sciences minors only. Junior or senior standing required.

FAM 354 THE FAMILY IN CROSS-CULTURAL PERSPECTIVE. (3)

Approaches the study of the family from a comparative perspective, emphasizing cross-cultural variability in the structure and function of family. Kinship, household formation, sex roles, and socialization are examined in the context of the family, as well as patterns of interaction, personality formation, and family pathology. Prereq: Declared majors or minors in Dept. of Family Sciences or SW. (Same as SW 354.)

FAM 357 ADOLESCENT DEVELOPMENT. (3)

This course conducts an in-depth analysis of adolescent development and adjustment using an ecological, multi-contextual framework. The primary focus is on scholarship and empirical evidence from a number of disciplines that have direct bearing on the study of adolescent development, with a particular interest in applying a cross-cultural/national comparative lens. Prereq: Declared majors or minors in Dept. of Family Sciences, CTED or consent of the instructor. This course is a Graduation Composition and Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK.

**FAM 360 INTRODUCTION TO FAMILY INTERVENTION:
WORKING WITH FAMILIES AND INDIVIDUALS. (3)**

Survey course to introduce students to the various skills, strategies and professional ethical standards used by family scientists in helping relationships. The emphasis will be on learning the skills required to provide support for families and individuals. Prereq: Declared majors or minors in Dept. Family Sciences. FAM 251, may be taken concurrently. This course is a Graduation Composition and Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK.

FAM

Family Sciences

FAM 390 INTRODUCTION TO RESEARCH METHODS. (3)

An introduction to research design, methodology, instrumentation, and data analysis with emphasis on a student's ability to understand and critique research in human development and family relations. Prereq: Declared majors or minors in Family Sciences; STA 210. This course is a Graduation Composition and Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK.

FAM 402 ISSUES IN FAMILY RESOURCE MANAGEMENT. (3)

Examination of family economics and management issues and analysis of their impact on the well-being of families across the major transitions of the family life-cycle. Particular emphasis will be given to family decision-making. Prereq: FAM 251 and declared majors and minors in Dept. Family Sciences.

FAM 403 MATE SELECTION THEORY AND RESEARCH. (1-3)

This course is designed to develop a basic understanding of mate selection theory and research. Processes in the U.S. and abroad will be explored. Sex, love, culture, values, and how these factors play into the process of mate selection will be covered. Students may enroll for 1, 2, or 3 credits.

FAM 473 FAMILY LIFE EDUCATION. (3)

Historical development, current programs, and emerging trends in family life education with particular emphases on programs and techniques for teaching sex education, marital relations, parenting and human development. Prereq: Declared majors and minors in Department of Family Sciences and FAM 360.

FAM 475 SPECIAL TOPICS IN FAMILY SCIENCES. (1-3)

Course will focus on selected topics drawn from various areas of family sciences taught by faculty members with special interests and competence. May be repeated to a maximum of six credits under different subtitles. Prereq: Consent of instructor.

FAM 486 FIELD EXPERIENCES IN FAMILY RESOURCE MANAGEMENT. (3)

Field training in community setting. Opportunities for developing competencies in planning and conducting individual and small group experiences related to family resource management. Lecture, one hour; laboratory, seven hours per week. May be repeated to a maximum of six credits. Prereq: Senior standing and consent of instructor.

FAM 495 INDEPENDENT WORK IN FAMILY SCIENCES. (1-3)

Intensive independent scholarship or training in family sciences. May be repeated to a maximum of 12 credits. Prereq: Junior or senior standing.

FAM 499 INTERNSHIP IN FAMILY SCIENCES. (3)

Supervised internship, and capstone course for seniors, in a community, educational, Cooperative Extension, and/or research setting. Emphasis on observation, teaching, conceptualizing research problems, and developing competencies in providing service at the individual, family and/or community level. Students will be required to assist in designing, implementing, and evaluating research and programs related to family life. Presentations, research papers, outside speakers, and career guidance will be significant course components along with the laboratory hours. Lecture, two hours bi-weekly; laboratory, eight hours weekly. May be repeated for a maximum of six credits. Prereq: FAM 251, 352 and 360, and junior or senior standing. Family Sciences majors only.

FAM 502 FAMILIES AND CHILDREN UNDER STRESS. (3)

An investigation of the stressors and crises experienced by families and their members and their efforts to cope with them. Special attention is given to prevention, management and enrichment strategies. Implications for practitioners will be drawn from conceptual frameworks and recent research. Prereq: FAM 352 and declared majors or minors in Dept. of Family Sciences or consent of instructor.

¶FAM 509 THE U.S. FAMILY IN HISTORICAL PERSPECTIVE.

FAM 544 CULTURAL DIVERSITY IN AMERICAN CHILDREN AND FAMILIES. (3)

Study of cultural and linguistic diversity in American children and families, with special emphasis on Kentucky children and families. Consideration of implications for working with young children and families in educational settings. Study of the variations in beliefs, traditions, values and cultural practices within American society, and their effects on the relationships between child, family, and school. Prereq: FAM 352; declared majors or minors in Dept. of Family Sciences or consent of instructor.

FAM

Family Sciences

FAM 553 PARENT-CHILD RELATIONSHIPS ACROSS THE LIFECOURSE. (3)

Exploration of the parenting process from a lifespan perspective. Current theory and research, with childrearing application, will be emphasized. Emphasis will be on parent education methods and the changing parental role over the life cycle. Prereq: FAM 352; declared majors and minors in Dept. of Family Sciences or consent of instructor.

FAM 554 WORKING WITH PARENTS. (3)

Principles, techniques, and resources relevant to working with parents as individuals, couples, and families. Survey of related literature on parent effectiveness and parent education is included with relevant field experiences. Lecture, two hours; laboratory, two hours. Prereq: FAM 260 and six hours of 300 level or above in social and behavioral sciences or consent of instructor.

FAM 563 FAMILIES, LEGISLATION, AND PUBLIC POLICY. (3)

A study of the impact of legislation and public policies on the well being of the family. Emphasis on the involvement of individuals and families with policies and legal resources as a means for realizing satisfying life styles. Prereq: FAM 251, 352, and declared majors and minors in Dept. of Family Sciences or consent of instructor.

FAM 585 AGING AND ENVIRONMENT. (3)

Explores the elderly person's changing experience of environment. Physiological, psychological and social changes are related to adjustment within urban and rural community environments, special housing for the elderly, and long-term care environments. Prereq: Graduate or advanced undergraduate standing and consent of instructor. (Same as GEO/GRN 585.)

FAM 600 WORKING WITH MILITARY FAMILIES. (3)

This course provides an overview of military work and family connections. Students will gain familiarity with the challenges unique to military individuals and families and the resources available to address them. Topics to be covered include: theoretical approaches to understanding the impact of military work on individuals and families; demographic profiles of and organizational demands on military service personnel and their families; military service and outcomes for children and adolescents, roles and challenges of military spouses; family policy in the military (including current formal and informal support structures and emerging trends in serving military families). Prereq: Graduate or advanced undergraduate standing and 6 hours of 300 level or above courses in social and behavioral sciences or consent of instructor.

FAM 601 FAMILY PROCESSES. (3)

Advanced study of typical family functioning across the family life course from a family process perspective, including examination of how "normal" differs according to family culture, structure, and history. Prereq: Family Science major.

FAM 622 THE FAMILY'S ROLE IN EARLY CHILDHOOD EDUCATION. (3)

The purpose of this course is to provide students with information related to working with young children with and without disabilities and their families. This course will focus both on presenting new information and providing opportunities for students to practice skills necessary for working with families. (Same as EDS 622.)

FAM 624 PERSPECTIVES ON HUMAN SEXUALITY. (3)

An examination and study of historical and current perspectives of sexuality as it relates to behavioral patterns, cultural attitudes, social policy and practice. Prereq: Knowledge of human behavior and personality theory highly recommended. (Same as SW 624.)

FAM 640 USING THE DSM IN CFT ASSESSMENT. (3)

Students will be trained to use the Diagnostic and Statistical Manual of Mental Disorders (DSM) in family therapy assessment and practice. This will include a basic understanding of the process and procedures for diagnosing individual and family disorders, with the intent that students working with families in the context of a traditional mental health milieu will be able to make appropriate, basic diagnoses. Emphasis on assessing and treating disorders relating to family violence, child abuse, addictions, and substance abuse will be included.

FAM 652 READINGS IN FAMILY THEORY AND RESEARCH. (3)

Entry level course for graduate study of family theory and research. Conceptual frameworks and theoretical approaches are introduced and applied to an array of contemporary family issues, as identified through extensive readings of the empirical research literature. Prereq: Family Science major.

FAM

Family Sciences

FAM 654 THE LIFE COURSE PERSPECTIVE ON FAMILIES AND INDIVIDUALS. (3)

Individual, family, and societal growth and change through the life span are examined using a life course perspective. The life course perspective emphasizes the interplay of human development, agency, linked lives, historical context, and timing of events. These five interlocking concepts will be understood through reading life course research and applying life course principles and concepts to issues in family sciences.

¶FAM 657 FAMILY SYSTEMS THEORY.

FAM 658 ADOLESCENT DEVELOPMENT. (3)

A survey of theory and research in adolescent development with particular emphasis on the role of families and implications for working with adolescents. Prereq: Six hours in social or behavioral science.

FAM 660 AGING ISSUES AND FAMILY RELATIONS. (3)

The study of dynamics of family interactions and issues when some family members are elderly. Emphasis is placed on perspectives from multiple generations and across various kin categories. (Same as GRN 660.)

FAM 661 HEALTH AND FINANCIAL ISSUES OF AGING FAMILIES. (3)

This course is designed to discuss health and financial security of older adults and develop empirical research from the perspectives of economics of individual aging and family relations. Emphasis is placed on the following topics: health status of the elderly, economic well-being of older Americans, intergenerational transfers of time and money, family care, giving and work, living arrangements, and empirical research for aging and family. Prereq: STA 570 or equivalent, or consent of instructor.

FAM 668 ALLOCATION OF FAMILY RESOURCES. (3)

Study of the contributors to and the recipients of family resources. Emphasis on the methods of assisting families to better allocate family resources through understanding money beliefs and attitudes and practicing financial planning strategies.

FAM 673 FAMILY LIFE EDUCATION. (3)

Demographic, social, economic, political, and professional issues related to emerging trends in family life education will be examined. Emphasis will be placed on the development, implementation, and evaluation of family life education curriculum materials. Prereq: FAM 690; FAM 652 or FAM 654; or consent of instructor.

FAM 685 PROFESSIONAL ISSUES IN COUPLE AND FAMILY INTERVENTION. (3)

Exploration and definition of the legal, ethical, and professional issues in the practice of couple and family intervention. Emphasis will be on developing professional skills, attitudes, and identity for couple and family intervention.

FAM 686 THEORY AND METHODS IN COUPLE AND FAMILY THERAPY. (3)

A survey of theories and methods used in couple and family therapy. Designed to provide students with a knowledge of the theoretical bases for couple and family therapy, including an introduction to procedures used to assess, diagnose and treat couple and family dysfunctions.

FAM 687 PRE-PRACTICUM: TREATMENT MODALITIES IN COUPLE AND FAMILY THERAPY. (3)

Phases of couple and family therapy process are presented both in theory and in case study analysis. The presenting problem, history of the problem, family history, identification of dysfunctional dynamics, goals, plan of treatment, and outcome/evaluation are emphasized within the context of organizing family therapy and phases of family therapy. Prereq: Admission to the CFT master's program or consent.

¶FAM 688 FAMILIES IN CRISIS: INTERVENTION STRATEGIES.

FAM 690 RESEARCH METHODS IN FAMILY SCIENCES. (3)

The study of research techniques and methodological problems involved in research on the family. Emphasis is placed on research concerning interrelations between the family and its environment, development within the family, and family dynamics. Prereq: Consent of instructor.

FAM

Family Sciences

FAM 699 FIELD EXPERIENCES IN FAMILY SCIENCES. (1-3)

Field training in a community setting related to family sciences to develop competencies in program planning, delivery, and evaluation. Student will work under the supervision of a faculty and a training site supervisor. May be repeated to a maximum of six credits.

FAM 703 ADVANCED THEORY AND RESEARCH IN FAMILY ECONOMICS AND MANAGEMENT. (3)

Advanced study of research and theories in family economics and management with special emphasis given to current issues. Conceptual frameworks developed by leaders in family economics and management are studied and applied through designing and carrying out an empirical study. Prereq: Graduate work in statistics and research methods.

FAM 740 COUPLE AND SEX THERAPY. (3)

Field training in a community setting related to family sciences to develop competencies in program planning, delivery, and evaluation. Student will work under the supervision of a faculty and a training site supervisor. May be repeated to a maximum of six credits.

FAM 748 MASTER'S THESIS RESEARCH. (0)

Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed.

FAM 749 DISSERTATION RESEARCH. (0)

Half-time to full-time work on dissertation. May be repeated to a maximum of six semesters. Prereq: Registration for two full-time semesters of FAM 769 residence credit following the successful completion of the qualifying exams.

FAM 752 SEMINAR IN FAMILY THEORY CONSTRUCTION. (3)

An advanced seminar focusing on the definition, evaluation and construction of family theory. Inductive and deductive theory construction strategies are surveyed, evaluated and applied. Prereq: FAM 652. (Same as SOC 752.)

¶FAM 755 ADVANCED THEORY AND DYNAMICS OF HUMAN DEVELOPMENT ACROSS THE LIFE COURSE.

FAM 759 SPECIAL ADVANCED TOPICS IN FAMILY SCIENCES. (1-3)

Intensive study of advanced family sciences topics. May be repeated under different subtitles to a maximum of six credits. Prereq: Consent of instructor.

FAM 763 PRIMARY PREVENTION IN FAMILY SCIENCES. (3)

Designed to provide students with a background in prevention science with applications in family science and child development. Topics will include primary prevention of mental health problems among families and children, principles of prevention, prevention research design, ethical issues, and national agendas in primary prevention research. Prereq: Admission to a doctoral program in the social or behavioral sciences.

FAM 767 DISSERTATION RESIDENCY CREDIT. (2)

Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended.

FAM 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE. (1-6)

May be repeated to a maximum of 12 hours.

FAM 769 RESIDENCE CREDIT FOR THE DOCTOR'S DEGREE. (0-12)

May be repeated indefinitely.

FAM 775 PROFESSIONAL DEVELOPMENT SEMINAR. (1-3)

Orientation to policies, procedures, and possibilities in the family sciences graduate program. Prereq: Consent of instructor.

¶FAM 776 PROSEMINAR IN COUPLE AND FAMILY THERAPY: (Subtitle required).

FAM

Family Sciences

FAM 777 APPLIED STATISTICS IN FAMILY SCIENCE. (3)

Emphasis is on conducting statistical analyses and reporting results. Topics include selection of statistical approach, techniques for conducting analyses, interpretation of output, and writing the results section of a manuscript based on that output. Prereq: STA 570, FAM 690 (or equivalent) and FAM major.

FAM 784 RESEARCH PRACTICUM IN FAMILY SCIENCES. (1-3)

Doctoral student research experience in collaboration with major professor in preparation for the qualifying examination. Prereq: Consent of instructor.

FAM 785 ADVANCED PROBLEMS IN FAMILY SCIENCES. (1-3)

Intensive independent scholarship or training in family sciences. May be repeated to a maximum of six credits. Prereq: Consent of instructor.

FAM 786 TEACHING PRACTICUM IN FAMILY SCIENCES. (3)

Independent doctoral student teaching experience, under faculty supervision. May be repeated to a maximum of 6 credits. Prereq: Consent of instructor.

***FAM 787 SUPERVISED PRACTICE OF COUPLE/FAMILY THERAPY. (1-6)**

Intensive study of skills, issues, or treatment procedures in couple and family therapy. May be repeated to a maximum of eighteen credits. Prereq: Admission to the CFT master's program.

FAM 790 ADVANCED RESEARCH METHODS IN FAMILY SCIENCES. (3)

Advanced study of quantitative research methods, including but not limited to complex study designs, model building and structural equation modeling, reliability and validity of measures, statistical power and effect size, mediator and moderator variables, and identifying appropriate statistical techniques for specific types of problems. Prereq: FAM 690 and FAM 777, or equivalents.

¶FAM 796 SPONSORED RESEARCH DEVELOPMENT IN FAMILY SCIENCES.

Undergraduate Course Rotation
Department of Family Sciences

Classes and instructor(s) subject to change according to program needs.

Course	Title	Semester(s) Taught**	Possible Instructors
FAM 251*	Personal and Family Finance	Spring, Fall	Heath, Kim
FAM 253*	Human Sexuality	Fall	Staff
FAM 254*	Life Course Human Development	Fall, Spring	Hosier, Haleman
FAM 350	Consumer Issues	Fall	Heath
FAM 352*	Issues in Family Sciences	Fall, Spring	Smith
FAM 354*	The Family in Cross-Cultural Perspective	Spring	Haleman
FAM 357*	Adolescent Development	Fall	Vazsonyi
FAM 360*	Introduction to Family Intervention	Fall, Spring	Staff
FAM 390*	Introduction to Research Methods in Family Sciences	Fall, Spring	Heath
FAM 402*	Issues in Family Resource Management	Fall, Spring	Kim, Hunter, Durbin
FAM 499*	Internship in Family Sciences	Fall, Spring, Summer 2	Durbin
FAM 502	Families and Children Under Stress	Fall 2016	Smith
FAM 544	Cultural Diversity in American Children and Families	Fall	Haleman
FAM 553	Parent-Child Relationships Across the Life Cycle	Fall 2017	Smith
FAM 563	Families, Legislation, and Public Policy	Spring	Haleman
HES 100*	Introduction to Professions in HES	Fall, Spring	Staff

* Required for family sciences degree.

** Courses are often available in summer sessions too. ALWAYS check summer schedule.

APPENDIX O:
ASSESSMENT REPORTS FOR
STUDENT LEARNING
OUTCOMES

University of Kentucky

Annual Assessment Reporting

2014-2015

Please complete this form for the program's 2014-2015 academic year student learning outcomes assessment. If you conducted multiple assessments, please fill in as needed by starting a new section. If you have documents relevant to the assessment conducted, please add them as an appendix. Add hyperlinks to websites as necessary. For our records, please save the file as Program Name and Level (e.g. English_Master).

College: CAFE

Department: Family Sciences

Program Name:

Level (Bachelor, Master, Doctorate, Certificate, or Other):

	Assessment #1
Outcome(s) Assessed	"Outcome 1: Individual and Family Development: Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course."
Assessment Method/Tools	<p>Students in <u>FAM 499</u> (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas. The final supervisor evaluation establishes the artifact for this outcome.</p> <p><u>Exit Exam</u>: While not formally adopted as an artifact at this time, results from the initial exit exam are also presented. The exit exam was developed by faculty contributing 5-10 questions from <i>each</i> course they taught. Faculty were encouraged to contemplate what content they wanted their students to retain five years after graduation when selecting test items. Items were sorted by SLO to ensure there were at least 10 questions per SLO prior to being compiled into a Qualtrics survey. The survey was sent out to all students who graduated in Spring 2015. Approximately 25% (7 out of 30) of the graduates completed the questionnaire. Discrimination and difficulty indexes were calculated for each item. Only items with acceptable discrimination were used to calculate scores on each SLO. Overall percentage of students achieving at least a 75% on the relevant SLO questions are reported. It is anticipated that the exit-exam will be used relatively "as is" for the Dec 2015 and Spring 2016 classes to gain enough data to identify the best questions for future use.</p>

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2014-2015

Benchmark/ Target	At this time, the faculty have determined a class average of 85% as the benchmark. Faculty have not identified a benchmark for the exit-exam.
Results	Overall Avg=86.3% (n=57, all students scored above an 85%: 88% of students were at or above a 90%) 57% (4 of 7) students scored at least 75% on an adjusted exit-exam questions related to this outcome.
Interpretation of Results	Students did meet the benchmark for the FAM 499 artifact. The overall success of students on the exit-exam was low with only four of the seven students achieving above a 75% on this section.
Improvement Action	The program should continue to use the FAM 499 evaluation for this artifact. One change that is recommended would be to identify the number of students meeting an 85% supervisor evaluation rather than the overall class average. Furthermore, the program should continue to develop the exit-exam so that results can be more relied upon. This artifact (exit-exam) appears to have potential to meaningfully assess student learning at the end of their college career. The faculty will be discussing all the elements of assessment at a faculty retreat in early 2016.
Reflection on 2013-2014 Improvement Actions	The implementation of the exit-exam this past cycle is a direct result of previous conversations among faculty to identify artifacts that will reliably test a student's overall knowledge of the subject matter.

	Assessment #2
Outcome(s) Assessed	"Outcome 3: Research: Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Relations."
Assessment Method/Tools	<p>FAM 390: Intro to Research in Family Sciences has learning outcomes related to the vocabulary and concepts of social science/family sciences research including the practice of ethical research methods applied to individual and family issues. Assignments include completing IRB Certification, developing a questionnaire, completing literature review summary sheets, and writing a literature review of 5 articles. Additionally, there are 15 in-class learning activities, three exams, and an optional final. Amana Westmoreland, a doctoral student, was TA for the class and assisted the professor in grading assignments and worked one-on-one with students to improve their literature reviews. Research is a new concept to family sciences undergraduates.</p> <p><u>Exit Exam</u>: While not formally adopted as an artifact at this time, results from the initial exit exam are also presented. The exit exam was developed by faculty contributing 5-10 questions from <i>each</i> course they taught. Faculty were encouraged to contemplate what content they wanted their students to retain five years after graduation when selecting test items. Items were</p>

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2014-2015

	sorted by SLO to ensure there were at least 10 questions per SLO prior to being compiled into a Qualtrics survey. The survey was sent out to all students who graduated in Spring 2015. Approximately 25% (7 out of 30) of the graduates completed the questionnaire. Discrimination and difficulty indexes were calculated for each item. Only items with acceptable discrimination were used to calculate scores on each SLO. Overall percentage of students achieving at least a 75% on the relevant SLO questions are reported. It is anticipated that the exit-exam will be used relatively "as is" for the Dec 2015 and Spring 2016 classes to gain enough data to identify the best questions for future use.
Benchmark/ Target	FAM 390: Given the rigorous nature of this course, consistency in rubric use, and the vote of the faculty, the benchmark for this artifact the overall grade of the course.
Results	FAM 390: 85.47% w/ n = 27 excluding scores of the 2 students who received I grades for not completing the GCCR requirement so they likely will get it finished. / / 83.99% w/ n = 29 including students without scores for some GCCR requirements. / / 57% (4 of 7) students scored at least 75% on an adjusted exit-exam questions related to this outcome.
Interpretation of Results	Students achieved above the benchmark on the FAM 390 artifact. Students took 3 exams (plus an optional final to improve grade). Human Subjects assignment to take IRB certification exam and write a one page "What I Learned". Designed a survey questionnaire with a graded draft and final submission. Two critiques of journal articles--each had graded draft and final submission as two required writing assignments in GCCR requirements. Lastly, daily activity points to reinforce lecture material through alternative learning format. Total possible points 1000. Students get a broad based learning experience that covers the application of research skills to solve problems and critique research in Human Development and Family Relations--which is the content of the questionnaires and journal articles.
Improvement Action	The program should continue to use the FAM 390 performance for this artifact. One change would be to identify the number of students meeting an 85% course average rather than the overall class average. Furthermore, the program should continue to develop the exit-exam so that results can be more relied upon. This artifact (exit-exam) appears to have potential to meaningfully assess student learning at the end of their college career. The faculty will be discussing all the elements of assessment at a faculty retreat in early 2016.
Reflection on 2013-2014 Improvement Actions	The implementation of the exit-exam this past cycle is a direct result of previous conversations among faculty to identify artifacts that will reliably test a student's overall knowledge of the subject matter.

University of Kentucky

Annual Assessment Reporting

2014-2015

Assessment #3	
Outcome(s) Assessed	"Outcome 5: Ethics: Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships."
Assessment Method/Tools	<p>Each student was given specific instructions on how to complete the Helping Tape, along with specific rubric that would be used to grade the YouTube tape and project critique. In addition a live demonstration of practicing the helping skills was given in class. The students were also given an opportunity to practice the skills in class with feedback from the Instructor. The YouTube tapes were graded by 2 graduate assistants who also attended the class, conducted the demonstrations and followed the rubrics developed for this project.</p> <p>FAM 499: Students in FAM 499 (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas.</p> <p><u>Exit Exam</u>: While not formally adopted as an artifact at this time, results from the initial exit exam are also presented. The exit exam was developed by faculty contributing 5-10 questions from <i>each</i> course they taught. Faculty were encouraged to contemplate what content they wanted their students to retain five years after graduation when selecting test items. Items were sorted by SLO to ensure there were at least 10 questions per SLO prior to being compiled into a Qualtrics survey. The survey was sent out to all students who graduated in Spring 2015. Approximately 25% (7 out of 30) of the graduates completed the questionnaire. Discrimination and difficulty indexes were calculated for each item. Only items with acceptable discrimination were used to calculate scores on each SLO. Overall percentage of students achieving at least a 75% on the relevant SLO questions are reported. It is anticipated that the exit-exam will be used relatively "as is" for the Dec 2015 and Spring 2016 classes to gain enough data to identify the best questions for future use.</p>
Benchmark/Target	Department faculty have identified a class average of 85% for the FAM 499 and FAM 360 artifacts. No benchmark has been set for the exit-exam at this time.
Results	<p>FAM 499 Average 97.77% (n=57, all students scored above an 85%: 96% of students were at or above a 90%).</p> <p>All 39 students in FAM 360 completed the project. The class average for the assignment was 34/40 points possible. This represents a class average of 85%"</p>

University of Kentucky

Annual Assessment Reporting

2014-2015

	71% (5 of 7) students scored at least 75% on an adjusted exit-exam questions related to this outcome.
Interpretation of Results	Students performed at or above benchmarks for FAM 499 and FAM 360. Exit exam results are shown for informational purposes at this time.
Improvement Action	Recommendation from the FAM 360 instructor: "I really wish the department had access to videos that demonstrate active listening and problem solving for a basic helping skills class. Students also need to see other students demonstrating the skills expected." The 360 artifact appears to be a potentially strong artifact if the benchmark were to identify the number of students meeting an 85% course average rather than the overall class average. Furthermore, the program should continue to develop the exit-exam so that results can be more relied upon. This artifact (exit-exam) appears to have potential to meaningfully assess student learning at the end of their college career. The faculty will be discussing all the elements of assessment at a faculty retreat in early 2016.
Reflection on 2013-2014 Improvement Actions	The implementation of the exit-exam this past cycle is a direct result of previous conversations among faculty to identify artifacts that will reliably test a student's overall knowledge of the subject matter.

	Assessment #4
Outcome(s) Assessed	Outcome 7: GCCR: Students will effectively communicate orally as well as in writing.
Assessment Method/Tools	FAM 357--One 1500 word--approximately 5 pages-- research paper on topics related to Adolescents in the Family FAM 360--One 15 minute video assignments to demonstrate selected helping skills and techniques FAM 390--Two 1500 word--approximately 5 pages each--- critiques of research articles in Family Sciences These assignments have been designed to meet the composition and communication needs and skills of students in Family Sciences. As such the assignments revolve around critically examining and analyzing research/scholarship and applying that knowledge to individual and family issues. In addition students are practicing helping skills and strategies that facilitate goal oriented behavior in individuals and families, thus learning skills that help families in critical decision making.
Benchmark/Target	Class average of 85%.
Results	FAM 357- 75% with "C" or better on draft. 100% ""C"" or better on final paper."

University of Kentucky

Annual Assessment Reporting

2014-2015

	<p>FAM 360 - 100% of students with ""C"" or better at second revision (99% of students were at a "C" or better at first submission).</p> <p>FAM 390 - Draft of 1st writing assignment = 55.2% with ""C"" or better Final of 1st writing assignment = 96.6% with ""C"" or better Draft of 2nd writing assignment = 79.3% with ""C"" or better Final of 2nd writing assignment = 93.1% with ""C"" or better</p>
Interpretation of Results	Student performance in each course showed great improvement from the draft to final submission. Students in each course met the recommended benchmark requirements.
Improvement Action	Recommendations from the various instructors of GCCR courses recommend more writing assignments across the curriculum. A focus on clear expectations and APA style requirements was especially encouraged. Recommended benchmark: 85% of students successfully complete GCCR requirement at each class.
Reflection on 2013-2014 Improvement Actions	This is the first year that we attempted to track GCCR so no reflection on previous SLO cycles are possible.

Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

Please complete this form for the program's 2013-2014 academic year student learning outcomes assessment. If you conducted multiple assessments, please fill out one row for each one. If you have documents relevant to the assessment conducted, please add them as an appendix. Add hyperlinks to websites as necessary. For our records, please save the file as Program Name and Level (e.g. English_Master).

College: CAFE

Department: Family Sciences

Program Name: Bachelors

Level (Bachelor, Master, Doctorate, Certificate, or Other): Bachelor

Assessment	Outcome(s) Assessed	Assessment Method/Tools	Benchmark/Target	Results	Interpretation of Results	Improvement Action
# 1	Outcome 2: Resources/Finances Demonstrate skill in applying family economics and management tools, principles, and analyzing their impact on the well-being of families across the major transitions of the family life course.	From the syllabus "Financial Plan Assignment: In this assignment, you are to identify a real life "client" - this could be another student, family, relative, friend, or community member. You will then use the knowledge and skills you have acquired in the course to develop a unique and innovative financial plan for your client, following the six steps of the financial planning process. Your financial plan should include the following elements: 1. A summary of your client's personal background and information 2. An overview of your client's	The faculty have determined a class average of 85% as the benchmark.	All 16 students completed the financial plan assignment. The class average for the assignment was 85.9 out of 120 possible. This represents a class average of 71.6 %. All 30 students completed the paper. The class average for the assignment was 46.67 points out of a possible 50. This represents a 93.3%.	The faculty has determined that the benchmark of 85% is an appropriate standard for learning artifacts such as these. The results from the financial plan assignment fell below the established benchmark. Students appeared to have developed an understanding of the principles of delayed gratification, the importance of saving and	Given the discrepancy of artifact and student performance, it is difficult to make any meaningful improvement action plan at this time.

Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

		<p>personal and financial objectives. 3. A brief description of your client's internal and external environment, including factors that could affect their ability to achieve their goals. 4. A set of financial statements (such as a Statement of Financial Position (AKA Balance Sheet) and a Statement of Cash Flows). 5. An analysis of the financial statements using appropriate economic and financial tools from the course. 6. An assessment of your client's financial strengths and weaknesses. 7. A set of recommendations/strategies to help your client implement and achieve a realistic set of financial goals. 8. A plan for monitoring your client's progress towards those goals and helping them to review and revise the goals as needed</p> <p>Voices of Experience</p>			<p>investing early, and reducing debt.</p>	
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Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

Assessment # 2	Outcome 4: Family Advocacy: Demonstrate, design or deliver strategies to advocate for children and families in various settings	Students in FAM 499 (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas. The final supervisor evaluation establishes the artifact for this outcome.	The faculty have determined a class average of 85% as the benchmark.	Average score on the relevant internship evaluation questions for this outcome was 93.25% (sd=9.53, n= 52). Faculty have established an 85% overall average as the benchmark for this artifact.	These results would suggest that students are working effectively with children and families as evaluated by their internship supervisors.	No improvement action is recommended based on these results.
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Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

<p>Assessment # 3</p>	<p>Outcome 6: Outreach: Demonstrate, apply and evaluate appropriate practices and skills in developing educational experiences and providing services at the individual, family and/or community level, recognizing the influences of cultural experiences and diversity.</p>	<p>FAM 354 This assignment was a film critique. Each grade was determined individually. Students individually selected an approved film from a list provided and reviewed this film by making specific connections to the course topics and readings. Cultural experiences were a primary focus of the assignment and each film addressed specific cultural characteristics examined in the course.</p> <p>Students in FAM 499 (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human</p>	<p>The faculty have determined a class average of 85% as the benchmark.</p>	<p>FAM 354: All 47 students completed the film critique assignment. The average score was 92%.</p> <p>FAM 499: The average score from the relevant questions from the internship supervisor evaluation form was 91.31 (sd=13.13, n=52)</p>	<p>Students performed above the established benchmark of 85% (class average) on both artifacts for this learning outcome.</p>	<p>Based on the performance of the students on these two artifacts, no improvement action plan is recommended</p>
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Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

		relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas. The final supervisor evaluation establishes the artifact for this outcome.				
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Annual Student Learning Outcomes Report

Family Sciences
Family Science - Bachelor
FAM BS 2012-2013

Student Learning Outcome(s) Assessed

famsci.b:Development Individual and Family Development:

Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.

Assessment Methods and Tools

Students in FAM 499 (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas. The final supervisor evaluation establishes the artifact for this outcome.

Faculty met with the internship coordinator to review the supervisor evaluation form and departmental learning outcomes to establish a more direct fit between the two. As SLO 1 emphasizes application of knowledge, three items of the 499 supervisor evaluation form were determined to be a good fit with this learning outcome.

Results

Data from 32 supervisor evaluations were used to calculate scores for SLO1. The average evaluation was 99.327% with a standard deviation of 3.8. It is important to note that there was only one student of the 32 that did not have the highest marks on all the questions related to this learning outcome. The overall supervisor evaluation score also reflects a high student evaluation (average=97.35).

Interpretation of Results

Interpretation of the artifact for this learning outcome is tentative at this time. While the items from the supervisor evaluation did relate to the stated learning outcome, results would indicate that this approach may not be sensitive enough to determine meaningful differences between students nor evaluate the impact of programmatic changes over time.

Improvement Action

The faculty reviewed the relevant learning outcomes for all the programs in Family Sciences in the September 2013 faculty meeting. A great deal of discussion during faculty meeting was spent on more efficient ways to evaluate student performance across the bachelors program. The faculty have started exploring the possibility of implimenting an entry/exit exam for all students to better assess this learning outcome and the other bachelor's learning outcomes.

Reflection

The faculty have continued to identify methods to increasing meaningful assessment of learning outcomes. Where the vast majority of our students in the BS program have transferred from other majors, our incoming students are typically juniors and very motivated to pursue a degree in Family Sciences. This motivation is reflected in their performance in and out of the classroom. Thus, any artifact that measures performance and/or learning without a baseline becomes difficult to interpret.

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b: Research Research:

Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Relations.

Assessment Methods and Tools

Historically, a literature review was utilized as the artifact for this course. Given the inconsistency in the quality of the evaluation and the impact of potential extenuating circumstances (e.g., UK in the college finals) a global performance rating was selected as the outcome for this artifact.

FAM 390: Intro to Research in Family Sciences has learning outcomes related to the vocabulary and concepts of social science/family sciences research including the practice of ethical research methods applied to individual and family issues. Assignments include completing IRB Certification, developing a questionnaire, completing literature review summary sheets, and writing a literature review of 5 articles. Additionally, there are 15 in-class learning activities, three exams, and an optional final. Amana Westmoreland, a doctoral student, was TA for the class and assisted the professor in grading assignments and worked one-on-one with students to improve their literature reviews. Research is a new concept to family sciences undergraduates.

Results

Thirty-three students completed FAM 390 during spring 2013 semester. The class average was 836 out of 1000 points. This represents a class average of 83.6%.

Interpretation of Results

FAM 390: Intro to Research in Family Sciences has learning outcomes related to the vocabulary and concepts of social science/family sciences research including the practice of ethical research methods applied to individual and family issues. Assignments include completing IRB Certification, developing a questionnaire, completing literature review summary sheets, and writing a literature review of 5 articles. Additionally, there are 15 in-class learning activities, three exams, and an optional final. Amana Westmoreland, a doctoral student, was TA for the class and assisted the professor in grading assignments and worked one-on-one with students to improve their literature reviews. Research is a new concept to family sciences undergraduates. They learned a lot considering where their understanding of scientific methods in family sciences was when they began the course. No student received an "E". There were 11 "A", 13 "B", 8 "C", and 1 "D" grades. Yet, it appears that the average was slightly less than the goal.

Improvement Action

A more formal method of assessment is still needed for this learning outcome. Where two sections of 390 are taught on a regular basis, a formalized assessment would enable assessment across courses and time.

A pre-post test assessment method for this learning outcome is being tested during the 2013-2014 academic year. This would enable formal assessment across sections and over time.

A more formal method of assessment is still needed for this learning outcome. Where two sections of 390 are taught on a regular basis, a formalized assessment would enable assessment across courses and time. Toward that end, the faculty reviewed the relevant learning outcomes for all the programs in Family Sciences in the September 2013 faculty meeting. A great deal of discussion during faculty meeting was spent on more efficient ways to evaluate student performance across the bachelors program. The faculty have started exploring the possibility of implementing an entry/exit exam for all students to better assess this learning outcome and the other bachelor's learning outcomes.

A pre-post test assessment method for this learning outcome is being tested during the 2013-2014 academic year. This would enable formal assessment across sections and over time.

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b: Outreach Ethics:

Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships.

Assessment Methods and Tools

Two artifacts were used to assess this outcome.

1) This artifact which was measured by the students total score on their final helping tape assignment, included opening and closing the session with appropriate statements, using helping techniques correctly, planning and implementing a written action plan for the client, and completing a written assessment of the interview. The faculty involved with this process created a rubric and distributed it to other faculty for their review.

2) FAM 499: Students in FAM 499 (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas.

The faculty met with the internship coordinator and identified 13 questions directly related to ethics. The average score

Results

Data were not collected in FAM 360 for this past year. However, the specialized subscale of FAM 499 showed an average student evaluation score of 99.18% (86%-100%). Internship rated these 32 students as showing "ethical behavior," "respect confidentiality," "was respectful to clients/customers/staff," "on time," etc.

Interpretation of Results

The results would indicate that as a whole, students were evaluated by internship supervisors as showing ethical behavior and decision making related to their work and own improvement. The internship coordinator, Ellie Durbin stated "I have had very few student's over the past 18 years who have earned less than an "A" for the course. They seem to be very well prepared according to the supervisors with whom I have met."

Improvement Action

No programmatic changes are recommended at this time as our internship coordinator actively works to support students on their internship and facilitate excellent internship sites.

Reflection

The assessment methods used this past year were in direct response to faculty input and review of the FAM 499 artifact. Rather than using total scores from the internship supervisor

evaluation, we identified key questions directly related to ethics. While the scores were high (99% average), we are more confident in the data as compared to previous years.

Attachments

No Attachments

Annual Student Learning Outcomes Report

Family Sciences
Family Science - Bachelor
Family Sciences BS 2011-2012

Student Learning Outcome(s) Assessed

famsci.b:Development - famsci.b:Development Individual and Family Development:

Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.

Assessment Methods and Tools

As originally outlined in the Artifact Map for the bachelors program, four different artifacts were proposed to be collected for the "Individual and Family Development" outcome. They are as follows:

- 1) A critical thinking writing assignment was collected from FAM 354 (The Family in Cross-Cultural Perspective). Each student will prepare a 3-4 page typewritten paper in APA format that thoroughly discusses an approved documentary film that examines family life in a specific culture. Ideally the critique should specifically discuss course concepts and refer directly to class readings and discussions. A rubric is then used to evaluate the extent the student is able to integrate the observed information with the course concepts surrounding cross cultural differences in families. The rubric is distributed to students at the beginning of the course with the syllabus.
- 2) Students in FAM 360 (Introduction to Family Intervention: Working with Families and Individuals) are required to practice interviewing people while recording their interviews. This artifact which was measured by the students total score on their final helping tape assignment, included opening and closing the session with appropriate statements, using helping techniques correctly, planning and implementing a written action plan for the client, and completing a written assessment of the interview. The faculty involved with this process created a rubric and distributed it to other faculty for their review. A rubric has been developed and used across semesters and instructors.
- 3) Students in FAM 402 (Issues in Family Resource Management) did different projects across different courses. One course rated students performance in a "Stock Portfolio" assignment, while the other section utilized an "Auto Insurance" assignment.
- 4) Students in FAM 499 (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas. The final supervisor evaluation establishes the artifact for this outcome.

Please see discussion in the "improvement action" portion of this outcome for further discussion about the suitability of these assignments as artifacts.

Results

1) Fam 354:
 Fifty students completed this assignment with an average grade of 47.2 points/50 possible. This indicates an average of 94.4% for the class as a whole. This exceeds the benchmark of 85%.

2) FAM 360:
 Fall 2011-30 students completed the helping tape in FAM 360. The class average for the assignment was 16.45/20 (82%)
 Spring 2012---38 students completed the helping tape in FAM 360. The class average for the assignment was 18.03/20 (90%)

3) FAM 402: All 44 students completed Stock Investment Project. The class average for the assignment was 16.1 points out of 20 possible. This represents a class average of 80.1%.
 All 12 studetns in this section completed the mini-project group assingment. The class average for the assignment was 106 points out of 120 possible. This represents a class average of 88.33%.

4)FAM 499:

Agency Related Performance and Collaboration	95.20
Professional Integrity	95.99
Ability to Form Relationships	95.79
Human Relationship Skills	97.17
Service to Clients	95.92
Internship Supervisor Communication	97.41
Personal Growth and Development	95.95
Total Score	96.13

Interpretation of Results

The analyses provided below not only address student performance on the assignments, they also include conclusions regarding the suitability of the artifact in reference to Outcome 1: "Individual and Family Development." This data was collected via an online reporting mechanism made available to the faculty. Qualtrics was used in such a way that faculty would be able to answer targeted questions regarding the artifacts they were responsible for collecting, give feedback to the department as a whole regarding student performance, and make recommendations for any changes/improvements in the learning outcome process.

1) FAM 354:

Dr. Diana Halem is the instructor for FAM 354. She developed and graded the rubric used in this artifact. The artifact clearly assesses learning outcome six related to cultural experiences and diversity. In some cases (depending on the film reviewed) the artifact also adequately assesses learning outcome one related to individual and family development. It is difficult (if not impossible) to assess learning across the life course in a single assignment!

2) FAM 360:

Students in FAM 360 are expected to complete a helping tape, where they actually meet with a client--usually someone in the class--and practice the skills of reflective listening, problem solving and goal setting techniques, including creating an action plan. In addition they are expected to write a short critique of the work they did, picking out examples of reflective listening, discussing their strengths and weaknesses and recommendations for another session with this person. They must include all the appropriate forms, including a signed permission form, behavioral checklist filled out by the client and the helper and verbal feedback from the client about the usefulness of the session--all pertaining to Outcome 5--which should not include "Ethics" in the beginning, but start with "Demonstrate. . . ." These students were assessed by the instructor, Dr. Donna Smith and the average scores on the project showed that they were able to master these skills with practice and examples. / / Outcome 1, is not directly measured with the rubric that is currently utilized in this course.

3) FAM 402:

Dr. Hyungsoo Kim reported that the rubric used was divided into seven categories, which included self and peer evaluation. FAM 402 offers a series of mini-project, potentially one of the other class assignments better reflects the outcomes stated. My recommendation would be assignment 1 budgeting.

4) FAM 499:

Ms. Ellie Durbin, the department's internship coordinator reported that every student had an overall satisfactory to excellent experience at their particular worksite as documented in their final personal experience papers. Based on the supervisor evaluations, our students are performing well out in the "real world." Several of the domains in the supervisor evaluation have strong face validity to learning outcomes five and six, i.e. demonstrate skills strategies and professional ethical practices (outcome five), and demonstrate, apply and evaluate appropriate practices and skills in developing the educational experiences and providing services at the individual, family and/or community level. In some internship settings, students are able to utilize outcomes one and four, but all students do not have these as part of their internship experience. The supervisor evaluation form does not have a subscale that directly measures Outcome 1.

Improvement Action

The results of the bachelors program learning outcome process was discussed in the full faculty meeting held on 5/11/2012. Concerns regarding the suitability of the current artifacts being collected for Outcome 1 was discussed. It was determined that we did not need to be collected four artifacts for a single outcome.

In particular, the faculty voted unanimously to make the following changes:

- 1) Remove the specific "film review" assignment in FAM 354 as an artifact for Outcome 1 and Outcome 6. The faculty will meet in early Fall 2012 to develop "Outcome based rubrics." An outcome based rubric is focused on the learning outcome rather be assignment specific. Outcome 6 will still be collected via an assignment in FAM 354. The outcome based rubric will be able to be applied to many different kinds of assignments developed in FAM 354 while still being able to measure student performance on Outcome 6 ("cultural experiences and diversity").
- 2) The FAM 360 assignment currently used as an artifact for Outcome 1 and 5 will be used to evaluate Outcome 5 (Ethics). While knowledge of individual and family development is a part of the knowledge base used in FAM 360, it is not directly measured in the assignment currently used. The rubric workshop to be held in early Fall 2012 will attempt to address all rubrics used in the bachelors program. It is hoped that outcome based rubrics will be developed that will create flexibility of assignments used in the various courses while still being able to reliably measure student learning. Dr. Donna Smith will also be spending part of her sabbatical in Fall of 2012 researching the feasibility of using a portfolio type process for assessing student learning. Discussions of creating a cap-stone course where student learning can be assessed prior to graduation will also be explored.

As part of the online reporting system used this year, faculty were asked, "In an attempt to make the department learning outcomes assessment more informative for us, what are some of the skills, knowledge, and experiences you would like our students to have as they graduate and launch their careers in Family Sciences?" Main themes revolved around having strong knowledge base of Family Sciences concepts and processes, good verbal and written communication skills, and increased ability to find reliable information to assist them in developing their ideas and communicating them.

Other ongoing changes in curriculum related to this outcome are as follows:

In FAM 544 (fall 2012) I have significantly revised a major written assignment that assesses students' understanding of cultural competence. I felt like earlier assignments were not specific enough to adequately assess the learning outcome on diversity. Since the revised assignment is due later this semester, I cannot document any results at this point.

In FAM 563 last spring (2012) I added a service learning requirement to the course that better helps me assess students' ability to evaluate local programs. Presentations based on the service learning experiences indicated a high level of understanding of local program usefulness and quality. This skill was not adequately assessed in previous classes.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b: Resources - famsci.b: Resources Resources/Finances:

Demonstrate skill in applying family economics and management tools, principles, and analyzing their impact on the well being of families across the major transitions of the family life course.

Assessment Methods and Tools

As originally intended, a class presentation was to be used as the artifact for multiple outcomes. Due to the dynamic nature of the literature in finances, the course changed its content focus and the rubric originally designed was grounded in the content of the presentation rather than the learning outcome as a whole. In its place of student presentations, different sections of FAM 402 reported on different assignments. One course rated students performance in a "Stock Portfolio" assignment, while the other section utilized an "Auto Insurance" assignment. Both assignments clearly fit within Outcome 2 as they are focused on resource and financial management.

Results

All 44 students completed Stock Investment Project. The class average for the assignment was 16.1 points out of 20 possible. This represents a class average of 80.1%. All 12 students in this section completed the mini-project group assignment. The class average for the assignment was 106 points out of 120 possible. This represents a class average of 88.33%.

Interpretation of Results

Dr. Hyungsoo Kim reported that the rubric used was divided into seven categories, which included self and peer evaluation. Results from the two different sections of FAM 402 provide different pictures of student performance. It appears that the students involved with the stock portfolio project did not meet departmental expectations for this learning outcome. However, the auto insurance students did meet departmental expectations as a class. Where the two assignments utilized different grading procedures, it is difficult to make meaningful recommendations at this point in time. It is recommended that the department develop outcome based rubrics that can be applied across sections.

Improvement Action

A rubric workshop is to be held in early Fall 2012 and will attempt to address all rubrics used in the bachelors program. It is hoped that outcome based rubrics will be developed that will create flexibility of assignments used in the various courses while still being able to reliably measure student learning. Outcome based rubrics will be of particular use in assessing Outcome 2 (finances). Financial management strategies can vary from year to year and thus it becomes imperative that the rubric developed be based on *how* students apply current knowledge rather than focus on *what* students know.

In the interim, instructors teaching finance course have been, and are continuing, to make changes in these courses. Some of the changes that have been implemented are:

In FAM 402:

- 1) Write 4 blogs based on news articles, videos, web sites and App with regard to personal finances : This will be used for education materials for high schools in KY
- 2) Make tutorial materials for UK101 course related to Credit cards and Student loans

350-Consumer Issues

1. Clickers are no longer used
 1. Students had issues with registering clickers
 2. Now different activities are used in class to encourage active learning
2. Activity point system
 1. Fall 2010- Unannounced clicker quizzes worth 110 points
 2. Fall 2011-Points for clicker participation-students had to complete 2/3 of clicker activities
 3. Summer 2012-Points given for activities during 1st and 2nd part of class
 4. Fall 2012-Points given for top 10 activities
3. Optional final not offered Summer 2012
 1. Due to time constraints
4. Attendance policy
 1. Points were only given for attendance during the Fall 2010 and Summer 2012 course.
 2. Attendance was taken in Fall 2011 and Fall 2012, but students were not penalized or rewarded for attendance
5. Added a 3rd exam for Fall 2011 in order to have less material per exam so as to not overwhelm students with too much information

251-Personal Finance

1. Clickers are no longer used
 1. Students had issues with registering clickers
 2. Now different activities are used in class to encourage active learning
 3. Last time clickers were used was in 2010
2. Different textbook used from Spring 2011 to Spring 2012
 1. New edition of textbook was available—other professors teaching the course used new edition.
3. Between Spring 2010 and Spring 2011, 2 exams were added

4. Quizzes and attendance were part of the students' grades in 2010, but no longer
5. Extra credit was an option in Spring 2012, but not the other semesters

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b: Research - famsci.b: Research Research:

Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Relations.

Assessment Methods and Tools

This artifact was measured by "Literature Review." The student's total score on the attached literature review rubric provided the total score while sub-scores on each component measure serves to identify areas of "A-Level Achievement" (equal to 4 points) through "E-Level Achievement" (equal to 0 points) in an attempt to determine strengths and weakness of student learning from among the following: Introduction of the Literature Review; Body of the Literature Review; Conclusion of the Literature Review; Literature Critically Analyzed; Inferences from Literature w/ Correct Interpretations; Topic or Related Topics; Related Research; Techniques; Themes, Theories, Hypotheses, & Results; Evaluation of Published Work; Literature Review Length; APA Format.

Results

Fall 2011--18 of 19 students in the class completed the Literature Review Assignment--The student not completing the Lit Rev Assignment did not complete other assignments and exams. The class average on the summation of Rubric Scores was 86%--excluding the zero score for the student that did not complete the Literature Review Assignment and other assignments and exams.

Spring 2012--16 students in the class completed the Literature Review Assignment. The class average on the summation of Rubric Scores was 82%.

Interpretation of Results

Regarding conclusions about students' learning as a result of reviewing the findings/results for 2012, a large part of the decline in student scores on the Literature Review Assignment is attributed to the fact that the Lit Review Assignment was due April 10th following the NCAA Final Four weekend with the championship game won on Monday April 2nd followed by Easter week-end the following week-end--April 7-8. and the Lit Review due that Tuesday, April 10th. Back when the syllabus was determined neither the NCAA Championship game nor Easter Weekend were anticipated diversions. Students mentioned the influence of these two distractions on the time and attention on the Literature Review Assignment. Given the summative nature of the Lit Review Assignment, it must have a due date near the end of the course. Lack of focus on school work was a large factor in this assessment of outcomes.

Students continue to score low on the criterion evaluating use of APA. That historically has been the problem. Thus raising the question whether the Lit Review is a broad-based assessment of application of research skills to solve problems and critique research in Human Development and Family Relations. Unless students are transfer students from Psychology, they indicate no use of APA prior to FAM 390. Even though an emphasis on use of APA is part the instruction preparing students for the Lit Review Assignment, they miss points in that assessment criterion more than in other criteria on the rubric.

Improvement Action

A broad-based assessment of application of research skills to solve problems and critique research in Human Development and Family Relations might be the FAM 390 final grade because it is a more broadbased measure then just the Lit Review Assignment.

The results of this artifact, as well as the validity issue of using the literature review assignment as an artifact, was discussed in the full faculty meeting held on 5/11/2012. The faculty voted that starting next fall, the final grade in FAM 390 would be used to assess students' knowledge relative to research. The final grade in FAM 390 has a range of scores possible and includes student performance on multiple assignments related to research, including the literature review.

Faculty will determine a benchmark in relationship to this artifact in early Fall 2012. Different options will be discussed, i.e., identifying a percentage of the class achieving above a target score. The faculty are aware that a final grade on a course is not an ideal artifact for departmental learning outcomes. Dr. Donna Smith will be spending part of her sabbatical identifying different processes in which the bachelor program learning outcomes can be better assessed.

Over the past two years, instructors responsible for teaching the primary research course are actively revising their curriculum to facilitate student learning. Specifically, the following changes have been implimented:

1. Literature review rubric no longer entered on Blackboard
 1. Mostly APA issues
 2. APA formatting is now thoroughly discussed in class
 3. Literature review changed between Fall 2010 and Spring 2011; students are given more guidance and structure through a table format
2. New literature for literature review
 1. To use up-to-date literature and avoid plagiarism among students
3. Less outside assignments
 1. Activities with each chapter are now completed in the classroom in an effort to facilitate discussion, constructive thinking, and immediate application
 2. No longer have research article analysis
4. Chapter 13 was not taught during Fall 2011
5. On-line survey questionnaire has been updated/reformatted—Use of Survey Monkey for students to create questionnaires helped students with format; however, no one would pay for Survey Monkey anymore and Qualtrics proved to be too complex. Additionally, when some class members were tardy with their questionnaires, it frustrated the abilities of other classmates to complete their work. Currently, students turn in a draft mailed questionnaire and we grade and edit it to assist students in a higher quality final questionnaire—teaching the students how to create a questionnaire.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b: Family Advocacy - famsci.b: Family Advocacy Family Advocacy through Program Evaluation:

Demonstrate, design and evaluate strategies to advocate for children and families in various settings (e.g. schools, legal systems, and health care).

Assessment Methods and Tools

As based on the program's original curriculum and artifact maps, this outcome was to be measured by the students' presentation in FAM 402 (Family Resource Management) and from the students' internship experience (FAM 499).

- 1) FAM 402: As originally intended, a class presentation was to be used as the artifact for multiple outcomes. Due to the dynamic nature of the literature in finances, the course changed its content focus and the rubric originally designed was grounded in the content of the presentation rather than the learning outcome as a whole. In its place of student presentations, different sections of FAM 402 reported on different assignments. One course rated students performance in a "Stock Portfolio" assignment, while the other section utilized an "Auto Insurance" assignment. Both assignments clearly fit within Outcome 2 as they are focused on resource and financial management.
- 2) FAM 499: Students in FAM 499 (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas. The final supervisor evaluation establishes the artifact for this outcome.

Results

1) FAM 402: All 44 students completed Stock Investment Project. The class average for the assignment was 16.1 points out of 20 possible. This represents a class average of 80.1%. All 12 students in this section completed the mini-project group assignment. The class average for the assignment was 106 points out of 120 possible. This represents a class average of 88.33%

2) FAM 499:	
Agency Related Performance and Collaboration	95.20
Professional Integrity	95.99
Ability to Form Relationships	95.79
Human Relationship Skills	97.17
Service to Clients	95.92
Internship Supervisor Communication	97.41
Personal Growth and Development	95.95
Total Score	96.13

Interpretation of Results

1) FAM 402:
Dr. Hyungsoo Kim reported that the rubric used was divided into seven categories, which included self and peer evaluation. Upon reviewing the rubric and artifact, it was determined that Outcome 4 is not adequately measured by these artifacts and rubrics.

2) FAM 499:
Ms. Ellie Durbin, the department's internship coordinator reported that every student had an overall satisfactory to excellent experience at their particular work-site as documented in their final personal experience papers. Based on the supervisor evaluations, our students are performing well out in the "real world." Several of the domains in the supervisor evaluation have strong face validity to learning outcomes five and six, i.e. demonstrate skills strategies and professional ethical practices (outcome five), and demonstrate, apply and evaluate appropriate practices and skills in developing the educational experiences and providing services at the individual, family and/or community level. In some internship settings, students are able to utilize outcomes one and four, but all students do not have these as part of their internship experience.

Improvement Action

Currently, none of the artifacts collected over the past cycles have adequately assessed this learning outcome. In early Fall 2012, the faculty will meet to discuss how we will measure Outcome 4 in a more systematic fashion. The curriculum map developed by the department would indicate that FAM 252, 253, 499, and 563 may be better targets for assessment. Faculty will consider possibly utilizing FAM 352 instead of FAM 252 as FAM 252 will be discontinued. Dr. Donna Smith will also be exploring different assessment options and processes during her sabbatical leave in Fall 2012.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b: Outreach - famsci.b: Outreach Ethics:

Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships.

Assessment Methods and Tools

Ethics is assessed through two main components, FAM 360 and FAM 499. An artifact from FAM 402 was originally identified as an artifact as well. However, FAM 402 will not be reported in this outcome as ethics is not assessed by the FAM 402 artifact at this time. Implications of continued use of FAM 402 as an artifact for the ethics outcome will be discussed in the "improvement action" portion of this outcome.

1) FAM 360:

Students in FAM 360 (Introduction to Family Intervention: Working with Families and Individuals) are required to practice interviewing people while recording their interviews. This artifact which was measured by the students total score on their final helping tape assignment, included opening and closing the session with appropriate statements, using helping techniques correctly, planning and implementing a written action plan for the client, and completing a written assessment of the interview. The faculty involved with this process created a rubric and distributed it to other faculty for their review. A rubric has been developed and used across semesters and instructors.

2) FAM 499:

Students in FAM 499 (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas. The final supervisor evaluation establishes the artifact for this outcome

Results

1) FAM 360:

Fall 2011-30 students completed the helping tape in FAM 360. The class average for the assignment was 16.45/20 (82%)

Spring 2012---38 students completed the helping tape in FAM 360. The class average for the assignment was 18.03/20 (90%).

2)FAM 499:

• Agency Related Performance and Collaboration	95.20
Professional Integrity	95.99
Ability to Form Relationships	95.79
Human Relationship Skills	97.17
Service to Clients	95.92
Internship Supervisor Communication	97.41
Personal Growth and Development	95.95
Total Score	96.13

Interpretation of Results

1) FAM 360:

Students in FAM 360 are expected to complete a helping tape, where they actually meet with a client--usually someone in the class---and practice the skills of reflective listening, problem solving and goal setting techniques, including creating an action plan. In addition they are expected to write a short critique of the work they did, picking out examples of reflective listening, discussing their strengths and weaknesses and recommendations for another session with this person. They must include all the appropriate forms, including a signed permission form, behavioral checklist filled out by the client and the helper and verbal feedback from the client about the usefulness of the session---all pertaining to Outcome 5. Students on the whole continue to perform well on this this particular artifact.

2) FAM 499:

Ms. Ellie Durbin, the department's internship coordinator reported that every student had an overall satisfactory to excellent experience at their particular worksite as documented in their final personal experience papers. Based on the supervisor evaluations, our students are performing well out in the "real world." Several of the domains in the supervisor evaluation have strong face validity to learning outcomes five and six, i.e. demonstrate skills strategies and professional ethical practices (outcome five), and demonstrate, apply and evaluate appropriate practices and skills in developing the educational experiences and providing services at the individual, family and/or community level.

Improvement Action

Part of the results of the bachelors program learning outcome process was discussed in the full faculty meeting held on 5/11/2012. In particular, the faculty voted unanimously to make the following change:

- 1) The FAM 360 assignment currently used as an artifact for Outcome 1 and 5 will be used to evaluate Outcome 5 (Ethics). While knowledge of individual and family development (Outcome 1) is a part of the knowledge base used in FAM 360, it is not directly measured in the assignment currently used. It was recommended by the faculty with responsibility for teaching FAM 360 that writing components be added to the rubric on this assignment to help the students better communicate their knowledge of ethics in writing. Student performance in the community, as measured by their direct supervisors, would indicate that our students are acting with integrity and showing appropriate ethical behavior in that context.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b: Outreach - famsci.b: Outreach Ethics:

Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships.

Assessment Methods and Tools

Outcome 6 is measured by student performance on an assignment in FAM 354 in addition to observation of student performance by their internship supervisors (FAM 499).

- 1) A critical thinking writing assignment was collected from FAM 354 (The Family in Cross-Cultural Perspective). Each student will prepare a 3-4 page typewritten paper in APA format that thoroughly discusses an approved documentary film that examines family life in a specific culture. Ideally the critique should specifically discuss course concepts and refer directly to class readings and discussions. A rubric is then used to evaluate the extent the student is able to integrate the observed information with the course concepts surrounding cross cultural differences in families. The rubric is distributed to students at the beginning of the course with the syllabus.
- 2) Students in FAM 499 (Internship in Family Sciences) routinely go out into various locations in the community to gain life experience. Their supervisors fill out the same detailed questionnaires about student performance in these settings. The questionnaire has 7 sub-categories including: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas. The final supervisor evaluation establishes the artifact for this outcome.

Results

1) FAM 354:	
Fifty students completed this assignment with an average grade of 47.2 points/50 possible. This indicates an average of 94.4% for the class as a whole. This exceeds the benchmark of 85%.	
2) FAM 499:	
Agency Related Performance and Collaboration	95.20
Professional Integrity	95.99
Ability to Form Relationships	95.79
Human Relationship Skills	97.17
Service to Clients	95.92
Internship Supervisor Communication	97.41
Personal Growth and Development	95.95
Total Score	96.13

Interpretation of Results

- 1) FAM 354:
Dr. Diana Haleman developed the assignment and rubric for this learning outcome. She reported that the assignment clearly is representative of the cultural awareness component of Outcome 6 and that student's performance related to this outcome is above the departmental benchmark.
- 2) FAM 499:
Students performance at their internship sites have been rated very highly by their site supervisors. Areas of particular interest for Outcome 6 are: Ability to Form Relationships, Human Relationship Skills, and Service to Clients. The average supervisor evaluation in each of these areas is consistently above 95%. Student performance in and out of the classroom would therefore indicated that their knowledge and behavior in reference to Outcome 6 is where it needs to be on the whole.

Improvement Action

Starting in Fall 2012, a rubric based more fully on Outcome 6 will be developed and used in FAM 354. Currently, the rubric is based more on the film review assignment rather than the learning outcome. An outcome focused rubric will enable faculty that teach FAM 354 to develop culturally based assignments that may vary year to year with the same rubric that would be consistent from year to year. This change was unanimously approved by faculty vote on 5/11/2012.

Another change coming in Fall of 2012 is the use of electronic means to collect internship supervisor reports. A Qualtrics based version of the FAM 499 supervisor evaluation has been piloted over the 2011-2012 year and will launch in Summer 2012. The benefit of this method is that the internship coordinator (Ellie Durbin) and learning outcomes facilitator (Nathan Wood) will both have access to the data the supervisors provide. This process, in addition to the online reporting system for the faculty as a whole will streamline the process of evaluating our program outcomes.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b:Development - famsci.b:Development Individual and Family Development:

Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.

famsci.b: Outreach 2 - famsci.b: Outreach 2 Outreach:

Demonstrate, apply and evaluate appropriate practices and skills in developing educational experiences and providing services at the individual, family and/or community level, recognizing the influences of cultural experiences and diversity.

Assessment Methods and Tools

Each student will prepare a 3-4 page typewritten paper in APA format that thoroughly discusses an approved documentary film that examines family life in a specific culture. Ideally the critique should specifically discuss course concepts and refer directly to class readings and discussions. A rubric is then used to evaluate the extent the student is able to integrate the observed information with the course concepts surrounding cross cultural differences in families.

Results

All 53 students in this section completed the paper. The class average for the assignment was 46.8 points out of 50 possible. This represents a class average of 93.7%.

Interpretation of Results

The class average on this assignment is not surprising. Students are given the rubric for this assignment at the first of the semester. Students are able to then ask questions or get clarification on the assignment and perform to a higher standard. The students work is graded by the instructor for the course.

Improvement Action

At this time, that faculty in the department need to re-assess the appropriateness of this artifact for evaluating outcome number six which has a skills and intervention component. It is not clear at this time if the critique and integration of content includes a specific skill set or intervention strategy. Outcome six maybe better assessed via internship requirement, which it currently is. Also, on the whole, the faculty needs to decide how frequently this artifact needs to be assessed in the assessment cycle.

Reflection

This reflection statement directly relates to all outcomes assessed this cycle.

Improvement action plans from the 2010-2011 cycle indicated that a change in how we assess our learning outcomes for the BS program is warranted. Faculty have had several discussions regarding moving away from specific course assignments as artifacts (e.g., Film review in FAM 354) and assignment specific rubrics. Discussions have also included identifying areas of faculty concern regarding student learning and then developing learning outcomes based on those goals where possible. Some ideas to replace some of the existing artifacts and rubrics have included using student portfolios or an exit exam similar to a national certification exams. The faculty are invested in student learning and the department is actively discussing how we can improve our assessment in service of educating our students.

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b:Development - famsci.b:Development Individual and Family Development:

Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.

famsci.b: Outreach - famsci.b: Outreach Ethics:

Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships.

Assessment Methods and Tools

This artifact which was measured by the students total score on their final helping tape assignment, included opening and closing the session with appropriate statements, using helping techniques correctly, planning and implementing a written action plan for the client, and completing a written assessment of the interview. The faculty involved with this process created a rubric and distributed it to other faculty for their review.

Results

There was 34 students in the Spring 2011 section of 360. The class average was 17.8/20, or 89.1%

Interpretation of Results

This section was taught by a different instructor then the primary instructor of the course. The results would indicate that the students were able to utilize their knowledge of family systems principles as evidenced by the responses in their interview situation. The results also indicate appropriate use of skills and strategies needed the facilitating a helping relationship. These results would suggest that an effective teaching strategy and rubric has been implemented as two different instructors across two different semesters had similar results.

Improvement Action

Further communication among instructors is necessary to continue to establish consistent teaching standards and expectations for our students. Ensuring centralized syllabus distribution between instructors and consistent training regarding the use of rubrics and program outcome collection will facilitate continuity across courses and instructors.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b: Research - famsci.b: Research Research:

Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Relations.

Assessment Methods and Tools

This artifact was measured by "Literature Review." The student's total score on the attached literature review rubric provided the total score while sub-scores on each component measure serves to identify areas of "A-Level Achievement" (equal to 4 points) through "E-Level Achievement" (equal to 0 points) in an attempt to determine strengths and weakness of student learning from among the following: Introduction of the Literature Review; Body of the Literature Review; Conclusion of the Literature Review; Literature Critically Analyzed; Inferences from Literature w/ Correct Interpretations; Topic or Related Topics; Related Research; Techniques; Themes, Theories, Hypotheses, & Results; Evaluation of Published Work; Literature Review Length; APA Format.

Results

FAM 390 Fall 2010 Literature Review average = 90.52% FAM 390 Spring 2011 Literature Review average is = 93%

Interpretation of Results

The results would indicate that students are still performing well, and up to expectations set forth by the program and faculty member teaching. Research methods as a content area is one of the more difficult areas for students to master. Some students take the research methods course multiple times to achieve an acceptable grade for themselves. The individuals reviewing the data for this outcome mentioned that the averages reflected the performance of all of the students that completed the assignment. There were two or three students who have taken the course several times and chose not to complete the assignment. There scores, i.e. zeros, were not included in the reported average. The faculty involved in teaching this course give students the option to turn in drafts for feedback from the professor prior to then submitting your final draft. This level of faculty investment in this difficult content area greatly contributes to a higher course we see in this outcome area. this level of faculty investment also provided justification for not including the three zeros on the assignment as the students have had multiple opportunities to meet the expectations and have chosen not to use the resources provided.

Improvement Action

After having gone through two cycles of assessment on this outcome as well as all the other outcomes for this program, it is recommended that faculty review the artifacts we are using as well as the type of assessment cycle we currently are using. Currently, we compile data from every time a course is taught that hasn't identified artifact in it. This is not giving us sufficient time to review the artifacts, make recommendations to the faculty, implement changes and then evaluate the effectiveness of those changes. The recommendation to review assessment cycle and artifacts used in the assessment is to find more sensitive measures of student performance. As it stands, the vast majority of Family Sciences majors transfer into our department as juniors or seniors. That, in part, explains the higher performance in our courses. As a field that emphasizes human growth and relationships, our faculty engages with our students at a high level. We believe this is also part of the high levels of performance of our students.

Reflection

Attachments

No Attachments



Student Learning Outcome(s) Assessed

famsci.b:Development - famsci.b:Development Individual and Family Development:

Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.

famsci.b: Resources - famsci.b: Resources Resources/Finances:

Demonstrate skill in applying family economics and management tools, principles, and analyzing their impact on the well being of families across the major transitions of the family life course.

famsci.b: Family Adovacacy - famsci.b: Family Adovacacy Family Advocacy through Program Evaluation:

Demonstrate, design and evaluate strategies to advocate for children and families in various settings (e.g. schools, legal systems, and health care).

famsci.b: Outreach - famsci.b: Outreach Ethics:

Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships.

Assessment Methods and Tools

As originally intended,a class presentation was to be used as the artifact for multiple outcomes. In the 2009 through 2010 year, a rubric was developed and used for this artifact. Due to the dynamic nature of the literature in finances, the course changed its content focus and because of that the rubric was no longer appropriate, nor was there a rubric used to grade the student presentation. The faculty of the course would be the one applying the rubric and grading presentations.

Results

Students performed well on the project with a class average of 93.2.

Interpretation of Results

While the students performed well on the task, is difficult to make any meaningful analysis at this time.

Improvement Action

As a department, we need to reevaluate the utility of one assignment in a class to be an artifact for four outcomes. If we continue to use this project as a artifact, a rubric that can be used across time will need to be developed that specifically addresses each of the four desired outcomes.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famsci.b:Development - famsci.b:Development Individual and Family Development:

Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.

famsci.b: Family Advocacy - famsci.b: Family Advocacy Family Advocacy through Program Evaluation:

Demonstrate, design and evaluate strategies to advocate for children and families in various settings (e.g. schools, legal systems, and health care).

famsci.b: Outreach - famsci.b: Outreach Ethics:

Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships.

famsci.b: Outreach 2 - famsci.b: Outreach 2 Outreach:

Demonstrate, apply and evaluate appropriate practices and skills in developing educational experiences and providing services at the individual, family and/or community level, recognizing the influences of cultural experiences and diversity.

Assessment Methods and Tools

The artifact used for these outcomes was a standardized internship supervisor evaluation form. Several different supervisors work with our students each semester. Multiple supervisors do not evaluate the same student, rather each supervisor will rate the student that is working with them. Supervisors evaluate students across seven domains. These domains are: agency related performance and collaboration, professional integrity, ability to form relationships, human relationship skills, service to clients, internship supervisor communication, personal growth and development, and a total score across all areas.

Results

Agency Related Performance and Collaboration 95.24 Professional Integrity 95.97 Ability to Form Relationships 99.35 Human Relationship Skills 97.25 Service to Clients 93.63 Internship Supervisor Communication 96.50 Personal Growth and Development 95.07 Total Score 95.65 Each of these scores represent the total percent for the 38 students evaluated.

Interpretation of Results

Based on the supervisor evaluations, our students are performing well out in the "real world." Several of the domains in the supervisor evaluation have strong face validity to learning outcomes five and six, i.e. demonstrate skills strategies and professional ethical practices (outcome five), and demonstrate, apply and evaluate appropriate practices and skills in developing the educational experiences and providing services at the individual, family and/or community level. In some internship settings, students are able to utilize outcomes one and four, but all students do not have these as part of their internship experience.

Improvement Action

Future work on these outcomes need to include a more sophisticated way of connecting the outcomes with the supervisor evaluation forms so the faculty can get a better sense of where our strengths and weaknesses are as a program. The faculty will be meeting over the next year (2011-2012) to discuss the assessment cycle as well as more targeted assessment strategies.

Reflection

Attachments

No Attachments

University of Kentucky

Annual Assessment Reporting

2014-2015

Please complete this form for the program's 2014-2015 academic year student learning outcomes assessment. If you conducted multiple assessments, please fill in as needed by starting a new section. If you have documents relevant to the assessment conducted, please add them as an appendix. Add hyperlinks to websites as necessary. For our records, please save the file as Program Name and Level (e.g. English_Master).

College: CAFE

Department: Family Sciences

Program Name: MS

Level (Bachelor, Master, Doctorate, Certificate, or Other): Masters

Assessment #1	
Outcome(s) Assessed	Outcome 1: Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.
Assessment Method/Tools	FAM 652 The final paper in FAM 652 (Readings in Family Theory and Research) is utilized as the artifact for Outcome 1 ("Apply and analyze individual and family development across the Life-course and family life-cycle") as well as Outcome 4 (Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families").I graded / accessed all outcomes for individual students. Each student was provided with a number of weekly tasks: including analyzing family life issues as modeled from episodes from Everybody Loves Raymond and applying theoretical principles (learned from weekly readings) to those issues presented in class. Students did very well with this non-clinical, in-class activity.
Benchmark/Target	Faculty have determined the benchmark for this artifact to be an overall class average of 90%.
Results	All 10 students completed the paper. The total points for this assignment was 84. The class average was 76.48 out of 84 points which is equal to 91%.
Interpretation of Results	The students met benchmark for this outcome. It is important to note however, that the rubric used was not in line with previous sections.

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Improvement Action	From the instructor: "I believe I would keep the ELR activity for this class. It allowed for them to gain and apply insights into family dynamics in real time and allowed for immediate class discussion." Occasionally, a different instructor will teach FAM 652. It is important that the same rubric is used across instructors and over time to fully evaluate this artifact.
Reflection on 2013-2014 Improvement Actions	Students have consistently performed well on this artifact over time. It is recommended that the department remind all faculty of their responsibilities when teaching a course containing a SLO artifact.

Assessment #2	
Outcome(s) Assessed	Outcome 3: Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.
Assessment Method/Tools	<p>Fam 690</p> <p>All students completed the final project, which was a research proposal, as well as a final presentation of that project to department faculty. Student assignments were graded based on the requirements for each assignment as outlined in the course syllabus and those outlined in the APA manual. Students were expected to integrate information presented in course readings, indicate their understanding of both quantitative and qualitative methods, and present arguments for decisions made in the research proposal. Students were graded solely by the instructor, and no outside individuals or groups had access to student data. In early 2013, the faculty voted to use an "Oral Defense" rubric for the evaluation of Ph.D. SLO1-4 and M.S. SLO3. The rubric was developed in response to feedback from internal and external reviews of our assessment process. Our rubric was developed by analyzing thesis/defense rubrics used in graduate programs from other universities, creating a draft of a rubric that specifically addressed our department's learning outcomes, and vetting the draft through a review and comment process with the full Family Sciences faculty. The final draft assesses research conceptualization, theory, research methodology, research ethics, and application of the results to the scientific literature and the fields of family science. The final draft of the rubric is attached to this report.</p> <p>During development of the rubric, the faculty discussed which artifact the rubric would be most appropriate for, e.g., final thesis/dissertation/comps documents, oral presentation/defense, or both. The oral defense of the qualifying exam, thesis, and dissertation was determined to be the most appropriate place to better assess students' learning. The written</p>

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	<p>documents are heavily influenced by the chair and committee members thereby possibly interfering with an accurate assessment of student skills and knowledge base.</p> <p>Every member of the student's committee is given the rubric prior to the defense for a reference and then anonymously fills out the rubric after the student has presented their work and responded to questions. The rubric has also been distributed to the students prior to their oral presentation.</p>												
<p>Benchmark/ Target</p>	<p>Faculty have yet to set a benchmark for the Oral Defense Rubric Domains. It can be assumed however, that scores above 4 represent strong performance.</p>												
<p>Results</p>	<p>The class average was 96.1 (96%) for the final project and 95.0 (95%) for the final presentation. Oral Defense Rubric Results from 20 faculty evaluations (see also Appendix A).</p> <table border="1" data-bbox="415 722 1003 992"> <thead> <tr> <th></th> <th>Thesis (1-5 Scale)</th> </tr> </thead> <tbody> <tr> <td>Conceptualization Avg</td> <td>4.600</td> </tr> <tr> <td>Theory Avg</td> <td>4.250</td> </tr> <tr> <td>Research / Methodology Avg</td> <td>4.550</td> </tr> <tr> <td>Research Ethics Avg</td> <td>4.725</td> </tr> <tr> <td>Discussion Avg</td> <td>4.475</td> </tr> </tbody> </table>		Thesis (1-5 Scale)	Conceptualization Avg	4.600	Theory Avg	4.250	Research / Methodology Avg	4.550	Research Ethics Avg	4.725	Discussion Avg	4.475
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Discussion Avg	4.475												
<p>Interpretation of Results</p>	<p>Students were above benchmark across all artifacts.</p>												

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<p>Improvement Action</p>	<p>From the instructor of FAM 690: “The role of research and its value to clinical and educational practices should be discussed in all family science courses. Students appeared to undervalue research based on its complexity and difficulty.”</p> <p>As faculty are given the rubric prior to the defense, they are reminded of the areas of assessment and are free to use the rubric as a potential prompt in working with the student. Anecdotally, several faculty have stated appreciation for having the rubric in the defense. Results would indicate that students have demonstrated adequate skills. As more students defend their theses, qualifying exams, and dissertations, a more complete picture can be inferred based on the results.</p>
<p>Reflection on 2013-2014 Improvement Actions</p>	<p>Continued use of the rubric in the department has resulted in a greater focus on the part of the faculty to explore and prompt students across all the domains listed on the rubric. Faculty have even commented on the presence of the oral defense rubric as being helpful in guiding their questions in a defense setting. For example, if the student didn’t speak to one of the learning outcomes in their presentation or when answering other questions, the presence of the rubric has prompted faculty to ask the student questions regarding that content.</p>

<p>Assessment #3</p>	
<p>Outcome(s) Assessed</p>	<p>Outcome 5: Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.</p>
<p>Assessment Method/Tools</p>	<p>A combination of artifacts was utilized to establish SLO 5. Namely, an in-class assignment in FAM 690 and the Oral Defense Rubric.</p>

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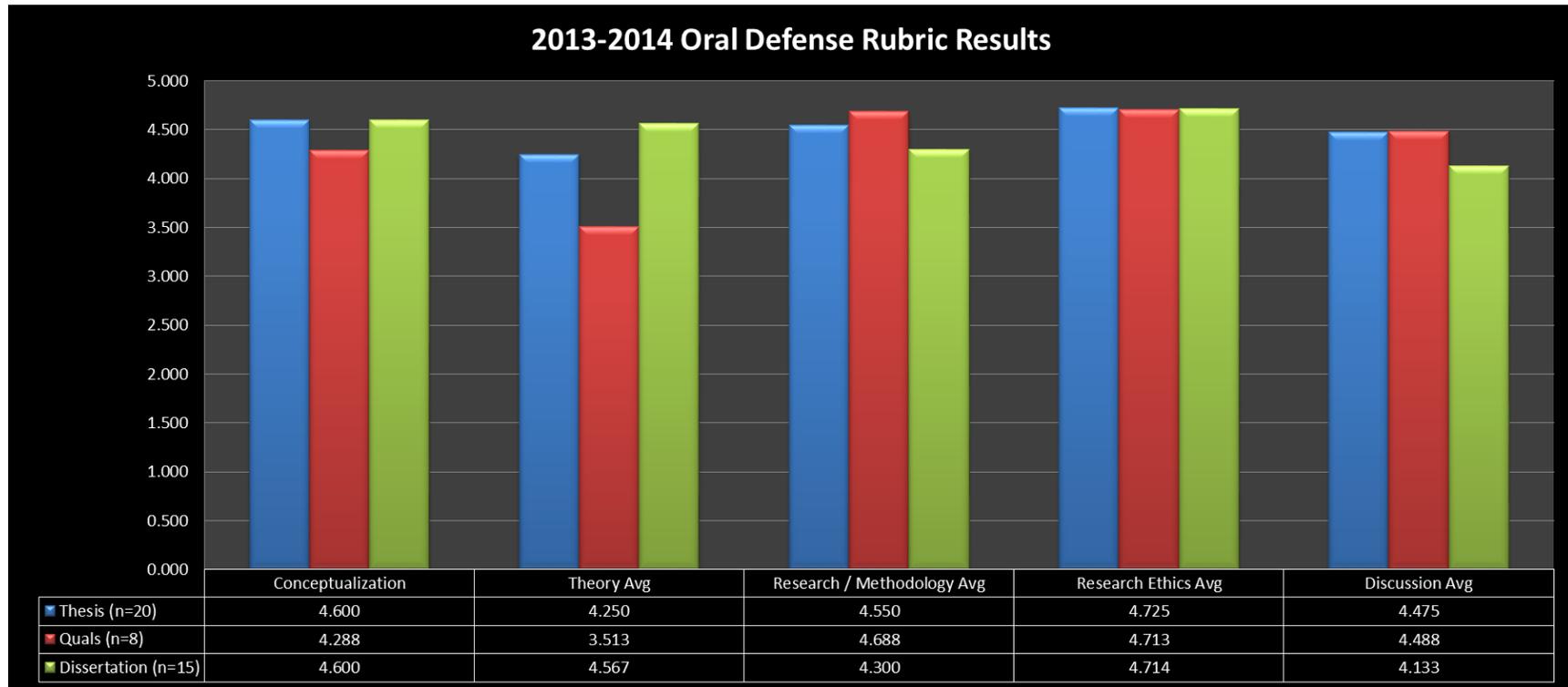
Benchmark/ Target	Faculty have yet to set a benchmark for the Oral Defense Rubric Domains. It can be assumed however, that scores above 4 represent strong performance.													
Results	<table border="1" data-bbox="417 435 1001 699"> <thead> <tr> <th data-bbox="424 435 751 472"></th> <th data-bbox="762 435 995 472">Thesis (1-5 Scale)</th> </tr> </thead> <tbody> <tr> <td data-bbox="424 472 751 509">Conceptualization Avg</td> <td data-bbox="762 472 995 509">4.600</td> </tr> <tr> <td data-bbox="424 509 751 547">Theory Avg</td> <td data-bbox="762 509 995 547">4.250</td> </tr> <tr> <td data-bbox="424 547 751 618">Research / Methodology Avg</td> <td data-bbox="762 547 995 618">4.550</td> </tr> <tr> <td data-bbox="424 618 751 656">Research Ethics Avg</td> <td data-bbox="762 618 995 656">4.725</td> </tr> <tr> <td data-bbox="424 656 751 693">Discussion Avg</td> <td data-bbox="762 656 995 693">4.475</td> </tr> </tbody> </table>			Thesis (1-5 Scale)	Conceptualization Avg	4.600	Theory Avg	4.250	Research / Methodology Avg	4.550	Research Ethics Avg	4.725	Discussion Avg	4.475
	Thesis (1-5 Scale)													
Conceptualization Avg	4.600													
Theory Avg	4.250													
Research / Methodology Avg	4.550													
Research Ethics Avg	4.725													
Discussion Avg	4.475													
Interpretation of Results	All aspects of the thesis defense, including ethics were above benchmark.													
Improvement Action	It is recommended that faculty continue to use the oral defense rubric even more intentionally when in the meetings. Furthermore it is recommended that the faculty engage in a retreat wherein they make part of the agenda focus on redefining benchmarks. A potential benchmark for this SLO could be 80% of students should exceed a 4.0 evaluation.													
Reflection on 2013-2014 Improvement Actions	Continued use of the rubric in the department has resulted in a greater focus on the part of the faculty to explore and prompt students across all the domains listed on the rubric. Faculty have even commented on the presence of the oral defense rubric as being helpful in guiding their questions in a defense setting. For example, if the student didn't speak to one of the learning outcomes in their presentation or when answering other questions, the presence of the rubric has prompted faculty to ask the student questions regarding that content.													

University of Kentucky

Annual Assessment Reporting

2014-2015

Appendix A:



Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

Please complete this form for the program's 2013-2014 academic year student learning outcomes assessment. If you conducted multiple assessments, please fill out one row for each one. If you have documents relevant to the assessment conducted, please add them as an appendix. Add hyperlinks to websites as necessary. For our records, please save the file as Program Name and Level (e.g. English_Master).

College: CAFE

Department: Family Sciences

Program Name: Masters

Level (Bachelor, Master, Doctorate, Certificate, or Other): Masters

Assessment	Outcome(s) Assessed	Assessment Method/Tools	Benchmark/Target	Results	Interpretation of Results	Improvement Action
# 1	Outcome 2: Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.	The faculty had determined that a project/paper from FAM 668 would be the artifact for this learning outcome.	The faculty have determined a class average of 90% as the benchmark for graduate courses that have class assignments as artifacts.	No data were collected were collected for this learning outcome	No results are available to interpret.	A different artifact may be required for this learning outcome. In reviewing the curriculum, FAM 654 may be a better place to assess this outcome. The course focuses on understanding families through multiple contexts and requires the students to design a study that is consistent with a life course theoretical perspective.
# 2		The final paper in FAM 652 (Readings in Family Theory and	The faculty have determined a class average of 90% as	Only 15 out of 17 students completed the	The performance of the students in this year	"It's a challenging assignment, but the expectations are clear

Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

	<p>Outcome 4: Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.</p>	<p>Research) is utilized as the artifact for Outcome 1 ("Apply and analyze individual and family development across the life course and family life-cycle") as well as Outcome 4 (Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families").</p>	<p>the benchmark for graduate courses that have class assignments as artifacts.</p>	<p>paper; one student was already going to fail the class and therefore decided not to complete the final paper, and the other stopped attending class a month into the semester but never formally dropped the class. Among the 15 students who completed the paper assignment, the adjusted mean percentage was 84.5%. Eight students achieved the scores of 89.6% or higher (the benchmark score is 90%).</p>	<p>underscore the importance of the admission process. Some students were admitted to the program that did not perform well in this course, as well as in other courses.</p>	<p>and the rubric is well-developed. Continue using. Screening students at admissions is a critical part of student and program success.</p>
<p>Assessment # 3</p>	<p>Outcome 6: Resources/Finances: Demonstrate skill in application of</p>	<p>The faculty had determined that a project/paper from FAM</p>	<p>The faculty have determined a class average of 90% as the benchmark for</p>	<p>No data were collected were collected for this learning outcome</p>	<p>No results are available to interpret.</p>	<p>None at this time.</p>

Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

	personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course.	668 would be the artifact for this learning outcome.	graduate courses that have class assignments as artifacts.			
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Annual Student Learning Outcomes Report

Family Sciences
Family Science- Master

Family Sciences Masters Program 2011-2012

Student Learning Outcome(s) Assessed

famstud.m: Development - famstud.m: Development Individual and Family Development:
Apply and analyze individual and family development across the life course and family life cycle.

Assessment Methods and Tools

The final paper in FAM 652 (Readings in Family Theory and Research) is utilized as the artifact for Outcome 1 ("Apply and analyze individual and family development across the life course and family life-cycle") as well as Outcome 4 (Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families").

The requirement for the paper is as follows: "Write a position paper on a family-related topic (approved by [instructor]) where there is genuine controversy or uncertainty with regard to the origin, preferred outcome, or implications of the issue. Your analysis must be grounded within a well-developed theoretical framework, must present a balanced assessment of multiple perspectives on the issue, and the position you ultimately argue in favor of must be supported by empirical evidence. The paper must be written and formatted in compliance with APA Publication Manual (6th ed.) guidelines and you must support your claims by citing at least 10 (probably more) different scholarly research journal articles. The paper should include 8-10 pages of text, not including the reference list and title page."

Results

All 9 students completed the paper. The class average for the assignment was 91.3%.

Interpretation of Results

Dr. Jason Hans taught this course over the past assessment cycle and described his approach as follows: "1) I start by reading all of the proposals and taking notes on the strengths and weaknesses of each (e.g., relative to the assignment requirements and broad rubric distributed to students). / 2) After all have been read, I rank-order them from best to worst (ties are allowed), reviewing my notes if/as necessary / 3) Then I determine a score for the best paper based on how closely it resembles what I would consider an ideal proposal for this assignment / 4) Continuing from best to worst, for each subsequent paper I consider how much worse it is than the previously scored paper, reviewing my notes if/as necessary, then assign a correspondingly lower score relative to the previous (one better) paper's score."

Dr. Hans holds a high standard in his courses and a class average of 91% represents strong performance from the students. When analyzing the students performance, Dr. Hans stated, "Students demonstrate varying degrees of skill at synthesizing the empirical and theoretical literature, and subsequently molding that information into a unique paper that is their own (rather than merely paraphrasing and regurgitating what has already been written in the cited sources). This is to be expected, but it may be helpful to have the assignment due a few weeks earlier in the semester than finals week because, by time it's submitted, students have a clear idea what they need to earn on this assignment to get the grade they desire. Consequently, some work diligently on the assignment while others take a more lackadaisical approach to this important assignment."

Improvement Action

As previously noted, Dr. Hans indicated that the students show some expected variation in "synthesizing the empirical and theoretical literature, and subsequently molding that information into a unique paper that is their own (rather than merely paraphrasing and regurgitating what has already been written in the cited sources)." It is instructive to know that the students submit varying components of the paper throughout the semester culminating with the final paper submitted for the current artifact.

It is recommended that students do this type of work across the curriculum as it will help prepare them for writing their scholarly project or thesis.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.m: Diversity - famstud.m: Diversity Diversity:

Evaluate the differences and similarities that exist within the diverse families of the United States and the world.

Assessment Methods and Tools

The following represents the description for the assignments as given by the instructor. No rubrics were used in grading this assignment.

"Select two research topics related to family resource allocation and management that you are interested in or from the textbook. Choose one topic from chapters 1-5 discussed during the first half of semester and the other from chapters 6-13 discussed during the second half of semester. Write a research note for each topic (5-page limit; double-spaced, 12 point font size, one inch margin of top, bottom, left and right sides).

This paper should include 6 components:

1) Introduction: Describe an issue and its importance; 2) Provide a brief review (use less than 5 articles); 3) Come up with a research question; 4) Use one theory from the textbook and explain the relation to your issue; 5) Develop a testable hypothesis based on the question and the theory; 6) Explain expected outcomes from this study such as policy implications or contribution to the literature.

Results

All 7 students in this section completed the paper. The class average for the assignments 1 and 2 was 93.8 and 100 out of 100 possible.

Interpretation of Results

Assessment focused on whether students apply theories learned in the class to develop hypotheses to test their research ideas related to family resources allocation. Most students understood different needs and resources available at various stages in the life cycle. Most of them were able to successfully demonstrate the application of these concepts and theories to their two research note assignments.

Improvement Action

The faculty will be re-evaluating the utility of this artifact to measure Outcome 2 in early Fall 2012. While the assignment requires knowledge of diversity issues (Outcome 2) to successfully navigate the assignment, the evaluation of the artifact assesses Outcome 6 (Resource/Finances). Following improvement action plans submitted in October of 2011, the faculty will develop outcome based rubrics in Fall 2012.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.m: Research - famstud.m: Research Research:

Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.

Assessment Methods and Tools

This outcome is measured at two different points in the students' academic journey. It is assessed as a part of FAM 690 (Research Methods) which naturally leads to the second artifact, the successful completion of their scholarly project or thesis.

- 1) FAM 690:
Students are enrolled in FAM 690 in their second semester of the program. Students complete two unique research proposals in FAM 690. One proposal utilizes a qualitative methodology while the other utilizes a quantitative methodology. Students turn in a written portion of each proposal and then present the proposals to each other and several faculty from the department. The primary instructor gives the final grade on the assignments. The papers were assessed according to APA style, writing quality, completeness and cohesiveness of overall research proposal, application of sound research design, adherence to ethical guidelines for conducting research, etc.
- 2) Students are required to complete a scholarly project or masters thesis in order to graduate. These projects require 3 faculty members to approve the project, give feedback to the student, and ultimately determine if the final product passes or fails.

Results

- 1) FAM 690:
Class (N = 9) Mean = 90.4 for (1) quantitative research proposal (first submission) / Class (N = 9) Mean = 92.1 for (2) quantitative research proposal (second submission) / Class (N = 9) Mean = 89.3 for (3) qualitative research proposal.
- 2) Thesis/Scholarly Project Defense:
Five students attempted to defend their thesis in the 2011-2012 year. 100% of the students successfully passed their thesis defense. No scholarly project defended were scheduled during this reporting cycle.

Interpretation of Results

1) FAM 690:

The papers were assessed according APA style, writing quality, completeness and cohesiveness of overall research proposal, application of sound research design, adherence to ethical guidelines for conducting research, etc. As a whole, the class met the benchmark standards set for the projects. The students frequently report that their experience in 690 was very helpful in preparing them for their theses.

2) Students that are scheduling their final thesis defense are are successfully meeting the rigorous research expectations set by their respective committees.

Improvement Action

1) FAM 690:

Students can be better prepared for this class and these assignments by implementing some foundational information into the first-year orientation course, such as identifying a research topic, how to conduct a literature search, and how to use a computer proficiently in an academic context.

Dr. Hans taught this course, which included the research proposals and presentations, in Spring 2010 and Spring 2012. The FAM 690 course was taught by a different instructor in Spring 2011. That instructor kept the research design requirement, however, they did not include the presentation to the faculty component. It is recommended to examine the time it took for the students in the 2010 and 2012 sections to complete their theses compared to the 2011 students. If students in the 2010/2012 sections complete their theses in a more timely manner than the 2011 students, a strong argument can be made for the importance of including the FAM 690 requirements from 2010/2012 semesters.

2) Thesis

The students who are scheduling their final defenses are successfully passing them. Faculty should consider looking at a different metric to measure this artifact. The faculty review student progress every spring. There are several students who have been in the program for several years that have not defended. It is hoped that the faculty consider a different metric such as, time from entrance in the program to successful defense. Another metric could be number of theses that are published in peer reviewed journals or extension publications.

In order to strengthen analysis strategies available to MS students, a new course FAM 777 will be introduced in Fall 2012 to give students the knowledge base necessary for completion of their theses. Also, courses were identified campus wide that also teach statistical and other analytic strategies to give students more options to learn analytic strategies.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.m: Outreach - famstud.m: Outreach Outreach:

Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.

Assessment Methods and Tools

The final paper in FAM 652 (Readings in Family Theory and Research) is utilized as the artifact for Outcome 1 ("Apply and analyze individual and family development across the life course and family life-cycle") and Outcome 4 (Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families").

The requirement for the paper is as follows: "Write a position paper on a family-related topic (approved by [instructor]) where there is genuine controversy or uncertainty with regard to the origin, preferred outcome, or implications of the issue. Your analysis must be grounded within a well-developed theoretical framework, must present a balanced assessment of multiple perspectives on the issue, and the position you ultimately argue in favor of must be supported by empirical evidence. The paper must be written and formatted in compliance with APA Publication Manual (6th ed.) guidelines and you must support your claims by citing at least 10 (probably more) different scholarly research journal articles. The paper should include 8-10 pages of text, not including the reference list and title page."

Results

All 9 students completed the paper. The class average for the assignment was 91.3%.

Interpretation of Results

Dr. Jason Hans taught this course over the past assessment cycle and described his approach as follows: "1) I start by reading all of the proposals and taking notes on the strengths and weaknesses of each (e.g., relative to the assignment requirements and broad rubric distributed to students). / 2) After all have been read, I rank-order them from best to worst (ties are allowed), reviewing my notes if/as necessary / 3) Then I determine a score for the best paper based on how closely it resembles what I would consider an ideal proposal for this assignment / 4) Continuing from best to worst, for each subsequent paper I consider how much worse it is than the previously scored paper, reviewing my notes if/as necessary, then assign a correspondingly lower score relative to the previous (one better) paper's score."

Dr. Hans holds a high standard in his courses and a class average of 91% represents strong performance from the students. When analyzing the students performance, Dr. Hans stated, "Students demonstrate varying degrees of skill at synthesizing the empirical and theoretical literature, and subsequently molding that information into a unique paper that is their own (rather than merely paraphrasing and regurgitating what has already been written in the cited sources). This is to be expected, but it may be helpful to have the assignment due a few weeks earlier in the semester than finals week because, by time it's submitted, students have a clear idea what they need to earn on this assignment to get the grade they desire. Consequently, some work diligently on the assignment while others take a more lackadaisical approach to this important assignment."

Improvement Action

As previously noted, Dr. Hans indicated that the students show some expected variation in "synthesizing the empirical and theoretical literature, and subsequently molding that information into a unique paper that is their own (rather than merely paraphrasing and regurgitating what has already been written in the cited sources)." It is instructive to know that the students submit varying components of the paper throughout the semester culminating with the final paper submitted for the current artifact.

It is recommended that students do this type of work across the curriculum as it will help prepare them for writing their scholarly project or thesis.

Reflection

Attachments

[652 F11_Position-Paper-Rubric.pdf](#)

Student Learning Outcome(s) Assessed

famstud.m: Ethics - famstud.m: Ethics Ethics:

Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.

Assessment Methods and Tools

Students are enrolled in FAM 690 in their second semester of the program. Students complete two unique research proposals in FAM 690. One proposal utilizes a qualitative methodology while the other utilizes a quantitative methodology. Students turn in a written portion of each proposal and then present the proposals to each other and several faculty from the department. The primary instructor gives the final grade on the assignments.

The papers were assessed according to APA style, writing quality, completeness and cohesiveness of overall research proposal, application of sound research design, adherence to ethical guidelines for conducting research, etc.

Results

Class (N = 9) Mean = 90.4 for (1) quantitative research proposal (first submission) / Class (N = 9) Mean = 92.1 for (2) quantitative research proposal (second submission) / Class (N = 9) Mean = 89.3 for (3) qualitative research proposal.

Interpretation of Results

The papers were assessed according APA style, writing quality, completeness and cohesiveness of overall research proposal, application of sound research design, adherence to ethical guidelines for conducting research, etc. As a whole, the class met the benchmark standards set for the projects. The students frequently report that their experience in 690 was very helpful in preparing them for their theses.

Successful completion of the FAM 690 process requires a strong understanding of ethical guidelines in the conduct of research and treatment of research participants.

Improvement Action

According to the curriculum map for the masters program, ethics (Outcome 5) is introduced in FAM 690 and not anywhere else. While research ethics are a crucial piece of ethical decision making, students not enrolled in the Couple and Family Therapy program do not have a focused course on ethics outside the research realm.

It is therefore necessary for the faculty to revisit this learning outcome during the 2012-2013 academic year identify a more targeted artifact, address the learning outcome, or explore curriculum options.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.m: Resources - famstud.m: Resources Resources/Finances:

Demonstrate skill in application of personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course.

Assessment Methods and Tools

1. The artifact for this outcome was changed from the 2009/2010 assessment cycle. The following represents the description for the assignments as given by the instructor. No rubrics were used in grading this assignment.

"Select two research topics related to family resource allocation and management that you are interested in or from the textbook. Choose one topic from chapters 1-5 discussed during the first half of semester and the other from chapters 6-13 discussed during the second half of semester. Write a research note for each topic (5-page limit; double-spaced, 12 point font size, one inch margin of top, bottom, left and right sides).

This paper should include 6 components:

1) Introduction: Describe an issue and its importance; 2) Provide a brief review (use less than 5 articles); 3) Come up with a research question; 4) Use one theory from the textbook and explain the relation to your issue; 5) Develop a testable hypothesis based on the question and the theory; 6) Explain expected outcomes from this study such as policy implications or contribution to the literature.

Results

1. All 7 students in this section completed the paper. The class average for the assignments 1 and 2 was 93.8 and 100 out of 100 possible.

Interpretation of Results

Assessment focused on whether students apply theories learned in the class to develop hypotheses to test their research ideas related to family resources allocation. Most students understood different needs and resources available at various stages in the life cycle. Most of them were able to successfully demonstrate the application of these concepts and theories to their two research note assignments.

Improvement Action

This assignment strongly fits the goes of learning outcome 6 which states that students will "demonstrate skill in application of personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course." Following improvement action plans submitted in October of 2011, the faculty will develop outcome based rubrics in Fall 2012 that will allow the department to consistently assess this outcome across time.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.m: Development - famstud.m: Development Individual and Family Development:
Apply and analyze individual and family development across the life course and family life cycle.
famstud.m: Outreach - famstud.m: Outreach Outreach:
Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.

Assessment Methods and Tools

A final paper from FAM 652 was identified as the learning artifact for these outcomes. This paper represents a culmination of learning and work in theories, and application of theories in family sciences. This course is taught every year and at this point, the overall grade on the assignment was used.

Results

14 of the 15 students received an A for this course while the other students received a B for the course.

Interpretation of Results

One of the challenges of establishing learning outcomes across time and instructors is the consistent use of rubrics. we were not able to collect rubric data for this artifact and subsequently it is difficult to interpret the artifact in the context of the learning outcomes identified for this course. This course covers family sciences theory and does cover the learning outcomes identified, it is apparent that the students performed well in the course.

Improvement Action

At this point, it is imperative for the faculty to identify: 1) a rubric for this artifact that clearly connects the student work with the identified learning outcomes, and 2) a process whereby the instructor receives instruction on using the identified rubric. Once this occurs, we will be able to collect baseline data for further analysis.

Reflection

This reflection statement directly relates to all outcomes assessed this cycle.

In reviewing learning outcomes for this program, it was determined that some changes needed to be developed in regards to specific artifacts as well as scoring of those artifacts. This is especially imperative as some courses where artifacts are collected are taught by doctoral students and adjunct faculty. Faculty have had several discussions in and out of faculty meeting over the current year (2011-2012) to alter rubrics to measure learning outcomes rather than be assignment specific. Plans are being put into place to have a working meeting where outcome based rubrics are developed.

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.m: Diversity - famstud.m: Diversity Diversity:

Evaluate the differences and similarities that exist within the diverse families of the United States and the world.

famstud.m: Resources - famstud.m: Resources Resources/Finances:

Demonstrate skill in application of personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course.

Assessment Methods and Tools

In an effort to have a more meaningful artifact of student learning, the artifact for this year was changed from an interview and report to a research paper. The following represents the description for the assignments as given by the instructor. No rubrics were used in grading this assignment.

"Select two research topics related to family resource allocation and management that you are interested in or from the textbook. Choose one topic from chapters 1-5 discussed during the first half of semester and the other from chapters 6-13 discussed during the second half of semester. Write a research note for each topic (5-page limit; double-spaced, 12 point font size, one inch margin of top, bottom, left and right sides).

This paper should include 6 components:

1) Introduction: Describe an issue and its importance; 2) Provide a brief review (use less than 5 articles); 3) Come up with a research question; 4) Use one theory from the textbook and explain the relation to your issue; 5) Develop a testable hypothesis based on the question and the theory; 6) Explain expected outcomes from this study such as policy implications or contribution to the literature.

Results

The class average on this assignment was 85%, just meeting the benchmark set forth by the faculty..

Interpretation of Results

The results would suggest that the students met the benchmark criteria and showed an acceptable knowledge base of financial issues.

Improvement Action

The changes in this course were based on student performance and observation of last year's 2009-2010 learning outcome. Continued work to improve/clarify expectations of students has shown to be helpful. At this point in time the main action plan for the Masters program is a standardization of assessment of artifacts. Many of our faculty are at the leading edge of their respective fields and as such, the content and goals of these courses change to stay up to date with the field and greater society. Through discussion with faculty, they desire a way to adapt their courses as their fields and societal needs change so the students have the most up-to-date information. The faculty will spend the next year (through Spring 2012) designing a way to assess the students' performance that can carry over across semesters for program evaluation but does not have to be changed as the content changes.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.m: Research - famstud.m: Research Research:

Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.

famstud.m: Ethics - famstud.m: Ethics Ethics:

Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.

Assessment Methods and Tools

Total score on each of three papers: (1) quantitative research proposal (first submission), (2) quantitative research proposal (second submission), and (3) qualitative research proposal.

Results

12 students took this course and 11 students received an A while the other student received a B the course.

Interpretation of Results

One of the challenges of establishing learning outcomes across time and instructors is the consistent use of rubrics. we were not able to collect rubric data for this artifact and subsequently it is difficult to interpret the artifact in the context of the learning outcomes identified for this course. This course covers family sciences theory and does cover the learning outcomes identified, it is apparent that the students performed well in the course.

Improvement Action

At this point, it is imperative for the faculty to identify: 1) a rubric for this artifact that clearly connects the student work with the identified learning outcomes, and 2) a process whereby the instructor receives instruction on using the identified rubric. Once this occurs, we will be able to collect baseline data for further analysis.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.m: Research - famstud.m: Research Research:

Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.

Assessment Methods and Tools

Assessment for the research outcome was determined to be the successful final defense of the students' thesis or scholarly project. The successful defense was determined by majority vote of the thesis committee consisting of a minimum of three faculty members. Each of these committee members will have reviewed the quality of the students work and contribution to the field. A "pass" of the student's final defense indicates a sufficient knowledge base in their chosen topic area as well as strong methodological design.

Results

For the 2010-2011 academic year, every student who applied for a thesis defense or scholarly project defense successfully passed.

Interpretation of Results

High rate of thesis defense completion is due to the faculty and student effort to bring a quality product to the final defense. The research is of sufficient quality to show the student's knowledge of the appropriate methodological approach for their research question.

Improvement Action

While passage rates of final defenses shows the strong work of the students, the faculty should consider alternative, or indirect measures of students' methodological capabilities. Measures such as overall time between admittance to the program and successful thesis defense, or number of peer reviewed publications subsequently submitted by students after their thesis defense may also provide evidence of student success in research endeavors.

Reflection**Attachments**

No Attachments

Annual Student Learning Outcomes Report

Family Sciences
Family Science- Master
Fam Sciences Masters 2009-2010

Student Learning Outcome(s) Assessed

famstud.m: Diversity - famstud.m: Diversity Diversity:

Evaluate the differences and similarities that exist within the diverse families of the United States and the world.

famstud.m: Resources - famstud.m: Resources Resources/Finances:

Demonstrate skill in application of personal and family finance principles, resource management, and the application of these concepts to individuals and families across the life course.

Assessment Methods and Tools

A project in Fam668 was assigned to all students asking them to conduct tests of savings theories through brief interviews: What Made it Difficult for You to Save.

This was one of six assignments during the semester. This artifact was measured by the student's total score on their interviews of at least two people, a brief report and presentation.

Results

The number of students evaluated was 14. The average score was 108.14 (s.d.=13.7) out of 120, which is 90.1%.

Most students performed well while about 30 % of them did poorly.

Interpretation of Results

More than half of students showed weakness in suggesting implications for policies and families, did not provide implications at all, had inappropriate implications or something unrelated to their results. There were also some issues about applying theories to their interviews, hypotheses building, and organization of report including connection from paragraphs to paragraphs.

It needs to be considered how to improve students' ability to interpret their results and provide suggestions based on those results. This project evaluated one was a part of all assignments, which did not represent a comprehensive grade. A rubric would be a better measure of student learning.

Improvement Action

This course may need a stronger artifact with a connected rubric to more effectively assess these learning outcomes. While not a specific component of the learning outcomes, students' writing organization issue was identified such as summary and effective opening. This may be a result of an unclear direction that needs to be fixed. Faculty in charge of the course will attempt to clarify expectations for the writing components.

Reflection

This reflection statement directly relates to all outcomes assessed this cycle.

This year represented the inaugural year of assessing departmental learning outcomes. The department emphasizes that it is a "student centered" department and meaningfully assessing our students' learning naturally feeds into this goal. All of the faculty are engaged in the outcome process and are attempting to make the process meaningful for our programs and more importantly, improve our students' learning. The department was pleased with the results of our initial round of assessment. It was determined that we would continue to collect the same artifacts in the next year to facilitate the process of collecting analyzing and consolidating department level outcomes.

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.m: Research - famstud.m: Research Research:

Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.

famstud.m: Ethics - famstud.m: Ethics Ethics:

Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.

Assessment Methods and Tools

Total score on each of three papers: (1) quantitative research proposal (first submission), (2) quantitative research proposal (second submission), and (3) qualitative research proposal.

Results

	<i>N</i>	<i>M (SD)</i>
Quantitative Research Proposal (first)	8	87.9 (6.5)
Quantitative Research Proposal (second)	8	88.6 (7.9)
Qualitative Research Proposal	8	90.1 (7.1)

Note: The expectations for the first and second submission of the quantitative research proposal were different and the two submissions were graded independent of one another.

Interpretation of Results

The students performed above the benchmark within each component of the project with improvement between the "first" and "second" quantitative research proposals.

Improvement Action

This results suggest that repetition of the skills used in this course would better reinforce the students learning and use of the skills.

Reflection

Attachments

No Attachments

University of Kentucky

Annual Assessment Reporting

2014-2015

Please complete this form for the program's 2014-2015 academic year student learning outcomes assessment. If you conducted multiple assessments, please fill in as needed by starting a new section. If you have documents relevant to the assessment conducted, please add them as an appendix. Add hyperlinks to websites as necessary. For our records, please save the file as Program Name and Level (e.g. English_Master).

College: CAFE

Department: Family Sciences

Program Name: CFT

Level (Bachelor, Master, Doctorate, Certificate, or Other): Master

	Assessment #1
Outcome(s) Assessed	Outcome 7: Admission to Treatment: Students will be able to formulate and apply skills necessary to establish a therapeutic contract.
Assessment Method/Tools	<p>This outcome is assessed by the average score students achieve across seven theory summaries in FAM 686 as well as the Basic Skills Evaluation Device.</p> <p>These two learning outcomes are primarily assessed through practicum experiences. Students are required to complete 500 direct clinical hours with clients who tend to be from the greater Lexington area. Students enroll in practicum every semester they see clients. Students are evaluated by their supervisor at the end of each semester using the Basic Skills Evaluation Device (BSED). The BSED was developed, and subsequently published in peer review literature, by a task-force charged from AAMFT to articulate the basic skills and abilities essential to the practice of couple and family therapy. The BSED is a multidimensional assessment tool used by the faculty to track the skill sets of the students across multiple domains. The response set for each item consists of "deficient, below expectation, meets expectation, exceeds expectation, exceptional skills." These subdomains are measured by combining several individual items. Average scores were taken from each subdomain. The range of scores are from 1-100 with 50 being "meets expectations," 1="deficient" and 100= "Exceptional Skills"</p> <p>The average BSED score for all the students in their last semester of practicum prior to graduation was used as the artifact for this learning outcome. The supervisor filling out the</p>

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	<p>BSED is a Clinical Fellow of AAMFT, licensed marriage and family therapist, and AAMFT approved supervisor. Specifically, the subdomains of "perceptual skills," "executive skills," and "evaluation skills" are of particular interest in this learning outcome.</p>																				
Benchmark/Target	<p>The benchmark for this artifact established by the CFT faculty is an overall class average of 85% and a "50" on the accompanying BSED domain.</p>																				
Results	<p>Overall class average 88.62% (5 of 6 students achieved over an 85% average across the seven theory summaries, 3 of 6 students had at least a 90% average).</p> <table border="1"> <thead> <tr> <th>BSED</th> <th>Average</th> <th>s.d.</th> </tr> </thead> <tbody> <tr> <td>Conceptual (SLO 7)</td> <td>66.92</td> <td>8.90</td> </tr> <tr> <td>Perceptual (SLO8)</td> <td>68.67</td> <td>9.91</td> </tr> <tr> <td>Executive (SLO9, 10)</td> <td>73.21</td> <td>11.73</td> </tr> <tr> <td>Professional (SLO9, 11)</td> <td>73.00</td> <td>10.92</td> </tr> <tr> <td>Evaluation (SLO 11)</td> <td>67.50</td> <td>5.87</td> </tr> </tbody> </table>			BSED	Average	s.d.	Conceptual (SLO 7)	66.92	8.90	Perceptual (SLO8)	68.67	9.91	Executive (SLO9, 10)	73.21	11.73	Professional (SLO9, 11)	73.00	10.92	Evaluation (SLO 11)	67.50	5.87
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Interpretation of Results	<p>Results of the BSED assessment indicate that students "met expectations" as the average score for students on the conceptual domain was 66.92. Furthermore, students' performance on the theories summary artifact also exceed benchmarks.</p>																				
Improvement Action	<p>No improvement action is recommended at this time.</p>																				
Reflection on 2013-2014 Improvement Actions	<p>The CFT selection committee has attempted to be more selective in the two-step admittance process. Student performance has been consistently high across all SLOs which could be attributed to, in part, the recruitment of excellent students.</p>																				

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Assessment #2													
Outcome(s) Assessed	Outcome 9: Treatment Planning and Case Management: Students will be able to direct the course of therapy and extra-therapeutic activities.												
Assessment Method/Tools	<p>Students are required to complete 500 direct clinical hours with clients who tend to be from the greater Lexington area. Students enroll in practicum every semester they see clients. Students are evaluated by their supervisor at the end of each semester using the Basic Skills Evaluation Device (BSED). The BSED was developed, and subsequently published in peer review literature, by a task-force charged from AAMFT to articulate the basic skills and abilities essential to the practice of couple and family therapy. The BSED is a multidimensional assessment tool used by the faculty to track the skill sets of the students across multiple domains. The response set for each item consists of "deficient, below expectation, meets expectation, exceeds expectation, exceptional skills." These subdomains are measured by combining several individual items. Average scores were taken from each subdomain. The range of scores are from 1-100 with 50 being "meets expectations," 1="deficient" and 100="Exceptional Skills."</p> <p>The average BSED score for all the students in their last semester of practicum prior to graduation was used as the artifact for this learning outcome. The supervisor filling out the BSED is a Clinical Fellow of AAMFT, licensed marriage and family therapist, and AAMFT approved supervisor. Specifically, the subdomains of "perceptual skills," "executive skills," and "evaluation skills" are of particular interest in this learning outcome.</p>												
Benchmark/Target	CFT faculty have determined that an average domain score of 50 ("meets expectations") as the benchmark for this outcome.												
Results	<table border="1"> <thead> <tr> <th></th> <th>Average</th> <th>s.d.</th> </tr> </thead> <tbody> <tr> <td>Conceptual (SLO 7)</td> <td>66.92</td> <td>8.90</td> </tr> <tr> <td>Perceptual (SLO8)</td> <td>68.67</td> <td>9.91</td> </tr> <tr> <td>Executive (SLO9, 10)</td> <td>73.21</td> <td>11.73</td> </tr> </tbody> </table>		Average	s.d.	Conceptual (SLO 7)	66.92	8.90	Perceptual (SLO8)	68.67	9.91	Executive (SLO9, 10)	73.21	11.73
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	Professional (SLO9, 11)	73.00	10.92	
	Evaluation (SLO 11)	67.50	5.87	
Interpretation of Results	Students were above benchmark on both the in-class assignment as well as the observation component for this learning outcome.			
Improvement Action	Faculty are encouraged to continue to utilize the existing methods of instruction and experiences.			
Reflection on 2013-2014 Improvement Actions	The CFT selection committee has attempted to be more selective in the two-step admittance process. Student performance has been consistently high across all SLOs which could be attributed to, in part, the recruitment of excellent students.			

	Assessment #3
Outcome(s) Assessed	Outcome 11: Legal Issues, Ethics, and Standards: Students will identify and implement statutes, regulations, principles, values, and mores of MFT's.

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Assessment Method/Tools	An in-class artifact (FAM 685) and the BSED were used to assess this SLO. The in-class artifact used this year was a Demonstration of an Ethical Dilemma. All students completed this assignment.																		
Benchmark/Target	The benchmark for this artifact established by the CFT faculty is an overall class average of 85% on the FAM 685 assignment and 50 on the BSED.																		
Results	<p>The average for the assignment was 88 out of 90. A class average of 97%.</p> <table border="1" data-bbox="415 509 957 922"> <thead> <tr> <th></th> <th>Average</th> <th>s.d.</th> </tr> </thead> <tbody> <tr> <td>Conceptual (SLO 7)</td> <td>66.92</td> <td>8.90</td> </tr> <tr> <td>Perceptual (SLO8)</td> <td>68.67</td> <td>9.91</td> </tr> <tr> <td>Executive (SLO9, 10)</td> <td>73.21</td> <td>11.73</td> </tr> <tr> <td>Professional (SLO9, 11)</td> <td>73.00</td> <td>10.92</td> </tr> <tr> <td>Evaluation (SLO 11)</td> <td>67.50</td> <td>5.87</td> </tr> </tbody> </table>		Average	s.d.	Conceptual (SLO 7)	66.92	8.90	Perceptual (SLO8)	68.67	9.91	Executive (SLO9, 10)	73.21	11.73	Professional (SLO9, 11)	73.00	10.92	Evaluation (SLO 11)	67.50	5.87
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Annual Assessment Reporting

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Appendix A:

	Average	s.d.
Conceptual (SLO 7)	66.92	8.90
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Executive (SLO9, 10)	73.21	11.73
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Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

Please complete this form for the program's 2013-2014 academic year student learning outcomes assessment. If you conducted multiple assessments, please fill out one row for each one. If you have documents relevant to the assessment conducted, please add them as an appendix. Add hyperlinks to websites as necessary. For our records, please save the file as Program Name and Level (e.g. English_Master).

College: CAFE

Department: Family Sciences

Program Name: Couple and Family Therapy

Level (Bachelor, Master, Doctorate, Certificate, or Other): Masters

	Outcome(s) Assessed	Assessment Method/Tools	Benchmark/ Target	Results	Interpretation of Results	Improvement Action
Assessment # 1	Outcome 2: Clinical Assessment and Diagnosis: Students will be able to differentiate and evaluate the issues to be addressed in therapy.	1) Final comprehensive exam from the assessment and diagnostic class. 2) Brief Skills Evaluation Device (BSED) completed by the a clinical supervisor during the students final semester of clinical practice.	1) 90% Class Average 2) The cohort average is 50 ("Meets Expectations").	1) Overall Class Average = 89.27 2 nd Year Avg = 89.77 1 st Year Avg = 87.27 <i>Note: Two students, one in each cohort, were clearly outliers (scores in the mid to low 80s) with the rest of the students falling above 90% for the exam.</i> 2) See BSED results in row between Outcome 4 and Outcome 6. <i>Note: Scale for each category ranges from 1-</i>	The assessment data for CFT SLO 2 are particularly interesting. The formal assessment course (FAM 640) is taught every other year for enrollment purposes and thus contains first year CFT students in their second semester as well as second year students in their final semester. The final exam, upon which this SLO is partially assessed, contained questions regarding assessment routines, screening for suicidality, intimate partner violence, and	Continue to include case conceptualization in practicum even though students may have not taken FAM 640. Subsequent assessment years should continue to explore this finding.

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Annual Student Learning Outcomes Assessment Report

2013-2014

				<i>100 with 100 demonstrating "Exceeds Expectations" while a score of 50 represents "Meets Expectations."</i>	several DSM-5 case studies. Students who have spent more time in practicum outperformed across almost every question.	
Assessment # 2	Outcome 4: Therapeutic Interventions: Students will be able to ameliorate the clinical issues identified.	Brief Skills Evaluation Device (BSED) completed by the a clinical supervisor during the students final semester of clinical practice.	The cohort average is 50 ("Meets Expectations").	See BSED results in row between this outcome and "Outcome 6." <i>Note: Scale for each category ranges from 1-100 with 100 demonstrating "Exceeds Expectations" while a score of 50 represents "Meets Expectations."</i>	This cohort was the first, since the beginning of our program assessment process to have each supervisor for a complete semester. These scores were generated by the practicum supervisor of the students' final semester of the program. Students are told that a 50 on each scale represents what we would expect a graduating student to be able to know and do. This evaluation period focused on assessment and interventive skills. However, these domains clearly overlap all	Each CFT supervisor emphasizes case presentation, and supervision based on raw data. It is believed that this approach across all four supervisors has contributed to students' preparation for the next step of their professional journey. It is recommended that the CFT faculty continue to use the BSED, as well as explore additional ways of assessing student learning on these outcomes.

Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

						<p>aspects of the BSED and as such, it is difficult to fully extract meaning out of broader skill and knowledge base represented by the BSED.</p> <p>This graduating cohort showed strong knowledge and skill sets across each domain of the BSED with no individual student dropping below a 50 on any category or sub-question of the BSED in contrast to the previous cohort.</p>		
		Benchmark Target=50 on each category	Average of Conceptual SKILLS	Average of Perceptual SKILLS	Average of Executive SKILLS	Average of Professional SKILLS	Average of Evaluation SKILLS	Average of Theory SKILLS
		2014 (n=8)	72.78	67.04	74.73	80.1	73.31	100
Assessment # 3	Outcome 6: Research and Program Evaluation: Students will	Oral defense rubric of the student's thesis defense.	TBD	See row below for results	This particular artifact represents the results for all MS students who defended their thesis	Faculty are encouraged to distribute the "oral defense rubric" to students in their		

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Annual Student Learning Outcomes Assessment Report

2013-2014

	<p>formulate the systematic analysis of therapy and how it is conducted effectively.</p>				<p>between July 1, 2013 and June 30, 2014. Isolating CFT students specifically is not feasible for this report. These data are completed by each of the student's academic advisory committee and are collected at the conclusion of a student's oral defense of their thesis. Students are not present during the completion of the rubric.</p> <p>Students shown a strong aptitude toward conceptualizing a research question based on a comprehensive review of the literature, designing and implementing a methodology to answer the question, and to have demonstrated high research ethics.</p>	<p>graduate handbook. Additionally, advisory committee members and faculty could explicitly assign students to apply several theories to a given problem to facilitate theoretical flexibility. While most students do not have experience placing results from their study into the existing literature, further instruction can be given to students in this regard. Assignments across the curriculum or tutorials may assist students in this regard. Additionally, advisory committee members could emphasize the importance of this section of the student's work by giving comments and/or clearly</p>
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Annual Student Learning Outcomes Assessment Report

2013-2014

						<p>Students, in general, could show some improvement in how place their results in the overall context of the literature and explore how other family science theories may have contributed to their work. As the discussion section is typically written and explored during a student's last semester and pressure to complete their work may contribute to lower scores in this area.</p>	<p>connecting a student's readiness to defend their work on this skill set.</p>
	Research Conceptualization	Family Science Theory	Research Methods	Research Ethics	Discussion		
Average	4.64	4.24	4.65	4.84	4.31		
<p>Note: Scale for each category ranges from 1-5 with 5 demonstrating high skill/knowledge. DFS faculty are discussing benchmark scores for assessment purposes.</p>							

Annual Student Learning Outcomes Report

Family Sciences

Family Science/Family Therapy Track - Master
Couple and Family Therapy Fall 2011-Spring 2012

Student Learning Outcome(s) Assessed

Admission to Treatment - Admission to Treatment Students will be able to formulate and apply skills necessary to establish a therapeutic contract.

Therapeutic Interventions - Therapeutic Interventions Students will be able to ameliorate the clinical issues identified.

Assessment Methods and Tools

These two learning outcomes are primarily assessed through practicum experiences. Students are required to complete 500 direct clinical hours with clients who tend to be from the greater Lexington area. Students enroll in practicum every semester they see clients. Students are evaluated by their supervisor at the end of each semester using the Basic Skills Evaluation Device (BSED). The BSED was developed, and subsequently published in peer review literature, by a task-force charged from AAMFT to articulate the basic skills and abilities essential to the practice of couple and family therapy. The BSED is a multidimensional assessment tool used by the faculty to track the skill sets of the students across multiple domains. The response set for each item consists of "deficient, below expectation, meets expectation, exceeds expectation, exceptional skills." These subdomains are measured by combining several individual items. Average scores were taken from each subdomain. The range of scores are from 1-5 with 3 being "meets expectations," 1="deficient" and 5="Exceptional Skills"

The average BSED score for all the students in their last semester of practicum prior to graduation was used as the artifact for this learning outcome. The supervisor filling out the BSED is a Clinical Fellow of AAMFT, licensed marriage and family therapist, and AAMFT approved supervisor. Specifically, the subdomains of "perceptual skills," "executive skills," and "evaluation skills" are of particular interest in this learning outcome.

Results

All graduating students (n=5) met the "meets expectation" standards across all subdomains of the BSED.

Interpretation of Results

An AAMFT clinical fellow, licensed marriage and family therapist, and AAMFT approved supervisor oversees the final practicum. Students are required to give two therapy case presentations following a detailed outline provided at the beginning of the semester. Video recordings of the student's therapy sessions are presented as the main focus. Through case presentations, individual supervision including video tape review and discussion, and consultation with other faculty, the supervisor rates the student on the BSED at the end of the semester. The supervisor discusses results of the BSED with each student individually.

All subdomain scores on the BSED, for all of the students, indicated that students were prepared to take the next step of their therapy career in that they "met expectations" around admission to treatment as well as knowledge of, and use of various interventions.

Improvement Action

The BSED was developed as an initial attempt to articulate the basic skills students would need to acquire from their training program in preparation to moving into the therapy workforce. Faculty involved with the CFT program regularly discuss student progress in reference to their therapy work and understanding of the therapeutic process. It is interesting to note that many of the discussions that the faculty return to are not as explicitly referenced in the BSED.

It is recommended that the faculty involved with the CFT program to discuss ways in which graduating students can be evaluated by multiple members of the faculty using the BSED and possibly an additional rubric that addresses areas of therapeutic relationship, therapist authenticity, therapist empathy, and therapist insight/awareness. These particular areas are consistently discussed among the faculty in reference to student work and cut across all learning outcomes with the exception of research skills.

Changes were made in the Spring 2012 to students initial practicum experience as well which will continue in the future. The primary instructor/supervisor for this stage of the students' education stated: "I made some changes in FAM 787 in the Spring of 2012. I brought in more didactic material for the students. My belief about practicum and what needs to happen in their first semester of seeing clients, changed. This change relates to the student learning because at the beginning of the students practicum experience, which is starting to see clients as the sole therapist, they need some didactic material to supplement the experiential piece of the class." This change may effect the BSED results in the first summer practicums that students are actively seeing clients and in practicum.

Reflection

Attachments

[BASIC SKILLS EVALUATION DEVICE.docx](#)

Student Learning Outcome(s) Assessed

Clinical Assessment and Diagnosis - Clinical Assessment and Diagnosis Students will be able to differentiate and evaluate the issues to be addressed in therapy

Assessment Methods and Tools

The learning outcomes for the Couple and Family Therapy program (formally called Marriage and Family Therapy) are based on the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) standards.

The following assessment tools were designed to assess "Clinical Assessment and Diagnosis." The learning outcome reads "students will be able to differentiate and evaluate the issues to be addressed in therapy."

This outcome was measured in two different ways:

1) Didactic course experience:

The first artifact comes from student's total score on their final exam of an assessment and diagnostic course (FAM 640). The course is currently taught every other year. The final exam was developed by an American Association for Marriage and Family Therapy (AAMFT) clinical fellow, licensed marriage and family therapist, and AAMFT approved supervisor. The final exam included objective diagnosis tasks and assessment protocols.

2) Practicum course experience:

The students are required to complete 500 direct clinical hours with clients who tend to be from the greater Lexington area. Students enroll in practicum every semester they see clients.

Students are evaluated by their supervisor at the end of each semester using the Basic Skills Evaluation Device (BSED). The BSED was developed, and subsequently published in peer review literature, by a task-force charged from AAMFT to articulate skills and abilities essential to the practice of couple and family therapy. The BSED is a multidimensional assessment tool used by the faculty to track the skill sets of the students across multiple domains. The response set for each item consists of "deficient, below expectation, meets expectation, exceeds expectation, exceptional skills." These subdomains are measured by combining several individual items. Average scores were taken from each subdomain. The range of scores are from 1-5 with 3 being "meets expectations," 1="deficient" and 5="Exceptional Skills"

The average BSED score for all the students in their last semester of practicum prior to graduation was used as the artifact for this learning outcome. The supervisor filling out the BSED is a Clinical Fellow of AAMFT, licensed marriage and family therapist, and AAMFT approved supervisor. Specifically, the subdomains of "perceptual skills," and "executive skills" are of particular interest in this learning outcome.

Results

- 1) The Spring 2012 class average on the FAM 640 final was 94.75%, $sd= 2.93$ ($n=12$).
- 2) All students ($n=5$) scored "meets expectations," or higher on each of the relevant subdomains of the BSED prior to them graduating.

Interpretation of Results

The same faculty member, Nathan D. Wood, taught the 2010 and 2012 section of FAM 640. He also compiled the exam items and scored the exams over both assessment periods. Many of the items of the exams were the same across assessment periods. There was no rubric used for the essay portion of the final as some of the items were different and an outcome based rubric has not been developed by the faculty.

The 2012 class average on the final was 94.75% ($n=12$) while the 2010 class average for the 640 final was an 88% ($n=12$) showing an increase in student performance from previous assessment cycles. It is interesting to note that the standard deviation of scores for 2012 ($sd= 2.93$) was also smaller than 2010 ($sd=6.10$) suggesting that almost all the 2012 individual class members performed at or above the 2010 class average.

Scores on the BSED, as scored by the final practicum supervisor, indicated that students were prepared to take the next step of their therapy career in that they "met expectations" around assessment and diagnostic knowledge base and skill sets.

It is recommended that future 2012 courses continue the "take-home and grade/discuss the next class" approach to diagnostic skills. An outcome based rubric should also be developed for the final exam essay questions. This would be possible if the faculty developing the exam have items that tap the same knowledge base across terms, e.g., assessing intimate partner violence, mental status exams, duty to warn/protect issues, etc. It is also recommended that practicum supervisors continue to discuss diagnostic and assessment issues in supervision.

Improvement Action

Previous improvement action plans on this outcome recommended more training on assessment during the course of the semester that FAM 640 is taught. The 2010 class had six assessment quizzes (outside of the midterm and final) with a total of six case studies over the course of the term. Quizzes were graded by the professor and returned to students with some discussion.

In 2012, the course contained seven diagnostic quizzes with 11 overall assessment exercises. Students were allowed to take the assessment exercise home and then the exercises were graded and discussed in the next class meeting. This provided more experience and discussion regarding diagnostic assessment. Students in the 2012 course improved their performance on the assessment portion of the final relative to the 2010 class which was reported to have weaker scores on those sub-items.

The faculty recognize the importance of multiple viewpoints and consistency of evaluation of students' preparation to enter the profession of couple and family therapy. Future FAM 640 courses should implement the use of rubrics in grading the essay portions of the final. A team of faculty could sample a percentage of de-identified student exams and use the rubric to score the essay portion.

Other options the CFT faculty could consider is a portfolio which include assessment writings and diagnostic experiences.

It is recommended that the assessment process of CFT be streamlined more so that faculty can formally discuss student performance on the identified learning outcomes.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

Legal Issues, Ethics, and Standards - Legal Issues, Ethics, and Standards Students will identify and implement statutes, regulations, principles, values, and mores of MFT's.

Assessment Methods and Tools

This outcome is assessed via two pathways:

1) FAM 685 (Professional Issues in Marriage and Family Intervention) assesses the students' knowledge of legal issues, ethics and standards. This course is taught by a licensed marriage and family therapist, AAMFT clinical fellow, and AAMFT supervisor candidate. The professor also has extensive clinical experience they bring to bear on the topic.

The artifact for this outcome, collected in FAM 685, consists of an ethics / portfolio, developed to serve as a personal guide to ethical and legal dilemmas and questions in therapeutic practice and a "what to say, what to do" manual during crisis situations.

2) A different faculty member assesses this outcome via the Basic Skills Evaluation Device prior to the student graduating.

Results

1) The class average for the artifact collected in FAM 685 was 95% (n=12) indicating that students performed above the benchmark standard.

2) All the students were rated as "meets expectations" on ethical issues prior to graduating. "Meets expectations" in this case, and as in all other subdomains of the BSED, represents that the students knowledge, demonstrated skills, and experiences are consistent with other students who are newly entering the workforce upon graduation.

Interpretation of Results

1) FAM 685 is an interactive class addressing professional and ethic issues with an emphasis of understanding ethical guidelines and appropriate application of those guidelines. The artifact collected in this course assesses both the understanding and application of ethical principles. Due to the interactive nature of the course, the faculty is available to process ideas and content that eventually end up in the artifact. Therefore, it is not surprising to see students performing at a high level.

Data from this course was collected by the faculty instructor and then submitted via an online departmental outcome system.

2) Practicum experiences heavily emphasize ethical and professional issues. Students are faced with ethical situations in their clinical work. Through the process of intense supervision over the course of 20 months, ethical decision making and behavior is reinforced and refined. It is not surprising that all the graduating students were rated as "meeting expectations" on the ethical components of the BSED.

Improvement Action

1) FAM 685. It is recommended that future 685 courses continue to emphasize students developing their own ethical decision making processes via readings in and working through case studies in class and in practicum.

2) It is also recommended that students continue to discuss professional ethics in practicum settings and in other courses where professional ethics (such as FAM 686, FAM 640) would be appropriate.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

Research and Program Evaluation - Research and Program Evaluation Students will formulate the systematic analysis of therapy and how it is conducted effectively.

Assessment Methods and Tools

Students enrolled in the CFT are considered Family Sciences masters students and take the same research methodology courses as other Family Sciences students. Separately identifying a research learning outcome for CFT students was for accreditation purposes. Please see the research learning outcome in the Family Sciences masters program for this learning outcome.

Results

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Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

Treatment Planning and Case Management - Treatment Planning and Case Management Students will be able to direct the course of therapy and extra-therapeutic activities.

Assessment Methods and Tools

This learning outcome is assessed through a didactic course as well as observation of student use/performance in the therapy room (practicum).

- 1) Throughout the semester in FAM 686 (Theory and Methods in Family Therapy) students are required to develop theoretically consistent assessments and demonstrate knowledge of associated treatment methods. The final paper of FAM 686 has been identified as one of the artifacts for this learning outcome. Through the use of an analytic rubric, the papers are graded on multiple areas such as: theoretical comparisons, theoretically consistent assessment description including issues of culture and gender, development of a theoretically consistent treatment plan.
- 2) While the FAM 686 artifact is collected in a didactic course and subsequently measures cognitive knowledge and application, the other artifact comes from practicum experiences. The BSED is used by the faculty to rate student's experiential use of treatment planning and case management skills.

Results

- 1) The class average for the FAM 686 final paper was 93.67 (s.d. 3.54, n=6). Scores ranged from 88 to 100.
- 2) All students were rated as "meets expectations" on all the subdomains of the BSED.

Interpretation of Results

- 1) FAM 686. The rubric was developed by a licensed marriage and family therapist, AAMFT clinical fellow and approved supervisor and graded by the same individual. Student performance on the final paper of 686 has been consistently high across time and this past year continued the trend. These results are thought to be a result of several factors.

*Students get repeated exposure in completing a task similar to the final paper throughout the term.

*Students are given the rubric at the beginning of the semester and expectations of the paper are discussed over the course of the term. Former students that have excelled in the class have given permission to have their de-identified paper distributed as examples.

*The CFT program is highly selective in the students it accepts each year (typically 5 - 8 students) which allows for more interaction and attention with faculty.

*The previous assessment cycle average on this artifact was lower than this term. However, increases in class performance should be considered very cautiously. Due to the very low sample size (5 students in Fall 2010 vs 8 students in Fall 2011) variations in class performance are highly dependent on individual student performance.

- 2) An AAMFT clinical fellow, licensed marriage and family therapist, and AAMFT approved supervisor oversees the final practicum. Students are required to give two therapy case presentations following a detailed outline provided at the beginning of the semester. Each presentation is to include treatment planning, delivery of treatment, and case management issues. Video recordings of the student's therapy sessions are presented as the main focus. Through case presentations, individual supervision including video tape review and discussion, and consultation with other faculty, the supervisor rates the student on the BSED at the end of the semester. The supervisor discusses results of the BSED with each student individually.

Students have numerous experiences discussing treatment planning, delivery, and case management issues on a weekly basis over approximately 20 months of clinical training and direct experience. By the end of this experience, it not surprising that students achieve "meets expectations" ratings.

Improvement Action

- 1) FAM 686. Previous improvement action plans suggested that students receive, "more practice" to better develop treatment planning and case management skills. Students have multiple assignments throughout 686 to "practice" this skill set further in addition to lecture and out of classroom discussion. As this artifact is collected at the end of students first semester in their program, it is highly recommended that the practicum supervisors emphasis these skill sets in supervision and their feedback to students.
- 2) BSED. Faculty are encouraged to be deliberate in prompting students to continue to emphasis case management skills, especially to conceptualize cases and designing treatment plans. The practicum setting is ideal for this work.

Reflection

Attachments

[Rubric for Pasting.docx](#)

Annual Student Learning Outcomes Report

Family Sciences

Family Science/Family Therapy Track - Master
Family Sciences-MFT Option Fall2010-Spring2011

Student Learning Outcome(s) Assessed

Legal Issues, Ethics, and Standards - Legal Issues, Ethics, and Standards Students will identify and implement statutes, regulations, principles, values, and mores of MFT's.

Assessment Methods and Tools

The artifact used in this course was a final paper graded by a rubric.

Results

The class average was 92% for this assessment.

Interpretation of Results

Overall, the students met the benchmark set by the faculty in the department.

Improvement Action

While the students did meet the benchmark, the course needs to be stronger and more challenging. The second years were not as challenged but for the first years the topics were new. It was felt that more readings would be beneficial in future. The course used 4 other MFT programs as a standard and it isn't different than any other program, but it seemed to redundant or easy.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

Treatment Planning and Case Management - Treatment Planning and Case Management Students will be able to direct the course of therapy and extra-therapeutic activities.

Assessment Methods and Tools

The final paper constituted the learning artifact for this outcome.

Results

The class average for this assignment was a 91.8% (n=5).

Interpretation of Results

The results would suggest that the students were able to perform at the expected level. The range of scores for the artifact was an 84% to 98%. A detailed rubric was utilized for this artifact and the students met the high expectations set.

Improvement Action

While students did perform well on the artifact, more practice in evaluating and treatment planning is recommended throughout the course to help the students get a better grasp on this critical skill set. It is also recommended that students further practice these skills throughout their practicum experience under the direction of AAMFT approved and licensed supervisors.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

Admission to Treatment - Admission to Treatment Students will be able to formulate and apply skills necessary to establish a therapeutic contract.

Clinical Assessment and Diagnosis - Clinical Assessment and Diagnosis Students will be able to differentiate and evaluate the issues to be addressed in therapy

Treatment Planning and Case Management - Treatment Planning and Case Management Students will be able to direct the course of therapy and extra-therapeutic activities.

Therapeutic Interventions - Therapeutic Interventions Students will be able to ameliorate the clinical issues identified.

Legal Issues, Ethics, and Standards - Legal Issues, Ethics, and Standards Students will identify and implement statutes, regulations, principles, values, and mores of MFT's.

Assessment Methods and Tools

The assessment tool for this outcome was the Brief Skills Evaluation Device (BSED) which is a multidimensional assessment tool used by the faculty to track the skill sets of the students across multiple domains. The response set for each item consists of "deficient, below expectation, meets expectation, exceeds expectation, exceptional skills." The subdomains of the BSED are "Conceptual Skills," "Perceptual Skills," "Executive Skills," "Professional Skills," "Evaluation Skills," and "Theory." These subdomains are measured by combining several individual items. Three different faculty members evaluated the students during their last semester, or just prior to the last semester, using the BSED. Average scores were taken from each subdomain. The range of scores are from 1-5 with 3 being "meets expectations," 1="deficient" and 5="Exceptional Skills"

Results

Conceptual Skills: 3.68 Perceptual Skills: 3.64 Executive Skills: 3.86 Professional Skills: 3.6 Evaluation Skills: 3.68 Theory: 3.6

Interpretation of Results

The data would suggest that the graduating students met the benchmark in that, as a group, they "met expectations" across all subdomains of the BSED. It is interesting to note that not one of the seven graduating students was below "meet expectations" in any subdomain.

Improvement Action

The Marriage and Family Therapy track of the Family Sciences department is a small program (5-10 students admitted per year) with high levels of contact with the faculty. The BSED is given at the end of every semester to each student as a feedback mechanism for their clinical skills. Therefore it is not surprising that the students are "meeting expectations" by the time they graduate due to the consistent feedback and high levels of contact with the faculty. It is interesting to note that in discussion with the faculty, we each use the BSED differently when calculating the scores. This difference in approach is potentially problematic for assessment purposes. However, in this scenario, we do not believe that this is the case. The methods used for each faculty are consistent across students and over time as each approach is theoretically driven. Averaging the scores also provides a more unified "perception" of the students' skill sets. Further discussion is encouraged among the faculty to find a way to utilize the unique and valuable approaches among the faculty as we go forward.

Reflection

Attachments

No Attachments

University of Kentucky

Annual Assessment Reporting

2014-2015

Please complete this form for the program's 2014-2015 academic year student learning outcomes assessment. If you conducted multiple assessments, please fill in as needed by starting a new section. If you have documents relevant to the assessment conducted, please add them as an appendix. Add hyperlinks to websites as necessary. For our records, please save the file as Program Name and Level (e.g. English_Master).

College: CAFE

Department: Family Sciences

Program Name: PhD

Level (Bachelor, Master, Doctorate, Certificate, or Other): Doctoral

	Assessment #1
Outcome(s) Assessed	Outcome 1: Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.
Assessment Method/Tools	<p>The rubric was developed in response to feedback from internal and external reviews of our assessment process. Our rubric was developed by analyzing thesis/defense rubrics used in graduate programs from other universities, creating a draft of a rubric that specifically addressed our department's learning outcomes, and vetting the draft through a review and comment process with the full Family Sciences faculty. The final draft assesses research conceptualization, theory, research methodology, research ethics, and application of the results to the scientific literature and the fields of family science.</p> <p>During development of the rubric, the faculty discussed which artifact the rubric would be most appropriate for, e.g., final thesis/dissertation/comps documents, oral presentation/defense, or both. The oral defense of the qualifying exam, thesis, and dissertation was determined to be the most appropriate place to better assess students' learning. The written documents are heavily influenced by the chair and committee members thereby possibly interfering with an accurate assessment of student skills and knowledge base. Every member of the student's committee is given the rubric prior to the defense for a reference and then anonymously fills out the rubric after the student has presented their work and responded to questions.</p>
Benchmark/Target	An average of 4.0 on each relevant domain has been set as the benchmark.
Results	Eight faculty evaluated students qualifying exam with an overall average of 4.3 while 15 faculty evaluated students' dissertation defense at 4.6. Both components exceed the benchmark (See Appendix A).

University of Kentucky

Annual Assessment Reporting

2014-2015

Interpretation of Results	Both the oral and dissertation defense evaluations were above benchmark. It is interesting to note that the dissertation defense average was higher than the oral defense. While this pattern does not hold across all SLOs measured by these evaluations, it would make sense that students who are more experienced would be rated higher than those at their qualifying exam.
Improvement Action	It is recommended that faculty continue to use the oral defense rubric even more intentionally when in the meetings. Furthermore it is recommended that the faculty engage in a retreat wherein they make part of the agenda focus on redefining benchmarks. A potential benchmark for this SLO could be 80% of students should exceed a 4.0 evaluation. Furthermore, it may be instructive to track the overall change in evaluation scores from qualifying exam to dissertation defense.
Reflection on 2013-2014 Improvement Actions	Continued use of the rubric in the department has resulted in a greater focus on the part of the faculty to explore and prompt students across all the domains listed on the rubric. Faculty have even commented on the presence of the oral defense rubric as being helpful in guiding their questions in a defense setting. For example, if the student didn't speak to one of the learning outcomes in their presentation or when answering other questions, the presence of the rubric has prompted faculty to ask the student questions regarding that content.

	Assessment #2
Outcome(s) Assessed	Outcome 3: Ethics: Demonstrate ethical and professional practices and skills of research.
Assessment Method/Tools	<p>The rubric was developed in response to feedback from internal and external reviews of our assessment process. Our rubric was developed by analyzing thesis/defense rubrics used in graduate programs from other universities, creating a draft of a rubric that specifically addressed our department's learning outcomes, and vetting the draft through a review and comment process with the full Family Sciences faculty. The final draft assesses research conceptualization, theory, research methodology, research ethics, and application of the results to the scientific literature and the fields of family science.</p> <p>During development of the rubric, the faculty discussed which artifact the rubric would be most appropriate for, e.g., final thesis/dissertation/comps documents, oral presentation/defense, or both. The oral defense of the qualifying exam, thesis, and dissertation was determined to be the most appropriate place to better assess students' learning. The written documents are heavily influenced by the chair and committee members thereby possibly interfering with an accurate assessment of student skills and knowledge base. Every member of the student's committee is given the rubric prior to the defense for a reference and then anonymously fills out the rubric after the student has presented their work and responded to questions.</p>

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2014-2015

Benchmark/ Target	An average of 4.0 on each relevant domain has been set as the benchmark.
Results	Eight faculty evaluated students qualifying exam with an overall average of 4.7 while 15 faculty evaluated students' dissertation defense at 4.3. Both components exceed the benchmark (See Appendix A).
Interpretation of Results	Both the oral and dissertation defense evaluations were above benchmark.
Improvement Action	It is recommended that faculty continue to use the oral defense rubric even more intentionally when in the meetings. Furthermore it is recommended that the faculty engage in a retreat wherein they make part of the agenda focus on redefining benchmarks. A potential benchmark for this SLO could be 80% of students should exceed a 4.0 evaluation. Furthermore, it may be instructive to track the overall change in evaluation scores from qualifying exam to dissertation defense.
Reflection on 2013-2014 Improvement Actions	Continued use of the rubric in the department has resulted in a greater focus on the part of the faculty to explore and prompt students across all the domains listed on the rubric. Faculty have even commented on the presence of the oral defense rubric as being helpful in guiding their questions in a defense setting. For example, if the student didn't speak to one of the learning outcomes in their presentation or when answering other questions, the presence of the rubric has prompted faculty to ask the student questions regarding that content.

	Assessment #3
Outcome(s)	Outcome 5: Share knowledge through teaching: Synthesize, apply, and share knowledge and expertise in the broad categories of human

University of Kentucky

Annual Assessment Reporting

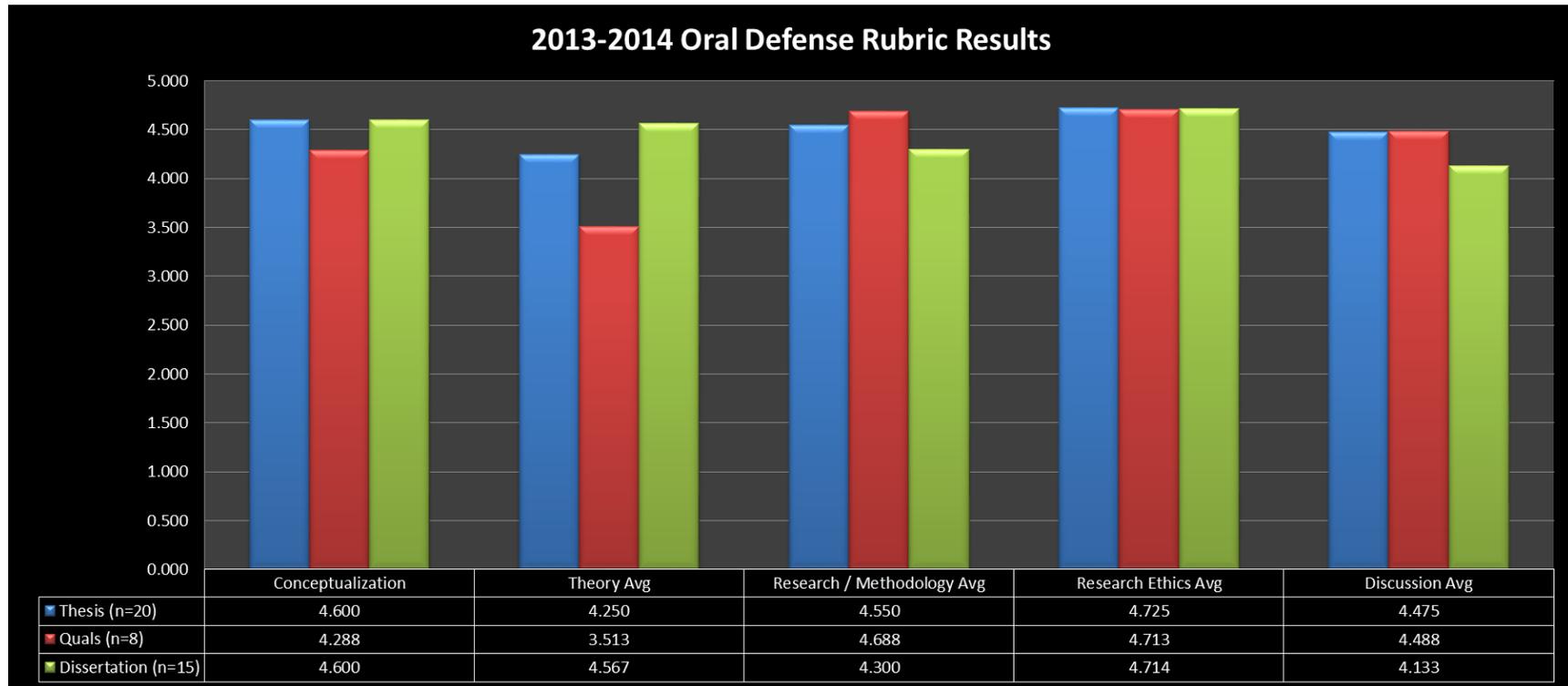
2014-2015

Assessed	development across the life cycle, family economics and finance, and family processes through teaching.
Assessment Method/Tools	<p>Students are required to take a teaching practicum (FAM 785) as part of their doctoral experience. Part of that practicum includes:</p> <ol style="list-style-type: none"> 1) Shadow faculty member prior to teaching their own class 2) Observation of student teaching by the practicum coordinator who is also a faculty member from the department. 3) Preparing a teaching portfolio which is graded by the faculty in charge of practicum. <p>The faculty in charge of the practicum utilizes a rubric to evaluate teaching performance of the students.</p>
Benchmark/Target	TBD
Results	All (out of one) students received a passing score on the teaching evaluation.
Interpretation of Results	Whereas only one doctoral student completed the teaching practicum last year, it is difficult to fully evaluate the results.
Improvement Action	More students need to be evaluated to determine overall effectiveness of the assessment method.
Reflection on 2013-2014 Improvement Actions	This artifact was initially evaluated two years ago where the structure of the teaching practicum was being discussed. All the elements of the teaching practicum have been implemented (as outlined above).

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Annual Assessment Reporting
2014-2015

Appendix A:



Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

Please complete this form for the program's 2013-2014 academic year student learning outcomes assessment. If you conducted multiple assessments, please fill out one row for each one. If you have documents relevant to the assessment conducted, please add them as an appendix. Add hyperlinks to websites as necessary. For our records, please save the file as Program Name and Level (e.g. English_Master).

College: CAFE

Department: Family Sciences

Program Name: Doctorate

Level (Bachelor, Master, Doctorate, Certificate, or Other): Doctorate

	Outcome(s) Assessed	Assessment Method/Tools	Benchmark / Target	Results	Interpretation of Results	Improvement Action
Assessment # 1	Outcome 2: Research: Conceptualize a research problem, design a related research project, and complete the research according to the design.	The rubric was developed in response to feedback from internal and external reviews of our assessment process. Our rubric was developed by analyzing thesis/defense rubrics used in graduate programs from other universities, creating a draft of a rubric that specifically addressed our department's learning outcomes, and vetting the draft through a review and comment process with the full Family Sciences faculty. The final draft assesses research conceptualization, theory, research methodology, research ethics, and application of the results to the scientific literature and the fields	TBD	See Table below	There were six dissertation defense evaluations returned for the 2013-2014 academic year. This would suggest that two students defended during this time. These students performed very well in their oral presentations as evidenced by the high scores across all the rubric domains. No benchmark for the rubric domains have been set at this time.	Based on these data, no improvement action plan is recommended. One assumption that could be made to explain the high performance of the doctoral students is the implementation of the portfolio process. Students are repeatedly required to do develop skills and knowledge base similar to those required for their dissertation defense. It is difficult to verify the impact of the portfolio process as it was adopted prior to the oral defense rubric being implemented.

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Annual Student Learning Outcomes Assessment Report

2013-2014

of family science. The final draft of the rubric is attached to this report.

During development of the rubric, the faculty discussed which artifact the rubric would be most appropriate for, e.g., final thesis/dissertation/comps documents, oral presentation/defense, or both. The oral defense of the qualifying exam, thesis, and dissertation was determined to be the most appropriate place to better assess students' learning. The written documents are heavily influenced by the chair and committee members thereby possibly interfering with an accurate assessment of student skills and knowledge base.

Every member of the student's committee is given the rubric prior to the defense for a reference and then anonymously fills out the rubric after the student has presented their work and responded to questions. The rubric has also been distributed

Department of Family Sciences

University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

		to the students prior to their oral presentation.				
Assessment # 2	Theory: Critically evaluate and apply family science and human development theories.	See above for oral presentation rubric description	TBD	See table below	There were six dissertation defense evaluations returned for the 2013-2014 academic year. This would suggest that two students defended during this time. These students performed very well in their oral presentations as evidenced by the high scores across all the rubric domains. No benchmark for the rubric domains have been set at this time.	Based on these data, no improvement action plan is recommended. One assumption that could be made to explain the high performance of the doctoral students is the implementation of the portfolio process. Students are repeatedly required to do develop skills and knowledge base similar to those required for their dissertation defense. It is difficult to verify the impact of the portfolio process as it was adopted prior to the oral defense rubric being implemented.
Assessment # 3	Outcome 6: Share knowledge through research: Synthesize, apply, and share knowledge	This learning outcome is measured by the number of peer reviewed journal articles and refereed poster presentations authored, or co-authored by doctoral students. As such, this number is a count of the number of publications rather than the number of students.	TBD	See next row.	No benchmark for this artifact has been formally set at the department level. However, all doctoral students are now required to have submitted two journal articles for publication prior to starting their dissertation. The 2013 calendar year shows the strongest productivity in terms of	No improvement action plan is currently recommended beyond the need to continually reinforce the use of the doctoral portfolio. It would appear that the implementation of the doctoral

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University of Kentucky

Annual Student Learning Outcomes Assessment Report

2013-2014

<p>and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes through presentations and manuscripts.</p>		<p>Additionally, data collected for this learning outcome will go by calendar year rather than academic year. This report will cover calendar years 2012-2013 due to the overall assessment cycle.</p>			<p>peer reviewed publications in several years. The number of extension publications for the 2013 calendar year show a drop in productivity while poster presentations remain strong.</p>	<p>portfolio process is beginning to impact the productivity of the students in preparing them for future careers in academia and extension.</p>
	<p>Year</p>	<p>Publications</p>	<p>Extension Publications</p>	<p>Posters</p>	<p>Books, Book Chapters, & Book Reviews</p>	

Department of Family Sciences

University of Kentucky

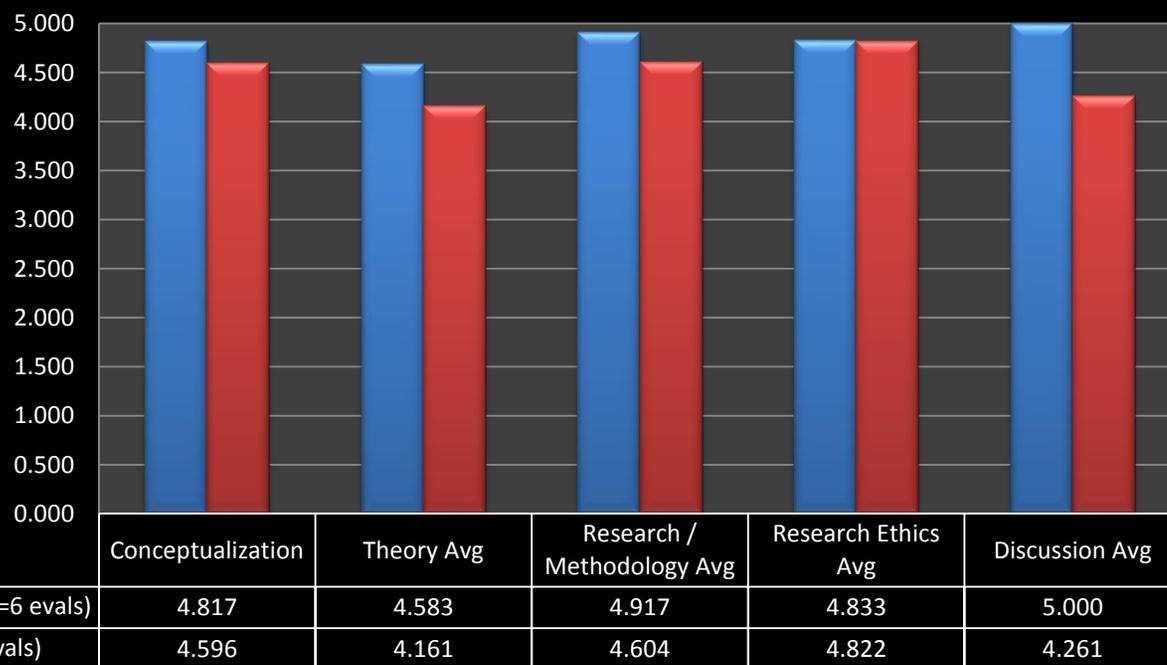
Annual Student Learning Outcomes Assessment Report

2013-2014

2010	4	4	10	1
2011	6	3	23	0
2012	3	10	25	1
2013	12	1	21	1

Outcome 6 Results

2013-2014 Oral Presentation Rubric Results



Annual Student Learning Outcomes Report

Family Sciences
Family Science- Doctor
PhD 2012-2013

Student Learning Outcome(s) Assessed

famstud.d: Research Research:

Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.

Assessment Methods and Tools

In early 2013, the faculty voted to use a "Oral Defense" rubric for the evaluation of Ph.D. SLO1-4 and M.S. SLO3. The rubric was developed in response to feedback from internal and external reviews of our assessment process. Our rubric was developed by analyzing thesis/defense rubrics used in graduate programs from other universities, creating a draft of a rubric that specifically addressed our department's learning outcomes, and vetting the draft through a review and comment process with the full Family Sciences faculty. The final draft assesses research conceptualization, theory, research methodology, research ethics, and application of the results to the scientific literature and the fields of family science. The final draft of the rubric is attached to this report.

During development of the rubric, the faculty discussed which artifact the rubric would be most appropriate for, e.g., final thesis/dissertation/comps documents, oral presentation/defense, or both. The oral defense of the qualifying exam, thesis, and dissertation was determined to be the most appropriate place to better assess students' learning. The written documents are heavily influenced by the chair and committee members thereby possibly interfering with an accurate assessment of student skills and knowledge base.

Every member of the student's committee is given the rubric prior to the defense for a reference and then anonymously fills out the rubric after the student has presented their work and responded to questions. The rubric has also been distributed to the students prior to their oral presentation.

Research conceptualization is measured based on the following scale:

1=No logical connections are present between research question, methods, analysis, or discussion.

3=Components of research are somewhat connected. The research question/hypothesis is partially formed.

5=The project described is cohesive from the literature review through methods, analysis, discussion, and implications. Research question/hypothesis is fully formed.

Results

Over the 2012-13 academic year, one student defended their qualifying exam and another student defended their dissertation.

The faculty average on research conceptualization based on the qualifying exam was 4.5 (n=4 faculty rated the student).

The faculty average on research conceptualization based on the dissertation defense was 4.3 (n=3 evaluations)

Interpretation of Results

It is difficult to have meaningful inferences based on such a small sample size of evaluations. However, 3-5 faculty are independently evaluating each student's oral presentations and are able to ask the student further questions as a part of that process. As faculty are given the rubric prior to the defense, they are reminded of the areas of assessment and are free to use the rubric as a potential prompt in working with the student. Anecdotally, several faculty have stated appreciation for having the rubric in the defense.

As more students defend their theses, qualifying exams, and dissertations, a more complete picture can be inferred based on the results.

Improvement Action

The implementation of the oral defense rubric was in direct response to the previous year's learning outcomes assessment process. At this time, the faculty are able to use the rubric and assessment of student learning is a part of the overall faculty discussion during every faculty meeting. The faculty as a whole is encouraged with the utilization of the rubric to give us a clearer assessment of programmatic areas that we can improve on.

Reflection

The implementation of the oral defense rubric was in direct response to the previous year's learning outcomes assessment process. At this time, the faculty are able to use the rubric and assessment of student learning is a part of the overall faculty discussion during every faculty meeting. The faculty as a whole is encouraged with the utilization of the rubric to give us a clearer assessment of programmatic areas that we can improve on.

Attachments

No Attachments



Student Learning Outcome(s) Assessed

famstud.d: Ethics & Diversity Ethics and Diversity:

Demonstrate ethical and professional practices and skills across cultures and in a variety of settings.

Assessment Methods and Tools

In early 2013, the faculty voted to use a "Oral Defense" rubric for the evaluation of Ph.D. SLO1-4. The rubric was developed in response to feedback from internal and external reviews of our assessment process. Our rubric was developed by analyzing thesis/defense rubrics used in graduate programs from other universities, creating a draft of a rubric that specifically addressed our department's learning outcomes, and vetting the draft through a review and comment process with the full Family Sciences faculty. The final draft assesses research conceptualization, theory, research methodology, research ethics, and application of the results to the scientific literature and the fields of family science. The final draft of the rubric is attached to this report.

During development of the rubric, the faculty discussed which artifact the rubric would be most appropriate for, e.g., final thesis/dissertation/comps documents, oral presentation/defense, or both. The oral defense of the qualifying exam, thesis, and dissertation was determined to be the most appropriate place to better assess students' learning. The written documents are heavily influenced by the chair and committee members thereby possibly interfering with an accurate assessment of student skills and knowledge base.

Every member of the student's committee is given the rubric prior to the defense for a reference and then anonymously fills out the rubric after the student has presented their work and responded to questions. The rubric has also been distributed to the students prior to their oral presentation.

Results

Over the 2012-13 academic year, one student defended their qualifying exam and another student defended their dissertation.

The faculty average on research ethics based on the qualifying exam was 4.5 (n=4 faculty rated the student).

The faculty average on research ethics based on the dissertation defense was 4.3 (n=3 evaluations)

Interpretation of Results

It is difficult to have meaningful inferences based on such a small sample size of evaluations. However, 3-5 faculty are independently evaluating each student's oral presentations and are able to ask the student further questions as a part of that process. As faculty are given the rubric prior to the defense, they are reminded of the areas of assessment and are free to use the rubric as a potential prompt in working with the student. Anecdotally, several faculty have stated appreciation for having the rubric in the defense.

As more students defend their theses, qualifying exams, and dissertations, a more complete picture can be inferred based on the results.

Improvement Action

The implementation of the oral defense rubric was in direct response to the previous year's learning outcomes assessment process. At this time, the faculty are able to use the rubric and assessment of student learning is a part of the overall faculty discussion during every faculty meeting. The faculty as a whole is encouraged with the utilization of the rubric to give us a clearer assessment of programmatic areas that we can improve on.

Reflection

The implementation of the oral defense rubric was in direct response to the previous year's learning outcomes assessment process. At this time, the faculty are able to use the rubric and assessment of student learning is a part of the overall faculty discussion during every faculty meeting. The faculty as a whole is encouraged with the utilization of the rubric to give us a clearer assessment of programmatic areas that we can improve on.

Attachments

[Oral Defense Rubric Figure.docx](#)

Student Learning Outcome(s) Assessed

famstud.d: Teaching Teaching:

Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes.

Assessment Methods and Tools

Students are required to take a teaching practicum (FAM 785) as part of their doctoral experience. Part of that practicum includes:

- 1) Shadow faculty member prior to teaching their own class
- 2) Observation of student teaching by the practicum coordinator who is also a faculty member from the department.
- 3) Preparing a teaching portfolio which is graded by the faculty in charge of practicum.

Results

All students successfully completed their teaching practicum.

Interpretation of Results

The FAM 785 course has variable levels of enrollment depending on the number of doctoral students taking it in a particular semester. Students enrolled this past year completed the course. A more detailed summary of the data will be required to better assess the outcome.

Improvement Action

Continue to develop and articulate a plan for evaluation of the quality of student teaching and ability to communicate about their teaching.

Reflection

During winter 2013, the faculty had extensive conversations regarding the process of preparing the doctoral students to teach effectively. As a part of those conversations, rubrics for evaluating teaching quality of the students were identified as well as a formal process of shadowing faculty when they teach. The attached teaching rubrics will be implemented in the 2013-2014 year to ascertain which, or both, rubrics will give the best information on assessment of teaching quality of our students.

[teachingobservationform.docx](#)

[TEACHING Peer Evaluation.docx](#)

Annual Student Learning Outcomes Report

Family Sciences
Family Science- Doctor
Family Sciences Ph.D. Program 2011-2012

Student Learning Outcome(s) Assessed

famstud.d: Research - famstud.d: Research Research:

Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.

Assessment Methods and Tools

This outcome were measured across four different activities: 1) The written and 2) oral qualifying exams, 3) Dissertation proposal, and 4) Dissertation defense.

1 & 2)

Written and oral exams are graded by a faculty review committee whose membership is designated by the department. Items included in the qualifying exam are selected by the committee. Passage is determined by a majority vote in the affirmative. The committee determines if the student has adequately synthesized the knowledge base gained through the program when grading the students responses.

3) and 4)

Each of the dissertation processes involve a tenured faculty chair and four other faculty committee members who hold the highest academic standards when working with the student. The proposal meeting requires a student to show knowledge of research methodology and the ability to appropriately match a research methodology to the research question of interest. The final defense of the dissertation involves students being able to demonstrate research knowledge across design, analysis, and assigning appropriate meaning to the results. A majority vote of the dissertation committee represents a "pass" in the successful completion of this artifact.

Results

In coordination with the department's DGS, the following results were compiled for the 2011-2012 academic year.

Written Comps

Attempted: 2

Completed: 2

Oral Comps

Attempted: 2

Completed: 2

Dissertation Proposal

Attempted: 1

Completed: 1

Dissertation Defense

Attempted: 2

Completed: 2

Interpretation of Results

All the students that took their exams, and participated in dissertation proposals and defenses passed.

Improvement Action

As our doctoral program is a relatively small program, students have the opportunity to work closely with faculty throughout the process. It is therefore not surprising to see our students be successful.

Over the course of several graduate faculty meetings in the 2011-2012 academic year, concerns were expressed by faculty that our students would not be as competitive after they left our program. As a consequence of these meetings, a new process has been put into place that effects the heretofore stated artifacts.

The faculty have voted to approve a Portfolio project that the students must complete prior to graduating with their doctorate. The immediate change is:

- 1) Students will be required to work with their major professor to take lead on a manuscript that will be subsequently submitted for publication. Once this process is completed, a second manuscript will also be submitted to the students doctoral committee. This second manuscript takes the place of the previous written qualifying exam. It was discussed that the knowledge base needed to write a manuscript would be the same knowledge based needed for the previously required written exam.
- 2) The oral exam will be related to the second manuscript submitted to the student's advisory committee. Once they have successfully completed the oral exam of the manuscript, it is to be submitted to a peer-reviewed journal for publication.
- 3) Students will also be required to submit a research presentation at the department, school, college, or university setting.
- 4) Students are required to have two presentations at national or international conferences where the student is first author on at least one paper/poster and that both presentations involve data analysis.
- 5) Students will be required to teach at least one 3-credit hour course and complete a teaching portfolio.
- 6) Students must also maintain membership in a professional organization and show leadership and service in several different ways. (see attached portfolio checklist).

It is believed that these requirements will better serve our students as they move forward in their career goals. The faculty will meet in Fall 2012 to discuss ways in which the new portfolio process can be used to measure departmental learning outcomes.

Reflection

Attachments

[D-Portfolio.pdf](#)

Student Learning Outcome(s) Assessed

famstud.d: Research 2 - famstud.d: Research 2 Research:

Conceptualize a research problem, design a related research project, and complete the research according to the design.

Assessment Methods and Tools

This outcome was measured across four different activities: 1) The written and 2) oral qualifying exams, 3) Dissertation proposal, and 4) Dissertation defense.

1 & 2)

Written and oral exams are graded by a faculty review committee whose membership is designated by the department. Items included in the qualifying exam are selected by the committee. Students are required to critique a research article and then design a new study that addresses the same topic, including analysis procedures. Passage is determined by a majority vote in the affirmative. The committee determines if the student has adequately synthesized and applied the knowledge base gained through the program when grading the students responses.

3) and 4)

Each of the dissertation processes involve a tenured faculty chair and four other faculty committee members who hold the highest academic standards when working with the student. The proposal meeting requires a student to show knowledge of research methodology and the ability to appropriately match a research methodology to the research question of interest. The final defense of the dissertation involves students being able to demonstrate research knowledge across design, data collection, analysis, and assigning appropriate meaning to the results. A majority vote of the dissertation committee represents a "pass" in the successful completion of this artifact.

Results

In coordination with the department's DGS, the following results were compiled for the 2011-2012 academic year.

Written Comps

Attempted: 2

Completed: 2

Oral Comps

Attempted: 2

Completed: 2

Dissertation Proposal

Attempted: 1

Completed: 1

Dissertation Defense

Attempted: 2

Completed: 2

Interpretation of Results

All the students that took their exams, and participated in dissertation proposals and defenses passed.

Improvement Action

As our doctoral program is a relatively small program, students have the opportunity to work closely with faculty throughout the process. It is therefore not surprising to see our students be successful.

Over the course of several graduate faculty meetings in the 2011-2012 academic year, concerns were expressed by faculty that our students would not be as competitive after they left our program. As a consequence of these meetings, a new process has been put into place that effects the heretofore stated artifacts.

The faculty have voted to approve a Portfolio project that the students must complete prior to graduating with their doctorate. The immediate changes are:

- 1) Students will be required to work with their major professor to take lead on a manuscript that will be subsequently submitted for publication. Once this process is completed, a second manuscript will also be submitted to the students doctoral committee. This second manuscript takes the place of the previous written qualifying exam. It was determined that the knowledge base needed to write a manuscript would be the same knowledge based needed for the previously required written exam.
- 2) The oral exam will be related to the second manuscript and is submitted to the student's advisory committee. Once they have successfully completed the oral exam of the manuscript, it is to be submitted to a peer-reviewed journal for publication.
- 3) Students will also be required to submit a research presentation at the department, school, college, or university setting.
- 4) Students are required to have two presentations at national or international conferences where the student is first author on at least one paper/poster and that both presentations involve data analysis.
- 5) Students will be required to teach at least one 3-credit hour course and complete a teaching portfolio.
- 6) Students must also maintain membership in a professional organization and show leadership and service in several different ways. (see attached portfolio checklist).

It is believed that these requirements will better serve our students as they move forward in their career goals. The faculty will meet in Fall 2012 to discuss ways in which the new portfolio process can be used to measure departmental learning outcomes.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.d: Ethics & Diversity - famstud.d: Ethics & Diversity Ethics and Diversity:

Demonstrate ethical and professional practices and skills across cultures and in a variety of settings.

Assessment Methods and Tools

Ethics is embedded throughout the research design and approach processes, as is a respect for diversity. As originally determined by the faculty, it was felt that ethics could be measured by performance in the written/oral exam process and the dissertation proposal/defense process.

Written and oral exams are graded by a faculty review committee whose membership is designated by the department. Items included in the qualifying exam are selected by the committee. Students are required to critique a research article and then design a new study that addresses the same topic, including analysis procedures. Passage is determined by a majority vote in the affirmative. The committee determines if the student has adequately synthesized and applied the knowledge base gained through the program when grading the students responses.

Each of the dissertation processes involve a tenured faculty chair and four other faculty committee members who hold the highest academic standards when working with the student. The proposal meeting requires a student to show knowledge of research methodology and the ability to appropriately match a research methodology to the research question of interest. The final defense of the dissertation involves students being able to demonstrate research knowledge across design, data collection, analysis, and assigning appropriate meaning to the results. A majority vote of the dissertation committee represents a "pass" in the successful completion of this artifact.

Results

In coordination with the department's DGS, the following results were compiled for the 2011-2012 academic year.

Written Comps

Attempted: 2

Completed: 2

Oral Comps

Attempted: 2

Completed: 2

Dissertation Proposal

Attempted: 1

Completed: 1

Dissertation Defense

Attempted: 2

Completed: 2

Interpretation of Results

As stated in other outcomes for the Ph.D. program, all students that attempted their qualifying exams and dissertation processes, successfully passed.

Improvement Action

Upon reviewing the educational process and requirements for the Family Sciences doctoral program, it was determined that a new process would better prepare students for their next steps beyond the program. This new set of requirements would also maintain and raise the expectations of the faculty for student performance and learning. The requirements of the Portfolio have been described in Outcome 1 and 2 in this year's report.

The faculty will be meeting in early Fall 2012 to discuss how to consistently evaluate the portfolio and set appropriate benchmarks. Specifically, a more direct measure of ethics will be explored rather than inferring the presence of ethical processes.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.d: Outreach - famstud.d: Outreach Theory:

Critically evaluate and apply family science and human development theories and research to clinical and non-clinical interactions with individuals and families.

Assessment Methods and Tools

Utilization of theory is a fundamental skill that cuts across the doctoral program. It's application is best evident by the same artifacts as previously mentioned. 1) The written and 2) oral qualifying exams, 3) Dissertation proposal, and 4) Dissertation defense.

1 & 2)

Written and oral exams are graded by a faculty review committee whose membership is designated by the department. Items included in the qualifying exam are selected by the committee. Students are required to critique a research article and then design a new study that addresses the same topic, including analysis procedures. Passage is determined by a majority vote in the affirmative. The committee determines if the student has adequately synthesized and applied the knowledge base gained through the program when grading the students responses.

3) and 4)

Each of the dissertation processes involve a tenured faculty chair and four other faculty committee members who hold the highest academic standards when working with the student. The proposal meeting requires a student to show knowledge of research methodology and the ability to appropriately match a research methodology to the research question of interest. The final defense of the dissertation involves students being able to demonstrate research knowledge across design, data collection, analysis, and assigning appropriate meaning to the results. A majority vote of the dissertation committee represents a "pass" in the successful completion of this artifact.

Results

In coordination with the department's DGS, the following results were compiled for the 2011-2012 academic year.

Written Comps

Attempted: 2

Completed: 2

Oral Comps

Attempted: 2

Completed: 2

Dissertation Proposal

Attempted: 1

Completed: 1

Dissertation Defense

Attempted: 2

Completed: 2

Interpretation of Results

The students that attempted their exams and dissertation process showed a good grasp of theory as it was applied to their own and other's research.

Improvement Action

Over the course of several graduate faculty meetings in the 2011-2012 academic year, concerns were expressed by faculty that our students would not be as competitive after they left our program. As a consequence of these meetings, a new process has been put into place that effects the heretofore stated artifacts.

The faculty have voted to approve a Portfolio project that the students must complete prior to graduating with their doctorate. The immediate changes are:

- 1) Students will be required to work with their major professor to take lead on a manuscript that will be subsequently submitted for publication. Once this process is completed, a second manuscript will also be submitted to the students doctoral committee. This second manuscript takes the place of the previous written qualifying exam. It was determined that the knowledge base needed to write a manuscript would be the same knowledge based needed for the previously required written exam.
- 2) The oral exam will be related to the second manuscript and is submitted to the student's advisory committee. Once they have successfully completed the oral exam of the manuscript, it is to be submitted to a peer-reviewed journal for publication.
- 3) Students will also be required to submit a research presentation at the department, school, college, or university setting.
- 4) Students are required to have two presentations at national or international conferences where the student is first author on at least one paper/poster and that both presentations involve data analysis.
- 5) Students will be required to teach at least one 3-credit hour course and complete a teaching portfolio.
- 6) Students must also maintain membership in a professional organization and show leadership and service in several different ways. (see attached portfolio checklist).

It is believed that these requirements will better serve our students as they move forward in their career goals. The faculty will meet in Fall 2012 to discuss ways in which the new portfolio process can be used to measure departmental learning outcomes. The faculty may also wish to consider a more direct measure of theoretical knowledge in developing a rubric to use when reading over student's portfolio work.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.d: Teaching - famstud.d: Teaching Teaching:

Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes.

Assessment Methods and Tools

Students are required to take a teaching practicum (FAM 785) as part of their doctoral experience. Part of that practicum includes:

- 1) Observation of student teaching by the practicum coordinator who is also a faculty member from the department.
- 2) Preparing a teaching portfolio which is graded by the faculty in charge of practicum.

Results

Students enrolled in this course successfully passed the requirements.

Interpretation of Results

The FAM 785 course has variable levels of enrollment depending on the number of doctoral students taking it in a particular semester. Students enrolled this past year completed the course. A more detailed summary of the data will be required to better assess the outcome.

Improvement Action

The faculty will be meeting in Fall 2012 to discuss this outcome in particular. It has been a challenge to develop a meaningful way to measure student teaching and subsequently has become a priority for the faculty. Low enrollment in the course also becomes a challenge to assessment as well.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

Share knowledge through research - Share knowledge through research Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes through presentations and manuscripts.

Assessment Methods and Tools

Originally it was determined that the qualifying exam and dissertation process would be appropriate proxies for this learning outcome. These data have been reported in outcomes 1, 2, 3, and 4.

Data that has been collected as part of a self-review more clearly is evidence of this learning outcome. That is, the number of publications and presentations that involve graduate student work. While the utilization of these data as an artifact of learning outcomes has not been formally voted on by the faculty, the institution of the new portfolio process which requires students to submit written work for publication and requiring presentations at national/international conferences, is seen as an endorsement for the importance of these experiences.

Results

All bolded names represent graduate student contributions. The vast majority of student involvement have come from current doctoral students.

NATIONAL OR INTERNATIONAL CONFERENCE PRESENTATIONS

Blackburn, K. M., Frey, L. M., Werner-Wilson, R. J., Parker, T., & Wood, N. D. (2011, November). *PTSD, attachment, and IPV in a military sample: A preliminary analysis*. Poster presented at the National Council on Family Relations Annual Conference, Orlando, FL.

Compton, L. M.(2011, November). *Preparing for military deployment: The benefits of secure attachment*. Poster presented at the National Council on Family Relations Annual Conference. Orlando, FL.

Compton, L. M., Werner-Wilson, R. J., **Perry, M. S.,** Parker, T., & Wood, N. D. (2011, September). *Self-awareness of PTSD and relationship satisfaction*. Poster presented at the American Association for Marriage and Family Therapy Annual Conference, Fort Worth, TX.

Fewins-Bliss, R. & **Perry, M. S.** (2011, November). *Couples use of technology for communication: Functions and future directions*. Paper presented at the National Council on Family Relations Annual Conference, Orlando, FL.

Gillen, M., & Heath, C. (2011, November). *Women's social security retirement expectations compared to elections*. Poster presented at the National Council on Family Relations Annual Conference. Orlando, FL.

Gillen, M., & Heath, C. J. (2011, November). Older women's Social Security retirement benefit and employment options and choices. Proceedings, Association for Financial Counseling and Planning Education Conference. Jacksonville, FL.

Hans, J. D., & **Norman, J. M.** (2011, November). *First comes death, then comes . . . babies? Posthumous harvesting of a spouse's gametes*. Poster presented at the National Council on Family Relations Annual Conference. Orlando, FL.

Huff, N., & Werner-Wilson, R. J. (2011, November). *Adolescent attachment: Exploring electrical brain activity and family interaction*. Poster presented at the National Council on Family Relations Annual Conference, Orlando, FL.

Keys, D. F., & Gnatuk, C. A. (2011, November). *Understanding a stretching experience: County extension agents' experience with at risk families*. Poster presented at the National Council on Family Relations Annual Conference, Orlando, FL.

Kimberly, C., & Hans, J. D.(2011, February). *Abstinence, sex, and virginity*. Paper presented at the Texas Council on Family Relations Annual Conference, Fort Worth, TX.

Parker, T., **Blackburn, K. M., Puckett, J. M.,** Werner-Wilson, R. J., & Wood, N. D. (2011, September). *The elephant in the room: Physiology at work in therapy*. Workshop presented at the American Association of Marriage and Family Therapy Annual Conference, Fort Worth, TX.

Perry, M. S., & Fewins-Bliss, R. (2011, November). *Spouses' use of computer mediated communication: Functions, theoretical implications and future directions*. Paper presented at the National Communication Association Annual Conference, New Orleans, LA.

Perry, M. S., & Werner-Wilson, R. J. (2011, November). *Couples use of computer-mediated communication for problem-solving*. Paper presented at the National Council on Family Relations Annual Conference. Orlando, FL.

- Perry, M. S., Compton, L.,** Werner-Wilson, R. J., Wood, N. D., & Parker, T. (2011, September). *Couples' communication behaviors during military deployment*. Poster presented at the American Association for Marriage and Family Therapy Annual Conference, Fort Worth, TX.
- Powell, E. L.** (2011, November). *Sexuality in aging adults from a biosocial perspective: A literature review*. Poster presented at the National Council on Family Relations Annual Conference, Orlando, FL.
- Puckett, J. M., Blackburn, K. M.,** Parker, T. S., Wood, N. D., & Werner-Wilson, R. J. (2011, September). *Seeking help: Effects of perceived demand-withdraw patterns*. Poster presented at the American Association of Marriage and Family Therapy Annual Conference, Fort Worth, TX.
- Shiple, A.**(2011, November). *Lessons learned: Intimate relationship socialization among black collegiate women*. Paper presented at the National Council on Family Relations Annual Conference. Orlando, FL.
- Stamper, C.** (2011, October). *National panel discussion*. National Epsilon Sigma Phi Conference, Jackson Hole, WY.
- Stephenson, L., Swanson, M., Peritore, N., Case, C., Powell, P., Wilson, D., Allen, R., & **Stamper, C.** (2011, June). *All-Star Dads Social Marketing Campaign: Utilizing Formative Evaluation to Increase Men's Physical Activity*. Paper presented at the Social Marketing in Public Health Conference. Clearwater Beach, FL.
- Stork-Hestad, N.,** Werner-Wilson, R., & Hans, J. D. (2011, November). *Non-marital romantic dissolution*. Poster presented at the National Council on Family Relations Annual Conference, Orlando, FL.
- Webber, K. H., Werner-Wilson, R. J., Oliver, V. **Perry, M. S.** (2011, June). *Two low-intensity interventions for weight maintenance in college students*. Poster presented at the annual meeting of the International Society for Behavioral Nutrition and Physical Activity, Victoria, Australia.
- Werner-Wilson, R. J., & **Perry, M. S.** (2010, September). *Mindfulness and emotional intelligence in marital therapy*. Workshop presented at the American Association for Marriage and Family Therapy Annual Conference, Atlanta, GA.
- Werner-Wilson, R. J., **Lianekhammy, J., Compton, L.,** Wood, N., Parker, T., **Kimberly, C., Perry, M. S., Blackburn, K., Smith, L., Terrana, K., Dalton, M., & Puckett, J.** (2011, November). *A pilot study comparing influence of deployment on military families*. Roundtable presented at the National Council on Family Relations Annual Conference, Orlando, FL.
- Werner-Wilson, R. J., **Lianekhammy, J., Frey, L. M., Parker, T.,** Wood, N. D., **Kimberley, C., Perry, M., Blackburn, K., Smith, L., Terrana, K., Puckett, J., & Dalton, M.** (2011, November). *Alpha asymmetry in female military spouses following deployment*. Poster presented at the National Council on Family Relations Annual Conference, Orlando, FL.

PEER-REVIEWED EXTENSION PUBLICATIONS

- Hunter, J. L., & **Huff, N. L.**(2012). *Building a Healthy, Wealthy Future: How Much Do I Really Cost?*Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. (Pub # FCS5-449; pp. 3).

- Hunter, J. L., & Huff, N. L. (2012). *Building a Healthy, Wealthy Future: Helping Your Adolescent Plan for the Future*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. (Pub # FCS5-450; pp. 3).
- Hunter, J. L., & Huff, N. L. (2012). *Building a Healthy, Wealthy Future*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. (Pub # FCS5-451; pp. 74).
- Hunter, J. L., & Huff, N. L. (2012). *Building a Healthy, Wealthy Future: Be a Rebel by Defying Risky Behaviors*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. (Pub # FCS5-445; pp. 2).
- Hunter, J. L., & Huff, N. L. (2012). *Building a Healthy, Wealthy Future: Count Your Beans*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. (Pub # FCS5-446; pp. 5).
- Hunter, J. L., & Huff, N. L. (2012). *Building a Healthy, Wealthy Future: Getting the Most Out of Life*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. (Pub # FCS5-447; pp. 5).
- Hunter, J. L., & Huff, N. L. (2012). *Building a Healthy, Wealthy Future: Sending the Right Message*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. (Pub # FCS5-448; pp. 4).
- Powell, E. L., & Hosier, A. F. (2011). *Sexual Health in Young Adulthood: Protecting Yourself from Sexually Transmitted Infections (STIs)*. Lexington, KY: Cooperative Extension Service, University of Kentucky College of Agriculture. (Pub # FCS7-197; pp. 6).

PEER-REVIEWED JOURNAL ARTICLES

- Frey, L. M., Blackburn, K. M., Werner-Wilson, R. J., Parker, T., & Wood, N. D. (2011). Post-traumatic stress disorder, attachment, and intimate partner violence in a military sample: A preliminary analysis. *Journal of Feminist Family Therapy, 23*, 218-230.
- Hans, J. D., & Kimberly, C. (2011). Abstinence, sex, and virginity: Do they mean what we think they mean? *American Journal of Sexuality Education, 6*, 329-342. doi:10.1080/15546128.2011.624475
- Hans, J. D., & Kimberly, C. (2011). An educational intervention to change planned behavior concerning midwife-assisted out-of-hospital childbirth. *Journal of Midwifery and Women's Health, 56*, 371-375. doi:10.1111/j.1542-2011.2011.00036.x
- Kimberly, C., Werner-Wilson, R. J., & Gnatuk, C. (2011). Impact of an agent in a cooperative extension program. *Journal of Family Consumer Sciences Education, 29*(2).
- Perry, M. S., & Werner-Wilson, R. J. (2011). Couples and computer-mediated communication: A closer look at the affordances and use of the channel. *Family & Consumer Sciences Research Journal, 40*, 120-134. doi:10.1111/j.1552-3934.2011.02099.x
- Perry, M., Blackburn, K., Smith, L., Terrana, K., Puckett, J., & Dalton, M. (2011). Alpha asymmetry in female military spouses following deployment. *Journal of Feminist Family Therapy, 23*, 202-217. doi:10.1080/08952833.2011.604534

Werner-Wilson, R. J., Lianekhammy, J., Frey, L., Parker, T., Wood, N., Kimberly, C., Perry, M. S., Blackburn, K., Smith, L., Terrana, K., Puckett, J., & Dalton, M. (2011). Alpha asymmetry in Female Military Spouses. *Journal of Feminist Family Therapy*, 23, 202-217. doi:10.1080/08952833.2011.604534

Interpretation of Results

There are many students who have been involved in sharing cutting edge research knowledge in the department in multiple formats and settings. We have been pleased with the efforts our students have been making.

Improvement Action

The faculty will be meeting in Fall 2012 to determine how to best utilize the data shared in this learning outcome. As previously stated, the new portfolio process makes sharing knowledge a requirement of the program. It thus becomes imperative to determine how to use this data as a part of the departmental learning outcome process.

Reflection

Attachments

No Attachments

Annual Student Learning Outcomes Report

Family Sciences
Family Science- Doctor
Family Sciences Doctoral Program 2010-2011

Student Learning Outcome(s) Assessed

famstud.d: Research - famstud.d: Research Research:

Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.

Assessment Methods and Tools

These outcomes were measured across four different activities: 1) The written and 2) oral qualifying exams, 3) Dissertation proposal, and 4) Dissertation defense. These activities were chosen as measures for all but one of the doctoral learning outcomes as these tasks represent the culmination of the students learning and best demonstrate their ability to use the knowledge gained.

Students are required to pass their written and oral exams before they can proceed to the dissertation process. Written and oral exams are developed and graded by a faculty review committee appointed by the department. Exams are designed to allow students to show their knowledge of theory, research design, and analytic techniques. Passage of the written and oral exams are determined by a majority vote in the affirmative.

Each of the dissertation processes involve a tenured faculty chair and four other faculty committee members who hold the highest academic standards when working with the student. A majority vote of the dissertation committee represents a "pass" in the successful completion of this artifact.

Results

For the academic year of 2010-2011:

No students took the oral and written qualifying exam during this cycle.

1 student successfully completed their dissertation proposal meeting.

3 students successfully defended their dissertation during this cycle.

Interpretation of Results

Dissertation proposals and defenses were all successful which indicates that students, and faculty, are working together to produce high quality work.

Improvement Action

While faculty expect every student that take their written and oral qualifying exams to pass, the faculty can still formalize this expectation.

The department has a culture where the results of the qualifying exams, the content of the exams, and the process of the exams are routinely discussed. Any changes in the content and process are approved by majority vote of the graduate faculty in the department. It is recommended that this process be formalized by setting a specific time (e.g., every year, every other year, etc) to have these discussions.

Reflection

This reflection statement is directly related to all outcomes assessed this cycle.

Graduate faculty regularly discuss student performance in relationship to the comprehensive exams on a yearly basis. The faculty, in conjunction with discussing the issue with doctoral students who have taken their comprehensive exams, decided to keep a theories course in the curriculum that was being considered for elimination. Other artifacts, such as dissertation performance, were deemed appropriate measures and the department would continue to use these as reliable measures of student learning. Over the past year (2011-2012), faculty have engaged in discussions regarding the utility of comprehensive exams in preparing students for future employment. It was voted by the faculty to move to a portfolio experience for incoming doctoral students in place of existing processes.

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.d: Research 2 - famstud.d: Research 2 Research:

Conceptualize a research problem, design a related research project, and complete the research according to the design.

Assessment Methods and Tools

These outcomes were measured across four different activities: 1) The written and 2) oral qualifying exams, 3) Dissertation proposal, and 4) Dissertation defense.

These activities were chosen to as measures for all but one of the doctoral learning outcomes as these tasks represent the culmination of the students learning and best demonstrate their ability to use the knowledge gained.

Students are required to pass their written and oral exams before they can proceed to the dissertation process. Written and oral exams are developed by and graded by a faculty review committee appointed by the department. Exams are designed to allow students to show their knowledge of theory, research design, and analytic techniques. Passage of the written and oral exams are determined by a majority vote in the affirmative.

Each of the dissertation processes involve a tenured faculty chair and four other faculty committee members who hold the highest academic standards when working with the student. A majority vote of the dissertation committee represents a "pass" in the successful completion of this artifact.

Results

For the academic year of 2010-2011:

No students took the oral and written qualifying exam during this cycle.

1 student successfully completed their dissertation proposal meeting.

3 students successfully defended their dissertation during this cycle.

Interpretation of Results

Dissertation proposals and defenses were all successful which indicates that students, and faculty, are working together to produce high quality work.

Improvement Action

While faculty expect every student that take their written and oral qualifying exams to pass, the faculty can still formalize this expectation.

The department has a culture where the results of the qualifying exams, the content of the exams, and the process of the exams are routinely discussed. Any changes in the content and process are approved by majority vote of the graduate faculty in the department. It is recommended that this process be formalized by setting a specific time (e.g., every year, every other year, etc) to have these discussions.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.d: Ethics & Diversity - famstud.d: Ethics & Diversity Ethics and Diversity:

Demonstrate ethical and professional practices and skills across cultures and in a variety of settings.

Assessment Methods and Tools

The knowledge and use of ethics in research and awareness of diversity issues is implied in the successful completion of the qualifying exam and dissertation process.

Students are required to pass their written and oral exams before they can proceed to the dissertation process. Written and oral exams are developed, and graded, by a faculty review committee appointed by the department. Exams are designed to allow students to show their knowledge of theory, research design, and analytic techniques. Passage of the written and oral exams are determined by a majority vote in the affirmative.

Each of the dissertation processes involve a tenured faculty chair and four other faculty committee members who hold the highest academic standards when working with the student. A majority vote of the dissertation committee represents a "pass" in the successful completion of this artifact.

Results

For the academic year of 2010-2011:

No students took the oral and written qualifying exam during this cycle.

1 student successfully completed their dissertation proposal meeting.

3 students successfully defended their dissertation during this cycle.

Interpretation of Results

Dissertation proposals and defenses were all successful which indicates that students, and faculty, are working together to produce high quality work. Success in this case shows that a majority of the student's advisory committee voted "pass." It can be inferred by these results that students have considered ethical and diversity issues in their research design.

Successful completion of the dissertation process requires students to pass the Office of Research Integrity's ethics training course as well as successfully designed a study that was approved by the University's Institutional Review Board which monitors and enforces ethical research.

Improvement Action

While the faculty expect every student that take their written and oral qualifying exams to pass, the faculty can still formalize this expectation.

The department has a culture where the results of the qualifying exams, the content of the exams, and the process of the exams are routinely discussed. Any changes in the content and process are approved by majority vote of the graduate faculty in the department. It is recommended that this process be formalized by setting a specific time (e.g., every year, every other year, etc) to have these discussions.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.d: Outreach - famstud.d: Outreach Theory:

Critically evaluate and apply family science and human development theories and research to clinical and non-clinical interactions with individuals and families.

Assessment Methods and Tools

These outcomes were measured across four different activities: 1) The written and 2) oral qualifying exams, 3) Dissertation proposal, and 4) Dissertation defense. These activities were chosen as measures for all but one of the doctoral learning outcomes as these tasks represent the culmination of the students learning and best demonstrate their ability to use the knowledge gained.

Students are required to pass their written and oral exams before they can proceed to the dissertation process. Written and oral exams are developed, and graded, by a faculty review committee appointed by the department. Exams are designed to allow students to show their knowledge of theory, research design, and analytic techniques. Passage of the written and oral exams are determined by a majority vote in the affirmative.

Each of the dissertation processes involve a tenured faculty chair and four other faculty committee members who hold the highest academic standards when working with the student. A majority vote of the dissertation committee represents a "pass" in the successful completion of this artifact.

Results

For the academic year of 2010-2011:

No students took the oral and written qualifying exam during this cycle.

1 student successfully completed their dissertation proposal meeting.

3 students successfully defended their dissertation during this cycle.

Interpretation of Results

Dissertation proposals and defenses were all successful which indicates that students, and faculty, are working together to produce high quality work. Success in this case shows that a majority of the student's advisory committee voted "pass."

Improvement Action

While faculty expect every student that take their written and oral qualifying exams to pass, the faculty can still formalize this expectation.

The department has a culture where the results of the qualifying exams, the content of the exams, and the process of the exams are routinely discussed. Any changes in the content and process are approved by majority vote of the graduate faculty in the department. It is recommended that this process be formalized by setting a specific time (e.g., every year, every other year, etc) to have these discussions.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.d: Teaching - famstud.d: Teaching Teaching:

Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes.

Assessment Methods and Tools

Students are required to take a teaching practicum (FAM 785) as part of their doctoral experience. Part of that practicum requires:

- 1) 2 observations of student teaching by the practicum coordinator who is also a faculty member from the department.
- 2) One observation from TASC during the semester.
- 2) Preparing a teaching portfolio which is graded by the faculty in charge of practicum. The teaching portfolio includes:

Teaching philosophy statement—please turn in at mid-term!!!!

. Copy of syllabus

. Assignments

. Exams

. Course evaluations (midterm and final)

Weekly journal

. Letters from students

Results

All students who took the teaching practicum successfully completed the course.

Interpretation of Results

The formalized teaching practicum process has improved student teaching. These observations are based on undergraduate reports to the DUGS (Dr. Smith) and Dr. Smith's observations.

Improvement Action

The development of the teaching practicum requirements is an ongoing process. The faculty need to formalize a process in which student teaching ability can be assessed across semesters and years. Student enrollment in this course is limited in any given year. The department should consider assessing this outcome on a every second or third year cycle to generate enough sample size to meaningfully evaluate this outcome.

Reflection

Attachments

No Attachments

Student Learning Outcome(s) Assessed

famstud.d: Outreach - famstud.d: Outreach Theory:

Critically evaluate and apply family science and human development theories and research to clinical and non-clinical interactions with individuals and families.

Assessment Methods and Tools

The faculty originally identified the qualifying exam process and dissertation process as an indirect measure of outreach as they indicate students have the knowledge base and ability to create and share knowledge with others. The dissertation defense represents a direct measure of sharing knowledge as students have created a product that can be read by others.

Students are required to pass their written and oral exams before they can proceed to the dissertation process. Written and oral exams are developed, and graded, by a faculty review committee appointed by the department. Exams are designed to allow students to show their knowledge of theory, research design, and analytic techniques. Passage of the written and oral exams are determined by a majority vote in the affirmative.

Each of the dissertation processes involve a tenured faculty chair and four other faculty committee members who hold the highest academic standards when working with the student. A majority vote of the dissertation committee represents a "pass" in the successful completion of this artifact.

Results

For the academic year of 2010-2011:

No students took the oral and written qualifying exam during this cycle.

1 student successfully completed their dissertation proposal meeting.

3 students successfully defended their dissertation during this cycle.

Interpretation of Results

Dissertation proposals and defenses were all successful which indicates that students, and faculty, are working together to produce high quality work. Success in this case shows that a majority of the student's advisory committee voted "pass."

Improvement Action

The qualifying exam and dissertation processes are good measures of this outcome. The objective of this outcome states "Share knowledge through research: Synthesize, apply, and share knowledge and expertise in the broad categories of human development across the life cycle, family economics and finance, and family processes through presentations and manuscripts."

While the dissertation represents a manuscript and a public presentation of the student work, the intent of this outcome is beyond students producing dissertations. Faculty will need to discuss other artifacts that can be measured that may better represent this outcome beyond the dissertation. Faculty may consider presentations to University, state, national, or international conferences, manuscripts submitted or published in peer-reviewed literature, and extension publications as better artifacts for Outcome 6.

Reflection

Attachments

No Attachments

APPENDIX P:
GRADUATE STUDENT
HANDBOOK



Graduate Student Handbook: 2015-2016

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This handbook identifies Graduate School and Department of Family Sciences requirements and procedures for receiving a Family Sciences master’s or doctoral degree at the University of Kentucky.

General Regulations

Students are expected to know all regulations and procedures required by the program of study being pursued; ignorance of departmental or university regulations and procedures is not a valid excuse. Therefore, students should become familiar with the *Graduate School Bulletin* (see <http://www.research.uky.edu/gs/CurrentStudents/bulletin.html>) and this *Department of Family Science Graduate Student Handbook*. In the case of a contradiction, the *Graduate School Bulletin* supersedes this departmental handbook.

Application Timeline

The application deadline for admission to the Family Sciences master’s or doctoral program is January 15 to begin fall semester of the same calendar year; admissions are for fall semester enrollment only. Applicants are generally notified of admissions decisions by mid- to late-March.

Admissions Qualifications

A variety of academic backgrounds can qualify one for admission into the Family Sciences master’s or doctoral program. For example, a previous degree in any social science (e.g., family science, psychology, sociology, communications, gender studies) is viewed favorably in the admissions process. Those from more distant disciplines such as education or health sciences are also considered, but some additional preliminary coursework may be required. Relevant professional work experience is taken into consideration too. Students must have a bachelor’s degree prior to admission into the master’s program. A master’s degree is generally expected prior to admission into the doctoral program; however, particularly outstanding applicants who have earned a bachelor’s degree but not a master’s degree may be considered for admission into the doctoral program, upon request. Applicants admitted to the doctoral program without a master’s degree must earn a master’s degree while in the doctoral program.

Financial Support

The Department of Family Sciences offers both half-time (10 working hours per week) and full-time (20 working hours per week) graduate teaching assistantships, which usually include half- or full-time tuition scholarships, respectively. Doctoral students are given priority for assistantships over master’s students, and Plan A (thesis) track master’s students are given priority over those on the Plan B (scholarly project) track. Faculty

members who have received funding may also offer research assistantships. Additionally, the School of Human Environmental Sciences (HES) awards scholarships each year; applications are available in the HES Office of Student Services, located in Erikson Hall. Other types of financial assistance are available from the University. The *Graduate School Bulletin* and the Graduate School's website have additional information about financial support.

Temporary Advisor

The Director of Graduate Studies (DGS) or designee advises all new students for the first semester. Students then choose a major professor and advisory committee, as outlined below.

Academic Load

During fall and spring semesters, full-time enrollment is 9 credit hours per semester and the maximum is 15 credit hours. The maximum summer course load is 4 credit hours for the 4-week intersession and 9 credit hours for the 8-week summer term, or 12 hours for a combination of both summer terms. The Credit Overload Form (www.research.uky.edu/gs/forms.html) should be used to request permission to exceed these loads.

Transfer of Credit

Transfer of courses is not permitted at the doctoral level. However, competencies attained through prior coursework will be considered by the student's advisory committee when designing a program of study.

Master's students who desire to transfer graduate work completed under post-baccalaureate status at the University of Kentucky or credits received from another institution must submit the "Transfer of Credit" form (see www.research.uky.edu/gs/forms.html) to the Director of Graduate Studies (DGS), who will then submit the request to the Graduate School. Transfer of credit forms should be submitted during the first semester after being admitted to the program or the first semester after returning to UK after taking course(s) elsewhere. Total transfer credit is limited to 9 credit hours. Failure to initiate the credit transfer request at least one semester prior to graduation may delay one's graduation.

Student Absence

Enrolled graduate students who sit out for one or more semesters will need to complete a new application (both Graduate School and Department of Family Sciences) and pay the application fee in order to be considered for readmission. Upon readmission, program rules in place at the time of the readmission will apply. In many instances this requirement can be avoided by requesting a "leave of absence." In addition to avoiding the application process, this status will allow the student to priority register upon returning to UK.

Procedurally, students contact the Director of Graduate Studies (DGS) to seek approval for the leave prior to the beginning of the semester in question. If approved, the DGS will contact a Graduate School admissions officer who will modify the record accordingly. No more than two consecutive and four total semesters in leave of absence status may be requested. Doctoral candidates (i.e., post-qualifying exam) are not permitted to take a leave of absence; doctoral candidates must remain continuously enrolled in 2 credit hours of FAM 767 until successful completion

of the final exam (i.e., dissertation defense). International students are strongly encouraged to discuss leave of absence plans with UK's Office of International Affairs and the U.S. Bureau of Citizenship and Immigration Services (BCIS) prior to making a formal request.

Grade Point Average (GPA)

An overall GPA of 3.0 on all graduate coursework in the program must be attained before a master's or doctoral degree may be awarded. Note that graduate courses may not be taken pass/fail and D grades are not awarded to graduate students.

When students have completed 12 or more credit hours of graduate course work with a cumulative GPA less than 3.0, they will be placed on scholastic probation. Students will have one full-time semester or the equivalent (9 credit hours) to remove the scholastic probation by attaining a 3.0 cumulative grade point average. If probation is not removed, students will be dismissed from the program.

A student may repeat a graduate course and count only the second grade as part of the graduate GPA. This action must be initiated by petition of the Director of Graduate Studies (DGS) to the Dean of the Graduate School, and may be used only once in a particular degree program.

Assessment of Progress

Each student's progress in the program will be reviewed annually, at the end of the spring semester. The major professor, in consultation with the doctoral advisory committee, will coordinate the review and will formally report the results of the review to the student via e-mail by May 15, with the e-mail copied to the DGS and advisory committee members.

Termination Policy

The Graduate Faculty (or a designated committee) will regularly evaluate the academic performance of graduate students in the Department.

Warnings

The Director of Graduate Studies (DGS) will send warning of unsatisfactory progress for any of the following:

- Semester GPA below 3.0
- 6 or more credit hours of incomplete work
- 4 or more credit hours of C grades

Termination

The Graduate Faculty may terminate a student for any of the following:

- GPA below 3.0 in each of two semesters of work
- 6 credit hours of incomplete grades not been completed after one year
- 7 or more credit hours of grades below a B (even if the cumulative GPA is over 3.0)
- Absences from the program (i.e., not taking at least one course per semester)
- For doctoral students, failure to demonstrate satisfactory competence on a second attempt of the Qualifying Examination (following a failed first attempt, the exam may be retaken no less than 4 months and no more than 12 months after the first exam date)
- Failure to demonstrate satisfactory competence on a second attempt of the final examination (if a master's student fails

a first attempt at the final examination, the exam may be retaken no less than 1 month after the first exam date; doctoral students must wait a minimum of 4 months)

- A student who is terminated will receive written notice of the decision stating the grounds for termination, and will be afforded an opportunity to meet with the Graduate Faculty and appeal the dismissal. After meeting with the student and considering the student's grounds for appeal, the Graduate Faculty can reconsider the termination decision.

Application for Degree

Students must file an application for receipt of their degree within the first 30 days after the beginning of the semester in which they will complete their degree. Go to myUK.uky.edu and click on student services > myRecords > graduate degree application. The student is responsible for consulting the latest edition of the *Graduate School Bulletin* (www.research.uky.edu/gs/CurrentStudents/bulletin.html) for changes in requirements and procedures and to ensure that all deadlines are met.

Master's Program

Program Philosophy

The family sciences master's program uses an integrative approach to learning about and improving individual, family, and community well-being through the generation and application of knowledge about human development, family systems, and family finances. Students can tailor their programs to prepare for employment in their chosen field, or to establish a foundation for the Family Sciences doctoral program (or for doctoral work elsewhere).

Curriculum Requirements

Areas of emphasis within the master's program are: (a) adolescent development, (b) aging, (c) couple and family therapy, (d) family finance and economics, and (e) family processes. The curriculum for each emphasis area except couple and family therapy requires a minimum of 30 credit hours, comprised of:

- 15 credit hours of core family sciences courses (FAM 601, 652, 654, 668, and 690),
- 1 credit hour of a professional development seminar (FAM 775-001) that must be taken the first semester,
- 3 credit hours of a data analysis or program evaluation course that must be taken no later than the semester prior to graduation,
- 5 credit hours of electives, and
- 6 credit hours for the thesis (Plan A) or scholarly project (Plan B).

The couple and family therapy emphasis area is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and requires a prescribed curriculum totaling 53 credit hours (2 years, including one summer), comprised of:

- 15 credit hours of core family sciences courses (FAM 601, 652, 654, 668, and 690),
- 18 hours of core couple and family therapy courses,

- 1 credit hour of a professional development seminar (FAM 775-001) that must be taken the first semester,
- 10 hours of supervised practicum,
- 3 credit hours of a data analysis or program evaluation course that must be taken no later than the semester prior to graduation, and
- 6 credit hours for the thesis (Plan A) or scholarly project (Plan B).

Regardless of emphasis area, by Graduate School rules, at least two-thirds of the minimum credit hour requirements must be in regular courses (i.e., those that meet at regularly-scheduled times and locations each week, as identified in the course catalogue), and at least three-quarters of the minimum credit hour requirements must be in courses numbered at the 600 or 700 levels.

Master's Advisory Committee

Prior to completing 9 credit hours or during the second semester in the program (whichever comes last), each master's student must identify a full or associate member of the family sciences graduate faculty with whom they share similar academic interests, and ask that faculty member to serve as Major Professor (a.k.a., Advisory Committee Chair). Then, in consultation with the major professor, two additional faculty members must be selected to serve as Advisory Committee Members. The committee must be comprised of at least one full member of the UK Graduate Faculty, and two of the three must be faculty members in the Department of Family Sciences.

The Director of Graduate Studies (DGS) must be notified in writing of the student's committee members using the M-1: Master's Advisory Committee form (see fam.uky.edu/forms). Any subsequent changes in committee membership must also be submitted in writing to the DGS, but only following consultation with the major professor and advisory committee members.

In consultation with the master's advisory committee, a program of study must be established during the student's second semester in the program. The plan of study must then be filed with the DGS using the M-2: Plan of Study form (see fam.uky.edu/forms). Changes in the plan of study may occur thereafter, but the committee must approve any changes.

The master's advisory committee will mentor students through the final project (see below). Committee membership cannot be changed after the beginning of the student's last semester unless a member of the committee is unavailable that semester. In such an instance, the DGS must approve the substitution.

Changing Emphasis Areas

Students can change from any emphasis area to any emphasis area except couple and family therapy by informing the Director of Graduate Studies (DGS). If a student has been accepted into the master's program but not the couple and family therapy (CFT) emphasis area, and later wishes to change to the CFT emphasis area, a formal application must be submitted according to the deadline dates for application to the Department of Family Sciences graduate program.

Final Project Requirements

Candidates for the master's degree in family sciences are required to complete a thesis (Plan A) or scholarly project (Plan

B). The specific nature of the thesis or scholarly project is the responsibility of the student and the master's advisory committee. A scholarly project may result in a journal publication, series of Cooperative Extension publications, policy paper, publishable literature review, or another appropriate piece of scholarly work approved by the committee that does not involve original research but has both breadth and depth of scholarship comparable to a thesis. The following steps are required for both Plan A and Plan B:

- 1) Prior to completing 21 credit hours, enroll in FAM 768 (residence credit) to develop a thesis or scholarly project proposal in consultation with the major professor.
- 2) Committee approval is required no later than the end of the first semester enrolled in FAM 768. Failure to have a proposal approved by the end of the semester will result in an 'I' (incomplete) grade and preclude enrollment in subsequent FAM 768 credit hours until formal committee approval of the thesis proposal is obtained.
- 3) Upon committee approval of the proposal, submit the M-3: Thesis or Scholarly Project Proposal form (see fam.uky.edu/forms) to the DGS.
- 4) Within the first 30 days of the intended graduation semester (or, the first 15 days if the graduation is intended for the Summer II term), the student must notify the Graduate School of intent to graduate, via the myUK portal.
- 5) Complete the thesis or scholarly project in close collaboration with the major professor.
- 6) Once the major professor is satisfied with the written product, the major professor will submit the thesis or scholarly project to all members of the committee via e-mail for review (note that the final exam cannot take place fewer than four weeks after this e-mail is sent, and more time will be required if revisions are necessary). In addition, the student will provide a printed copy to committee members, upon request. The committee will have two weeks to review the document and indicate to the major professor via e-mail whether the student may schedule the final exam with the Graduate School.
- 7) Once a majority of committee members indicate via e-mail to the major professor that the thesis or project is suitable for defense, the major professor will inform the DGS (with documentation of that approval attached) and student in separate e-mails.
- 8) After receiving committee approval to proceed, the student must confer with the committee to determine the day, time, and location of the final exam, then schedule the final exam through the Graduate School website a minimum of two weeks in advance of the final exam date (see www.research.uky.edu/gs/forms.html).

At this time, the committee must be provided with a complete and final copy of the thesis or project if any changes were necessary based on the advisory committee's review in step 5 above (if no changes were made then the previously supplied copy will suffice).

Final Examination

As required by the Graduate School, students must complete a final exam on or before the last day to sit for a graduate final examination, as specified in the graduate school calendar

(www.research.uky.edu/gs/calendar.html) for the semester that the student wishes to graduate.

Note that revisions to the thesis or scholarly project are commonly stipulated by the master's advisory committee, and time will be needed to make the changes and obtain final approval before graduation. Committee members are under no obligation to review and approve changes without adequate time. Students are therefore strongly encouraged to schedule the final exam early in the semester to allow ample time for revisions. Special arrangements may need to be made during the summer period (May 15 through August 15) because some faculty members have 9-month appointments and may not be available during this period.

Procedures for the final exam are as follows:

- 1) Upon Graduate School approval of the final exam date, the DGS will send an announcement and invitation for the open portion of the final exam to all Family Sciences faculty members and graduate students via e-mail.
- 2) The 2-hour final exam begins with an approximately 30-minute presentation of the research described in the thesis or scholarly project, followed by a question and answer session in which questions and concerns may be raised by attendees. Discussion will primarily be focused on the thesis or scholarly project; however, questions may also encompass any coursework or master's-level competencies that faculty in attendance wish to pursue.
- 3) The student and any guests will then be asked to exit the room so the committee can discuss any concerns with regard to the thesis or project and deliberate on appropriate questions to ask the student.
- 4) The student (but not any guests) will then be invited to return to the room and committee members will raise questions and concerns, as well as make observations and suggestions, related to the content and contribution of the thesis or scholarly project. Once again, this discussion may also extend beyond the thesis or scholarly project to encompass any master's-level competencies that the committee wishes to pursue. Questioning will continue until each committee member has enough information to make a pass/fail determination.
- 5) At the conclusion of questioning and discussion, the student will be asked to leave the room so the committee can deliberate privately concerning the outcome of the oral defense and the nature of needed revisions or enhancements to the thesis or scholarly project. At the conclusion of these deliberations the student will be invited to return and will be informed of the outcome of the examination. (Majority opinion of the advisory committee prevails; if the Committee is evenly divided, the student fails.)

Following a successful defense, the student must submit the complete thesis, with all required revisions, to the Graduate School within 60 days of the successful defense or no later than the last day to do so for a desired term of graduation (whichever comes first). Failure to do so will prevent the student from graduating. The major professor must also be given a copy of the student's completed thesis or project. Students are encouraged to provide copies to other members of the advisory committee as well.

Failed Final Examination

If the student does not demonstrate satisfactory competency on the first final exam attempt, the master's advisory committee will recommend to the Dean of the Graduate School conditions under which the student may be re-examined, if re-examination is deemed appropriate. When conditions set by the Dean of the Graduate School have been met, the student may be re-examined. The minimum time between examinations is one month. (Note that this may prevent a student from graduating in the desired semester.) Students are permitted no more than two opportunities to pass the final exam; if the student fails both attempts, the student will be dismissed from the program.

Master's Degree Time Limit

Students enrolled in the master's program have six years from initial enrollment to complete all requirements for the degree, but may request extensions up to an additional four years, for a total of 10 years.

Deadlines

During second semester in program

- Select major professor and master's advisory committee members; submit M-1 to the DGS
- Have a plan of study meeting with master's advisory committee; submit signed M-2 to the DGS

At least one semester prior to graduation semester:

- Take a data analysis course (either quantitative or qualitative) or a program evaluation course, approved by master's advisory committee

Before completion of 21 credit hours

- Enroll in FAM 768

Mid-term of first semester enrolled in FAM 768

- Have a proposal meeting with advisory committee; submit signed M-3 to the DGS

First 30 days of graduation semester

- Submit application for degree to the Graduate School

At least 4 weeks prior to final examination

- Major professor e-mails complete thesis or project to master's advisory committee for approval to proceed to final exam

At least 2 weeks prior to final examination

- Schedule final examination with the Graduate School

Six years from initial enrollment

- Thesis or scholarly project must be completed and the final examination passed, unless an extension has been granted

Forms

Graduate School (www.research.uky.edu/gq/forms.html)

- Petition for Post Mid-Term Withdrawal from Class
- Request for Transfer of Credits
- Thesis Approval Form
- Final Examination Recommendation

Department of Family Sciences (fam.uky.edu/forms)

- M-1: Advisory Committee
- M-2: Plan of Study
- M-3: Project Proposal

Doctoral Program

Program Overview

The family sciences doctoral program is designed to prepare students for careers in research, higher education teaching, and community education and services. Four emphasis areas are available: (a) adolescent development, (b) aging, (c) family finance and economics, and (d) family processes.

Curriculum Requirements

The family sciences doctoral program is competency based, but minimal coursework requirements prior to the qualifying examination include 2 years of residency and 36 credit hours, comprised of:

- 19 credit hours of foundational courses (if equivalents not taken in master's program),
- 9 credit hours of research methods and theory,
- 9 credit hours of statistics,
- 8 credit hours of professional development, and
- 15 credit hours in a specialization area.

The complete doctoral program curriculum requirements are as follows:

Foundational

Required unless approved from master's degree

FAM 601: Family Processes

FAM 652: Readings in Family Theory and Research

FAM 654: The Lifecourse Perspective on Families

FAM 690: Research Methods in Family Sciences

FAM 668: Allocation of Family Resources

FAM 775-001: Professional Development Seminar I

STA 570: Basic Statistics

Research Methods & Theory

Minimum 9 credit hours; FAM 790 required

FAM 790: Advanced Research Methods in Family Sciences

Suggested Qualitative Methods (minimum 3 credit hours)

CJT 664: Qualitative Methods in Communication Research

EPE 663: Field Studies in Educational Institutions

EPE 763: Advanced Field Studies

NUR 791: Qualitative Methods in Nursing

SOC 682: Special Topics in SOC (topic: qual. methods)

Suggested Quantitative Methods (minimum 3 credit hours)

EPE 619: Survey Research Methods in Education

EDP/EPE 620: Topics and Methods of Evaluation

EDP/EPE 621: Advanced Topics and Methods of Evaluation

EPE 679: Multiple Measures in Education and Evaluation

Statistics

Minimum 9 credit hours; FAM 777 required

FAM 777: Applied Statistics in Family Science

Suggested Courses (minimum 6 credit hours required)

CJT 765: Advanced Seminar in CJT (approved topic)

EDP 707: Multivariate Analysis in Educational Research

EDP 778: Seminar in Educ. Psychology (approved topic)

EPE 773: Seminar in EPE (Structural Equation Modeling)

PSY 610: Psychometrics (ANOVA)

PSY 611: Psychological Research (Regression & Correlation)

Professional Development

Minimum 7 credit hours required

FAM 775-002: Professional Development Seminar II

FAM 784: Research Practicum in Family Sciences

FAM 786: Teaching Practicum in Family Sciences

Area of Specialization

Minimum 15 credit hours

Flexible coursework forming a cohesive specialization area in one of the following emphasis areas:

- Adolescent Development
- Aging
- Family Finance and Economics
- Family Processes

Dissertation Research

After coursework, take 2 credit hours per semester until graduated

FAM 767: Dissertation Residency Credit

Doctoral Advisory Committee

Prior to completing 9 credit hours or during the second semester in the program (whichever comes last), each doctoral student must identify a full member of the family sciences graduate faculty with whom they share similar academic interests, and ask that faculty member to serve as Major Professor (a.k.a., Advisory Committee Chair). (Note that associate members of the graduate faculty can co-chair the doctoral advisory committee with a full member of the graduate faculty.) Then, in consultation with the major professor, a minimum of three additional faculty members must be selected to serve as advisory committee members. The committee must be comprised of at least three full members of the graduate faculty, and three of the four must hold graduate faculty appointments in family sciences. All committee members are typically available for consultation, but the major professor serves as the primary supervisor and mentor throughout the program of study.

Co-Chair of Doctoral Advisory Committee

In consultation with the major professor, another faculty member may be asked to serve as a co-chair of the advisory committee. A co-chair can be desirable when a junior faculty member has subject-matter or methodology expertise but cannot serve as major professor. The co-chair and chair share responsibility for the student's program of study and progress. Co-chairs assist with the student's program of study more than committee members, but the chair serves as the primary supervisor and mentor throughout the program of study. Students with a co-chair must schedule a meeting with the chair and co-chair to identify roles and responsibilities. A list of faculty members eligible to serve as chair, co-chair, and internal members on the advisory committee is on the department website at <http://fam.uky.edu/phd>.

The Graduate School must be notified of the student's doctoral advisory committee members once the committee is formed (see www.research.uky.edu/gf/forms.html). Any subsequent changes in committee membership also must be promptly submitted to the Graduate School, but only following consultation with the major professor.

The doctoral advisory committee will assist the student in developing a customized program of study that meets the requirements of the program and helps the student develop sufficient competency for the student's qualifying examination,

dissertation, and professional goals. Upon completion of coursework, students also work with their committees during the qualifying exam and dissertation processes.

The plan of study must be filed with the DGS using the D-1: Plan of Study form (see fam.uky.edu/forms) prior to completing nine credit hours or two semesters of classes (whichever comes last). Changes in the plan of study may occur thereafter, but the committee must approve any changes, and any changes that deviate from the doctoral program curriculum requirements require Graduate Faculty approval.

Changing Major Professor

A graduate student may want to change major professor in some situations, such as when the student's research interest changes, interpersonal conflicts or differences about the research direction arise between the major professor and the student, or when the major professor is unavailable because of being on a sabbatical or leaving for a new position at another university.

Students are always encouraged to first candidly discuss any conflicts or challenges with their current major professor in an attempt to resolve any issues prior to changing the advisor. However, if the issue cannot be resolved, the student should contact the DGS (or the department chair if the major professor is the DGS) to discuss the situation and explore options, but also to fully understand the practical consequences of making such a change. Potential consequences include, but are not limited to, a delay in the degree completion, discontinuation of ongoing work that was started with and mentored by the current major professor, authorship issues on publications or reports, concerns regarding intellectual property rights such as conceptualization, and loss of or changes in student funding. Practically speaking, it is possible that such a change would mean starting over with a new data collection, for instance, or loss of access to a national data set that the major professor might have through contracted access agreements. Thus, such a decision should be carefully weighed.

After meeting with the DGS, to prevent rash decisions and to encourage careful evaluation of one's options, a minimum of two weeks must pass before changing the major professor or requesting other remedies for the issue(s) at hand. If a change is still desired after two weeks, the DGS will arrange a group meeting with the student, the current major professor, and the desired new major professor (if known) to discuss and resolve any relevant and consequential issues.

Portfolio

Doctoral students are required to build a portfolio that documents an array of developmental experiences within the program that extend beyond the required coursework and are consistent with doctoral-level competencies. The minimum portfolio requirements are as follows (note that these are minimum requirements; exceeding these requirements is highly encouraged for job marketability upon completion of the program):

Publications

- Submit qualifying exam manuscript to a peer-reviewed journal following successful oral defense

Select one of the following:

- Submit a manuscript to a peer-reviewed journal prior to oral qualifying exam

- Coauthor a peer-reviewed and accepted extension publication

Presentations

- Research presentation at department, school, college, or university research meeting
- Two research presentations at national or international scientific conferences
 - must be sole or first author on at least one presentation
 - paper or poster presentations only
 - both presentations must be based on studies that involve data analysis

Select one of the following:

- Online presentation
- Guest lecture in a faculty member's class
- Extension in-service or county extension presentation with faculty mentorship

Teaching

- Full responsibility for teaching a 3-credit-hour class with faculty mentorship
- Teaching portfolio

Leadership and Citizenship

- Maintain membership in a professional organization beginning the first year in doctoral program

Select two of the following:

- Review conference presentation proposals
- Review manuscript submitted for publication to peer-reviewed journal
- Coordinate a departmental (or broader) research symposium
- Serve on a department, university, regional, or national committee
- Serve as a moderator or discussant at a state, regional, national, or international conference
- Hold a leadership role in a graduate student organization
- Committee-approved alternative: _____

All portfolio items must be approved by the student's advisory committee and must be completed prior to scheduling oral component of the final exam (a.k.a., the dissertation defense).

Qualifying Examination

The purpose of the qualifying exam is to demonstrate knowledge and skills integrated across the core curriculum and area of specialization. Upon passing both the written and oral component of the qualifying examination, the student becomes a doctoral candidate and proceeds to the dissertation stage.

All doctoral students are required to complete a qualifying exam comprised of written and oral components. Students with a documented disability that requires academic accommodations for the qualifying exam should consult with the DGS as soon as possible. In order to receive accommodations for the qualifying exam, the student must provide the DGS with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@email.uky.edu).

Prior to taking the qualifying exam, all required courses must be completed with passing grades and all I (incomplete), S (satisfactory), and U (unsatisfactory) grades must be removed. Students admitted to the doctoral program without a master's degree are required to complete a Plan A master's degree prior to scheduling the qualifying exam.

Students must take the qualifying exam within five years of entry into the program. Extensions up to an additional three years may be requested. Extensions up to 12 months may be approved by the Dean of the Graduate School upon request from the Director of Graduate Studies (DGS). Requests for extensions longer than 12 months must be considered by Graduate Council and will require the positive recommendation of the DGS, the student's major professor, and a majority vote of Family Sciences Graduate Faculty. If the qualifying exam has not been passed at the end of five years, or at the end of all approved time extensions, the student will be dismissed from the program.

Written Component

Students are required to complete a student-led data-based manuscript, in collaboration with their major professor, which is suitable to be submitted for peer review and subsequent publication following a successful oral exam. Most students will require two semesters to complete this study and manuscript.

FAM 784 is taken for 3 credit hours the semester before the final semester of coursework. The product of the initial semester (3 credit hours) of enrollment is a manuscript proposal that includes a well-developed literature review, research question(s) and/or hypotheses, and a complete methods section (e.g., sampling plan or sample description, measures, procedures of data collection or description of the existing data, analytical approach), as appropriate for the proposed manuscript.

A formal proposal meeting must be held with the doctoral advisory committee. With the major professor's approval, the proposal must be submitted to the committee at least two weeks prior to the formal proposal meeting. If the committee does not formally approve the proposal prior to the end of the semester, the student must receive an "I" (incomplete) grade until the proposal is formally approved.

Additional 3 credit hours of FAM 784 are taken the subsequent semester to collect data (if necessary), analyze data, and write a complete manuscript. Enrollment in a second semester of research practicum is not permitted until the doctoral advisory committee has formally approved the proposal and a letter grade for the first 3 credit hours has been assigned.

Oral Component

Note that the oral component of the qualifying exam cannot be scheduled until a separate (co)authored manuscript is submitted to a peer-reviewed journal, in accordance with the doctoral portfolio requirements.

Procedures for scheduling the oral component of the qualifying exam are as follows:

- 1) Once the major professor is satisfied with the written manuscript, the major professor will submit the document to all members of the doctoral advisory committee via e-mail for review (note that the oral qualifying exam cannot take place fewer than four weeks after this e-mail is sent, and more time will be required if revisions are necessary). In addition, the student will provide a printed copy of the manuscript to committee members, upon request. The committee members will have two weeks to review the manuscript and indicate to the major professor via e-mail whether the student may schedule the oral qualifying exam with the Graduate School.
- 2) Once a majority of the committee members indicate via e-mail to the major professor that the manuscript is suitable for defense, the major professor will inform the DGS (with

documentation of that approval attached) and student in separate e-mails.

- 3) After receiving committee approval to proceed, the student must confer with the committee to determine the day, time, and location of the oral exam, then schedule the oral exam through the Graduate School website a minimum of two weeks in advance of the oral exam date (see www.research.uky.edu/gs/forms.html).

At this time, the committee must be provided with a complete and final copy of the manuscript if any changes were necessary based on the committee's review in Step 1 above (if no changes were made then the previously supplied copy will suffice).

Procedures for the oral component of the qualifying exam are as follows:

- 1) Upon Graduate School approval of the oral exam date, the DGS will send an announcement and invitation for the open portion of the oral exam to all Family Sciences faculty members and graduate students via e-mail.
- 2) The 2-hour final exam begins with an approximately 30- to 40-minute presentation of the research described in the manuscript, followed by a question and answer session in which questions and concerns may be raised by attendees. Discussion will primarily be focused on the study described in the manuscript and presentation; however, questions may also encompass any coursework or doctoral-level competencies that faculty in attendance wish to pursue.
- 3) The student and any guests will then be asked to exit the room so the committee can discuss any concerns with regard to the manuscript and deliberate on appropriate questions to ask the student.
- 4) The student (but not any guests) will then be invited to return to the room and committee members will raise questions and concerns, as well as make observations and suggestions, related to the content and contribution of the study described in the manuscript. Once again, this discussion may also extend beyond the study to encompass any doctoral-level competencies that the committee wishes to pursue. Questioning will continue until each advisory committee member has enough information to make a pass/fail determination.
- 5) At the conclusion of questioning and discussion, the student will be asked to leave the room so the committee can deliberate privately concerning the outcome of the oral exam and the nature of needed revisions or enhancements to the manuscript. At the conclusion of these deliberations the student will be invited to return and will be informed of the outcome of the examination. (Majority opinion of the advisory committee prevails; if the Committee is evenly divided, the student fails.)

Failed Qualifying Examination

If a student fails the qualifying exam on the first attempt, the student's doctoral advisory committee will require the student to complete additional work to prepare for taking the qualifying exam again (e.g., additional courses, directed readings, or further development of the research study and corresponding manuscript). Upon completion of these additional requirements to the committee's satisfaction, the student can make a second attempt at passing the qualifying examination.

Scheduling requirements for the second exam are the same as scheduling requirements for the first exam. In addition, the student will not be permitted to take a second exam until 4 months have passed since the first exam but must retake the exam before 12 months have elapsed. Students are permitted two opportunities to pass the qualifying exam; if the student fails both attempts, the student will be dismissed from the program.

Course Enrollment and Residency Post-Qualifying Exam

Students are required to remain continuously enrolled (every fall and spring semester) in FAM 767: Dissertation Residency Credit for 2 credit hours every semester after completing the qualifying examination until the dissertation has been successfully defended. These 2 credit hours will constitute full-time enrollment, as registered in student information systems, and will be charged at in-state tuition rates. Students needing continuing enrollment beyond the semester of the final examination will enroll in FAM 749 for 0 credit hours.

Students are required to complete at least two semesters of FAM 767 before they can graduate. If registered for FAM 767, residency credit will be applied for a qualifying exam taken at any time during the first semester of enrollment. However, the request to schedule the qualifying exam must be submitted and approved within the first six weeks of the semester.

Dissertation Plan

The doctoral advisory committee mentors students through the dissertation process. Upon successful completion of the qualifying exam, students are encouraged to reevaluate the fit of their major professor and advisory committee for the intended direction they wish to pursue in their dissertation work. Any desired committee changes should be discussed in advance with the major professor and the committee member(s) involved in any potential change.

Within 60 days after passing the oral component of the qualifying exam, the student must submit a completed D-2: Dissertation Plan form (see fam.uky.edu/forms) to the DGS. The D-2 covers three key issues:

- The dissertation research topic.
- The format of the dissertation (e.g., the traditional five chapter format, three manuscript chapters plus introduction and integrative conclusion chapters).
- Identification of data (e.g., existing data, collection of new data) and research methodology (e.g., quantitative, mixed-methods, qualitative) that will be employed.

In addition, an authorship agreement between the student and major professor must be spelled out in the D-2: Dissertation Plan form. The major professor has the right to publish off the dissertation as first author after one year if the student has not yet done so, or if the student fails to submit invited revisions in accordance with the stated timeline in a revise and resubmit letter, unless an alternative agreement is described on the D-2 form.

After the D-2 form has been signed and submitted to the DGS, any desired doctoral advisory committee changes must be discussed in advance with the major professor, the committee member(s) involved in any potential change, and the DGS. If the DGS is the major professor or the committee member involved in a change, the Department Chair will take the DGS's role in these discussions.

Dissertation Proposal

A dissertation proposal should be developed in consultation with the major professor, and should include a review of the relevant literature and a statement of the research problem, its theoretical importance, and the proposed research design, methods, and procedures. Upon completion and approval of the major professor, a dissertation proposal meeting must be scheduled with the doctoral advisory committee to discuss the proposal and obtain the committee's approval; the completed proposal must be distributed to the committee members for their review at least two weeks prior to the dissertation proposal meeting.

Once the dissertation proposal is accepted by the doctoral advisory committee, each committee member must signify approval of the proposal by signing the D-3: Dissertation Proposal form. The D-3, with all necessary signatures, must then be submitted to the DGS.

Dissertation

The dissertation is a well-reasoned research project that makes an original contribution to knowledge in the family sciences and provides evidence of high scholarly achievement. The student's major professor will provide the primary guidance in planning and preparing the dissertation; however, other members of the doctoral advisory committee should be consulted as well. Note that committee membership cannot be changed after the beginning of the student's last semester unless a member of the committee is unavailable that semester. In such an instance, the DGS must approve the substitution.

Students are expected to know and follow the administrative procedures associated with all elements of dissertation completion, degree application, final defense, and graduation as specified by the Graduate School in the *Graduate School Bulletin* (www.research.uky.edu/gs/CurrentStudents/bulletin.html)

Written Component

The content and general organization of the dissertation is left to the discretion of each student, in consultation with the major professor and with the approval of the advisory committee. Procedures for undertaking and writing the dissertation are outlined on the Graduate School's website (www.research.uky.edu/gs). Referencing format and style should follow the most recent edition of the *American Psychological Association's Publication Manual*, unless otherwise approved by the student's committee.

Oral Component

Note that the oral dissertation defense (a.k.a., final examination) cannot be scheduled until the doctoral advisory committee has confirmed that all doctoral portfolio requirements have been met.

Oral defense of the dissertation must be conducted in full accordance with the Graduate School's guidelines and must take place on or before the last day to sit for a final examination, as specified in the graduate school calendar (www.research.uky.edu/gs/calendar.html), for the semester that the student wishes to graduate. Special arrangements may need to be made during the summer period (May 15 through August 15) because some faculty members have 9-month appointments and may not be available during this period.

Procedures for scheduling the oral dissertation defense are as follows:

- 1) Within the first 30 days of the intended graduation semester (or, the first 15 days if the graduation is intended for the Summer II term), the student must notify the Graduate School of intent to graduate (see www.research.uky.edu/gs/forms.html).
- 2) Once the major professor agrees that the dissertation is sufficiently developed to allow the student to notify the Graduate School of the intent to defend the dissertation, the major professor will inform the DGS and student via e-mail.
- 3) After receiving approval of the major professor to proceed, the student must notify the Graduate School of the intent to defend the dissertation at least 8 weeks prior to the oral defense date (see www.research.uky.edu/gs/forms.html). Parenthetically, the primary purpose of notifying the Graduate School of the intent to defend two months in advance is so that the Graduate School has sufficient time to identify and appoint an outside examiner (a full graduate faculty member from another department on campus who is not already on the student's committee) as a core member of the doctoral advisory committee for the final examination. The role of the outside examiner on the committee includes: (a) assurance that only qualified candidates receive degrees and (b) assurance that the examination is administered in a fair, impartial, and professional manner.
- 4) Once the major professor is satisfied with the completed dissertation, the major professor will submit the dissertation to all members of the advisory committee via e-mail for review (note that the final exam cannot take place fewer than four weeks after this e-mail is sent, and more time will be required if revisions are necessary). In addition, the student will provide a printed copy to committee members, upon request. The committee will have two weeks to review the document and indicate to the major professor via e-mail whether the student may schedule the oral dissertation defense with the Graduate School.
- 5) Once a majority of the advisory committee members indicate via e-mail to the major professor that the dissertation is suitable for defense, the major professor will inform the DGS (with documentation of that approval attached) and student in separate e-mails.
- 6) After receiving committee approval to proceed, the student must confer with the committee and outside examiner to determine the day, time, and location of the oral dissertation defense, then schedule the oral dissertation defense (final exam) through the Graduate School website a minimum of two weeks in advance of the final exam date (see www.research.uky.edu/gs/forms.html).

At this time, the committee, including the outside examiner, must be provided with a complete and final copy of the dissertation if any changes were necessary based on the committee's review in Step 4; if no changes were made then the previously supplied copy will suffice (but a copy must still be provided to the outside examiner at this point).

Procedures for the oral dissertation defense are as follows:

- 1) Upon Graduate School approval of the oral dissertation defense date, the DGS will e-mail an announcement and invitation for the open portion of the oral defense to all Family Sciences faculty members and graduate students.

- 2) The 2-hour final exam begins with an approximately 40-minute presentation of the research described in the manuscript, followed by a question and answer session in which questions and concerns may be raised by attendees. Discussion will primarily be focused on the study described in the dissertation and presentation; however, questions may also encompass any coursework or doctoral-level competencies that faculty in attendance wish to pursue.
- 3) The student and any guests will then be asked to exit the room so the committee can discuss any concerns with regard to the dissertation and deliberate on appropriate questions to ask the student.
- 4) The student (but not any guests) will then be invited to return to the room and committee members will raise questions and concerns, as well as make observations and suggestions, related to the content and contribution of the dissertation. Once again, this discussion may also extend beyond the study to encompass any doctoral-level competencies that the committee wishes to pursue. Questioning will continue until each committee member has enough information to make a pass/fail determination.
- 5) At the conclusion of questioning and discussion, the student will be asked to leave the room so the committee can deliberate privately concerning the outcome of the oral defense and the nature of needed revisions or enhancements to the dissertation. At the conclusion of these deliberations the student will be invited to return and will be informed of the outcome of the defense. (Majority opinion of the doctoral advisory committee prevails; if the committee is evenly divided, the student fails.)

Following a successful defense, the student must submit the complete dissertation, with all required revisions, to the Graduate School within 60 days of the successful defense or no later than the last day to do so for a desired term of graduation (whichever comes first). Failure to do so will prevent the student from graduating.

Note that, if on the basis of the oral defense, revisions to the dissertation are stipulated by the doctoral advisory committee or outside examiner, time will be needed to make the changes before graduation. Committee members are under no obligation to review and approve changes without adequate time. It is therefore highly recommended that the oral defense be scheduled earlier in the desired graduation semester so ample time for revisions is available.

Following a successful defense and upon completion of any necessary revisions, the major professor must be given a copy of the dissertation. Students are encouraged to provide copies to their doctoral advisory committee members as well.

Failed Final Examination

In the event of failure, the doctoral advisory committee recommends to the Dean of the Graduate School conditions under which the candidate may be re-examined, if re-examination is deemed appropriate. When conditions set by the Dean of the Graduate School have been met, the candidate may be re-examined. The minimum time between examinations is four months. A second exam must be taken within one year after the first exam. The Dean of the Graduate School will appoint replacements if any vacancies occur on the committee between the two exams. Students are permitted two opportunities to pass the oral defense; if the student fails both attempts, the student will be dismissed from the program.

Doctoral Degree Time Limit

All degree requirements for the doctorate must be completed within five years following the semester or summer session in which the candidate successfully completes the qualifying exam, but extensions up to an additional 5 years may be requested for a total of 10 years.

Extensions up to 1 year may be approved by the Dean of the Graduate School. Requests for extensions longer than 1 year must be considered by Graduate Council. All requests should be initiated by the Director of Graduate Studies (DGS). If approved, extensions longer than one year may require that the qualifying exam process be completed again, with only one opportunity to pass; a second attempt is not permitted in this circumstance. Failure to complete all degree requirements within 10 years of initially taking the qualifying examination will also result in the termination of degree candidacy. All pre- and post-qualifying residency requirements must again be met if the student subsequently seeks readmission to the doctoral program.

Deadlines

During second semester in program:

- Select major professor and doctoral advisory committee members and submit on the Graduate School's website
- Have a plan of study meeting with doctoral advisory committee and submit an approved D-1: Plan of Study form to DGS

One semester prior to final semester of coursework:

- Enroll in FAM 784 and begin qualifying exam manuscript

At least 4 weeks prior to desired qualifying exam date:

- Major professor submits complete qualifying exam manuscript to doctoral advisory committee for review

At least 2 weeks prior to qualifying exam:

- Schedule qualifying exam on the Graduate School's website, with doctoral advisory committee approval

2-5 years after entering program:

- Pass qualifying exam (obtain candidate status), unless an extension has been granted

No more than 60 days after obtaining candidate status:

- Submit D-3: Dissertation Plan form to DGS

At least 2 months prior to final exam (oral defense):

- Notify Graduate School of intent to defend the dissertation, with major professor's approval and in consultation with doctoral advisory committee

At least 2 weeks prior to final exam (oral defense):

- Schedule final exam on Graduate School's website
- Submit final dissertation to doctoral advisory committee

1-5 years after attaining candidate status:

- Completed dissertation and pass the final exam (oral defense), unless an extension has been granted

Forms

Graduate School (www.research.uky.edu/gs/forms.html)

- Qualifying Exam
- Notification of Intent to Schedule Final Examination
- Request for Final Doctoral Examination

Department of Family Sciences (fam.uky.edu/forms)

- D-1: Plan of Study
- D-2: Dissertation Plan
- D-3: Dissertation Proposal

External Review

Program Information:

Unit Name: Family Sciences

Bachelor of Science in Family Sciences
Master of Science in Couples and Family Therapy
Master of Science in Family Sciences
PhD in Family Sciences

Year of Program Review: 2016

Year of External Review: 2016

Name of Accreditation Agency & Last Accreditation visit (if applicable):

The UK Department of Family Sciences Master of Science in Couples and Family Therapy is accredited by the American Association of Marriage and Family Therapists (AAMFT). The next accreditation review will take place in 2018-2019.

Submitted by:

External Review Committee members

Dr. Sue Nokes, Professor and Chair, Department of Biosystems and Agricultural Engineering, College of Agriculture, Food, and Environment, University of Kentucky.

Dr. Lynne Borden, Professor and Department Head, Department of Family Social Science, University of Minnesota

Dr. Daniel Perkins, Professor of Family and Youth Resiliency and Policy, Department of Agricultural Economics, Sociology, and Extension Education, College of Agricultural Sciences, Penn State University

Dr. Jeff Reese, Professor and Chair of the Department of Counseling, School, and Educational Psychology, College of Education, University of Kentucky

Dr. Jennifer Hunter, Associate Professor, State Extension Specialist for Family Financial Management, Department of Family Sciences, University of Kentucky

Albert Ksinan, Graduate Student (PhD), Department of Family Sciences, University of Kentucky

Elizabeth Creed-Coots, Family and Consumer Sciences Extension Agent, Woodford County Cooperative Extension Office, University of Kentucky.

Gloria McCowan, Administrative Staff Officer, Department of Family Sciences, University of Kentucky

UK Department of Family Sciences Periodic Program Review Committee Report

Executive Summary

A program review committee was appointed by the Dean of the College of Agriculture, Food, and Environment (CAFE). The committee was chaired by a department chair from another department within CAFE and consisted of two members from outside the University of Kentucky with expertise in Family Sciences, a faculty member (who also happens to be a department chair) from the College of Education, and a family and consumer science (FCS) county extension agent, as well as a faculty member, a graduate student, and a staff person from the Department of Family Sciences. Each person on the committee received a copy of the self-study approximately 30 days before the on-site review. The committee was charged with judging the quality and effectiveness of the departmental programs, services, resources, and processes, in particular in the context of supporting the College's new Strategic Plan. The primary information gathering methods were reading the self-study and performing on-site interviews. The Dean's Office provided additional information as requested by the committee. This Review Report provides a summary of the committee's findings, divided into two parts: overview and recommendations. The overview is comprised of departmental strengths, weakness, opportunities, and threats/challenges.

The Family Sciences Department is a dynamic department, which has undergone significant changes in the past 30 years. In 1988, the Couple and Family Therapy Program was established, and the Doctoral Program was approved in 2000. The Department of Family Sciences currently has seven regular title series faculty members, three extension title faculty members, one senior lecturer, one lecturer, one academic coordinator, and two staff members. There are currently 126 undergraduate students and 41 graduate students in this program

Overview

Departmental Strengths

Overall Department Administration/Operation

The department has made significant progress in the last decade. Under Ron Werner-Wilson's leadership a significant revenue stream from on-line summer courses was developed, and is being used to fund graduate students who provide support for faculty teaching and research programs. A senior-level faculty member was hired to create a stronger research culture within the department.

Academics

Student success is a high priority of the departmental faculty. Through conversations with both undergraduate and graduate students, as well as the faculty, it is evident the department is highly student-centered. The department appears to be very committed to the practical application of knowledge throughout the curriculum. Interestingly, the students identified themselves with both the Department of Family Sciences and the CAFE, more so than the School of Human Environmental Sciences (HES). Students recognized the efforts of faculty members, the role of CAFE, and in general have high morale in regards to the academic program. Donna Smith is highly regarded by the undergraduates in the department, however, she is on phased retirement and is no longer serving as the Director of Undergraduate Studies.

The department has several key curriculum components, which strengthen the overall department, including the number of online classes offered during the summer months. The department has a high number of transfer students, and the online classes provide opportunities for these students to "catch-up" and continue to work toward graduation goals. The required internship (FAM 499) is also a strength of the department. The internship opportunity allows students to engage with potential employers and apply their learned classroom skills in a real world setting.

Another strength of the department is its commitment to broadening diversity by recruiting graduate students from abroad. There is a large contingent of international doctoral students,

which is steadily expanding, representing diverse countries such as Benin, China, Slovakia, Czech Republic, Republic of Georgia, Russia, Ukraine, and Iran. These international students enhance the diversity of viewpoint within the department and enrich not only the graduate students themselves, but also the faculty as well as undergraduates who might have classes taught by them.

An important benefit from the graduate students' perspective is the assistantship funding. Currently, the vast majority of graduate students receive teaching assistantships with a tuition scholarship funded by the department. The department innovatively uses tuition from summer classes to provide the majority of this assistantship funding. Financial stability is an important asset for attracting prospective students as well as retaining the current students.

Lastly, an important advantage, especially for the graduate students, is the breadth of faculty interests. The students are exposed to diverse approaches and conceptual frameworks, which better prepares students for the uncertainty in their career paths.

Research

The department has made some progress towards emphasizing the research mission. Firstly, Alexander Vazsonyi was hired into the *John I. & Patricia J. Buster* Endowed Professor position, which has a heavy research effort. Secondly, faculty members who have been hired over the last decade are more successful in publishing in peer-reviewed journals than their predecessors. Thirdly, recent graduates of the Ph.D. program are competitive, as evidenced by their entrance into academic careers. Moreover, the review committee was strongly encouraged by the current cohort of Ph.D. students.

Scholarly publishing is strong, with 12 books/book chapters and 18 refereed journal articles being published in 2015. The self-study asserts that "Controlling for FTE, Family Sciences is one of the most successful units in the College at publishing research," however this number is based on *all* publications, including proceedings, abstracts and reports, for a total of 58 "publications," or pubs/research FTE of 29. Publications per research FTE is 15 if only the traditional books/book chapters/ refereed pubs are counted as publications.

Outreach

The department has three extension title series faculty members who are committed to the extension mission, evidenced by the creation and subsequent deployment of popular extension programs. The impact of the extension program from the department is impressive, given the small distribution of effort in extension within the department.

Departmental Weaknesses

Overall Department Administration/Operation

The first weakness the committee identified is a lack of cohesion within the department. The faculty in the department function as silos focused only on their major focus area within the three-part mission of land grant universities (i.e., teaching, research, and extension). The committee saw no evidence that synergistic integration of the three functions was promoted or discussed when detailing future plans. Thus, the department's culture is fragmented and there is a lack of connectedness and commitment to the common good among faculty, staff, and graduate students. The review committee could not identify any shared vision for the future advancement of the department. Leadership within the department does not seem to be aware of, and, therefore not concerned about, the lack of cohesion and synergy among faculty, staff, and graduate students. The concern over leadership's lack of awareness about departmental culture and future vision is compounded by concerns brought to the review committee concerning the appearance of nepotism in the leadership of the Family Center.

Our review identified an unbalanced commitment of resources among the three functions of education, research, and extension. Resources for education, especially the masters-level graduate education, appear to be committed at the expense of the other two functions. Approximately \$120K of the \$300K in graduate assistantships is committed to the CFT program, which does not produce any scholarly output, and produces little in the way of community outreach as the program is currently configured.

The review committee sought to understand the structure of the School of Human and Environmental Sciences (HES), as well as the interplay between CAFE, the school, and the

department. The review revealed the School of HES was a source of great confusion for the departmental faculty. Finally, although the intent for the School of Human Environmental Sciences as stated in the HES Rules of Procedure, is to provide a synergistic interdisciplinary union of three departments (i.e., Family Sciences, Dietetics and Human Nutrition, and Merchandising, Apparel & Textiles), the review committee found no evidence of any synergistic interdisciplinary activities by Family Sciences with the other two departments.

Academic

The department of Family Sciences receive most of their undergraduate students through transfers from other programs within the university. Entering freshmen rarely declare Family Sciences as a major, which is a weakness because this makes it more difficult to establish a program identity and transfer students generally require more advising resources than students who continue in the same major.

Students commented that the faculty talk about how many employment options are available for the students, however, the students do not feel like they are exposed to the breadth of these options. The department has published a booklet entitled “Careers in Family Sciences” which lists career opportunities for Family Sciences graduates, however, the students seemed unaware of the booklet. In addition, students have encountered some employers who are unfamiliar with the Family Sciences major.

Couples and Family Therapy Program (CFT)

The master’s degree program in CFT is an applied degree which does not lead to a Ph.D. The program only enrolls six master’s level students each year for a total of twelve students in this two-year program. Significant resources are dedicated to this small program in terms of faculty, space, and graduate stipends. The UK Family Center is currently lacking in direction and does not operate as effectively as it could, which is especially problematic because the Family Center could be the CFT’s greatest asset. The Family Center has had a number of contracts that have not been renewed, which threatens the department’s resources and reputation. The review committee’s understanding is that the Family Center is not self-sufficient monetarily, requiring departmental resources to support the Family Center (e.g., new equipment, and computers),

which is unusual in our experience. In addition, students noted there were many problems related to supervision in the Family Center. More concerning was the students' reluctance to speak frankly about these issues fearing there could be retaliation.

Research

The committee appreciated the efforts of the department to secure funding for their graduate students. It is clear faculty care about their students. A concern, however, was that the allocation of graduate assistantships to faculty did not appear to be related to faculty performance or demonstrated need, particularly with regard to research. Moreover, the expectations for graduate student assistantships are inconsistent across the faculty members to whom they report with regard to research, teaching, or other relevant work for graduate students.

Grant funding in the department is extremely low in comparison to similar departments around the country. Last year the department brought in ~\$50K in grant funds. Furthermore, the overall philosophy of the department leadership seems not only to disregard grant seeking, but in some cases, even actively discourage this endeavor.

Outreach

The committee reviewed the Family and Consumer Sciences (FCS) Extension program structure, as well as the FCS Extension organizational chart. The FCS Extension program does not appear to function in the same manner as other CAFE Extension arms (Agricultural and Natural Resources and 4-H). It was the opinion of the committee that this structure may limit the success of FCS Extension faculty members. Within HES, adherence to the FCS Extension [Instructional Program Development Approval Process](#) is the expectation for both Extension faculty and Extension Specialists. The review committee expressed concern that this approval process (not the content review/publication process) appears to hamstring the ability of Extension faculty to engage in outreach scholarship. Furthermore, the committee also expressed concern regarding the nomenclature of 'Extension Specialist' when referring to Extension title series faculty. The committee noted that within FCS there were no true distinctions in responsibilities between Extension Specialists who are not in tenure-track faculty positions and Extension Specialists in the Extension Faculty tenure-track title series. County extension agents did not understand that

Extension faculty have a different set of demands and expectations (e.g., teaching, publishing, university service, and grantsmanship) than non-tenure-track Extension Specialists, and therefore had unreasonable expectations regarding the responsiveness of Extension title series faculty. This structure appears to devalue the role of the Extension Faculty member and creates frustrations at both the county and state level.

Opportunities & Threats/Challenges

Departmental Administration/Operation

The School of HES was ultimately identified by the review committee as a barrier to the department achieving its full potential within CAFE. A lack of a clear communication and administration protocol with the School and the College among Family Sciences faculty, staff, and students, has acted as a barrier to progress toward goals. Furthermore, the School of HES maintains the AAFCS accreditation, which includes contributions from the Family Sciences Department. The committee could not find any compelling reason for the FAM department to continue the AAFCS accreditation. The accreditation was likely more appropriate when the department had a FCS Education program. The review committee believes that departmental resources used to maintain the accreditation may be better utilized elsewhere.

The staff in general did not feel valued and/or felt overlooked. The staff expressed interest in finding opportunities for personal development and for being given increased responsibilities in their job duties, which may provide an opportunity for the department.

As mentioned in the Departmental Weaknesses Outreach Section, faculty nomenclature is confusing. The terms of research faculty, teaching faculty, Extension faculty, and Extension specialist were used often in the interviews by different groups of people. The committee is concerned that the use of this terminology may be contributing to the silos within the department and may devalue the contributions of some faculty members.

Academics

The proposed undergraduate program in Consumer Economics and Financial Counseling is an exciting area of growth for the department. The committee believes that the development of the

new undergraduate degree focused on Consumer Economics and Family Counseling will strengthen the undergraduate program and bring a new group of motivated students to the department.

Given the role of Dr. Donna Smith as a student retention magnet, recruitment and retention of students may suffer if not replaced with a dynamic, student-centered faculty member with a focus on student recruitment.

Some faculty teach either all graduate or all undergraduate classes, which results in students not experiencing the full range diversity of instruction within the classroom, and narrows the view of the teaching faculty.

The department does not cooperate with the CAFE Director of Career Development and Enrichment, to capitalize on CAFE career resources when planning FAM's career fair, which is a missed opportunity for students.

Couples and Family Therapy program (CFT)

The Family Center is a potential strength for the department both academically and through outreach efforts by offering students that opportunity to build counseling skills through direct supervision on-site. The Kentucky Family Center offers an on-site training facility for CFT master's students. The Kentucky Family Center offers the opportunity for the department to build critical partnerships with other organizations throughout the community by offering needed counseling services. Partnerships throughout the community provide recognition that the department is an asset in the community.

The Couples and Family Therapy (CFT) program poses several potential threats to the department. The administration of the master's in CFT is a threat/challenge. As we understand it, there are at least three faculty or instructors supervising 12 master's level students. Note that the American Association of Marriage and Family Therapists (AAMFT) requires supervision groups that are not larger than six students at one time. Nevertheless, the review committee understands that program size is not limited to six students and that a larger cohort would improve resource

efficiency. Moreover, CFT programs across the country rarely offer master's students an assistantship. These students are leaving the program with a professional degree, and in most professional degree programs students pay their own way. The use of departmental funds in this manner limits the ability of the department to expand with new faculty. The committee would suggest that increasing the CFT program to 15-20 paying students per cohort would free up resources that could be allocated to expanding the program. The leadership of the CFT program and the Family Center are two different individuals, which leads to a lack of coordination. Another weakness would be the concerns raised by both faculty and students about the ability to provide constructive feedback regarding the Family Center without fear of retaliation.

Research

While we recognize the importance of publishing, we disagree with the lack of grantsmanship expectations for junior faculty as stated by the department chair. A culture that supports junior faculty success in all aspects of the research enterprise creates a culture of success. In the review committee's experience, junior faculty are quite capable of succeeding at both publishing and grantsmanship. Possible strategies include sponsoring junior faculty attendance at grant writing workshops (e.g., Grantsmanship Center) or developing a grantsmanship-mentoring model where junior faculty work with senior, tenured faculty in Family Sciences or in other departments to develop grant writing skills and to learn the external funding process. Serving as a co-investigator is also a sound way to gain this experience.

There is a lack of consistency in the expectations and experiences of graduate assistants as noted by them and the faculty. This issue would be corrected by providing limited assistantship lines that are targeted toward supporting faculty who are actively attempting to be engaged in the research enterprise. Indeed, PhD training demands that doctoral students be in a mentorship relation with a faculty member engaged in the entire research enterprise.

Finally, there is a need to re-evaluate endowed professorships, and ensure that they are based on performance and according to the structure of the endowment. To reduce miscommunication, there is a need for clarity about the endowed professorships and the process for awarding and renewing them.

Outreach

The review committee's examination of the data indicates that Family and Consumer Sciences Extension specialists within the School of Human Environmental Sciences are not equivalent to the Extension title-series faculty in Family Sciences, and treating them as if they are equivalent seems to be a serious underutilization of their talents. As noted previously, the faculty nomenclature is very confusing (i.e., faculty who are state Extension specialists, faculty who teach, and faculty who carry out research).

Recommendation Report

Departmental Administration/Operation

The review committee recommends that explicit delineation of roles and authority of the HES School director in terms of the Family Science department is required and needs to be communicated effectively to everyone in the department and school.

Another recommendation from the review committee is that the department work with the college development office to create and implement an aggressive plan for building donor connectedness and support. The underlying message should be that the department is carrying the field of FCS forward in innovative ways.

Academics

The committee recommends that there be a faculty member dedicated to the new Consumer Economics and Financial Counseling undergraduate program (CEFC) instead of sharing the person with the CFT program. Investing these resources will give the new program the best chance to succeed. Relatedly, the committee recommends that some of the current resources now being used to support MS students be redirected to the new CEFC program. The CFT program should hire another tenure-track faculty member in the next two to three years as the program grows, which will have the added benefit of a better learning environment. Having limited faculty perspectives diminishes the diversity of learning experiences available to students (e.g.,

getting the same faculty perspective across a number of different courses, limited research opportunities).

There is a lack of racial/ethnic diversity among faculty and recruitment of faculty members from underrepresented groups should be a priority.

Faculty should teach a balanced slate; both undergraduate and graduate classes. Moreover, the department needs to be planning their approach to replace Donna Smith's leadership among the students with someone who is highly dynamic and student-centered.

Develop and market an identity for the department that everyone can support. For example, link this marketing/identity to employment opportunities for undergraduate students. A task force within the department should be formed with the goal of forming an identity that is not only marketable but can inspire faculty within and across programs to work more collaboratively. This should occur within the next calendar year.

Take advantage of the services offered by the CAFE Director of Career Development and Enrichment. This can occur this academic year. A relationship between this office and Family Sciences faculty and students would benefit the department and send a strong message to students that the department is concerned about their professional development, beyond the degree requirements.

Couples and Family Therapy program (CFT)

The CFT program offers the community and state much needed mental health workers. This is an important program and one that could benefit the department in numerous ways. The committee has several recommendations related to this program:

1. Increase the enrollment within the master's CFT programs to 15-20 paying students per cohort. This would increase the number of students in each course, increasing the viability of the courses taught. Students who were self-funded would also free up other resources (12 x ~\$10K = \$120,000 per year) that could be invested into other programs within the department.

2. Have one faculty member serve as both the Director of the CFT program and as the Director of the Kentucky Family Center (with course buyout). This configuration would offer greater coordination of the Family Center with the CFT program. However, if the separation of roles must remain, then the appearance of nepotism needs to be addressed in a more transparent manner and in accordance with UK regulations, including HR Policy 19.0, the UK Management Plan, and the Governing Regulations and Administrative Regulations.
3. The existence of the Family Center should be carefully reviewed in terms of its financial viability and whether it is a true benefit to student learning. The department should consider whether community placement would be equally effective, while conserving resources.
4. An alternative option is to deliberately grow the clinic with strategic partnerships within the community. Moreover, the Family Center could serve the department in a number of new ways including increasing opportunities for undergraduate students to intern within the community, thereby exposing them to possible careers.

Research

Grantsmanship is considered to be part of the research enterprise. As mentioned previously, the committee has grave concerns regarding the level of grant dollars sought and received by the department faculty. Grantsmanship should be an expectation of all faculty members. The committee recommends that consideration be given to rewriting the department's Statement of Evidence to be much more specific about the importance of faculty members engaging in the entire research enterprise (i.e., grantsmanship, implementation, and dissemination). The department should also provide professional development opportunities (e.g., grant writing workshops and grant writing support and consultants) to assist faculty and graduate students in developing and submitting grant proposals. The committee strongly recommends linking graduate student assistantship lines to faculty efforts to seek extramural funds as an incentive to pursue granting opportunities.

Outreach

In reference to Extension faculty and Extension specialist titles, the committee encourages the department to identify a mechanism to distinguish between Extension faculty within the department and State Extension Specialists within FCS Extension. The committee recommends to drop the word “specialist” in order to clarify faculty responsibilities. This will also help to differentiate the expectations for the two different roles.

Date: Nov. 20, 2016
Day 1: Sunday

- 12:00 – 5:00 pm Reviewers external to UK travel to Lexington
- Flight schedules: Dr. Perkins arrives at Bluegrass Airport at 3:04 pm. Dr. Sue Nokes transports Dr. Perkins to Hampton Inn on Nicholasville Rd.
- Dr. Borden arrives at Bluegrass Airport at 4:16 pm. Dr. Lisa Collins transports Dr. Borden to Hampton Inn on Nicholasville Rd.
- 6:15 pm Tricia Coakley transports Drs. Perkins and Borden from hotel to Lexington Green.
- 6:30 – 8:00 pm Review Committee has dinner and working session at Bronte Bistro (inside Joseph Beth Booksellers at Lexington Green). Group is joined by Family Sciences Department Chair, Dr. Ron Werner-Wilson. Dr. Sue Nokes returns reviewers to hotel.

Date: Nov. 21, 2016
Day 2: Monday

- 7:30 – 8:30 am Breakfast on your own (Drs. Perkins and Borden dine at hotel, continental breakfast)
- 8:30 – 9:00 am Dr. Sue Nokes transports external guests to Ag North (there will be parking spots on the circle reserved for Dr. Nokes and Ms. Creed)
- 9:00 – 10:00 am Committee meets with College of Agriculture, Food and Environment Dean Cox and Assistant Dean for Academic Administration Dr. Lisa Collins. Committee receives their charge from Dean Cox and Dr. Collins reviews rules and procedures, S125C Ag North. (Submit Columbia Steakhouse menu selections)
- 10:00 – 10:15 am Break, Dr. Lisa Collins transports committee by van to 316 Funkhouser (Dr. Nokes moves her car to Funkhouser and parks in Family Interaction Research Lab space)

- 10:15 – 11:15 am Committee meets with Dr. Werner-Wilson, department chair, in Funkhouser parking lot for a departmental facility tour (Scovell, then Funkhouser) and discussion, 316 Funkhouser
- 11:15 am–12:00 pm Committee meets with Departmental Faculty, 316 Funkhouser (12 faculty) (snacks from UK Catering)
- 12:00 – 12:30 pm Break
- 12:30 – 1:45 pm Committee lunch with Departmental Undergraduate Students (10 students), 316 Funkhouser (Lunch from UK catering) (Jennifer Hunter recused)
- 1:45 – 2:45 pm Committee meets with Departmental Graduate Students, 316 Funkhouser (20 students) (snacks from UK Catering) (Jennifer Hunter recused)
- 2:45 – 3:45 pm Committee meets with Departmental Staff, 316 Funkhouser (snacks from UK Catering) (Jennifer Hunter recused)
- 3:45 – 4:00 pm Break
- 4:00 – 5:00 pm Committee meets with Associate Deans, 316 Funkhouser
 Dr. Rick Bennett, Research
 Dr. Larry Grabau, Instruction
 Dr. Jimmy Henning, Extension
 Dr. Steve Workman, Administration
- 5:00 – 6:30 pm Committee working session and dinner, 316 Funkhouser (dinner delivered from Columbia Steakhouse)
- 6:30 pm Dr. Sue Nokes transports external guests to hotel, and returns local committee members parked in south campus area to Ag North.

Date:	Nov. 22, 2016
Day 3:	Tuesday

- 8:00 – 8:15 am External guests check out of hotel and Dr. Sue Nokes transports to E.S. Good Barn
- 8:15 – 9:00 am Committee working session and breakfast, Culton Suite, ES Good Barn (breakfast from UK Catering)
- 9:00 – 10:00 am Committee meets with Extension Agents and Specialists, Culton Suite, ES Good Barn
- 10:00 – 10:30 am Committee meets with Family Sciences Academic Coordinator, Pam McFarland, Director of Graduate Studies, Dr. Hyungsoo Kim, and Director of Undergraduate Studies, Dr. Diana Haleman, Culton Suite, E.S. Good Barn (Jennifer Hunter recused)
- 10:30 – 10:45 am Break

- 10:45 – 11:15 am Committee meets with Human Environmental Sciences Student Services Director, Louise Gladstone, Culton Suite, E.S. Good Barn
- 11:15 – 11:45 am Committee meets with CAFE Student Affairs Officer, Wayne Centers, and CAFE Academic Coordinator, Amanda Saha, Culton Suite, E.S. Good Barn
- 11:45 am–1:45 pm Committee working session and lunch, Culton Suite, E.S. Good Barn (lunch from UK catering)
- 1:45 – 2:00 pm Break
- 2:00 – 3:00 pm Committee presents preliminary findings to Dean and Executive Council of the College of Agriculture, Food and Environment, Culton Suite, E.S. Good Barn
- 3:15 pm Tricia Coakley transports external guests to Bluegrass Airport
- Flight schedules: Dr. Borden departs at Bluegrass Airport at 4:53 pm
Dr. Perkins departs at Bluegrass Airport at 7:30 pm

Implementation Plan

UK Program Review Implementation Plan

This **required** form is described as Appendix A in AR II-1.0.6.

College/Unit: Family Sciences

Date: 1-31-2018

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
1. The review committee recommends that explicit delineation of roles and authority of the HES School director in terms of the Family Science department is required and needs to be communicated effectively to everyone in the department and school.	E	A	This recommendation is consistent with the recommendation made by the last external review committee. We need guidance from the Dean to ensure that we follow appropriate protocol. Should the Department develop a formal proposal that delineates the roles and authority of HES School Director, or should it occur at the level of all academic units in the School or at the College level?	Two actions are occurring: 1. The Department Chair has met with the Dean to discuss the roles and authority of the School Director in relation to this department. 2. The Dean plans to form a task force to determine the future direction of the school.	Began 2017 and complete in 2018
2. The department should work with the college development office to create and implement an aggressive plan for building donor connectedness and support. The underlying message should be that the department is carrying the field of Family and Consumer Sciences (FCS) forward in innovative ways.	E	A	The Department Chair will work with the Office of Philanthropy and Alumni and the Dean to identify strategies to improve relationships with donors. Focus: Family, Consumer, and Developmental Sciences.	Identify messages to communicate to donors and other stakeholders with a focus on families.	Initiate in 2017 and monitor progress over the next 5 years
3. Dedicate a faculty member to the new Consumer Economics and Personal Finance undergraduate program (CEPF) instead of sharing the person with the Couples and Family Therapy (CFT) program. Investing these resources will give the new program the best chance to succeed.	E	A	This recommendation was already implemented. The search for the combined CFT/CEPF faculty member was reconstituted to focus on a search for a CEPF only colleague.	Previous position was ended, new position description was approved by the Dean, and a faculty member has been hired.	Completed
4. Some of the current resources now being used to support MS students should be redirected to the new CEPF program.	E	A	Resource reallocations will be evaluated in terms of department goals/vision/priorities as we work on goals and a marketing plan.	Assistantship funding will continue to be a high departmental priority. Funding for assistantships will be tracked.	2018-2022

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
5. The CFT program should hire another tenure-track faculty member in the next two to three years as the program grows, which will have the added benefit of a better learning environment. Having limited faculty perspectives diminishes the diversity of learning experiences available to students (e.g., getting the same faculty perspective across a number of different courses, limited research opportunities).	E	A	The committee is correct that an additional CFT colleague will contribute to diversity. Shifting the focus from a combined CFT/CEPF position to a CEPF only position resulted in a delay in the ability to add another CFT faculty member. We will investigate opportunities to search for a CFT colleague. Adding faculty from diverse focus areas will be a priority in all searches.	Will require a faculty vacancy that is suitable to replace with someone in CFT or funding from the college.	Dependent upon resources
6. There is a lack of racial/ethnic diversity among faculty and recruitment of faculty members from underrepresented groups should be a priority.	E	A	This assessment is irrefutable. We have made recruiting someone from an underrepresented group a priority for the CEPF search. The Department is keenly aware of the lack of diversity (the Department Chair provides training associated with faculty diversity searches across campus). Adding diverse faculty is a priority in all searches.	In addition to emphasizing diversity in faculty search processes, seek out resources from the college or the provost to search for a CFT candidate from a traditionally underrepresented group.	Ongoing with each faculty search
7. Faculty should teach a balanced slate; both undergraduate and graduate classes. Moreover, the department needs to be planning their approach to replace Donna Smith's leadership among the students with someone who is highly dynamic and student-centered.	E	A	It is our intent that, when possible, faculty will teach at the undergraduate and graduate level. We created an Academic Coordinator position to address the void created by Donna Smith's phased retirement.	Each year, review course rotation and teaching assignments to provide opportunities for faculty to teach both undergraduate and graduate courses. Faculty will be asked to identify courses at undergraduate and graduate level that they would like to teach.	Ongoing

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
8. Develop and market an identity for the department that everyone can support. For example, link this marketing/identity to employment opportunities for undergraduate students. A task force within the department should be formed with the goal of forming an identity that is not only marketable but can inspire faculty within and across programs to work more collaboratively. This should occur within the next calendar year.	E	A	The idea to develop the CEPF major was the result of a faculty retreat organized to discuss department identity. We agree that we should accept the recommendation, especially since creating a focused identity could help us with development and student recruitment. We believe that the task should be completed by the faculty as a whole since we are a smaller department. Returning to the effort to change the department name (recommendation # 18) will reinforce efforts to create an organizing identity.	We will address in faculty meetings and department retreats.	As soon as possible and report annually
9. Take advantage of the services offered by the CAFE Director of Career Development and Enrichment. This can occur this academic year. A relationship between this office and Family Sciences faculty and students would benefit the department and send a strong message to students that the department is concerned about their professional development, beyond the degree requirements. Work with the CAFE Director of Career Development and Enrichment to utilize undergraduate data to determine potential career paths and submit a report of the results annually.	E I/Deans	A	The Academic Coordinator will continue to work closely with the CAFE Director of Career Development and Enrichment. The responsibilities of the position are evolving to help strengthen the student centered focus of the department.	Review and support responsibilities for the Academic Coordinator. The Academic Coordinator will cultivate a stronger relationship between the Department and the College Career Development Center. Amanda Saha, Director, has already attended a faculty meeting to discuss opportunities to work with the College and we are collaborating on a career fair for fall semester.	2018-2022 Report annually by October 31 for each prior fiscal year

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
<p>10. Increase the enrollment within the master's CFT programs to 15-20 paying students per cohort. This would increase the number of students in each course, increasing the viability of the courses taught. Students who were self-funded would also free up other resources (12 x ~\$10K = \$120,000 per year) that could be invested into other programs within the department.</p>	E	Accept with caveat	<p>There seems to be a misunderstanding about CFT students. They are not "professional students" and peer institutions do fund CFT student assistantships. In order to be competitive for the best students, we will need to continue to provide funding to them. We do not have the resources to increase the number of students. An increase in students will increase the need for additional client contact (each student must receive at least 300 direct client contact hours) as well as faculty resources to supervise their practicum and faculty resources to supervise their theses.</p>	<p>Do not increase the size of the CFT cohort because we do not have resources to support.</p> <p>We will explore the possibility of developing a certificate in CFT. This has been in place at other institutions (e.g., UGA has a certificate with Counselor Ed and Social Work). Students from other UK counseling programs could take some of our coursework to fulfill requirements for dual licensure. This would increase course enrollment without increasing resource demands for client contact hours or thesis supervision.</p> <p>We will also explore community resources that are available to provide more supervision and cultivate externship opportunities.</p>	2018-2022

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
<p>11. Have one faculty member serve as both the Director of the CFT program and as the Director of the Kentucky Family Center (with course buyout). This configuration would offer greater coordination of the Family Center with the CFT program.</p> <p>However, if the separation of roles must remain, then the appearance of nepotism needs to be addressed in a more transparent manner and in accordance with UK regulations, including HR Policy 19.0, the UK Management Plan, and the Governing Regulations and Administrative Regulations.</p>	E	A	<p>(1) The current administrative structure is common at peer institutions so that the administrative burden is shared. Currently, the time-intensive responsibilities are completed by a lecturer who does not have the responsibility to seek tenure—which provides more time for tenure-track faculty to devote to scholarly work. It is our belief that the Program Director, who is responsible for coordinating with the accrediting organization, COAMFTE, should be a tenure-track faculty member.</p> <p>(2) Given these constraints, we accept only the alternative recommendation to address the appearance of nepotism. Faculty members identified the four strategies to respond to concerns associated with nepotism (see action items).</p>	<p>(1) Continue with current division of labor that includes a Program Director and Family Center Director.</p> <p>(2) Faculty consulted with the Dean and identified four strategies to address nepotism:</p> <ol style="list-style-type: none"> 1. Ensure that the UK Administrative Regulations are provided in the Family Center Handbook. 2. CFT Program Director will ensure that faculty members are provided with an opportunity to offer feedback about the Family Center Director which is required by UK Administrative Regulations but has not previously occurred. 3. CFT Program Director will address procedures for dealing with concerns about nepotism during Pre-Practicum. 4. Invite the college budget analyst to discuss responsibility for the Family Center budget at a faculty meeting. 	<p>Began in 2017. Complete by December, 2018.</p>

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
<p>12. The existence of the Family Center should be carefully reviewed in terms of its financial viability and whether it is a true benefit to student learning. The department should consider whether community placement would be equally effective, while conserving resources.</p> <p>The review should include a full self-study report and review committee assessment. The Dean will select the review committee members as is done for periodic program reviews.</p>	<p>E</p> <p>I/Deans</p>	<p>A</p>	<p>It is reasonable to review the cost-benefit nature of the Family Center. There seems to be some misunderstandings about the role of the Family Center. It is the teaching laboratory for the CFT Program. It is also a valuable resource for the new CEPF major by providing opportunities for CEPF students to gain experience.</p>	<p>Faculty will consider the role of the Family Center and its role in the department. That should include a review of the budget (action item 4 in recommendation # 11).</p> <p>As identified in recommendation # 10, we will also explore community resources that are available to provide more supervision and cultivate externship opportunities.</p>	<p>By January 2019</p>
<p>13. An alternative option is to deliberately grow the clinic with strategic partnerships within the community. Moreover, the Family Center could serve the department in a number of new ways including increasing opportunities for undergraduate students to intern within the community, thereby exposing them to possible careers.</p>	<p>E</p>	<p>A</p>	<p>The review of the Family Center should include an analysis of key partnerships.</p> <p>As noted in Recommendation # 12, it is reasonable to review the cost-benefit nature of the Family Center. There seems to be some misunderstandings about the role of the Family Center. It is the teaching laboratory for the CFT Program. It is also a valuable resource for the new CEPF major by providing opportunities for CEPF students to gain experience.</p>	<p>Continue to investigate partnerships as part of the Family Center review.</p>	<p>2018, 2019</p>

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
14. The committee recommends that consideration be given to rewriting the department's Statement of Evidence to be much more specific about the importance of faculty members engaging in the entire research enterprise (i.e., grantsmanship, implementation, and dissemination).	E	A	<p>It is worth considering this recommendation, but it is important to note that the current evidences of activity were approved by faculty, the Dean, and the Provost.</p> <p>It is disappointing that the external review failed to acknowledge the fact that when controlling for research FTE, our department is one of the most productive in the College, based on peer reviewed publications.</p>	Faculty will review this recommendation as part of normal faculty governance.	2018
15. The department should also provide professional development opportunities (e.g., grant writing workshops and grant writing support and consultants) to assist faculty and graduate students in developing and submitting grant proposals.	E	A	The department has hosted several grant-writing professional development opportunities and recently sent three faculty members to a College sponsored grant-writing experience that includes developing a grant that will include peer review.	<p>Continue to provide professional support for grant-writing. Continue to provide support for sabbaticals that include opportunities to improve competitiveness for funding. Invite Associate Dean for Research to attend faculty meeting to discuss grant-writing support.</p> <p>Provide information associated with extramural funding (including funding for dissertations, Fulbrights, etc.) by DGS in department orientation.</p> <p>Provide additional training to budget officer.</p>	2017-2022

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
<p>16. The committee strongly recommends linking graduate student assistantship lines to faculty efforts to seek extramural funds as an incentive to pursue granting opportunities.</p> <p>Develop and submit annually a report of departmental extramural funding.</p> <p>Review departmental process for assigning assistantships (i.e., process for deciding who receives the assistantships and how the department will implement the planned reduction in university supported teaching assistantships over the next two years).</p>	<p>E</p> <p>I/Deans</p> <p>I/Deans</p>	<p>A</p>	<p>Every year, faculty are asked to identify assistantship needs. In order to maintain a competitive graduate program that attracts strong students (the external review team commented on the strength of our students), students will need to be funded and their work mentored. We believe that assigning assistantships only to grant related activities is a disservice to the contributions that funded students make to the teaching and outreach missions of the department.</p>	<p>The department will review the process for assigning assistantships. In light of the proposal by the college to link tuition scholarships for TAs to attempted credit ours, TA lines may need to be allocated to courses that generate the highest number of student credit hours.</p>	<p>March 2018</p> <p>Extramural funding report annually by October 31 for prior fiscal year</p> <p>Report on assistantship allocation process April 1, 2018 and April 1, 2019</p>
<p>17. Move forward with department name change to Family, Consumer, and Developmental Sciences (FCDS).</p> <p>Submit rationale for name change, including department names at benchmark institutions.</p>	<p>H</p> <p>I/Deans</p>	<p>A</p>	<p>The external review committee appropriately noted that it would be helpful to identify common direction. We voted on a new department name as a step in the direction of creating a common identity that incorporates the entirety of our work. The review team did not comment on it, but it was approved by faculty.</p>	<p>Move forward in the process for adopting the new Department name. Proposal was submitted to the Dean for review.</p>	<p>2018</p>

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
18. The environment that promotes the department's fragmented culture and "lack of connectedness and commitment to the common good" must be recognized and addressed.	I/faculty	A	The primary role of department faculty meetings shall be enhancing the academic culture of the department by implementing the two goals of the 2015 UK@Work Survey with which the department has been charged to implement goal: #1] building a strong feeling of trust between members of the department; and, goal #2] facilitating open discussion of differing opinions in reaching decisions in the department.	Continue to host a monthly department research seminar that has been coordinated by the Director of Graduate Studies. Discuss departmental issues in faculty meetings so that all faculty are equally informed and have the same opportunity for input. All faculty will have access to input with opportunities to share perspectives and reconcile differences in an environment where individuals share opinions, listen to others, and know their opinions are valued with the end result being accomplishment of UK@Work goals #1 and #2.	2018-2020
19. The environment that promotes a "lack of cohesion within the Department" must be addressed.	I/faculty	A	Promote cohesion through informed decision making	<p>Revise administrative practices and procedures for the Family Sciences department to allow and facilitate faculty governance, faculty decision making, and open communication with all faculty; specifically related to, but not limited to, departmental budget, faculty hires, and general management and leadership issues.</p> <p>Develop a faculty resource page at department web site that will include faculty governance documents such as meeting minutes.</p>	2018-2020

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
20. Conduct a benchmark study assessing the Couples and Family Therapy Program as compared to similar programs at other institutions.	I/Deans	A	This was discussed at the January 30, 2018 IP meeting with the department and the deans.	The CAFE Assistant Dean's Office will meet with two departmental faculty members to go over concepts for items 20 and 12. Reports due January 2019.	Complete by January 2019

* Source of Recommendation (I/faculty = Internal recommendation from departmental faculty; I/Deans = Internal recommendation from CAFE Deans; E = External Review Committee recommendation; H = Unit Head recommendation)

** Accept/Reject Recommendation (A=Accept; R=Reject)

Unit Head Signature: 

Unit Head Supervisor Signature: Nancy M. Cox

Date: 2-19-18