



2011

Department of Family  
Sciences  
Periodic Program Review

Submitted October 2012

# Self Study

## Self-Study Checklist for Educational Units

**Background:** The self-study document is the primary resource used by the external review committee to complete the second phase of the program review process. The better the quality of the self-study the more likely the work of the review committee will be productive and yield helpful feedback for the unit.

This checklist is provided as a guideline for items to include in self-study documents. It is intended to be useful to the full range of programs that undergo review on our campus. Further, it reflects the required elements identified in part 4 of AR II-1.0-6.

This checklist may also be used to identify elements of accreditation reports that are acceptable substitutions for required elements of the self-study.

Submitted for:

Unit Name: Family Studies

By: Ronald Jay Werner-Wilson, Chair

Date: January, 2011

Year of Program Review: 2010-2011

Name of Accreditation Agency: (if applicable) \_\_\_\_\_

List or describe documents available for review: \_\_\_\_\_

Graduate Program Review; Strategic Plan; Student Learning Outcomes.

<b>Part 1</b>	<b>Included (✓ or NA)</b>	<b>Page(s)</b>	<b>Other Comments</b>
<b>Executive summary</b>			
• Brief account of self-study process	X	5	
• Committee composition names and Affiliation	n/a		
• List of major recommendations	X	5-6	

<b>Written Summary Report</b> <i>This narrative report must describe, analyze and synthesize information about the unit. 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.</i>	<b>Included (✓ or NA)</b>	<b>Page(s)</b>	<b>Other Comments</b>
<b>Program Documents</b>			
• Strategic plan	X	6	
I. Mission Statement	X	6-7	
➤ Instruction	X	6	
➤ Research	X	6-7	
➤ Service	X	7	
II. Goals/Objectives	X	7-8	
III. Criteria for measuring progress	X	8-9	
• Organization chart/Structure	X	9, 89	
• Annual reports (SPRS or other) since the last Self-Study (List years of any missing reports: _____)	X	90-111	
<b>Resources</b>			
• <b>Budget</b> summary information & adequacy	X	10	
• <b>Facilities</b> summary information & adequacy	X	11	

<ul style="list-style-type: none"> <li>• <b>Equipment</b> summary information &amp; adequacy</li> </ul>	X	11-12	
<ul style="list-style-type: none"> <li>• <b>Personnel</b> summary information &amp; adequacy (<i>including faculty &amp; staff numbers &amp; demographics</i>)</li> </ul>	X	12-13	
<ul style="list-style-type: none"> <li>• <b>Support from other university units essential to effective operations</b> (<i>e.g. research, engagement, development, alumni affairs, human resources, facilities management, financial units, and information technology</i>)</li> </ul>	X	13-14	
<b>Input from Affected Constituents</b>	X	15	
<ul style="list-style-type: none"> <li>• Evaluation data from <b>faculty</b></li> </ul>	X	15, 179-183	
<ul style="list-style-type: none"> <li>• Evaluation data from <b>staff</b></li> </ul>	X	15, 179-183	
<ul style="list-style-type: none"> <li>• Evaluation data from <b>students</b></li> </ul>	X	15, 119-178	
<b>Adherence to Policies and Procedures</b>			
<ul style="list-style-type: none"> <li>• Evidence of adherence to <b>educational policies and procedures</b> established through the faculty governance process (<i>including consistency in applying policies related to grading, probation, &amp; termination</i>)</li> </ul>	X	16	
<ul style="list-style-type: none"> <li>• Evidence of adherence to procedures on <b>faculty personnel actions and budget request preparation</b> (<i>established jointly by the unit faculty and the unit head</i>)</li> </ul>	X	16	
<b>Evaluation of Quality and Productivity</b>			
<ul style="list-style-type: none"> <li>• Evidence of quality of collegial environment (<i>include climate for equity and diversity</i>)</li> </ul>	X	17-18	
<ul style="list-style-type: none"> <li>• Evidence of quality &amp; productivity in instruction, research, public service, or operations (<i>as applicable, include degree program enrollment, student credit hours generated, retention rates, degrees awarded, grant and contract awards, outreach and engagement activities, and operational efficiencies</i>)</li> </ul>	X	18-19	
<ul style="list-style-type: none"> <li>• Quality of faculty &amp; staff employees, communications and interactions</li> </ul>	X	19-20	
<ul style="list-style-type: none"> <li>• Quality of orientation, advising and other student service programs</li> </ul>	X	20	

<ul style="list-style-type: none"> <li>Quality of student learning outcomes (go to part 2)</li> </ul>	X	23-77	
<b>Analysis of Strengths and Recommendations for Quality Enhancement</b>			
<ul style="list-style-type: none"> <li>Summary of strengths</li> </ul>	X	21	
<ul style="list-style-type: none"> <li>Recommendations for quality enhancement</li> </ul>	X	21-22	

<b>Part 2</b>	<b>Included (✓ or NA)</b>	<b>Page(s)</b>	<b>Other Comments</b>
<b>Student Learning Outcomes (Program Level)</b>			
<ul style="list-style-type: none"> <li>Undergraduate Student Learning Outcomes statements for each degree program offered</li> </ul>	X	24-34	
<ul style="list-style-type: none"> <li>Graduate Student Learning Outcomes statements for each degree program offered</li> </ul>	X	35-56	
<ul style="list-style-type: none"> <li>Curriculum Map (Course X Objectives Matrix demonstrating alignment of goals with instructional sequences)</li> </ul>	X	57-65	
<ul style="list-style-type: none"> <li>Assessment Results</li> </ul>	X	66-78	
I. Implementation plan for all major instructional objectives	X	66-78	
II. Summary of major findings/results	X	66-78	
III. Communications regarding key results	X	66-78	
IV. Follow-up action taken	X	66-78	

# Executive Summary

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## Self-Study Process

Materials for the present document were compiled from a variety of sources and submitted to faculty for feedback. These sources included:

- recently completed Department strategic plan;
- adoption of a mission statement based on faculty interests;
- final budget information from IRIS/SAP;
- curriculum materials;
- results from Department Chair survey;
- teaching evaluations;
- external review of doctoral program

## Major Recommendations

Based on the present self-study, the following challenges were identified:

- Operating budget that is inadequate: it is only possible to provide adequate support because of faculty vacancies.
- Faculty vacancies.
- Limited number of senior faculty to assume leadership (e.g., Director of Graduate Studies), mentor junior faculty, and mentor students.
- Providing adequate physical space – at least one office has water leakage.
- Providing an environment that is student-centered that doesn't diminish academic standards for excellence.

In order to address these challenges, two recommendations were identified:

- Obtain permission to fill more vacancies and to fill them with mid-career or senior faculty who have been successful obtaining extramural funding. Ability to attract extramural support will address several of the challenges, including (1) provide more budget flexibility associated with salary savings, (2) provide support for junior faculty to collaborate, and (3) provide funding to graduate students.
- Invest in upgrading physical space.

# Program Documents

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## Strategic Plan

Faculty in the Family Studies Department adopted a comprehensive strategic plan during the 2009-2010 academic year associated with the following five mission areas identified in the University of Kentucky strategic plan:

- (1) prepare students for a leading role in an innovation-driven economy and global society;
- (2) promote research and creative work to increase the intellectual, social, and economic capital of Kentucky and the world beyond its borders;
- (3) develop the human and physical resources of the department to achieve the Institution's Top 20 goals;
- (4) promote diversity and inclusion;
- (5) improve the quality of life for Kentuckians through outreach and service.

The complete plan includes statements associated with each of the five goals that includes a statement of the goal, challenges to achieving it, strategies for meeting it, and key indicators for assessment. Please see Appendix A for the complete plan that was adopted by faculty on March 10, 2010.

## Mission Statement

Faculty in the Department of Family Studies participated in a faculty retreat in Fall, 2007 to identify areas of strength. Inspired by the University goal to become a Top-20 unit, the Department completed an exercise based on the work of Jim Collins in his book *Good to Great*. Collins suggests that organizations should identify areas of passion in which it can be the best. Family Studies faculty identified three areas of passion: (1) adopt a student-centered philosophy to interacting with all students, (2) emphasize applied or translational research, and (3) focus research efforts on families that have been underserved or marginalized.

### Instruction:

The Vision of the Department of Family Studies 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.

### Research

Faculty members in the Family Studies 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.

### **Service**

In collaboration with other units in the School of Human Environmental Sciences and the College of Agriculture, the Department of Family Studies, 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.

## **Goals/Objectives**

### **Instruction**

- 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.

### **Research**

- 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.

## Service

- 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.

## *Criteria for Measuring Progress*

### Instruction

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.

### Research

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.

### **Service**

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.
5. Increase the number of clients served in the Family Center.
6. Increase services in the Family Center to include other outreach activities.

### **Organizational Chart/Structure**

The organizational chart for the College of Agriculture is reproduced in Appendix B. Ronald Werner-Wilson, Chair of the Family Studies Department, reports to Ann Vail, Director of the School of Human Environmental Sciences who reports to Dean M. Scott Smith. Currently, Donna Smith serves as Director of Undergraduate Studies and Ronald Werner-Wilson serves as Director of Graduate Studies. The Department includes three support staff: Judy Kinnas, Gloria McCowan, and Alex Lesseur.

### **Annual Reports**

Please see Appendix C for SPRS annual reports for 2005-2006, 2006-2007, 2007-2008, and 2008-2009.

# Resources

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## Budget

The following table summarizes the Family Studies budget situation for FY 2005-2010:

Fiscal Year	Salary	Fringe	Operating	Capital	TOTAL
June, 2005	\$1,266,594.90	\$283,088.79	\$97,084.93	\$12,856.23	\$1,659,624.85
June, 2006	\$1,224,473.00	\$300,227.14	\$156,712.84	\$ -	\$1,681,412.98
June, 2007	\$1,374,647.40	\$277,102.15	\$234,512.56	\$ -	\$1,886,262.11
June, 2008	\$1,292,308.41	\$282,533.97	\$187,737.94	\$ -	\$1,760,580.32
June, 2009	\$1,295,417.00	\$322,847.77	\$259,039.86	\$ -	\$1,877,304.63
June, 2010	\$1,279,777.36	\$333,527.50	\$240,275.00	\$ -	\$1,853,578.86

A more detailed summary of the Department budget situation is provided in Appendix D. There is concern about our ability to continue to operate within the budget in the future, primarily because of costs associated with operating expenses and funding graduate students. The budget allocation for operating expenses has been \$68,020.94 since 2005, but operating expenses are much higher (see previous table) – in three of the years from the current reporting period, the actual operating expenses were three to four times the allocation amount.

There is also concern about the ability to adequately fund graduate students. Graduate student enrollment has steadily increased during the past four years as we have made funding students a priority in the Department. Funding has increased from half-time support for some students to full-time support for all students who are eligible that request funding:

Academic Year	Number of Students Funded	Amount Funded
2006-2007	18 (1 new Ph.D.)	\$107,577
2008-2009	21 (2 new Ph.D.)	\$197,181
2009-2010	25 (4 new Ph.D.)	\$240,189
2010-2011	26 (5 new Ph.D.)	\$257,601

It is particularly noteworthy that doctoral student enrollment has incrementally increased as well.

The Department has managed to stay within budget primarily because of the number of vacant faculty lines (described in section associated with Personnel, below) and revenue generated via Evening/Weekend programs and Summer School revenues which have provided the Department with budget flexibility. The College has permitted all of the salary savings from vacant faculty lines to return to the School of Human Environmental Sciences and the Department (the School absorbs half of the vacant line).

## **Facilities**

### ***Office Space***

Currently, office space is available for all Family Studies faculty members. There are four vacancies in the Department but only two available offices. This will create space difficulty after we are permitted to fill all of our vacant lines. Some of the offices are located along a long corridor that inhibits opportunities to interact with colleagues which can impair our ability to be a unit.

### ***Initiatives***

Two facilities-related initiatives were introduced since the last Departmental review: (1) the Family Social Science Survey Research Center, and (2) the Family Interaction Research Lab.

#### **Family Social Science Survey Research Center**

During the present period, the Department invested resources to develop a Family Social Science Survey Research Center (FSSSRC) as a resource for faculty to complete survey research. It was also anticipated that the Center would be a source for revenue generation, but that has not occurred. The Department invested funds to pay for software and computers to complete computer-aided random digit dialing. The Department also provided release time for a senior faculty member to coordinate the Center and seek funding. The Director completed a needs assessment report indicating that it would cost more than \$100,000 in personnel-related expenses annually to run the Center. The Department does not have the budget flexibility to provide that annual investment. Additionally, there was concern that the FSSSRC was redundant to the University Survey Research Center. As a result, the FSSSRC has ceased functioning.

#### **Family Interaction Research Lab**

The Family Interaction Research Lab (FIRL) was developed from funds provided to Dr. Werner-Wilson as part of his start-up package combined with funds from the Chellgren endowment (Dr. Werner-Wilson is the Chellgren Endowed Professor for Research in Family Studies). The lab includes equipment (detailed in the section, below) that provides video recording of family interactions, measurement of physiological arousal during interactions, and measurement of electrical brain activity. Dr. Werner-Wilson previously received funding from the National Institute of Health to complete research associated with physiological arousal during couple interactions. A number of pilot projects are currently under way that will provide preliminary data for new extramural research.

## **Equipment**

The College of Agriculture provides very generous start-up packages for new faculty that have helped faculty obtain the necessary equipment to complete their research and/or outreach

programming. Providing new computer for faculty and staff has been a high priority. All Department staff and faculty have a computer that has been replaced within the past three years.

The Family Interaction Research Lab (FIRL), previously described, includes the following equipment:

- Three video cameras to digitally record three family members during interactions. Verbal tone, word choice, body language, etc. can be reviewed by trained coders to assess quality of family interactions.
- Three NeXus-10 units that measure heart rate, galvanic skin response, respiration, muscle tension, skin temperature, and two channels of electrical brain activity. Each of these measures can provide information associated with stress.
- Three NeXus-32 units that measure heart rate, galvanic skin response, respiration, muscle tension, skin temperature, and nineteen channels of electrical brain activity. The lab includes software to convert the nineteen channels of electrical brain activity into a quantitative electrical encephalogram (q EEG) that can be compared to a national database.
- Software to assess symptoms of attention deficit disorder and software to compare q EEG data to a national sample that includes sub-samples of participants diagnosed with depression, anxiety, and traumatic brain injury.

## Personnel

The Department has struggled to provide a high-quality curriculum while understaffed. There are currently four vacancies in the Department. The Department has adopted several strategies to adapt to the shortage of colleagues:

- The Department has reduced the number of service courses, and restricted access to junior- and senior-level courses.
- Rather than rely on part-time instructors to teach courses, the Department had hired full-time lecturers to teach courses. Although this is more expensive, it provides the students with access to more faculty who are available full-time.
- The curriculum was modified in 2006: the number of credit hours required to graduate was reduced. This addressed the shortage of faculty, but more importantly provided a better academic experience for students.

It is important to point out that composition of the current faculty includes primarily early career with a few mid-career and senior faculty. This has created difficulty for doctoral students as well as the early career faculty. For example, doctoral students struggle to form a viable committee because there are only six full members of graduate faculty in the Department (two are administrators, the Department Chair and Director of the School of Human Environmental Sciences). The Graduate School requires a full member of graduate faculty to chair a doctoral committee and at least three members must also be full members of graduate faculty.

Fewer senior faculty also has implications for mentoring early-career faculty. There is only one Professor in the Department who does not have an administrative appointment and there is only

one Associate Professor who has more than ten years of experience in the faculty. At peer institutions, Assistant Professors and new Associate Professors often collaborate with senior colleagues to write grants and publish research, an experience that we are unable to provide within the unit.

Having limited senior faculty also creates difficulty for the Department when faculty request well-deserved sabbaticals. We believe that it is important to provide colleagues with these opportunities. For example, Dr. Hyungsoo Kim was provided with a sabbatical during the fall, 2009 semester and Dr. Jason Hans was provided with a sabbatical during the 2010-2011 academic year. In each case, this created additional strain on remaining faculty to mentor students and teach courses.

It is important to note that the Department has received permission to complete a search for a senior-faculty member who will occupy an endowed position. We believe that this will help to address the difficulties previously described, but the addition of one person will not solve all of the mentoring needs and challenges.

It is also important to note that two of the current vacancies are associated with the Family and Consumer Science Education (FCS Ed) Program that is part of the interdepartmental Career and Technical Education Program. The two faculty associated with this program both left at the conclusion of the 2009-2010 academic year. Ginny Ellington, an instructor, retired and Cheryl Mimbs-Johnson, an Assistant Professor and the only tenure-line faculty, resigned to accept a position at East Carolina University. Enrollment in the program has steadily declined in recent years (current enrollment is five students), so we have initiated an external review of the program that will be conducted in January, 2011.

## **Support from Other University Units**

The College of Agriculture and University of Kentucky provide excellent support for instruction, research, and engagement.

- The School of HES Advising Resource Center provides excellent support for scheduling and advising.
- The College of Agriculture and the School of Human Environmental Sciences provide support for grant-writing that includes budget support from Donna Hancock, the School of Human Environmental Sciences Budget Manager, as well as resources for support from the Associate Dean for Research's Office directed by Nancy Cox, Associate Dean for Research.
- The University of Kentucky Proposal Development Office provides additional support for development of the narrative proposal.
- Jimmy Henning, the Associate Dean for Extension, and Ann Vail, the Assistant Director of Family and Consumer Science Extension, provide support for collaboration between resident faculty and Extension. The Health Education for Extension Leadership provides seed money for collaboration between Extension and the Department.

- The University of Kentucky Center for the Enhancement of Learning and Teaching provides excellent support for instruction.
- Computer support and access is strong.
- The College of Agriculture Office for Development has helped fund two named professorships in Family Studies.

# Input from Affected Constituents

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Input from affected constituents includes materials from an external review of the doctoral program (Appendix E) and the performance review of the Department Chair that includes feedback from faculty and staff (Appendix F). It is also based on an analysis of teaching evaluation scores.

The Family Studies Department completed an external review of the doctoral program in 2009 and will complete a review of the Family and Consumer Science Education Program (FCS Ed) during January, 2011 (the final report will not be provided until March, 2011 so that material will not be included in the present report). The external review team that completed the evaluation of the doctoral program interviewed College and School administrators, faculty, and doctoral students in order to include the voices of each constituent in the report. The full report of the external review team is provided as Appendix E. It includes the following materials: (1) report from the external review team; (2) summary table from a survey distributed to doctoral students; and (3) a copy of surveys returned by doctoral students. Relevant text from these materials is provided in the sections associated with Evaluation of Quality and Productivity.

# Adherence to Policies and Procedures

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## Evidence of Adherence to Educational Policies and Procedures

The Department's policies and procedures manual requires at least one faculty meeting per semester, but the structure since 2007 has included monthly faculty meetings on the first Friday of every month. This provides more time to respond collectively to new initiatives and to troubleshoot issues.

The Department scrupulously follows University and College procedures as well as Department guidelines associated with faculty governance. Several governance documents have been developed in recent years to provide greater clarity about governance issues. This has included developing a document that identifies criteria for evaluation, as required by new University regulations. The following questions associated with faculty governance were included on the 2009 Department Chair Survey:

Survey Question	Rating
6. Assures that all performance reviews are carried out fairly and equitably and that both faculty and staff receive constructive feedback and appropriate information in evaluations.	4.67
12. Ensures that faculty and staff have appropriate opportunities to participate in development of academic policy, academic programs, and other activities of the unit.	4.71
13. Efficiently and responsibly guides the unit's compliance with university procedures and regulations.	4.71

*Note: scale = 0 (not applicable), 1 (Not at all descriptive), 2 (Descriptive to a small extent), 3 (Descriptive to a moderate extent), 4 (Descriptive to a large extent), 5 (Fully descriptive)*

Results suggest that faculty and staff believe that the Department Chair is promoting adherence to educational policies and procedures

If there are disputes between faculty and students, University guidelines are followed to ensure that student's rights are protected.

## Evidence of Adherence to Faculty Personnel Actions and Budget Request Preparation

The Department scrupulously follows University and College procedures as well as Department guidelines associated with advertising, interviewing, and evaluating candidates for employment.

# Evaluation of Quality and Productivity

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## Evidence of Quality of Collegial Environment

In the external review of the doctoral program (see Appendix E), students expressed concerns about mentoring and identified a specific faculty mentor as intimidating. In the same report, faculty also expressed concern about a specific faculty member suggesting that the person created an environment that was not safe for students nor for junior faculty. The external review team made the following recommendations that have implications for collegiality:

1. Hire one, and preferably two, mid-level to senior faculty ... who can bring leadership to the program.
2. Provide consistent, high-quality mentoring of graduate students.
3. Protect students (and junior faculty) from retaliatory behavior.
4. Revise qualifying examination which was described as “oppressive.”

The Department response to these recommendations is ongoing. We have received permission to complete a search for an endowed professor. This has implications for the first two recommendations; positive leadership from a senior colleague may also address the third recommendation. Administration has taken steps to protect students from “retaliatory behavior” (recommendation # 3) and the Department has revised the qualifying exam process (recommendation # 4).

Faculty and staff in the Department seem satisfied with the Chair’s leadership: on a scale of 1-4, the average of all items was greater than 4 (see Appendix F). Of the four written comments, three were positive and one was negative (see Appendix F).

Finally, the Department has made a strong commitment to diversity. The following statement associated with diversity was included in the recent strategic plan (see Appendix A for strategies):

The Family Studies 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 Studies 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.

The following question associated with diversity was included on the 2009 Department Chair Survey:

Survey Question	Rating
18. Openly advocates for and leads the way in promoting inclusiveness and diversity.	4.67

*Note: scale = 0 (not applicable), 1 (Not at all descriptive), 2 (Descriptive to a small extent), 3 (Descriptive to a moderate extent), 4 (Descriptive to a large extent), 5 (Fully descriptive)*

## Evidence of Quality and Productivity in Instruction, Research, Public Service, or Operations

The quality of teaching in the Family Studies Department seems to be consistent with the quality of teaching in the College of Agriculture and the University of Kentucky. The following table includes the mean scores for teaching evaluations for the Department, College, and University. In every case, the Department scores are within one-tenth of the College or University.

### *Overall Teaching Quality: Comparison of Family Studies Department to College of Agriculture and University of Kentucky*

	Family Studies	College of Agriculture	University of Kentucky
Fall, 2004	3.3	3.4	3.3
Spring, 2005	3.5	3.4	3.4
Fall, 2005	3.3	3.4	3.4
Spring, 2006	3.5	3.4	3.4
Fall, 2006	3.4	3.4	3.4
Spring, 2007	3.4	3.4	3.4
Fall, 2007	3.6	3.4	3.4
Spring, 2008	3.3	3.4	3.4
Fall, 2008	3.4	3.3	3.4
Spring, 2009	3.1	3.4	3.4
Fall, 2009	3.4	3.4	3.4
Spring, 2010	3.4	3.4	3.4

The quality of teaching and advising has been recognized by several awards in recent years.

- Ginny Ellington received the Kentucky Association for Career and Technical Education (KACTE) Outstanding Career and Technical Educator Award (2008), the ACTE/FCS Division Graduate Fellowship Hall of Fame Award (2008), and the ACTE Region II Outstanding Career and Technical Education Educator Award (2009).

- Donna Smith received the University of Kentucky Ken Freedman Outstanding Advisor Award.
- Jason Hans received the University of Kentucky Provost’s Teaching Award for New Faculty and the USDA Teaching Award for New Faculty.

### *Evidence of Research Quality*

The annual scholarly productivity of the Department is summarized in Appendix G. In most years the ratio of Research FTE/Publications is comparable to other units in the College of Agriculture: Family Studies is usually in the middle. Extramural funding is typically in the lower third of the College, although the most recent report placed the Department in the middle. It is important to note that the Department typically generates the most student credit hours which may interfere with scholarly productivity. Our goal has been to decrease student credit hours to provide faculty with more time to focus on research and grant-writing. Even though it has been difficult to manage with four vacancies, we have also provided sabbatical opportunities for faculty so they can focus on scholarship. Hyungsoo Kim received a one-semester sabbatical during the Fall, 2009 term and Jason Hans is currently on a year-long sabbatical sponsored by the Fulbright program.

### *Evidence of Public Service Quality*

Two formal program areas in the Department contribute to public service: (1) Cooperative Extension; and (2) the University of Kentucky Family Center.

Faculty in Cooperative Extension make between 100,000 and 127,000 contacts annually (please see <https://warehouse.ca.uky.edu/AgWeb/pubreports/stats.asp?fy=2010&r=604> for more details). These contacts are associated with, to various degrees, each of the seven initiatives in the School of Human Environmental Sciences, including: (1) making beneficial lifestyle choices, (2) nurturing families, (3) embracing life as you age, (4) securing financial stability, (5) homes and communities, (6) accessing nutritious foods, and (7) empowering community leaders (please see <http://www.ca.uky.edu/HES/FCS/7Initiatives.pdf> for a description of each initiative).

The University of Kentucky Family Center provides physical space and clients for students in the Masters Marriage and Family Therapy Program to obtain client contact hours under the supervision of faculty in the Family Studies Department. These students provide approximately 2,000 client contact hours per year. These clinical services are provided on a sliding scale based on the income of the clients, so clients who would not ordinarily be able to afford therapy receive these services.

### **Quality of Faculty and Staff Communications and Interactions**

The following questions associated with communication were included on the 2009 Department Chair Survey:

Survey Question	Rating
2. Communicates information promptly and effectively to all members of the unit	4.00

who are affected by the information.	
3. Is accessible, listens and responds to suggestions, concerns and complaints.	4.43
5. Promotes and facilitates a collaborative, mutually supportive, positive environment within the department.	4.29

*Note: scale = 0 (not applicable), 1 (Not at all descriptive), 2 (Descriptive to a small extent), 3 (Descriptive to a moderate extent), 4 (Descriptive to a large extent), 5 (Fully descriptive)*

## Quality of Orientation, Advising and Other Student Service Programs

Measures of quality include student satisfaction surveys associated with the advising process, faculty recognition for advising, retention rates, and student satisfaction with orientation courses.

As previously noted, Donna Smith received the University of Kentucky Ken Freedman Outstanding Advisor award. Dr. Smith has provided all of the advising to undergraduate students in the Department since 2007 and we have been fortunate to have her complete that responsibility at a very high level.

Retention rates for the Department are provided in Appendix H. This information was provided by the University of Kentucky Institutional Research, Planning, and Effectiveness ([http://www.uky.edu/IRPE/students/ret\\_grad/ret\\_grad\\_college0009.pdf](http://www.uky.edu/IRPE/students/ret_grad/ret_grad_college0009.pdf)). Very few undergraduate students declare the major as first year students, so the sample size is too small to evaluate. Most of the Department majors are transfer students who, once they declare the Family Studies major, remain in the Department and graduate.

As a result of feedback from graduate students, an orientation to the Department for graduate students was introduced in 2008. The purpose of the course is to introduce new graduate students to all faculty and provide them with a foundation for success by describing University and Department procedures and policies. Student's ratings of the value of the course were at the average for the College:

Semester	Value of Course Rating	College Mean for Value of Course
2008	3.5	3.3
2009	3.2	3.3

## Quality of Student Learning Outcomes

Please refer to Part 2 of the Present document for a detailed description of student learning outcome activities.

# Analysis of Strengths and Recommendations for Quality Enhancement

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## Summary of Strengths

Strengths in the Family Studies Department include:

- An active, vibrant faculty who are committed to becoming a Top-20 Family Studies program.
- Identification of clear areas in which Department faculty members are passionate in order to obtain Top-20 status: (a) adopt a student-centered philosophy; (b) emphasize applied/translational research; and (c) focus on underserved or marginalized families.
- Ongoing efforts to evaluate programs (external review of doctoral program) and student learning (e.g., strong commitment to analysis of student learning outcomes).
- Ongoing efforts to evaluate policies (e.g., recently completed strategic plan, recently completed document associated with statements of evidence) in order to improve functioning.
- Equipment in the Family Interaction Research Lab (FIRL) provides cutting edge research associated with family dynamics. To our knowledge it is the only Family Studies Department that includes facilities and equipment to measure electrical brain activity.
- Strong administrative support from the School of Human Environmental Sciences and the College of Agriculture as well as strong support staff to assist faculty.

## Recommendations for Quality Enhancement

Challenges include:

- Operating budget that is inadequate: it is only possible to provide adequate support because of faculty vacancies.
- Faculty vacancies.
- Limited number of senior faculty to assume leadership (e.g., Director of Graduate Studies), mentor junior faculty, and mentor students.
- Providing adequate physical space – at least one office has water leakage.
- Providing an environment that is student-centered that doesn't diminish academic standards for excellence.

Recommendations for quality enhancement include:

- Obtain permission to fill more vacancies and to fill them with mid-career or senior faculty who have been successful obtaining extramural funding. Ability to attract extramural support will address several of the challenges, including (1) provide more budget flexibility associated with salary savings, (2) provide support for junior faculty to collaborate, and (3) provide funding to graduate students.
- Invest in upgrading physical space.

# Part 2

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# Undergraduate Student Learning Outcomes

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**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?  

  X   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?  

  X   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?  

  X   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?  

  X   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?  

  X   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                        X   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>
_____	_____
_____	_____



**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.

**University of Kentucky**  
**Assessment Inventory for General Education and Degree Programs**

College:  Agriculture

Department:  Family Studies and Community Leadership Development

General Education/Degree Program:  Career and Technical Education

Undergraduate/Graduate/Professional:  Career and Technical Education, Agriculture Education Option and Family & Consumer Sciences Education Option

**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

Further details about our assessment plan, program structure, standards for teachers is all included in our lengthy Program Review Document available through the College of Education NCATE Accreditation website located at <http://www.coe.uky.edu/NCATE/programs/reviewdocuments/>

*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?  
document attached

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*

See document attached regarding portfolio

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*

See attached document

5. Have you determined an assessment cycle and fully articulated an assessment plan?

Yes  No

Further details about our assessment plan, program structure, standards for teachers is all included in our lengthy Program Review Document available through the College of Education NCATE Accreditation website located at <http://www.coe.uky.edu/NCATE/programs/reviewdocuments/>

*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?  
NCATE

x

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	C
2. Writing proficiency exams	C
3. National examinations assessing subject matter knowledge (e.g. Major Field Achievement Test)	A
4. Graduate Record Exam General Test (GRE)	C
5. GRE Subject Test	C
6. Certificate examinations	C
7. Licensure examinations	A
8. Locally developed pre-test or post-test for subject matter knowledge	C
9. Major paper/project	C
10. Portfolio containing representative examples of student work	A
11. Capstone course work (e.g. senior level seminars)	C
12. Audio/video recording of presentations/performances	C
13. Employer/supervisor internship/practicum report	A
14. Summative performance assessment (i.e. recitals, art exhibits, etc.)	C
15. Theses/Dissertations	C
16. Student publications and presentations of research work	C
17. Documented lab demonstrations/exercises	C
18. Other: Portfolio for 10 Teaching standards , Praxis or ACT test for admittance into the	A
program and their Praxis II subject matter test for licensure and student teaching evaluations by university supervisor and cooperating teacher	A

**Part II: Assessment of Outcomes - Continued**

**Indirect methods of assessment:**

**(Enter A, B, C)**

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

and assist with student interviews for admittance to the program and curricular issues.  
They serve in an advisory capacity. We also have strong state support through professional

Development organizations, cooperating teachers, and others who provide feedback on our alumni.

### Part III: Other Information

1. Has this program used any of the direct or indirect methods listed above to improve student learning, operational effectiveness, student services, and/or general operations?

Yes  No

*If Yes, please briefly note 1 - 3 examples*

Example 1: Input from Program Faculty, and the Survey that the College of Education does every year on students and cooperating teachers and university superisors is used

Example 2: Students complete a pre and mid way and final self evaluation on the teaching standards and this is used for program improvement

Example 3:

2. What resources (i.e., training, personnel, technology, etc.) does this program need to develop and/or implement better methods for assessing and improving student outcomes and program effectiveness?

Some dedicated time and resources to develop the portfolio into a totally electronic format as is used in other states and is being used by some teacher education programs in the College of Education

3. Please list any additional comments or concerns.

Further details about our assessment plan, program structure, standards for teachers is all included in our lengthy Program Review Document available through the College of Education NCATE Accreditation website located at <http://www.coe.uky.edu/NCATE/programs/reviewdocuments/>

**Completed by: Cheryl A. Johnson, Program Faculty Chair, Career and Technical Education**

**Date: 12/8/2009**

# Graduate Student Learning Outcomes

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**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					
		<b>Outcome 1:</b> Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.	<b>Outcome 2:</b> Research: Conceptualize a research problem, design a related research project, and complete the research according to the design.	<b>Outcome 3:</b> Ethics: Demonstrate ethical and professional practices and skills of research.	<b>Outcome 4:</b> Theory: Critically evaluate and apply family science and human development theories.	<b>Outcome 5:</b> 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.	<b>Outcome 6:</b> 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.
<b>ARTIFICATES</b>	Written Qualifying/ Comprehensive Exam	E	E	R	E		E
	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					
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
		<b>Outcome 1:</b> Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.	<b>Outcome 2:</b> Research: Conceptualize a research problem, design a related research project, and complete the research according to the design.	<b>Outcome 3:</b> Ethics: Demonstrate ethical and professional practices and skills of research.	<b>Outcome 4:</b> Theory: Critically evaluate and apply family science and human development theories.	<b>Outcome 5:</b> 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.	<b>Outcome 6:</b> 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.

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**

	<b>Outcome 1:</b> Admission to Treatment: Students will be able to formulate and apply skills necessary to establish a therapeutic contract.	<b>Outcome 2:</b> Clinical Assessment and Diagnosis: Students will be able to differentiate and evaluate the issues to be addressed in therapy.	<b>Outcome 3:</b> Treatment Planning and Case Management: Students will be able to direct the course of therapy and extra-therapeutic activities.	<b>Outcome 4:</b> Therapeutic Interventions: Students will be able to ameliorate the clinical issues identified.	<b>Outcome 5:</b> Legal Issues, Ethics, and Standards: Students will identify and implement statutes, regulations, principles, values, and mores of MFT's.	<b>Outcome 6:</b> 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)		<b>Final</b>				
FAM 685 (Ethics)					<b>Final paper/ Project</b>	
FAM 686 (Theories and Methods in MFT)			<b>Final Paper</b>			
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)						<b>Thesis</b>

**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					
		<b>Outcome 1:</b> Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.	<b>Outcome 2:</b> Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.	<b>Outcome 3:</b> Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.	<b>Outcome 4:</b> Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.	<b>Outcome 5:</b> Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.	<b>Outcome 6:</b> 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.
<b>ARTIFACTS</b>	Thesis			Thesis			
	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		<b>Outcome 1:</b> Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.	<b>Outcome 2:</b> Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.	<b>Outcome 3:</b> Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.	<b>Outcome 4:</b> Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.	<b>Outcome 5:</b> Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.	<b>Outcome 6:</b> 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

# Curriculum Map

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		OUTCOMES: MS in Family Studies					
		<b>Outcome 1:</b> Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.	<b>Outcome 2:</b> Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.	<b>Outcome 3:</b> Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.	<b>Outcome 4:</b> Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.	<b>Outcome 5:</b> Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.	<b>Outcome 6:</b> 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.
<b>ARTIFACTS</b>	Thesis			Thesis			
	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		<b>Outcome 1:</b> Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.	<b>Outcome 2:</b> Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.	<b>Outcome 3:</b> Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.	<b>Outcome 4:</b> Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.	<b>Outcome 5:</b> Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.	<b>Outcome 6:</b> 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

		OUTCOMES: BS in Family Studies					
		<b>Outcome 1:</b> Individual and Family Development: Apply and analyze individual and family development across the life course and family life cycle.	<b>Outcome 2:</b> Diversity: Evaluate the differences and similarities that exist within the diverse families of the United States and the world.	<b>Outcome 3:</b> Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.	<b>Outcome 4:</b> Outreach: Critically evaluate and apply family studies and human development theories and research to clinical and non-clinical work with individuals and families.	<b>Outcome 5:</b> Ethics: Demonstrate ethical and professional practices and skills in work with individuals, families, and communities across cultures and in a variety of settings.	<b>Outcome 6:</b> 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.
<b>ARTIFACTS</b>	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		<b>Outcome 1:</b> Individual and Family Development: Demonstrate the ability to apply and analyze Human Development and Family Systems principles and processes across the life course.	<b>Outcome 2:</b> 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.	<b>Outcome 3:</b> Research: Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Studies.	<b>Outcome 4:</b> 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).	<b>Outcome 5:</b> 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).	<b>Outcome 6:</b> 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

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

		OUTCOMES: Ph.D. in Family Studies					
		<b>Outcome 1:</b> Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.	<b>Outcome 2:</b> Research: Conceptualize a research problem, design a related research project, and complete the research according to the design.	<b>Outcome 3:</b> Ethics: Demonstrate ethical and professional practices and skills of research.	<b>Outcome 4:</b> Theory: Critically evaluate and apply family science and human development theories.	<b>Outcome 5:</b> 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.	<b>Outcome 6:</b> 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.
<b>ARTIFICATES</b>	Written Qualifying/ Comprehensive Exam	E	E	R	E		E
	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					
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
		<b>Outcome 1:</b> Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, statistical measurement and analysis, and program evaluation.	<b>Outcome 2:</b> Research: Conceptualize a research problem, design a related research project, and complete the research according to the design.	<b>Outcome 3:</b> Ethics: Demonstrate ethical and professional practices and skills of research.	<b>Outcome 4:</b> Theory: Critically evaluate and apply family science and human development theories.	<b>Outcome 5:</b> 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.	<b>Outcome 6:</b> 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.

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

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

	<b>Outcome 1:</b> Admission to Treatment: Students will be able to formulate and apply skills necessary to establish a therapeutic contract.	<b>Outcome 2:</b> Clinical Assessment and Diagnosis: Students will be able to differentiate and evaluate the issues to be addressed in therapy.	<b>Outcome 3:</b> Treatment Planning and Case Management: Students will be able to direct the course of therapy and extra-therapeutic activities.	<b>Outcome 4:</b> Therapeutic Interventions: Students will be able to ameliorate the clinical issues identified.	<b>Outcome 5:</b> Legal Issues, Ethics, and Standards: Students will identify and implement statutes, regulations, principles, values, and mores of MFT's.	<b>Outcome 6:</b> 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)		<b>Final</b>				
FAM 685 (Ethics)					<b>Final paper/ Project</b>	
FAM 686 (Theories and Methods in MFT)			<b>Final Paper</b>			
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)						<b>Thesis</b>

# Assessment Results

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FAM 354

SCORING RUBRIC/FILM CRITIQUE PAPER  
(50 points possible)

As indicated on the syllabus, late papers will ONLY be accepted with an attached excused absence and will be penalized five points for each DAY (24 hours) they are late. Films that are NOT on the attached list require prior approval by the instructor; you must let me know at least two weeks before the paper due date if you wish to review a film not on the approved list! Don't wait until the last minute and discover that all these videos are checked out from the Media Center. Your assignment is made in plenty of time to allow you access to the listed videos OR to receive permission to view a video not on this list.

	Unacceptable	Meets minimum Expectations	Exceeds Minimum Expectations	Outstanding!
<p><b>Content:</b> Does your paper provide a clear discussion of an approved documentary film that demonstrates cultural differences in family life and include extensive and specific references to class readings? (40 points possible) <b>Note: If you do not allow at least 2 weeks for me to review a film that is NOT on the approved list, you will automatically be penalized 20 points on this section!</b></p>	<p>Paper is poorly written and incomplete—it does not provide detailed examples from the class readings or clearly demonstrate an understanding of family life</p>	<p>Paper includes incomplete or incorrect information and/or insufficient examples; it shows a limited understanding of cross-cultural families</p>	<p>Paper includes some discussion of course terms with specific references to class readings and illustrates some understanding of cultural differences in families</p>	<p>The paper is very well written, clearly discusses class concepts and is amply illustrated with accurate and useful examples. <b>Way to go!</b></p>
	<p><b>SCORE:</b> (0-20)</p>	<p><b>SCORE:</b> (21-29)</p>	<p><b>SCORE:</b> (30-35)</p>	<p><b>SCORE:</b> (36-40)</p>
<p><b>Mechanics:</b> Is your paper typed, well written, and in appropriate APA format? Does your paper adhere to the stated page length? (10 points possible) <b>Note: Handwritten papers will receive a ZERO on this section!</b></p>	<p>Paper contains numerous grammar and/or spelling errors, inconsistent use of APA format</p>	<p>Paper is typed, well written with very few errors, and mostly uses APA format correctly</p>	<p>Paper is typed, well written without errors, and consistently uses APA format</p>	<p>Top notch! Paper is typed, well written without errors, uses APA format throughout, and is virtually error-free!</p>
	<p><b>SCORE:</b> (0-3)</p>	<p><b>SCORE:</b> (4-6)</p>	<p><b>SCORE:</b> (7-9)</p>	<p><b>SCORE:</b> (10)</p>
<p><b>TOTAL SCORE:</b></p>				

COMMENTS:

## FAM 354

Outcome Artifact Assessment  
Department of Family Studies

Program: BS in Family Studies

Artifact: Film Critique in FAM 354 (Families in Cross-Cultural Perspective), Spring 2010  
This assignment required students to select from an approved list a film that addressed family dynamics in a global (non-US) context. Students were required to demonstrate an understanding of cultural diversity based on the reviewed film. See the attached scoring rubric.

Outcome 6:

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.

Summary of Artifact Analysis:

Fifty-three students completed the assignment. The average score was 92%, indicating that students did an excellent job of meeting outcome 6 requirements.

Recommendations:

Students in FAM 354 demonstrate knowledge of diversity in a variety of ways that are difficult to document in a single measurable artifact. Course exams and in-class assignments also provide students opportunities to understand cultural experiences related to diversity. The use of additional video resources, class discussions, and role play exercises are all valuable ways students can effectively demonstrate competence in this outcome.

## FAM 360

### Scoring Rubric/ Helping Tape 2 [FAM 360] (20 Points Possible)

<i>Quality of Tape</i>	<b>Unacceptable</b>	<b>Meets minimum expectations</b>	<b>Exceeds minimum expectations</b>
<b>Presented in a professional manner</b>	No real opening or closing statement. Too much background noise. Could not hear the tape. Too much giggling, laughing, and small talk. Didn't really do assignment.	Attempted to open and close with appropriate statements, but seemed unsure of self, some background noise and distractions. Tape difficult to hear.	Strong opening statements. No distractions. Sounded comfortable and confident. Gave client a 5 minute warning before appropriate closing.
<b>Scoring:</b>	<b>(0 pts)</b>	<b>(.5 pt)</b>	<b>(1 pt)</b>
<b>Correct use of reflective listening</b>	Did not really try to use reflective techniques and asked questions instead.	Tried a few times, didn't seem to encourage client to continue. Asked too many questions that distracted client from telling story.	Use technique accurately, used variety in reflective statements. Sounded authentic, and comfortable.
<b>Scoring:</b>	<b>(0 pts)</b>	<b>(1 pt)</b>	<b>(2-3 pts)</b>
<b>Use of problem solving &amp; goal setting techniques (created an action plan)</b>	No problem solving or goal setting techniques used.	Little discussion or attempts to problem solve or set goals. An action plan was mentioned, but no real commitment made on client's part.	Thoroughly completed the <b>Moving Ahead Positively Plan</b> , client made a commitment, and a follow up date was scheduled!
<b>Scoring:</b>	<b>(0 pts)</b>	<b>(2 pts)</b>	<b>(4-6 pts)</b>

<i>Evaluation/Critique</i>	<b>Unacceptable</b>	<b>Meets minimum expectations</b>	<b>Exceeds minimum expectations</b>
<b>Followed outline as written</b>	Did not follow	Partially followed	Followed exactly as written
<b>Scoring:</b>	<b>(0 pts)</b>	<b>(.5 pt)</b>	<b>(1 pt)</b>
<b>Accurately used examples of reflective listening.</b>	No examples provided.	One or two mentioned, not much discussion of how used and/or how appropriate the statements were.	Accurately picked out 4-5 examples of reflective listening and discussed the appropriateness of each.
<b>Scoring:</b>	<b>(0 pts)</b>	<b>(1 pt)</b>	<b>(2-3pts)</b>
<b>Permission form</b>	No form attached	Partially filled out	Accurately filled out and signed by client and student.
<b>Scoring:</b>	<b>(0 pts)</b>	<b>(.5 pt)</b>	<b>(1 pt)</b>
<b>Verbal feedback from client</b>	No feedback gathered	Didn't say much about what client said about what was helpful and what was not.	Gathered helpful, solid feedback from client.
<b>Scoring:</b>	<b>(0 pts)</b>	<b>(1 pt)</b>	<b>(2 pts)</b>
<b>Behavioral checklist filled out by client &amp; helper.</b>	Not filled out	Partially filled out	Completely filled out. Gathered helpful information and feedback.
<b>Scoring:</b>	<b>(0pts)</b>	<b>(.5pt)</b>	<b>(1pt)</b>
<b>Overall impression of tape &amp; critique</b>	Didn't really do assignment	Keep working on...	Very good job!!
<b>Scoring:</b>	<b>(0pts)</b>	<b>(1pt)</b>	<b>(2pts)</b>
<b>TOTAL SCORE:</b>			

*Comments:*

## FAM 360

Outcome Artifact Assessment  
Department of Family Studies

Degree: BS in Family Studies

Outcome 5: Demonstrate skills, strategies, and professional ethical practices used by family scientists in helping relationships

Artifact: Helping Tape II (FAM 360- Introduction to Family Intervention, Working with Individuals and Families), Spring 2010

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 (see attached rubric).

Summary of Artifact Analysis: 44 students completed the assignment. The average score was 18.15 (out of 20 points) indicating that students did an excellent job of meeting outcome (5) requirements.

Recommendations:

Students in FAM 360, demonstrate knowledge and skills in a variety of ways that are difficult to document in a single measurable artifact. Course exams, an additional helping tape assignment, video analysis, class discussion and role play exercises are additional and valuable ways students demonstrate competence in Outcome 5.

**FAM 390**

**Degree:** B.S. in Family Studies/Family Science

**Learning Outcome 3:** “Outcome 3: Research: Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Relations.”

**Artifact (how was artifact measured, rubric, final, etc. Attach rubric if one was used):** 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.

**Summary of artifact analysis:**

The average score was 44 (92%) of the 48 points possible on the literature review assignment. This indicates that the students did well overall on the assignment. The students receive detailed written instructions<sup>1</sup>, as well as, discussion of the assignment in class; and, they can submit a draft for review.

Item	Artifact (n = 32) <sup>a</sup>		Course <sup>b</sup>
	Average Rubric Score	Average Rubric Grade	Average Course Grade
<b>Letter Grade for Course</b>			<b>3.44</b>
<b>Letter Grade from Rubric Total</b>		<b>3.59</b>	
Introduction of the Literature Review	3.44		
Body of the Literature Review	3.63		
Conclusion of the Literature Review	3.53		
Literature Critically Analyzed	3.94		
Inferences from Literature w/ Correct Interpretations	3.97		
Topic or Related Topics	3.69		
Related Research	4.00		
Techniques	3.88		
Themes, Theories, Hypotheses, & Results	3.91		
Evaluation of Published Work	4.00		
Literature Review Length	3.69		
APA Format	2.41		

<sup>a</sup> Includes students for whom rubric was completed or students submitting literature review assignment

<sup>b</sup> Includes same students as in artifact analysis--total of 38 students received a grade for FAM 390  
Spr 2010

## FAM 390

Assessment of the individual components presented above<sup>2</sup> indicates strengths appear to be Research and Evaluation—possibly because these components are “practiced” in the previous assignment of a critical review of a journal article. Clearly a weakness is Format, which is APA style. Overall, the Literature Review grade is higher than the average course grade. This is due to the literature review assignment being only one of many graded course activities and the circumstance that students do less well on exams than their activity-based assignments. There was no statistically significant correlation<sup>3</sup> between letter grade on literature review assignment and letter grade received

in the course. Yet one could see from the component measures that the Literature Review Assignment likely does measure “Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Relations.”

### **Recommendations:**

Generally, it appears that the Literature Review Assignment—as represented by the component scores in the rubric—represents that FAM 390 students achieve a high level on the learning outcome described as “Demonstrate the application of research skills to solve problems and critique research in Human Development and Family Relations.” To the extent that use of APA format is indirectly linked to the research learning outcome represented here, there is room for improvement in student learning focused on proficient use of APA format. Anecdotal comments from students indicate they are not required to use APA in Family Studies/Science classes. A consideration might be a more thorough integration of use of APA format in courses might help reinforce the use of APA in the discipline.

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<sup>1</sup> Attachments provide instructions and score-sheet distributed and used this year to grade the assignment. The rubric was also scored for internal use only.

<sup>2</sup> Complete descriptive statistics provided below:

## FAM 390

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Intro	32	1	4	3.44	.840
Body	32	3	4	3.63	.492
Conclusion	32	0	4	3.53	.915
Analysis	32	3	4	3.94	.246
Inferences	32	3	4	3.97	.177
RelatedTopics	32	0	4	3.69	.998
Research	32	4	4	4.00	.000
Techniques	32	3	4	3.88	.336
Themes	32	3	4	3.91	.296
Evaluation	32	4	4	4.00	.000
RevLEngth	32	1	4	3.69	.780
Format	32	0	4	2.41	1.043
Total	32	38	47	44.06	2.918
PercentLitRev	32	.79	.98	.9180	.06078
LitLetter	32	2	4	3.59	.615
CoursePercent	32	.76	1.00	.8953	.05973
Valid N (listwise)	32				

<sup>3</sup> Correlations provided below:

### Correlations

		LitLetter	CourseLetter
LitLetter	Pearson Correlation	1.000	.228
	Sig. (2-tailed)		.210
	N	32.000	32
CourseLetter	Pearson Correlation	.228	1.000
	Sig. (2-tailed)	.210	

## FAM 390

### Correlations

		LitLetter	CourseLetter
LitLetter	Pearson Correlation	1.000	.228
	Sig. (2-tailed)		.210
	N	32.000	32
CourseLetter	Pearson Correlation	.228	1.000
	Sig. (2-tailed)	.210	
	N	32	32.000

## FAM 640

**Degree:** Masters in Family Studies (Marriage and Family Therapy Option)

**Outcome:** “Outcome 2: Clinical Assessment and Diagnosis: Students will be able to differentiate and evaluate the issues to be addressed in therapy.”

**Artifact (how was artifact measured, rubric, final, etc. Attach rubric if one was used):**

This artifact was measured by the student’s total score on their final exam which included objective diagnosis tasks and development of assessment interviews.

**Summary of artifact analysis:**

The average score was 88% (n=12, s.d. = 6.09) on the students final exam. This did indicate that the students performed well on the exam. Upon further analysis of the exams, the students performed very well on the written section that required them to develop assessment strategies, but more poorly on actual diagnosing based on the case studies provided.

**Recommendations:**

Future FAM 640 courses should integrate more experiences on diagnosing and expanding cases analyzed to included video cases, role play, and written case studies especially in differential diagnosing of mood disorders. The rubric also needs to be modified to utilize analytic and holistic rubric to include accuracy of diagnosis (analytic) and a holistic rubric to assess the written portion of the exam. Holistic rubric should have assessment strategies that specifically include screening for 1)suicidality, 2) addiction, 3)Interpersonal violence, 4) child abuse, and 5) psychoses.

## FAM 668

Degree: M.S. in Family Studies (Fam668: Allocation of Family Resources)

Outcomes: “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.”

Artifact: The project was 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.

Summary of Artifact Analysis:

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. In particular, 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.

Recommendations:

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. This course may need artifact to be able to do that job. The report organization issue happened such as summary and effective opening. This may be a result of an unclear direction that needs to be fixed.

## FAM 690

**Degree:** Masters in Family Studies

### **Outcomes:**

**Outcome 3:** Research: Demonstrate an understanding of the concepts and techniques of research design, sampling, data collection, measurement, and analysis.

**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.

### **Artifact (how was artifact measured, rubric, final, etc. Attach rubric if one was used):**

Total score on each of three papers: (1) quantitative research proposal (first submission), (2) quantitative research proposal (second submission), and (3) qualitative research proposal.

### **Summary of artifact analysis:**

	<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.

### **Recommendations:**

Repetition is the mother of skill.

# APPENDIXES

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# Appendix A: Strategic Plan

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

The Vision of the Department of Family Studies 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 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 Studies 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 Studies 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 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 Studies 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 Studies 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 Studies 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 Studies 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 Studies 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 Studies 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 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 will infuse themes of diversity throughout all courses.

### **Key Indicators, by 2014 the Family Studies 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 Studies, 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 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 Studies Department will**

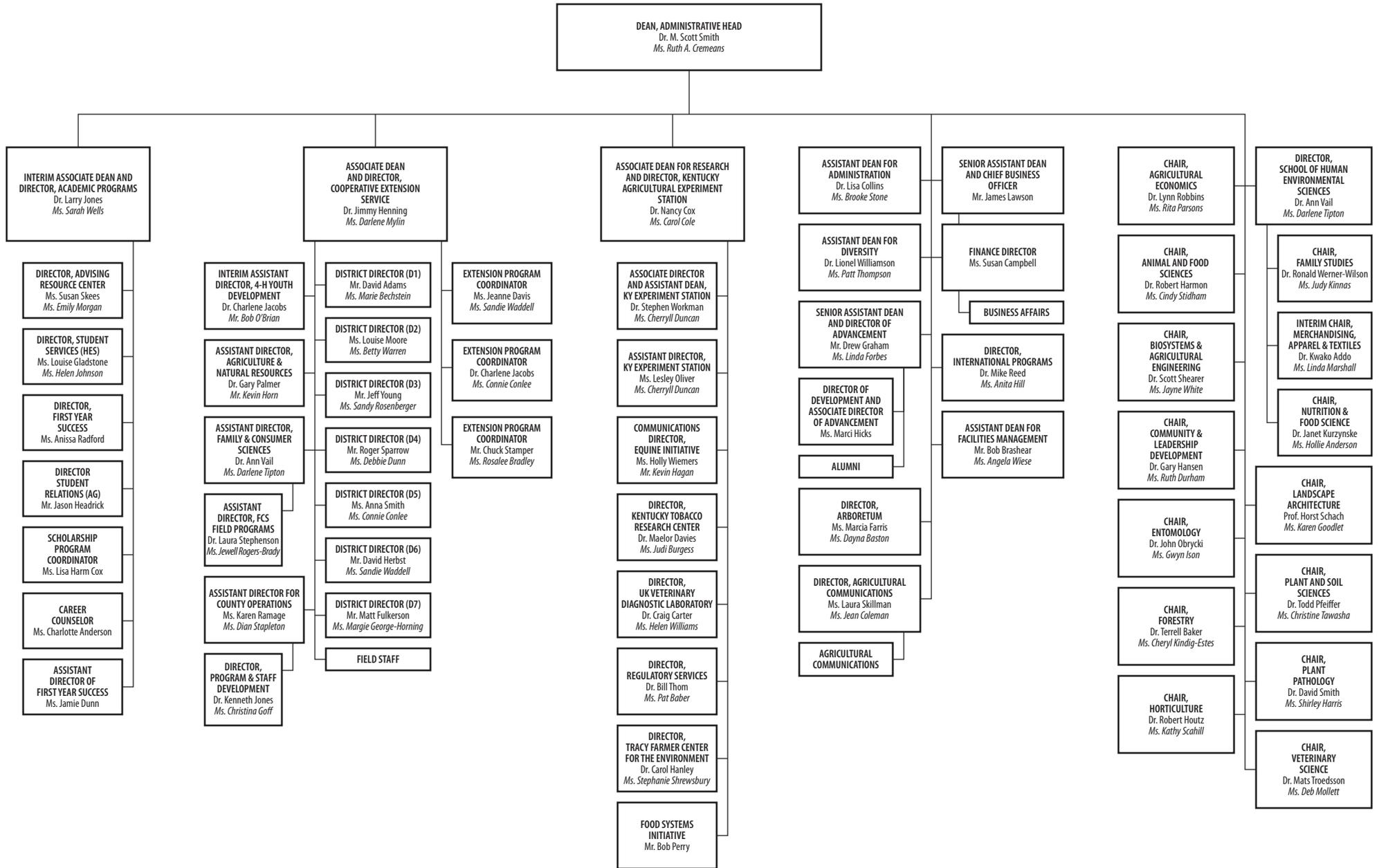
1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities.
2. Increase the number of students conducting research 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.
5. Increase the number of clients served in the Family Center.
6. Increase services in the Family Center to include other outreach activities.

# Appendix B: College of Agriculture Organizational Chart

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# ORGANIZATIONAL CHART

University of Kentucky • College of Agriculture



# Appendix C: SPRS Annual Reports

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UNIVERSITY OF KENTUCKY

# STRATEGIC PLANNING AND REPORTING SYSTEM

## Annual Review Report 2004-2005 APPROVED

<b>Area:</b>	<b>Provost</b>	<b>College/Unit:</b>	<b>College of Agriculture</b>
<b>Department:</b>	<b>Family Studies</b>	<b>Degree:</b>	<b>N/A</b>
<b>Data Entry</b>	<b>Gladys Hildreth</b>	<b>Approver</b>	<b>JoLynn R Noe</b>
<b>Unit Mission:</b>	The mission of the Department of Family Studies is to provide research, instruction, and extension programs addressing timely issues related to individuals and families in the community and throughout the Commonwealth and the nation. The department provides undergraduate and graduate programs that prepare students for careers in family related fields by providing students opportunities to develop the knowledge, skills, attitudes, and behaviors that improve the quality of life through the expanding marriage and family therapy services to the public via the Family Center.		

## Unit Goals and Specific Strategies

Obj. #	Unit Goals and Specific Strategies	Assessment Methods, Criteria and Timelines	Results of Assessments	Use of Results to Improve	Relationship to UK Strategic Plan:					
					UK Mission	UK Goal	UK Measure of Progress			
01	Communicate Departmental faculty and student achievements to national professional associations. Increase the research, instructional, extension, and staff support resources for the Department. Attract well-known scholars and faculty to endowed positions within the Department. Increase opportunities for collaborative research of critical human needs in	a)The program will expand services to the public via the Family Center. b)Will have a 10% increase in the number of proposals to grantors that will result in research assistant support, salary savings, and incentive dollars. c) Develop at least two integrative, collaborative research teams. d)Increase faculty participation on national review boards, panels, and professional	a)Family Center services increased with added school clients (03-04=12 schools; 04-05=18 schools; 05-06=20 schools) & UK Refer EAP program. MFT interns provide ~2,000 therapy hrs to Fayette Co families (free to families) and ~800 hrs to UK employees. b) Proposals submitted to HHS (Hildreth) (Heath), NSF (Whiting & Bradford), UK Poverty Research Center (Simmons) (Heath), NIA (Kim), NIH	a) Excellent reputation is expanding opportunities with other agencies enhancing stature of MFT program nationally. Able to recruit strong doctoral interns to enhance training and research of dept. b) Five additional graduate students supported on grants c) d) Enhancing visibility of dept. and influence of UK.	Overall	1. National Prominence	1.3	0	0	0

Kentucky between related university units and between Department faculty, Cooperative Extension specialists in the Department, and certain research-trained Cooperative Extension field faculty.

association leadership by three members.

(Hans), Maternal Child Health Bureau (Simmons), c) Intra-dept team developed for Marriage Initiative. Cross-campus collaborations with Behavioral Science/Ctr on Drug & Alcohol Research, UK Med Ctr OBGYN, Ctr for Research on Violence Against Women d) Brock - NIH review panel for Research on Research Integrity; Hans nominated for S/ NP Board Rep & Vice-Chair of Family Science Section of NCFR; Simmons - NCFR Family Policy S/ NP Rep 03-05, NCFR Public Policy Comm 03-05, AAFCS Public Policy Comm 04-07; Ellington - Pres Nat'l FCCLA Board of Directors; FCCLA 2004 Nat'l Disting Service Award

02	<p>The Department will admit, enroll, and retain highly qualified students who will engage in rigorous educational programs which will provide an environment conducive to success. The Department will seek to align its curriculum and student organizations in a manner that enhances the mission of the University. The Department will enhance and expand its emphasis on graduate education, while maintaining strong but focused undergraduate programming.</p>	<p>a)Increase the middle 50% range of overall UGPAs among department majors to 2.75-3.25. b)Maintain student associations that will have at least three meetings per semester with attendance averaging at least 20% of the relevant majors for each association. c) Increase the selectivity of our graduate students to 50% of applicants. d) Increase the entering UGPA of Master of Science students to the range of 3.35-3.65 for the middle 50% range of admitted students. e) Generate 75% of all student credit hours with permanent, full-time faculty.</p>	<p>a)Working to obtain this data since most of our majors are transfer students. b)Several student organizations sponsored by the department: SAMFT (Student Assoc for MFT) held more than 3 meetings/ semester. The average attendance rate in 04-05 was 48%, with participation increasing to 76% F05. EFACS (Educators in Family &amp; Consumer Sci) meets monthly with over 50% of FCS Ed students attending the meetings &amp; weekly service opportunities. The KASFR (NCFR Student affiliate) is not as strong since Family Studies students have been providing leadership for two active School of HES groups: UKAFCS and Phi U (honor society). c) d)Fall 05 entering MS student cohort: 50% midrange UGPA of 3.21 to 3.8 e)SCHs generated by full-time faculty: Spring 04 - 33%; Spring 05 - 61%; Fall 05 - 67%</p>	<p>a)Working to improve rigor of courses and attract strong transfer students. b) Students have ample opportunity to join pre-professional organizations. Meetings and activities are well-publicized. c) d) Upper limit of midrange has exceeded goal. e) Considerable progress has been made by revising undergraduate curriculum, decreasing the number of service courses and cutting back on courses taught by PTIs.</p>	Instructional	2. Outstanding Students	2.6	2.1	2.4	2.2
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03	The Department will attract, develop, and promote outstanding junior faculty and will also develop, reward, and retain high-quality mid-career and senior faculty. The Department will selectively reallocate resources to identify, recruit, and support exceptional mid-career faculty who bring elevated recognition and leadership to targeted programs. The Department will recruit, reallocate, and reorient clerical and professional staff to ensure the highest quality of support for instructional and research programs.	a) Increase faculty salaries to be competitive with benchmark salaries--at least 90% of benchmark salaries for each rank. b) Increase the number of faculty receiving national awards and honors by one each year. c) Increase the number of active or emeritus faculty with prestigious academy memberships or affiliations by one. d) Achieve a promotion rate of 100% for all faculty recommended by the Department for tenure and/or promotion.	a) Since comparable and benchmark academic units are being reconfigured and relocated to various colleges on their campuses nationally, efforts are being made to identify benchmark salaries. Info from the Board on Human Sciences of NASULGC, Delaware Study, and the FAEIS report (Virginia Tech) are under review. b) Simmons received both the NCFR Student/New Professional Award and the NCFR Dissertation Award; Hans was nominated by Univ of Missouri Grad School as a Chronicle of Education Rising Star. d) No faculty were put forth for tenure/promotion during the year.	Efforts are being made to address salary equity issues based upon benchmark information gathered to date.	Overall	3. Disting. Faculty	3.1	3.2	3.3	3.4
04	The Department will seek to increase extramural research funding from diverse sources, including local, state, and federal competitive funding. The department will utilize its	a) Increase the number of competitive submissions of grants and contracts by 50%. b) Increase the dollar value of external awards by 15%. c) Increase the number of doctoral	a) Proposals submitted to ACF (Hildreth) (Heath), NSF (Whiting & Bradford), UK Poverty Research Center (Simmons), NIA (Kim), NIH (Hans), Maternal Child Health Bureau	Efforts are underway to enhance the research culture of the department.	Research	4. New Knowledge	4.1	4.2	4.3	4.4

	facilities, including the Research Center for Families and Children and the Family Center, for cutting-edge science. The Department will integrate discovery science and applied research in teaching and outreach activities to solve problems and generate economic, societal, and environmental benefits at the state and national levels to improve the well-being of Kentucky families.	students supported by external funds by 10%. d) Hire a research title scholar and submit a proposal for a postdoctoral scholar.	(Simmons), UK Markey Cancer Control (Simmons) b) External awards as PI or Co-PI: Hildreth (\$333,000); Simmons (\$1,200,000) (\$13,000); Heath (\$13,000) (\$10,000) (\$14,950) (\$8,000) c) Four additional doctoral students were supported by external dollars in Fall 05.							
05	Maintain a departmental culture that values human differences. Foster a working and learning environment that encourages each person to achieve his or her highest potential. Increase minority representation among faculty and students.	a) Exceed the University benchmarks for gender-based and ethnic minority representation among undergraduate & graduate students. b) Make recruitment efforts designed to achieve diverse candidate pool for all open faculty lines. c) Maintain the current strong levels of serving diverse populations in the Family Center	a) Of the 290 students (BS, MS, PhD) enrolled in 03-04, 90% were female, 16% were minority (96% of minorities were African-American.) This representation continues to exceed other campus units. b) Both males and females applied for the MFT position. Every effort was made to eliminate gender bias from ads and communication about the position. c) Diverse populations	a) This is an area of strength at both the MS and doctoral levels in that the dept. has successfully recruited a higher percentage of African-Americans into the MS and Ph.D. programs than has UK. b) Our strongest research/practitioner candidate, a female, was successfully recruited and hired. c) The diverse population served prepares our MFT interns to step into a variety	Overall	5. Nurture Diversity	5.1	0	0	0

		<p>programs. d) Hold a departmental brainstorming session on creative ways to nurture diversity of thought &amp; human differences in our learning, discovery, and outreach endeavors. e) Initiate contact with Kentucky State University to explore beneficial diversity-related possibilities.</p>	<p>continue to be served in the Family Center clinic - 3% Hispanic, 2% Asian, 15% African American, and 78% Caucasian. Clients are UK employees, referrals from the Bluegrass Care Clinic (HIV-AIDS Med Center Clinic), parents and students in the community. d) A departmental retreat was held in Fall 2005 to discuss creative ways to appreciate multiple approaches to effective learning, discovery and outreach endeavors. e) Discussions have been initiated with KSU staff to investigate collaborative work and recruiting opportunities.</p>	<p>of clinical situations. d)The ideas generated from the brainstorming session are guiding the vision for the future of the department. e) The hope is to work with CES staff in developing some research collaboratives and recruit top undergraduates into the Masters program.</p>						
06	<p>The Department of Family Studies will provide access to research-based knowledge that will improve the economic, social, and physical well-being of individuals and families through lifelong educational programming.</p>	<p>a)Offer at least one new educational program through Cooperative Extension Service that addresses quality of life issues for Kentuckians. b) Increase the number of students</p>	<p>a)New programs responding to the needs of Kentuckians include: "Keys to Great Parenting for a Healthy Weight" - fact sheets and leaders guide in production. "Side by Side and Heart to Heart" in production. "Traveling Light:</p>	<p>b) Efforts are underway to bridge undergraduate student practicums with the Cooperative Extension service. d)Plans are to move from a printed department newsletter to a web-based dissemination of</p>	Overall	6. Quality of Life	6.2	0	0	0

<p>The Department of Family Studies will improve the capacity of communities to address critical issues.</p>	<p>conducting research and/or practicum in community programs outside of the university by 50%. c) Write four major grant proposals to seek funding for research projects that address issues that have implications for the quality of life for Kentuckians. d) Send a bi-monthly newsletter to all alums and stakeholders within Kentucky that describes faculty and student successes.</p>	<p>Family Language Fun to Go". "Voluntary Simplicity - Choosing an Uncluttered, Focused, Rich Life". "Reducing Financial Illiteracy among Youth". "Medicare Part D" educational materials. b) Practicum program being reviewed to document undergraduate and graduate placements. c) Grant proposals addressing QOL for Kentuckians: Heath (Economic Well-being: effects of domestic violence, mental health &amp; substance abuse) Simmons (Maternal health; rural health) Hildreth (Healthy Marriage Initiative), Hans (Children exposed to violence) d)Two issues of "The Extender: Sharing and Applying Research Knowledge" were produced and mailed to alumni and interested individuals and organizations to provide updates on faculty, research and efforts of the</p>	<p>information, coordinating efforts with the School of Human Environmental Sciences and the Ag &amp; HES Alumni</p>
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			department.								
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**Annual Review Report 2005-2006**

<b>Area:</b>	<b>Provost</b>	<b>College/Unit:</b>	<b>College of Agriculture</b>
<b>Department:</b>	<b>Family Studies</b>	<b>Degree:</b>	<b>N/A</b>
<b>Data Entry</b>	<b>Patricia Dyk</b>	<b>Approver</b>	
<b>Unit Mission:</b>	The mission of the Department of Family Studies is to provide research, instruction, and extension programs addressing timely issues related to individuals and families in the community and throughout the Commonwealth and the nation. The department provides undergraduate and graduate programs that prepare students for careers in family related fields by providing students opportunities to develop the knowledge, skills, attitudes, and behaviors that improve the quality of life through the expanding marriage and family therapy services to the public via the Family Center.		

**Unit Goals and Specific Strategies**

Obj. #	Unit Goals and Specific Strategies	Assessment Methods, Criteria and Timelines	Results of Assessments	Use of Results to Improve	Relationship to UK Strategic Plan:					
					UK Mission	UK Goal	UK Measure of Progress			
01	Communicate Departmental faculty and student achievements to national professional associations. Increase the research, instructional, extension, and staff support resources for the Department. Attract well-known scholars and faculty to endowed positions within the Department. Increase opportunities for collaborative research of critical human needs in Kentucky between related university units and between Department faculty, Cooperative Extension specialists in the Department, and certain research-trained Cooperative Extension field faculty.									
02	The Department will admit, enroll, and retain highly qualified students who will engage in rigorous educational programs which will provide an environment conducive to success. The Department will seek to align its curriculum and student organizations in a manner that enhances the mission of the University. The Department will enhance and expand its emphasis on graduate education, while maintaining strong but focused undergraduate programming.									
03	The Department will attract, develop, and promote outstanding junior faculty and will also develop, reward, and retain high-quality mid-career and senior faculty. The Department will selectively reallocate resources to identify, recruit, and support exceptional mid-career faculty who bring elevated recognition and leadership to targeted programs. The Department will recruit, reallocate, and reorient clerical and professional staff to ensure the highest quality of support for instructional and research programs.									
04	The Department will seek to increase extramural research funding from diverse sources, including local, state, and federal competitive funding. The department will utilize its facilities, including the Research Center for Families and Children and the Family Center, for cutting-edge science. The Department will integrate discovery science and applied research in teaching and outreach activities to solve problems and generate economic, societal, and environmental benefits at the state and national levels to improve the well-being of Kentucky families.									
05	Maintain a departmental culture that values human differences. Foster a working and learning environment that encourages each person to achieve his or her highest potential. Increase minority representation among faculty and students.									
06	The Department of Family Studies will provide access to research-based knowledge that will improve the economic, social, and physical well-being of individuals and									

families through lifelong educational programming. The Department of Family Studies will improve the capacity of communities to address critical issues.



UNIVERSITY OF KENTUCKY

**STRATEGIC PLANNING AND REPORTING SYSTEM**

**Annual Review Report 2006-2007**

**Area: Provost**

**College/Unit: College of Agriculture**

**Department: Family Studies**

**Degree: N/A**

**Data Entry: Ronald J Werner-Wilson**

**Approver**

**Unit:** The mission of the Department of Family Studies is to provide research, instruction, and extension programs  
**Mission:** addressing timely issues related to individuals and families in the community and throughout the Commonwealth and the nation. The department provides undergraduate and graduate programs that prepare students for careers in family related fields by providing students opportunities to develop the knowledge, skills, attitudes, and behaviors that improve the quality of life through the expanding marriage and family therapy services to the public via the Family Center.

Unit Goals and Specific Strategies										
Obj. #	Unit Goals and Specific Strategies	Assessment Methods, Criteria and Timelines	Results of Assessments	Use of Results to Improve	Relationship to UK Strategic Plan:					
					UK Mission	UK Goal	UK Measure of Progress			
01	Communicate Departmental faculty and student achievements to national professional associations. Increase the research, instructional, extension, and staff support resources for the Department. Attract well-known scholars and faculty to endowed positions within the Department. Increase opportunities for collaborative research of critical human needs in Kentucky between related university units and between Department faculty, Cooperative Extension specialists in the Department, and certain research-trained Cooperative Extension field faculty.	a)The program will expand services to the public via the Family Center. b)Will have a 10% increase in the number of proposals to grantors that will result in research assistant support, salary savings, and incentive dollars. c) Develop at least two integrative, collaborative research teams. d)Increase faculty participation on national review boards, panels, and professional association leadership by three members.	a)Family Center services increased with added school clients & UK Refer EAP program. MFT interns provide ~2,000 therapy hrs to Fayette Co families (free to families) and ~800 hrs to UK employees. b) Various proposals submitted to federal agencies. c) Intra-dept team continued for BHMI Marriage Initiative. Crosscampus collaborations with Behavioral Science/Ctr on Drug & Alcohol Research, UK Med Ctr OBGYN, Ctr for Research on Violence Against Women d) Brock - NIH review panel for Research on Research Integrity; Hans nominated for S/ NP Board Rep & Vice-Chair of Family Science Section of NCFR; Simmons - NCFR Family Policy S/ NP Rep 03-05, NCFR Public Policy Comm 03- 05, AAFCS Public Policy Comm 04-07; Ellington - Pres Nat'l FCCLA Board of Directors; FCCLA 2004 Nat'l Disting Service Award	a) Family Center has an excellent reputation that is expanding opportunities with other agencies enhancing stature of MFT program nationally. Able to recruit strong doctoral interns to enhance training and research of dept. b) Five additional graduate students supported on grants c) d) Enhancing visibility of dept. and influence of UK.	Overall	1. Enhance Stature	12	14	0	0
02	The Department will admit, enroll, and retain highly qualified students who will engage in rigorous educational programs which will provide an environment conducive to success. The Department will seek to align its curriculum and student organizations in a manner that enhances the mission of the	a)Increase the middle 50% range of overall UGPAs among department majors to 2.75- 3.25. b)Maintain student associations that will have at least three meetings per semester with attendance averaging at least 20% of the relevant majors for each association. c) Increase the selectivity of our graduate students	a) Working to obtain this data since most of our majors are transfer students. b)Several student organizations sponsored by the department: SAMFT (Student Assoc for MFT) held more than 3 meetings/ semester. The average attendance rate in 04-05 was 48%, with participation increasing to 76% F05. EFACS (Educators in Family & Consumer Sci) meets monthly with over 50% of FCS Ed students attending the	a) Working to improve rigor of courses and attract strong transfer students. b) Students have ample opportunity to join preprofessional organizations. Meetings and activities are wellpublicized. c) d) Upper limit of midrange has exceeded goal. e)	Instructional	2. Prepare Students	0	0	0	0

	University. The Department will enhance and expand its emphasis on graduate education, while maintaining strong but focused undergraduate programming.	to 50% of applicants. d) Increase the entering UGPA of Master of Science students to the range of 3.35-3.65 for the middle 50% range of admitted students. e) Generate 75% of all student credit hours with permanent, full-time faculty.	meetings & weekly service opportunities. The KASFR (NCFR Student affiliate) is not as strong since Family Studies students have been providing leadership for two active School of HES groups: UKAFCS and Phi U (honor society). c) d) Fall 05 entering MS student cohort: 50% midrange UGPA of 3.21 to 3.8 e) SCHs generated by fulltime faculty: Spring 04 - 33%; Spring 05 - 61%; Fall 05 - 67%	Considerable progress has been made by revising undergraduate curriculum, decreasing the number of service courses and cutting back on courses taught by PTIs.						
03	The Department will attract, develop, and promote outstanding junior faculty and will also develop, reward, and retain high-quality mid-career and senior faculty. The Department will selectively reallocate resources to identify, recruit, and support exceptional mid-career faculty who bring elevated recognition and leadership to targeted programs. The Department will recruit, reallocate, and reorient clerical and professional staff to ensure the highest quality of support for instructional and research programs.	a) Increase faculty salaries to be competitive with benchmark salaries--at least 90% of benchmark salaries for each rank. b) Increase the number of faculty receiving national awards and honors by one each year. c) Increase the number of active or emeritus faculty with prestigious academy memberships or affiliations by one. d) Achieve a promotion rate of 100% for all faculty recommended by the Department for tenure and/or promotion. e) Recruit respected faculty	a) Since comparable and benchmark academic units are being reconfigured and relocated to various colleges on their campuses nationally, efforts are being made to identify benchmark salaries. Info from the Board on Human Sciences of NASULGC, Delaware Study, and the FAEIS report (Virginia Tech) are under review. b) Simmons received both the NCFR Student/ New Professional Award and the NCFR Dissertation Award; Hans was nominated by Univ of Missouri Grad School as a Chronicle of Education Rising Star. d) No faculty were put forth for tenure/ promotion during the year. e) Department successfully recruited Werner-Wilson to serve as Chair and Chellgren Endowed Professor	Efforts are being made to address salary equity issues based upon benchmark information gathered to date.	Overall	1. Enhance Stature	12	0	0	0
04	The Department will seek to increase extramural research funding from diverse sources, including local, state, and federal competitive funding. The department will utilize its facilities, including the Research Center for Families and Children and the Family Center, for cutting-edge science. The Department will integrate discovery science and applied research in teaching and outreach activities to solve problems and generate economic, societal, and environmental benefits at the state and national levels to improve the well-being of Kentucky families.	a) Increase the number of competitive submissions of grants and contracts by 50%. b) Increase the dollar value of external awards by 15%. c) Increase the number of doctoral students supported by external funds by 10%. d) Hire a research title scholar and submit a proposal for a postdoctoral scholar.	Grant funding remained stable for 2006-2007.	Efforts are underway to enhance the research culture of the department.	Research	3. Expand Research	14	0	0	0
05	Maintain a departmental culture that values human differences. Foster a working and learning environment that encourages each person to achieve his or her highest potential. Increase minority	a) Exceed the University benchmarks for gender-based and ethnic minority representation among undergraduate & graduate students. b) Make recruitment efforts designed to achieve diverse	The Family Studies Department had a total enrollment of 222: 86% were female & 14% were students from traditionally underrepresented groups.	This is an area of strength at all levels in the department.	Overall	4. Nurture Diversity	7	0	0	0

	representation among faculty and students.	candidate pool for all open faculty lines. c) Maintain the current strong levels of serving diverse populations in the Family Center programs								
06	The Department of Family Studies will provide access to research-based knowledge that will improve the economic, social, and physical well-being of individuals and families through lifelong educational programming. The Department of Family Studies will improve the capacity of communities to address critical issues.	Offer at least one new educational program through Cooperative Extension Service that addresses quality of life issues for Kentuckians.	Carole Gnatuk and Kay Bradford are pilot-testing a program that will improve parenting for at-risk parents.	The Extension program includes an evaluation component to assess impact of the program.	Overall	5. Quality of Life	16	17	0	0



UNIVERSITY OF KENTUCKY

**STRATEGIC PLANNING AND REPORTING SYSTEM**

**Annual Review Report 2007-2008 APPROVED**

**Area: Provost**

**College/Unit: College of Agriculture**

**Department: Family Studies**

**Degree: N/A**

**Data Entry Ronald J Werner-Wilson**

**Approver Ronald J Werner-Wilson**

**Unit** The mission of the Department of Family Studies is to provide research, instruction, and extension programs  
**Mission:** addressing timely issues related to individuals and families in the community and throughout the Commonwealth and the nation. The department provides undergraduate and graduate programs that prepare students for careers in family related fields by providing students opportunities to develop the knowledge, skills, attitudes, and behaviors that improve the quality of life through the expanding marriage and family therapy services to the public via the Family Center.

Unit Goals and Specific Strategies										
Obj. #	Unit Goals and Specific Strategies	Assessment Methods, Criteria and Timelines	Results of Assessments	Use of Results to Improve	Relationship to UK Strategic Plan:					
					UK Mission	UK Goal	UK Measure of Progress			
01	Communicate Departmental faculty and student achievements to national professional associations. Increase the research, instructional, extension, and staff support resources for the Department. Attract well-known scholars and faculty to endowed positions within the Department. Increase opportunities for collaborative research of critical human needs in Kentucky between related university units and between Department faculty, Cooperative Extension specialists in the Department, and certain research-trained Cooperative Extension field faculty.	a)The program will expand services to the public via the Family Center. b)Will have a 10% increase in the number of proposals to grantors that will result in research assistant support, salary savings, and incentive dollars. c) Develop at least two integrative, collaborative research teams. d) Increase faculty participation on national review boards, panels, and professional association leadership by three members. e) Endowed professor successfully recruited to Department.	a) Family Center services increased. MFT interns provide approximately 2,000 therapy hours to Fayette County families and approximately 800 therapy hours to UK employees. b) Grant proposals submitted to NIH. c) BHMI marriage initiative collaborates with partners in local area, research collaborations with Medical School, Raising Kentuckians included collaboration with Cooperative extension. d) Several faculty served on NIH review panes, faculty active in state and national leadership positions. d) Endowed professor successfully recruited to Department.	More faculty need to submit extramural grant proposals.	Overall	Enhance Stature	12	14	0	0
02	The Department will admit, enroll, and retain highly qualified students who will engage in rigorous educational programs which will provide an environment conducive to success. The Department will seek to align its curriculum and student organizations in a manner that enhances the mission of the University. The Department will enhance and expand its emphasis on graduate education, while	a)Increase the middle 50% range of overall UGPAs among department majors to 2.75- 3.25. b)Maintain student associations that will have at least three meetings per semester with attendance averaging at least 20% of the relevant majors for each association. c) Increase the selectivity of our graduate students to 50% of applicants. d) Increase the entering UGPA of Master of Science	a) Working to obtain this data since most of our majors are transfer students. b)Several student organizations sponsored by the department: SAMFT (Student Assoc for MFT) held more than 3 meetings/ semester. The average attendance rate in 04-05 was 48%, with participation increasing to 76% F05. EFACS (Educators in Family & Consumer Sci) meets monthly with over 50% of FCS Ed students attending the meetings & weekly service opportunities. The KASFR (NCFR Student affiliate) is not as strong since Family Studies students have been	Considerable progress has been made by revising undergraduate curriculum, decreasing the number of service courses and cutting back on courses taught by PTIs.	Instructional	Prepare Students	3	0	0	0

	maintaining strong but focused undergraduate programming.	students to the range of 3.35-3.65 for the middle 50% range of admitted students. e) Generate 75% of all student credit hours with permanent, fulltime faculty.	providing leadership for two active School of HES groups: UKAFCS and Phi U (honor society). c) d) Fall 05 entering MS student cohort: 50% midrange UGPA of 3.21 to 3.8 e)SCHs generated by fulltime faculty: Spring 04 - 33%; Spring 05 - 61%; Fall 05 - 67%							
03	The Department will attract, develop, and promote outstanding junior faculty and will also develop, reward, and retain high-quality mid-career and senior faculty. The Department will selectively reallocate resources to identify, recruit, and support exceptional mid-career faculty who bring elevated recognition and leadership to targeted programs. The Department will recruit, reallocate, and reorient clerical and professional staff to ensure the highest quality of support for instructional and research programs.	a)Increase faculty salaries to be competitive with benchmark salaries--at least 90% of benchmark salaries for each rank. b) Increase the number of faculty receiving national awards and honors by one each year. c) Increase the number of active or emeritus faculty with prestigious academy memberships or affiliations by one. d) Achieve a promotion rate of 100% for all faculty recommended by the Department for tenure and/or promotion. e) Recruit respected faculty	a)Since comparable and benchmark academic units are being reconfigured and relocated to various colleges on their campuses nationally, efforts are being made to identify benchmark salaries. Info from the Board on Human Sciences of NASULGC, Delaware Study, and the FAEIS report(Virginia Tech) are under review. b) Simmons received both the NCFR Student/ New Professional Award and the NCFR Dissertation Award; Hans was nominated by Univ of Missouri Grad School as a Chronicle of Education Rising Star. d) No faculty were put forth for tenure/ promotion during the year. e) Department sucessfully recruited Werner-Wilson to serve as Chair and Chellgren Endowed Professor	Efforts are being made to address salary equity issues based upon benchmark information gathered to date.	Overall	Enhance Stature	11	0	0	0
04	The Department will seek to increase extramural research funding from diverse sources, including local, state, and federal competitive funding. The department will utilize its facilities, including the Research Center for Families and Children and the Family Center, for cutting-edge science. The Department will integrate discovery science and applied research in teaching and outreach activities to solve problems and generate economic, societal, and environmental benefits at the state and national levels to improve the well-being of Kentucky families.	a)Increase the number of competitive submissions of grants and contracts by 50%. b)Increase the dollar value of external awards by 15%. c)Increase the number of doctoral students supported by external funds by 10%. d) Hire a research title scholar and submit a proposal for a postdoctoral scholar.	Grant funding remained stable for 2006-2007. Used VPR incentive dollars and salary savings from vacant faculty lines to establish a Family Social Science Research Center as a vehicle to support survey research and recruit rgants/contracts.	Efforts are underway to enhance the research culture of the department.	Research	Expand Research	14	0	0	0
05	Maintain a departmental culture that values human differences. Foster a working and learning environment that encourages each person to achieve his or her highest potential. Increase minority representation among faculty and students.	a)Exceed the University benchmarks for gender based and ethnic minority representation among undergraduate & graduate students. b) Make recruitment efforts designed to achieve diverse candidate pool for all open faculty lines. c) Maintain the current strong levels of serving diverse populations in the Family Center programs	The Family Studies Department had a total enrollment of 222: 86% were female & 14% were students from traditionally underrepresented groups.	This is an area of strength at all levels in the department.	Overall	Nurture Diversity	7	0	0	0
06	The Department of Family Studies will provide access to research-based knowledge that will	Offer at least one new educational program through Cooperative Extension Service that	Raising Kentucians program, developed by Carole Gnatuk and Kay Bradford was a pilot-test a program associated with improved	Raising Kentucians program includes an evaluation	Overall	Quality of Life	16	17	0	0

improve the economic, social, and physical well-being of individuals and families through lifelong educational programming. The Department of Family Studies will improve the capacity of communities to address critical issues.	addresses quality of life issues for Kentuckians.	parenting for at risk parents.	component to assess impact of the program. Pilot data are being analyzed.					
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UNIVERSITY OF KENTUCKY

# STRATEGIC PLANNING AND REPORTING SYSTEM

## Annual Review Report 2008-2009

<b>Area:</b>	<b>Provost</b>	<b>College/Unit:</b>	<b>College of Agriculture</b>
<b>Department:</b>	<b>Family Studies</b>	<b>Degree:</b>	<b>N/A</b>
<b>Data Entry</b>	<b>Ronald J Werner-Wilson</b>	<b>Approver</b>	
<b>Unit Mission:</b>	The mission of the Department of Family Studies is to provide research, instruction, and extension programs addressing timely issues related to individuals and families in the community and throughout the Commonwealth and the nation. The department provides undergraduate and graduate programs that prepare students for careers in family related fields by providing students opportunities to develop the knowledge, skills, attitudes, and behaviors that improve the quality of life through the expanding marriage and family therapy services to the public via the Family Center.		

## Unit Goals and Specific Strategies

Obj. #	Unit Goals and Specific Strategies	Assessment Methods, Criteria and Timelines	Results of Assessments	Use of Results to Improve	Relationship to UK Strategic Plan:					
					UK Mission	UK Goal	UK Measure of Progress			
01	Communicate Departmental faculty and student achievements to national professional associations. Increase the research, instructional, extension, and staff support resources for the Department. Attract well-known scholars and faculty to endowed positions within the Department. Increase opportunities	a)The program will expand services to the public via the Family Center. b) Will have a 10% increase in the number of proposals to grantors that will result in research assistant support, salary savings, and incentive dollars. c) Develop at least two integrative, collaborative research teams. d) Increase faculty participation on national review boards, panels, and professional	a) Family Center services increased. MFT interns provide approximately 2,000 therapy hours to Fayette County families and approximately 800 therapy hours to UK employees. b) Grant proposals submitted to NIH. c) BHMI marriage initiative collaborates with partners in local area, research collaborations with Medical School, Raising Kentuckians included collaboration with Cooperative	More faculty accepted the challenge to submit extramural funding.	Overall	Enhance Stature	12	4	0	0

	for collaborative research of critical human needs in Kentucky between related university units and between Department faculty, Cooperative Extension specialists in the Department, and certain research-trained Cooperative Extension field faculty.	association leadership by three members. e) Endowed professor successfully recruited to Department.	extension. d) Several faculty served on NIH review panels, faculty active in state and national leadership positions. d) Five extramural grant proposals were submitted by FAM faculty.							
02	The Department will admit, enroll, and retain highly qualified students who will engage in rigorous educational programs which will provide an environment conducive to success. The Department will seek to align its curriculum and student organizations in a manner that enhances the mission of the University. The Department will enhance and expand its emphasis on	a) Increase the middle 50% range of overall UGPAs among department majors to 2.75-3.25. b) Maintain student associations that will have at least three meetings per semester with attendance averaging at least 20% of the relevant majors for each association. c) Increase the selectivity of our graduate students to 50% of applicants. d) Increase the entering UGPA of Master of Science students to the range of 3.35-3.65 for the middle 50% range of admitted	a) working to improve UGPAs. (b) Student associations met at least three times, but did not reflect 20% of student majors. c) Graduate student selectivity has increased to 60%. d) Met goal: graduate student GPAs are within the 3.35 to 3.65 range. e) Met goal: 75% of all student credit hours were taught by permanent, full-time faculty.	Considerable progress was made in all areas and were met in two.	Instructional	Prepare Students	3	0	0	0

	graduate education, while maintaining strong but focused undergraduate programming.	students. e) Generate 75% of all student credit hours with permanent, full-time faculty.								
03	The Department will attract, develop, and promote outstanding junior faculty and will also develop, reward, and retain high-quality mid-career and senior faculty. The Department will selectively reallocate resources to identify, recruit, and support exceptional mid-career faculty who bring elevated recognition and leadership to targeted programs. The Department will recruit, reallocate, and reorient clerical and professional staff to ensure the highest quality of support for instructional and research programs.	a) Increase faculty salaries to be competitive with benchmark salaries--at least 90% of benchmark salaries for each rank. b) Increase the number of faculty receiving national awards and honors by one each year. c) Increase the number of active or emeritus faculty with prestigious academy memberships or affiliations by one. d) Achieve a promotion rate of 100% for all faculty recommended by the Department for tenure and/or promotion. e) Recruit respected faculty	a) Faculty salaries are improving. We have met this goal for newly hired Assistant Professors, but senior faculty are not at 90% of benchmarks. b) Achieved goal: Jason Hans received national teaching award. c) Faculty are active in national organizations, but did not meet this goal. d) No faculty sought promotion in previous academic year. e) Successfully recruited two new Assistant Professors who have excellent credentials.	Progress is being made, especially for new appointment.	Overall	Enhance Stature	11	0	0	0

04	The Department will seek to increase extramural research funding from diverse sources, including local, state, and federal competitive funding. The department will utilize its facilities, including the Research Center for Families and Children and the Family Center, for cutting-edge science. The Department will integrate discovery science and applied research in teaching and outreach activities to solve problems and generate economic, societal, and environmental benefits at the state and national levels to improve the well-being of Kentucky families.	a) Increase the number of competitive submissions of grants and contracts by 50%. b) Increase the dollar value of external awards by 15%. c) Increase the number of doctoral students supported by external funds by 10%.	a) Exceeded goal: five extramural grants were submitted to federal programs; b) not met: although grants were submitted, none were funded so funding level remained same. c) ALL doctoral students who are eligible for funding received it full assistantship.	Efforts to enhance the research culture seem to be gaining traction.	Research	Expand Research	14	0	0	0
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05	<p>Maintain a departmental culture that values human differences. Foster a working and learning environment that encourages each person to achieve his or her highest potential. Increase minority representation among faculty and students.</p>	<p>a) Exceed the University benchmarks for gender based and students from traditionally underrepresented groups among undergraduate &amp; graduate students. b) Make recruitment efforts designed to achieve diverse candidate pool for all open faculty lines. c) Maintain the current strong levels of serving diverse populations in the Family Center programs</p>	<p>a) Met goal: Department exceeds University benchmarks for representation of women and students from traditionally underrepresented groups, including increased funding from Lyman T. Johnson for graduate students. b) Diversity was a hiring priority; we offered one faculty vacancy to a candidate from a traditionally underrepresented group but she declined the offer. c) Family Center continues to serve a diverse population.</p>	<p>This is an area of strength, but the Department would like to successfully recruit at least one more colleague from a traditionally underrepresented group.</p>	Overall	Nurture Diversity	7	0	0	0
06	<p>The Department of Family Studies will provide access to research-based knowledge that will improve the economic, social, and physical well-being of individuals and families through lifelong educational programming. The Department of Family Studies will improve the capacity of communities to address critical issues.</p>	<p>Offer at least one new educational program through Cooperative Extension Service that addresses quality of life issues for Kentuckians.</p>	<p>Carole Gnatuk completed the pilot work with Raising Kentuckians and is seeking funding for expanding program. Blue to You was funded by HEEL.</p>	<p>both programs have been well-received by Cooperative Extension Agents.</p>	Overall	Quality of Life	16	17	0	0

# Appendix D: Department Budget

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## Ag All Funds Rollup Including Benefits: FY 2005

Department on funds center		Current Month Actual	YTD Actual	Available Budget
▼ 81600	FAMILY STUDIES	\$1,694,295.50	\$1,694,295.50	\$ (1,694,295.50)
▼ 1	GENERAL FUND-STATE A	\$1,673,784.64	\$1,673,784.64	\$ (1,673,784.64)
▼ 1012005180	FAMILY STUDIES	\$1,659,624.85	\$1,659,624.85	\$ (1,659,624.85)
▼ UK00COAGR	College Of Agricultu	\$1,659,624.85	\$1,659,624.85	\$ (1,659,624.85)
▼ UK00ZAG_EXP	Expense	\$1,659,624.85	\$1,659,624.85	\$ (1,659,624.85)
▷ UK00ZAG_SAL	Salary	\$1,266,594.90	\$1,266,594.90	\$ (1,266,594.90)
▷ UK00ZAG_FRN	Fringe	\$283,088.79	\$283,088.79	\$ (283,088.79)
▷ UK00ZAG_OPER	Op Expense	\$97,084.93	\$97,084.93	\$ (97,084.93)
▷ UK00ZAG_CAP	Cap Expense	\$12,856.23	\$12,856.23	\$ (12,856.23)
▷ 1012063710	FAMILY & CONSUMER SC	\$14,159.79	\$14,159.79	\$ (14,159.79)
▼ 3	GIFTS	\$ (6,605.59)	\$ (6,605.59)	\$6,605.59
▷ 1215323500	FAM STUDIES DEV FUND	\$ (3,372.93)	\$ (3,372.93)	\$3,372.93
▷ 1215372630	E.C.L.-DEVELP. FUND	\$ (1,723.03)	\$ (1,723.03)	\$1,723.03
▷ 1215378770	FAMILY CONFERENCE	\$ (1,509.63)	\$ (1,509.63)	\$1,509.63
▼ 6	AFFILIATED CORPORATI	\$26,904.38	\$26,904.38	\$ (26,904.38)
▷ 1012052850	ENRCH FAMILY STUDIES	\$7,485.77	\$7,485.77	\$ (7,485.77)
▷ 1012092960	START-UP L SIMMONS	\$9,433.91	\$9,433.91	\$ (9,433.91)
▷ 1012094070	START-UP - J D HANS	\$9,984.70	\$9,984.70	\$ (9,984.70)
▼ 7	INCOME SUPPORTED ACC	\$458.74	\$458.74	\$ (458.74)
▷ 1013154410	EARLY CHILDHOOD LAB	\$ (131.85)	\$ (131.85)	\$131.85
▷ 1013184300	FAMILY CONFERENCE	\$590.59	\$590.59	\$ (590.59)
▼ 10	ENDOWMENT SUPPORTED	\$ (246.67)	\$ (246.67)	\$246.67
▷ 1215362080	BARCLAY, LISA K. SCH	\$ (246.67)	\$ (246.67)	\$246.67

## Ag All Funds Rollup Including Benefits: FY 2006

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
81600	FAMILY STUDIES	\$1,515,305.52	\$1,718,836.86	\$2,047,651.61
1	GENERAL FUND-STATE A	\$1,515,305.52	\$1,695,633.86	\$1,786,290.95
1012005180	FAMILY STUDIES	\$1,501,084.64	\$1,681,412.98	\$1,771,333.35
UK00COAGR	College Of Agricultu	\$1,501,084.64	\$1,681,412.98	\$1,771,333.35
UK00ZAG_EXP	Expense	\$1,501,084.64	\$1,681,412.98	\$1,771,333.35
UK00ZAG_SAL	Salary	\$1,148,485.00	\$1,224,473.00	\$1,311,762.58
UK00ZAG_FRN	Fringe	\$289,462.14	\$300,227.14	\$301,034.83
UK00ZAG_OPER	Op Expense	\$63,137.50	\$156,712.84	\$140,754.91
UK00ZAG_CAP	Cap Expense			\$17,781.03
1012063710	FAMILY & CONSUMER SC	\$14,220.88	\$14,220.88	\$14,482.08
1012082110	UKAAM			\$475.52
3	GIFTS	\$0.00	\$0.00	\$ (6,655.59)
1215323500	FAM STUDIES DEV FUND	\$0.00	\$0.00	\$ (3,422.93)
1215372630	E.C.L.-DEVELP. FUND	\$0.00	\$0.00	\$ (1,723.03)
1215378770	FAMILY CONFERENCE	\$0.00	\$0.00	\$ (1,509.63)
6	AFFILIATED CORPORATI		\$18,109.00	\$18,864.14
1012052850	ENRCH FAMILY STUDIES		\$7,209.00	\$733.85
1012092960	START-UP L SIMMONS			\$2,367.89
1012094070	START-UP - J D HANS			\$4,862.40
1012097230	SCPG-J HANS		\$10,900.00	\$10,900.00
7	INCOME SUPPORTED ACC	\$0.00	\$5,094.00	\$141.02
1013154410	EARLY CHILDHOOD LAB		\$132.00	
1013184300	FAMILY CONFERENCE	\$0.00	\$4,962.00	\$141.02
10	ENDOWMENT SUPPORTED	\$0.00	\$0.00	\$ (235.54)
1215362080	BARCLAY, LISA K. SCH	\$0.00	\$0.00	\$ (235.54)
15	GRANT & CONTRACT SUP	\$0.00	\$0.00	\$ (723.60)
1012816680	HRS CLEARING -- COPC	\$0.00	\$0.00	\$ (723.60)



## Ag All Funds Rollup Including Benefits: FY 2007

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
81600	FAMILY STUDIES	\$1,439,833.01	\$1,905,545.63	\$1,877,992.22
1	GENERAL FUND-STATE A	\$1,439,833.01	\$1,900,444.56	\$1,884,424.47
1012005180	FAMILY STUDIES	\$1,425,650.56	\$1,886,262.11	\$1,870,137.50
UK00COAGR	College Of Agricultu	\$1,425,650.56	\$1,886,262.11	\$1,870,137.50
UK00ZAG_EXP	Expense	\$1,425,650.56	\$1,886,262.11	\$1,870,137.50
UK00ZAG_SAL	Salary	\$1,092,995.00	\$1,374,647.40	\$1,220,767.85
UK00ZAG_FRN	Fringe	\$269,518.06	\$277,102.15	\$277,852.45
UK00ZAG_OPER	Op Expense	\$63,137.50	\$234,512.56	\$186,619.70
UK00ZAG_CAP	Cap Expense			\$31,317.50
UK00ZAG_XFR	Transfers			\$153,580.00
1012063710	FAMILY & CONSUMER SC	\$14,182.45	\$14,182.45	\$14,286.97
3	GIFTS	\$0.00	\$0.00	\$ (6,780.59)
1215323500	FAM STUDIES DEV FUND	\$0.00	\$0.00	\$ (3,547.93)
1215372630	E.C.L.-DEVELP. FUND	\$0.00	\$0.00	\$ (1,723.03)
1215378770	FAMILY CONFERENCE	\$0.00	\$0.00	\$ (1,509.63)
6	AFFILIATED CORPORATI		\$630.00	\$630.00
1012052850	ENRCH FAMILY STUDIES		\$630.00	\$630.00
7	INCOME SUPPORTED ACC	\$0.00	\$4,471.07	\$6.30
1013154410	EARLY CHILDHOOD LAB		\$132.00	
1013184300	FAMILY CONFERENCE	\$0.00	\$4,339.07	\$6.30
10	ENDOWMENT SUPPORTED	\$0.00	\$0.00	\$ (324.81)
1215362080	BARCLAY, LISA K. SCH	\$0.00	\$0.00	\$ (324.81)
15	GRANT & CONTRACT SUP	\$0.00	\$0.00	\$36.85
1012816680	HRS CLEARING -- COPC	\$0.00	\$0.00	\$0.00
1012820000	HRS BUDGET CLEARING	\$0.00	\$0.00	\$36.85

## Ag All Funds Rollup Including Benefits: FY 2008

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
▼ 81600	FAMILY STUDIES	\$1,634,019.49	\$1,806,188.16	\$1,718,234.34
▼ 1	GENERAL FUND-STATE A	\$1,634,019.49	\$1,798,923.39	\$1,723,728.87
▼ 1012005180	FAMILY STUDIES	\$1,619,676.42	\$1,760,580.32	\$1,663,948.80
▼ UK00COAGR	College Of Agricultu	\$1,619,676.42	\$1,760,580.32	\$1,663,948.80
▼ UK00ZAG_EXP	Expense	\$1,619,676.42	\$1,760,580.32	\$1,663,948.80
▷ UK00ZAG_SAL	Salary	\$1,262,408.80	\$1,292,308.41	\$1,084,022.12
▷ UK00ZAG_FRN	Fringe	\$294,130.12	\$282,533.97	\$269,789.99
▷ UK00ZAG_OPER	Op Expense	\$63,137.50	\$185,737.94	\$206,839.86
▷ UK00ZAG_CAP	Cap Expense			\$68,166.83
▷ UK00ZAG_XFR	Transfers			\$35,130.00
▷ 1012063710	FAMILY & CONSUMER SC	\$14,343.07	\$14,343.07	\$13,422.01
▷ 1012072170	CS FAM			\$25,058.73
▷ 1012110970	QEP/CLAUDIA HEATH		\$24,000.00	\$21,299.33
▼ 3	GIFTS	\$0.00	\$0.00	\$ (6,855.59)
▷ 1215323500	FAM STUDIES DEV FUND	\$0.00	\$0.00	\$ (3,547.93)
▷ 1215372630	E.C.L.-DEVELP. FUND	\$0.00	\$0.00	\$ (1,798.03)
▷ 1215378770	FAMILY CONFERENCE	\$0.00	\$0.00	\$ (1,509.63)
▼ 6	AFFILIATED CORPORATI		\$2,800.00	\$2,811.31
▷ 1012052850	ENRCH FAMILY STUDIES		\$2,800.00	\$2,811.31
▼ 7	INCOME SUPPORTED ACC	\$0.00	\$4,464.77	
▷ 1013154410	EARLY CHILDHOOD LAB		\$132.00	
▷ 1013184300	FAMILY CONFERENCE	\$0.00	\$4,332.77	
▼ 10	ENDOWMENT SUPPORTED	\$0.00	\$0.00	\$ (1,450.25)
▷ 1215362080	BARCLAY, LISA K. SCH	\$0.00	\$0.00	\$ (1,450.25)

## Ag All Funds Rollup Including Benefits: FY 2009

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
81600	FAMILY STUDIES	\$1,604,571.57	\$1,902,575.27	\$1,854,343.00
1	GENERAL FUND-STATE A	\$1,604,571.57	\$1,896,256.50	\$1,858,873.02
1012005180	FAMILY STUDIES	\$1,590,212.27	\$1,877,304.63	\$1,843,660.57
UK00COAGR	College Of Agricultu	\$1,590,212.27	\$1,877,304.63	\$1,843,660.57
UK00ZAG_EXP	Expense	\$1,590,212.27	\$1,877,304.63	\$1,843,660.57
UK00ZAG_SAL	Salary	\$1,222,817.00	\$1,295,417.00	\$1,228,723.41
UK00ZAG_FRN	Fringe	\$304,257.77	\$322,847.77	\$288,797.74
UK00ZAG_OPER	Op Expense	\$63,137.50	\$259,039.86	\$193,205.46
UK00ZAG_CAP	Cap Expense			\$32,933.96
UK00ZAG_XFR	Transfers			\$100,000.00
1012063710	FAMILY & CONSUMER SC	\$14,359.30	\$14,359.30	\$13,875.28
1012110970	QEP/CLAUDIA HEATH		\$4,592.57	\$1,337.17
3	GIFTS	\$0.00	\$0.00	\$(6,730.59)
1215323500	FAM STUDIES DEV FUND	\$0.00	\$0.00	\$(3,547.93)
1215372630	E.C.L.-DEVELP. FUND	\$0.00	\$0.00	\$(1,818.03)
1215378770	FAMILY CONFERENCE	\$0.00	\$0.00	\$(1,364.63)
6	AFFILIATED CORPORATI		\$1,854.00	\$1,854.00
1012052850	ENRCH FAMILY STUDIES		\$1,854.00	\$1,854.00
7	INCOME SUPPORTED ACC		\$4,464.77	
1013154410	EARLY CHILDHOOD LAB		\$132.00	
1013184300	FAMILY CONFERENCE		\$4,332.77	
10	ENDOWMENT SUPPORTED	\$0.00	\$0.00	\$(708.76)
1215362080	BARCLAY, LISA K. SCH	\$0.00	\$0.00	\$(708.76)
15	GRANT & CONTRACT SUP	\$0.00	\$0.00	\$1,055.33
1012816680	HRS CLEARING -- COPC	\$0.00	\$0.00	\$372.92
1012820000	HRS BUDGET CLEARING	\$0.00	\$0.00	\$682.41
98	FACULTY EFFORT SYSTE			\$0.00
1013700091	FES Default Funds Ct			\$0.00

## Ag All Funds Rollup Including Benefits: FY 2010

Department on funds center		Original Budget	Annual (Revised) Budget	YTD Actual
81600	FAMILY STUDIES	\$1,736,385.64	\$1,874,358.00	\$1,814,204.89
1	GENERAL FUND-STATE A	\$1,736,385.64	\$1,867,902.23	\$1,819,252.92
1012005180	FAMILY STUDIES	\$1,722,062.27	\$1,853,578.86	\$1,807,217.72
UK00COAGR	College Of Agricultu	\$1,722,062.27	\$1,853,578.86	\$1,807,217.72
UK00ZAG_EXP	Expense	\$1,722,062.27	\$1,853,578.86	\$1,807,217.72
UK00ZAG_SAL	Salary	\$1,350,538.05	\$1,279,776.36	\$1,219,675.61
UK00ZAG_FRN	Fringe	\$332,086.72	\$333,527.50	\$290,548.78
UK00ZAG_OPER	Op Expense	\$39,437.50	\$240,275.00	\$295,349.94
UK00ZAG_CAP	Cap Expense			\$2,745.25
UK00ZAG_XFR	Transfers			\$ (1,101.86)
1012063710	FAMILY & CONSUMER SC	\$14,323.37	\$14,323.37	\$12,035.20
3	GIFTS	\$0.00	\$0.00	\$ (6,830.59)
1215323500	FAM STUDIES DEV FUND	\$0.00	\$0.00	\$ (3,547.93)
1215372630	E.C.L.-DEVELP. FUND	\$0.00	\$0.00	\$ (1,918.03)
1215378770	FAMILY CONFERENCE	\$0.00	\$0.00	\$ (1,364.63)
6	AFFILIATED CORPORATI		\$1,991.00	\$1,968.30
1012052850	ENRCH FAMILY STUDIES		\$1,991.00	\$1,968.30
7	INCOME SUPPORTED ACC		\$4,464.77	
1013154410	EARLY CHILDHOOD LAB		\$132.00	
1013184300	FAMILY CONFERENCE		\$4,332.77	
10	ENDOWMENT SUPPORTED	\$0.00	\$0.00	\$ (115.26)
1215362080	BARCLAY, LISA K. SCH	\$0.00	\$0.00	\$ (115.26)
15	GRANT & CONTRACT SUP	\$0.00	\$0.00	\$ (70.48)
1012816680	HRS CLEARING -- COPC	\$0.00	\$0.00	\$ (128.58)
1012820000	HRS BUDGET CLEARING	\$0.00	\$0.00	\$58.10

# Appendix E: Doctoral Program Review

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5/29/09

To: M. Scott Smith, Dean, College of Agriculture

CC: Ron Werner-Wilson, Chair, Family Studies Department  
Ann Vail, Director, School of Human Environmental Sciences  
Jeannine Blackwell, Dean, The Graduate School

From: Douglas M. Teti, Professor-in-Charge, Graduate Program in Human Development and Family Studies, The Pennsylvania State University

B. Jan McCulloch, Department Head, Family Social Science, University of Minnesota

Re: External Review, Ph.D. program in Family Studies, University of Kentucky

We wish to thank the Department of Family Studies (FS), School of Human Environmental Sciences, and the College of Agriculture for the opportunity we have been afforded to provide an informal review of the FS Doctoral program. The hospitality and access we were given prior to and during our campus visit contributed significantly to the recommendations included in this report.

We also want to underscore the commitment we observed from the University of Kentucky's Graduate School, the College of Agriculture, and the School of Human Environmental Sciences for this emerging program in doctoral training.

We have taken this opportunity to provide our candid assessment of the situation we experienced in reviewing departmental materials and visiting with college, school, and departmental personnel. To be specific, we have outlined the opportunities and challenges that we believe must be addressed if the doctoral program is to be viable in the future. There is no question that potential is present, but timely attention is needed to capitalize on this potential. After reviewing our notes, we determined that our report could best be approached by dividing comments and subsequent recommendations into two separate sections: 1) The doctoral program, and (2) the culture and academic focus of the Department. It is intuitive, but confirmed in our conversations throughout the day, that the progress of the doctoral program cannot be separated from the context of the department as a whole. Information is presented in each section in bulleted format because we felt this was the most succinct way of providing feedback.

## **THE DOCTORAL PROGRAM**

### **Background**

Drs. McCulloch and Teti visited the University of Kentucky's Department of Family Science on April 10, 2009, in response to an invitation from M. Scott Smith, Dean of the College of Agriculture, to conduct a review of UK's Ph.D. program in Family Studies. A copy of our visit itinerary is attached. This program was formally approved by the University Senate

Council in March, 2000. As noted in the August, 2000 program proposal to the Commonwealth of Kentucky's Council on Post Secondary Education, this program was eagerly awaited by the Department of Family Studies, the College of Human Environmental Science, and the University. Most of the Department's faculty members at this time were already serving on graduate student dissertation committees in other departments, and over 70% of Department faculty had external funding for their research. All requisite components of the program (intellectual, financial, and infrastructural) were in place. A major objective of the program was to produce family scientists who would strengthen and serve the needs of families in the Commonwealth and in the nation as a whole, and to help policymakers appreciate the central role played by families in society. The program was consistent with the strategic plans of the Department of Family Studies, the College of Human Environmental Sciences, and the University.

Approximately two years after the program's establishment, a major re-organization and re-structuring took place that had a significant impact on the identity and faculty resources of the Department of Family Studies and its Ph.D. program. The College of Human Environmental Science was dissolved to become the School of Human Environmental Sciences, which now includes the Departments of Family Studies, Nutritional Sciences, Merchandising, Apparel, and Textiles, and a program in Family and Consumer Sciences Extension. The School of Human Environmental Sciences became part of the College of Agriculture. As described in the Departmental Self-Study (covering the period 1998-2004), this re-organization was disruptive to the Department of Family Studies. Moving the Department to the College of Agriculture was opposed by most Departmental faculty, who instead wanted the Department to join the College of Education. The transition included re-assignment of the Early Childhood Education BS and MS programs, two faculty lines, and the Early Childhood Laboratory to the College of Education. The Department of Family Studies, and thus its Ph.D. program, experienced a significant identity change as a result of these moves, as well as a significant loss of faculty to other institutions or other departments (8 total, as of 2004). Several of these lost faculty were senior or mid-career.

The Ph.D. program, which to date is the only Ph.D. program in the School of HES, continued to operate throughout all of this, and although the re-organization took place over five years ago, the effects of the transition continue to be felt at the program level. Indicated in several documents made available to the reviewers, the number of more senior faculty in the program is still relatively low in comparison to the number of junior faculty, and it is clear that the department has not yet fully redressed the loss of senior faculty resulting from the transition. In addition, student enrollment in the program has been, on average, less than 5 students per year, which is lower than the stated goal of at least 5 or more per year, and the program has on average graduated only one student per year. In a recent student survey of program strengths and needs, students identified the absence of senior faculty, and the over-abundance of junior faculty, as creating significant problems for graduate student mentoring and students' ability to form dissertation committees. This is due in part because UK faculty cannot serve as dissertation chairs unless they are tenured (and thus regular members of the Graduate Faculty). In addition, graduate students perceived a significant disparity between the (relatively) low diversity of interests among the Department's more senior faculty and the wider range of graduate student interests. The student survey also identified inadequate course sequencing, such that students

frequently have to take courses “out of order”. Specifically, graduate students have to take courses on more complex topics before taking foundational, “pre-requisite” courses on these topics. This problem appears to be associated with low student enrollment and, thus, inadequate student numbers to justify some graduate course offerings. Other problems cited in this survey included inadequate mentoring of student teaching, inadequate attempts by some program faculty to establish positive relations with students, in-fighting and competition among faculty, and inadequate funding assignments for students. Perhaps most disturbing in this survey was the fear, expressed by several respondents, of faculty retribution if students switched mentors.

At the same time, students identified a number of positives about the program in this survey, including (a) the high quality of the program’s theory and content courses, (b) program support of graduate students to present at and attend international conferences on the family, (c) the opportunity to teach undergraduate courses, and (d) the welcome addition of Dr. Ronald Werner-Wilson as Department Chair and Director of Graduate Studies.

The current point in time, now five years past the Department’s transition to the College of Agriculture, appears to be a good time for a program assessment. Enough time has elapsed since the re-organization such that its immediate effects on the program are likely to be over, and program strengths and needs can be more clearly identified.

### **Meetings with School and College Administration**

It was clear to us that the School of Human Environmental Science and the College of Agriculture are strongly committed to the success of the program. Our discussions with Dr. Vail indicated that, whereas the program suffered from the transition, it has several strengths, including a group of active, energetic, enthusiastic young faculty, an impressive list of courses covering both micro- and macro- family processes across the life span, and a variety of opportunities to forge productive collaborations between its faculty and faculty in other School and College units and the Medical School.

Dean Smith, Associate Deans Cox (Research and Graduate Education), Henning (Extension), Mullen (Academic Affairs), and Assistant Dean Collins (Academic Administration) expressed their support for the program’s success and saw clear progress with the arrival of Dr. Werner-Wilson. Dean Smith noted that the success of any Ph.D. program requires strong faculty, and that the nature and extent of the College’s support for the program will depend on the Department’s ability to articulate a clear plan forward. Such a plan might address (a) how the graduate training in family studies offered by the University of Kentucky’s Ph.D. program is unique and different from other family studies graduate programs (i.e., a program “identity”); (b) how strategic, targeted hires of senior faculty can broaden faculty expertise, provide needed leadership for the program, and provide quality mentoring to both graduate students and junior faculty; and (c) areas of collaboration between program faculty with like-minded interests, and between program faculty and faculty across the College and University (including the medical school).

## **Meeting with Graduate Students**

Drs. McCulloch and Teti met with seven graduate students, all of whom described themselves as being “active” with respect to their level of engagement with the program. These students echoed the program strengths cited in the graduate student survey described above (see Background), but in a very frank discussion with us, also noted a number of concerns. These were:

- (1) Inconsistent, haphazard mentoring. One student described it as “catch as catch can”, in that faculty were not as dedicated to mentoring graduate students as they should be.
- (2) Faculty numbers currently too small to sustain a program of this size, particularly at the more senior level. This makes it difficult for students to formulate dissertation committees in which the committee chair and student had shared interests. This difficulty appears to arise in part because it is not typical of junior, untenured faculty to be regular members of UK’s graduate faculty, and only faculty who are regular members of the graduate faculty may serve as dissertation chairs.
- (3) Rapid turnover of faculty, including the Director of Graduate Studies, in the past five or more years, further contributing to the problems cited in (1) and (2)
- (4) Inconsistent and/or poor mentoring of student undergraduate teaching.
- (5) Too frequent teaching of undergraduate courses. Although this is a typical way graduate students are funded, students felt that excessive undergraduate teaching is not conducive to students making timely progress through the program. A desire for increases in alternative, research-focused mechanisms of funding of graduate students was expressed.
- (6) An overly intense and anxiety-inducing Comprehensive Exam format.
- (7) Implicit and/or explicit intimidation of graduate students by a specific senior faculty member. This faculty member was described as (a) not being appreciative of students’ need or desire to switch to a new mentor, and making implied or explicit threats to students who wish to do so, and (b) not giving due respect to student-faculty confidentiality by pressuring students to divulge the content of their discussions with other faculty. Students expressed a strong need for the program’s Director of Graduate Studies to protect them from potential abuse by this faculty member.

Students perceived Dr. Werner-Wilson as being sincerely interested in seeing the program improve and appreciated his efforts on their behalf.

## **Meeting with Faculty**

Our meeting with Departmental faculty included Robin Mowery, Leigh Ann Simmons, Cheryl Mimbs, Hyungmin Soo, Claudia Heath, Donna Smith, Nate Wood, Diana Haleman, Amy Hosier, and Jason Hans.

It was clear to us that this faculty brings much energy and vision for the program. When we asked faculty how they might articulate areas of program identity (i.e., ways of characterizing the uniqueness and special training provided to current and prospective graduate students), the following themes were mentioned:

- (1) Families and health, with perhaps specific linkages forged between the Ph.D. program and the UK medical school. Also suggested in relation to this link was the prospect of establishing stronger links between the Ph.D. program and the master's program in Marriage and Family Therapy.
- (2) Families and finance management, as families evolve across the lifespan
- (3) Family functioning in the context of community development

Faculty agreed that it might be a good idea for the program to articulate these and perhaps other themes more formally, as a way of promoting stronger program identity, program cohesion, and attracting good students who see the UK program in Family Studies as the program best suited to their interests.

The faculty also voiced a number of concerns about the program, however. These included:

- (1) The relative dearth of mid-level and senior faculty in the program, and the need to hire more of them to promote program identity and cohesion, and to provide better mentoring options to graduate students.
- (2) Giving faculty greater credit and recognition for working with graduate students, especially at the dissertation stage.
- (3) Worries about graduate students' ability to approach other faculty for mentoring without retaliation from some senior faculty. One faculty went as far as to state that the Department was unsafe, not just for graduate students, but for junior faculty who wished to speak their minds about program concerns. Several faculty noted that both graduate students and faculty needed better protection from retaliation.
- (4) Too much graduate student teaching, and not enough funding lines to support graduate student research.
- (5) Levels of funding for graduate students are too low.
- (6) Additional and creative efforts to attract highly qualified graduate students to the program

It was clear to us that the faculty with whom we met were dedicated to the success of the program and had many ideas to share for improving it. We noted how impressed we were with the breadth and depth of the graduate courses offered to students, and that this provided an important foundation on which to build. Several faculty also expressed praise for Dr. Werner-Wilson and believed he would play a very important role in helping address the issues that were raised.

### **Meeting with Jeannine Blackwell, Dean of the Graduate School**

Also in attendance was Brian Jackson, Senior Associate Dean of the Graduate School. Dean Blackwell expressed support for the program and particularly for Dr. Werner-Wilson, whom she viewed as having a positive impact on the program since his arrival but expressing concern about the multiple roles he has in the Department. She mentioned that the drive on the UK campus for clinical translational research should play well for the Department of Family Studies, and that the program should make efforts to partner with the medical school and with other departments, such as the College of Nursing and the College of Education. Such

partnerships, she noted, might be particularly useful for smaller graduate programs such as Family Studies.

We discussed with Dean Blackwell the concern expressed to us by graduate students and faculty about the inability to form dissertation committees because of the currently low number of more senior, graduate faculty members in Family Studies. She mentioned that one way of remedying this would be for the program to ask permission to have full graduate faculty members from other Departments co-chair dissertation committees. Another way of addressing this problem is for the Department to make a formal request to the Graduate School to promote very promising junior faculty to full graduate faculty status prior to being tenured. The turnaround time for a reply to these requests, she indicated, was typically about one month, or shortly after the Graduate Council meets to consider the request. Dean Smith also suggested that Dr. Werner-Wilson consider getting in touch with Heidi Anderson, Associate Provost for Faculty Affairs, to assist in establishing policies and guidelines for faculty teaching levels, expectations regarding mentoring, and other program-related activities.

### **Meeting with Ron Werner-Wilson, Chair, Family Studies Department**

In our exit interview with Dr. Werner-Wilson, we provided him with a summary of our impressions gleaned across the day from Deans, faculty, and students. During this interview, as well as throughout the day, we were impressed with Dr. Werner-Wilson's openness to feedback and suggestions. We conveyed to him our belief that the UK's Ph.D. program in Family Studies has much potential, with a good nucleus of strong, young, enthusiastic faculty with a lot of ideas. We also indicated that, throughout the day, we received much positive feedback about him in particular, from Deans, faculty, and students alike. This degree of good will provides him with much leverage in addressing the problems that were raised, and that he, in particular, will be pivotal in this regard until such time as a new program director is (hopefully) hired.

In response to Dr. Werner-Wilson's requests, we discussed the Family Studies graduate curriculum, the doctoral student handbook, recruitment/retention of students, faculty composition and the problems students are experiencing in forming dissertation committees, and the format used by Family Studies in administering the Qualifying/Comprehensive exam. In our recommendations below, we address these and other issues below.

### **Doctoral Program: Summary and Recommendations:**

The UK's Ph.D. program in Family Studies is a program with much potential. Although there are more junior than senior faculty in its ranks, we were impressed with the values, enthusiasm, and vision this faculty brings to the program, and the shared concern of faculty for the welfare of its graduate students. There is much breadth and depth to the content courses offered to graduate students in the program. The quality of the coursework was, for the most part, a strength of the program, according to the graduate students. The overall training curriculum, as laid out in the Graduate Handbook appears to be well-balanced between foundational, specialization, and methods courses. Thus, the core features of this program are present, and with some thematic elements clearly articulated (e.g., intersections between family

functioning and health) and properly advertised, this program should be attractive to prospective graduate students.

As discussed above, however, there are significant concerns that prevent the program from reaching its potential and that require immediate attention. Here we present our recommendations for immediate and long-term program success:

### **RECOMMENDATIONS:**

- (1) **Hire one, and preferably two, mid-level to senior faculty who can complement the existing interests of program faculty, who can bring needed leadership to the program, and foster inter-disciplinary collaborations between faculty in the program and between program faculty and faculty from other units.** We recommend that one of these faculty be hired as the graduate program director and thus give the program the attention it requires to grow and develop as a cohesive unit. We believe the seeds for such development are already present. In light of the concerns expressed by graduate students and faculty about the retaliatory behavior of a particular senior faculty member, we recommend that the program director be hired at the full professor level. Additionally, successfully funded senior research faculty will broaden the capacity for junior and graduate students' exposure to multiple perspectives regarding research, research methods, and analytical approaches.
- (2) **Over the short term, with the existing shortfall of senior graduate faculty in the Department, follow the recommendations of Dean Blackwell that** (a) students attempt to find Graduate Faculty from outside the Department to co-chair their dissertation committees, and (b) submit formal requests to the Graduate School to promote promising junior faculty to become members of the Graduate Faculty. This should alleviate some of the stress on graduate students and faculty in formulating dissertation committees, and help form more stable and functional committees. This arrangement is also likely to serve as a mentoring experience for junior faculty as they develop their skills to oversee doctoral training.
- (3) **Collectively develop thematic areas of research focus that truly capture faculty interests and strengths and have the potential to forge collaborations with other faculty from other units across campus.** Developing such an identity will help the program define itself relative to other Family Studies programs across the country and help recruit graduate students who are well-matched to what the program has to offer.
- (4) **Provide consistent, high-quality mentoring of graduate students throughout their entire tenure in the program.** This could involve assigning students in their first year to a faculty member with an area of interest that matches well with student interests, and then re-visiting these assignments at the end of the students' first year to determine if the assignment is a good fit, or not. Another approach could be to assign first-year students to become advisees of the Director of Graduate Studies, and then to make more permanent assignments to mentors sometime later, perhaps at the end of the student's first year. Regardless of the chosen approach, high quality, consistent, nurturant

mentoring is a hallmark feature of a strong graduate program. An important corollary to this recommendation is to make certain that faculty get formal credit and/or recognition by the Department and/or College for their work with graduate students

- (5) Take steps to protect graduate students from “retaliatory” or other inappropriate conduct on the part of senior faculty.** This concern appears to be relevant to one senior faculty member in particular, about whom concerns were expressed to us by students and faculty alike. Students should feel free to request a change in a mentor if justified by shifting student interests, or to speak in confidence to other faculty members about concerns they may have, without fear of reprisal. Junior faculty should feel free to speak their minds about the program, or about departmental issues in general, without fear of reprisal.
- (6) Provide better mentoring of graduate students when they are asked to teach undergraduate courses.** We understand the departmental and university need to have these courses taught, and perhaps this is a standard mechanism for providing graduate student support. However, graduate students expressed much frustration about this because they felt, in some cases, that these experiences needed better scaffolding by faculty. A hallmark of a strong graduate program is not just the high quality of research mentoring, but also high quality of mentoring of student teaching.
- (7) Attempt to reduce the amount of graduate student teaching of undergraduate courses.** Too much graduate student teaching takes valuable time away from graduate studies, and in turn timely progress through the program. In addition to externally funded research assistantships, perhaps the program and College could make use of and/or develop creative funding packages that combine research and teaching experiences for graduate students.
- (8) Develop strategies for attracting high quality graduate students to the program.** Such strategies might include (a) each faculty in the program could make direct contact with her/his colleagues across the country and internationally for promising student referrals, (b) contacting master’s level graduate programs (in some generally related field of social science) locally and nationally to present and recruit for the program, and (c) consider admitting students without master’s degrees to the program, with these students satisfying the master’s requirements on their way toward the Ph.D.
- (9) Revise the qualifying examination/comprehensive exam format.** Family Studies administers the written component of the qualifying/comprehensive exam in the early Fall or Spring semester on three consecutive days, 8 hours per day (for all students taking the exam that semester). Students must pass all portions of the written component before scheduling the oral component of the exam, which must be done within 30 days of passing the written component. We found this format somewhat oppressive. Several graduate students made comments to that effect during our meeting.

An alternative format might be to individualize the exam for each student, incorporating foundational elements of the program with that student’s specific area(s) of

specialization. The written portion of the exam could be a take-home, series of essays based on foundational and specialized areas of focus.

For example, students can develop a reading list (80-100 references) around these areas, and a statement of interests. Both the reference list, and the statement of interests, must be approved, with any recommended revisions, by the Comps committee. The Comps committee can then formulate 2-3 comprehensive questions from these materials, which are then submitted to the Director of Graduate Studies for approval and/or further revision. Once the final set of questions is identified, the student is given a designated amount of time (e.g., 3 weeks) to answer the questions, in written format, as a take-home exam. Answers are graded and, if passed, the student holds a formal (oral) defense, during which her/his Comps committee comes with questions, developed from the student's written answers, to ask the student at the oral defense. Typically, these questions require the student to expand upon the written portion of the exam.

There are, of course, other ways of conducting the comps exam, including writing a grant proposal (perhaps a National Research Service Award pre-doctoral fellowship grant), which is graded and then followed up with an oral defense of the proposal. Another is for the student to identify an area that s/he has an interest in learning about and subsequently developing a comprehensive review and critique of the literature, again followed by an oral defense of the written product.

## **DEPARTMENTAL CULTURE AND ACADEMIC FOCUS**

With the addition of a doctoral program, the department has a clear mandate to fully carry out the mission of a comprehensive unit – in other words, successful programming in undergraduate, masters, and doctoral education as well as a full portfolio of faculty involvement in the activities of teaching and learning, research and discovery, and outreach and engagement. That said, we suggest that the department is overly invested in undergraduate teaching with a large focus on the provision of service courses. As a result, faculty and doctoral students are not able to devote appropriate time to the research and grantsmanship tasks mandatory to the success of graduate education and mentorship.

**RECOMMENDATION:** We recommend that the department trim the FS undergraduate curriculum in a manner that fulfills appropriate baccalaureate preparation but reduces the curriculum to a more management size. Although there are likely fears about tuition revenues with this reduction in undergraduate courses, faculty will be challenged to develop realistic, but aggressive, plans to replace these funds through external support of their research and engagement efforts.

One of the most difficult issues to emerge during our face-to-face conversations relates to departmental culture. Regardless of which group with whom we were engaged, a consistent message was delivered – a senior faculty member in the department has created a toxic environment. As a result, young FS faculty are not receiving supportive, collaborative

mentorship and a number graduate students have encountered circumstances characterized as punitive and, in turn, have fostered feelings of fear, hostility, and anger.

**RECOMMENDATION:** We recommend that the department, in concert with the Director of the School of Human Environmental Sciences and the Dean of the College of Agriculture develop an aggressive plan to neutralize the detrimental impact this cultural context is having on the department as a whole and, more specifically, on the potential productivity of young faculty and the morale and likelihood of timely success among graduate students. This plan should be direct, outline specific issues and subsequent goals for improvement, and explicitly outline consequences.

The FS faculty is very young, and as stated earlier, receiving little effective mentorship. It is our conclusion that, without question, attention must be paid to insuring that focused, content relevant mentorship must take place if these young professionals are to achieve success and appropriately mentor and guide emerging scholars in the doctoral program. The department has undergone significant turnover in recent years; therefore, it is difficult for us to determine whether mentorship was an integral part of the department at one time or whether the department's culture has not included explicit focus on mentorship of assistant as well as associate professors. We believe this mentorship is foundational to improvements in doctoral education in the department; we also believe this will have "ripple effects" in other areas of department work, such as teaching and outreach. We provide two recommendations in this regard.

**(1)** Consistent with Recommendation # 1 for the Doctoral Program, we urge collegiate and school leadership to invest in a national search for at least one, and perhaps two well-funded senior family science researchers. We recommend that one of these be at the rank of Full Professor. We believe this may involve some period of "courtship" – identifying an appropriate candidate and actively pursuing her/him over a period of time (2-3 years) may be necessary. It will be important that, during the recruitment process, direct and engaged discussions take place regarding this/these scholar's mentorship role.

A focused recruitment process should include:

- Identification and recruitment of candidate(s) who:
  - Are well funded
  - Have demonstrated effectiveness in mentoring faculty (on research teams, for example) and graduate students
  - Demonstrate the willingness "to share" as a function of mentorship (examination of paper authorship, inclusiveness as principal, co-principal investigators, or example)

To the extent that a senior faculty hire might also function as a Director of Graduate Studies (see Doctoral Program recommendation # 1), we would add **administrative skills** to the above criteria, both in terms of organizational skills, as well as the ability to work with and promote professional self-efficacy and a sense of cohesion and collegiality among faculty members.

(2) We suggest that an investment in external mentorship experiences for all assistant professors (and associate professor as time and funds allow in the future) in the department. We discussed this idea frequently during our visit and have outlined it briefly here.

An external mentorship experience can provide assistant and associate professors with:

- Content, specific mentoring – a focused mentorship that frequently improves the likelihood of successful external funding and increased research productivity
- Chances to connect with “the best and brightest” in their specialties
- Motivation to develop grant proposals and papers for critique

Briefly outlined, an external mentorship experience:

- Requests the applicant to identify potential mentors (perhaps 2-3 external to the university and 1 internal to the university but outside the department)
- Requires the department to formally invite mentors, in conjunction with the mentee, to participate in the experience by reviewing a limited number of papers (either published or in progress) and a grant proposal that builds upon these papers
- Arranging a time and place to meet
  - Trying to “piggyback” on conferences and already scheduled events
  - Meeting over a 1.5 – 2 day period of time after initial preparation and review have been done
- Providing a modest honorarium and travel expenses (where appropriate) to each mentor
- Evaluating the mentee on outcomes relevant to the experience in future annual performance reviews

In closing, we also would like to raise an issue relating to the number of “hats” Dr. Warner-Wilson is currently wearing. These include Department Chair, Director of Graduate Studies, and Director of the Marriage and Family Therapy Program. We worry about him having to provide leadership and management for so many significant segments of the department. To be clear, across all of our conversations, overwhelming support for Dr. Warner-Wilson was voiced. It is clear to us that he is dedicated to the department and, particularly, wants to see the doctoral program on firmer ground. However, the time and energy required to fulfill three such pivotal leadership positions, in the best case scenario, is likely to result in complete burnout, and in the worst case scenario, preclude his ability to further invest in leadership to carry out the recommendations we provide. That said, we both applaud his stamina and personal investment in leading change.

**RECOMMENDATION: We recommend an explicit awareness of this situation in all future strategic planning and decision making regarding the hiring of senior faculty. It will be important that competent and committed individuals be identified to fulfill the Director of Graduate Studies and Director of the Marriage and Family Therapy Program as soon as possible so that appropriate attention can be paid to all of the graduate education functions related to this comprehensive department.**

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We again thank the Department of Family Studies, the School of Human Environmental Science, and the College of Agriculture for their hospitality and openness. We hope that this report contributes in some way to the success of the doctoral program. We look forward to seeing its emergence as a premier program in Family Studies.

## Doctoral Student Survey Frequency Tables

Surveys were distributed to seventeen current students and seven responded for a 41% response rate.

### 1. I am satisfied with the preparation I am receiving for employment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Agree	5	71.4	71.4	71.4
	Strongly Agree	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

### 2. My practicum/internship experiences are applicable to my future employment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	42.9	100.0	100.0
Missing	Not Applicable	4	57.1		
	Total	7	100.0		

### 3. The content of the courses has been useful.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided or Unsure	1	14.3	14.3	14.3
	Mildly Agree	2	28.6	28.6	42.9
	Strongly Agree	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

### 4. Opportunities for professional involvement (e.g., conferences, seminars) are satisfactory.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Disagree	1	14.3	20.0	20.0
	Mildly Agree	2	28.6	40.0	60.0
	Strongly Agree	2	28.6	40.0	100.0
	Total	5	71.4	100.0	
Missing	Not Applicable	2	28.6		
	Total	7	100.0		

**5. The comprehensive exam process adequately reflected the program's content.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	28.6	100.0	100.0
Missing	Not Applicable	5	71.4		
Total		7	100.0		

**6. The comprehensive exam process was fair.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	42.9	100.0	100.0
Missing	Not Applicable	4	57.1		
Total		7	100.0		

**7. The faculty is available outside of classtime.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Agree	1	14.3	16.7	16.7
	Strongly Agree	5	71.4	83.3	100.0
	Total	6	85.7	100.0	
Missing	Not Applicable	1	14.3		
Total		7	100.0		

**8. I feel the faculty are adequately diverse.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	14.3	16.7	16.7
	Mildly Disagree	1	14.3	16.7	33.3
	Undecided or Unsure	1	14.3	16.7	50.0
	Mildly Agree	3	42.9	50.0	100.0
	Total	6	85.7	100.0	
Missing	Not Applicable	1	14.3		
Total		7	100.0		

**9. The faculty treat students fairly.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Disagree	2	28.6	28.6	28.6
	Undecided or Unsure	1	14.3	14.3	42.9
	Mildly Agree	3	42.9	42.9	85.7
	Strongly Agree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

**10. The faculty make an effort to develop positive student/faculty relationships.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Disagree	3	42.9	42.9	42.9
	Mildly Agree	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

**11. My program of study committee is helpful to me in reaching my individual goals.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Disagree	1	14.3	25.0	25.0
	Strongly Agree	3	42.9	75.0	100.0
	Total	4	57.1	100.0	
Missing	Not Applicable	2	28.6		
	System	1	14.3		
	Total	3	42.9		
Total		7	100.0		

**12. The administration (department chair, director of graduate education) is generally helpful.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Agree	1	14.3	14.3	14.3
	Strongly Agree	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

**13. I felt comfortable approaching the administration with my questions and needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Agree	1	14.3	14.3	14.3
	Strongly Agree	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

**14. The secretarial support staff was fair.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Agree	2	28.6	33.3	33.3
	Strongly Agree	4	57.1	66.7	100.0
	Total	6	85.7	100.0	
Missing	Not Applicable	1	14.3		
Total		7	100.0		

**15. The secretarial support staff was approachable.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Agree	1	14.3	16.7	16.7
	Strongly Agree	5	71.4	83.3	100.0
	Total	6	85.7	100.0	
Missing	Not Applicable	1	14.3		
Total		7	100.0		

**16. Classrooms are adequate.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Disagree	3	42.9	50.0	50.0
	Mildly Agree	2	28.6	33.3	83.3
	Strongly Agree	1	14.3	16.7	100.0
	Total	6	85.7	100.0	
Missing	Not Applicable	1	14.3		
Total		7	100.0		

17. Computer labs in the department fit my needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	28.6	33.3	33.3
	Mildly Disagree	2	28.6	33.3	66.7
	Strongly Agree	2	28.6	33.3	100.0
	Total	6	85.7	100.0	
Missing	Not Applicable	1	14.3		
Total		7	100.0		

18. I am satisfied with graduate student office spaces.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	28.6	66.7	66.7
	Mildly Disagree	1	14.3	33.3	100.0
	Total	3	42.9	100.0	
Missing	Not Applicable	4	57.1		
Total		7	100.0		

19. The university library is adequate for my needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Agree	2	28.6	28.6	28.6
	Strongly Agree	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

20. Monetary support for research is adequate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	28.6	33.3	33.3
	Mildly Disagree	2	28.6	33.3	66.7
	Undecided or Unsure	1	14.3	16.7	83.3
	Mildly Agree	1	14.3	16.7	100.0
	Total	6	85.7	100.0	
Missing	Not Applicable	1	14.3		
Total		7	100.0		

**21. Opportunities for scholarships are adequate.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	14.3	33.3	33.3
	Mildly Disagree	1	14.3	33.3	66.7
	Undecided or Unsure	1	14.3	33.3	100.0
	Total	3	42.9	100.0	
Missing	Not Applicable	4	57.1		
Total		7	100.0		

**22. I am satisfied with the assistantship opportunities provided.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Disagree	2	28.6	50.0	50.0
	Undecided or Unsure	1	14.3	25.0	75.0
	Mildly Agree	1	14.3	25.0	100.0
	Total	4	57.1	100.0	
Missing	Not Applicable	3	42.9		
Total		7	100.0		

**23. The university library's resources are adequate for my needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mildly Agree	2	28.6	28.6	28.6
	Strongly Agree	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

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### GRADUATE STUDENT SURVEY: Current Graduate Students

Please circle the response that most closely describes your feelings about the statement:

- SA—STRONGLY AGREE
- MA—MILDLY AGREE
- U—UNDECIDED OR UNSURE
- MD—MILDLY DISAGREE
- SD—STRONGLY DISAGREE
- NA—NOT APPLICABLE

**Program:**

1. I am satisfied with the preparation I am receiving for employment.

SA  MA U MD SD NA

2. My practicum/internship experiences are applicable to my future employment.

SA MA U MD SD NA

3. The content of the courses has been useful.

SA MA U MD SD NA

4. Opportunities for professional involvement (e.g., conferences, seminars) are satisfactory.

SA MA U MD SD  NA

5. The comprehensive exam process adequately reflected the program's content.

SA MA U MD SD  NA

6. The comprehensive exam process was fair.

SA MA U MD SD  NA

**Faculty:**

7. The faculty is available outside of classtime.

SA  MA U MD SD NA

8. I feel the faculty are adequately diverse.

SA  MA U MD SD NA

9. The faculty treat students fairly.

SA  MA U MD SD NA

10. The faculty make an effort to develop positive student/faculty relationships.

SA  MA U MD SD NA

11. My program of study committee is helpful to me in reaching my individual goals.

SA MA U MD SD NA

**Administrative/Secretarial Support:**

12. The administration (department chair, director of graduate education) is generally helpful.

SA MA U MD SD NA

13. I felt comfortable approaching the administration with my questions and needs.

SA MA U MD SD NA

14. The secretarial support staff was fair.

SA MA U MD SD NA

15. The secretarial support staff was approachable.

SA MA U MD SD NA

**Facilities:**

16. Classrooms are adequate.

SA MA U MD SD NA

17. Computer labs in the department fit my needs.

SA MA U MD SD NA

18. I am satisfied with graduate student office spaces.

SA MA U MD SD NA

19. The university library is adequate for my needs.

SA MA U MD SD NA

**Resources:**

20. Monetary support for research is adequate.

SA MA U MD SD NA

21. Opportunities for scholarships are adequate.

SA MA U MD SD NA

22. I am satisfied with the assistantship opportunities provided.

SA MA U MD SD NA

23. The university library's resources are adequate for my needs.

SA MA U MD SD NA

Gender (circle one): M F

Status (circle one): Masters Student

Doctoral Student

**Please respond to the following open-ended questions (you may also write on the back of this page):**

24. What courses, experiences, and/or practica/internship were of particular value to you?

I have only started my program, but the research methods and theory classes have been very helpful.

**GRADUATE STUDENT SURVEY:  
Current Graduate Students**

**Please circle the response that most closely describes your feelings about the statement:**

SA—STRONGLY AGREE  
MA—MILDLY AGREE  
U—UNDECIDED OR UNSURE  
MD—MILDLY DISAGREE  
SD—STRONGLY DISAGREE  
NA—NOT APPLICABLE

**Program:**

1. I am satisfied with the preparation I am receiving for employment.

SA (MA) U MD SD NA

2. My practicum/internship experiences are applicable to my future employment.

(SA) MA U MD SD NA

3. The content of the courses has been useful.

SA (MA) U MD SD NA

4. Opportunities for professional involvement (e.g., conferences, seminars) are satisfactory.

SA (MA) U MD SD NA

5. The comprehensive exam process adequately reflected the program's content.

SA MA U MD SD (NA)

6. The comprehensive exam process was fair.

SA MA U MD SD (NA)

**Faculty:**

7. The faculty is available outside of classtime.

(SA) MA U MD SD NA

8. I feel the faculty are adequately diverse.

SA MA (U) MD SD NA

9. The faculty treat students fairly.

SA MA (U) MD SD NA

10. The faculty make an effort to develop positive student/faculty relationships.

SA MA U (MD) SD NA

11. My program of study committee is helpful to me in reaching my individual goals.

SA MA U MD SD NA

**Administrative/Secretarial Support:**

12. The administration (department chair, director of graduate education) is generally helpful.

SA MA U MD SD NA

13. I felt comfortable approaching the administration with my questions and needs.

SA MA U MD SD NA

14. The secretarial support staff was fair.

SA MA U MD SD NA

15. The secretarial support staff was approachable.

SA MA U MD SD NA

**Facilities:**

16. Classrooms are adequate.

SA MA U MD SD NA

17. Computer labs in the department fit my needs.

SA MA U MD SD NA

18. I am satisfied with graduate student office spaces.

SA MA U MD SD NA

19. The university library is adequate for my needs.

SA MA U MD SD NA

**Resources:**

20. Monetary support for research is adequate.

SA MA U MD SD NA

21. Opportunities for scholarships are adequate.

SA MA U MD SD NA

22. I am satisfied with the assistantship opportunities provided.

SA MA U MD SD NA

23. The university library's resources are adequate for my needs.

SA MA U MD SD NA

Gender (circle one): M (F)  
Status (circle one): Masters Student

Doctoral Student

Please respond to the following open-ended questions (you may also write on the back of this page):

24. What courses, experiences, and/or practica/internship were of particular value to you?

Theory + Content courses (652, 502, 752, 601, 690)  
Were particularly helpful and enriched my understanding of family dynamics + research  
Teaching a variety of undergraduate courses has helped immensely in preparing me for a future faculty position.

Support to present at and attend conferences was greatly appreciated and add to the depth of experience + knowledge obtained in the doctoral program.

Serving as a teaching assistant to an active educator offered a true mentoring relationship that provided insight into classroom mechanics + management as well as course development.

25. What changes, if any, do you think the faculty should make to strengthen the program?

I think there needs to be more coordination of coursework in terms of prerequisites, materials, and textbooks. There is some redundancy and duplication of material.

Also, some courses require specific skills or knowledge (for example SPSS skills) in order to accomplish course agenda but students are having to take course out of order (early or extremely late in the program) to work around course offerings. This does not facilitate a learning environment.

I think some faculty need to put additional effort into course design & delivery. There are times when I felt no true teaching was taking place - just time being filled.

26. How would you describe a "student-centered" graduate program?

To me, a student-centered program places a high value on student learning + professional preparation. Courses are offered in a sequential fashion that facilitates building upon previous knowledge. Students have access to true mentors who are committed to student learning + progress and not just what the student can do for advancement of the faculty's career. I think that we are heading in the right direction towards a student-centered program but that there are still some very strong limitations (lack of graduate faculty, lack of diversity in terms of research interests) that, until these limitations are addressed, change will be slow.

27. Please add any comments that may help us improve the graduate program.

no additional comments

**GRADUATE STUDENT SURVEY:  
Current Graduate Students**

**Please circle the response that most closely describes your feelings about the statement:**

SA—STRONGLY AGREE  
MA—MILDLY AGREE  
U—UNDECIDED OR UNSURE  
MD—MILDLY DISAGREE  
SD—STRONGLY DISAGREE  
NA—NOT APPLICABLE

**Program:**

1. I am satisfied with the preparation I am receiving for employment.

SA  MA U MD SD NA

2. My practicum/internship experiences are applicable to my future employment.

SA MA U MD SD NA

3. The content of the courses has been useful.

SA MA U MD SD NA

4. Opportunities for professional involvement (e.g., conferences, seminars) are satisfactory.

SA MA U MD SD NA

5. The comprehensive exam process adequately reflected the program's content.

SA MA U MD SD  NA

6. The comprehensive exam process was fair.

SA MA U MD SD  NA

**Faculty:**

7. The faculty is available outside of classtime.

SA MA U MD SD NA

8. I feel the faculty are adequately diverse.

SA  MA U MD SD NA

9. The faculty treat students fairly.

SA MA U MD SD NA

10. The faculty make an effort to develop positive student/faculty relationships.

SA  MA U MD SD NA

11. My program of study committee is helpful to me in reaching my individual goals.

SA MA U MD SD NA

**Administrative/Secretarial Support:**

12. The administration (department chair, director of graduate education) is generally helpful.

SA MA U MD SD NA

13. I felt comfortable approaching the administration with my questions and needs.

SA MA U MD SD NA

14. The secretarial support staff was fair.

SA  MA U MD SD NA

15. The secretarial support staff was approachable.  SA MA U MD SD NA

**Facilities:**

16. Classrooms are adequate.  SA MA U MD SD NA

17. Computer labs in the department fit my needs.  SA MA U MD SD NA

18. I am satisfied with graduate student office spaces.

SA MA U MD SD  NA

19. The university library is adequate for my needs.

SA MA U MD SD NA

**Resources:**

20. Monetary support for research is adequate. SA  MA U MD SD NA

21. Opportunities for scholarships are adequate. SA MA U MD SD  NA

22. I am satisfied with the assistantship opportunities provided.

SA MA U MD SD  NA

23. The university library's resources are adequate for my needs.

SA MA U MD SD NA

Gender (circle one): M  F  
Status (circle one): Masters Student

Doctoral Student

**Please respond to the following open-ended questions** (you may also write on the back of this page):

24. What courses, experiences, and/or practica/internship were of particular value to you?

The course-work which has ~~not~~ allowed for the application of class-room knowledge has been the most valuable. Examples of this would include the teaching requirement, as well as those courses which require the completion of a manuscript.

25. What changes, if any, do you think the faculty should make to strengthen the program?

The lack of faculty w/ full graduate status is a limiting factor for graduate students.

~~All~~ A mentorship program for incoming students would be beneficial - this is in addition to the current FAM 775, allowing for the development of a more personal relationship.

~~All~~

26. How would you describe a "student-centered" graduate program?

A program which completely integrates the student, a pro-student approach in which adequate support and guidance is given in advising, course selection, and program development.

27. Please add any comments that may help us improve the graduate program.

The lack of graduate faculty is a limiting factor. Furthermore, the lack of "active" doctoral students makes course offerings difficult (having enough students enrolled to offer a class) especially when classes are offered once every two years.

All instructors need to coordinate course material, ~~or be aware of~~ or be aware of material used in other courses to prevent repeat assignments and ~~readings~~ readings.

**GRADUATE STUDENT SURVEY:  
Current Graduate Students**

**Please circle the response that most closely describes your feelings about the statement:**

SA—STRONGLY AGREE  
MA—MILDLY AGREE  
U—UNDECIDED OR UNSURE  
MD—MILDLY DISAGREE  
SD—STRONGLY DISAGREE  
NA—NOT APPLICABLE

**Program:**

1. I am satisfied with the preparation I am receiving for employment.

SA   MA   U   MD   SD   NA

2. My practicum/internship experiences are applicable to my future employment.

SA   MA   U   MD   SD   NA

3. The content of the courses has been useful.

SA   MA   U   MD   SD   NA

4. Opportunities for professional involvement (e.g., conferences, seminars) are satisfactory.

SA   MA   U   MD   SD   NA

There should be funding support for students to attend.

5. The comprehensive exam process adequately reflected the program's content.

SA   MA   U   MD   SD   NA

6. The comprehensive exam process was fair.

SA   MA   U   MD   SD   NA

**Faculty:**

7. The faculty is available outside of classtime.

SA   MA   U   MD   SD   NA

8. I feel the faculty are adequately diverse.

SA   MA   U   MD   SD   NA

9. The faculty treat students fairly.

SA   MA   U   MD   SD   NA

10. The faculty make an effort to develop positive student/faculty relationships.

SA   MA   U   MD   SD   NA

11. My program of study committee is helpful to me in reaching my individual goals.

SA MA U MD SD NA

**Administrative/Secretarial Support:**

12. The administration (department chair, director of graduate education) is generally helpful.

SA MA U MD SD NA

13. I felt comfortable approaching the administration with my questions and needs.

SA MA U MD SD NA

14. The secretarial support staff was fair.

SA MA U MD SD NA

15. The secretarial support staff was approachable. SA MA U MD SD NA

**Facilities:**

16. Classrooms are adequate.  
Some are too small--downstairs SA MA U MD SD NA

17. Computer labs in the department fit my needs.  
We need SPSS put back on the computers. SA MA U MD SD NA

18. I am satisfied with graduate student office spaces.

SA MA U MD SD NA

19. The university library is adequate for my needs.

SA MA U MD SD NA

**Resources:**

20. Monetary support for research is adequate. SA MA U MD SDNA

21. Opportunities for scholarships are adequate. SA MA U MD SD NA

22. I am satisfied with the assistantship opportunities provided.

SA MA U MD SD NA

We need research assistantship opportunities. It appears that only teaching assistantships are available.

23. The university library's resources are adequate for my needs.

SA MA U MD SD NA

Gender (circle one): *M F*

Status (circle one): Masters Student

**Doctoral Student**

**Please respond to the following open-ended questions** (you may also write on the back of this page):

24. What courses, experiences, and/or practica/internship were of particular value to you?

FAM 790 with Dr. Heath. She taught us how to integrate the knowledge from all the courses we have taken in theory and research. In addition, Dr. Heath did a thorough job of teaching us step by step. If it were not for her class, I would not have felt confident about taking my comps.

FAM 786 helped to prepare me for teaching courses within this field. I had the opportunity to co-teach with my supervisor and it was a great experience. My supervisor encouraged me to work on areas of weakness without being demeaning. He was very supportive

25. What changes, if any, do you think the faculty should make to strengthen the program?

I think the majority of the faculty could reach out to students more. They should be mentors. One aspect that I do not like within this department is that some faculty members penalize students for what they do not know in the classroom. The purpose of instructing a student is to help him or her grow within their profession. Some instructors do not teach; they simply assign chapters to students and expect for students to teach their peers. There needs to be more instruction from faculty in the classroom.

I understand that many faculty members are overwhelmed with research and the responsibilities of teaching. However, when you are an instructor, your primary goal should make sure that students have the competency that is needed to be successful in their career.

We need more faculty members who can assist doctoral students. That is imperative. We also need diverse research interest within the department. One person needs to be appointed Director of Graduate Studies who does not hold other titles or responsibilities.

Lastly, students need more guidance with teaching at this University. Students who teach a class for the first time should receive training about designing a syllabus, classroom management, etc. Dr. Smith does a wonderful job, but a class to address these issues would be more appropriate. The Sociology Department offers a course for their graduate students. This department should follow their lead.

26. How would you describe a “student-centered” graduate program?

- A student-centered program works for the best interest of students.
- There is adequate funding to pay for tuition, books, and health care.
- Courses are offered yearly.
- Courses flow in a logical sequence.
- Students know the program expectations.
- Faculty members are invested in the success of the students that are accepted into the program.
- Faculty mentor and train students for future careers.
- Students are assigned a faculty mentor the first semester; until the student finds a faculty member with similar research interest.
- The department’s faculty members are dependable and trustworthy.
- Students feel that faculty members genuinely believe in their ability to succeed!!!

27. Please add any comments that may help us improve the graduate program.

Be more supportive of student needs. Build cohesion between students and faculty: A house divided will not stand...

**GRADUATE STUDENT SURVEY:  
Current Graduate Students**

**Please circle the response that most closely describes your feelings about the statement:**

SA—STRONGLY AGREE  
MA—MILDLY AGREE  
U—UNDECIDED OR UNSURE  
MD—MILDLY DISAGREE  
SD—STRONGLY DISAGREE  
NA—NOT APPLICABLE

**Program:**

1. I am satisfied with the preparation I am receiving for employment.

SA   MA   U   MD   SD   NA

2. My practicum/internship experiences are applicable to my future employment.

SA   MA   U   MD   SD   NA

3. The content of the courses has been useful.

SA   MA   U   MD   SD   NA

4. Opportunities for professional involvement (e.g., conferences, seminars) are satisfactory.

SA   MA   U   MD   SD   NA

5. The comprehensive exam process adequately reflected the program's content.

SA   MA   U   MD   SD   NA

6. The comprehensive exam process was fair.

SA   MA   U   MD   SD   NA

**Faculty:**

7. The faculty is available outside of class time.

SA   MA   U   MD   SD   NA

8. I feel the faculty is adequately diverse.

SA   MA   U   MD   SD   NA

9. The faculty treats students fairly.

SA   MA   U   MD   SD   NA

10. The faculty makes an effort to develop positive student/faculty relationships.

SA   MA   U   MD   SD   NA

11. My program of study committee is helpful to me in reaching my individual goals.

SA MA U MD SD **NA**

**Administrative/Secretarial Support:**

12. The administration (department chair, director of graduate education) is generally helpful.

**SA** MA U MD SD NA

13. I felt comfortable approaching the administration with my questions and needs.

SA **MA** U MD SD NA

14. The secretarial support staff was fair.

**SA** MA U MD SD NA

15. The secretarial support staff was approachable. **SA** MA U MD SD NA

**Facilities:**

16. Classrooms are adequate. SA **MA** U MD SD NA

17. Computer labs in the department fit my needs. **SA** MA U MD SD NA

18. I am satisfied with graduate student office spaces.

SA MA U MD SD **NA**

19. The university library is adequate for my needs.

**SA** MA U MD SD NA

**Resources:**

20. Monetary support for research is adequate. SA MA **U** MD SDNA

21. Opportunities for scholarships are adequate. SA MA U MD SD **NA**

22. I am satisfied with the assistantship opportunities provided.

SA MA **U** MD SD NA

23. The university library's resources are adequate for my needs.

**SA** MA U MD SD NA

Gender (circle one): **M** F

Status (circle one): Masters Student

**Doctoral Student**

**Please respond to the following open-ended questions** (you may also write on the back of this page):

24. What courses, experiences, and/or practica/internship were of particular value to you?

While I have only had a few classes, to date, I have found FAM 790 to be the most beneficial class. It's challenging and pushes the students to think about research, theory and their own goals in a critical and thoughtful manner. While I have been a little nervous about my ability to succeed in this class I appreciate its challenging nature.

25. What changes, if any, do you think the faculty should make to strengthen the program?

Currently there are only a few faculty members that are able to advise graduate students and many of them are focused on a finance background. The most difficult decision I am currently trying to make is my committee chair as I can't really find someone with an interest in my topic of study. There are only a limited number of faculty members for this program.

26. How would you describe a “student-centered” graduate program?

A student centered graduate program would be one that places the student, their achievements and success at the forefront of the department’s agenda. Faculty would make a concerted effort to support all students in the department (both full time and part time) and help them gain the skills they need to be successful in their chosen career path. Classes would be challenging and demanding but recognize that the students are mature individuals who can make decisions. Students, once accepted into the program, would be encouraged to explore their chosen areas of interest under the leadership of an experienced faculty member. Students would be encouraged to form a community among themselves and support each other in their efforts to succeed in this program.

27. Please add any comments that may help us improve the graduate program.

I have really enjoyed my opportunity to be a student in this department and look forward to continued classes. As a part time student, I do feel that there is a bias toward those who are both working and attending classes. I have experienced this directly from two faculty members. While I understand that a certain level of commitment is expected from students, the assumption should be that someone who is accepted into the program is capable of fulfilling that commitment. Upon a student's admission into the graduate program they should not worry about whether or not they are full or part time students.

**GRADUATE STUDENT SURVEY:  
Current Graduate Students**

**Please circle the response that most closely describes your feelings about the statement:**

SA—STRONGLY AGREE  
MA—MILDLY AGREE  
U—UNDECIDED OR UNSURE  
MD—MILDLY DISAGREE  
SD—STRONGLY DISAGREE  
NA—NOT APPLICABLE

**Program:**

1. I am satisfied with the preparation I am receiving for employment.

SA MA U MD SD NA

2. My practicum/internship experiences are applicable to my future employment.

SA MA U MD SD NA

3. The content of the courses has been useful.  
[See Question 24]

SA MA U MD SD NA

4. Opportunities for professional involvement (e.g., conferences, seminars) are satisfactory.  
[Never received any monetary support from the department so all involvement has been out-of-pocket except for grad school assistance]

SA MA U MD SD NA

5. The comprehensive exam process adequately reflected the program's content.

SA MA U MD SD NA

6. The comprehensive exam process was fair.

SA MA U MD SD NA

**Faculty:**

7. The faculty is available outside of classtime.

SA MA U MD SD NA

8. I feel the faculty are adequately diverse.

SA MA U MD SD NA

9. The faculty treat students fairly.  
[One notable exception]

SA MA U MD SD NA

10. The faculty make an effort to develop positive student/faculty relationships.

[Most, with a notable exception]

SA MA U MD SD NA

11. My program of study committee is helpful to me in reaching my individual goals.

[Very satisfied now]

SA MA U MD SD NA

### **Administrative/Secretarial Support:**

12. The administration (department chair, director of graduate education) is generally helpful.

[Very satisfied now]

SA MA U MD SD NA

13. I felt comfortable approaching the administration with my questions and needs.

[Again, very satisfied now]

SA MA U MD SD NA

14. The secretarial support staff was fair.

SA MA U MD SD NA

15. The secretarial support staff was approachable. SA MA U MD SD NA

### **Facilities:**

16. Classrooms are adequate.

[More technology needed!]

SA MA U MD SD NA

17. Computer labs in the department fit my needs. SA MA U MD SD NA

18. I am satisfied with graduate student office spaces.

SA MA U MD SD NA

19. The university library is adequate for my needs.

SA MA U MD SD NA

### **Resources:**

20. Monetary support for research is adequate. SA MA U MD SD NA  
[Grant-writing direction other than one-on-one is poor.]

21. Opportunities for scholarships are adequate. SA MA U MD SD NA

22. I am satisfied with the assistantship opportunities provided.

SA MA U **MD** SD NA  
[Loved the opportunity to teach so much, but my request  
to diversify was adamantly refused]

23. The university library's resources are adequate for my needs.

**SA** MA U MD SD NA

Gender (circle one): M **F**

Status (circle one): Masters Student **Doctoral Student**

**Please respond to the following open-ended questions** (you may also write on the back of this page):

24. What courses, experiences, and/or practica/internship were of particular value to you?

The theory courses were strong (i.e., Family Systems, Readings in Family Theories, the capstone theory course), maybe partly because that is my particular interest. Family prevention, economics, and capstone research courses were regrettable wastes of time. The lion's share of my coursework was taken outside the department, with the value of the statistics regimen varying by instructor.

Teaching opportunity was of high value, although my inability to teach anything other than the research methods course has meant that I have only been able to expand my CV since affiliating with another university (on an adjunct basis). I should add that I taught the course with minimal (practically no) supervision. The upside of that was that I was free to experiment with pedagogy, and, happily, the results were strong. If I were a parent of an undergraduate, however, I would have been very displeased to learn of the number of non-docs teaching my kid and the lack of supervision these TA's receive.

25. What changes, if any, do you think the faculty should make to strengthen the program?

A. Increase the level of professionalism. The transparency of the back-biting and political infighting is too great, with the objective of teaching/learning getting lost in the process. Faculty needs to reorient its priorities and to keep the carping to themselves.

B. Get involved with university-wide opportunities that can then reflect positively on the department. The department is far too insular. One suggestion would be greater interaction between regular faculty and Extension. Another would be greater interaction between the department and the College of Agriculture. My guess is that the squabbling has blocked useful cross-pollination and research possibilities as well as the potential for extending useful information to the field. Everything is about publication in academic journals. Aren't we a land grant institution?

C. The lack of funding to fill vacant positions is regrettable, requiring too many doc students to depend on the advisement of faculty with no background in students' areas of research. To expand access to more diverse expertise, bring in faculty (including those with fairly new Ph.D.'s) for weekend workshops to supplement the knowledge base and to spur fresh thinking. Currently, students do this on their own by taking courses *outside* the department. Access would also be increased if students could use faculty from outside the department for higher quality advisement. I understand that efforts are being made here, and I would like to see this happen.

26. How would you describe a “student-centered” graduate program?

Somehow the existing modus operandi of competition and non-collegiality has to be circumvented. This is going to take some time, but somehow the faculty members who exploit and compete with students have to be seen as the exception rather than the department norm.

I would like to see greater recognition/reward given to the too-small handful of faculty members who make mentoring a priority. A student-centered graduate program is one in which the emphasis is on the success of the doc students, i.e., their completion of the program *at all*, their completion of the program in a timely fashion, and their ability to land good positions (assistant professorships or postdoc fellowships) upon graduation. Our success rate, as measured by those who complete rather than quit the doctoral program, do not appear to me to be indicative of a student-oriented approach.

A student-centered graduate program is one in which changes to the dissertation committee made by the student are not met with a vendetta to “get even”. I have been told by a senior faculty member whom I trust from outside the College of Agriculture that this is often the case in doctoral programs that are fairly new. Still, I find this practice unconscionable. It places too much power in the hands of too few people, which is a recipe for abuse.

A student-centered graduate program is one in which teaching assignments are made with an eye towards providing doc students with a more rounded experience. Ours assigns teaching based on the courses that faculty members wish to avoid. A student-centered graduate program does not openly call teaching assistants “cheap help” (a direct quote) nor does it expect TAs still involved in coursework to teach classes of 70 and 80 undergraduates. These approaches send a very clear message to doc students that they can expect to be exploited without recourse, and that the quality of their own learning (including the time available for it) is of little importance.

27. Please add any comments that may help us improve the graduate program.

I will probably change my tune when I *finally* finish and become a tenured professor myself, but from my vantage point and experience in the UK Department of Family Studies, I have become a strong supporter of post-tenure reviews. My thinking is that those who do a good job of mentoring, advising, and instructing have little to worry about with such reviews and may actually stand to benefit. I can think of no other way to weed out faculty who are mismatched with their positions in learning institutions.

**GRADUATE STUDENT SURVEY:  
Current Graduate Students**

**Please circle the response that most closely describes your feelings about the statement:**

SA—STRONGLY AGREE  
MA—MILDLY AGREE  
U—UNDECIDED OR UNSURE  
MD—MILDLY DISAGREE  
SD—STRONGLY DISAGREE  
NA—NOT APPLICABLE

**Program:**

1. I am satisfied with the preparation I am receiving for employment.

SA   MA   U   MD   SD   NA

2. My practicum/internship experiences are applicable to my future employment.

SA   MA   U   MD   SD    NA

3. The content of the courses has been useful.

SA   MA    U   MD   SD   NA

4. Opportunities for professional involvement (e.g., conferences, seminars) are satisfactory.

SA   MA   U   MD   SD   NA

5. The comprehensive exam process adequately reflected the program's content.

SA   MA   U   MD   SD    NA

6. The comprehensive exam process was fair.

SA   MA   U   MD   SD   NA

**Faculty:**

7. The faculty is available outside of classtime.

SA   MA   U   MD   SD    NA

8. I feel the faculty are adequately diverse.

SA   MA   U   MD   SD    NA

9. The faculty treat students fairly.

SA    MA   U   MD   SD   NA

10. The faculty make an effort to develop positive student/faculty relationships.

SA    MA   U   MD   SD   NA

11. My program of study committee is helpful to me in reaching my individual goals.

SA   MA   U   MD   SD   NA

**Administrative/Secretarial Support:**

12. The administration (department chair, director of graduate education) is generally helpful.

SA   MA   U   MD   SD   NA

13. I felt comfortable approaching the administration with my questions and needs.

SA   MA   U   MD   SD   NA

14. The secretarial support staff was fair.

SA   MA   U   MD   SD   NA

15. The secretarial support staff was approachable.  SA   MA   U   MD   SD   NA

**Facilities:**

16. Classrooms are adequate.      SA   MA   U   MD   SD    NA

17. Computer labs in the department fit my needs.      SA   MA   U   MD   SD    NA

18. I am satisfied with graduate student office spaces.

SA   MA   U   MD   SD    NA

19. The university library is adequate for my needs.

SA   MA   U   MD   SD   NA

**Resources:**

20. Monetary support for research is adequate.      SA   MA   U   MD    SD   NA

21. Opportunities for scholarships are adequate.      SA   MA   U   MD   SD    NA

22. I am satisfied with the assistantship opportunities provided.

SA   MA   U   MD   SD    NA

23. The university library's resources are adequate for my needs.

SA   MA   U   MD   SD   NA

Gender (circle one):  M  F

Status (circle one): Masters Student

Doctoral Student

**Please respond to the following open-ended questions** (you may also write on the back of this page):

24. What courses, experiences, and/or practica/internship were of particular value to you?

**NCFR conferences were the most valuable in my estimation, and also, the opportunities to teach undergraduate courses.**

25. What changes, if any, do you think the faculty should make to strengthen the program?

**For as long as I've been associated with the department, it has always had too few senior faculty from which to select a committee.**

26. How would you describe a “student-centered” graduate program?

**Genuinely uncertain except that there is an implication that the student’s best interest and the student him/herself is to be respected, and perhaps that the student is given responsibility to manage their own program. If that’s the essence intended, I would say that that is basically what I’ve experienced, with just a temporary fumble here and there.**

27. Please add any comments that may help us improve the graduate program.

**This probably isn't a direction you would have anticipated, but first thing I'm thinking about is that the department surely ought to have access to a university online survey system that would make taking this survey more convenient for both the investigator and the participant, and also that would assure students who desire it to have some confidentiality.**

**Beyond that, all I know is to say that the personnel issue is the most salient. As far as I'm aware, the department has always been 1-3 people short of an adequate group to make the Ph.D. program run smoothly. At some point, the department has to begin keeping its best people, though I recognize that that's not always within the control of the administration.**

**For what it's worth, I have heard "on the street" and have experienced nothing but good things about and from the current department chair. Dr. Ron also has been a highly approachable, responsive, and amiable Director of Graduate Studies.**

# Appendix F: Chair Evaluations

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## **2006-2007 Evaluation Chairs and Directors**

**Name:** Ron Werner-Wilson

**Evaluation:** Not rated (less than 1 year)

### **Strengths and Notable Achievements:**

- Excellent start
- Established patterns of deliberative planning, retreats
- Seems to be building culture of open communication, shared governance, mutual professional interests
- Junior faculty progressing well for the most part
- Superior job on faculty P/T management, particularly thorough and very well-justified letters from chair
- Similarly strong work on constructive comments for APR

### **Suggestions and Opportunities for Improvement:**

- Continue to focus on promoting the development of Asst. Professors
- Should budget issues slow down recruitment, will need to find ways to sustain positive attitudes and optimism, rekindled since your arrival
- Should have some opportunities to recruit given current budget status, needs to make the most of these
- Look for opportunities to develop your own familiarity with statewide extension programs, interaction with agents, promotion of extension and engagement contacts by whole FAM faculty.
- Suggest that it might be time for an informal review and some planning for the doctoral program.

### Ron Werner-Wilson

An outstanding job as chair under challenging circumstances. You have successfully changed the department culture and expectations, positioning FAM for significant progress in achievement, productivity and quality.

It is a high priority for the college to realize that potential by supporting the rebuilding of a depleted faculty. Budget will continue to severely limit the pace at which this can be done for at least another year, unfortunately. But we should continue to have high expectations for advancement and progress.

1. Very strong efforts to continue personal scholarly productivity.
2. Very positive academic leadership, including advising and mentoring faculty.
3. Directly confronting department's problems with a positive, constructive yet strong approach.
4. Some progress in expanding department's capacity and infrastructure for scholarship Survey Center, FIRL Lab.
5. Apparent improvement in department management wrt office staff, budget, for ex.
6. Good support from faculty, survey very positive with 1 faculty exception.
7. Priorities for the year? Ginny's position? Finance? Senior research leadership?

Faculty	Q:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Total Score	Aver. By Survey	All Faculty Surveys Average	
F		5	4	5	4	5	5	5	5	4	3	4	5	5	0	4	4	4	4	5	5	5	5	5	100	4.55	4.31	
F		5	5	5	4	5	5	4	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	111	4.83		
F		5	4	5	5	5	5	5	5	4	5	5	5	5	4	5	5	4	5	4	5	5	5	5	110	4.78		
F		5	5	5	5	5	0	0	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	100	5.00		
F		5	4	5	4	4	5	0	5	5	3	0	5	4	4	4	4	4	4	4	4	4	4	5	4	90	4.29	
F		5	5	5	5	5	5	5	4	5	5	4	5	5	0	4	5	5	5	0	0	5	5	5	97	4.85		
F		2	1	1	2	1	3	3	2	1	1	1	3	4	3	3	2	1	0	1	0	0	0	1	36	1.89		
Total F Score		32	28	31	29	30	28	22	31	29	27	23	33	33	16	29	30	28	28	24	24	29	30	30		30.18		
All Faculty Questions Average		4.57	4.00	4.43	4.14	4.29	4.67	4.40	4.43	4.14	3.86	3.83	4.71	4.71	4.00	4.14	4.29	4.00	4.67	4.00	4.80	4.83	5.00	4.29	4.36			

Staff	Q:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Total Score	Aver. By Survey	All Staff Surveys Average
H		5	4	5	4	5	0	0	5	5	5	5	5	5	0	0	0	5	5	5	5	5	5	5	88	4.89	4.44
M		5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110	5.00	
M		5	5	5	5	4	3	0	4	4	0	0	0	0	0	0	4	2	5	3	0	3	5	4	61	4.07	
M		0	3	0	0	3	0	0	0	0	0	0	3	0	4	0	0	0	0	0	0	0	4	3	20	3.33	
M		5	5	5	0	0	5	0	5	5	0	0	0	0	5	0	0	0	0	0	0	5	0	4	44	4.89	
Total S Score		20	22	20	14	17	13	5	14	19	10	10	13	10	14	5	9	12	15	13	10	18	19	21		22.18	
All Staff Questions Average		5	4.4	5	4.67	4.3	4.3	5	4.7	4.8	5	5	4.33	5	4.7	5	4.5	4	5	4.33	5	4.5	4.75	4.2	4.67		

Total Average 4.38

Number of Responses	
Faculty	7
Hourly	1
Monthly	4
<b>Total</b>	<b>12</b>

Comments:

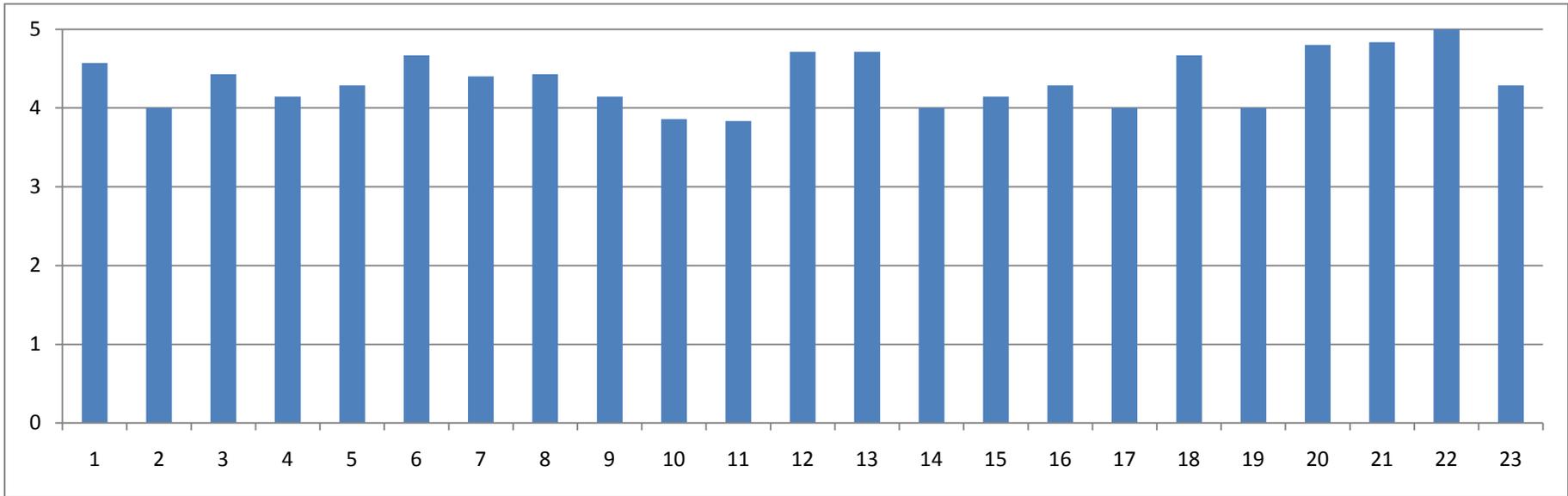
Dr. Ron is the best thing that has happened to this department in 15 years!!! My major concern is that he is overloaded with responsibilities which he handles with great care may I add. I see great potential in this department under his leadership. Most of all he is kind knowledgeable decisive when needed and cares about people. To me these are the signs of a great leader. My hope is that the College of AG will give him the necessary resources to keep our programs of instruction research and outreach strong and forward thinking. I've observed a number of department chairs come and go in this department and elsewhere and he is clearly in the top 5%.

Ron's leadership and fairness is one of the primary reasons I chose to stay at the University of Kentucky. He is delightful to work with and I look forward to continue to work in the department.

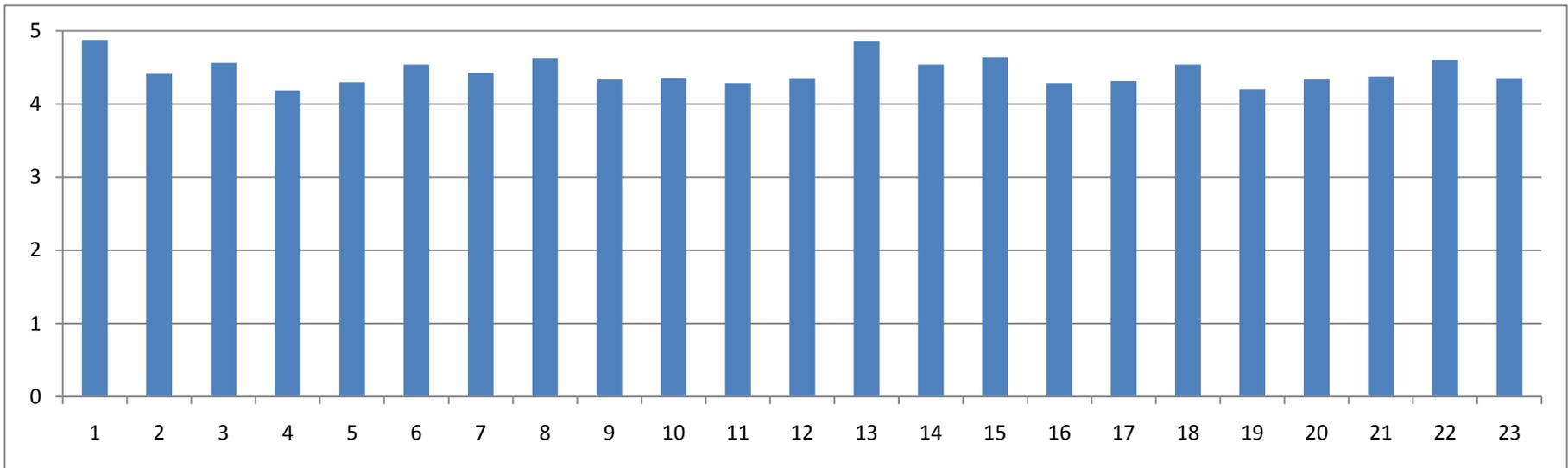
These are excellent items for evaluation. Responses provided here highlight primary areas of concern. The Dept of Family Studies has problems that emanate from the management style and leadership of the chair. The autocratic management style of the chair has resulted in an intimidating environment with favoritism to one or two faculty members. Additionally the chair does NOT follow the dept rules of procedure!

Shining star, refreshing, sincere, collegial, makes sound decisions. I hope UK can keep him as he continues to move the department forward and that he receives the resources needed to fund all graduate students with full assistantships (not half), especially at the doctoral level.

### FACULTY



### STAFF



# Appendix G: Scholarly Productivity Reports

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**2004-2005 Degrees Awarded**

		Male	Female	Minority	African American
Doctoral	2	0	2	0	0
Master's	14	1	13	2	2
Graduate Total	16	1	15	2	2
Bachelor's	49	7	42	11	11
<b>Total</b>	<b>65</b>	<b>8</b>	<b>57</b>	<b>13</b>	<b>13</b>

**2004-2005 Enrollment**

		Male	Female	Minority	African American
Doctoral	16	2	14	1	1
Master's	54	6	48	8	7
Post-doc	0	0	0	0	0
Graduate Total	70	8	62	9	8
Bachelor's	172	22	150	32	30
<b>Total</b>	<b>242</b>	<b>30</b>	<b>212</b>	<b>41</b>	<b>38</b>

**2004-2005 Student Credit Hours Enrolled**

		SSI	SSII	Fall	Spring
<b>Total</b>	<b>15460</b>	<b>252</b>	<b>591</b>	<b>7205</b>	<b>7412</b>

**Faculty/Primary Grant Dollar Ratio**

	FT Faculty (head count)	FTE Research Faculty
	13	3.83
Total Grant Dollars	\$4,300	\$4,300
<b>Average</b>	<b>\$331</b>	<b>\$1,123</b>

**2004-2005 Grants**

Direct Awards	\$4,300
Federal Competitive	\$0
% COA Federal Competitive	0%
Collaborative	\$4,300

**2004 Calendar Year Publications**

Books & Chapters	2
Refereed Journal Articles	5
Published Abstracts	0
Other Research	6
<b>Total</b>	<b>13</b>

**Degrees Awarded Five-Year Trend**

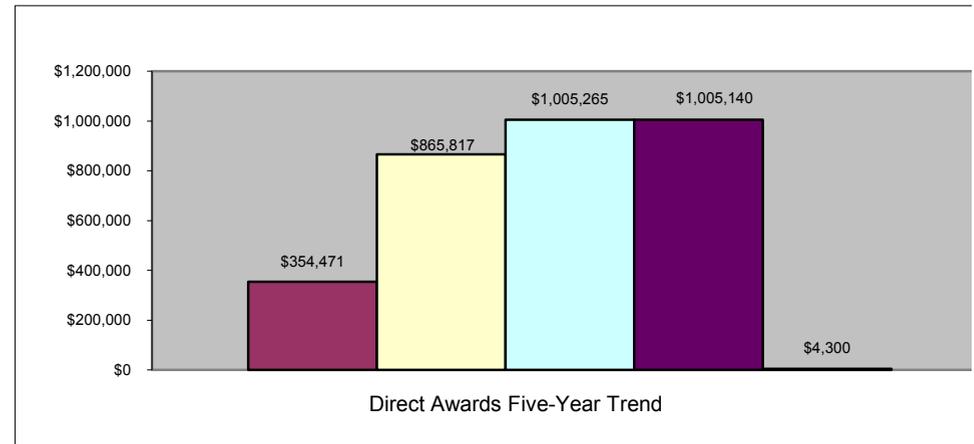
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Doctoral	0	0	0	1	2
Master's	13	11	9	13	14
Grad Total	13	11	9	14	16
Bachelor's	88	56	59	65	49
<b>Total</b>	<b>101</b>	<b>67</b>	<b>68</b>	<b>79</b>	<b>65</b>

**Enrollment Five-Year Trend**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Doctoral	0	5	9	13	16
Master's	52	45	50	48	54
Post-doc	0	0	0	0	0
Grad Total	52	50	59	61	70
Bachelor's	209	199	211	230	172
<b>Total</b>	<b>261</b>	<b>249</b>	<b>270</b>	<b>291</b>	<b>242</b>

**Direct Awards Five-Year Trend**

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
\$354,471	\$865,817	\$1,005,265	\$1,005,140	\$4,300



**2005-2006 Degrees Awarded**

		Male	Female	Minority	African American
Doctoral	0	0	0	0	0
Master's	9	1	8	2	2
Bachelor's	51	3	48	15	13
<b>Total</b>	<b>60</b>	<b>4</b>	<b>56</b>	<b>17</b>	<b>15</b>

**2005-2006 Enrollment**

		Male	Female	Minority	African American
Doctoral	15	2	13	3	3
Master's	33	5	28	7	5
Post-doc	0	0	0	0	0
Bachelor's	161	19	142	25	22
<b>Total</b>	<b>209</b>	<b>26</b>	<b>183</b>	<b>35</b>	<b>30</b>

**2005-2006 Student Credit Hours Enrolled**

		SSI	SSII	Fall	Spring
<b>Total</b>	<b>13697</b>	<b>382</b>	<b>837</b>	<b>6460</b>	<b>6018</b>

**Faculty/Primary Grant Dollar Ratio**

	FT Faculty (head count)	FTE Research Faculty
	13	3.33
Total Grant Dollars	\$338,633	\$338,633
<b>Average</b>	<b>\$26,049</b>	<b>\$101,692</b>

**2005-2006 Fiscal Year Grants**

Direct Awards	\$338,633
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$1,737,461

**2005 Calendar Year Publications**

Books & Chapters	4
Refereed Journal Articles	6
Published Abstracts	0
Other Research	4
<b>Total</b>	<b>14</b>

**2005 Calendar Year Patents**

<b>0</b>
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**Degrees Awarded Five-Year Trend**

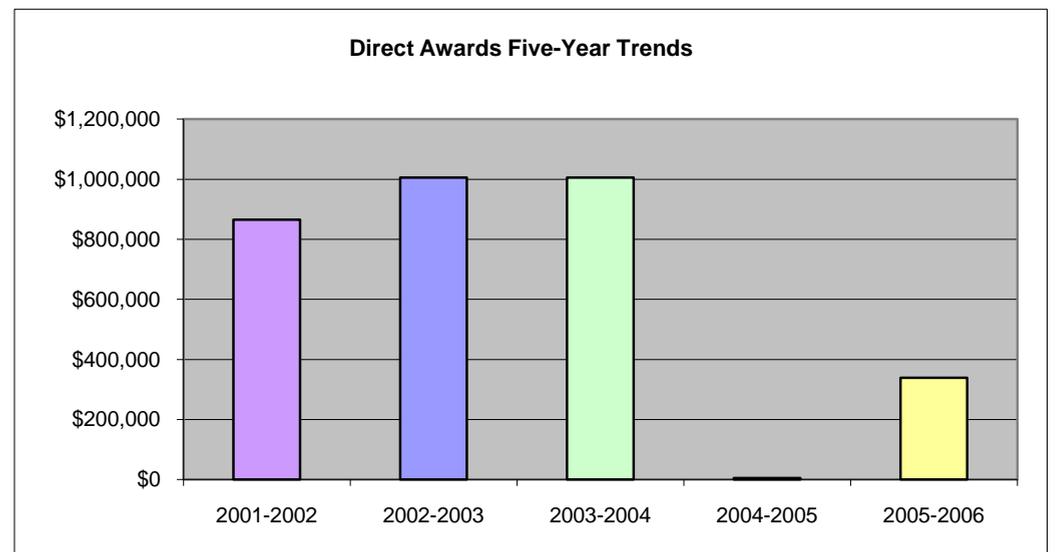
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Doctoral	0	0	1	2	0
Master's	11	9	13	14	9
Bachelor's	56	59	65	49	51
<b>Total</b>	<b>67</b>	<b>68</b>	<b>79</b>	<b>65</b>	<b>60</b>

**Enrollment Five-Year Trend**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Doctoral	5	9	13	16	15
Master's	45	50	48	54	33
Post-doc	0	0	0	0	0
Bachelor's	199	211	230	172	161
<b>Total</b>	<b>249</b>	<b>270</b>	<b>291</b>	<b>242</b>	<b>209</b>

**Direct Awards Five-Year Trend**

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
\$865,817	\$1,005,265	\$1,005,140	\$4,300	\$338,633



Department	Research FTE	Books + Chapters	Refereed Articles	Books Plus Refereed	Books+Ref /Res. FTE	SCH	Total Grant \$	\$/Research FTE
AFS	15.03	8	33	41	2.73	3152	\$4,546,124	\$302,470
Ag Econ	8.4	5	15	20	2.38	3572	\$939,044	\$111,791
BAE	9.94	2	39	41	4.12	1150	\$4,430,217	\$445,696
CLD	3.74	2	7	9	2.41	2583	\$712,961	\$190,631
Entomology	9.51	3	40	43	4.52	1127	\$1,986,164	\$208,850
Family Studies	3.33	4	6	10	3.00	13,697	\$338,633	\$101,692
Forestry	5.3	3	5	8	1.51	1198	\$1,233,493	\$232,735
Horticulture	6.08	1	13	14	2.30	3237	\$2,157,586	\$354,866
MAT	0.57	6	5	11	19.30	4,325	\$35,964	\$35,964
Landscape Arch	0.75	0	1	1	1.33	1,752	\$10,000	\$10,000
Nutrition & Food Sci	1.65	0	11	11	6.67	7,301	\$32,502	\$19,698
Plant and Soil	24.15	6	78	84	3.48	3237	\$4,734,441	\$196,043
Plant Pathology	6.82	6	34	40	5.87	283	\$2,800,872	\$410,685
Veterinary Science	18.37	4	34	38	2.07	131	\$1,147,627	\$62,457

Department	Ranked by Total Grant \$
Plant and Soil	\$4,734,441
AFS	\$4,546,124
BAE	\$4,430,217
Plant Pathology	\$2,800,872
Horticulture	\$2,157,586
Entomology	\$1,986,164
Forestry	\$1,233,493
Veterinary Science	\$1,147,627
Ag Econ	\$939,044
CLD	\$712,961
Family Studies	\$338,633
MAT	\$35,964
NFS	\$32,502
Landscape Arch	\$10,000

Department	Ranked by \$/Research FTE
BAE	\$445,696
Plant Path	\$410,685
Horticulture	\$354,866
AFS	\$302,470
Forestry	\$232,735
Entomology	\$208,850
Plant and Soil	\$196,043
CLD	\$190,631
Ag Econ	\$111,791
Family Studies	\$101,692
Veterinary Science	\$62,457
MAT	\$35,964
NFS	\$19,698
Landscape Arch	\$10,000

Department	Ranked by Pubs/Res. FTE
NFS	6.67
Plant Path	5.87
MAT	5.00
Entomology	4.52
BAE	4.12
Plant and Soil	3.48
Family Studies	3.00
AFS	2.73
CLD	2.41
Ag Econ	2.38
Horticulture	2.30
Veterinary Science	2.07
Forestry	1.51
Landscape Arch	1.00

Department	Ranked by Refereed Articles
Plant and Soil	78
Entomology	40
BAE	39
Plant Pathology	34
Veterinary Science	34
AFS	33
Ag Econ	15
Horticulture	13
NFS	11
CLD	7
Family Studies	6
Forestry	5
MAT	5
Landscape Arch	1

Department	SCH	Enrollment	Ranked by SCH/ Enrollment
Family Studies	13,697	209	65.54
Entomology	1127	40	28.18
Landscape Arch	1,752	90	19.47
NFS	7,301	376	19.42
Horticulture	3237	171	18.93
Plant and Soil	3237	171	18.93
Forestry	1198	67	17.88
MAT	4,325	247	17.51
Ag Econ	3572	239	14.95
CLD	2583	177	14.59
BAE	1150	97	11.86
Plant Pathology	283	34	8.32
AFS	3152	379	8.32
Vet Science	131	35	3.74

**2006-2007 Degrees Awarded**

		Male	Female	Minority	African American
Doctoral	2	0	2	0	0
Master's	14	4	10	3	2
Bachelor's	64	8	56	3	3
<b>Total</b>	<b>80</b>	<b>12</b>	<b>68</b>	<b>6</b>	<b>5</b>

**2006-2007 Enrollment**

		Male	Female	Minority	African American
Doctoral	14	1	13	3	3
Master's	34	10	24	6	4
Post-doc	0				0
Bachelor's	174	21	153	23	22
<b>Total</b>	<b>222</b>	<b>32</b>	<b>190</b>	<b>32</b>	<b>29</b>

**2006-2007 Student Credit Hours Enrolled**

FAM		SSI	SSII	Fall	Spring
<b>Total</b>	<b>13492</b>	<b>0</b>	<b>619</b>	<b>6945</b>	<b>5928</b>

**Faculty/Primary Grant Dollar Ratio**

	FT Faculty (head count)	FTE Research Faculty
	14	3.8500
Total Grant Dollars	\$340,083	\$340,083
Average	\$24,292	\$88,333

**2006-2007 Fiscal Year Grants**

Direct Awards	\$340,083
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$364,763

**2006 Calendar Year Publications**

Books & Chapters	0
Refereed Journal Articles	10
Other Research	0
<b>Total</b>	<b>10</b>

**2006 Calendar Year Patents**

	0
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**Degrees Awarded Five-Year Trend**

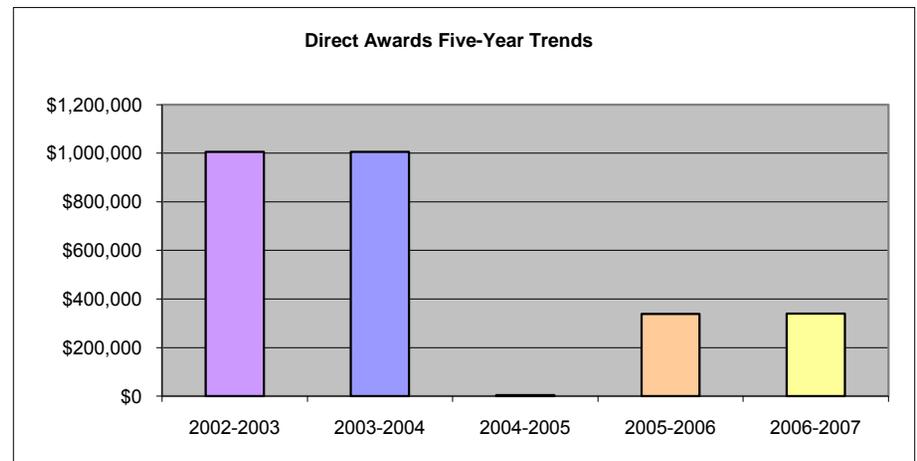
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Doctoral	0	1	2	0	2
Master's	9	13	14	9	14
Bachelor's	59	65	49	51	64
<b>Total</b>	<b>68</b>	<b>79</b>	<b>65</b>	<b>60</b>	<b>80</b>

**Enrollment Five-Year Trend**

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Doctoral	9	13	16	15	14
Master's	50	48	54	33	34
Post-doc	0	0	0	0	0
Bachelor's	211	230	172	161	174
<b>Total</b>	<b>270</b>	<b>291</b>	<b>242</b>	<b>209</b>	<b>222</b>

**Direct Awards Five-Year Trend**

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
\$1,005,265	\$1,005,140	\$4,300	\$338,633	\$340,083



Department	Research FTE	Books + Chapters	Refereed Articles	Books Plus Refereed	Books+Ref /Res. FTE	SCH	Total Grant \$	\$/Research FTE
AFS	15.9192	3	31	34	2.14	3348	\$4,059,833	\$255,027
Ag Econ	6.0912	5	6	11	1.81	3306	\$2,136,970	\$350,829
BAE	10.1920	9	22	31	3.04	1109	\$3,449,746	\$338,476
CLD	4.0768	2	7	9	2.21	3381	\$65,077	\$15,963
Entomology	10.5808	6	48	54	5.10	1019	\$2,505,347	\$236,782
Family Studies	3.8500	0	10	10	2.60	13492	\$340,083	\$88,333
Forestry	4.8566	4	13	17	3.50	1285	\$906,709	\$186,696
Horticulture	6.6495	3	10	13	1.96	3216	\$2,226,700	\$334,867
Landscape Arch	0.9024	0	0	0	0.00	1865	\$81,870	\$81,870
MAT	1.2600	0	7	7	5.56	4178	\$36,051	\$28,612
Nutrition & Food Sci	1.7138	0	9	9	5.25	8126	\$338,000	\$197,223
Plant and Soil	25.4897	4	69	73	2.86	3216	\$2,080,714	\$81,630
Plant Pathology	8.0314	7	25	32	3.98	359	\$2,958,089	\$368,315
Veterinary Science	18.0390	5	43	48	2.66	244	\$885,894	\$49,110

Department	Ranked by Total Grant \$
AFS	\$4,059,833
BAE	\$3,449,746
Plant Pathology	\$2,958,089
Entomology	\$2,505,347
Horticulture	\$2,226,700
Ag Econ	\$2,136,970
Plant and Soil	\$2,080,714
Forestry	\$906,709
Veterinary Science	\$885,894
Family Studies	\$340,083
NFS	\$338,000
Landscape Arch	\$81,870
CLD	\$65,077
MAT	\$36,051

Department	Ranked by \$/Research FTE
Plant Path	\$368,315
Ag Econ	\$350,829
BAE	\$338,476
Horticulture	\$334,867
AFS	\$255,027
Entomology	\$236,782
NFS	\$197,223
Forestry	\$186,696
Family Studies	\$88,333
Landscape Arch	\$81,870
Plant and Soil	\$81,630
Veterinary Science	\$49,110
MAT	\$28,612
CLD	\$15,963

Department	Ranked by Pubs/Res. FTE
MAT	5.56
NFS	5.25
Entomology	5.10
Plant Path	3.98
Forestry	3.50
BAE	3.04
Plant and Soil	2.86
Veterinary Science	2.66
Family Studies	2.60
CLD	2.21
AFS	2.14
Horticulture	1.96
Ag Econ	1.81
Landscape Arch	0.00

Department	Ranked by
Plant and Soil	69
Entomology	48
Veterinary Science	43
AFS	31
Plant Pathology	25
BAE	22
Forestry	13
Family Studies	10
Horticulture	10
NFS	9
CLD	7
MAT	7
Ag Econ	6
Landscape Arch	0

Department	SCH	Enrollment	Ranked by
Family Studies	13492	222	60.77
Entomology	1019	45	22.64
Forestry	1285	61	21.07
Horticulture	3216	158	20.35
Plant and Soil	3216	158	20.35
Landscape Arch	1865	103	18.11
NFS	8126	450	18.06
MAT	4178	244	17.12
Ag Econ	3306	228	14.50
CLD	3381	239	14.15
Plant Pathology	359	34	10.56
BAE	1109	113	9.81
AFS	3348	365	9.17
Vet Science	244	32	7.63

## 2007-2008 Family Studies

### 2007-2008 Degrees Awarded

		Male	Female	Minority	African American
Doctoral	0	0	0	0	0
Master's	10	4	6	1	1
Bachelor's	61	5	56	4	4
<b>Total</b>	<b>71</b>	<b>9</b>	<b>62</b>	<b>5</b>	<b>5</b>

### Degrees Awarded Five-Year Trend

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Doctoral	1	2	0	2	0
Master's	13	14	9	14	10
Bachelor's	65	49	51	64	61
<b>Total</b>	<b>79</b>	<b>65</b>	<b>60</b>	<b>80</b>	<b>71</b>

### 2007-2008 Enrollment

		Male	Female	Minority	African American
Doctoral	18	2	16	4	3
Master's	23	6	17	1	0
Post-doc	0	0	0	0	0
Bachelor's*	154	22	132	28	28
<b>Total</b>	<b>195</b>	<b>30</b>	<b>165</b>	<b>33</b>	<b>31</b>

### Enrollment Five-Year Trend

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Doctoral	13	16	15	14	18
Master's	48	54	33	34	23
Post-doc	0	0	0	0	0
Bachelor's	230	172	161	174	154
<b>Total</b>	<b>291</b>	<b>242</b>	<b>209</b>	<b>222</b>	<b>195</b>

### 2007-2008 Student Credit Hours Enrolled

		SSI	SSII	Fall	Spring
FAM	10248	**	298	5851	4099
FCS	317	**	6	162	149
<b>Total</b>	<b>10565</b>	<b>**</b>	<b>304</b>	<b>6013</b>	<b>4248</b>

### Direct Awards Five-Year Trend

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
\$1,005,140	\$4,300	\$338,633	\$340,083	\$338,834

### Faculty/Primary Grant Dollar Ratio

	FT Faculty (head count)	FTE Research Faculty
	12	3.98
Total Grant Dollars	\$338,834	\$338,834
Average	\$28,236	\$85,134

### 2007-2008 Fiscal Year Grants

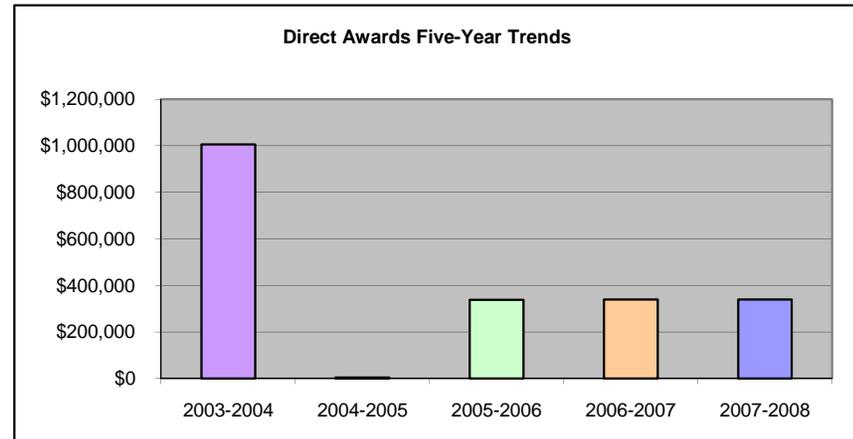
Direct Awards	\$338,834
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$338,834

### 2007 Calendar Year Publications

Books & Chapters	4
Refereed Journal Articles	13
Other Research	4
<b>Total</b>	<b>21</b>

### 2007 Calendar Year Patents

<b>0</b>
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\*Includes approx. 11 students from FCS Ed with major code-CTED- shared with CLD department

\*\*Data for Summer 1 are not available

### Composites 2007-2008

Department	Research FTE	Books + Chapters	Refereed Articles	Books Plus Refereed	Books+Ref /Res. FTE	SCH	Total Grant \$	\$/Research FTE
AEC	6.19	1	22	23	3.72	3572	\$510,644	\$82,495
AFS	16.02	6	48	54	3.37	3566	\$3,285,677	\$205,098
BAE	9.18	2	44	46	5.01	1101	\$2,971,839	\$323,730
CLD	4.76	3	10	13	2.73	3326	\$917,961	\$192,849
ENT	10.95	3	40	43	3.93	970	\$7,925,776	\$723,815
<b>FAM</b>	<b>3.98</b>	<b>4</b>	<b>13</b>	<b>17</b>	<b>4.27</b>	<b>10565</b>	<b>\$338,834</b>	<b>\$85,134</b>
FOR	5.78	4	17	21	3.63	1252	\$783,677	\$135,584
HOR	5.46	1	20	21	3.85	2878	\$849,109	\$155,514
LA	0.76	0	1	1	1.32	1736	\$100,000	\$100,000
MAT	1.69	0	5	5	2.96	4330	\$34,293	\$20,292
NFS	1.43	2	6	8	5.59	9171	\$453,244	\$316,954
PPA	8.15	4	30	34	4.17	357	\$2,288,090	\$280,747
PSS	24.66	12	70	82	3.33	2878	\$3,260,269	\$132,209
VSC	17.85	8	40	48	2.69	243	\$766,195	\$42,924

Department	Ranked by Total Grant \$
ENT	\$7,925,776
AFS	\$3,285,677
PSS	\$3,260,269
BAE	\$2,971,839
PPA	\$2,288,090
CLD	\$917,961
HOR	\$849,109
FOR	\$783,677
VSC	\$766,195
AEC	\$510,644
NFS	\$453,244
<b>FAM</b>	<b>\$338,834</b>
LA	\$100,000
MAT	\$34,293

Department	Ranked by \$/Research FTE
ENT	\$723,815
BAE	\$323,730
NFS	\$316,954
PPA	\$280,747
AFS	\$205,098
CLD	\$192,849
HOR	\$155,514
FOR	\$135,584
PSS	\$132,209
LA	\$100,000
<b>FAM</b>	<b>\$85,134</b>
AEC	\$82,495
VSC	\$42,924
MAT	\$20,292

Department	Ranked by Pubs/Res. FTE
NFS	5.59
BAE	5.01
<b>FAM</b>	<b>4.27</b>
PPA	4.17
ENT	3.93
HOR	3.85
AEC	3.72
FOR	3.63
AFS	3.37
PSS	3.33
MAT	2.96
CLD	2.73
VSC	2.69
LA	1.32

Department	Ranked by Refereed Articles
PSS	70
AFS	48
BAE	44
ENT	40
VSC	40
PPA	30
AEC	22
HOR	20
FOR	17
<b>FAM</b>	<b>13</b>
CLD	10
NFS	6
MAT	5
LA	1

Department	SCH	Enrollment	Ranked by SCH/Enrollment
<b>FAM</b>	<b>10565</b>	<b>195</b>	<b>54.18</b>
ENT	970	47	20.64
FOR	1252	61	20.52
NFS	9171	474	19.35
HOR	2878	155	18.57
PSS	2878	155	18.57
LA	1736	100	17.36
MAT	4330	257	16.85
AEC	3572	244	14.64
CLD	3326	236	14.09
BAE	1101	100	11.01
AFS	3566	326	10.94
PPA	357	37	9.65
VSC	243	27	9.00

**2008-2009 Degrees Awarded**

		Male	Female	Minority	African American
Doctoral	4	1	3	1	0
Master's	6	1	5	0	0
Bachelor's	61	10	51	9	8
<b>Total</b>	<b>71</b>	<b>12</b>	<b>59</b>	<b>10</b>	<b>8</b>

**Degrees Awarded Five-Year Trend**

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Doctoral	2	0	2	0	4
Master's	14	9	14	10	6
Bachelor's	49	51	64	61	61
<b>Total</b>	<b>65</b>	<b>60</b>	<b>80</b>	<b>71</b>	<b>71</b>

**2008-2009 Enrollment**

		Male	Female	Minority	African American
Doctoral	21	4	17	4	3
Master's	20	1	19	2	1
Post-doc	0	0	0	0	0
Bachelor's*	139	30	109	40	38
<b>Total</b>	<b>180</b>	<b>35</b>	<b>145</b>	<b>46</b>	<b>42</b>

**Enrollment Five-Year Trend**

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Doctoral	16	15	14	18	21
Master's	54	33	34	23	20
Post-doc	0	0	0	0	0
Bachelor's	172	161	174	154	139
<b>Total</b>	<b>242</b>	<b>209</b>	<b>222</b>	<b>195</b>	<b>180</b>

**2008-2009 Student Credit Hours Enrolled**

		SSI	SSII	Fall	Spring
FAM	8882	0	334	4338	4210
FCS	292	0	1	180	111
<b>Total</b>	<b>9174</b>	<b>0</b>	<b>335</b>	<b>4518</b>	<b>4321</b>

**Direct Awards Five-Year Trend**

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
\$4,300	\$338,633	\$340,083	\$338,834	\$235,882

**Grant Expenditures Five-Year Trend**

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
\$132,551	\$282,248	\$220,817	\$275,345	\$148,669

**2008-2009 Primary Grant Dollar/Faculty Ratio**

	FT Faculty (head count)	FTE Research Faculty
	12	3.48
Total Grant Dollars	\$235,882	\$235,882
Average	\$19,657	\$67,782

**2008-2009 Fiscal Year Grants**

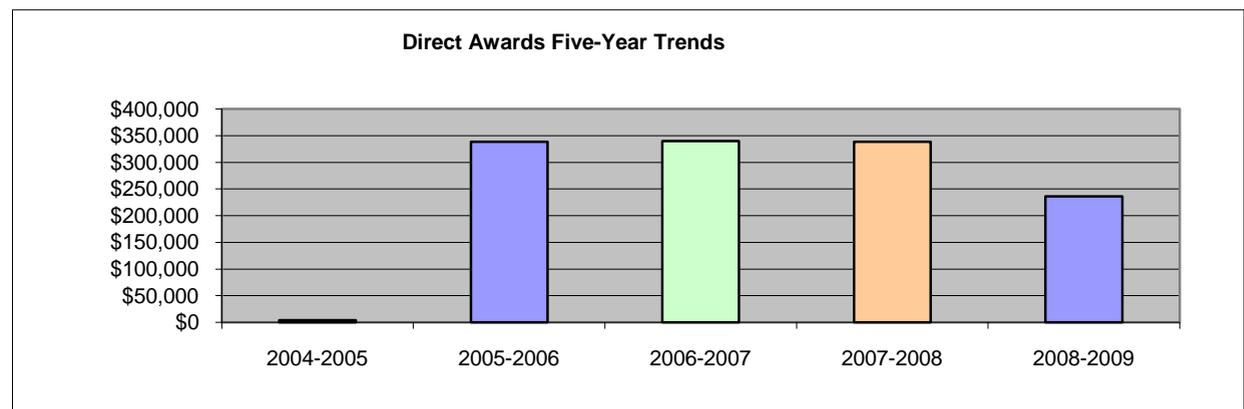
Direct Awards	\$235,882
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$235,882

**2008 Calendar Year Publications**

Books & Chapters	0
Refereed Journal Articles	11
Other Research Articles	2
<b>Total</b>	<b>13</b>

**2008 Calendar Year Patents**

0
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Department	Research FTE	Books + Chapters	Refereed Articles	Books Plus Refereed	Books+Ref /Res. FTE	SCH	Total Grant \$	\$/Research FTE
AEC	8.24	5	22	27	3.28	3594	\$444,987	\$54,003
AFS	16.33	5	58	63	3.86	3664	\$4,206,433	\$257,589
BAE	8.22	2	26	28	3.41	889	\$2,210,598	\$268,929
CLD	3.89	6	12	18	4.63	3837	\$56,500	\$14,524
ENT	11.25	3	35	38	3.38	1040	\$2,280,006	\$202,667
<b>FAM</b>	<b>3.48</b>	<b>0</b>	<b>11</b>	<b>11</b>	<b>3.16</b>	<b>9174</b>	<b>\$235,882</b>	<b>\$67,782</b>
FOR	5.28	2	19	21	3.98	1423	\$814,098	\$154,185
HOR	6.09	2	23	25	4.11	2636	\$131,169	\$21,538
LA	1.16	1	1	2	1.72	1451	\$48,923	\$42,175
MAT	2.06	1	6	7	3.40	3983	\$74,498	\$36,164
NFS	1.62	2	13	15	9.26	9035	\$225,500	\$139,198
PPA	9.66	7	30	37	3.83	372	\$2,549,645	\$263,938
PSS	25.68	10	85	95	3.70	2636	\$3,920,885	\$152,682
VSC	16.76	13	42	55	3.28	379	\$680,199	\$40,585

Department	Ranked by Total Grant \$
AFS	\$4,206,433
PSS	\$3,920,885
PPA	\$2,549,645
ENT	\$2,280,006
BAE	\$2,210,598
FOR	\$814,098
VSC	\$680,199
AEC	\$444,987
<b>FAM</b>	<b>\$235,882</b>
NFS	\$225,500
HOR	\$131,169
MAT	\$74,498
CLD	\$56,500
LA	\$48,923

Department	Ranked by \$/Research FTE
BAE	\$268,929
PPA	\$263,938
AFS	\$257,589
ENT	\$202,667
FOR	\$154,185
PSS	\$152,682
NFS	\$139,198
<b>FAM</b>	<b>\$67,782</b>
AEC	\$54,003
LA	\$42,175
VSC	\$40,585
MAT	\$36,164
HOR	\$21,538
CLD	\$14,524

Department	Ranked by Pubs/Res. FTE
NFS	9.26
CLD	4.63
HOR	4.11
FOR	3.98
AFS	3.86
PPA	3.83
PSS	3.70
BAE	3.41
MAT	3.40
ENT	3.38
AEC	3.28
VSC	3.28
<b>FAM</b>	<b>3.16</b>
LA	1.72

Department	Ranked by Refereed Articles
PSS	85
AFS	58
VSC	42
ENT	35
PPA	30
BAE	26
HOR	23
AEC	22
FOR	19
NFS	13
CLD	12
<b>FAM</b>	<b>11</b>
MAT	6
LA	1

Department	SCH	Enrollment	Ranked by SCH/Enrollment
<b>FAM</b>	<b>9174</b>	<b>180</b>	<b>50.97</b>
ENT	1040	46	22.61
FOR	1423	72	19.76
NFS	9035	480	18.82
HOR	2636	147	17.93
PSS	2636	147	17.93
MAT	3983	228	17.47
CLD	3837	236	16.26
AEC	3594	226	15.90
LA	1451	92	15.77
VSC	379	29	13.07
AFS	3664	302	12.13
BAE	889	89	9.99
PPA	372	45	8.27

Department	Grant Expenditures
ENT	\$3,920,834
PSS	\$3,872,952
BAE	\$3,656,941
PPA	\$2,681,645
AFS	\$2,208,258
HOR	\$1,388,865
AEC	\$1,233,935
VSC	\$739,736
FOR	\$715,339
NFS	\$551,668
CLD	\$328,278
<b>FAM</b>	<b>\$148,669</b>
MAT	\$31,678
LA	\$31,628

# Appendix H: Report on Performance of First-Year, Full-Time Students

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**University of Kentucky**  
**Office of Institutional Research**  
**Report on Performance of First-Year, Full-Time Students**  
**Status of Students Over a 6 Year Reporting Period**  
**By College and Department of Initial Program**

**College of Initial Program=Agriculture - Department of Initial Program=Family Studies**

Cohort	First Fall Enrollment	First Fall to Spring Retention			First Fall to Second Fall Retention			First Fall to Third Fall Retention			Four Year Degree Completion			Six Year Degree Completion			HS GPA	ACT Comp	First Fall UK GPA	First Year UK GPA
		Dep	Coll	UK	Dep	Coll	UK	Dep	Coll	UK	Dep	Coll	UK	Dep	Coll	UK				
		N	%	%	%	%	%	%	%	%	%	%	%	%	%	%				
2000	3	66.7	66.7	100.0	66.7	66.7	100.0	66.7	66.7	100.0	66.7	66.7	66.7	66.7	66.7	100.0	3.48	24.00	3.00	3.17
2001	5	80.0	80.0	80.0	60.0	60.0	60.0	20.0	20.0	40.0	20.0	20.0	20.0	20.0	20.0	40.0	3.17	21.20	1.46	1.68
2002	4	75.0	75.0	100.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	3.69	22.00	3.05	3.05
2003	8	87.5	87.5	100.0	62.5	62.5	87.5	37.5	50.0	75.0			37.5	37.5	37.5	75.0	3.48	23.38	2.94	2.87
2004	2	100.0	100.0	100.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0				3.79	23.50	2.93	2.68
2005	1																4.00	23.00	2.85	2.85
2006	2	50.0	50.0	50.0	50.0	50.0	50.0			50.0							3.42	25.50	2.77	1.38
2007	1	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0							3.90	29.00	3.25	3.14
2008	5	80.0	80.0	100.0	60.0	60.0	80.0										3.29	20.80	2.74	2.74
2009	1	100.0	100.0	100.0													4.00	28.00	3.63	

Source: [http://www.uky.edu/IRPE/students/ret\\_grad/ret\\_grad\\_college0009.pdf](http://www.uky.edu/IRPE/students/ret_grad/ret_grad_college0009.pdf)

# External Review

# **Department of Family Sciences External Review**

## **Final Report**

The Review Team for the Department of Family Sciences was appointed by Dean Scott Smith of the College of Agriculture and included the following individuals:

- Ms. Kristyn Blackburn, Internal Member and Graduate Student Representative from Dept. of Family Sciences
- Dr. Sonja Feist-Price, External Member from Dept. of Special Education and Rehabilitation Counseling
- Dr. Gary Hansen, External Member and Review Team Chair from Dept. of Community and Leadership Development
- Dr. Trent Parker, Internal Member from Dept. of Family Sciences
- Dr. Donna Smith, Internal Member from Dept. of Family Sciences
- Dr. Laura Stephenson, Internal Member from School of Human Environmental Sciences
- Dr. Pam Teaster, External Member from the Dept. of Health Behavior

The Review Team was charged with the task of examining the Department's self-study report, engaging in additional information-seeking, confirming the validity of the conclusions reached in the self-study, identifying additional strengths and recommendations for quality enhancement, and preparing a preliminary draft report and final report.

### **Team Process**

The Review Team gathered information for this review report from several sources. They included the following:

- The Department's Self-Study (entire team)
- Survey of county-level Extension staff (entire team)
- Meeting with Chair Ron Werner-Wilson (entire team)
- Meeting with School of Human Environmental Sciences Director Ann Vail (entire team)
- Meeting with College Dean Scott Smith (entire team)
- Individual meetings with all Department faculty members (external team members only)

- Group meeting with all Department staff (external team members only)
- Group meeting/lunch with undergraduate students (external team members only)
- Group meeting/lunch with graduate students (external team members only)
- Joint meeting with College Associate Deans Nancy Cox, Jimmy Henning, and Larry Grabau (entire team)

## **Undergraduate Education**

Currently, there are roughly 175 undergraduates in the Department of Family Sciences with about two-thirds of the students having a 2.5 or higher grade point average. Efforts have been made by the Director of Undergraduate Studies and others to recruit students with higher GPAs to the major. Recruitment materials have been sent to Colleges of Education, Nursing, and Business, as well as General Education advisors.

The review team interviewed faculty, staff, and students and learned that the curriculum, which had in previous years become overbroad and service-course intensive, had been restructured so that the courses on record were accurately reflected in the present curriculum and were actually being taught for the most part by full-time regular faculty members. Since the last review of the Department, changes were made to the undergraduate curriculum to streamline Family Sciences course requirements, eliminate redundancy, and allow students to add an official University minor in areas like Psychology, Sociology, Community and Leadership Development, Business, etc. Other changes include having most courses taught in the day only and in person. (Four sections of courses are offered online, a way to meet the needs of nontraditional students, as well as to meet the needs of Cooperative Extension field staff.) A few summer courses are also offered to meet student needs. These changes have lightened faculty teaching commitments to the undergraduate program, a recommendation in the last review, allowing faculty to equally concentrate their efforts on the graduate program – both M.S. and Ph.D. Almost all faculty, junior and senior level, teach one undergraduate class. Student learning outcomes have been developed and approved by the University and are being implemented and assessed in designated courses. Overall, these changes have been positive and Department leadership and faculty should be commended for implementing them.

Several of the changes discussed above have improved the department's impact on students. Class sizes have been reduced as have the number of service courses. This

has allowed for more interactions between faculty and students. The department faculty also mentor undergraduate, as well as graduate, students in research. This provides undergraduate students experience necessary for success in a graduate program and provides graduate students essential experience for their career.

During the face-to-face meeting with undergraduates (six in attendance), students voiced some concerns about redundancy in coursework and concern over availability of classes. While redundancy is difficult to eliminate entirely and not necessarily bad, the availability of classes is especially problematic for non-traditional students who need evening, weekend, and on-line offerings. One student did e-mail voicing concern about how students are evaluated in some classes. She would like to have more opportunities to write subjectively and develop creative projects. Her feeling was that students who did not “test” well were at a disadvantage in classes where the majority of the grade was based on a multiple-choice exam. The overall consensus of the review team was that undergraduates are generally happy in the Family Sciences degree program with the above concerns.

From Fall 2008 to Spring 2011, the department tried a central advising model with one faculty member, the Director of Undergraduate Studies, assuming that responsibility. In Spring 2011, it became apparent that one faculty member could no longer assume this responsibility with the increase in the number of majors and the resulting time commitment. Therefore, all faculty, including Extension faculty, are now advising about 15-20 students each. This arrangement appears to be working okay with the possible exception of Extension faculty participating in the advising as noted below. A student survey in 2011 found that, overall, advising was a positive experience and indicated that students liked the old system of having one person to go to for assistance in goal-setting, career-planning, etc. Hopefully, students will feel the same with all Family Sciences faculty now assuming advising responsibility.

What are Family Sciences students doing after they graduate? An informal survey of recent graduates conducted by the Director of Undergraduate Studies indicates that Family Sciences graduates are employed in such settings as the following:

- Family Resource Centers in Scott and Jessamine Counties
- Child Guidance Specialist in Mason County
- Family Preservation Center in Richmond, KY
- Child Protection in Louisville, KY
- Mayhurst Home, Youth Counselor in Louisville, KY
- Youth Activities for Disney Cruise Lines
- Regional Youth Services in Jeffersonville, IN

-Military Extension Internship Program at Purdue University

The Review Team was provided the following quotes from student e-mails which demonstrate a high level of student satisfaction:

*Getting my degree in Family Studies was the best thing that I could have ever done. It has really helped me pursue my career working with all different kinds of families and people all over the world. I am one of the managers for the Youth Activities team for Disney Cruise Lines. I spent the last year opening up the Disney Dream ship. In January, I will fly to Germany to help open the newest ship, the Disney Fantasy.*

*Please share this with your students to let them know that if they're not ready for an advanced degree, or if they're not sure of what they want to do with their career: Family Science is a GREAT program and provides the tools necessary to lead a successful and personally gratifying life.*

*I am so grateful for the good instruction and availability of the faculty and staff of the Family Studies department! I am excited about the possibility of opening more doors for students and possible job opportunities. One of the trends that I have noticed since being a part of the FRYSC (Family Resource/Youth Service Center) organization is that many of the people who started in these positions are reaching retirement age, opening the job market for new graduates.*

It appears the number of students in the undergraduate major is stable. This represents a both a strength of the department and an opportunity for growth.

The department will need to respond to a growing and university-wide interest in undergraduate education. This may entail searching for a balance between maintaining recent reductions in course offerings and responding to legitimate new demands through expanded course offerings that are offered at different hours and in either pure distance or hybrid format.

Recommendations for Undergraduate Education:

**Recommendation 1.** Review curriculum offerings for overlap and unnecessary redundancy.

**Recommendation 2.** Consider offering more classes at non-traditional times and in either totally on-line or hybrid format.

**Recommendation 3.** Review how students are assessed in classes. Are there sufficient opportunities and variety in assignments for all qualified students to perform well?

### **Graduate Education**

According to information provided the Review Team, there is a total of approximately 60 to 65 students in the graduate program, both MS and Ph.D. A number of recent changes have been instituted in the program. A significant change was the addition of a Director of Graduate Studies (DGS), a position previously filled by the department chair due to the junior status of many of the faculty members at the time. One of the initiatives of the new DGS was to normalize attendance at weekly research presentations and enhance student and faculty linkages. A second recent change involves a format change for the doctoral qualifying examination. The new format entails a greater emphasis on a scholarly developmental approach rather than the previous gatekeeping function. Under the new format, students work on a project and produce a paper. This change was made in order to help students prepare for competitive, academic positions in university settings. Another change was to reduce the class size of some classes for better pedagogy. As with changes in the undergraduate program, these appear to be very positive changes and Department leadership and faculty should be commended for implementing them.

A few areas of concern, some relatively minor, arose during the course of the review. One involves a split between graduate students. In particular, the split is between students in the Couple and Family Therapy (CFT) option and those not in that option. There is a perception that CFT students have greater access to resources and more one-on-one mentoring from and interaction with faculty. It should be noted that the department has begun to take steps to provide each graduate student with an identity similar to CFT. The department is encouraged to measure this action to determine if it reduces the split.

A related area of concern arose, which, if adequately addressed, could help close the split between these groups of students. Currently, only graduate students involved in teaching have a shared office to use. While this is important, it was noted that the room is small, not allowing for more than three or four students at a time. In addition, some students may have access to a desk located in a faculty member's office. This is not ideal for either the graduate student or the faculty member. The

Review Team feels that the Department can send an important message by putting a priority on securing a common (“bull-pen”) space for its graduate students even if it means reallocating space currently used for other purposes. The Review Team feels this could help create the type of supportive graduate student culture which contributes to both positive experiences and program success by allowing graduate students to interact as a whole group and have personal space in which to work. If the Department can find another space to use as a conference room, the Department’s current conference room, which is an unusually large space for a conference room, could be converted to this purpose.

A couple of issues or questions involving how faculty resources are used in the graduate program arose and/or became apparent during the Review Team’s meetings with faculty. A lecturer teaches graduate level courses on a regular basis. It is possible to obtain exceptions under unusual circumstances to the University policy that lecturers should not teach at the graduate level. However, if a lecturer is going to teach in the graduate program on a routine basis, the Department may want to consider whether or not it would make sense to somehow replace the lecturer position with a tenure-track assistant professor one. In addition to conforming to University policy, this could benefit graduate students since an assistant professor would be able to obtain graduate faculty status and serve on student committees.

A second issue or question concerns the near-total nonparticipation of an experienced full professor in the graduate program. Given this faculty member’s research record and previous experience as Director of Graduate Studies, the faculty member appears to be, at the current time, an underutilized resource in a program that has at times struggled to find the faculty resources needed to maintain the program. The Review Team hopes the Department will make every effort available to fully engage, through both teaching and committee service, all qualified faculty in both the MS and Ph.D. programs.

Finally, a couple of relatively minor issues arose that require clarification. First, some graduate students, particularly those in the CFT option, report confusion over the role of the School of Human Environmental Sciences in their graduate experience. The confusion exists in terms of to whom they report specific issues such as problems with or concerns about the clinic director and/or supervisors. It is recommended that the Department work to clarify its role as well as the School’s. Second, the term “student centered” is used frequently within the Department when describing the graduate program. It appears to the Review Team that there is not a common understanding of what the term actually means and that different interpretations of it may be a source of tension between students and faculty as well

as between some faculty members themselves. If the Department is going to describe its program as “student centered,” an effort should be made to clarify exactly what that means in terms of the day-to-day functioning of the graduate program.

Recommendations for Graduate Education:

**Recommendation 4.** Continue to work to decrease the divide between CFT students and others within the graduate programs.

**Recommendation 5.** Establish a common space within the Department for graduate students to interact and have space in which to work.

**Recommendation 6.** Clearly define and articulate the role of the School of Human Environmental Sciences in the educational experience of graduate students.

**Recommendation 7.** Explore any additional options for fully engaging all qualified graduate faculty members in the program.

## Research

Research productivity, as measured by refereed journal articles, and grantsmanship, as measured by total grant dollars, have fluctuated up and down since the last Department review. This is an area where the Department could do better and there are indications it may be posed to do so. As mentioned above, teaching demands on faculty, which compete for research time, have been reduced. Strong research programs and strong Ph.D. programs with strong students create synergy and feed off one another. The recent change in the format for the doctoral qualifying exams which focuses on scholarly development and a new emphasis on weekly research seminars are steps toward building a research culture within the Department.

Another bright spot is the recent successful recruitment of a senior faculty member, Alexander Vazsonyi, with a strong record of grant-funded research. While Dr. Vazsonyi's presence will enhance the research stature of the Department, a productive research culture is not created or maintained by a single, or even a few, faculty member(s). It requires that all faculty members, regardless of DOE, be actively engaged in sharing the results of their scholarly activities with both their disciplinary and professional colleagues. The Department should continue efforts to build such a research culture.

During their meetings with the Review Team, a few faculty members reported a lack of assistance in grant writing and preparation as well as frustrations with what they perceive to be a weak University and/or College infrastructure to support grantsmanship. The Review Team is not able to say if this was because of actual weaknesses or because of faculty members not knowing what support services are available. If it is the latter, it may be necessary to make a more concerted effort to both inform and periodically remind faculty how to obtain assistance.

Recommendation for Research:

**Recommendation 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.

### **Cooperative Extension**

There are currently three faculty members with lines in the Department of Family Sciences who are on Extension title series appointments. These faculty members are directly fulfilling the land-grant mission of the University by extending the University outward. They serve citizens by being responsive to the programming needs of around 130 Family and Consumer Sciences (FCS) agents and their efforts are generally well-received and highly valued. One of these faculty members is a full professor with 100% DOE in extension whose interests are in financial counseling. He is assisted by a staff member.

The other two Extension faculty members are both currently at the Assistant Professor level. One remarked that Tuesday/Thursday classes posed challenges (e.g., adhering to set office hours) because the instructional demands were juxtaposed with those of trying to meet the needs of Extension agents. This assistant professor appears to be appropriately engaged in the Extension system, as she had worked previously with Extension.

The other extension title series assistant professor has a focus on adult development, particularly older adults. She came to the position with no previous Extension experience. Although it was critical that she establish a physical presence with Extension agents throughout the state, travel funds were cut so that option

became more difficult. She also teaches a course for the department, a single-day, graduate course.

A concern of the Review Team involves the ability of the two junior Extension faculty members being successful for promotion and tenure. An overall need for mentoring, particularly at the junior faculty level, appears to exist in the Department, as well as issues related to time dedicated to instruction versus time dedicated to Extension. A related concern for these assistant professors involves a lack of adequate staff support. The Review Team feels this support needs to be greater for the two newer faculty members. Other suggestions include assisting the junior faculty by hiring an extension associate, not a graduate student, who could help with issues related to Extension programming. Yet another possibility for addressing the instructional issues raised above is for the junior professors to teach a distance course online and across the state, a course that could benefit the agents needing to earn a Master's Degree.

Extension faculty, as well as other faculty members, expressed regret that an Extension specialist focusing on child development no longer has an office in the Department and did not understand the reasons for the move. Given the subject matter "fit" with the Department and the fact that the specialist had been well-integrated into the Department, there is a feeling that this could adversely affect the Department's ability to develop well-integrated programs.

#### Recommendations for Extension

**Recommendation 9.** The Department should immediately take steps to reduce the conflict between instruction demands and Extension demands for untenured Extension faculty. Possible options to be considered include on-line teaching, eliminating their responsibility for undergraduate advising, insuring they have increased staff support, and hiring an Extension Associate to work with them.

### **Diversity**

During the review process, issues related to diversity were acknowledged as a critical concern by students and faculty. Issues identified were both the lack of an ethnically and racially diverse faculty, specifically the need for African American and Hispanic faculty, and faculty with expertise regarding diverse families. Of particular importance for areas of faculty expertise are African American, Hispanic and Asian families and families headed by same-sex parents. For research-based best

practices for recruiting diverse faculty, the Department should refer to resources published by the Association of American Colleges and Universities and the University Leadership Council: National Best Practices Report. Many of the recommended best practices have been utilized in some departments throughout the university and have yielded successful results. See reference information below.

1. Diversifying the Faculty: A Guidebook for Search Committees by Caroline Sotello Viernes Turner and the Association of American Colleges and Universities, 2002.
2. Breaking through Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier by the University Leadership Council: National Best Practices Report, 2008.

#### Recommendation for Diversity

**Recommendation 10.** 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.

### **Administrative Structure and Functioning**

The Department of Family Sciences is nested in the School of Human Environmental Sciences in the College of Agriculture and, as such, has a different organizational structure than other College of Agriculture departments. (It's also different from the rest of the UK campus.) There are benefits and challenges to being different in a college designed to apply knowledge toward agricultural, food, and environmental systems. In the past six years at both the School and Department levels the focus has been on defining a sustainable internal structure to support the land-grant mission to improve quality of life for families and individuals. As a result of this evolutionary process, school and departmental role definition, governing policies, and administrative chain of command are at times blurred and/or confusing to departmental faculty, staff, and graduate students. As a result of this blurring and confusing situation, it is unclear whether or not current practices are always consistent with University Governing and Administrative Regulations. These issues can best be resolved with a clear articulation of roles, governing policies, and channels of communication between College, School and Department.

Related to the above, a number of Department faculty expressed concerns about what they perceived as relatively recent losses to the Department. Two examples include the following:

- The UK Family Center, which was once administratively housed in the Department, is now administratively located in the School.
- As mentioned above, an Extension specialist has been physically relocated to another building. This specialist appears to have been a functioning, well-integrated member of the department before the move and no one we spoke to within the Department could explain the move. This seems to the Review Team to be a case of lack of communication between School administration and Department faculty.

Clearly articulating the roles, governing policies, and channels of communication between College, School and Department as discussed above could help diminish this tension some feel between building a strong Department and a strong School.

When meeting with the external members of the Review Team, some Department faculty expressed concerns that current department procedures for such things as determining the composition of department committees (elected by faculty vs. appointed by chair) are not consistent with the Department's Rules of Procedure which were approved in December of 1994. An examination of the Rules indicates this is indeed the case. While it is beyond the scope of this review to recommend specific procedures for departmental governance, the Review Team does recommend that the Rules of Procedure, whatever they are, be followed in practice. Obviously, this can be accomplished by either rewriting the Rules or bringing practices in-line with the current Rules. Given the fact the current Rules were adopted in 1994 before the Department had a Ph.D. program, the Department may want to seriously consider the option of rewriting the Rules.

As suggested above, some assistant professors in the Department feel they would benefit from enhanced mentoring by senior faculty. (While less prevalent than among assistant professors, some associate professors also express a need for enhanced mentoring as they prepare for promotion to full professor.) It appears to the review team that the current mentoring of Department faculty occurs in an informal manner with individual faculty members seeking out senior colleagues for advice. While there is nothing inherently wrong with such an informal system, the Department may want to consider instituting a more formal mentoring system to insure that all faculty members are included in the process.

Overall, the Review Team feels the Department is being administered well and that the current leadership is committed to moving the Department and its programs forward. It appears Department resources are well-managed which is allowing the Department to move forward even during a period of reduced budgets. Particularly noteworthy accomplishments in this area include the number of graduate students who are supported on assistantships and the increased proportion of all classes taught by full-time faculty (lecturers and others) as opposed to part-time instructors.

### Recommendations for Administrative Structure and Functioning

**Recommendation 11.** 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.

**Recommendation 12.** 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.

**Recommendation 13.** The Department should assess faculty satisfaction with the current level of faculty mentoring and seriously consider instituting a formal process if the current informal process is found lacking.

## **Concluding Comments**

While the Review Team did not specifically ask each member of the Department if he/she feels the Department is moving in the "right direction" or "wrong direction," there is little, if any, doubt that a large majority would say "right direction." The Review Team concurs with this assessment. Significant improvements have been made in both the undergraduate and graduate programs and Extension programs are generally well-received. While more can be and needs to be done, important steps have been made towards building a research culture within the Department. The Review Team hopes a serious consideration of the recommendations included in this report will, in some small way, contribute to further progress.

# Implementation Plan

# UK Program Review Implementation Plan

This **required** form is described as Appendix A in AR II-I.0.6.

College/Unit:

Date:

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
Review curriculum offerings for overlap and unnecessary redundancy.	E/H	Accept	Objective: ongoing evaluation of curriculum for redundancy and relevance.	This is an ongoing task of the Department Curriculum Committee. The committee will continue to routinely monitor courses for unnecessary redundancy.	Ongoing
Consider offering more classes at non-traditional times and in either totally on-line or hybrid format.	E	Accept	Recent budget cuts have reduced the number of faculty in the Department. Offering sections of courses at alternative times is not possible if we are to offer courses for required courses.  The Department will continue to explore more opportunities to provide on-line courses during the summer because there are direct incentives for those courses.	Resources are an issue. When the Evening and Weekend Program provided direct incentives for teaching in the evening, the Department was able to offer more sections in the evening.  The Department has begun to teach more on-line course in the summer because the incentives provide resources for the additional courses.	Ongoing
Review how students are assessed in classes. Are there sufficient opportunities and variety in assignments for all qualified students to perform well?	E	Accept	Ongoing evaluation of class assessment is part of the ongoing assessment of learning outcomes adopted by the Department.	The Department recently provided DOE support to one faculty member to coordinate the assessment process.	Ongoing
Continue to work to decrease the divide between CFT students and others within the graduate programs.	I/E/H	Accept	The CFT Program is 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. Faculty are sensitive to the difference between CFT and "other" areas of concentration. The Department will focus on strategies to ensure that all graduate students have a positive experience.	The Department already identified formal areas of study in the Department to increase a sense of identity for other graduate students.	Ongoing
Establish a common space within the Department for graduate students to interact and have space in which to work.	I/E/H	Accept	Renovate a common space for graduate students.	The Department renovated two vacant faculty offices that were adjacent to provide space for graduate students.	Completed

Clearly define and articulate the role of the School of Human Environmental Sciences in the educational experience of graduate students.	I/E/H	Accept	The School of HES is developing a governance document as a model for Departments that will articulate the role of the School.	A task force is already working on a governance document for the School of HES that will articulate roles.	Ongoing
Explore any additional options for fully engaging all qualified graduate faculty members in the program.	E	Accept	The Department already fully engages all faculty in the graduate program, although the report suggested that one member of graduate faculty was underutilized. In fact, one member of the graduate faculty does not teach graduate courses, based on the recommendation of an external review of the graduate program (see appendix to self-study) The Dean of COA, Associate Deans of COA, and Dean of Graduate School were consulted about this decision.	The Department will continue to utilize all appropriate members of graduate faculty.	Ongoing
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.	I/E/H	Accept	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.	Continue to reward and strongly encourage scholarly productivity through mentoring and continuing discussions. Provide support to faculty members as they seek extramural funding.	Ongoing
The Department should immediately take steps to reduce the conflict between instruction demands and Extension demands for untenured Extension faculty. Possible options to be considered include on-line teaching, eliminating their responsibility for undergraduate advising, insuring they have increased staff support, and hiring an Extension Associate to work with them.	E	Reject	The Department believes that it is the responsibility of resident faculty to contribute to outreach/Extension and for Extension faculty to contribute to the teaching mission.  There are no resources to hire an Extension Associate, but each Extension faculty member has been provided with at least one 20 hour graduate assistant to assist them.	Resources permitting, the Department will continue to provide graduate assistant support.  Extension faculty member are responsible for finding funding sources to hire an Extension Associate.	N/A
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.	I/E/H	Accept	The Department recognizes that there is a lack of racial/ethnic diversity. Diversity is a high priority for the unit.  While the Department accepts the recommendation to seek additional diversity, it rejects the notion that there is a lack of diversity. The faculty is almost equally inclusive of women and men, which is not the case in most Departments on campus; this represents	Diversity remains a high priority. It is a value that is communicated in the Department self-study as well as the Strategic Plan. The Department lacks resources to complete any new searches, but if given the opportunity we will continue to aggressively recruit a diverse pool of candidates with the goal to hire someone from a non-traditional background.	As an opportunity presents itself to search.

			<p>an important aspect of diversity. The faculty also includes two faculty who are international, contributing additional diversity. The faculty also includes a broad range of ages, contributing to another aspect of diversity.</p> <p>It also seems important to point out that in each of our recent hires, we have aggressively recruited candidates from non-traditional backgrounds. This has included advertising in trade journals targeted toward non-traditional faculty as well as direct recruitment of candidates. We have also worked closely with the College Office of Diversity. It is worth noting that the Department recently made an offer to an African American woman who rejected the offer to stay in her current position.</p>		
<p>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>	I/E/H	Accept	<p>The School of HES is developing a governance document as a model for Departments that will articulate the role of the School.</p>	<p>A task force is already working on a governance document for the School of HES that will articulate roles.</p>	Ongoing
<p>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.</p>	E/H	Accept	<p>The Department agrees that practices should be transparent and rules and procedures should be followed. The review team seems to be misinformed, though, because it suggests that this is not the case. When the Department deviates from established rules and procedures, it has done so by formal vote to suspend in faculty meetings. A review of faculty meeting minutes would demonstrate this fact.</p>	<p>The Department will continue to follow rules and procedures or formally vote to suspend, if necessary.</p>	Ongoing

The Department should assess faculty satisfaction with the current level of faculty mentoring and seriously consider instituting a formal process if the current informal process is found lacking.	E	Accept	Mentoring faculty to be successful is imperative. The Department seeks to make sure that all faculty continue to progress.	The Chair's Advisory Committee will discuss strategies to mentor faculty at all levels.	Ongoing
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\* Source of Recommendation (I = Internal recommendation; E = External Review Committee recommendation; H = Unit Head recommendation)

\*\* Accept/Reject Recommendation (A=Accept; R=Reject)

Unit Head Signature: \_\_\_\_\_ Unit Head Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_