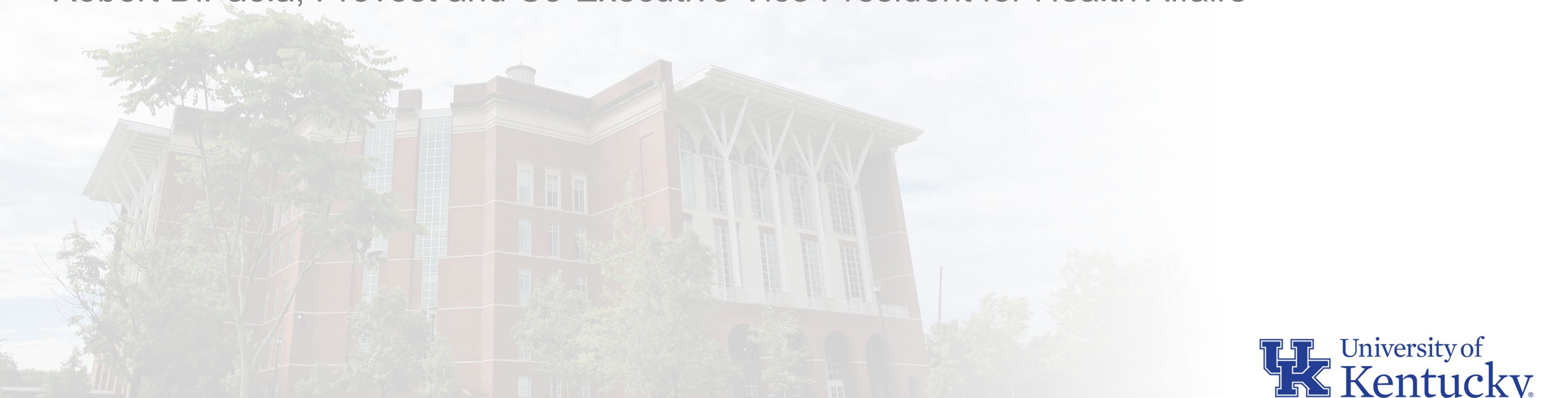


UNIVERSITY OF KENTUCKY BOARD OF TRUSTEES

Robert DiPaola, Provost and Co-Executive Vice President for Health Affairs



PROVOST REPORT

- Academic Affairs and Operations

Structure and Function

- Academic oversight and planning
- Institutional effectiveness
- Accreditation
- Institutional liaisons for SACSCOC and Council on Postsecondary Education
- Review and analysis of departmental organizational and operational responsibilities
- Assessment and continuous improvement
- Compliance
- UK Online
- Policy development
- Development and implementation of academic policies and procedures
- Implementation of academic policies and procedures
- Development of articulation agreements and degree partnerships
- Oversight for scheduling academic courses
- Development of funding strategies for academic programs
- Academic enrichment programs

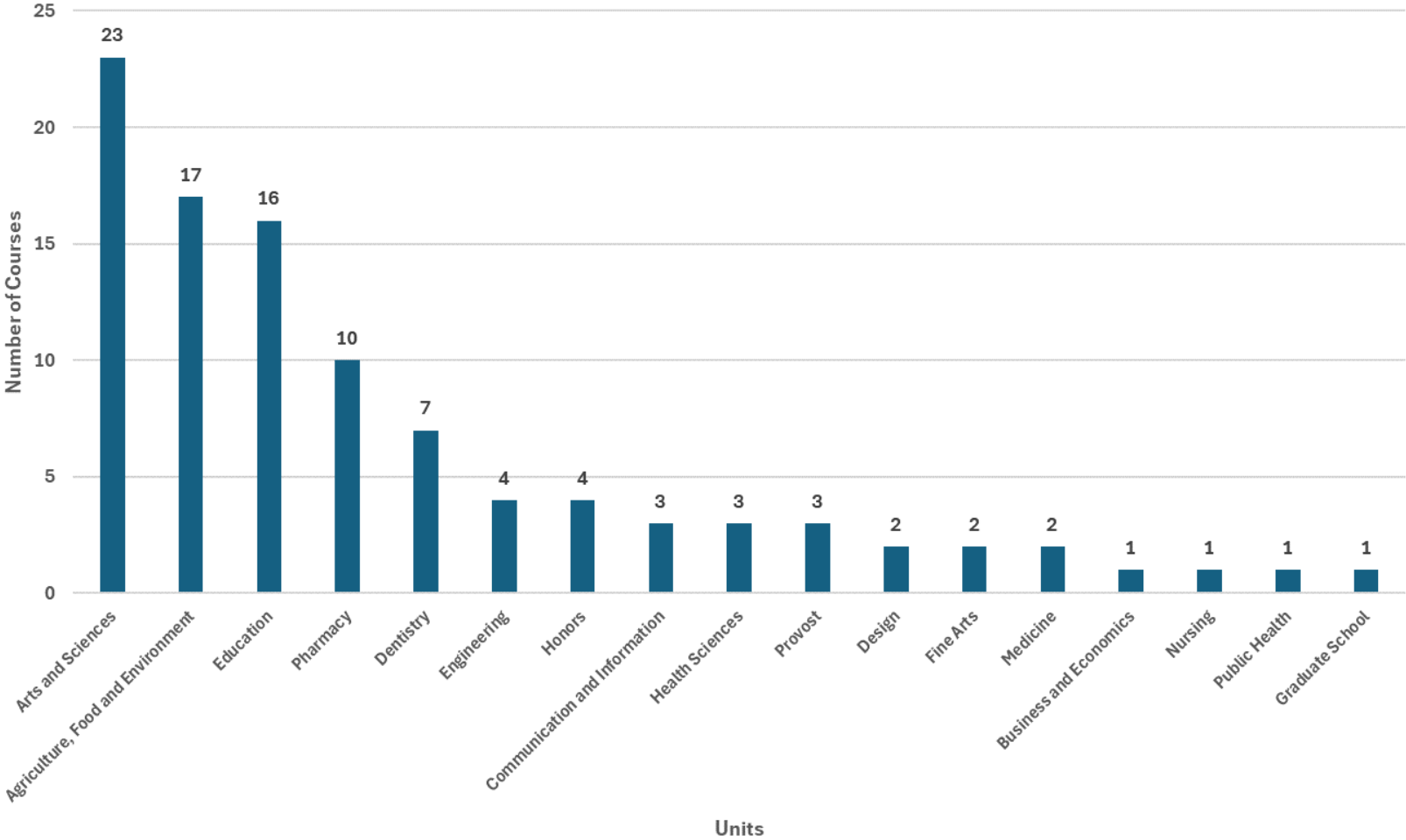
CURRICULAR PROPOSALS

Established new workflow for credit-bearing and non-credit-bearing in academic colleges

- Between July 10 and Sept. 3, 2024, 381 proposals have been reviewed and approved under new processes that began as of July 8:
 - Curricular changes
 - 3 certificates
 - 227 courses
 - 22 degrees
 - 1 minor
 - 14 dropped courses
 - 5 admission suspensions or closures (or dropping a modality)
 - New Curriculum
 - 1 badge
 - 5 certificates
 - 100 courses
 - 1 degree
- Enhanced early notice process for new programs

CURRICULAR PROPOSALS

New Courses (n=100)



New Certificates

- Undergraduate Certificates (6)
 - Sport, Exercise and Performance Psychology | College of Education*
 - Structurally Responsive Mental Health Care | College of Education
 - Artificial Intelligence | Stanley and Karen Pigman College of Engineering
 - Arts Emergency Management | College of Fine Arts*
 - Creative Social Entrepreneurship | College of Fine Arts*
 - Medical Laboratory Science | College of Health Sciences
- Graduate Certificates (4)
 - Taxation | Gatton College of Business and Economics*
 - Urban and Environmental Design | College of Design*
 - Arts Emergency Management | College of Fine Arts
 - Creative Social Entrepreneurship | College of Fine Arts

*Approved prior to the newly established workflow that began as of July 8, 2024

New Program

- Transdisciplinary | Colleges of Pharmacy and Arts and Sciences
- Bachelor of Science in Pharmaceutical Sciences | College of Pharmacy
 - Pharmaceutical sciences are grounded in the application of the basic sciences (chemistry, biology, physiology) to the discovery of:
 - New drugs
 - Development of novel drug delivery products
 - Commercialization of medicinals
 - Will prepare students:
 - to engage in the research, application, production and/or commercialization of new pharmacological therapeutics.
 - for employment in the pharmaceutical/clinical research industry, graduate school or advanced training in a health profession.

FUTURE STATE OF UK CORE

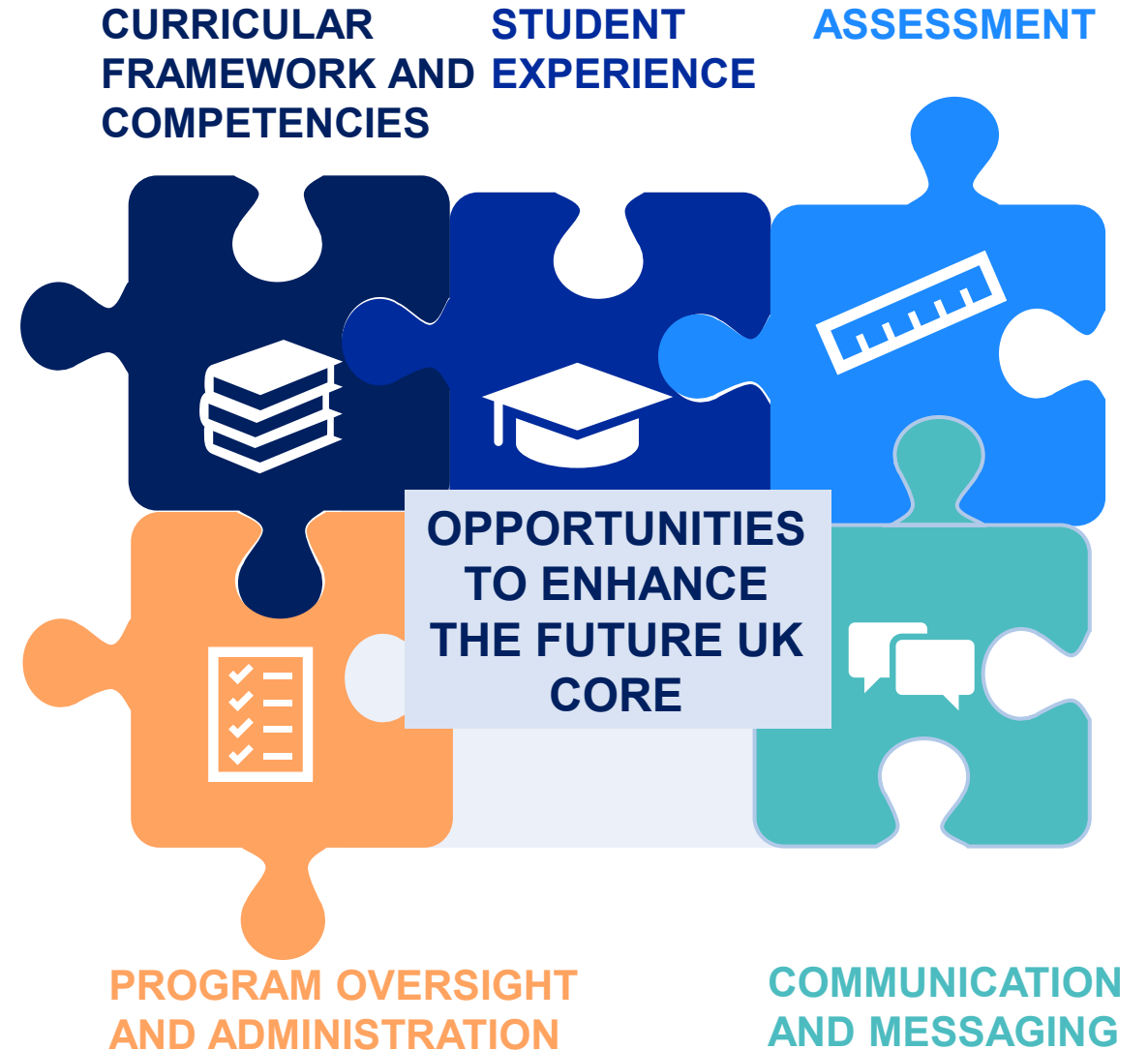
There are opportunities to strengthen the UK Core. The Work Group created design principles and initial recommendations that will help move UK toward a general education program that is more innovative, cohesive and effective.

DESIGN PRINCIPLES

- “North Stars” determined by the Work Group that encompass the what and why for each of the categories

INITIAL RECOMMENDATIONS

- Practical ideas that UK can take to begin implementing measures that will enhance the UK Core



FUTURE STATE OF UK CORE | SUMMARY OF INITIAL RECOMMENDATIONS

1 CURRICULAR FRAMEWORK AND COMPETENCIES

- Competency areas
- Innovative concepts, streamline student learning outcomes (SLOs) and incorporate relevant skills

2 STUDENT EXPERIENCE

- Mapping courses to skills
- Enhanced communications to assist students' understanding of competencies and learning areas

3 ASSESSMENT

- Clear metrics to measure SLOs and instruction
- Standardization in scoring
- Incorporate students' understanding of the learning outcomes and improving the feedback loop for faculty

4 PROGRAM OVERSIGHT

- Expedited implementation so committee expertise can provide curricular guidance for the future of the UK Core
- Student input

5 ADMINISTRATION

- Located in Office of the Provost
- Appropriately resourced and supported

6 COMMUNICATION AND MESSAGING

- Communicate the value and purpose of the UK Core to constituents
- Develop and implement a robust communication plan specific to each targeted party
- Establish a sustainable brand for the UK Core, create and implement targeted training and develop an informative website that supports constituents' needs

Implementation of Recommendations 4 and 5

- Fall 2024 Actions
 - Create UK Core Structure under Associate Provost for Academic Affairs
 - Create UK Core Task Force
 - Establish process for input on student experience
- Working Timeline
 - August: Nominations for UK Core Task Force
 - September: Charge UK Core Task Force
 - Mid-September: Bi-weekly meetings
 - Fall/Spring: Progress updates

Composition

- Associate Provost for Academic Affairs
- Three (3) dean representatives
- Student Government Association representative
- Student Success representative
- Transdisciplinary Educational approaches to advance Kentucky (TEK) representative
- Staff Senate representative
- Faculty representatives:
 - Intellectual Inquiry
 - Composition and Communication
 - Quantitative Reasoning
 - Citizenship
- University communication/marketing representative
- Director of Assessment
- Libraries

Areas of Focus

- Bylaw development and election process
- Curricular issues
- Nominations for University-wide and search advisory committees

Guiding Principles

- Broad college representation
- Transparency and trust
- Agile
- Accountability
- Timelines

Working Timeline

- Provisional FSEC received its charge on July 8 and has since met weekly
- Bylaw development and elections
 - ✓ Aug. 15 First draft for review
 - Sept. 16 Final draft for review
 - Oct. 1 Promulgation
 - Oct. 31 Faculty Senate elections

PROVISIONAL FACULTY SENATE EXECUTIVE COMMITTEE (PROVISIONAL FSEC)

Membership

Robert DiPaola — Provost, Co-EVPHA

Erin Abner — Professor, [Public Health](#), Epidemiology

Becky Alley — Senior Lecturer, [Fine Arts](#), School of Art and Visual Studies

Hubie Ballard — Faculty Trustee, Professor, [Medicine](#), Pediatrics-Neonatology

Emily Bergeron — Associate Professor, [Design](#), Historic Preservation

Martha Biddle — Professor, [Nursing](#), Nursing Instruction

Benjamin Commerford — Associate Professor, [Business and Economics](#), Accountancy

Trish Freeman — Professor, [Pharmacy](#), Pharmacy Practice and Science

Sarah Hall — Associate Professor, [Medicine](#), Anesthesiology

Stephanie Henderson — Nursing Liaison Librarian, [Libraries](#)

Melissa Henke — Professor, [Law](#), Law Instruction

Vanessa Jackson — Professor, [Agriculture, Food and Environment](#), Retailing and Tourism Management

Aubrey Jones — Assistant Professor, [Social Work](#)

Joneen Lowman — Associate Professor, [Health Sciences](#), Communication Sciences and Disorders

Kathleen Montgomery — Associate Professor, [Graduate School](#), Diplomacy

Justin Nichols — Assistant Professor, [Education](#), Kinesiology

Kelly Pennell — Professor, [Engineering](#), Civil Engineering

Nazmus Sakib — Lecturer, [Honors](#)

Hollie Swanson — Faculty Trustee, Professor, [Medicine](#), Pharmacology and Nutritional Sciences

Jessalyn Vallade — Associate Professor, [Communication and Information](#), Center for Instructional Communication

Stephen Voss — Associate Professor, [Arts and Sciences](#), Political Science





Alfred Wiemann — Assistant Professor, [Dentistry](#), Endodontics

Journal of Clinical and Translational Science

the Official Journal of ACTS and CR Forum



Collaborative team dynamics and scholarly outcomes of multidisciplinary research teams: A mixed-methods approach

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COLLABORATIVE TEAM DYNAMICS



Evaluating the Quality of Learning-Team Processes in Medical Education: Development and Validation of a New Measure

Thompson, Britta M.; Levine, Ruth E.; Kennedy, Frances; Naik, Aanand D.; Folders, Cara A.; Coverdale, John H.; Kelly, P Adam; Parmelee, Dean; Richards, Boyd F.; Haidet, Paul

Editor(s): Lypson, Monica MD; Wood, Tim PhD

Author Information

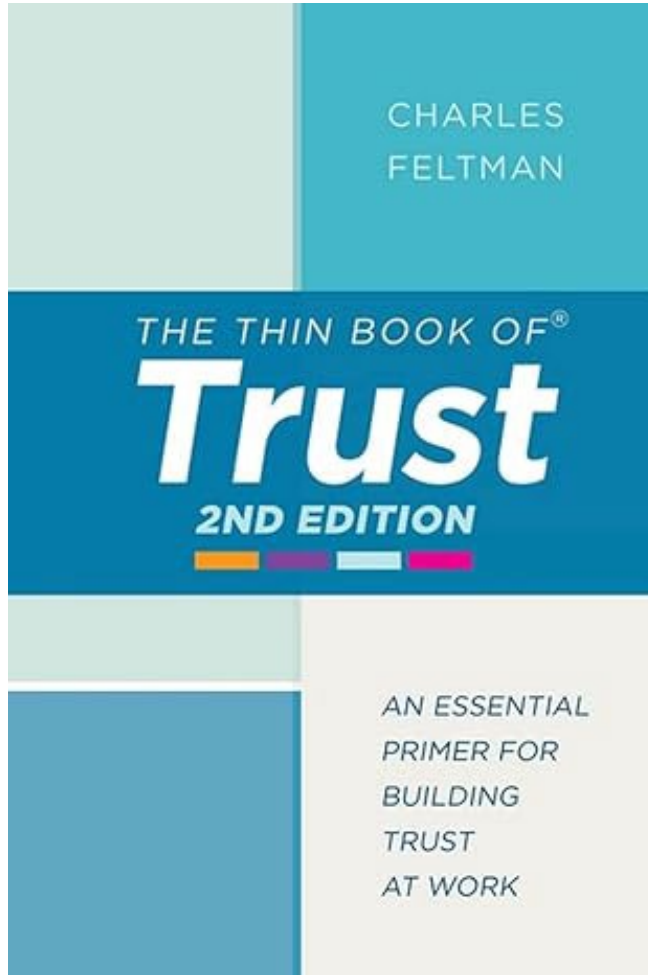
Academic Medicine 84(10):p S124-S127, October 2009. | DOI: 10.1097/ACM.0b013e3181b38b7a

Table 1
Team Performance Survey (TPS) Items

Item	Mean ^a	Standard deviation
1. All team members made an effort to participate in discussions.	5.26	1.02
2. When team members had different opinions, each member explained his or her point of view.	5.49	0.89
3. Team members encouraged one another to express their opinions and thoughts.	5.41	0.91
4. Team members shared and received criticism without making it personal.	5.45	0.90
5. Different points of view were respected by team members.	5.50	0.83
6. Often members helped a fellow team member to be understood by paraphrasing what he or she was saying.	5.28	0.98
7. My team used several techniques for problem solving (such as brainstorming) with each team member presenting his or her best ideas.	5.16	1.07
8. Team members worked to come up with solutions that satisfied all members.	5.36	0.92
9. All team members consistently paid attention during group discussions.	5.08	1.13
10. My team actively elicited multiple points of view before deciding on a final answer.	5.37	0.95
11. Team members listened to each other when someone expressed a concern about individual or team performance.	5.30	1.05
12. Team members willingly participated in all relevant aspects of the team.	5.32	0.99
13. Team members resolved differences of opinion by openly speaking their mind.	5.41	0.91
14. Team members used feedback about individual or team performance to help the team be more effective.	4.87	1.39
15. Team members seemed attentive to what other team members were saying when they spoke.	5.39	0.90
16. My team resolved many conflicts by compromising between team members, with each one giving in a little.	5.27	0.98
17. Members who had different opinions explained their point of view to the team.	5.47	0.87
18. Team members were recognized when something they said helped the team reach a good decision.	5.41	0.88

^a The response scale for each item ranged from "none of the time" (score = 0) to "all of the time" (score = 6).

The Four Distinctions of Trust*



*From *The Thin Book of Trust 2nd Edition*, Charles Feltman

QUESTIONS

