Minutes of the Meeting of the Academic and Student Affairs Committee
University of Kentucky
Friday, February 23, 2024

The Academic and Student Affairs Committee (ASAC) of the University of Kentucky (UK) Board of Trustees met on Friday, February 23, 2024, in the Harris Ballroom of the Gatton Student Center.

A.   Meeting Opened

Chair Rachel Webb called the meeting to order at 9:45 a.m.

B.   Roll Call

The following members of the ASAC answered the call of the roll: Cathy Black, Hubie Ballard, Alex Boone, Ron Geoghegan, Brenda Gosney, Lizzy Hornung, Paula Leach Pope, Hollie Swanson and Rachel Watts Webb.

C.   Approval of Minutes

Chair Webb reported that the minutes of the December 5, 2023, ASAC meeting had been distributed. Trustee Black moved approval of the minutes and Trustee Gosney seconded the motion. Hearing no discussion, Chair Webb called for a vote and the motion passed without dissent.

D.   ASACR 1: Deletion of Certificate College of Education

The recommendation was that the Board of Trustees approve the closure of the graduate certificate in Inclusive Education, within the College of Education.

By way of background, the faculty member who directed the Inclusive Education certificate left the University and the department no longer supports courses for the certificate. This program has not enrolled students since 2018 and as such the deletion will not affect any faculty, staff or students.

This proposal has the approval of the College of Education and the University Senate. The Provost of the University supports this recommendation.

Trustee Pope moved approval, which was seconded by Trustee Geoghegan. Hearing no discussion, Chair Webb called for a vote and the motion passed without dissent.

E.   Provost Report

Provost DiPaola was joined by fellow Co-facilitator and University Senate Council Chair Collett to provide an update on Chairman's Recommendation 1 (CR 1) Work Group

2: More Readiness. The group hopes to accomplish an examination of other institutions demonstrating best practices with respect to core and pace of revisions on an ongoing basis. The first goal is to assess the current UK Core, including learning outcomes, competencies and how students navigate general education requirements. The second goal is to develop recommendations around competencies and outcomes expected. The project plan was reviewed, and the group is currently in the Discovery and Context phase of the project. Since the last update, the group has requested, received and analyzed UK data, completed the first wave of interviews with more than 65 vested parties, conducted high-level peer benchmarking of 31 institutions, compiled external content and finalized the framework for the Current State Report.

The 39 sessions with vested parties involved students, faculty, staff, deans and the President's Cabinet, while the group of more than 15 individuals met six times over a 10-week period. Questions asked of the vested parties centered around assessing and improving the UK Core, as well as questions specific to the vested parties' areas of expertise. The data collection stemmed from more than 30 data sources, including a review of more than 35 UK Core documents, reports and assessments. The analysis of the data supported answers to questions specific to the group's charge. Areas of focus for peer benchmarking are content, communication, management, history, student navigation and challenges. The purpose of the Current State Report is to understand the current UK Core, including competencies, courses, assessment processes, student enrollment and the broader trends surrounding the UK Core. Goals for the April Board meeting include completion of Phase 2, Discovery and Context, and an update on progress made during Phase 3, Guiding Principles and Priorities.

Chair Webb called for questions. Trustee Swanson asked if the group was mapping current offerings to the original framework and if a fifth area, personal initiative, would be added to the framework. Provost DiPaola stated that within the four domains, there are 10 subcategories. Peer benchmarking revealed some institutions have six domains. The group should consider adding a fifth domain, e.g., ethics or critical thinking skills, so students are comfortable both professionally and personally.

Trustee Gosney requested examples of classes a student takes in high school that would be considered core for UK. Some of those are English and select math and history courses. A student can enter UK with 30 dual-credit hours. The quality of the coursework taken prior to joining UK is important. Dual-credit courses will remain as they lessen debt accrued en route to graduation. UK Core provides the foundation for a student's major.

President Capilouto asked if the peer benchmarking discovered any universities that packaged a digitally offered comprehensive core to students. The future deep dive will allow for that question to be asked for greater insights.

F.   Vice President for Student Success Report

Vice President for Student Success Kirsten Turner was joined by fellow Co-facilitator and Dean of the College of Health Sciences, Scott Lephart, to provide an update

on Chairman's Recommendation 1 (CR 1) Work Group 1: More Educated. Dean Lephart introduced Grant Deroo, Principal of ADV Market Research and Consulting (ADV), who assisted with the thorough workforce needs assessment. Dean Lephart reviewed the group's charge, which linked enrollment growth to Kentucky's workforce needs while incentivizing students to remain in Kentucky after graduation. The timeline was reviewed and the group is currently in the growth, infrastructure and partnership planning phase of the project.

The group studied an enrollment growth model based on workforce needs. They reviewed current institutional enrollment, retention and graduation trends, as well as student recruitment strategies and workforce partnership opportunities. ADV prepared an exhaustive report on the current state of the workforce in the Commonwealth, which enabled the group to organize knowledge areas and occupations in greatest need. The group continues to analyze this information and map it to the academic programs at UK. The next phase of the project involves the group developing the talent portfolio and infrastructure required to support and execute the plan to establish partnerships with those in the community to assist with meeting enrollment goals and retention of UK graduates in the Commonwealth's workforce.

The group's preliminary analysis of the workforce portrayed a 5.7 percent projected employment growth. Employment is projected to grow at the fastest rate for occupations requiring at least a master's degree. Six of the 33 knowledge areas account for 80 percent of all projected employment demand in the state. Within the six knowledge areas, 48 associated occupations can be mapped to 160 existing and new academic programs at UK. Those six knowledge areas are administration and management, medicine and dentistry, education and training, engineering and technology, economics and accounting, and psychology. The top three occupations within each knowledge area were reviewed.

Chair Webb called for questions. Trustee Swanson mentioned a Wall Street Journal article about the underemployment of recent graduates in certain occupations. She asked how those occupations are going to be affected by artificial intelligence (AI) and how to balance those uncertainties. The group's review of the data was focused on Kentucky and did not reflect national trends. AI has been discussed extensively among the group but there are no answers at present. Mr. Deroo stated that AI will not replace office jobs but someone who understands AI will. It will be increasingly important that AI is incorporated into the UK Core. The discussion around AI will be more important next year than it is today.

Chair Webb asked how this information will be disseminated to students, so they understand decision making around personal finances and employability. Vice President for Student Success Kirsten Turner said a subcommittee of this group is focused on that, and work is in progress. More details will be provided in April.

G.   SGA President Report

Student Government Association (SGA) President Lizzy Hornung highlighted activities in which the SGA participated. Those activities included, but were not limited to, elections to fill 38 senate seats including the president and vice president seats, 120 Student Organizations were funded, 10 principles of mental health, Federal Relations trip to Washington, DC, Wildcat Wardrobe and Canvas Well-being tab.

Chair Webb called for questions and there were none.

H.   Meeting Adjourned

Hearing no further business, Chair Webb adjourned the meeting at 10:31 a.m.

Respectfully submitted,

Rachel Watts Webb
Academic and Student Affairs
Committee

RW/sjr