



Update Blue Ribbon Committee

UPDATE:

- Committee Overview
- Timeline
- Survey Summary



Committee



Jenny Minier
Business &
Economics
Co-chair, evaluation and
assessment/quality



**Kathryn
Cardarelli**
Public Health
Co-chair, evaluation
and assessment/quality



Beth Barnes
Communication
& Information



David Brennan
Dean, Law
Ex Officio



Gabriela Jiskrova
Doctoral Student
Ag. Family Sciences



Kaylynn Glover
Doctoral Student
A&S, Biology
Co-Chair, Grad Student
experience, including funding



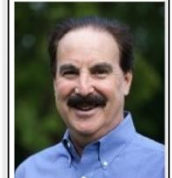
David Puleo
Engineering
Co-Chair, Grad
Student experience,
including funding



Donna Kwan
Fine Arts



Beth Rous
Education



Mark Kornbluh
Dean A&S



Mark Lauersdorf
A & S
Chair, Infrastructure,
including funding



Rachel Shane
Fine Arts



James Hilt
Engineering



Ann Vail
Interim Dean
Social Work



Mark Coyne
Agriculture
(CAFÉ)



Gregory Luhan
Architecture
Co-chair, Growth and
Innovation



Terry Lennie
Nursing
Co-chair, Growth and
Innovation



Sarah Lyon
Anthropology



Donna Arnett
Dean, Public
Health



Kip Guy
Dean,
Pharmacy



Carl Mattacola
Chair
Health Sciences



Brett Spear
Co-chair
Medicine



**Catherine
McCormick**
Senate



TIMELINE of COMMITTEE WORK

April 29

- Open Forum

May 1

- Survey Completed: <http://www.uky.edu/provost/blue-ribbon-committee-graduate-education>

May 4

- Open Forum

May 11

- Graduate Council

July 14

- DGS meeting: Health Care Colleges

July 20

- DGS meeting: CAFÉ, Engineering

September 12

- DGS meeting: Education

September 13

- DGS meeting: Arts and Sciences

September 14

- DGS meeting: B&E, Communication, Design, Social Work, Fine Arts, Graduate School

September 21

- Meet with Graduate Council

Week of
October 9

- Open Forums for input on preliminary recommendations

September 25

- Committee First Draft

October 30

- Committee Second Draft

November 20

- First Draft of Cumulative Report

December 11

- Final Copy (Internal) of the Report

January 8

- Revise and Edit the document to share with Committee

January 15

- Final Comments from Committee

January 22

- Final Draft of the Report to share with faculty and receive feedback

January 29 –
February 9th

- Conduct Faculty Forums

February 14

- Final Report

Importance of Innovations in Graduate Education



Aided: Based on your experience and observations, how important is each of the following developments/innovations in graduate education? Scale: 1=Not at all important; 5=Very important <i>Displayed in descending order by overall mean</i>	Graduate Faculty		Graduate Students	
	Mean	% Very Important	Mean	% Very Important
Programs that connect undergraduate and graduate programs (e.g., University Scholars)	4.53	63%	4.65	74%
Interdisciplinary study and research	4.49	63%	4.64	73%
Developing transferable skills in graduate students, which are especially valued beyond academia (i.e., skills that transfer from job to job regardless of the position, such as oral communication, leadership, assessing people, and team-building)	4.37	53%	4.36	51%

New Programs

What new programs would you like to develop [see developed] within your department?

	Top Mention #1	Top Mention #2	Top Mention #3	Top Mention #4	Top Mention #5
Agriculture, Food, and Environment	Interdisciplinary, multidisciplinary programs	Marriage and Family Therapy (PhD)	Dual degree programs (3+2, 4+1)	Online master's	Agribusiness Management
Arts and Sciences	Interdisciplinary, multidisciplinary programs	Translation Studies (Master's)	Professional degrees	Linguistics/Applied Linguistics	Neuroscience (Master's)
Business and Economics	Entrepreneurship or Small Business Ownership	Professional Master's	Business Analytics/Data Science	Human Resources Management (Master's)	Online Master's programs
Communication and Education	Curating, Archival Science, Data Curation	Professional Master's programs	Specialized degrees/concentrations	Hands-on learning (internships)	Professional Master's in Health Communication
Design	Urban Studies/Urban Design (Master's)	Industrial Design	User-Experience Design	Fashion Design	Design Strategy (Master's)
Education	Interdisciplinary, multidisciplinary programs	Graduate Certificates for working teachers	Specialized degrees/concentrations	Sports Management/Administration	Counseling Psychology
Engineering	Interdisciplinary, multidisciplinary programs	Professional degrees	Computer Engineering (Master's)	Aerospace Engineering (Master's)	Aerospace Engineering (PhD)

New Programs

What new programs would you like to develop [see developed] within your department?

	Top Mention #1	Top Mention #2	Top Mention #3	Top Mention #4	Top Mention #5
Fine Arts	Music Therapy (PhD)	Don't know, no answer	Graduate Certificate	Arts Administration (PhD)	Jazz Studies (Master's)
Health Sciences*	Occupational Therapy	Audiology (PhD)			
Medicine*	Master's in Teaching (MAT)	Interdisciplinary, multidisciplinary programs			
Nursing	Master's in Nursing	CRNA Program			
Pharmacy	Interdisciplinary, multidisciplinary programs	Global Health (Master's)	Precision medicine training program		
Public Health	PhD program	Health Behavior (PhD)	Interdisciplinary, multidisciplinary programs	Biostatistics (concentration and new Master's)	Health Services Research (Master's)
Social Work	Animal-Assisted Social Work	Clinical Social Work Administration concentration	Online PhD program	Forensic Social Work	Certificates in specialized areas

Developing New Programs

<u>What would improve the process for developing new graduate programs at UK? (n=95)</u>			<u>What works well about the current process for developing new graduate programs at UK? (n=17)</u>		
Response	Count	%	Response	Count	%
Less bureaucracy, a more nimble and efficient process	48	50.5%	University support	7	41.2%
Compressed timetable	23	24.2%	Curriculog	5	29.4%
More financial support for new programs	14	14.7%	Review process	2	11.8%
More help navigating the process	10	10.5%	Collaboration between departments	1	5.9%
Proper oversight of duplication of content	7	7.4%	Curriculum design process	1	5.9%
More support for interdisciplinary efforts	6	6.3%	Don't know, no answer	1	5.9%
More openness to change	5	5.3%			
Don't know, no answer	3	3.2%			
Improve the incentive structure	3	3.2%			
Decisions should be made at department level	3	3.2%			

Importance of Transferable Skills

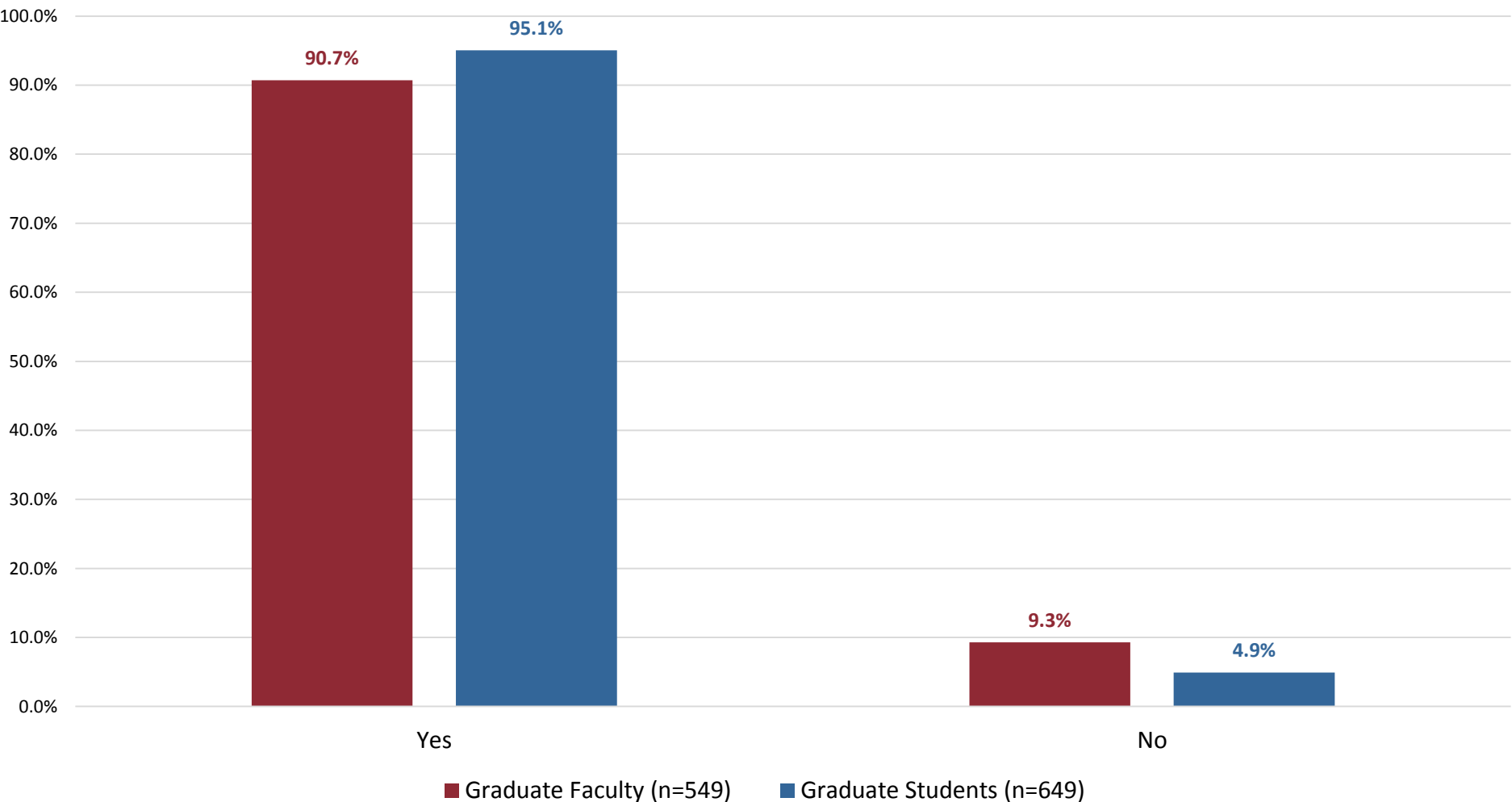


Aided: How important is each of the following skills as a learning outcome for graduate students? Scale: 1=Not at all important; 5=Very important <i>Displayed in descending order by overall mean</i>	Graduate Faculty		Graduate Students	
	Mean	% Very Important	Mean	% Very Important
Creative thinking	4.81	83.7%	4.64	70.3%
Attention to detail	4.71	74.9%	4.65	70.9%
Presentation skills to a range of audiences	4.71	74.1%	4.63	69.4%
Time management	4.62	70.0%	4.69	76.5%
Organizational skills	4.58	64.7%	4.61	69.5%
Building effective relationships	4.46	57.1%	4.62	69.6%
Team work/collaboration	4.49	60.6%	4.53	64.4%
Project management	4.37	52.2%	4.58	66.1%
Communication of research to novice or public audiences	4.43	53.0%	4.52	64.2%
Leadership	4.13	34.8%	4.38	52.2%
Mentoring and motivating peers	4.13	36.6%	4.31	46.9%

Desired Outcomes

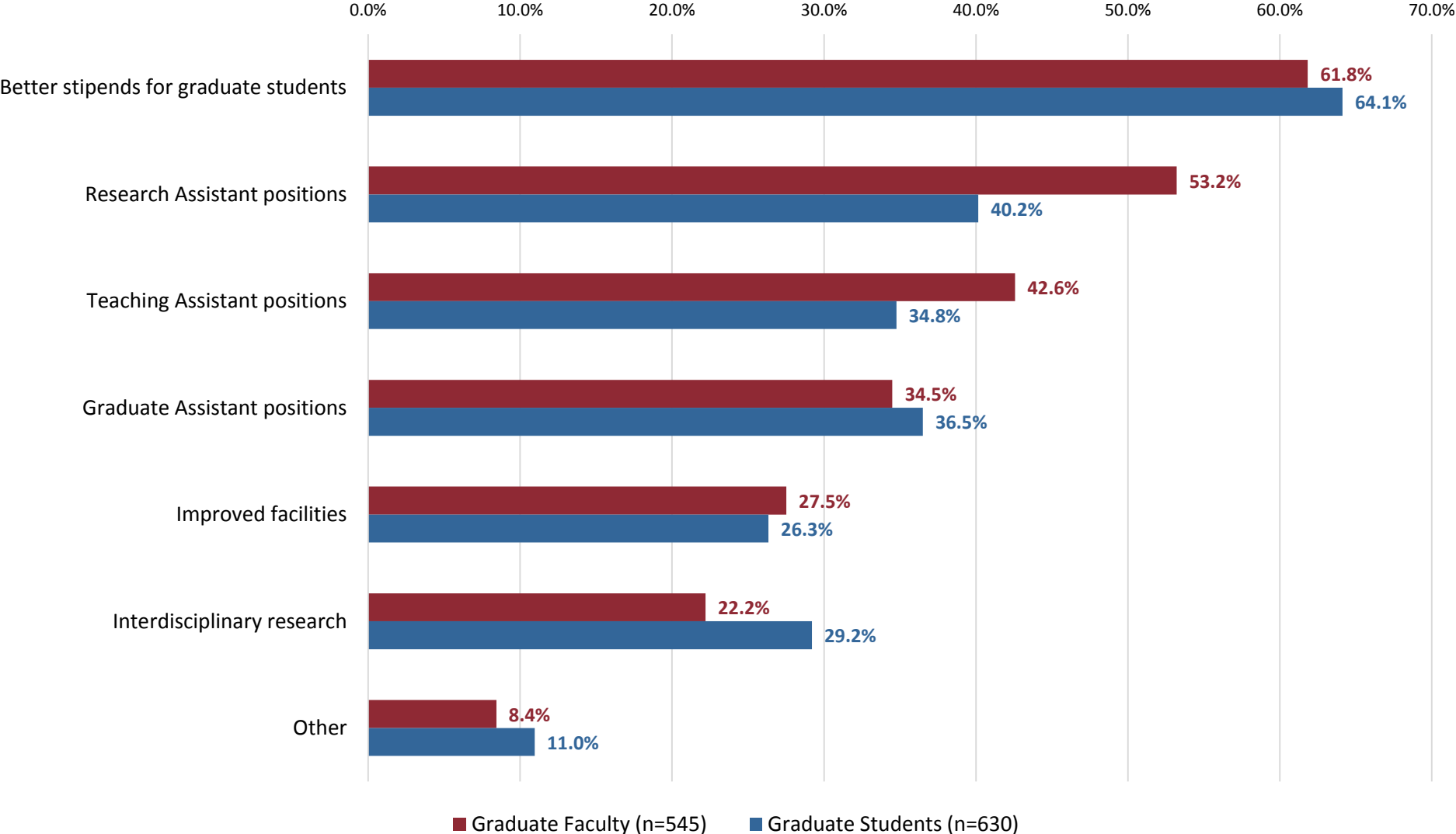


Aided: Do you believe your department should prepare graduate students for both academic and nonacademic careers?



Funding Needs

Aided: What do you believe are the greatest funding needs for your department to support graduate education?



Questions

- <http://www.uky.edu/provost/blue-ribbon-committee>

