

# AGENDA

Council on Postsecondary Education

Thursday, November 10, 2011

9:00 a.m.

Adron Doran University Center (ADUC), Crager Room, Morehead State University  
Morehead, Kentucky

Welcome

Roll Call

Approval of Minutes ..... 1

## Strategic Agenda Focus Area - Efficiency and Innovation

1. Overview and Update on State Level Objectives and Strategies..... 11
  - KYRX Coalition, Lucy Wells, Prescription Drug Benefit Manager, University of Kentucky, and Kim Wilson, Chief Human Resources Officer, University of Kentucky
  - An Ambitious Sustainability Agenda: Producing Significant Cost Savings and Other Benefits, Larry Owsley, Vice President for Business Affairs, University of Louisville

BREAK

## Performance Presentations

2. Morehead State University
3. Kentucky Community and Technical College System
4. Kentucky Adult Education

BREAK/Lunch (Lunch provided for CPE members only)

## Action and Information Items

5. CPE President's Report to the Council
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Other Business

Next Meeting – February 9-10, 2012

Adjournment

CPE meeting materials are available on the Council website at <http://cpe.ky.gov/about/cpe/meetings/>.



**MINUTES**  
**Council on Postsecondary Education**  
**September 22, 2011**

The Council on Postsecondary Education met Thursday, September 22, 2011, at 9 a.m. at the Marriott Griffin Gate Resort in Lexington, Kentucky. Chair Paul Patton presided.

WELCOME

Governor Patton welcomed everyone to the meeting.

OATH OF OFFICE

Judge Phillip Shepherd, Chief Judge of the Franklin County Circuit Court, administered the oath of office to the new Council member.

Kirby O'Donoghue is the new student member. She holds a bachelor of science in agriculture education and is currently attending Murray State University in the master of science agriculture program. She is currently teaching agriculture at the Lone Oak High School in Paducah, Kentucky.

ROLL CALL

The following members were present: Glenn Denton, Dan Flanagan, Joe Graviss, Dennis Jackson, Nancy McKenney, Pam Miller, Donna Moore, Kirby O'Donoghue, Lisa Osborne, Paul Patton, Jim Skaggs, Joe Weis, and Joe Wise. Terry Holliday and Marcia Ridings did not attend.

APPROVAL OF  
MINUTES

The minutes of the June 10 meeting were approved as distributed.

OVERVIEW OF  
NCHEMS REPORT

CPE's president Bob King provided an overview of the report *Realizing Kentucky's Educational Attainment Goal: A Look in the Rearview Mirror and Down the Road Ahead* from the National Center for Higher Education Management Systems.

Over the past decade, Kentucky has improved faster than any state in the nation on key higher education performance measures, according to the report.

Kentucky ranked second in the nation in the rate of improvement in the percentage of younger adults, ages 25 to 44, with college degrees, as well as in the rate of improvement in the three-year graduation rates at two-year institutions.

Further, total undergraduate credentials produced in the Commonwealth increased at a rate that surpassed all but four states.

Kentucky's Postsecondary Education Improvement Act of 1997 (House Bill 1) has been instrumental in creating a new vision and a new set of expectations for postsecondary education in the Commonwealth tied to higher levels of educational attainment, economic growth, and greater opportunity for all citizens.

The report validates the vision of HB1 and highlights the remarkable progress that has been made to this point.

Several challenges remain:

- Although Kentucky is improving faster than other states, it still ranks in the bottom half of states on most indicators (with the exception of the three-year graduation rate at two-year universities, where Kentucky ranks 16th).

- To reach the national average in college attainment among 25-44 year olds by 2020, degree/credential production must increase at an annual rate of just under 4 percent (3.82%). This is about the same average annual rate of increase Kentucky has seen over the last decade (3.78%).
- Improvement is not uniform across all institutions.
- Gaps between white and minority college attainment have actually widened since the year 2000. Kentucky also has vast regional disparities in college attainment.
- Kentucky is producing more STEM degrees, but Kentucky ranks only 43rd in the percentage of all jobs in STEM fields. There may be a mismatch between supply and demand.
- There is a lag in the benefits from increased college attainment - in the last decade, Kentucky lost four positions in per capita personal income (from 40th to 44th) and four positions in the New Economy Index (from 39th to 43rd). Kentucky must promote itself as one that is developing a more highly-educated workforce and strengthen the relationship between higher education and economic and workforce development.

STRATEGIC AGENDA  
FOCUS AREA –  
RESEARCH,  
ECONOMIC, &  
COMMUNITY  
DEVELOPMENT

Ms. Lee Nimocks, CPE’s chief of staff, Dr. Aaron Thompson, CPE’s senior vice president for academic affairs, Dr. Linda Linville, CPE’s assistant vice president for academic affairs, and Dr. Heidi Hiemstra, CPE’s assistant vice president for information and research, provided an overview and update on the research, economic, and community development objectives and strategies.

Mr. Graviss asked staff to consider reinstating the Strategic Agenda focus area subgroups to provide staff assistance with the tracking of progress in order to be more efficient. He also requested that Dr. Linville be provided assistance in working with the Lung Cancer Research Board and communicating with the University of Kentucky and University of Louisville in obtaining and reporting results in a more timely manner. Mr. King stated that staff will discuss regular reporting with the University of Kentucky and University of Louisville.

CAMPUS STRATEGIC  
AGENDA  
PRESENTATIONS –  
EASTERN KENTUCKY  
UNIVERSITY, KENTUCKY  
STATE UNIVERSITY

Dr. Doug Whitlock, EKU’s president, provided the Council an update on EKU’s progress.

Dr. Mary Evans Sias, KSU’s president, provided the Council an update on KSU’s progress.

2011  
ADVANCEKENTUCKY  
RESULTS

Ms. Joanne Lang, Executive Director of AdvanceKentucky and Executive Vice President of the Kentucky Science and Technology Corporation (KSTC), provided a brief report on the results of the 2011 AdvanceKentucky results. Mr. Dale Fleury, Regional Director with the National Math and Science Initiative, and Mr. Ron Geoghegan, Chairman of the Kentucky Science and Technology Corporation, provided comments on the 2011 results.

AdvanceKentucky, an initiative of the Kentucky Science and Technology Corporation, is designed to expand access to, participation in, and student success in Kentucky high schools as measured by results on rigorous national Advanced Placement (AP)\* mathematics, science, and English exams. This design is based on a proven model of success for over 10 years.

Each year AdvanceKentucky adds a new cohort of Kentucky high schools. For the 2011-12 school year, 64 high schools are participating, involving 17,000 enrollments in AP mathematics, science, and English being taught by 500 AP teachers.

Demonstrated success is being achieved through implementation of an interrelated set of strategies that invests heavily in teachers' professional development and assistance for students that support new learning. The comprehensive approach includes content training, teacher and student mentoring, open enrollment, and incentives. The college-level AP courses are taught by specially trained and credentialed teachers. The National Math and Science Initiative's (NMSI) unique methodology includes a training regimen for the teachers that enable them to more effectively teach AP concepts and curriculum. The initiative provides teaching support from master teachers and incentives that motivate students to put in the extra effort to master the rigorous material. This is referred to as the AP Teacher Training and Incentive Program (APTIP).

Mr. Weis asked about the participation of the Jefferson County Public School System. Ms. Lang responded that a school system must commit to the entire model and committing to the cohort is voluntary. The Jefferson County Public School System is at the table for cohort five. Mr. King said that there are discussions taking place to assist the school system to join the cohort.

#### CPE PRESIDENT'S REPORT TO THE COUNCIL

A written report from Mr. King was distributed. Highlights of his report include:

- *GED Promotional Campaign* - In 2005, Mr. Graviss very generously initiated a GED promotional campaign in three of his McDonald's restaurants in Franklin and Woodford Counties in conjunction with Kentucky Adult Education staff. Based on the campaign's success, he then convinced colleagues in his 34-county McDonald's purchasing association to join him in the venture.

Since 2006, these restaurants have funded an annual five-week, in-restaurant GED promotion consisting of tray liners with an inspirational message to encourage Kentuckians without a high school credential to earn their GED. The promotion also includes local activities with adult education programs, such as adult education student recruitment days in the McDonald's restaurants.

- *Postsecondary & Adult Education Insight* - The Council launched an online newsletter last month to increase communications with its constituents. *Postsecondary & Adult Education Insight* is produced in-house using blog software, which provides for enhanced functionality such as integration with social and multimedia content. About 1,500 people are on the distribution list.
- *CPE staff highlights* - Many of the Council staff members are participating widely in national and state forums providing expertise and input. The following list is not exhaustive, but represents a sampling of the activities.
  - Dr. Aaron Thompson, senior vice president, presented Kentucky's initiatives on "near-completers" at the National Summit on Near Completion held in September at the National Press Club in Washington, D.C. The Institute for Higher Education Policy sponsored the summit.

- Dr. Sue Cain, college readiness and developmental education initiative coordinator, participated on a national panel of experts assembled in September in Washington, D.C., to discuss the importance of the Common Core Standards and implementation. Sponsored by the Lumina Foundation, the federal hearing was for legislative staffers and administration officials. Kentucky was chosen to participate due to its success in implementing the standards through collaborative efforts with the Kentucky Department of Education and the Education Professional Standards Board.
  - Al Lind, vice president for information and technology, served on a panel at the SREB Electronic Campus and Educational Technology Cooperative Joint Annual Meeting and led a group in a scenario planning exercise to design a \$10,000 bachelor's degree program.
  - KYAE Vice President Reecie Stagnolia was recently elected to the National Council of State Directors of Adult Education and the National Adult Education Professional Development Consortium executive committees as chairperson elect. He was also chosen to serve on a national advisory group, the National Reporting System's (NRS) Technical Working Group, which periodically advises the Office of Vocational and Adult Education on NRS policy and procedures. The advisory group provides guidance on NRS and helps ensure that the system is responsive to the needs of the adult education field.
- *University System of the Year* - The Washington Center for Internships and Academic Seminars has named Kentucky the University System of the Year. The award results from the participation of all eight of the public four-year universities in the TWC internship program, which has provided opportunities to 130 Kentucky college students over the past seven years. Governor Patton will accept the award for Kentucky at The Washington Center's annual awards luncheon at the National Press Club on October 3, 2011. Mike Smith, president of TWC, said, "Kentucky's university system has worked hard to make The Washington Center program within reach for students, offering scholarships and academic credit arrangements. Kentucky is one of The Washington Center's best champions and is a true role model for other states, showing that the most well rounded academic experience is one enhanced by experiential learning."
  - *SREB Doctoral Scholars Program Institute* - Kentucky's public institutions will participate in the SREB Doctoral Scholars Program's Institute on Teaching and Mentoring Recruitment Fair, October 20-23, 2011, in Atlanta. The recruitment fair will assist institutions in increasing the number of minority faculty at their institutions. Seven of Kentucky's institutions will participate. Dr. Rana Johnson of the Council staff will assist SREB administrators with overseeing the recruitment fair.
  - *Estimated fall 2011 enrollment* – The Council estimates that Kentucky's postsecondary enrollment is continuing to grow at a moderate pace, with more than 277,000 students studying in the Commonwealth's public and nonpublic colleges and universities this fall. The pace of growth has slowed from the large increases seen at the beginning of the "great recession" in 2008. Total estimated headcount enrollment increased 2 percent over last year and 32 percent over the last 10 years. Final numbers for fall 2011 enrollment will be available in the spring of 2012.

Not included in the report, Mr. King said that in regards to Kentucky's national role with the Common Core Standards and SB 1 implementation, Kentucky has been selected for two grants, one for \$600,000 and one in which Kentucky is one of eight states chosen to participate in a new project to assess and improve the quality of undergraduate student learning. Kentucky will receive \$120,000 for faculty development and new assessment approaches over three years. Sponsored by the Association of American Colleges and Universities, The Quality Collaboratives (QC) project is supported with funding from the Lumina Foundation for Education.

#### STRATEGIC AGENDA PERFORMANCE TARGETS

Dr. John Hayek, CPE's senior vice president for budget, planning, and policy, provided an overview of the staff recommended state-level 2011-15 Strategic Agenda performance targets.

The proposed targets for state-level performance metrics were derived through a process of institutional negotiation, state-level benchmarking and analysis, and projecting the impact of state and institutional implementation strategies. Several state-level metrics, such as associate and bachelor's degree production, are linked to the attainment goal model developed for the Council by the National Center for Higher Education Management Systems (NCHEMS). This model, commissioned in conjunction with NCHEMS' recent report on Kentucky's progress in educational attainment, examines the impact of changes in students' entrance into and movement through Kentucky's postsecondary education institutions and the impact of these pipeline changes on degree production and educational attainment.

Institutional targets are not included in this Council action, as formal action is not required. The proposed state-level metrics have been closely reviewed by Council staff and institutional leadership and represent "stretch-achievable" goals for postsecondary education in the Commonwealth. Regional performance metrics are still in development and will be submitted for action at a later meeting.

MOTION: Ms. Miller moved that the recommended state-level 2011-15 Strategic Agenda performance targets be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

#### INSTITUTIONAL DIVERSITY PLANS

Mr. Weis, chair of the Committee on Equal Opportunities, provided an overview of the process in the development of the institutional diversity plans recommended for approval.

The Council on Postsecondary Education directed each public postsecondary institution to develop and submit to the Council a campus-based diversity plan, in response to the Statewide Diversity Policy. The diversity plans, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. Upon approval by the Council, the institutional diversity plans will be implemented fall 2011.

At its June 9, 2011, meeting, the Council's CEO reviewed and accepted the institutional diversity plans developed by seven of the public universities and reviewed and accepted the KCTCS diversity plan at its September 8 meeting. The Eastern Kentucky University diversity plan will be reviewed by its board of regents September 27, 2011. Pending approval by the board, the ECU diversity plan will be presented to the Council at its November meeting for review and acceptance.

The CEO found that each of the institutional diversity plans met the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the plans be sent to the Council on Postsecondary Education for review and acceptance once approved by their boards of regents/trustees.

Mr. Weis highlighted that the CEO requested Northern Kentucky University include in its final plan evidence that confirms a relationship between Gateway Community and Technical College and NKU that will assist African American, Hispanic/Latino, and low-income students in their transition from the community college to NKU, once developmental education requirements are fulfilled. The NKU diversity plan was reviewed and approved by the NKU Board of Regents at its May 4, 2011, meeting. A formal letter acknowledging approval of the plan, as well as information requested, was received by the CEO.

Mr. Weis also highlighted that the CEO suggested that the University of Kentucky strongly consider strengthening its diversity targets to reflect more than just the minimum requirements. The university's designation as the Commonwealth's flagship university elicits a strong example of its role as a leader in student enrollment in the higher education system. The committee urged the university to consider modifying its targets. The UK diversity plan was reviewed and approved by the UK Board of Trustees at its June 14, 2011, regular meeting.

The Council staff recommended approval of the institutional plans as proposed by the CEO.

The institutional diversity plans are available on the Council's website.

MOTION: Mr. Weis moved that the proposed institutional diversity plans be approved. Ms. Osborne seconded the motion.

VOTE: The motion passed.

#### ALIGNMENT OF CEO WITH STATEWIDE DIVERSITY POLICY

Mr. Weis, chair of the Committee on Equal Opportunities, provided an overview of the recommendation to align the CEO with the Statewide Diversity Policy. The recommendations from the CEO include:

- That the Council on Postsecondary Education establish a nominating committee to receive, review, and recommend to the Council chair the names of at least two individuals for each vacant position, from which the chair will appoint the eight citizen members of the CEO.
- That the newly appointed CEO review and revise, where appropriate, the mission, vision, and role of the CEO to reflect the Statewide Diversity Policy and planning environment.
- That the membership of the CEO be expanded to 15 persons, consisting of five Council members, one legislator, the executive director of the Kentucky Human Rights Commission, and eight citizens, and that the members be given appointments staggered by number of years for the first term.

These recommendations represent a furtherance of the process that began with the action by the Council, July 28, 2003, when it first adopted the recommendation of the CEO that the Council establish terms of appointment and service for members of the committee. The recommendation was reviewed and adopted by the CEO June 16, 2003.



The CEO currently consists of 13 members: four members of the Council, eight citizens of the Commonwealth, and one legislator. The chair of the Council appoints the committee chair and other members of the committee and the Council provides staff assistance. Members of the committee serve at the pleasure of the Council.

The approved recommendations will be implemented fall 2011 by the Council chair.

MOTION: Ms. Miller moved that the proposed alignment of the CEO with the Statewide Diversity Policy be approved. Dr. Wise seconded the motion.

VOTE: The motion passed.

NEW ACADEMIC  
PROGRAMS: POLICY  
AND PROCEDURES  
AND REVIEW OF  
EXISTING ACADEMIC  
PROGRAMS: POLICY  
AND PROCEDURES

Dr. Thompson presented the staff recommendation that the Council approve the policy and procedures for the approval of new academic programs and for the review of existing academic programs.

The Council's current academic program approval policy for public institutions dates back to 1999. The postsecondary environment has changed dramatically since then, and the policies and procedures require revision.

The Council convened a group of representatives from each of the public institutions and one representative from KCTCS to reexamine the current policies and recommend changes. The group worked between April 2010 and July 2011 to define terms related to academic programming and created an updated policy for approval of new academic programs. The policy and procedures reflect best practices, reinforce state-level and institutional policies to create a more coordinated approach to academic programming, and better connect academic program approval with the review of existing academic programs. The policy will go into effect on January 1, 2012.

The policy and procedures of the Council on Postsecondary Education related to review of existing academic programs had not been revised since 1999. The Council staff worked with representatives from each public university and the Kentucky Community and Technical College System to agree upon definitions related to academic programming and update the policy and procedures related to review of existing programs in light of best practices, better coordination among state and institutional practices, and an improved connection between academic program approval and review of existing academic programs. The policy will be implemented in the 2013-14 academic year.

Dr. McKenney asked staff to consider a way to protect programs from being removed, including liberal arts programs.

MOTION: Mr. Graviss moved that the request to approve the policy and procedures for the approval of new academic programs and for the review of existing academic programs be approved. Dr. Wise seconded the motion.

VOTE: The motion passed.

ADVANCED PRACTICE  
DOCTORATES  
REPORT TO THE  
LEGISLATURE

Dr. Thompson presented the staff recommendation that the Council accept the advanced practice doctorates report that will be submitted to the Interim Joint Committee on Education before October 15, 2011.

In the last legislative session, the General Assembly amended KRS 164.295 to allow comprehensive universities to offer up to three advanced practice doctorates. However, it allows the Council, with the unanimous consent of the members of the Advisory Conference of Presidents, to make a recommendation to the Interim Joint Committee on Education as to whether the current limit of three advanced practice doctorates at comprehensive universities should be amended.

The statute also requires the Council on Postsecondary Education to work with the Advisory Conference of Presidents to develop the criteria and conditions for approval of advanced practice doctorates. Council staff then must work with the Legislative Research Commission to promulgate an administrative regulation to formalize these criteria and conditions.

KRS 164.295 requires that the Council provide a report on the criteria and approval process for advanced practice doctorates to the Interim Joint Committee on Education before October 15, 2011.

MOTION: Ms. Miller moved that the Council accept the advanced practice doctorates report that will be submitted to the Interim Joint Committee on Education before October 15, 2011. Mr. Weis seconded the motion.

VOTE: The motion passed.

NEW ACADEMIC  
PROGRAMS: MOSU  
AND UOFL

Dr. Thompson presented the staff recommendation that the Council approve the B.A. in Traditional Music at Morehead State University (CIP 50.0999) and the Ph.D. in Justice Administration at the University of Louisville (CIP 43.0103).

KRS 164.020 (15) empowers the Council to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council staff reviewed and recommended for approval the requested programs from Morehead State University and the University of Louisville.

MOTION: Mr. Flanagan moved that the Council approve the B.A. in Traditional Music at Morehead State University (CIP 50.0999) and the Ph.D. in Justice Administration at the University of Louisville (CIP 43.0103). Mr. Weis seconded the motion.

VOTE: The motion passed.

2011-12 CPE WORK  
PLAN

Mr. King presented the 2011-12 CPE work plan to the Council for approval.

The work plan provides a clear set of policy priorities and tasks that will guide the work of the Council president and staff over the coming year.

Implementation will be monitored carefully by the Council president and chair, and periodic reports will be made to the full Council throughout the year to ensure adequate progress is being made in each of the areas of focus. The Executive Committee will evaluate implementation of the plan as part of the president's annual performance review in June 2012.

MOTION: Ms. Moore moved that the Council approve the 2011-12 CPE work plan. Mr. Weis seconded the motion.

VOTE: The motion passed.

#### 2012-14 BUDGET RECOMMENDATION UPDATE

Mr. Flanagan, chair of the Budget Development Workgroup, provided an update on the development of the 2012-14 budget recommendation. The workgroup will bring the recommendation for action before the Council at its November meeting.

Mr. Flanagan requested that the budget recommendation submitted to the governor and legislature be a reasonable budget.

Over the past seven months, Council staff, institutional presidents, chief budget officers, and chief academic officers have engaged in discussions to identify and build consensus regarding potential funding components of the Council's 2012-14 budget recommendation to the governor and General Assembly.

The recommendation is organized around three principal funding components: base funding, strategic investments, and capital investments.

The Council staff, in collaboration with institutional representatives, is working on a new approach to capital investments that would better balance asset preservation and capital renewal with expanded space over a multi-biennial time frame.

Mr. Denton asked if using a percent of the funding towards demolition of existing buildings was part of the current discussions. Mr. King responded that nothing is off the table at this time.

Governor Patton asked if the current recommendation included a performance funding piece. Mr. King responded that the recommendation does include new funds tied to performance. The details of the performance funding piece still need to be determined. Mr. King said that based on preliminary discussions with legislators, the legislators like the performance funding piece.

#### 2011-12 AGENCY OPERATING BUDGET

Dr. Hayek presented the 2011-12 agency operating budget.

The proposed FY12 agency operating budget is divided into three parts: statewide coordination, Kentucky Adult Education, and statewide educational programs and services. The statewide educational programs and services part includes student assistance and educational support, technology and academic support, and research and economic development.

#### CEO REPORT

A report from the Committee on Equal Opportunities was included in the agenda book.

COMMISSIONER OF EDUCATION REPORT	Commissioner Holliday was not available to attend the September 22 meeting but did provide a written report included in the agenda book.
2012 CPE MEETING CALENDAR	Mr. King presented the proposed 2012 CPE meeting calendar.  MOTION: Mr. Graviss moved that the Council approve the 2012 CPE meeting calendar. Mr. Flanagan seconded the motion.  VOTE: The motion passed.
RESOLUTION OF SERVICE	A resolution of service was offered recognizing the service and contributions of Ellen Call and Aaron Price.
REPORTS FROM INSTITUTIONS	Governor Patton called attention to the reports from the institutions included in the agenda book.
OTHER BUSINESS	Governor Patton appointed Ms. O'Donoghue to serve on the Committee on Equal Opportunities.  Mr. King requested that Council members and institutional representatives plan to attend the trusteeship conference breakfast roundtables the next morning. Mr. King asked Council members to assist with facilitating conversations during the breakfast roundtables.
NEXT MEETING	The next Council meeting is November 9-10 at Morehead State University in Morehead, Kentucky.
ADJOURNMENT	The meeting adjourned at 2:35 p.m.




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Robert L. King  
CPE President




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Tammie L. Clements  
Associate, Executive Relations

**Council on Postsecondary Education  
November 10, 2011**

**Overview and Update on Efficiency and Innovation  
Objectives and Strategies**

In February, the Council on Postsecondary Education approved “Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education” for 2011-15. The Council staff will provide updates of the four focus areas of the Strategic Agenda throughout the year.

The fourth update of the four focus areas of the Strategic Agenda focuses on Efficiency and Innovation.

The Efficiency and Innovation policy objectives will guide and advance the postsecondary system’s work to:

- Increase academic productivity through program innovations.
- Maximize the use of postsecondary and adult education resources.

Council staff will provide baseline information on performance metrics for this policy area and will update Council members on current and proposed state level strategies to make progress on these objectives.

The Council will receive a report on a meaningful collaboration among the institutions in terms of cost savings from representatives from the KYRX Coalition regarding a recently announced pharmaceutical agreement.

Representatives from the University of Louisville will report on current energy savings initiatives.

Staff preparation by Lee Nimocks



**Council on Postsecondary Education  
November 10, 2011**

## **2012-14 Budget Recommendation**

Each biennium, state agency leaders are required to communicate to the Legislative Research Commission, the Office of State Budget Director, and the Governor's Office for Policy and Management a formal statement of biennial budget request. The purpose of the budget request is to identify, organize, and present useful information that permits elected policy-makers to make decisions regarding the state budget.

At the time of publication of this agenda book, the 2012-14 biennial budget request for postsecondary education was still under development. The final document will be provided to Council members prior to the November 10 meeting.

The documents will include:

- Institutional Operating and Capital Recommendations
- Council Agency Operating Recommendation

Staff Preparation by John Hayek and Sherron Jackson





**Council on Postsecondary Education  
November 10, 2011**

## Improving Educator Quality State Grant Program

**ACTION:** The staff recommends that the Council on Postsecondary Education award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$1,080,000 for January 1, 2012, to June 30, 2013, to support eight projects.

- *Reading for the 21<sup>st</sup> Century: Improving Reading Comprehension Through Project-Based Learning* (Morehead State University): \$135,000
- *The Active Math Project: Increasing College Readiness Through Hands-On Math Instruction in Middle and High School Classrooms* (Morehead State University): \$135,000 - Year 2
- *Developing Standards-Based Digital Content for Next Generation Learning* (Murray State University): \$90,000
- *Continuous Assessment and Algebraic Thinking: Keys for Career and College Readiness* (University of Kentucky): \$140,000
- *Special Education Math Cadre* (University of Kentucky): \$145,000 - Year 2
- *Preparing All Students for Success: Career and College Readiness* (University of Kentucky): \$145,000 - Year 2
- *Collaborative Teacher Training in Content Literacy* (University of Louisville): \$145,000 - Year 2
- *Readers Matter: Common Goals, Core Learning, and Set Standards for Achievement* (Western Kentucky University): \$145,000 - Year 2

The Improving Educator Quality State Grant Program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences and its teacher preparation program, as well as at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject.

Senate Bill 1 (2009 Regular Session) was signed by the governor on March 26, 2009. The bill calls upon the Kentucky Department of Education, in collaboration with the Kentucky Council on Postsecondary Education, to plan and implement a comprehensive process for revising academic content standards. Working collaboratively, the agencies have developed a comprehensive process to revise standards in all content areas. A comprehensive process was also developed to create a unified strategy to reduce college remediation rates and increase graduation rates of postsecondary students with developmental education needs.

Kentucky's participation in the Common Core Standards initiative for English/language arts and mathematics ensures that the tenets of Senate Bill 1 (codified as KRS 158.6451) are met. The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

The Kentucky Department of Education, the Education Professional Standards Board, and the Council on Postsecondary Education jointly adopted these standards on February 10, 2010.

The standards are aligned with college and work expectations, include rigorous content and application of knowledge through high-order skills, build upon strengths and lessons of current state standards, are internationally-benchmarked so that all students are prepared to succeed in the global economy and society, and are evidence and/or research-based.

To that end, the Council is focusing Year 10 of the Improving Educator Quality State Grant Program on projects that fully integrate the new Common Core Standards in a way that assists teachers in providing intervention in content areas for students in need of accelerated learning.

External reviewers and content-area specialists reviewed twelve grant proposals and made recommendations to the Council staff. Eight proposals were selected. Brief descriptions of these projects follow.

**Morehead State University: \$135,000**

*Reading for the 21<sup>st</sup> Century: Improving Reading Comprehension Through Project-Based Learning* - Krista Barton, principal investigator

Morehead State University, in collaboration with Hazard Community and Technical College, will engage with 60 science, social studies, reading, and collaborating special needs teachers in a professional development delivery system that begins with on site data assessment meetings in every school followed by a summer institute. The project will enhance skills in recognizing reading difficulties and making appropriate content-based interventions or referrals for assistance in reading instruction. The project will also help teachers implement instructional practices, informed by scientifically based research, for teaching reading for comprehension in social studies and science. This project has been selected by Council staff as eligible for renewal for a second year based on adequate progress in the first year.

**Morehead State University: \$135,000 - Year 2**

*The Active Math Project: Increasing College Readiness Through Hands-On Math Instruction in Middle and High School Classrooms* - Krista Barton, principal investigator

Morehead State University, in collaboration with Hazard Community and Technical College, will work with approximately 30 middle and high school math and math-collaboration special education teachers to fully integrate the Common Core Standards in ways that assist teachers in providing intervention in math for students in need of accelerated learning. This program will identify the students in need of intervention, implement instructional practices for teaching algebra with a focus on depth of knowledge in algebraic concepts, and fully integrate assessment for learning models and strategies for teachers.

**Murray State University: \$90,000**

*Developing Standards-Based Digital Content for Next Generation Learning*

Yuejin Xu, principal investigator

Murray State University, in collaboration with Madisonville Community College, will offer professional development to help mathematics teachers meet the requirements of the Common Core Standards and help them learn to effectively use standards-based digital content for smart devices for students in need of accelerated learning. Through intensive summer training and online mentoring throughout the school year, participating teachers will gain insight into the new standards for mathematics and explore effective strategies for empowering their students to use standards-based digital content for smart devices to better serve their students of the digital generation. This project has been selected by Council staff as eligible for renewal for a second year based on adequate progress in the first year.

**University of Kentucky: \$140,000**

*Continuous Assessment and Algebraic Thinking: Keys for Career and College Readiness*

Kimberly Zeidler-Watters, principal investigator

The University of Kentucky, in collaboration with the University of Louisville, will provide approximately 60 teachers the content and strategies necessary for them to engineer effective classroom experiences for their students. The focus will be on deepening participating teachers' understanding of the content and pedagogical content knowledge necessary to teach the algebra standards in middle and high school. Additionally, the project will address the foundational elementary standards necessary for success in algebra. This project has been selected by Council staff as eligible for renewal for a second year based on adequate progress in the first year.

**University of Kentucky: \$145,000 - Year 2**

*Special Education Math Cadre* - Kimberly Zeidler-Watters, principal investigator

The University of Kentucky will provide content and strategies for teachers to facilitate and develop effective classroom experiences for their students. The focus will be on developing a deeper understanding for the teachers on number concepts as they relate to special needs students so that they can be successful in algebra. The proposal will target 60 regular and special education middle and high school mathematics teachers.

**University of Kentucky: \$145,000 - Year 2**

*Preparing All Students for Success: Career and College Readiness*

Kimberly Zeidler-Watters, principal investigator

The University of Kentucky, in collaboration with Western Kentucky University, will tie together important elements of Senate Bill 1 (2009) and Senate Bill 130 (2006) to help 60 teachers focus on integrating the Common Core Standards into preparation for the ACT EPAS exams in 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. In particular, this project will focus on literacy and language arts components of these standards and assessments. Specifically, the project will work with teachers to integrate literacy instruction into science classrooms with a focus on improving science achievement as measured by the EPAS exams.

**University of Louisville: \$145,000 - Year 2**

*Collaborative Teacher Training in Content Literacy* - Nicole Fenty, principal investigator

The University of Louisville will provide professional development for 25-30 general and special middle grades educators and instructional coaches. The project is designed to serve all students in reading/language arts including those diagnosed with disabilities. The objectives of the project include increasing teacher knowledge of the Common Core Standards in reading/language arts and facilitating increased use of research-based strategies for instruction and assessment for learning.

**Western Kentucky University: \$145,000 - Year 2**

*Readers Matter: Common Goals, Core Learning, and Set Standards for Achievement*

Pamela Petty, principal investigator

Western Kentucky University, in collaboration with West Kentucky Community and Technical College, will provide an individualized professional development model that ensures integration of the Common Core Standards in content-area instruction and provides for literacy instruction that promotes college and career readiness for students. This professional development is a peer-review process that aids teachers in supporting literacy learners in their classrooms. It relies on goal-setting and self-reflection to help teachers ensure that their classrooms are learning environments that support and develop literacy skills and strategies for learning.

**Council on Postsecondary Education  
November 10, 2011**

## Regulation on Advanced Practice Doctorates

**ACTION:** The staff recommends that the Council approve the attached draft of regulation 13 KAR 2:110 Advanced Practice Doctoral Degree Programs at Comprehensive Universities.

KRS 164.295 requires the Council on Postsecondary Education to work with the Advisory Conference of Presidents to develop the criteria and conditions for approval of advanced practice doctorates at the comprehensive universities. These criteria and conditions are formalized in the proposed regulation 13 KAR 2:110. The criteria focus on six areas which are outlined below.

**1. Centrality to Institutional Mission and Consistency with Kentucky's Postsecondary Education Goals:**

Institutions should demonstrate centrality to the institution's mission and consistency with the state's postsecondary education goals by providing evidence that includes (a) the program's objectives, along with the specific institutional and societal needs that will be addressed; (b) the relationship of the program to the university's mission and academic plan; and (c) the relationship of the program to the Strategic Agenda.

**2. Program Quality and Student Success:** Institutions should demonstrate program quality and commitment to student success by such measures as (a) proposed learning outcomes, (b) how the curriculum will achieve the objectives of the program, (c) any distinctive qualities of the program, (d) availability of faculty, library resources, physical facilities, and instructional equipment, (e) degree completion requirements, (f) methods of program delivery, (g) how the program builds upon the reputation and resources of an existing master's degree program in the field, (h) the impact of the proposed program on undergraduate education at the institution, and (i) demonstration of available clinical sites for those programs with clinical requirements.

**3. Program Demand:** Institutions should demonstrate demand for the program by providing evidence of (a) student demand, (b) employer demand, and (c) academic disciplinary needs, including new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies.

**4. Unnecessary Duplication:** Institutions should show that the program does not unnecessarily duplicate an existing program at another state university by including information about (a) differences in curriculum between the proposed program and an existing program, (b) differences in student population, (c) documentation of excess student demand for an existing program, and (d) collaboration between the proposed program and an existing program.

**5. Cost and Funding:** Institutions should provide information on the sources of funding and the costs associated with the program, including (a) all sources of revenue, (b) all sources of costs, (c) whether the program will require additional resources, (d) whether the program will impact financially an existing program or organizational unit within the state university, (e) the return on investment to Kentucky, and (f) evidence that funding for the program will not impair funding of an existing program at another state university. A detailed spreadsheet of revenue and costs must be submitted to the Council.

**6. Program Assessment:** Institutions should provide information on program evaluation procedures, including (a) what program components will be evaluated, (b) when and how the components will be evaluated, (c) who is responsible for the data collection, (d) how the data will be shared with faculty, (e) how the data will be used for program improvement, and (f) how students' post-graduation success will be measured and evaluated.

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (New Administrative Regulation)

3 13 KAR 2:110. Advanced practice doctoral degree programs at comprehensive universities.

4 RELATES TO: KRS 164.001, 164.020(15), 164.295(3)

5 STATUTORY AUTHORITY: KRS 164.295(4)

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.295(4) requires the Council  
7 on Postsecondary Education, in consultation with the Advisory Conference of Presidents pursuant  
8 to KRS 164.021, to promulgate an administrative regulation to establish the criteria and conditions  
9 upon which an advanced practice doctoral degree program may be approved for a comprehensive  
10 university. This administrative regulation establishes the criteria and conditions for the approval of  
11 an advanced practice doctoral degree program.

12 Section 1. Definitions. (1) “Advanced practice doctorate” means a program of study  
13 beyond the master’s degree designed to meet the workforce and applied research needs of a  
14 profession.

15 (2) “Board” or “governing board” is defined by KRS 164.001(4).

16 (3) “College” means an administrative unit within a state university, which consists of related  
17 academic disciplines, that offers academic programs but does not have the authority to grant a  
18 degree.

19 (4) “Comprehensive university” is defined by KRS 164.001(7).

20 (5) “Council” is defined by KRS 164.001(8).

21 (6) “Learning outcomes” is defined by KRS 164.001(25).

22 (7) “Postsecondary education system” is defined by KRS 164.001(17).

1 (8) “Public” is defined by KRS 164.001(19).

2 (9) “Specialization” means a set of courses designed to develop expertise within a major at the  
3 doctoral level.

4 (10) “Southern Association of Colleges and Schools Commission on Colleges” means the regional  
5 body for the accreditation of degree-granting higher education institutions in Alabama, Florida,  
6 Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas,  
7 Virginia and Latin America and other international sites

8 (11) “Strategic agenda” is defined by KRS 164.001(23).

9 Section 2. General Requirements. (1) In submitting the “Pre-Proposal for a New Academic  
10 Program” required by Section 3(1) and the “Proposal for a New Doctoral Program” required by  
11 Section 3(5), a comprehensive university shall demonstrate that an advanced practice doctorate  
12 adheres to the role and scope of the institution as set forth in its mission statement and as  
13 complemented by the institution’s academic plan by:

14 (a) Listing the objectives of the advanced practice doctorate;

15 (b) Explaining how the advanced practice doctorate relates to the institutional mission and  
16 strategic plan;

17 (c) Explaining how the advanced practice doctorate addresses the state’s postsecondary  
18 education strategic agenda; and

19 (d) Explaining how the advanced practice doctorate furthers the statewide implementation  
20 plan for the strategic agenda.

21 (2) In submitting the “Pre-Proposal for a New Academic Program” required by Section  
22 3(1) and the “Proposal for a New Doctoral Program” required by Section 3(5), a comprehensive  
23 university shall demonstrate program quality and commitment to student success by:

24 (a) Listing all learning outcomes;



- 1 (b) Explaining how the curriculum achieves the objectives of the advanced practice  
2 doctorate by describing the relationship between the overall curriculum or the major curricular  
3 components and the objectives;
- 4 (c) Highlighting any distinctive qualities of the advanced practice doctorate;
- 5 (d) Noting whether the advanced practice doctorate will replace any specializations within  
6 another doctorate program;
- 7 (e) Including the projected ratio of faculty to students;
- 8 (f) Explaining if the comprehensive university will seek specialized accreditation if  
9 accreditation exists for the advanced practice doctorate;
- 10 (g) Demonstrating that faculty possesses terminal degrees, master's degrees with  
11 professional experience in the field of study, and research experience;
- 12 (h) Demonstrating that library resources meet standards for study at the doctoral level and  
13 in a particular field of study if standards are available from the Southern Association of Colleges  
14 and Schools Commission on Colleges or a specialized accrediting agency for a specific field of  
15 study;
- 16 (i) Demonstrating availability of classroom, laboratory, office space, and specialized  
17 equipment;
- 18 (j) Explaining the admission and retention standards;
- 19 (k) Stating the degree completion requirements;
- 20 (l) Describing how the advanced practice doctorate articulates with related programs at  
21 other comprehensive universities and at the University of Kentucky and the University of  
22 Louisville;
- 23 (m) Providing course descriptions for all courses that will be offered as part of the  
24 advanced practice doctorate;

1 (n) Describing alternative methods of program delivery involving use of technology,  
2 distance education, or accelerated degree designs;

3 (o) Describing how the advanced practice doctorate builds upon the reputation and  
4 resources of the comprehensive university's existing master's degree program in the field of study;

5 (p) Explaining the impact of the advanced practice doctorate on undergraduate education at  
6 the comprehensive university; and

7 (q) Discussing the nature and appropriateness of available clinical sites if there is a clinical  
8 component to the advanced practice doctorate.

9 (3) In submitting the "Pre-Proposal for a New Academic Program" required by Section  
10 3(1) and the "Proposal for a New Doctoral Program" required by Section 3(5), a comprehensive  
11 university shall demonstrate demand for the advanced practice doctorate and lack of unnecessary  
12 duplication by:

13 (a) Providing evidence of student demand at the regional, state, and national levels;

14 (b) Identifying the potential pool of students and how potential students will be contacted;

15 (c) Describing the student recruitment and selection process;

16 (d) Identifying the undergraduate and master's level programs as well as employers from  
17 which students will be identified;

18 (e) Providing any evidence of a projected net increase in total student enrollments to the  
19 campus as a result of the advanced practice doctorate;

20 (f) Estimating student enrollment, doctoral candidacies, and degrees conferred for the first  
21 five (5) years of the program;

22 (g) Describing the types of jobs available for graduates, average wages for these jobs, and  
23 the number of anticipated openings for each type of job at the regional, state, and national levels;

24 (h) Justifying the advanced practice doctorate based on changes in the field of study or  
25 other academic reasons;

1 (i) Explaining new practice or licensure requirements in the profession and new  
2 requirements by specialized accrediting agencies;

3 (j) Identifying similar advanced practice doctoral programs in the member states of the  
4 Southern Regional Education Board; and

5 (k) Comparing the program to similar programs within Kentucky in terms of curriculum or  
6 areas of specialization, student populations, access to similar programs, demand for similar  
7 programs, and potential for collaboration between the proposed program and similar programs.

8 (4) In submitting the “Pre-Proposal for a New Academic Program” required by Section  
9 3(1) and the “Proposal for a New Doctoral Program” required by Section 3(5), a comprehensive  
10 university shall demonstrate costs and funding sources for the advanced practice doctorate by:

11 (a) Identifying any necessary additional resources;

12 (b) Explaining the financial impact on existing programs and organizational units within  
13 the comprehensive university;

14 (c) Demonstrating sufficient return on investment to Kentucky to offset new costs;

15 (d) Providing assurance that funding for the program will not impair funding of any  
16 existing program at any other comprehensive institution;

17 (e) Estimating funding available from state, federal, other non-state, tuition, and  
18 institutional allocations and reallocations; and

19 (f) Estimating costs associated with faculty, student employees, graduate assistants, and  
20 professional staff; equipment and instructional materials; library materials; contractual services;  
21 academic and student support services; other support services; faculty professional development;  
22 student space and equipment; faculty space and equipment; and miscellaneous expenses.

23 (5) In submitting the “Pre-Proposal for a New Academic Program” required by Section  
24 3(1) and the “Proposal for a New Doctoral Program” required by Section 3(5), a comprehensive  
25 university shall demonstrate program evaluation procedures by:

- 1 (a) Identifying what program components will be evaluated;
- 2 (b) Explaining when and how the components will be evaluated;
- 3 (c) Identifying who is responsible for the data collection;
- 4 (d) Explaining how the data will be shared with faculty;
- 5 (e) Explaining how the data will be used for program improvement;
- 6 (f) Identifying measures of teaching effectiveness; and
- 7 (g) Identifying plans to assess students' post-graduation success.

8 Section 3. New Advanced Practice Program Application Procedures. (1) A comprehensive  
9 university shall submit the "Pre-Proposal for a New Academic Program" to the online Kentucky  
10 Postsecondary Program Proposal System (KPPPS) after the pre-proposal has been approved by the  
11 appropriate college within the comprehensive university.

12 (2) After this information is posted to KPPPS, the chief academic officers, or their  
13 designees, of the postsecondary education system and Council staff shall have forty-five (45) days  
14 to review and comment on the proposed program. The forty-five (45) day time period shall begin  
15 on the date that the pre-proposal is submitted.

16 (3) If another institution or the Council staff expresses concerns about the proposed  
17 program, the Council staff may require additional information and may request review by the chief  
18 academic officers of the postsecondary education system. If additional information is requested,  
19 the proposing institution shall submit that information within thirty (30) days of the request.

20 (4) Once all concerns have been addressed, the Council staff shall notify the  
21 comprehensive university that:

22 (a) The advanced practice doctoral degree program proposed for that comprehensive  
23 university:

24 (a) has been pre-approved; and

25 (b) the comprehensive university may continue the process for developing the program.

1 (5) The comprehensive university shall submit a “Proposal for A New Doctoral Program”,  
2 which has been approved by the institutional governing board, to the Council within eighteen (18)  
3 months of the Council staff’s pre-approval.

4 (6) Upon receipt of the “Proposal for A New Doctoral Program,” Council staff shall  
5 review the proposal. If Council staff determines that the comprehensive university has met all the  
6 requirements per section 2 above, then staff shall recommend the proposal to the Council for  
7 approval.

8 (7) Upon staff recommendation, the Council at its first subsequent meeting after  
9 completion of the proposal process shall either:

10 (a) Approve the proposal; or

11 (b) Deny and identify deficiencies in the proposal which shall be corrected by the  
12 comprehensive university by submitting revised proposal to Council staff within ninety (90)  
13 working days.

14 Section 4. Incorporation by Reference. (1) The following material is incorporated by  
15 reference:

16 (a) “Kentucky Postsecondary Program Proposal System”, November 2011;

17 (b) “Pre-Proposal for A New Academic Program”, November 2011; and

18 (c) “Proposal for A New Doctoral Program”, November 2011.

19 (2) This material may be inspected, copied, or obtained, subject to applicable copyright  
20 law, at the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320,  
21 Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

APPROVED:

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Paul Patton, Chair  
Council on Postsecondary Education

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Date

**PUBLIC HEARING AND PUBLIC COMMENT PERIOD:** A public hearing on this administrative regulation shall be held on December 28, 2011, at 10:00 a.m. at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until January 3, 2012.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

**CONTACT PERSON:**

Dr. Melissa Bell  
Senior Associate, Academic Affairs  
Council on Postsecondary Education  
1024 Capital Center Dr.  
Suite 320  
Frankfort, Kentucky 40601  
Phone: 502.573.1555 ext. 357  
Fax: 502.573.1535  
Email: [melissa.bell@ky.gov](mailto:melissa.bell@ky.gov)

REGULATORY IMPACT ANALYSIS  
AND TIERING STATEMENT

Administrative Regulation 13 KAR 2:110. *Advanced practice doctoral degree programs at comprehensive universities.*

Contact person: Dr. Melissa Bell  
Senior Associate, Academic Affairs  
Council on Postsecondary Education  
1024 Capital Center Dr.  
Suite 320  
Frankfort, Kentucky 40601  
Phone: 502.573.1555 ext. 357  
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Email: melissa.bell@ky.gov

- (1) Provide a brief summary of:
  - (a) What this administrative regulation does: This administrative regulation establishes the criteria and conditions upon which an advanced practice doctoral degree program may be approved for a comprehensive university.
  - (b) The necessity of this administrative regulation: KRS 164.295(3) requires that the Council on Postsecondary Education, in consultation with the Advisory Conference of Presidents pursuant to KRS 164.021, shall develop criteria and conditions upon which an advanced practice doctoral degree program may be approved.
  - (c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 164.295(4) requires that the Council on Postsecondary Education shall promulgate administrative regulations in accordance with KRS Chapter 13A to carry out the provisions of KRS 164.295(3).
  - (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation establishes the criteria and conditions upon which an advanced practice doctoral degree program may be approved for a comprehensive university.
- (2) If this is an amendment to an existing administrative regulation, provide a brief summary of:



- (a) How the amendment will change this existing administrative regulation: N/A – this is a new regulation.
  - (b) The necessity of the amendment to this administrative regulation: N/A – this is a new regulation.
  - (c) How the amendment conforms to the content of the authorizing statutes: N/A – this is a new regulation.
  - (d) How the amendment will assist in the effective administration of the statutes: N/A – this is a new regulation.
- (3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: There are six (6) comprehensive universities affected by this administrative regulation.
- (4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment:
- (a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions will address each of the established criteria by gathering data, analyzing data, and conducting research in order to complete the online Pre-Proposal for A New Academic Program and Proposal for A New Doctoral Program which shall be submitted to the Council on Postsecondary Education for approval.
  - (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): Each institution already has people and processes in place on its campus for these activities. As such, there should be no new costs to institutions.
  - (c) As a result of compliance, what benefits will accrue to the entities identified in question? Institutions will be authorized to deliver an advanced doctorate program to address the needs of students and employers in the state.
- (5) Provide an estimate of how much it will cost to implement this administrative regulation:
- (a) Initially: Existing staff will review application materials. There will be no additional costs as a result of this administrative regulation.
  - (b) On a continuing basis: Existing staff will review application materials. There will be no additional costs as a result of this administrative regulation.

- (6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: General state appropriations will be used to pay for Council staff.
- (7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: No.
- (9) TIERING: Is tiering applied? Tiering is not applied. This administrative regulation treats all comprehensive universities seeking to offer an advanced practice doctoral program the same.

## FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 2:110

Contact Person: Melissa Bell, 502.573.1555 ext. 357

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)? Yes, advanced practice doctoral programs are approved by the state government's Council on Postsecondary Education.
2. What units, parts, or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The state government's Council on Postsecondary Education and six comprehensive universities will be impacted by this administrative regulation.
3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.295.
4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.
  - (a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? The administrative regulation will not generate any revenue.
  - (b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? The administrative regulation will not generate any revenue.
  - (c) How much will it cost to administer this program for the first year? Existing staff will review application materials. There will be no additional costs as a result of this administrative regulation.
  - (d) How much will it cost to administer this program for subsequent years? Existing staff will review application materials. There will be no additional costs as a result of this administrative regulation.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-): The regulation will generate no revenue.

Expenditures (+/-): Existing staff will review application materials. There will be no additional costs as a result of this administrative regulation.

Other Explanation:

### **Summary of Material Incorporated by Reference**

The “Kentucky Postsecondary Program Proposal System”, November 2011, is the 13-page online academic program approval system.

The “Pre-Proposal for A New Academic Program”, November 2011, is the six-page online application form that a comprehensive university is required to submit to seek approval at the pre-proposal stage for a new advanced practice doctoral program.

The “Proposal for A New Doctoral Program”, November 2011, is the seven-page online application form that a comprehensive university is required to submit after the Council has approved the pre-proposal in order to seek approval for a new advanced practice doctoral program.

**Council on Postsecondary Education  
November 10, 2011**

**New Academic Programs:**

- M.A. in Sport Management – Morehead State University  
M.A. in Library Media Education – Murray State University  
M.M. in Music Therapy – University of Kentucky**

**ACTION:** The staff recommends that the Council approve the M.A. in Traditional Sport Management (CIP 31.0504) at Morehead State University, the M.A. in Library Media Education (CIP 13.1334) at Murray State University, and the M.M. in Music Therapy (CIP 51.2305) at the University of Kentucky.

KRS 164.020 (15) empowers the Council to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council staff has reviewed and recommends for approval the following programs from Morehead State University, Murray State University, and the University of Kentucky.

**M.A in Sport Management (CIP 31.0504) at Morehead State University**

This program provides a generalist education for future sport managers. The program will consist of 36 credit hours and focus on communication skills, ethical issues faced in sport business, the business environment of sports, the application of technology in sport organizations, leadership skills, and problem-solving skills.

**M.A. in Library Media Education (CIP 13.1334) at Murray State University**

The Master of Arts in Library Media Education program, with the Praxis II in Library Media, is intended to qualify students for certification as school media librarians in Kentucky. This program includes a minimum of nine credit hours in professional education, 12 credit hours focused on library media, and four supervised practicums of one credit hour each. Students seeking initial certification in education must meet all requirements for admission to the Teacher Education program and complete a 12-week supervised clinical experience in library media instead of the practicum. Students seeking initial certification may also be required to complete additional undergraduate coursework to fulfill prerequisites for teacher education and student teaching.

**M.M. in Music Therapy (CIP 51.2305) at the University of Kentucky**

The University of Kentucky proposes to start a master's program in music therapy because (a) there is no graduate program in music therapy in Kentucky or in most neighboring states, (b) it would build on an existing degree program, (c) the state and region are underserved not only in academic opportunities, but also in the provision of music therapy services, and (d) there is support for the program within the UK HealthCare system, which creates opportunities for funding, research collaboration, and student clinical training. The program will consist of 30 credit hours in music therapy, music, and elective coursework with one option for students with undergraduate degrees in music therapy and another option for students without an undergraduate degree in music therapy. The latter option allows students with related degrees to complete any missed entry level/professional competency prerequisites before finalizing the master's degree in music therapy.

**Council on Postsecondary Education  
November 10, 2011**

**Institutional Diversity Plan  
Eastern Kentucky University**

*The Council on Postsecondary Education directed each public postsecondary institution to develop and submit to the Council a campus-based diversity plan in response to the Statewide Diversity Policy. The diversity plans, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. Upon approval by the Council, the institutional diversity plans will be implemented fall 2011.*

**ACTION: The Committee on Equal Opportunities (CEO) recommends that the Council review and accept the 2011-15 Eastern Kentucky University Diversity Plan that was developed in response to the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.**

The Council's Committee on Equal Opportunities reviewed and accepted the institutional diversity plans developed by the eight public universities and KCTCS at its June 9, 2011 meeting. The Council accepted plans submitted by seven of the universities and KCTCS at the September 22 meeting. Eastern Kentucky University's diversity plan was adopted by its board of regents September 27, 2011, and is being submitted to the Council for review and acceptance.

The CEO found that the ECU diversity plan met the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the plan be sent to the Council on Postsecondary Education for review and acceptance once approved by the ECU Board of Regents.

**Institutional Diversity Plans**

The institutional plans call for aggressive approaches to achieve objectives for the postsecondary and adult education system. To implement the Statewide Diversity Policy, the Council required each institution to submit a campus-based diversity plan that set forth specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to the population.

The campus-based diversity plans, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. The plans were developed using the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, which includes guiding principles, commitments, and action statements. All institutional plans are narrowly tailored to preserve broad access to educational opportunities. Each campus-based plan shall:

- Assure consistency with systemwide and institutional diversity policies and practices.
- Describe diversity and equal opportunity for students, faculty, administrators, and staff in action plans that address the campus environment.
- Implement a system of institutional accountability by using metrics that are specific and measurable.
- Recognize that equal opportunity is essential to all members of the campus communities.
- Preserve broad access to high quality postsecondary education opportunities.

### **Next Steps**

Following review and action by the Council, Eastern Kentucky University will implement the campus-based diversity plan.



**Council on Postsecondary Education  
November 10, 2011**

**Equal Opportunity Goals Annual Assessment  
Degree Program Eligibility - 13 KAR 2:060**

**ACTION:** The Committee on Equal Opportunities (CEO) recommends that the Council delay the annual assessment of equal opportunity goals as required by KRS 164.020 (19) and implemented through Kentucky Administrative Regulation 13 KAR 2:060. The CEO recommends that the next assessment be conducted for calendar year 2013.

The Council's Committee on Equal Opportunities (CEO) voted at their October 23, 2011, meeting to recommend that the Council on Postsecondary Education delay the assessment of annual progress by institutions on equal opportunity goals (degree program eligibility) until 2013 to allow institutions adequate time to implement the strategies of their newly adopted diversity plans.

**Background:**

The General Assembly enacted KRS 164.020(19) in 1992 requiring the Council on Postsecondary Education to postpone the approval of new academic programs for those institutions who fail to meet equal opportunity goals established by an institution and adopted by the Council. The 1997 Special Session of the General Assembly, which reorganized postsecondary education, left unchanged the authority of the Council related to approval of new academic programs.

In September 2010, the Council adopted the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development which required modification of the Kentucky Administrative Regulation 13 KAR 2:060 related to program approval and equal opportunity goals. The Legislative Research Commission approved the revised regulation in June 2011.

**13 KAR 2:060**

The revised regulation provides accountability standards and metrics to assess progress and outlines the requirements for an institution to obtain a waiver. Following is a brief summary:

- An institution must develop and maintain an institution diversity plan.

- The process for goal setting, assessment of progress, and securing a temporary waiver is defined.
- The regulation defines an institutional diversity plan as a plan developed in conjunction with the Council to achieve diversity in student enrollment and in the workforce to eliminate gaps in retention and graduation rates.
- The regulation requires five areas of goal development: student body diversity, student success, achievement gaps, workforce diversity, and campus climate.
- It defines the period of waiver eligibility as one year and the time frame for a waiver as one year.
- Universities will be assessed on eight areas of interest: (1) enrollment of undergraduate students, (2) enrollment of graduate students, (3) first year to second year retention, (4) second year to third year retention, (5) baccalaureate degrees, (6) employment of executive/administrative/managerial staff, (7) employment of faculty, and (8) employment of other professionals.
- Community and technical colleges will be assessed on seven areas of interest (1) enrollment of undergraduate students, (2) first year to second year retention, (3) second year to third year retention, (4) associate degrees and credentials, (5) employment of executive/administrative/managerial staff, (6) employment of faculty, and (7) employment of other professionals.

The KAR is located on the Legislative Research Commission website at:  
<http://www.lrc.ky.gov/kar/013/002/060.htm>.

Council staff will inform the Committee on Equal Opportunities and institutions of the status of the recommendation immediately following action by the Council.

**Council on Postsecondary Education  
November 10, 2011**

**Review of Doctorates in Educational Leadership  
Eastern Kentucky University  
Northern Kentucky University  
Western Kentucky University**

On July 16, 2007, the Council approved a set of comprehensive and rigorous criteria for the review of proposals for doctoral degrees in educational leadership at Kentucky's comprehensive universities. This action was the culmination of two years of reflection and study on how the comprehensive universities could expand their offerings in the area of educational leadership to have a positive impact on P-12 student achievement and the economy in their regions.

At its February 26, 2008, meeting, the Council approved the establishment of Ed.D. programs in educational leadership at Eastern Kentucky University, Northern Kentucky University, and Western Kentucky University. That approval was the result of a year-long process of institutional and Council staff collaboration to ensure the quality and necessity of these programs. Detailed criteria for the programs were created and each program underwent a thorough review process by both Council staff and an external review committee. As a result, Council staff brought the programs forward with a recommendation for approval.

The Council's approval included four criteria:

1. The submission of a report outlining the details of the seamless transfer articulation agreements among the universities.
2. Successful annual reviews of progress conducted by the external review committee that show commitment to meeting the recommendations included in the review committee's executive summary and in the review committee's evaluations of each individual proposal. In addition, a full review at the end of three years will be conducted of all public university Ed.D. programs to ensure the viability, sustainability, and effectiveness of the programs.
3. Evidence in the annual reviews that each program is on track to be financially self-sufficient by the time it is fully implemented.
4. The Council directed each institution granting an Ed.D. to collect and report annually to the Council staff information on the placement of all its graduates. The Council also directed each institution awarding an Ed.D. to evaluate whether these educational leaders have helped to improve student achievement in Kentucky. Finally, the Council directed the Council staff to incorporate information from these institutional reports in reports to the Council (e.g., the High School Feedback Report) and to the legislature (e.g., the annual accountability report).

To address item 1, the seamless transfer articulation agreement was approved by the Council at its March 6, 2009, meeting. Staff worked closely with the three institutions to shape an agreement that aligned with the wishes of the Council with regard to the Ed.D. programs. The collaborative agreement demonstrates the institutions' commitment to working together to meet the Commonwealth's needs in the area of educational leadership.

In 2011, a review committee consisting of Phillip Rogers, executive director of the Education Professional Standards Board; Felicia Cummings Smith, associate commissioner for the Office of Next Generation Learning, Kentucky Department of Education; and Council staff was established. This committee conducted reviews of each of these programs to address items 2 and 3. Please note that item 4 does not yet have any data as the programs are too new to be able to report on that item. Staff asked each institution to submit a report that included how:

- The program has accomplished the goals laid out in the original proposal.
- The program is adapting to meet the needs of those it serves.
- The program has strong collaborative agreements and working relationships with P-12 school districts.
- The program demonstrates candidates are prepared to interpret and analyze student achievement data.
- The program has rigorous curriculum standards, with identified competencies, and cohort-based instructional methods that motivate and engage students with a focus on dynamic instructional leadership, all with a flexible schedule to accommodate working professionals.
- The program has a process for evaluating program effectiveness.
- The program has an accountability model that tracks placement of graduates and their impact on P-12 student achievement.
- The program is financially self-sufficient and is operating under a sustainable model.
- The program offers seamless transfer options for students, allowing them to take courses from any approved program and have them count toward the degree.
- The program has a culminating experience appropriate to the needs of the candidates in the program.
- The program has a delivery model focused on data-based decision making, the efficient use of technology for management and instruction, and the establishment of virtual learning communities.
- The program faculty has appropriate qualifications with a balance between full- and part-time faculty in the program, ensuring quality and consistency of program outcomes.
- The program has support and resources to aid in the inculcation of a doctoral education culture within the department and institution, including the preparation of faculty to chair student committees.
- The program is interdisciplinary and collaborative across institutions and agencies, calling on a wide variety of resources.

- The program has worked collaboratively with other institutions to conduct annual meetings of faculty to share and plan together, including an annual colloquium for students.
- The program has worked collaboratively to create an interactive website through which students with similar research interests can work together across the Commonwealth.

After a thorough review of these reports, the committee submitted initial feedback to each campus. Items for further consideration were discussed at interviews with each campus and the committee was pleased with the responses from each program.

- The monthly meetings of leadership to coordinate the sharing of resources and faculty in order to enhance quality and sustainability.
- The website that has been designed to share information.
- Cultivating junior faculty and building capacity to serve doctoral students.
- The joint symposium to share research.

Feedback was also provided to each program individually.

### **Eastern Kentucky University**

EKU, in particular, was commended for its:

- Focus on rural education and leadership, serving as a true example of regional stewardship.
- Concrete focus on P-12 improvement, as evidenced through proposal abstracts.
- Presence of doctorally-trained P-12 educators on candidate committees.
- Support for faculty and candidates to travel to conferences and present findings.
- Research programming linking educational practices to educational outcomes.

Areas for further discussion included:

- Financial sustainability of the program.
- The decrease in student cohort size and how that impacts the program.
- How field experiences are evaluated.
- What systems are in place to provide the program with data and information to evaluate needed programmatic changes.
- Student support services and how they are implemented in the program.
- How students are introduced to the program and how they are oriented to what will be expected of them throughout the program.
- How transferability is assured.
- How the program collaborates with other programs in Kentucky to assure that students have access to statewide resources.
- The capstone project and how it assures that the Ed.D. is an advanced practice degree.

## Northern Kentucky University

NKU, in particular, was commended for its:

- Focus on civic engagement and action research.
- Strong description of its coursework.
- The building of a Leader Scholar Community.

Areas for further discussion included:

- Financial sustainability of the program.
- Small cohorts.
- How courses are connected to the focus on civic engagement.
- How faculty resources are made available to allow for growth in the program.
- How field experiences are evaluated.
- What systems are in place to provide the program with data and information to evaluate needed programmatic changes.
- Student support services and how they are implemented in the program.
- How students are introduced to the program and how they are oriented to what will be expected of them throughout the program.
- How transferability is assured.
- How the program collaborates with other programs in Kentucky to assure that students have access to statewide resources.
- The capstone project and how it assures that the Ed.D. is an advanced practice degree.

## Western Kentucky University

WKU, in particular, was commended for its:

- Use of technology, social media, and data-driven delivery.
- Commitment to flexible scheduling and service to its students.
- Alignment with the new Teacher Leaders MA and the new Principal Preparation Program.
- Strong scope of dissertations with original research.
- Providing of mentoring support after candidate program completion.
- Strong orientation model with an orientation course.
- Strong and diverse faculty to meet programmatic needs.

Areas for further discussion included:

- Financial sustainability of the program.
- The decrease in student cohort size and how that impacts the program.
- How field experiences are evaluated.
- Student support services and how they are implemented in the program.
- How transferability is assured.
- How the program collaborates with other programs in Kentucky to assure that students have access to statewide resources.
- The capstone project and how it assures that the Ed.D. is an advanced practice degree.

Representatives from each campus met with the review committee to discuss these items. All the items were discussed and reported on to the committee's satisfaction. In addition, the committee made several recommendations regarding sustainability of the programs, transferability, and collaboration. In particular, the committee reinforced with the program faculties that the Ed.D.s must continue their focus on the improvement of P-12 education in the Commonwealth. Follow-up discussions will occur on a regular basis and the programs will enter each institution's cycle of program review.

The committee agreed that these programs are on track and are meeting the goals originally established with the creation of the programs.





**Council on Postsecondary Education  
November 10, 2011**

**2012-13 Tuition Setting Process Update  
Tuition Policy and Preliminary Timeline**

Attached for review and discussion is the Council's current Tuition and Mandatory Fee Policy (Attachment A). Other than inclusion of the Special Use Fees Exception Policy, adopted by the Council at its April 28, 2011, meeting, the attached policy is the same one used by Council staff and campus officials to guide the 2011-12 tuition setting process. The policy promotes five fundamental objectives: (1) funding adequacy; (2) shared benefits and responsibility; (3) affordability and access; (4) attracting and importing talent; and (5) effective use of resources.

The process for determining tuition and mandatory fee ceilings, submitting requests for exemptions under the Council's Special Use Fees Exception Policy, and bringing institution rate proposals for Council approval will be similar to the process used in 2011-12. One of the main objectives of the process is to provide ample time for exchange of information and stakeholder discussion among Council staff, institutional presidents, chief budget officers, and Council members, which will lead to better understanding of issues surrounding the tuition setting process and provide opportunity for feedback before final Council action.

A preliminary timeline describing Council staff and campus activities, and identifying expected completion dates, for the 2012-13 tuition setting process is attached (Attachment B). It is anticipated that Council members will review draft tuition policy and timeline documents at the November 10 meeting, approve revisions to these documents at the February 10, 2012, meeting, take action on recommended tuition ceilings at the April 20, 2012, meeting, and approve each institution's proposed tuition and fee rates at the June 20, 2012, meeting.

There are also several emerging issues related to future tuition setting that may surface in discussions over the next six months, including the possibility of providing some additional tuition flexibility to institutions that are meeting or exceeding institutional performance targets, the notion of moving the tuition setting process from an annual process to a biennial process, and the idea of encouraging state and/or institutional incentives for students to decrease the time to degree. CPE staff will provide updates to the Council and opportunities for discussion as additional details on these issues unfold.

Staff preparation by John Hayek and Bill Payne

## **Council on Postsecondary Education Tuition and Mandatory Fee Policy**

The Council on Postsecondary Education is vested with authority under KRS 164.020 to determine tuition at public postsecondary education institutions in the Commonwealth of Kentucky. Kentucky's goals of increasing educational attainment, promoting research, assuring academic quality, and engaging in regional stewardship must be balanced in the context of current needs, effective use of resources, and economic conditions. For the purposes of this policy, mandatory fees are included in the definition of tuition. During periods of relative austerity, the proper alignment of the state's limited financial resources requires increased attention to the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) and the Strategic Agenda for Kentucky Postsecondary and Adult Education.

### **Fundamental Objectives**

- Funding Adequacy

HB 1 states that Kentucky shall have a seamless, integrated system of postsecondary education, strategically planned and adequately funded to enhance economic development and quality of life. In discharging its responsibility to determine tuition, the Council, in collaboration with the institutions, seeks to balance the affordability of postsecondary education for Kentucky's citizens with the institutional funding necessary to accomplish the goals of HB 1 and the Strategic Agenda.

- Shared Benefits and Responsibility

Postsecondary education attainment benefits the public at large in the form of a strong economy and an informed citizenry, and it benefits individuals through elevated quality of life, broadened career opportunities, and increased lifetime earnings. The Council and the institutions believe that funding postsecondary education is a shared responsibility of the state and federal government, students and families, and postsecondary education institutions.

- Affordability and Access

Since broad educational attainment is essential to a vibrant state economy and to intellectual, cultural, and political vitality, the Commonwealth of Kentucky seeks to ensure that postsecondary education is broadly accessible to its citizens. The Council and the institutions are committed to ensuring that college is affordable and accessible to all academically qualified Kentuckians with particular emphasis on adult learners, part-time students, minority students, and students from low and moderate income backgrounds. The Council believes that no citizen of the Commonwealth who has the drive and ability to succeed should be denied access to postsecondary education in Kentucky because of inability to pay. Access should be provided through a reasonable combination of savings, family contributions, work, and financial aid, including grants and loans.

In developing a tuition and mandatory fees recommendation, the Council and the institutions shall work collaboratively and pay careful attention to balancing the cost of attendance, including tuition and mandatory fees, room and board, books, and other direct and indirect costs, with students' ability to pay by taking into account (1) students' family and individual income; (2) federal, state, and institutional scholarships and grants; (3) students' and parents' reliance on loans; (4) access to all postsecondary education alternatives; and (5) the need to enroll and graduate more students.

- Attracting and Importing Talent to Kentucky

It is unlikely that Kentucky can reach its 2020 postsecondary education attainment goals by focusing on Kentucky residents alone. Tuition reciprocity agreements, which provide low-cost access to out-of-state institutions for Kentucky students that live near the borders of other states, also serve to attract students from surrounding states to Kentucky's colleges and universities. In fact, according to the Council's 2007 Brain Gain report, four out of every ten (37 percent) out-of-state graduates were still in Kentucky five years after receiving their degrees.

The Council and the institutions are committed to making Kentucky's institutions financially attractive to nonresident students while recognizing that nonresident undergraduate students should pay a significantly larger proportion of the full cost of their education. Any proposed policy on nonresident tuition and mandatory fees should also be evaluated based on its potential impact on attracting and retaining students which directly enhance diversity and Kentucky's ability to compete in a global economy.

- Effective Use of Resources

Kentucky's postsecondary education system is committed to using the financial resources invested in it as effectively and productively as possible to advance the goals of HB 1 and the Strategic Agenda, including undergraduate and graduate education, engagement and outreach, research, and economic development initiatives. The colleges and universities seek to ensure that every dollar available to them is invested in areas that maximize results and outcomes most beneficial to the Commonwealth and its regions. The Council's performance metrics shall be used to monitor both statewide and institutional performance toward HB 1 and Strategic Agenda goals.

The institutions also recognize their responsibility to demonstrate that they are good stewards of limited public resources by providing annual reports to their governing boards and the Council on their efforts to contain costs, improve efficiencies and productivity, and reallocate existing resources to high priority activities.

### **Special Use Fees Exception Policy**

During the 2010-11 tuition setting process, campus officials requested that the Council consider excluding student endorsed fees from its mandatory fee definition, thus omitting consideration of such fees when assessing institutional compliance with Council approved tuition and fee rate ceilings. Based on feedback received from institutional Chief Budget Officers (CBOs) at their December 2010 meeting, it was determined that there was general interest in treating student endorsed fees differently from other mandatory fees.

In January and February 2011, Council staff collaborated with institutional presidents, CBOs, and their staffs in developing the following Special Use Fees Exception Policy:

- To the extent that students attending a Kentucky public college or university have deliberated, voted on, and requested that their institution's governing board implement a special use fee for the purposes of constructing and operating and maintaining a new facility, or renovating an existing facility, that supports student activities and services;
- And recognizing that absent any exemption such student endorsed fees, when implemented in the same year that the Council adopts tuition and fee rate ceilings, would reduce the amount of additional unrestricted tuition and fee revenue available for the institution to support its E&G operation;
- The Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student endorsed fee, provided said fee meets certain eligibility requirements.

## Definitions

A student endorsed fee is a mandatory flat-rate fee, that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

Maintenance and Operations (M&O) expenses are costs incurred for the administration, supervision, operation, maintenance, preservation, and protection of a facility. Examples of M&O expenses include janitorial services, utilities, care of grounds, security, environmental safety, routine repair, maintenance and replacement of furniture and equipment, and property and facility planning and management.

## Eligibility Criteria

A student endorsed fee will continue to be a mandatory fee within the context of the Council's current mandatory fee definition and may qualify for an exemption from Council approved tuition and fee rate ceilings. Campus officials and students requesting an exemption under this policy must be able to demonstrate that:

- All enrolled students have been afforded ample opportunity to be informed, voice their opinions, and participate in the decision to endorse a proposed fee. Specifically, it must be shown that fee details have been widely disseminated, broadly discussed, voted on while school is in session, and requested by students.

- For purposes of this policy, voted on means attaining:
  - a. A simple majority vote via campus wide referendum, with a minimum of one-quarter of currently enrolled students casting ballots;
  - b. A three-quarters vote of elected student government representatives; or
  - c. A simple majority vote via campus wide referendum, conducted in conjunction and coinciding with general election of a student government president or student representative to a campus board of regents or board of trustees.
- The proposed fee and intended exemption request have been presented to and adopted by the requesting institution's governing board. It is anticipated that elected student government representatives will actively participate in board presentations.
- Revenue from such fees will be used to pay debt service and M&O expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, which support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers. The Council expects these uses to be fully explained to students prior to any votes endorsing a fee.
- In any given year, the impact of a student endorsed fee on the overall increase in tuition and mandatory fees for students and their families will be reasonable. It may be appropriate to phase in the exemption over multiple years to maintain affordability and access.
- Requests for student endorsed exemptions are infrequent events. The Council does not expect requests for exemptions under this policy to occur with undue frequency from any single institution and reserves the right to deny requests that by their sheer number are deemed excessive.
- A plan is in place for the eventual reduction or elimination of the fee upon debt retirement, and details of that plan have been shared with students. The Council does not expect a fee which qualifies for an exemption under this policy to be assessed at full rate in perpetuity. Such fees should either terminate upon completion of the debt or, in the case of new facilities, may continue at a reduced rate to defray ongoing M&O costs. In either case, to qualify for an exemption, students should be fully aware of the extent of their obligation prior to any votes endorsing a fee.

## Exemption Process

Requests for an exemption under this policy will be evaluated on a case by case basis. To initiate the process:

- The requesting institution will notify Council staff of any pending discussions, open forums, referendums, or student government actions pertaining to a proposed special use fee and discuss fee details with Council staff as needed.

- After a fee has been endorsed by student referendum or through student government action and approved by the institution's governing board, campus officials and students will submit a written exemption request to the Council for its consideration.
- Council staff will review the request, assess whether or not the proposed fee qualifies for an exemption, and make a recommendation to the Council.

To facilitate the exemption request process, requesting institutions and students are required to provide the Council with the following information:

- Documents certifying that the specific project and proposed fee details have been widely disseminated, broadly discussed, voted on, and requested by students, as well as adopted by the institution's governing board.
- Documents specifying the fee amount, revenue estimates, uses of revenue, impact on tuition and fees during the year imposed (i.e., percentage points above the ceiling), and number of years the fee will be in place.
- Documents identifying the project's scope, time frame for completion, debt payment schedule, and plan for the eventual reduction or elimination of the fee upon debt retirement.

## **Council on Postsecondary Education Preliminary 2012-13 Tuition Setting Timeline**

- Nov 10, 2011 CPE Meeting – The staff provides Council members an update regarding the 2012-13 tuition setting process. They share the 2011-12 tuition policy and a preliminary 2012-13 tuition setting timeline with Council members.
- Nov-Dec 2011 Initiate discussions with institutions and generate draft tuition policy and tuition setting process documents for 2012-13.
- Council staff collects data and generates information related to funding adequacy, affordability, access, financial aid, and productivity.
- Institutional staffs collect data and generate information related to fixed cost increases, potential impacts of tuition increases, anticipated uses of additional tuition revenue, financial aid, and student debt.
- Jan 2012 Council and institutional staffs exchange information from respective data collection efforts and work together to finalize for distribution to Council members.
- Feb 10, 2012 CPE Meeting – The Council takes action on 2012-13 Tuition and Mandatory Fee Policy and 2012-13 Tuition Setting Process documents.
- The staff provides Council members with policy relevant information related to funding adequacy, affordability, access, financial aid, and productivity. Institutions share information regarding potential impacts of tuition increases and anticipated uses of additional tuition revenue.
- Feb-Apr 2012 Council and institutional staffs discuss policy relevant information and preliminary tuition parameters. The Council president updates Council members regarding these discussions.
- Apr 20, 2012 CPE Meeting – The Council takes action on recommended tuition and mandatory fee parameters.
- May 2012 Institutional staffs share proposed 2012-13 tuition and mandatory fee rates with the Council president. The Council president updates Council members regarding the proposed rates.
- Jun 20, 2012 CPE Meeting – The Council takes action on each institution’s proposed 2012-13 tuition and mandatory fee rates.





**Council on Postsecondary Education  
November 10, 2011**

**Kentucky's Bucks for Brains Program  
2011 Summary Report**

The Bucks for Brains Program is a key component of Kentucky's postsecondary reform agenda that began in 1997 with passage of the *Postsecondary Education Improvement Act (HB 1)*. The program matches public dollars with private donations and requires that the funds be endowed to support research at the University of Kentucky and the University of Louisville and to strengthen key programs at Kentucky's comprehensive universities.

The Council on Postsecondary Education provides administrative oversight for the Bucks for Brains Program. The Council establishes the areas of concentration within which program funds are used, develops guidelines for the distribution of program funds, and monitors the uses of funds and results achieved.

At the November 10 Council meeting, staff will provide an update on the Bucks for Brains Program. A 2011 Summary Report will be disseminated to Council members prior to the November 10 meeting. It includes a program overview, indicators of progress data, and information regarding the status of program endowments.

Staff preparation by John Hayek and Bill Payne



**UPDATE FROM COMMISSIONER TERRY HOLLIDAY  
FOR THE  
NOVEMBER 9-10, 2011, COUNCIL ON POSTSECONDARY EDUCATION MEETING**

**Commissioner's Comments**

The Kentucky Department of Education is in the process of preparing Kentucky's request to waive the requirements of No Child Left Behind and provide flexibility to use the new assessment and accountability system approved by the Kentucky Board of Education for both federal and state rewards, consequences and support. Kentucky's new system, Unbridled Learning: College and Career Ready for All, is more balanced and fairer to schools with the focus being on growth and college and career readiness.

U.S. Secretary of Education Arne Duncan announced this opportunity for flexibility and the guidelines for submission of the waiver. The waiver request will soon be made available for review by the public on the Kentucky Department of Education's website with instructions on how to provide feedback. We invite everyone to participate in the review process.

The deadline for submission to the United States Department of Education is November 14 and we plan to submit Kentucky's request prior to the deadline.

**Highlights of the October 5, 2011 Kentucky Board of Education Meeting**

***BOARD DELAYS IMPLEMENTATION DATE OF WORLD LANGUAGE PROGRAM REVIEW***

As part of the October 5 Kentucky Board of Education meeting, the board was apprised of concerns from legislators, superintendents, teachers and others about the timeline for requiring the world language program review that is included in state regulation 703 KAR 5:230, approved in August 2011. Commissioner Holliday advised the board that the concerns were widespread among superintendents and advised that a delay in the timeline can be used to educate all constituencies on how world language can be implemented effectively at all levels.

After much discussion that clearly reflected the board's commitment to the teaching of world language, a motion was approved to change the timeline for the world language program review at all levels. The new timeline would call for development and educational planning to occur in 2011-12 and 2012-13, educational planning and a pilot in 2013-14, implementation in 2014-15 and accountability in 2015-16.

For more information on this item, contact Felicia Smith at (502) 564-9850 or via e-mail at [Felicia.Smith@education.ky.gov](mailto:Felicia.Smith@education.ky.gov).

***COMMONWEALTH DIPLOMA PROGRAM EXTENDED AN ADDITIONAL YEAR***

Due to input from legislators, school district personnel and parents, Kentucky Department of Education staff recommended to the board that the Commonwealth Diploma program be continued an additional year, with no funding, before its discontinuation. It was conveyed that this would allow those already in the pipeline to earn the diploma to complete the program. This would extend the life of the program through the 2012-13 school year and give more time for other options to be developed to take the place of the Commonwealth Diploma. The board unanimously approved this proposal.

For more information on the extension of the Commonwealth Diploma program, contact Robin Chandler at (502) 564-9850 or via e-mail at [robin.chandler@education.ky.gov](mailto:robin.chandler@education.ky.gov).

### ***2012-2014 BIENNIAL BUDGET APPROVED***

Members of the state board gave approval to the additional funding request items and the overall biennial budget request so that these can be submitted to the Governor's Office of Policy and Management in November for consideration as part of the 2012-2014 budget. The total of additional funding requests for 2012-14 is \$828,325,500 and this is part of a total operating budget of \$5,216,257,861.

The breakout of additional funding requests can be found at the following link within the October *Board Notes* newsletter on page 2:

<http://www.education.ky.gov/Users/spalmer/Board%20Notes%20October%202011.pdf>

For more information on the Kentucky Department of Education's budget submission, contact Hiren Desai at (502) 564-1976 or via e-mail at [Hiren.Desai@education.ky.gov](mailto:Hiren.Desai@education.ky.gov).

### ***KENTUCKY BOARD OF EDUCATION LEGISLATIVE AGENDA FOR THE 2012 LEGISLATIVE SESSION APPROVED***

As part of the October 5 meeting, the board approved its legislative agenda for the 2012 legislative session. Four items were approved as follows:

#### **Compulsory School Attendance**

##### ***Amend KRS 159.010 to raise the compulsory school age for attendance from 16 to 18.***

Under the current law, students in Kentucky are eligible to leave school, before graduating, at the age or 16. This proposed change will raise compulsory school age to 18. This statutory change will be supported by many initiatives being undertaken by the department and local districts through the dropout prevention grants as well as through other means. An estimated 6,500 Kentucky students drop out of grades 9-12 each year. Many programs exist to support retaining these students including access to dual credit, middle college, career learning (CTE), credit recovery and alternative education programs.

#### **Innovation**

##### ***Amend and add new sections to the Kentucky Revised Statutes.***

Expand current and craft new statutes to provide additional flexibility for districts in organizing schools and instructional programs to meet the needs of students. There are several tools to support innovative pathways to graduation including AdvanceKY, Alternative Programming, Early/Middle College, Competency-Based Graduation, Board Examination Systems, Advanced/Dual Credit, and Digital Learning.

## **Preschool Funding**

### ***Amend KRS 157.226 to adjust the preschool funding formula.***

The current formula is based on the December 1 count of the previous year (December 1, 2009) for each preschool funding category: at-risk, speech, developmental delay, and severe. Additional funds from a supplemental 3s count (three-year-olds with disabilities) are included in each district's allocation. Districts whose enrollments decreased more than five percent from the last two December 1 counts receive a negative funding adjustment and districts whose enrollment increased by more than five percent receive a growth adjustment. By removing the five percent negative and positive (growth) adjustments, funding is stabilized for the districts and they can plan decisions on more current data.

## **Career and Technology Education**

### ***Amend and add new sections to the Kentucky Revised Statutes.***

The Transforming Education in Kentucky (TEK) Task Force provided numerous recommendations including improving prospects for students in career and technology education programs. The Career and Technical Education Steering Committee has released a draft report with recommendations centered on streamlining operations of the state and local centers as well as on improving and aligning curriculum, developing programs and professional development.

For more information on the legislative agenda, contact Tracy Herman at (502) 564-4474 or via e-mail at [Tracy.Herman@education.ky.gov](mailto:Tracy.Herman@education.ky.gov).

### ***ALTERNATIVE EDUCATION REGULATION APPROVED***

704 KAR 19:001, Alternative Education Programs (Final) was given final approval in August. Kentucky Department of Education staff noted that the regulation is being promulgated to provide a better framework for local districts to address issues surrounding alternative education programs. The regulation includes a definition for alternative education programs, data to be tracked by districts through the student information system and how districts will catalogue expenditures of alternative education programs.

For more information on 704 KAR 19:001, contact Associate Commissioner Dewey Hensley at (502) 564-4772 or via e-mail at [Dewey.Hensley@education.ky.gov](mailto:Dewey.Hensley@education.ky.gov) or Associate Commissioner Kevin Brown at (502) 564-4472 or via e-mail at [Kevin.Brown@education.ky.gov](mailto:Kevin.Brown@education.ky.gov).

**Next KBE Meeting:** December 7, 2011, Frankfort



**Council on Postsecondary Education  
November 10, 2011**

## Strategic Agenda Workgroups

**ACTION:** The staff recommends that the Council approve the formation of four workgroups to help monitor and guide implementation of *Stronger by Degrees, Kentucky's 2011-2015 Strategic Agenda for Postsecondary and Adult Education*.

The four workgroups will focus on the policy priority areas of the Strategic Agenda: college readiness; student success; research, economic, and community development; and efficiency and innovation. The workgroups will be comprised of Council members, but membership may be expanded to include university representatives and other key stakeholder groups.

The workgroups will meet twice a year with Council staff to discuss progress on the objectives in the policy areas, review strategies, and evaluate performance on key measures. The workgroup meetings will allow a deeper level of conversation and engagement and a more detailed review of materials than is allowed within the regular Council meeting structure.

Similar Council subcommittees were formed in 2010 to support the development of the Strategic Agenda. Council membership on those, which was limited to those serving on the Strategic Agenda Workgroup, included:

- **College Readiness:** Lisa Osborne and Joe Weis
- **Student Success:** Pam Miller and former member Chris Crumrine
- **Research, Economic, and Community Development:** Nancy McKenney and former member Phyllis Maclin
- **Efficiency and Innovation:** Dan Flanagan and Joe Graviss

Governor Patton will consult with Council members about their preferences in terms of policy area, and workgroup memberships will be finalized before the February meeting.

Staff preparation by Lee Nimocks





**Council on Postsecondary Education  
November 10, 2011**

**Committee Appointments**

Governor Patton will appoint a nominating committee at the November 10 meeting. The committee will present nominations for Council chair and vice chair at the February 2012 meeting. The appointments will be one-year terms, from February 10, 2012, to January 31, 2013.

Members of the Council's Executive Committee will be appointed by the new chair at the February 2012 meeting. This committee consists of the chair, vice chair, and three other members appointed by the chair who serve one-year terms.



# EKU Report

Eastern Kentucky University News for the Council on Postsecondary Education

November 2011



## EKU Center for the Arts Hosts Gubernatorial Debate

The ECU Center for the Arts hosted a Kentucky gubernatorial debate on Oct. 11. From left are moderator Bill Bryant of WKYT-TV, and candidates Gov. Steve Beshear, Lexington attorney Gatewood Galbraith and State Sen. David Williams. The event was sponsored by the Kentucky Broadcasters Association and the League of Women Voters.

## Effort to Honor Soldiers Reaches 50 States

A nationwide effort that originated at ECU to honor American service men and women who paid the ultimate sacrifice in Iraq and Afghanistan now encompasses all 50 states.

On Veterans Day, Friday, Nov. 11, campus and community volunteers at more than 140 college and universities, including ECU, will read the names of the 6,200-plus casualties of Operation Enduring Freedom (OEF) and Operation Iraqi Freedom (OIF), now called Operation New Dawn.

Each campus participating in Remembrance Day National Roll Call will organize its own reading of names and will observe a simultaneous nationwide minute of silence at 2 p.m. EST. A ceremony will begin at ECU at 1:30 p.m.

The Remembrance Day National Roll Call is sponsored nationally by the Veterans Knowledge Community of NASPA Student Affairs Administrators in Higher Education. NASPA is a 12,000-member association for the advancement, health, and sustainability of the student affairs profession. The Veterans Knowledge Community (VKC) mission is to advocate for best practices to help student veterans transition to college and succeed.

At ECU, the reading of the names, in chronological order, will begin at 6 a.m. between the Powell Building and the campus bookstore and continue into the early afternoon. At 10:30 a.m., an ROTC contracting ceremony will be held at adjacent Memorial Plaza, followed at 11 a.m. by a memorial service for ROTC alumni. The main ceremony at 1:30 p.m. will be on the north end of the Powell Building.

## STEM-H Institute Focuses on Critical Fields, Advances College Readiness

EKU has established a STEM-H Institute to enhance teaching and learning in the fields of science, technology, engineering, mathematics and health at all educational levels by focusing on outreach, teaching, professional development and research.

"These are the fields that guide our future economic growth as a region, state and nation," said Dr. Jaleh Rezaie, associate dean of Graduate Education and Research and interim executive director of ECU's STEM-H Institute. "Unfortunately, the pipeline that begins at pre-kindergarten and extends to STEM-H related jobs is shrinking. By focusing on outreach, teaching, professional development and research with the goal of increasing the number of students who are interested and prepared to enroll in the STEM-H fields and assisting them to complete their degrees and enter the workforce, ECU will be fulfilling its mission of student success and regional stewardship."

The institute also complies with Kentucky Senate Bill 1 (2009) as it relates to college readiness.

The first task of the institute will be to work with and support ECU's Mathematics Transitions Initiative, which was developed by a faculty team in the University's Department of Mathematics and Statistics. For the past three years, the team has facilitated "transition to college" mathematics courses to help school districts throughout the region prepare their students for college coursework and reduce the need for remediation. The ECU team's work has resulted in a significantly reduced need for developmental college courses and, consequently, a cost savings for many ECU students and families. Ultimately, it is expected to result in improved retention and graduation rates.

"The knowledge gained from this initiative and the relationships developed with the K-12 schools will serve as a foundation for the Institute's initiatives for outreach, teaching, professional development and research in the other STEM-H fields," said Rezaie.



Front row, from left: Gary Abney, chair, EKU Board of Regents; State Rep. Rita Smart; Mark Brown, Secretary, Kentucky Labor Cabinet; Dr. Charles Hickox, dean, EKU Continuing Education and Outreach; Tammy Cole, system director for non-credit programs, EKU Continuing Education and Outreach; Kimberlee Perry, director of education and training, Ky. Department of Workplace Standards. Back row, from left: Kathy Murphy, training specialist, OSHA Training Institute Education Center; Josh Dahl, training, OSHA Training Institute Education Center; Will Drake, administrator, OSHA Training Institute Education Center; Danny Vernon, branch manager, education and training, Department of Workplace Standards; Bill Carey, construction partnership administrator, Department of Workplace Standards, education and training; and State Sen. Jared Carpenter.

## OSHA Institute at EKU Partners with Ky. Labor Cabinet

The Kentucky Labor Cabinet's Department of Workplace Standards and EKU's OSHA Training Institute Education Center (OTIEC) have entered into a partnership that will advance their common goal of workplace safety.

At the conclusion of a recent news conference on the Richmond campus, Cabinet and University officials joined to sign the agreement, which calls for the partners to:

- sustain an open communications policy in a manner that encourages respect and understanding.
- share knowledge of the best work practices that improve job site safety and health performance.
- cooperate in the development and continuous improvement of safety training programs for the workplace and Kentucky Occupational Safety and Health personnel.
- promote the recognition for excellence in workplace safety.

Kentucky Labor Cabinet Secretary Mark Brown said Kentucky "is well-known for having a very productive workforce. What we're working for is having one of the safest workplaces in the nation."

## Justice & Safety Dean Featured in Newsweek

"I can't always remember their names, but in my nightmares I can see their faces."

That's how Dr. Allen Ault, now dean of EKU's College of Justice & Safety, describes in Newsweek magazine his oversight of five executions when he served as the commissioner of the Georgia Department of Corrections from 1992 to 1995.

The recent execution of Georgia inmate Troy Davis thrust Ault into the national spotlight. He was interviewed live on MS-NBC from his home and has been quoted in numerous other national media outlets.

The Oct. 3 issue of Newsweek contained a column penned by Ault entitled "In My Nightmares I Can See Their Faces: Ordering Death in Georgia," in which he argues that the United States "should be like every other civilized country in the Western world and abolish the death penalty," even though he doesn't believe any of those five executions were mistaken.

Ault brought his 30-plus years of experience to EKU in 2003. Previously, he had served as commissioner of state Departments of Corrections in Georgia, Colorado and Mississippi, was a warden of a maximum-security prison, and for 11 years was president of a national criminal justice consulting firm.



## Program Assists Children with Autism, Their Families

A series of grants from the WHAS Crusade for Children has enabled EKU to enhance a program designed to assist children with Autism Spectrum Disorders (ASD) and their families.

The University recently received \$4,068.75 from the Crusade, the third consecutive year the Louisville station has assisted the ASD program, which was begun many years prior to the grants.

One evening a week throughout much of each spring semester, faculty and students from the EKU departments of Psychology and Occupational Therapy lead social skills groups for 10-15 children with ASD in the University's Psychology Clinic while simultaneously the children's parents (and, in some cases, siblings) are meeting with Psychology faculty and graduate students. In addition, each fall faculty and student leaders work with school groups in the community.

Most of the children served by the EKU program are of elementary school age, and some of the families drive as much as two hours to visit the Richmond campus. Services are provided at a modest cost on an ability-to-pay basis.

## EKU Partners with Minger Foundation to Enhance Fire Safety

The first phase of an innovative national community service project aimed at improving fire awareness and safety was launched at EKU on Sept. 26.

Gail Minger, founder of the Michael H. Minger Foundation, EKU President Doug Whitlock and other officials were on hand to kick off "Help Save A Life, Get on the Truck," which pairs EKU students with Richmond Fire Department officers to engage the campus and community in projects that will enhance safety.

Minger, who lost her son, Michael, in a 1998 arson fire in a residence hall at Murray State University, sees the project as a way to "make a difference by working to minimize risks and save lives. We felt this was the perfect place" for the launch, and "we are pleased to join with EKU on this very important life-saving educational initiative."

The project is funded by a Department of Homeland Security Fire Prevention and Safety Grant.

# KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

OCTOBER 2011

KCTCS Vice President Gwen Joseph, ACCT President and CEO J. Noah Brown, 2010-2011 ACCT Chair Peter E. Sercer, Sr., and 2010-2011 ACCT Diversity Committee Chair Robin Smith.



## KCTCS RECEIVES PRESTIGIOUS EQUITY AWARD

The Kentucky Community and Technical College System (KCTCS) is this year's recipient of the coveted **Charles Kennedy Equity Award** from the Association of Community College Trustees (ACCT). The Association awards recognize the tremendous contributions made by trustees, equity programs, chief executive officers, faculty members, and professional board staff members. KCTCS was specifically recognized for outstanding efforts and commitment to equity through a number of initiatives, including:

### ENROLLMENT

Diversity among the student body at the 16 KCTCS colleges grew significantly between 2005 and 2010. The total student enrollment has grown by almost 26 percent. The largest growth occurred among the Latino population, which saw a 121.5 percent increase, followed by African-Americans with a 59.1 percent increase.

### PARTNERSHIPS IN SUPPORT OF MOBILITY

**Ready to Work/Work and Learn:** Ready to Work (RTW)/Work and Learn (WL) is a partnership between KCTCS and the Kentucky Cabinet for Health and Family Services (KCHFS) designed to serve the Commonwealth's low income parents interested in postsecondary education at community and technical colleges with intensive case management/support services to aid their success. RTW targets students taking college credit courses, while WL targets students in Adult Education/GED courses planning to transition into college. In 2010, the program served 2,430 low-income parents, of which 1,800 were college-level students and 630 adult education students. From fall 2008 to fall 2009, retention was 53 percent for RTW students and 44 percent for the general population. Additionally, 44 percent of the RTW students had GPAs that exceeded the general college population.



KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

# KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

OCTOBER 2011

## CAMPUS ENVIRONMENT

**Offices of Cultural Diversity:** The 16 colleges and the System Office each created an Office of Cultural Diversity (OCD). The OCDs are designed to develop/implement strategies to increase minority participation and engagement of students and employees in events and activities.

**KCTCS Diversity Action Planning Process:** In alignment with the Strategic Plan, the Diversity action research/planning process initiated an appreciative dialogue about diversity, built critical relationships, and constructed a shared vision of cultural diversity. The research and planning activities focused on reframing the diversity efforts as a change initiative that utilizes organizational development concepts, such as appreciative inquiry and cross-functional collaboration. The outcome of the planning process was the KCTCS Diversity Action Plan and framework, *Beyond the Numbers: KCTCS 2010-16 Diversity Action Plan for Inclusion, Engagement, and Equity*. The plan was designed as a roadmap to a future where diversity is infused throughout all functional areas of the organization. The plan's four priority areas are:

- Student Success and Access
- Education, Scholarship, and Service
- Campus Climate
- Institutional Leadership and Transformation

## EMPLOYMENT AND PROMOTION

**KCTCS Fellows Initiative:** Modeled after the Visiting Scholars Program, the KCTCS Fellows initiative was developed in July 2005 to increase diversity at the faculty and administrative levels systemwide. The initiative was designed to offer colleges and the System Office an incentive to create employment opportunities, outside of the traditional budgeting and hiring cycles. The System Office provides up to 50 percent funding, for up to two years, with the commitment of continued employment at the end of the Fellowship. As a result of the Fellows initiative, \$1,596,859 has been allocated systemwide to support the hiring of 30 individuals in faculty, executive, administrative, manager, and professional positions.

## INVOLVEMENT IN MINORITY COMMUNITY

**KCTCS Super Sunday:** Super Sunday is an annual student recruitment initiative specifically targeting African-American students and their families with information and resources to support college admission and enrollment. The inaugural event was held on February 27, 2011, and was declared "KCTCS Super Sunday Day" in the state by Governor Steve Beshear. All 16 KCTCS colleges and the System Office partnered with 23 African-American churches

across the Commonwealth to host college information fairs for prospective students and their families. The focus of Super Sunday was to educate African-American students and their families about the importance of a college education in an effort to increase the number of African-American students enrolling in college. All 16 college presidents, the KCTCS President and other campus and System executives were on hand at each church to give a brief presentation about the value of education, its connection to employability and quality of life, and the benefits of early planning. Host pastors re-emphasized these messages and promoted the importance of parental involvement. More than 3,000 prospective students and their families attended these community-based events, with each church and college varying their schedule and agenda to accommodate participants. Next year's event will be Sunday, February 12.

## REPRESENTATION

**Kentucky Community and Technical College Board of Regents:** In July, the Board elected Porter G. Peebles, Sr. as its new chair. Not only is he the first African-American to serve in this position, he is a community college graduate who offers a unique perspective and serves as a role model to students.

KCTCS is governed by a 14-member Board of Regents. Eight members are appointed by the Governor and six are elected members. The elected members include two members of the teaching faculty elected by faculty, two members of the nonteaching personnel elected by nonteaching personnel, and two members of the student body elected by students. The demographics of the current Board members are as follows: 50 percent female, 50 percent male, and 14 percent African-American. In addition to the minority representation on the KCTCS Board of Regents, 13 minorities serve on college advisory Boards of Directors.

## CONTRACTING AND VENDOR PARTICIPATION

**Diversity Supplier Initiative:** KCTCS has developed a strategy to increase both the number of diverse suppliers from whom purchases are made and the dollar volume of business conducted with diverse suppliers. Through this KCTCS Board of Regents' endorsed initiative, KCTCS is committed to using suppliers that reflect the diversity of the students attending KCTCS colleges and the citizens of the Commonwealth of Kentucky. The business classifications used by KCTCS to define diverse suppliers include, but are not limited to, ethnic minorities, women-owned businesses, veterans, and individuals with disabilities.

KCTCS was recognized by the ACCT earlier in the year with a regional-level award. All regional winners were the sole contenders for the national-level awards. The awards were announced during the ACCT Awards Gala on October 14, 2011, in Dallas, Texas.





Kentucky State University

[www.kysu.edu](http://www.kysu.edu)

October 2011

## Interim Provost Plans To Help Keep University Moving



Dr. Mac A. Stewart, who began his tenure as interim provost at Kentucky State University in August, does not plan to serve as a placeholder until a new provost is selected.

Stewart plans to join President Mary Evans Sias, however, in moving the university forward.

“I would love to leave feeling that

there was some particular effort I brought closure to,” he says.

Stewart recently retired from the position of special assistant to the president for diversity and vice provost at

Ohio State University, where he earned his doctoral degree in higher education administration, following a long career of senior-level administrative positions in higher education.

A native of Macon, Ga., Stewart has two sons and is married to Tena Stewart, a media specialist for the public school district in Columbus, Ohio. At OSU, Stewart helped improve retention among African-American males. He also started a program to increase the number of minority students studying abroad. Under that program, the students rendered service to various countries.

The interim provost says distance learning and study abroad programs may be two areas where KSU can become distinctive.

## New Dean For New College



Dr. Teferi Tsegaye was surrounded by accolades and family photos of his wife and young daughter as he described his excitement about Kentucky State University’s newest college and his role as dean of the College of Agriculture, Food Science and Sustainable Systems.

The dean, whose office is located on the second floor of the Cooperative Extension Building, is also director of the Land Grant program.

Tsegaye plans to develop unique, signature programs that differentiate KSU from other universities and make it one of the leading schools in certain areas.

“I hope it will make an impact on our state economy,” Tsegaye says of the college.

He adds that KSU, the college and its students have the opportunity to make an impact nationally and globally. The

world needs good food and clean water. “This is what the college is all about,” he says.

Tsegaye came to KSU with a checklist of ideas. He was a professor and chair of the Department of Natural Resources and Environmental Sciences at Alabama A & M University.

Tsegaye says he wants KSU students to get involved in research opportunities with the U.S. Department of Agriculture in Bowling Green, Ky. He wants to work with alumni, reach underserved minorities and recruit more students. He says the college is developing online courses, and he plans to implement 21st century smart classrooms.

A team player, Tsegaye says he wants to help create opportunities across campus for multidiscipline research.

Tsegaye says students who graduate from KSU should remember being nurtured.

“Our hope is to provide students with the best learning environment,” Tsegaye says.

# Former Interim Dean Returns To KSU For Permanent Position



The new dean of the College of Business and Computer Science came to Kentucky State University in early October after 26 years in various roles at Savannah State University. But Dr. Tsehai Alemayehu, who was born in Ethiopia, is no stranger to the Bluegrass State.

Alemayehu received his bachelor's degree in economics from Berea College in 1971. He then earned his master's degree in economics and Ph.D. in international economics from the University of Kentucky.

His first teaching job, in the mid-1970s, was at Pikeville College as an assistant professor of economics. Alemayehu started as a professor of economics and finance in 1985 at Savannah State University, where he stayed until leaving for the dean's position at KSU. However, Alemayehu served as interim dean of KSU's

School of Business Administration from 1999 to 2000.

"I was very, very impressed with the quality of students who were here at the time," Alemayehu says.

Now, a decade after that brief stint at KSU, Alemayehu has returned to energize students and faculty. He has published numerous articles in various journals over the years and taken on myriad roles in addition to teaching.

Alemayehu says he wants to create a high-energy environment in the college where students are excited about being in the program and employers are excited about hiring KSU business students. He plans to work with area business leaders, bring executives to campus to work with students and talk with successful alumni about their experience at KSU.

Alemayehu says he will study and update the curriculum to reflect modern business practices.

"We have to be sure that our students are prepared for the workplace of the 21st century," he says.

## Inaugural President's Awards Presented To Three On Founder's Day

Kentucky State University President Mary Evans Sias introduced a new tradition during the 2011 Founder's Day convocation, on Oct. 7 making the program, which already fell amid KSU's 125th anniversary celebration, even more memorable than in recent years.

The inaugural President's Awards – which consist of the Tradition of John Henry Jackson Service Award, the Tradition of James Sheldon Hathaway Achievement Award and the Tradition of Rufus B. Atwood Alumni Spirit Award, named after former KSU presidents – were presented to Brigadier Gen. Henry Huntley, Travis Grant and Dr. James C. Letton, respectively.

There were also four KSU National Alumni Association Awards presented during the convocation. The William H. Goodwin Alumni Commitment Award went to Valinda Livingston and JoJuana Leavell-Greene of Lexington, Ky., and Francis V. Goins of Dayton, Ohio. Joseph P. Perkins of New York received the Distinguished Alumni Award.

"Jackson developed an early template for service," Sias said of KSU's first president in presenting the first award.

Huntley, who has a Bachelor of Science degree from KSU, has served the country in a variety of ways for more than 30 years, and he has been extensively decorated for military and humanitarian service. He is a brigadier general of the Fort Knox Army Base.

The Tradition of James Sheldon Hathaway Achievement Award was presented to Travis Grant, who brought national

recognition to KSU for his athletic and basketball excellence and NCAA record scoring. The award honors someone who has demonstrated a personal passion for creating access and opportunity in higher education for underserved populations for a minimum work life of 25 years.

Grant has been an educator – serving as a teacher, basketball coach, assistant principal and athletic director – for 29 years.

Rufus B. Atwood was KSU's longest-serving president. He had a profound impact on shaping the university's future as an accredited four-year college, according to the award description. The recipient exemplifies a positive attitude, professionalism and dedication to excellent service by putting forth extra effort and producing high-quality results.

Letton, who was born in Paris, Ky., is a 1955 graduate of KSU and has a Ph.D. from the University of Illinois. He has worked as a high school science teacher in Kentucky, a research scientist at the Percy L. Julian Laboratories in Chicago and a professor at KSU. He is retired from Proctor and Gamble in Cincinnati, Ohio, where he was a member of the Victor Mills Society, the highest recognition awarded to P & G scientists. Letton was awarded several patents while working at P & G.







We aspire to be the best public regional university in the South.

November 2011



**Nell Painter starts 2011-12 Presidential Lecture Series**

Dr. Nell Irvin Painter, a leading historian of the United States, opened up the 2011-12 Morehead State University’s Presidential Lecture Series on Monday, Oct. 3. She presented “Art and Truth in African-American History.”

Dr. Painter is the Edwards Professor of American History Emerita at Princeton University. In addition to her doctorate in history from Harvard University, she has received honorary doctorates from Wesleyan, Dartmouth, SUNY-New Paltz, and Yale.



**Alex Taylor named 2011 Chaffin Award winner**

MSU’s Department of English and the Kentucky Folk Art Center (KFAC) have announced that Alex Taylor, author of the short story collection “The Name of the Nearest River,” was the recipient of the 2011 Thomas and Lillie D. Chaffin Award for Appalachian Writing.

A celebration honoring Taylor was held Saturday, Oct. 1, at the Kentucky Folk Art Center.

**Morehead State sets enrollment record of 10,235**

Morehead State University set a record for fall enrollment headcount of 10,235 students, President Wayne D. Andrews announced. This represents a 15.8 percent increase over fall 2010. The previous record of 9,509 students was set in fall 2003.

Fall enrollment is being bolstered by an 18.2 percent increase in first-time freshmen on campus. This fall, MSU’s Class of 2015 grew by more than 215 additional freshmen compared to last year. Improved student retention is also contributing to the record enrollment. From fall 2004 to fall 2010, the retention rate of first-time freshmen increased from 61 percent to nearly 73 percent, Dr. Andrews noted. “We are very pleased with the progress we are making in student retention but will not be satisfied until that critical measure of student success exceeds 80 percent.

The fall number also includes record enrollment in the Early College Program which enables academically qualified students to dual enroll in college-level courses during their junior and senior years of high school. While MSU has offered dual enrollment opportunities for several years, the efforts to enhance and expand the Early College Program were a direct initiative in support of Senate Bill 1 passed by the General Assembly in 2009 to strengthen the college-going rate of Kentucky high school graduates and to better align the curriculum between K-12 and postsecondary education.

“The Early College Program is an incredible opportunity for high school students to be better prepared as they enter postsecondary education as full-time university students,” said Dr. Andrews. “The program not only allows them to get a jump-start on courses reducing their time to degree but also increases affordability. It is possible for a student to complete as many as 24 lower-division college credit hours prior to graduating from high school and do it at no cost to the student.” Nearly 1,600 students from 31 high schools are participating in Early College in the fall 2011 term.

The number of students choosing to attend MSU isn’t the only area where the University has experienced growth and improvement over last year. “We are especially pleased that along with the increase in the size of the freshman class, the average ACT composite score has also improved to 21.8,” said Jeffrey Liles, assistant vice president for enrollment services.

The University’s campus community is also more diverse this fall. The number of minority students seeking a degree increased by 26.2 percent during the past year and represents 5 percent of the total student population.



**Seven inducted into Halls of Fame; Lucille Caudill Little honored during Homecoming**

The 2011 Homecoming Banquet was held on Friday, Oct. 21, in the Crager Room of the Adron Doran University Center (ADUC).

Alumni and Athletic Halls of Fame inductees were installed and the 2011 Founders Award for University Service was presented, posthumously, to Lucille Caudill Little.

The inductees for the Alumni Hall were Larry Cordle (75); Dr. Ann Lake Greenwell (74); and The Rev. Marlon Longacre (86). The inductees for the Athletic Hall were: Val Falcone (74); Josh Teater (01); Harlan “Fats” Tolle (57); and Diane (Long) Wetherill (81).

Little was a teacher, singer, actress, director and philanthropist. She gave of herself to improve the educational and cultural life in eastern Kentucky. During her lifetime, her generous contributions were numerous. On the campus, the Caudill College of Humanities, Arts and Social Sciences, the Little Bell Tower and the Little Theatre all bear her name.

The W. Paul and Lucille Little Foundation has provided multiple millions of dollars for arts and arts education at Morehead State. Most recently, MSU received a \$2.5 million grant from the Little Foundation to establish the W. Paul and Lucille Caudill Little Endowment for Study of the Arts, which will provide scholarships for MSU students primarily from Rowan or Elliott counties who pursue a baccalaureate degree in art, music and theatre.

**Career Fair breaks record**

MSU held its annual Fall Career Fair on Tuesday, Oct. 4, with a record 72 employers and graduate schools participating. More than 250 students, alumni and community members were able to network with employers and graduate programs with the hope of landing an interview for an internship, part-time or full-time position.



**“Journey Stories” exhibit opens at Kentucky Folk Art Center**

MSU’s Kentucky Folk Art Center has announced the opening of a new exhibition “Journey Stories.” The exhibition will be on display at KFAC through Dec. 3.

“The history of America is about the movement of peoples,” said Adrian Swain, KFAC artistic director.

“Journey Stories” is a Museum on Main Street exhibition. The program is a partnership between the Smithsonian Institution and the state humanities councils nationwide, including the Kentucky Humanities Council.

The story of how transportation has shaped American society is complicated, but it tells us much about who we are – people who see our societal mobility as a means for asserting our individual freedom. “Journey Stories” will use engaging images with audio and artifacts to tell the individual stories that illustrate the critical roles travel and movement have played in building our diverse American society.

“This exhibition is an exceptional educational opportunity for schools in our region. And, we have already worked with a number of schools whose students told their own journey stories. I would encourage teachers to contact us or come by and view the exhibition to see how it could be useful for their students,” said Matt Collinsworth, KFAC director.

Kentucky Folk Art Center is a cultural, educational and economic development service of Morehead State University. The Center is open Monday-Saturday, 9 a.m. to 5 p.m. For more information, call 606-783-2204 or go to [www.kyfolkart.org](http://www.kyfolkart.org).



**MURRAY**  
STATE UNIVERSITY

## MSU ranked among *U.S. News* top 10 public universities in the South

Murray State University has been recognized for the 21st consecutive year as one of the best schools in the country in the 2012 *U.S. News & World Report's Best Colleges* rankings. The university is at eighth place among the top public regional universities in the South. Murray is in the Top Tier as the highest-ranked and only Kentucky regional public university to appear among the South's top 25 private and public schools. MSU's scoring shows it to be the 14th top public regional university in the nation.



## Group travels to China to benefit the university and the state of Kentucky

MSU took its relationship and Kentucky's expertise in all things equine to Qingdao Agricultural University (QAU) in the Shandong Province of China in September. MSU faculty and administrators explored the possibilities of faculty/student exchanges and consulted with the university regarding equine and mass communications programs, along with M.B.A. (master of business administration) programming. Qingdao has begun an equine program that is modeled after Murray State's, with a particular concentration in performance horsemanship. Qingdao approached Murray State because of its outstanding equine program and its location in the state most identified with the horse industry.

## MSU COE partners with NASA

MSU's college of education has established a partnership with NASA's Aerospace Education Services Project (AESP) to provide professional development for pre-service and in-service teachers in the west Kentucky region. An AESP educational specialist will provide educational resources to science methods students and National Science Teacher Association student chapter members. Students will also be able to utilize NASA educators, scientists and engineers as special resources. Area teachers will be allowed to check out materials such as moon rocks, items used by astronauts in space and NASA lesson plans that are aligned with the Common Core Standards. They will also have access to online materials and a list of classroom activities.



## Jesse D. Jones continues support of the university

Dr. Jesse D. Jones is once again supporting initiatives at MSU with a recent gift of \$1 million to be used to complete the building that houses the Regional Business Innovation Center (RBIC). Thanks to Jones' gift, the facility will go from unfinished to a central outreach arm of the university and a place of honor for all those who have been major contributors to the university legacy.



## State Farm Financial Services Resource Center dedicated

Murray State dedicated its State Farm Financial Services Resource Center in October. The center had been a long-time goal of the department of economics and finance in the college of business. The focus of the center is on career development and education for students interested in banking, financial planning, financial analysis and economic education to go beyond textbook theories and applications into a practical learning environment. They will gain hands-on experience working with commercial-grade financial planning software. At multiple workstations students will have live-feed and historic information on bonds, equities, commodities and currencies used by financial professionals around the world. Major gifts from alum Kris Robbins and U.S. Bank support the new center.



## Dill Distinguished Professor receives national award

Dr. L. Murphy Smith, the David and Ashley Dill Distinguished Professor of Accounting at Murray, received the Outstanding Paper Award for articles published in the *Journal of the American Taxation Association* from the American Accounting Association.

## **MSU is “Military Friendly”**

Murray State is once again ranked as a “2012 Military Friendly School” by *G.I. Jobs* magazine. According to magazine officials, the list honors the top 20 percent of all colleges, universities and trade schools nationwide that are doing the most to embrace America’s veterans as students. Murray State has a history of promoting higher education in the nearby Fort Campbell area, which has accelerated with the opening of the MSU-Hopkinsville campus. With the expansion of other Murray campuses into Madisonville, Henderson and Paducah, as well as the main campus in Murray, veterans have options on where they attend MSU.

## **Muuka earns Best Paper/Presentation Award**



Dr. Gerry Muuka, associate dean of the college of business, won the Best Paper/Presentation Award at the Academy of Business Research conference in Atlantic City, N.J., for his paper, “Navigating AACSB’s Intellectual Contributions and Assurance of Learning Landmines: A Blueprint for Business Schools.” The paper, which will be published in the *Academy of Business Research Journal*, dealt with AACSB (Association to Advance Collegiate Schools of Business) accreditation issues. Since this is a hot topic for all schools of business accredited by AACSB, his presentation included a lengthy question-and-answer session.

## **Seed grant for Women in Computing received**

Murray State University’s Women in Computing student organization received a ReturnPath Student Seed Grant from the National Center for Women and Information Technology (NCWIT). The grant will help with the recruitment of females in the computing field.

## **NSF awards ecological grant**

The National Science Foundation has awarded funding for a project in the university’s department of biological sciences. “Collaborative Research: Stream Consumers and Lotic Ecosystem Rates (SCALER): Sealing from Centimeters to Continents” will be under the direction of Dr. Michael Flinn, assistant professor in biological sciences at MSU. The principal question that SCALER will address is: How can small-scale ecological experiments be applied to understand the behavior of entire ecological systems?

## **Cofer co-chair of national board**

Jody Cofer, academic program specialist at MSU, has been selected as co-chair of The Equality Federation board of directors. The federation is a national alliance of statewide LGBT organizations working to build a more skilled and effective state-based equality movement.

## **Dressler publishes book on prolific composer**

Dr. John Dressler, professor of horn and musicology at Murray State, has had a third book, *William Alwyn: A Research and Information Guide*, released by Routledge Books. The bio-bibliography of British composer William Alwyn (1905-85) features biographical, chronological highlights of life and career, documentation of Alwyn’s over-400 compositions and writings, a discography of all known recordings of his works, and over 1,200 annotated citations of related reviews and other references to his life and output. Some of Alwyn’s work included the musical scoring of many British propaganda films during World War II, as well as documentaries for the government and private companies.

## **MSU RBIC — Operation JumpStart**

Loretta Daniel, director of the RBIC, is one of two local coordinators of the Operation JumpStart initiative, a national micro-enterprise training program that offers conferences on resources to help communities, particularly rural ones, to create systems to support entrepreneurs and the start-up of new businesses. Chris Wooldridge, district director of the Kentucky Small Business Development Center at MSU, aided in the coordination of a recent JumpStart symposium in the area.





# GOLD RUSH

OCT. 2011 NORTHERN KENTUCKY UNIVERSITY



## GO FIGURE

▶ 12,928

That's how many fans and followers NKU has on its official university Facebook (<http://facebook.com/nkuedu>) and Twitter (@nkuedu and @NKU\_News) pages.

▶ 109

That's how many Kentucky counties are represented by NKU's student body. It also represents 42 states and 52 countries.

▶ 550

That's how many student-accessible computers are inside Griffin Hall, including labs in both Mac and PC environments.

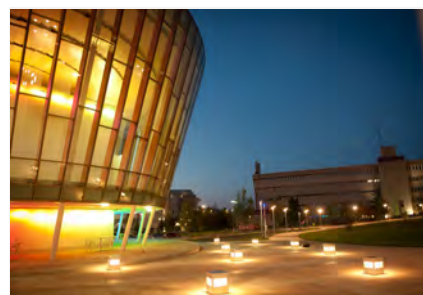
## NKU OPENS GRIFFIN HALL

NKU officially opened the doors to Griffin Hall, the spectacular \$53 million home of the NKU College of Informatics, in October.

"Today represents NKU's continuing efforts to help strengthen our region and our commonwealth's position in the high-technology, knowledge-based economy of the 21st century," NKU President James Votruba told the 600-plus in attendance at the grand opening.

Amid Griffin Hall's shimmering steel and walls of glass that shine with vivid stripes of color there lives a level of technology almost unheard of at a Midwest university. The facility, which has hosted classes since August, is a marvel of modern classroom, communication and energy-efficient technology. The 110,000-square-foot structure contains 300,000 feet of data cable.

Emily Crawford, an alumna working on her master's degree in Computer Information Technology, said she's blown away by the technology NKU has made available through extensive private

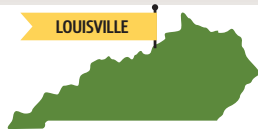


fundraising. "Before, to have access to this kind of technology you'd have to go to New York City or Southern California, but now it's right here on campus. That's beyond amazing."

In a pre-recorded message, Michael Dell, chairman of the board and CEO of Dell, touted the facility. "At Dell we've always believed that the real benefit of technology is enabling human potential, helping people to do more of what they enjoy and to better achieve their goals," he said. "You've done a fantastic job connecting students and faculty across disciplines to be best in class with technology tools and training."

## PINPOINTS

LOUISVILLE



**RON BURSE** is a junior public relations major from Louisville. He graduated from Louisville Male High School in 2009. Ron is executive director of the Activities Programming Board and is a member of Norse Leadership Society, the Student Alumni Association and Tau Kappa Epsilon fraternity. "The people here are some of the

nicest I've ever met in my life," Ron says. "NKU seems like it would be a big university, but the campus is still a small community. I really like that. I don't feel like a little fish in a big bowl here."

## COLLEGE CORNER

### THE NKU CHASE COLLEGE OF LAW

The NKU Chase College of Law has announced the creation of its Law & Informatics Institute dedicated to promoting thoughtful public discourse on the regulation and use of information systems.

The institute is run by Jon Garon, a nationally recognized authority on intellectual property. Garon's teaching and scholarship often focus on business innovation and the development of best business

practices regarding the exploitation and effectiveness of the information and data systems in business, healthcare, media, entertainment and the public sector.

The Law & Informatics Institute provides a critical interdisciplinary approach to the study of information in the fields of intellectual property law, privacy law, evidence (regulating government and the police), business law and international law.

# JIM BUNNING DONATES PAPERS, BASEBALL MEMORABILIA



NKU will celebrate Jim Bunning, a national figure known for his Major League Baseball play and long political career, Nov. 10 with “U.S. Senator Jim Bunning: Baseball and Beyond,” a reception, dinner and lecture to raise money to support the processing of Bunning’s Congressional papers and baseball memorabilia.

The former Kentucky senator has donated items to NKU’s W. Frank Steely Library from his years with the Detroit Tigers and Philadelphia Phillies along with correspondence and reports from his 24 years as a U.S. representative and senator.

His collection will join the political papers of Kentucky Congressmen Eugene Snyder and Ken Lucas, also housed in the Eva G. Farris Special Collections and Schlachter Archives. Once it’s opened to the public, scholars researching Bunning’s life can learn about some of the key decisions Bunning faced while in office as well as see artifacts from his days as a Hall of Fame pitcher.

**FOR MORE INFORMATION,** visit [bunning.nku.edu](http://bunning.nku.edu).

## THE SCOREBOARD



At the midway point of fall, NKU’s volleyball and soccer programs are enjoying outstanding seasons. At publication, the defending Division II national champion men’s soccer team (12-2, 10-2 GLVC) was ranked No. 6 nationally while the women (13-1, 11-1 GLVC) were ranked No. 9. In volleyball, the Norse were ranked No. 12 nationally with an impressive record of 18-2 (9-2 GLVC).

The Norse appear to be well on their way to capturing a fifth straight GLVC Commissioner’s Cup.

## FACULTY FOCUS

NKU professors Drs. Ted Hodgson and Sara Eisenhardt have been awarded a \$97,289 extension grant from the Kentucky Department of Education to support the Northern Kentucky Mathematics Specialists Project, which works with elementary and middle grades teachers and administrators in 11 northern Kentucky school districts to develop content and pedagogical expertise in mathematics through rigorous, faculty-led courses and job-embedded professional development.

The project has included summer institutes taught by teams of NKU faculty and acknowledged teacher leaders providing participants with 12 graduate credits in mathematics content and pedagogy as well as collaborative action research and leadership projects addressing recognized needs in each district.

## BRIEFS

### STEM DAY FOR LOCAL HIGH SCHOOLERS

STEM Day was for high school students interested in a career in science, technology, engineering or mathematics fields.

They took part in various science- and technology-related activities, interacted with NKU STEM students, and learned about college and career programs in STEM fields.

“There are companies looking for students with technical and quantitative skills, and they cannot fill the positions,” said Dr. Bethany Bowling, assistant biological sciences professor. “We need to make sure students of all backgrounds have the potential to go into STEM areas and be successful.”

**MORE:** [stem.nku.edu](http://stem.nku.edu)

### NKU HONORED AS ‘MILITARY FRIENDLY’

For the second straight year, NKU has been recognized by G.I. Jobs as among the nation’s Military Friendly Schools for the services it provides to students with military experience. This semester, there are more than 450 NKU students using educational benefits.

NKU’s Learning Through Military Leadership course gives veterans and active-duty personnel the opportunity to receive up to 18 credits for what they learned in the military. Students identify learning outcomes associated with their military training and occupations and connect those outcomes to NKU courses.

**MORE:** [tinyurl.com/NKUGIJobs](http://tinyurl.com/NKUGIJobs)

### ‘DREAMERS WELCOME’ TV SPOT HONORED

NKU’s “Dreamers Welcome” TV commercial is one of 168 nationwide to win the American Pixel Academy’s 2011 EMPixx Platinum Award.

The commercial was produced in partnership with WSTR Channel 64. Other brands honored include AT&T, HBO, Disney-Pixar and The Coca-Cola Company. “When you consider that most of these brands invest significant resources into producing such award-winning commercials, this honor is even more impressive,” said chief marketing officer Rick Meyers. “Our spot was produced at no cost to the university.”

**MORE:** [tinyurl.com/NKUspot](http://tinyurl.com/NKUspot)

### LIFESAVING NKU MOBILE APP COMING TO KENTUCKY

Erlanger Fire and EMS has announced a partnership with the PulsePoint Foundation to bring the lifesaving Fire Department mobile app developed by NKU students to the city.

Tim Ferguson, NKU CIO, said the foundation will make it easier for agencies across the commonwealth and the country to gain access to the technology. “Through the PulsePoint Foundation, fire and EMS agencies can now adopt this important application at a much faster rate, and we are proud that NKU can be part of it,” he said.

**MORE:** [pulsepoint.org](http://pulsepoint.org)

## ALUMNI NEWS

### True (NKU) Blood

Meet Joyce Watney, founder of the Living Dead Student Alliance at her school and host of the “Just Say No To Hate” festival – a multimedia extravaganza meant to foster togetherness between humans and, um, the un...dead. You know. Vampires. Which makes sense on a smash-hit show like HBO’s *True Blood*, which is exactly where you can find alum Galadriel Stineman ('07) starring as the “bleeding-heart” young Joyce this season. Check her out! You can also catch the Kentucky native and Newport Central Catholic High School graduate in some of her other work, including Cartoon Network’s *Ben 10: Alien Swarm* and the indie movie *Junkyard Dog* with Vivica A. Fox.





## Investiture of President Eli Capilouto

As he was formally installed as the University of Kentucky's 12th president, Eli Capilouto said that for the University of Kentucky to fulfill its promise, it must begin now "with a fierce sense of urgency" to "rebuild this campus."

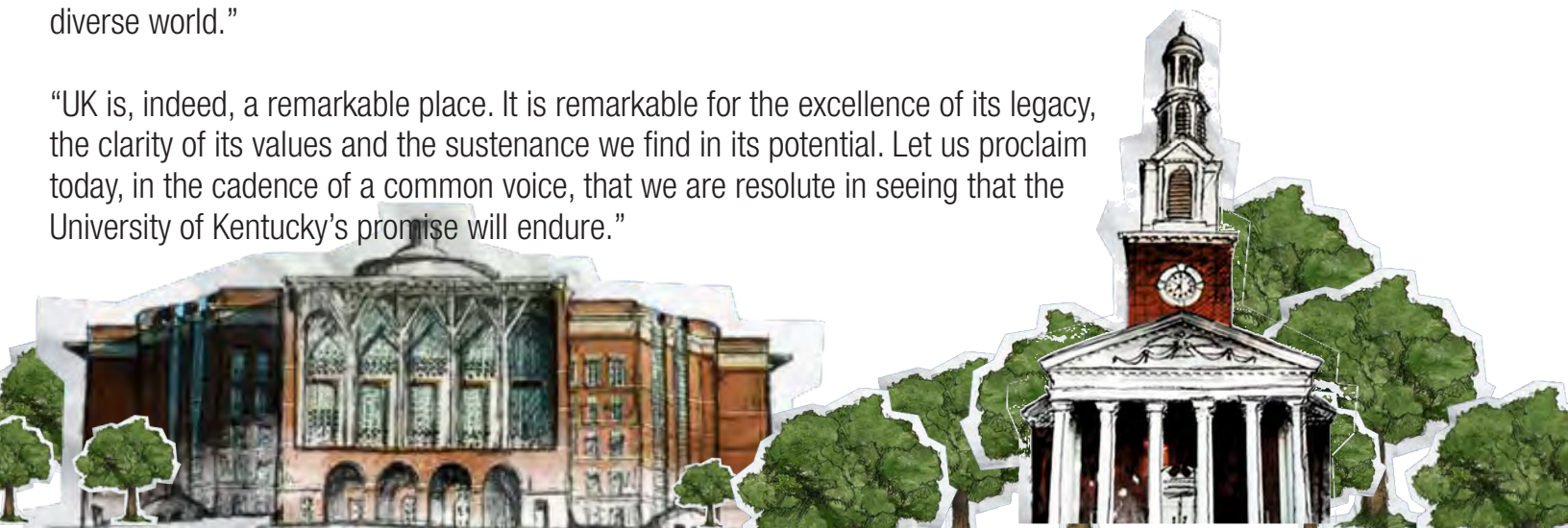
"UK is a promise we have made to each other that says that young Kentuckians from all walks of life, backgrounds and experiences are welcome here and that they leave as our best and brightest because we foster their potential and brilliance," Capilouto said during a late afternoon ceremony at the Singletary Center for the Arts.

But Capilouto said that ensuring the long-term health of that promise will require confronting issues such as the need to expand and enhance undergraduate education and scholarships to ensure the state's top students don't leave Kentucky, while also providing more opportunities for young Kentuckians, from a variety of backgrounds, to attend UK.

We must also turn our attention to a core of campus where, "we have more than \$1 billion in construction needs;" where classroom space averages nearly 50 years old and we have a lack of modern student housing.

Specifically, building new classroom space, equipped with technology that sparks students' creativity and provides innovative ways for our faculty to integrate course materials. Additionally, the University must improve and expand their residential space. Currently, only 500 of 5,500 beds are modern. Capilouto said new residence halls must provide high-tech living and learning opportunities for students, "where they can learn as part of a community and be prepared for a more diverse world."

"UK is, indeed, a remarkable place. It is remarkable for the excellence of its legacy, the clarity of its values and the sustenance we find in its potential. Let us proclaim today, in the cadence of a common voice, that we are resolute in seeing that the University of Kentucky's promise will endure."



## Davis Marksbury Building Dedicated

The University of Kentucky's Davis Marksbury building, part of the UK College of Engineering's "Digital Village," was formally dedicated with a ribbon cutting ceremony and public tour of the building.

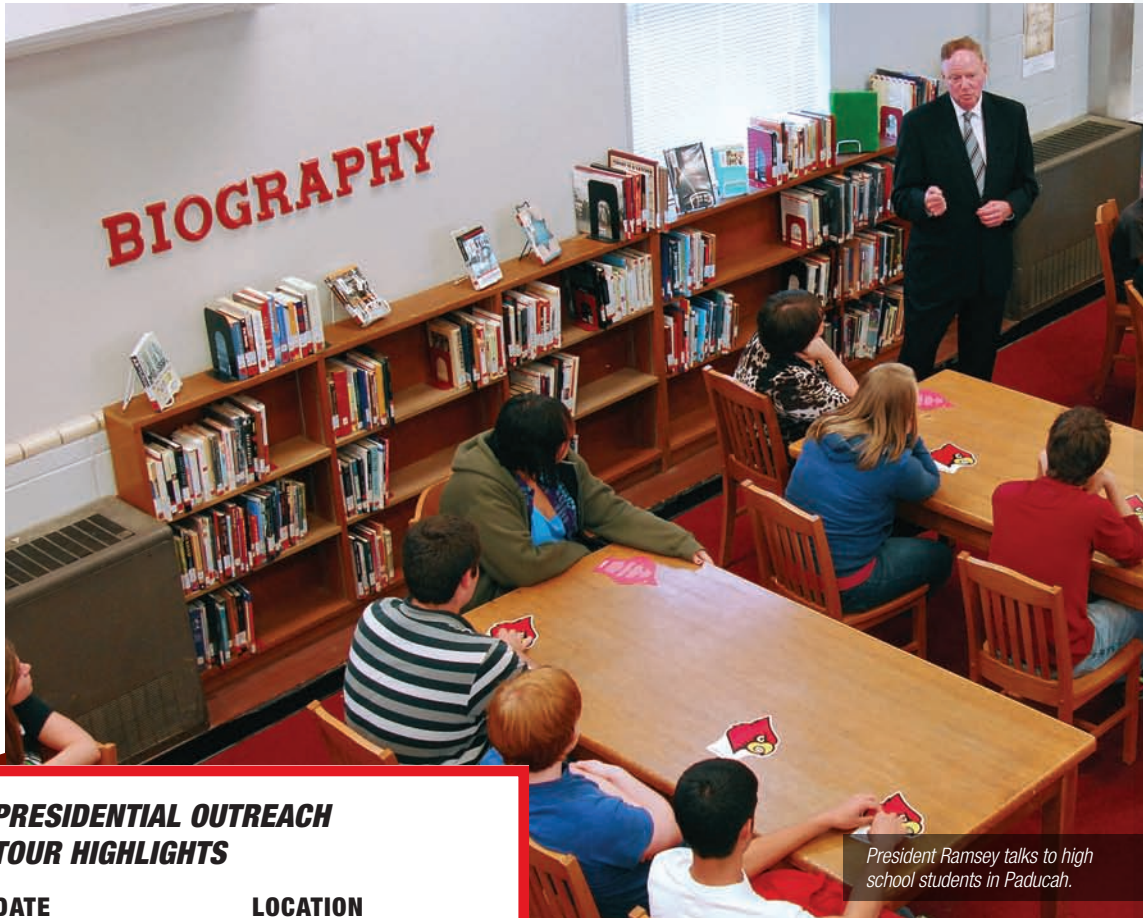
A unique feature of the Marksbury Building is it contains no traditional classrooms. Rather, students and faculty utilize the building's generous lab space to conduct meaningful research through groundbreaking methods and new technologies. It is home to the UK Center for Visualization and Virtual Environments, as well as the departments of Computer Science and Electrical and Computer Engineering.

The three-story, 45,014 gross-square-foot facility officially opened earlier this year, and was certified as a LEED Gold building in August by the USGBC, making it the first building at UK to receive a LEED certification.





## Reaching out to Kentucky's 'best and brightest'



President Ramsey talks to high school students in Paducah.

### PRESIDENTIAL OUTREACH TOUR HIGHLIGHTS

DATE	LOCATION
September 26	<b>Paducah</b>
September 29–30	<b>Lexington</b>
October 4	<b>Lebanon</b>
October 14	<b>Hebron</b>
October 14	<b>Park Hills</b>
October 21	<b>Cecilia</b>
October 21	<b>Elizabethtown</b>
October 21	<b>Ft. Knox</b>
October 24	<b>Prestonsburg</b>
December 8	<b>Louisville</b>

The fall Presidential Outreach Tour conducted annually by President James Ramsey has dual goals: first, to keep Kentucky's high school juniors and seniors headed on the path to higher education; and second, to ensure top scholars are aware of the extraordinary possibilities that await them at UofL.

As "recruiter in chief" for the university, Ramsey stresses the importance of a college degree and the positive impact it has on a person's employability and lifetime earnings.

In addition to pointing out the small class sizes and attractiveness of Belknap Campus and its proximity to the vibrant arts, entertainment, sports and restaurant venues, a variety of other UofL officials and alumni also discuss opportunities for students to conduct research as sophomores and juniors, as well as the "family" feel of the university.

"We don't want to be the biggest (university); we want to be the best. We want more students like you" who excel in the classroom and are engaged in the community, Ramsey told students at the first stop at Paducah's Reidland High School.

### A Letter From the President

Dear Friends and Family of UofL,

At Reidland High School in McCracken County, an English teacher told me how excited she is that her daughter is a student at the University of Louisville and how much her daughter loves it. At Paul Dunbar High School in Lexington we met with more than 250 high performing students who are leaders in their school, most of whom spent close to an hour asking questions and learning more about UofL – just a few hours after new Board of Trustees chairman Frank Minnifield hosted about 50 students and their parents at the Campbell House Inn. In Lebanon, at the home of one of our best recruiters, Dr. Salem George, I mingled with honors students from four central Kentucky counties as they go through the nerve-racking process of choosing a college and moving away from home.

Meeting these students and parents gets me excited. Telling them about the quality education they will receive by



coming to UofL is even more exciting. That's what we do each fall during our Presidential Outreach. We're on a road trip across Kentucky, chatting with high school students and encouraging them to continue their education, even if it's not at UofL.

At UofL, it's plain to see that our academic reputation is improving. This year's freshman class includes 68 valedictorians and an average ACT score that continues to rise and is now at 24.6, five points above the statewide average. So I hope a little gas money and gentle persuasion from the president will continue the flow of the best and brightest students to Kentucky's school on the move – the University of Louisville.

A handwritten signature of James Ramsey in black ink.



## Dr. Bolli: UofL's 100 million dollar man

A \$12.8 million renewal grant from the National Institutes of Health has put Dr. Roberto Bolli, director of UofL's Institute of Molecular Cardiology and chief of Cardiovascular Medicine, over the \$100 million mark in NIH awards.

The NIH funded the original grant at \$11.7 million in 2006. Under the current project, Bolli will continue to investigate: how to improve adult stem cell therapies by introducing genes into stem cells; the signaling pathways of stem cells in the body; the effect of diabetes on stem cells; and how cytokines – a class of proteins – affect stem cells during heart failure.

Bolli and his team are also conducting research into the use of a person's own stem cells in regenerating dead heart muscle after a heart attack. Fifteen patients are participating in the study. Five are at or nearing completion. All of the participants have shown improvement, such as increased blood pumping through the lower chambers of the heart and increased physical stamina.

## UL OF CHARTING OUR COURSE

*The Campaign for Kentucky's Premier Metropolitan Research University*



**Naming of Harry Frazier Hall** UofL officials celebrated the generous gift of \$10 million by the Harry S. Frazier Family and the Owsley Brown Frazier Family Sept 13. The College of Business's primary building is now named in honor of the late Harry S. Frazier Jr., a real estate pioneer and UofL alumnus. L-R, Sculptor Ed Hamilton joined Harry Frazier's family: daughters Sandra and Virginia, brother Owsley Brown Frazier, seated, and wife Jean; business Dean Charles Moyer; UofL President James Ramsey; and Frank Minnifield, chair of the Board of Trustees, at the unveiling of the plaque honoring Frazier and the newly named Harry Frazier Hall.

## Engineering breakthroughs foster medical innovations

When President Obama signed the bipartisan "America Invents Act," researchers at the UofL Speed School of Engineering and School of Medicine have become one of four teams nationwide given the opportunity to work together to further American innovation.

The five-year, \$3.3 million Wallace H. Coulter Foundation grant will allow interdisciplinary teams from University of Louisville, Johns Hopkins University, University of Maryland and University of Pittsburgh to each create \$20 million endowments to foster research collaboration between biomedical engineers and clinicians, with the goal of developing new technologies to improve patient care and human health.

The goal of the Coulter Translational Partnership Award is to save, extend and improve patients' lives by quickly translating research from bench to bedside.



Learn more about the announcement on this video link: [bit.ly/nwcMLi](http://bit.ly/nwcMLi).



Foreground: Dr. Robert Keynton, Speed School bioengineering department chair, will lead the Coulter Foundation research team at UofL.

## Harkema honored with 2011 Breakthrough Award from Popular Mechanics

Susan J. Harkema, Ph.D., professor in UofL's Department of Neurological Surgery and rehabilitation research director at the Kentucky Spinal Cord Injury Research Center, and a team of her colleagues from UofL, Frazier Rehab, CalTech and UCLA were honored for unprecedented research that resulted in a paralyzed patient, Rob Summers, being able to stand, take steps with assistance and move his legs voluntarily. This was achieved through continual direct epidural electrical stimulation of Summers' lower spinal cord, mimicking signals the brain normally transmits to initiate movement. Once that signal is given, the spinal cord is able to direct the muscle and joint movements required to stand and step with assistance on a treadmill.

*Popular Mechanics'* seventh annual Breakthrough Awards, held Oct. 10 at a New York City gala, are given in two categories: innovators, whose inventions will make the world smarter, safer and more efficient in the years to come, and products, which are setting benchmarks in design and engineering today.



UNIVERSITY OF LOUISVILLE  
**It's Happening Here.**



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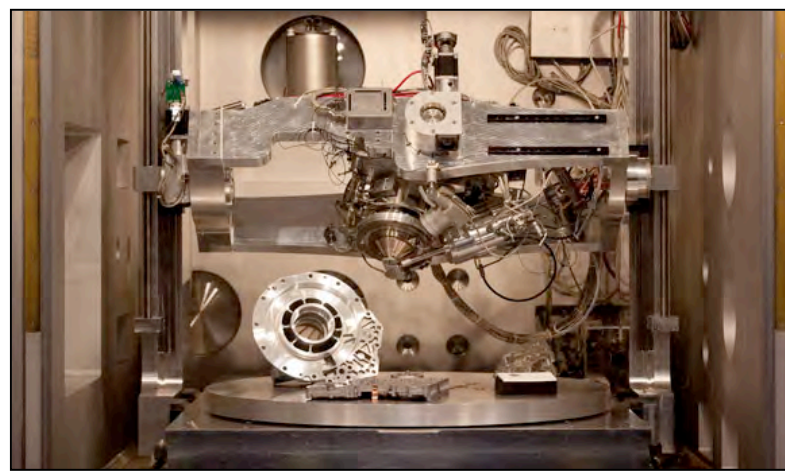
Western Kentucky University news for the Council on Postsecondary Education, November 2011  
For more WKU news, visit <http://wkunews.wordpress.com/> or [www.wku.edu](http://www.wku.edu).

**WKU celebrates NOVA Center opening with ribbon cutting**

The Bowling Green Area Chamber of Commerce celebrated the opening of the WKU NOVA Center featuring the Large Chamber Scanning Electron Microscope (LC-SEM). The Nondestructive Analysis (NOVA) Center, in the Center for Research and Development, positions WKU as a leader in nondestructive analysis testing.

The acquisition of the LC-SEM has positioned WKU as the only university in North America with this type of instrument. U.S. Rep. Brett Guthrie thanked those at WKU, in the community and in the state and federal governments who had the vision to make the NOVA Center and the Center for Research and Development a reality and provide opportunities for world class research in Bowling Green.

The LC-SEM performs scientific, microscopic analysis of extremely large samples, allowing for investigation of components without destroying them. Maximum sample size is 40 inches diameter by 40 inches tall, with a weight limit of 650 pounds. This allows it to easily hold a V-6 engine block. The LC-SEM has a magnification power of 100,000 times, which is 100 times that of a standard light microscope. See <http://wkunews.wordpress.com/2011/10/19/photos-nova/>



*Dr. Stolger*

**WKU astronomer played role in Nobel-winning research**

WKU astronomer Louis-Gregory Strolger had a hand in the 2011 Nobel Prize in Physics. Three of his colleagues — Saul Perlmutter of Lawrence Berkeley National Laboratory and the University of California at Berkeley; Brian Schmidt of the Australian National University; and Adam Riess of The Johns Hopkins University and the Space Telescope Science Institute — won the award for their discovery that the expansion of the universe is accelerating.

The astronomers made their discovery in 1998 and are continuing research into the role dark energy plays in cosmic expansion. Dr. Strolger joined the research as a graduate student and worked with Riess at the Space Telescope Science Institute. Since coming to WKU in 2005, Dr. Strolger and his students have played a significant role in measuring and quantifying data in the study of dark energy and supernovae.

The astronomers knew early on that dark energy, one of the biggest mysteries in physics, was a big deal, Dr. Strolger said, “but it sort of caught fire” as more scientists became interested in the research.

Even though his name isn’t on the award, Dr. Strolger takes a great sense of pride in the Nobel-winning research. “It’s the quintessential award and a reaffirmation that everything you’ve done up to this point is good. It’s just amazing to have that sort of recognition. How many people can say they’ve worked with three Nobel Prize-winning scientists?” For more, see <http://wkunews.wordpress.com/2011/10/04/strolger-nobel/>

### **Dr. Julia Link Roberts receives two statewide awards**

Dr. Julia Link Roberts, Mahurin Professor of Gifted Studies and executive director of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science in Kentucky at WKU, has received two statewide honors: the Acorn Award for teaching excellence and the William T. Nallia Award from the Kentucky Association of School Administrators.

Dr. Roberts is president-elect of The Association for the Gifted, a member of the Executive Committee of the World Council for Gifted and Talented Children and co-chair of the Legislative and Advocacy Committee of the National Association for Gifted Children. She is also a member of the board of the Kentucky Association for Gifted Education and the Kentucky Advisory Council for Gifted and Talented Education. See

<http://wkunews.wordpress.com/2011/09/23/roberts-acorn/> or <http://wkunews.wordpress.com/2011/10/17/kasa-roberts/>.



*Dr. Roberts*

### **12 Gatton Academy seniors recognized as National Merit Semifinalists**

One quarter of Gatton Academy seniors have been recognized as semifinalists in the 2012 National Merit Scholarship Program, an honor that potentially opens the door to college scholarship opportunities. In all, 12 members of the Class of 2012 will go on to the next round of the competition. Since the Gatton Academy’s inception in 2007, 45 students have been named as National Semifinalists. See

<http://wkunews.wordpress.com/2011/09/23/gatton-semifinalists/>

### **6 students receive SMARRT scholarships from Noyce Program**

Six WKU students have received \$10,000 Science and Math Alliance for Recruitment and Retention of Teachers (SMARRT) Scholarships for the 2011-12 school year funded through the National Science Foundation’s Robert Noyce Teacher Scholarship Program.

The WKU Robert Noyce Teacher Scholarship Program aims to prepare science and mathematics majors who are committed to teaching high school in a high needs district in the region. These students will receive \$10,000 scholarships for the last two years of the SKyTeach Program, the teacher education program at WKU. SKyTeach is funded by the National Math and Science Initiative and models the UTeach program at the University of Texas at Austin. See <http://wkunews.wordpress.com/2011/09/22/noyce-2011/>

### **Perdue supports WKU-Owensboro Food Processing and Technology program**

A \$50,000 gift from Perdue, through the Arthur W. Perdue Foundation, will support the Food Processing and Technology program at WKU’s Owensboro Campus. The gift will allow WKU-Owensboro to purchase two important pieces of equipment to supplement the laboratory for the Food Processing and Technology program, part of WKU’s Ogden College of Science and Engineering.

The program at WKU-O was established in 2008 in response to the needs of the food processing industry in western Kentucky and the state. It is the only program of its type in Kentucky. A bachelor’s degree in Food Processing and Technology prepares graduates for technical and managerial positions within the food processing industry. See <http://wkunews.wordpress.com/2011/09/13/perdue-wkuo/>

### **WKU’s Terry Wilson among first recipients of GREEN Educator Award**

Dr. Terry Wilson, director of WKU’s Center for Environmental Education and Sustainability, has been recognized as one of the first five recipients of the Chevrolet GREEN Educator Award. The Chevrolet GREEN (Global Rivers Environmental Education Network) Educator Award, presented by Earth Force and the General Motors Foundation, recognizes teachers, college professors and volunteers who have taken an initiative to integrate environmental education into their schools and community programs. Dr. Wilson, who has been at WKU for 22 years, has devoted the majority of his career to teacher and leadership training in environmental education. See <http://wkunews.wordpress.com/2011/09/27/wilson-gmaward/>



## News from the Association of Independent Kentucky Colleges and Universities November 2011

### 2012 Teachers of the Year all have AIKCU ties

It was an all-AIKCU affair when the awards for Kentucky Teacher of the Year were presented in the Capitol Rotunda. The **2012 Kentucky Teacher of the Year** is **Kimberly Pangburn Shearer (center)**, an English teacher at Boone County High School. Shearer is a 2001 *summa cum laude* graduate of **Georgetown**



**College** who also holds master's degrees from Northern Kentucky University and Western Kentucky University. **Elizabeth Ann Fuller (left)** is the **2012 Elementary School Teacher of the Year**. She is a third-grade reading and writing teacher at Jefferson County's J.B. Atkinson Academy and obtained her bachelor's degree at **Bellarmino University**. The **2012 Middle School Teacher of the Year** is **Jenni Lou Jackson (right)**, an eighth grade teacher at Corbin Middle School. Jackson holds a master's and teaching certification from **Union College**.

### Berea College names 9<sup>th</sup> president

The Berea College Board of Trustees has named Lyle D. Roelofs the ninth president of the college. He will succeed current Berea president Larry Shinn, who previously announced he will retire on June 30, 2012.

Dr. Roelofs comes to Berea with more than 35 years experience in higher education. He currently serves as provost and dean of the faculty (on leave), and professor of physics at Colgate University. Read the full announcement at <http://bcnow.berea.edu/2011/10/berea-college-names-ninth-president/>



## **Thomas More College announces 3-year bachelor's degree**

Thomas More College has launched a new three-year degree program that enables motivated undergraduate students in pursuit of a bachelor's degree a traditional college experience and an extra year of earning power. TMC3 is a new and innovative program that allows qualified students to save both time and money by completing a traditional four-year bachelor's degree in just three years.

The three-year degree is completed during the course of eight semesters. While TMC3 compresses the time frame for degree attainment by an entire year, the classes themselves are not accelerated. The structure of TMC3 is year-round, with students taking 18 hours in the fall and spring semesters and 12 hours in two summer terms. Learn more:

[http://thomasmore.edu/about/news.cfm?news\\_id=2857](http://thomasmore.edu/about/news.cfm?news_id=2857)

## **Kentucky Christian receives \$1 million for new biology pre-professional program**

Kentucky Christian University recently announced that it has received a \$500,000 grant from the James Graham Brown Foundation and an anonymous matching gift to help build the healthcare workforce in its region. The grant and matching gift are making it possible for KCU to launch a pre-professional biology program. KCU plans to remodel a 2,000-square foot building that once housed the library and nursing school for the new program. KCU hopes that a biology degree designed specifically to help prepare undergraduates to enter medical, dental, pharmacy, veterinary, and other professional schools will encourage those graduates to eventually return to the medically underserved region.

## **AIKCU Delegation travels to China**

Eleven AIKCU representatives traveled to China and Hong Kong at the end of October to meet with secondary school and university officials there and with prospective students and families. The goal of the trip is to develop relationships that may lead to cultural exchange opportunities and to promote Kentucky as a higher education destination. Making the trip were the presidents of Thomas More College and Lindsey Wilson College, along with administrators from Georgetown College, Midway College, St. Catharine College, Transylvania University, the University of Pikeville, and AIKCU. The trip is an outgrowth of AIKCU's collaborative Chinese Student Recruitment Initiative and was developed in cooperation with the Kentucky Cabinet for Economic Development.

**To Adron Doran University Center, Morehead State University**

- From Lexington, I-64 E
- Travel approximately 60 miles
- Take Exit 137 toward Morehead
- Turn right onto Flemingsburg Road/KY-32
- Turn left onto Main Street (Entering MoSU Campus)
- Turn left onto University Blvd.
- Turn right onto Second Street to the parking lot next to Adron Doran University Center (ADUC)

### **To the Hampton Inn**

From Lexington, I-64 E  
Travel approximately 60 miles  
Take Exit 137 toward Morehead  
Turn right onto Flemingsburg Road/KY-32  
Turn left at the first traffic light  
Follow the street to the Hampton Inn

### **From the Hampton Inn to Adron Doran University Center, Morehead State University**

From the Hampton Inn  
Turn left at the traffic light  
Follow KY 32 for approximately 3 miles  
Turn left onto Main Street (Entering MoSU Campus)  
Turn left onto University Blvd.  
Turn right onto Second Street to the parking lot next to Adron Doran University Center (ADUC)



# MOREHEAD STATE UNIVERSITY

## Council on Postsecondary Education Meeting

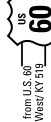
November 9-10, 2011

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KY 377:  
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Agricultural Complex, Richardson  
Arena, and Equine Center



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