

## STRONGER by DEGREES



# MEETING AGENDA

Tuesday, April 26, 2016

Western Kentucky University - Augenstein Alumni Center, Lee Robertson Ballroom

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### Members, Council on Postsecondary Education

Glenn D. Denton, Paducah (*chair*)  
Maryanne Honeycutt Elliott, Louisville  
Joe E. Ellis, Benton  
Dan E. Flanagan, Campbellsville  
Dennis M. Jackson, Paducah  
Pam Miller, Lexington  
Donna Moore, Lexington

Elizabeth Ruwe, NKU (*student*)  
Marcia Milby Ridings, London  
Robert H. Staat, UofL (*faculty member*)  
Sherrill B. Zimmerman, Prospect  
Stephen Pruitt, Commissioner of Education (*ex officio, nonvoting*)

Robert L. King, CPE President

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The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

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## **AGENDA**

Council on Postsecondary Education

Tuesday, April 26, 2016

1:00 PM

Western Kentucky University - Augenstein Alumni Center, Lee Robertson Ballroom

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1. Welcome
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Next meeting - June 2-3, 2016 at Union College, Barbourville, KY

*\*Central Time Zone\**

**Minutes  
Council on Postsecondary Education  
February 12, 2016**

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The Council on Postsecondary Education met Friday, February 12, 2016, at 11:00 a.m., ET, at the Council on Postsecondary Education in Frankfort, Kentucky. Chair Glenn Denton presided.

- WELCOME Mr. Denton called the meeting to order and welcomed everyone.
- ROLL CALL The following members were present: Bruce Ayers, Glenn Denton, Maryanne Elliott, Dan Flanagan, Joe Graviss, Mark Guilfoyle, Dennis Jackson, Brenda McGown, Pam Miller, Donna Moore, Marcia Ridings, Elizabeth Ruwe, Robert Staat, and Sherrill Zimmerman. Joe Ellis and Commissioner Stephen Pruitt did not attend.
- ACTION: ELECTION OF CPE CHAIR AND VICE CHAIR Ms. Donna Moore, chair of the Nominating Committee, presented the committee's recommendations.
- MOTION: Ms. Moore moved that Glenn Denton continue his role as chair of the Council on Postsecondary Education and Joe Graviss continue to serve as vice chair, with both of their terms extended through January 31, 2017. Mr. Flanagan seconded the motion.
- VOTE: The motion passed.
- APPROVAL OF MINUTES The minutes of the November 13, 2015, meeting were approved as distributed.
- CPE PRESIDENT'S REPORT TO THE COUNCIL A written report from President King was provided in the agenda book. Highlights included the release of the Kentucky Completion Report, which describes the state of postsecondary education degree and credential attainment in Kentucky between academic years 2004-05 and 2013-14, as well as an update on the development of a developmental coursework hybrid model.
- COMMISSIONER OF EDUCATION REPORT Commissioner Stephen Pruitt was not available to attend the February 12 meeting. He provided a written report in the agenda book.
- ACTION: NEW ACADEMIC PROGRAMS KRS 164.020 (15) empowers the Council on Postsecondary Education 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.

**Minutes**  
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Dr. Jay Morgan presented the staff recommendation that the Council approve the following new academic programs:

- University of Kentucky: Master of Science in Finance (CIP Code 50.0801)
- Northern Kentucky University: Master of Legal Studies in U.S. Law (CIP Code 22.0202)

In response to several questions, Dr. Morgan clarified that graduates of the Master in Legal Studies program would not be eligible to sit for the bar exam without a juris doctorate degree. The program is designed to attract foreign students and those who want to work in the field of law but not obtain a license to practice.

MOTION: Ms. Miller moved that the Council approve the new academic programs as presented. Dr. Ayers seconded the motion.

VOTE: The motion passed.

**ACTION: IMPROVING  
EDUCATOR QUALITY  
STATE GRANT  
PROGRAM**

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.

Dr. Jay Morgan presented the staff recommendation that the Council on Postsecondary Education award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$400,854 for January 1, 2016, through June 30, 2017, to support the following four projects:

1. *Energy is Elementary: Physical Science, Social Studies, Mathematics, Language Arts* (University of Kentucky): \$110,000
2. *Developing Critical Thinking Skills Using Science and Engineering Practices* (Murray State University): \$ 110,000
3. *Supporting Student Transitions to Algebra II (SSTA)* (University of Kentucky): \$110,000
4. *MSU's 21<sup>st</sup> Century STEM Camp* (Morehead State University): \$70,854

MOTION: Dr. Staat moved that the Council approve the motion as presented. Ms. Zimmerman seconded the motion.

VOTE: The motion passed.



**Minutes**  
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OPTOMETRY SCHOOL  
CONTRACT SPACES  
UPDATE

In the 2014-2016 Executive Branch Budget Bill (HB 235), the Kentucky General Assembly directed the Council on Postsecondary Education to conduct a study on the effect of the licensure and accreditation of any school of optometry within the Commonwealth on the Contract Spaces Program and to submit the results to the Interim Joint Committee on Appropriations and Revenue and the Interim Joint Committee on Education by December 1, 2015.

Mr. Travis Powell, CPE's general counsel, presented the findings of the report, which was provided in the agenda book. Members discussed the rate at which students return to Kentucky after graduation and possible ways the Council could promote to increase that percentage.

COMMITTEE ON  
EQUAL  
OPPORTUNITIES  
REPORT

Dr. Rana Johnson, CPE's chief diversity officer, provided an update on the activities of the Committee on Equal Opportunities, and Mr. Powell updated the Council on drafted amendments of the Diversity Policy and Framework for Institutional Diversity Plan Development. Finally, Mr. Marcus Bernard (ABD-University of Kentucky), SREB Dissertation Year Scholar, shared his experiences at the 2015 Institute on Teaching and Mentoring, as well as his current research with the Council.

COMMITTEE  
APPOINTMENTS

Chair Denton made the following committee appointments:

- Dr. Ayers, Ms. Moore, Ms. Ridings, Mr. Guilfoyle, Dr. Staat, and Ms. Ruwe to the Tuition Development Work Group, which will make recommendations regarding tuition and mandatory fee ceilings for the 2016-17 academic year.
- Ms. Miller, Ms. Ridings, and Ms. Moore to the Council's Executive Committee, which reviews all agency budget and personnel matters, including an annual audit of the agency and the evaluation of the CPE president, and performs other activities assigned by the Council. Chair Denton and vice chair Graviss are automatic members of the committee due to their leadership positions on the Council.

RESOLUTION

The Council presented a resolution honoring Billy Crabtree for his dedication and service to Kentucky Adult Education in the Commonwealth of Kentucky.

REPORTS FROM  
INSTITUTIONS

Reports from the institutions were provided in the agenda book.

**Minutes**  
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**February 12, 2016**

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- OTHER BUSINESS            Chair Denton reminded the Council of the Executive Branch Ethics Commission's annual request to complete a Statement of Financial Disclosure, which is due to that office no later than April 15, 2016.
- NEXT MEETING            The next Council meeting is April 26, 2016, at Western Kentucky University in Bowling Green, Kentucky.
- ADJOURNMENT            The meeting adjourned at 12:25 p.m., ET.

  
Robert L. King  
CPE President

  
Heather M. Bingham  
Associate, Executive Relations

## CPE President's Report to the Council



CPE Executive VP Aaron Thompson speaks to the crowd as CPE President Bob King looks on.

### 5<sup>th</sup> Annual Student Success Summit focused on student success game changers

More than 250 postsecondary faculty, staff and administrators attended the fifth annual Student Success Summit held earlier this month. "Student Success Game Changers: Practical and Proven Strategies for Elevating Your Student Success Game" focused on improving adult student success rates, increasing student retention through meta-majors, fostering inclusive environments, and strengthening teaching and learning through development of signature assignments.

### Corequisite math projects underway to support student success and credential completion

The Council provided one-time funding to all comprehensive universities and the Kentucky Community and Technical College System to support the design and implementation of corequisite mathematics projects. Corequisite programs incorporate just-in-time remediation into content courses needed in a student's program of study. Early pilots in Kentucky and evidence from other states demonstrate significantly higher student success in this program model when compared to student success in non-credit-based developmental education program models. Incorporating accelerated developmental education models is a strategy campuses are using to support greater student success and credential completion.

### Council website redesign projects underway

Two website re-design projects are underway, one for the Council and the other for Kentucky Adult Education. The Council contracted with Northern Kentucky University's Center for Applied Informatics and are working with student experts on the design and the development of templates for the websites. The websites are being built in a modern content management system, OmniUpdate's OUCampus, which focuses on higher education. Once the work concludes with the templates, Council staff will develop the content and build the sites. Web processes and procedures, as well as a user guide, are also being developed by staff to guide continued development. Both websites will launch this summer.

### *CPE, UK partnership provides link to high-speed Internet 2 network*

The Council on Postsecondary Education and the University of Kentucky completed an upgrade of the Kentucky Regional Optical Network (KyRON), a project that provides all public universities with a 10-fold increase in high-speed access to Internet2, operator of the nation's largest and fastest, coast-to-coast research and education infrastructure. Universities that are part of KyRON can now transmit very large databases, conduct complex scientific research and access remote computing systems. UK, a founding member of Internet2, is one of a few higher education institutions directly connected to the Internet2 backbone at 100G, making it one of the best-connected institutions globally. Research network connectivity at the 100G scale opens the door for a wide range of collaborative Big Data and other science data flows for our research communities.

The KyRON upgrade will provide a transition to improving healthcare partnerships by providing access to national and international healthcare research organizations that will be the innovation engine for future research funding from the National Institute of Health (NIH), resulting in improved state-of-the-art patient care. The University of Kentucky provided management of the research network upgrade and the Council provided funding and statewide coordination of network access. In addition, KyRON serves as the connector of the Kentucky P-20 education community to Internet2, a research consortium of hundreds of universities, corporations, government agencies and other resources.

### *Registration opens for Academically Proficient High School Diversity Conference*

The Council is pleased to sponsor the 2016 Academically Proficient High School Junior and Senior Diversity Conference June 24-25 at Kentucky State University. The conference for underrepresented minorities, first generation, low-income and other diverse students promotes college-going by connecting students to college-going information and resources. Parents and guardians are also invited to attend. Many of Kentucky's colleges and universities will participate in a college fair following the conference. Additional information, including registration and housing, is available at <http://www.cpe.ky.gov/news/calendar/statewide/acadprof.htm>.

## Kentucky Commissioner of Education Report

The following is a report from Dr. Stephen Pruitt, Commissioner of the Kentucky Department of Education.

### Town Hall Meetings

I am conducting a listening tour composed of 11 Town Hall Meetings to gather input for assisting the Kentucky Department of Education in designing a new accountability system. My goal is to collaborate with all shareholders across the state to produce a system that is fair, reliable, valid and simpler, and one that meets the elements required by the new Every Student Succeeds Act.

Each meeting runs from 6:30-8:00 p.m. local time. The last two meetings are being held on April 27 and 28<sup>th</sup>.

<b>Wednesday, April 27</b>	Bowling Green	GRREC Offices and Training Center 230 Technology Way Bowling Green, KY	
<b>Thursday, April 28</b>	Murray	Murray Middle School Auditorium 801 Main Street Murray, KY	

The entire schedule for the meetings can be found at the following link:  
<http://education.ky.gov/CommOfEd/fri/Documents/town%20hall%20pdf%20final.pdf>.

For those who may not be able to attend a meeting in person, an online meeting will be offered at a future date. As a third alternative, we have set up a special e-mail, [KyEdListens@education.ky.gov](mailto:KyEdListens@education.ky.gov), for individuals to submit their thoughts.

I hope you will take time to provide your input through one of the options we are offering.

### Commissioner's Blog

I write a weekly blog on a pertinent education topic that is made available to educators and education shareholders. My most recent blog was titled "*Challenging Ourselves to Move Beyond Our Comfort Zones*" and can be found below for your review:

## Challenging Ourselves to Move Beyond Our Comfort Zones

I have said many times that our teachers have the greatest job on Earth. Not a day goes by that I do not miss being in the classroom. In fact, I'm pretty sure the Kentucky Department of Education staff wish I would stop explaining the science behind various phenomena that come up around us. Once a teacher, always a teacher.

While teaching is the greatest job, it is also one of the hardest. The realities of the job such as designing and delivering quality instruction, dealing with students with many different needs, feeling pressure over assessment, keeping up with endless changes and filling out form after form bear this out. But, there are some challenges that we don't often acknowledge.

Education has an odd culture. Teachers are constantly surrounded by other humans, yet the job can be very isolating. The realities of the profession do not foster teacher collaboration, review of research or even sharing of best practices. How do teachers break out of this isolation to work more toward what is best for their students? To really serve our students, we must create a culture that not only allows, but encourages all teachers to move outside the four walls of their classrooms to discuss method, technique, knowledge and practice. And in doing so, challenge themselves to move beyond their individual comfort zone.

This past week for the first time in many years, I missed the National Science Teachers Association annual conference. I really struggled with not being there. I realize some people think these types of gatherings are just fun things for teachers to do, yet in my experience they were much more. Yes, I had fun, but I also always left with new ideas and additional resources – including teachers from outside my district. I also left with a certain level of discomfort. The reason for this was that in listening to others, I sometimes realized that what I was doing in my classroom was not always in the best interest of my students, was not supported by research, or I learned that there was just a better way to do things.

I am not endorsing that all of our teachers go to every conference available, but I am saying that if we do not support our teachers with quality professional learning that pushes them and makes them uncomfortable, we will not see change or improvement in practice in Kentucky. To be clear, I am not saying a "one and done" conference is good professional learning. I am saying it should be part of our offerings to move outside of our comfort zones in order to learn what else is out there.

As commissioner, I am constantly learning. I spend time with all sorts of shareholders in order to push myself to break out of my comfort zone. If I get

too comfortable, I am more likely to make decisions for the Commonwealth that are easy, yet not right by students, unsupported by research or shareholders, and most likely better for the adults than our students. Our students cannot afford those kinds of decisions by me or by any adult in their lives.

So, I am encouraging all of our educators to embrace the idea that we do the best for our students by being willing to grow and challenge ourselves with a certain level of discomfort from time to time. We know learning is a struggle, and we should never stop learning. As we move forward in this new age of shared responsibility and accountability, I implore you to come to our [town hall meetings](#), participate in the discussion, and also be willing to consider new and innovative ideas about how to help our students.

As always, I am proud to serve Our Students, Our Commonwealth.

### Coming Up in Kentucky Teacher

[Kentucky Teacher](#), KDE's award-winning online publication, is the place to go to find features and news about what is happening in Kentucky's classrooms. The website also shares what other teachers in the Commonwealth are thinking about through many guest columns and is home to subject-area newsletters, which are updated monthly.

Here's a look at what's coming in the current issue:

- **Passion fuels learning in Innovation Lab**  
Students at Robert D. Campbell Junior High in Clark County spend nine weeks taking charge of their own learning.
- **An attractive after-school option**  
More than half of the student body at Spencer County Middle School has been drawn to an after-school program that they helped build.
- **Library Media**  
Read the latest updates on the Library Media page, including a feature on Johnson County's Heidi Neltner, winner of the Kentucky Society for Technology in Education's Outstanding Teacher Award.

*Kentucky Teacher* is produced by KDE's Division of Communications.

### Next Kentucky Board of Education Meeting on June 8

The next Kentucky Board of Education meeting will occur on June 8 in Frankfort in the State Board Room, First Floor, Capital Plaza Tower, 500 Mero Street.

## 2016 Legislative Session Summary

The following legislation related to postsecondary education was adopted during the 2016 session. The bills were passed by both houses of the legislature and have been delivered to the Governor. Several bills have been signed, and the others are under consideration by the Governor, who has a ten day window to veto any non-budget bill in its entirety. Line-item veto authority applies only to appropriation bills.

While the information below provides some information about budgetary actions, see attached information regarding HB 303 (the Executive Branch Budget Bill) for more detailed information regarding specific budgetary action affecting the postsecondary campuses, Kentucky Adult Education, and CPE. HB 303 currently is under review by the Governor.

- **HB 10** – Specifies additional funding for the two need-based aid programs (the College Access Program and the Kentucky Tuition Grant Program) to replace lottery monies that are now being directed to the dual credit scholarship program and to the new Work Ready Scholarship Program (see details about these programs below).
  - CAP funding: \$76,051,700 in 16-17; \$78,723,800 in 17-18.
  - KTG funding: \$41,323,800 in 16-17; \$42,762,600 in 17-18.

According to KHEAA, these additional appropriations will fund the CAP program at about 90% of the statutorily required amount and KTG at 97%.

- **HB 15 – Board Governance Bill** - Requires the Council, in cooperation with the public campuses, to develop a comprehensive orientation and education program for new board members and continuing education programs for all board members.
  - For new members, the orientation must be at least six instruction hours to include the following information: the roles of the council and governing board members, the strategic agenda and the strategic implementation plan, and the respective institution's mission, budget and finances, strategic plans, and priorities, institutional policies and procedures, board fiduciary responsibilities, legal considerations including open records and open meetings requirements, and ethical considerations arising from board membership;
  - The orientation program must allow new members to complete the requirements electronically or in person.
  - New board members must complete the orientation within one year of appointment. The Council must provide an annual report to the Governor and General Assembly of all those new board members who do not complete required orientation.



- Private college and university board members must be invited to participate.
- The new law requires the Council to review and approve all existing board orientation programs at the public universities and KCTCS.
- **HB 80** – Increases General Assembly authorization from \$650,000 to \$1 million for some university capital construction projects (building completion, utility installation or technology acquisition or upgrade).
- **HB 276** – Allows institutions to implement a tuition policy that provides the resident rate of tuition to any member of a reserve component of the military.
- **HB 626 – Omnibus Workforce/Education/Scholarship Bill**
  1. **Work Ready Scholarship Program: (\$9.4 million in 16-17; \$15.9 million in 17-18)**
    - Provides “last dollar” funding for eligible students (state funding kicks in after all other federal and state aid is applied, excluding student loans and work-study);
      - The scholarship can be used for programs of study that lead to certificates, diplomas or associate’s degrees;
      - Eligible institutions include public universities, public two-year campuses, and non-profit private colleges and universities;
      - The price is set at that school’s in-state tuition and mandatory fees; By the 2020-2021 school year, eligible students must have earned 3 dual credit hours in high school to be eligible; 6 hours by 2021-2022; 9 hours by 2022-2023;
      - Students have to enroll right after graduating from high school, or if they get their GED, they must enroll by their 19<sup>th</sup> birthday;
      - The students must be enrolled and complete 15 credit hours, and must maintain a 2.5 cumulative GPA. If they do not earn the 2.5 GAP or do not complete the term for reasons that are not excused, the scholarship they received for that semester must be repaid;
      - They can “re-earn” the scholarship the following semester, but only if all outstanding debt to KHEAA is paid in full;
      - The student’s eligibility terminates after four semesters, earning an associate’s degree, or six semesters after high school graduation.
  2. **Dual Credit Scholarship Program (\$5 million 16-17; \$10 million 17-18)** - Eligible students must be juniors or seniors in a public or certified private high school. Institution offering dual credit may be a 2-year or 4-year public institution, or a private nonprofit college or university.

- The “dual credit rate” a participating institution may charge per class is capped at ½ of the in-state hourly tuition rate at KCTCS times three (currently  $\$110 \times 3 = \$330$ ).
  - The maximum amount the dual credit scholarship may cover is 50% of the dual credit rate ( $\$330 / 2 = \$165$  per course).
  - If the student is on free or reduced price lunch at any time in high school, the scholarship amount is the full dual credit rate. Non Free and Reduced Price Lunch students/families will be responsible for the other 50% ( $\$165$  per course).
  - The scholarship may be applied to tuition, textbooks, and other required material expenses.
  - A student can receive the scholarship for a maximum of three dual credit courses while in high school.
3. **Performance Based Funding** - To be phased in over three years (5% of base higher education appropriation in 17-18, 15% in 18-19, 25% in 19-20). Accounts will be established for each campus (including each KCTCS campus). Amounts in accounts can be carried forward if the funds remain unearned. Additional detail, including information about the working group charged with developing the model, is included in the HB 303, the budget bill.
4. **Workforce Investment Fund (\$100 million - bonded)** - Capital investment to encourage workforce training through partnerships between education institutions (universities, KCTCS, schools) and private industry. Can include new construction, equipment or renovations. Establishes an advisory board and requires that it work in partnership with the Economic Development Cabinet to select and manage the development of the projects. The bill requires (1) at least 10 percent of projects shall be in Appalachia; (2) no more than 25 percent of funds may be used in any one congressional district, (3) at least one project be developed in each workforce region in each biennium, and (4) there is a minimum 10 percent private business partnership.
- **SB 140** – SARA Bill - Authorizes the Council to enter into the State Authorization Reciprocity Agreement (SARA), for the purpose of authorizing a postsecondary institution located in another state to provide distance education to Kentucky residents. CPE is required to serve as the lead or "portal" agency responsible for contact with other states on matters pertaining to interstate reciprocity agreements and the Council is required to promulgate administrative regulations. The bill will allow participating Kentucky institutions to streamline the regulatory hurdles they currently have to jump over if they wish to provide distance education to residents in other SARA member states. It also potentially expands educational offerings to Kentucky residents. Among the negatives of this legislation, Kentucky loses some control of quality, particularly as

it relates to setting high bars for faculty qualifications. According to SARA, accreditation, whether regional or national, shall suffice as a representation for sufficient quality.

- **SB 296** – Establishes Governor’s School for Entrepreneurs. The bill creates an advisory board for the School, which includes the president of CPE, the commissioner of education, and the secretary of the Cabinet for Education and Workforce Development (CEWD) on as ex-officio members. The bill requires the CEWD to contract with an entrepreneurship education organization to administer and operate the program.

Detailed information on the 2016 legislative session can be accessed from the Legislative Research Commission’s website: <http://www.lrc.ky.gov/record/16RS/record.htm>

Staff preparation by Ron Carson, Lee Nimocks,  
Travis Powell, Shaun McKiernan, and Bill Payne

## Enacted 2016-18 Biennial Budget (HB 303)

The following is a summary of the 2016-18 Biennial Budget (pending any Governor line item vetos) as the actions might apply to the postsecondary institutions.

### Operating Funds

- HB 303 is silent on the Governor's budget stabilization plan with regards to the reductions in the current fiscal year for the postsecondary institutions. On April 20, the Governor's office restored all of KSU's current year reduction and restored 2.5% of the 4.5% taken from all of the other institutions.
- Includes a 4.5% reduction in 2016-17 for all institutions except KSU, again applied to the enacted 2015-16 net General Fund base, not the revised net General Fund base after the 4.5% cut. The 4.5% reduction is carried forward into the second year of the biennium (i.e., flat funding). KSU is again exempt from the 4.5% reduction in 2017-18.
- House Bill 626, passed by both chambers, requires 5% of the institutions' base funding to be placed in a performance fund in FY 2018. In FY 2019, the percentage of the base going into the fund grows to 15%, and in FY 2020 and going forward, the percentage is 25%. KSU is not included in the performance fund.
- Provides additional General Fund dollars in 2017-18 to NKU and WKU to address disparities in the allocation of state appropriations among the comprehensive postsecondary education institutions in the amounts of \$5,334,200 and \$2,588,000, respectively; then applies the 4.5% cut and performance reallocation.
- Provides an additional \$3,300,000 from the General Fund in each year to fully fund KSU's Land Grant match (an addition of \$569,500 to the funding level provided by the House.)
- Provides \$580,000 in additional General Fund in each fiscal year for MoSU's Craft Academy.
- Provides \$750,000 in General Fund for WKU in each fiscal year for Kentucky Mesonet.

### Trust Funds

- Contains no new funding for Strategic Investment and Incentive Trust Funds.

### Capital Construction

- The enacted budget does not include any General Fund supported capital projects.
- The enacted budget includes two agency bond capital projects for each institution that requested it (see list on the following page).

### Scholarships

- Provides \$9,400,000 in 2016-17 and \$15,900,000 in 2017-18 for the Kentucky Work Ready Scholarship Program.

Workforce Development

- The Education and Workforce Development Cabinet budget includes bonding to support a \$100.0 million Workforce Development Construction Pool.

<b>Agency Bond Projects:</b>		
UK	Facilities Renewal, Modernization, & Def'd Maint.	\$ 60,000,000
UK	Renovate/Upgrade Healthcare Facilities	150,000,000
UofL	Renovate Residence Halls	46,320,000
UofL	Expand – Papa John's Stadium/Football Complex	55,000,000
EKU	Construct Student Life Facilities	90,000,000 (+ \$3M Other)
EKU	Construct Parking Deck	15,000,000
MoSU	Construct Food Service/Retail & Parking – Add'l	6,600,000
MoSU	Renovate Cartmell Residence Hall	15,200,000
MuSU	Renovate White Hall	16,299,000
MuSU	Complete ADA Compliance Pool – H&D	1,957,000
NKU	Construct/Acquire New Residence Hall	28,500,000
NKU	Construct Satellite Parking Lot	6,000,000 (+ \$6M Other)
WKU	Renovate Garrett Conference Center	12,000,000
WKU	Construct Parking Structure III	10,000,000
	<b>Total</b>	<b>\$ 512,876,000</b>

## Council on Postsecondary Education

Potential Impact of 2016-18 **Enacted Budget** on Postsecondary Institution Net General Fund Appropriations

April 20, 2016

Institution	2015-16 Enacted Net General Fund	2016-17 Enacted Net General Fund	Dollar Change	Percent Change	2017-18 Enacted Net <sup>(h)</sup> General Fund	Dollar Change	Percent Change
University of Kentucky	\$279,611,300	\$267,028,800	(\$12,582,500)	-4.5%	\$253,677,400	(\$25,933,900)	-9.3%
University of Louisville	139,076,900	132,818,400	(6,258,500)	-4.5%	126,177,500	(12,899,400)	-9.3%
Eastern Kentucky University	68,033,800	64,972,300	(3,061,500)	-4.5%	61,723,700	(6,310,100)	-9.3%
Kentucky State University	23,429,600	26,729,600 <sup>(c)</sup>	3,300,000	14.1%	26,729,600 <sup>(c)</sup>	3,300,000	14.1%
Morehead State University	43,339,500 <sup>(a)</sup>	41,969,200 <sup>(d)</sup>	(1,370,300)	-3.2%	39,899,700 <sup>(d)</sup>	(3,439,800)	-7.9%
Murray State University	48,025,100	45,864,000	(2,161,100)	-4.5%	43,570,800	(4,454,300)	-9.3%
Northern Kentucky University	48,537,600	46,353,400	(2,184,200)	-4.5%	48,875,200 <sup>(f)</sup>	337,600	0.7%
Western Kentucky University	74,649,400 <sup>(b)</sup>	72,040,200 <sup>(e)</sup>	(2,609,200)	-3.5%	70,823,600 <sup>(e, g)</sup>	(3,825,800)	-5.1%
KCTCS	190,162,300	181,605,000	(8,557,300)	-4.5%	172,524,700	(17,637,600)	-9.3%
<b>System Totals</b>	<b>\$914,865,500</b>	<b>\$879,380,900</b>	<b>(\$35,484,600)</b>	<b>-3.9%</b>	<b>\$844,002,200</b>	<b>(\$70,863,300)</b>	<b>-7.7%</b>

<sup>(a)</sup> Included \$2,300,000 in fiscal 2015-16 for MoSU's Craft Academy, dual credit program.

<sup>(b)</sup> Included an additional \$2,000,000 in fiscal 2015-16 for WKU's Gatton Academy of Math and Science.

<sup>(c)</sup> Includes \$3,300,000 in each fiscal year to fully fund the state match payments required of land-grant universities under federal law.

<sup>(d)</sup> Includes an additional \$580,000 in each fiscal year for MoSU's Craft Academy.

<sup>(e)</sup> Includes \$750,000 in each fiscal year at WKU for the Kentucky Mesonet.

<sup>(f)</sup> Includes \$5,334,200 in fiscal 2017-18 for Equity Adjustment funding at NKU, added before the 4.5% reduction.

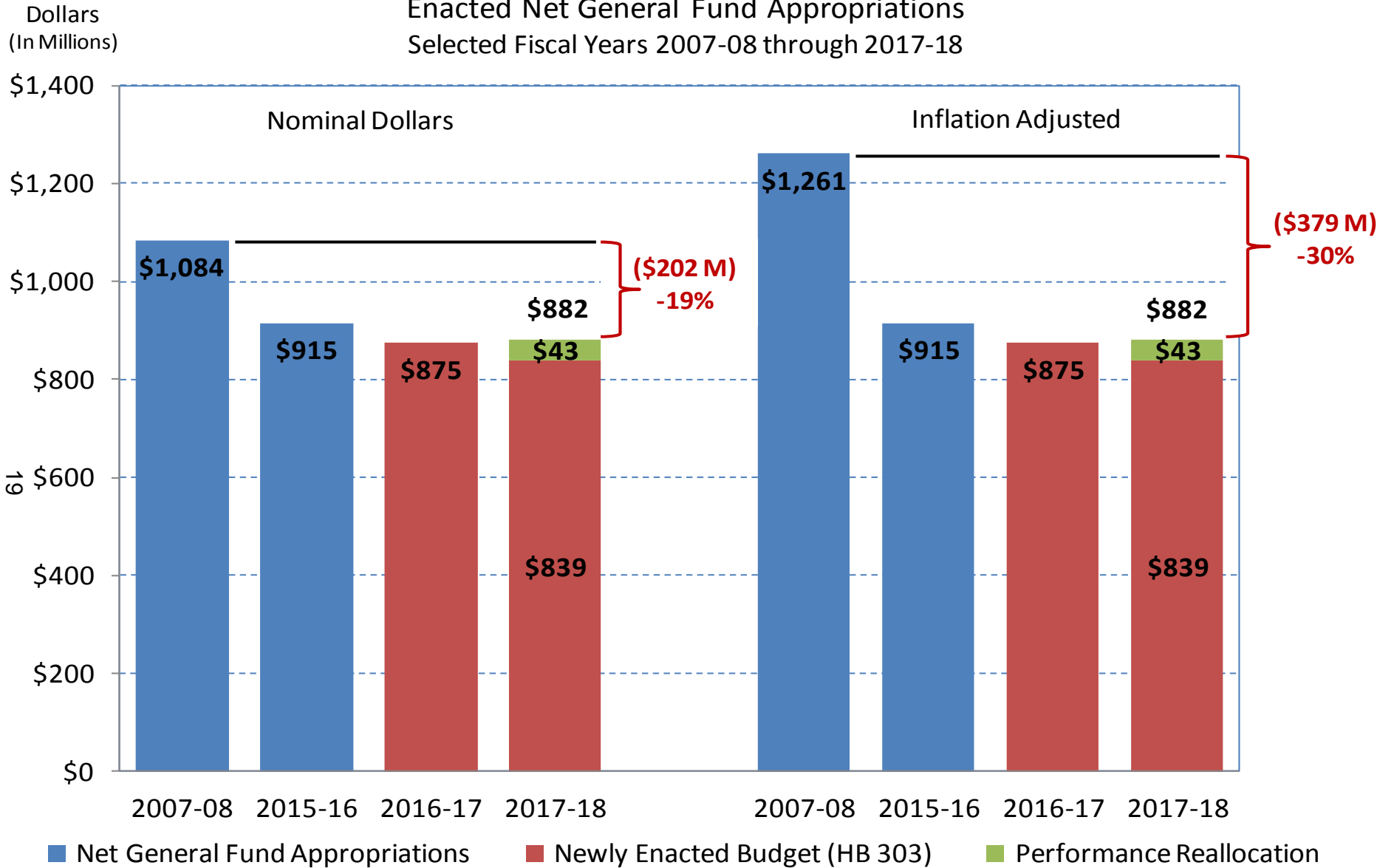
<sup>(g)</sup> Includes \$2,588,000 in fiscal 2017-18 for Equity Adjustment funding at WKU, added before the 4.5% reduction.

<sup>(h)</sup> The Enacted Budget includes a proposed transfer of \$42.9 million in fiscal 2017-18 from the postsecondary institutions to a Postsecondary Education Performance Fund (i.e., 5.0% of the revised net General Fund base after the addition of the Equity Adjustment for NKU and WKU.) The transfer is shown in this table.

Note: Information above does not reflect any vetoes, which may occur.

Sources: Commonwealth of Kentucky, 2014-16 Budget of the Commonwealth; Commonwealth of Kentucky, 2016-18 Enacted Budget.

# Kentucky Public Postsecondary System Enacted Net General Fund Appropriations Selected Fiscal Years 2007-08 through 2017-18



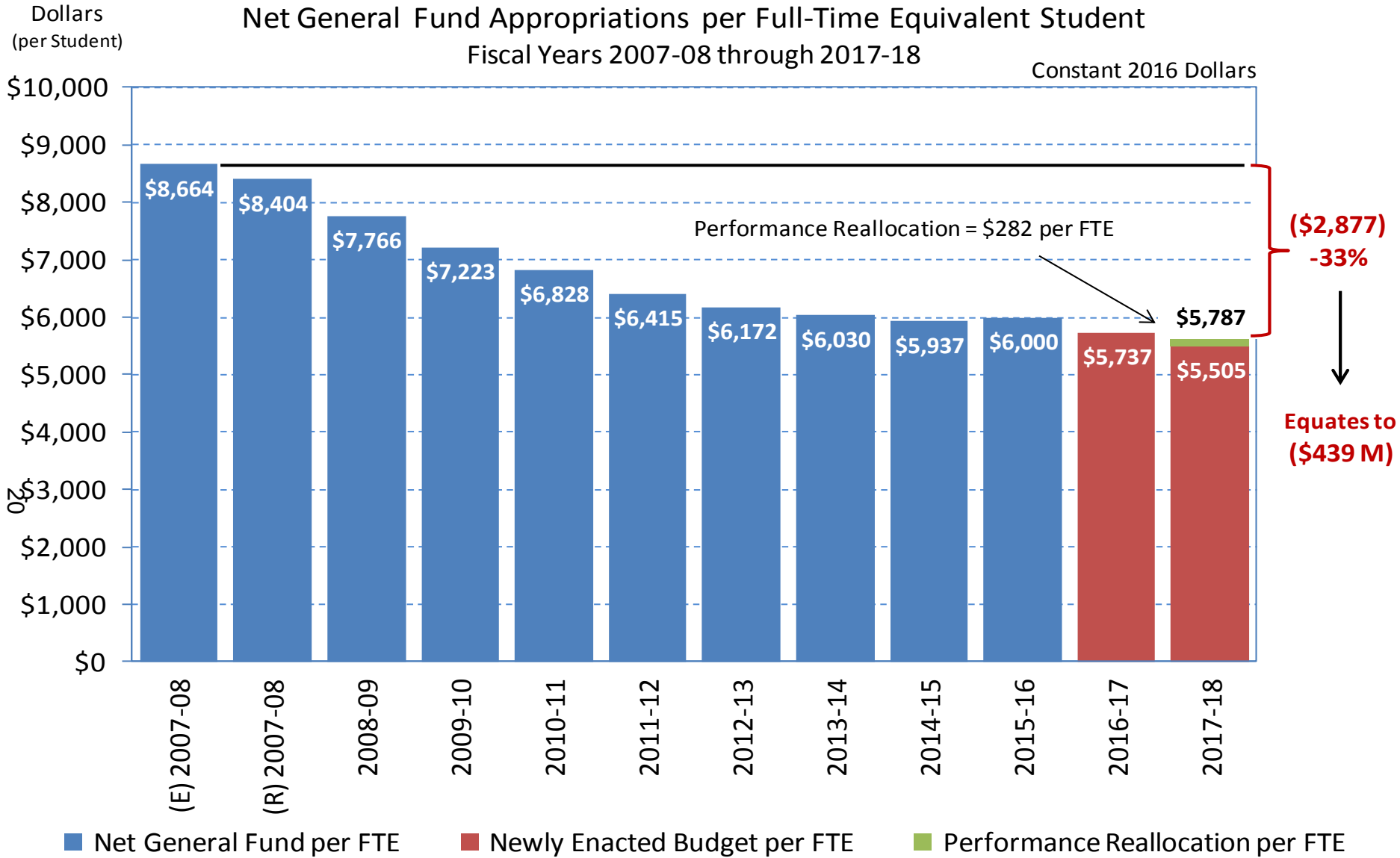
Sources: Kentucky Budgets of the Commonwealth; Kentucky 2016-18 Executive Budget.



# Kentucky Public Postsecondary System

## Net General Fund Appropriations per Full-Time Equivalent Student

### Fiscal Years 2007-08 through 2017-18



(E) = Enacted; (R) = Revised. Note: Figures displayed after 2015-16 are not inflation adjusted and assume no enrollment growth.

Sources: Kentucky Budget of the Commonwealth, multiple biennia; Commonfund Institute, Higher Education Price Index.





# Council on Postsecondary Education

## Fiscal Years 2015-16 through 2017-18

	<u>Fiscal Year 2015-16</u>		<u>Fiscal Year 2016-17</u>		<u>Fiscal Year 2017-18</u>	
Beginning Base (2015-16 Enacted)	\$42,913,500		\$42,913,500		\$42,913,500	
Changes and Additions						
Budget Reduction <sup>1</sup>	(1,675,500)	-3.9% <sup>1</sup>	(1,931,100)	-4.5%	(1,931,100)	-4.5%
Transfer to Education & Workforce Dev.	0		(50,000)		(50,000)	
Addition - Retirement cost increases	0		234,300		276,100	
Addition - Contract Spaces <sup>2</sup>	0		59,500		59,500	
General Fund Total	<u>\$41,238,000</u>		<u>\$41,226,200</u>		<u>\$41,268,000</u>	

<sup>1</sup> In FY 2015-16, all areas except Contract Spaces are expected to be cut 4.5%. Contract Spaces was exempted.

<sup>2</sup> CPE requested \$346,300 in 2016-17 and \$508,600 in 2017-18 to fund Contract Spaces tuition increases.

**Enacted and Revised Agency General Fund Budget  
Fiscal Year 2015-16**

	<u>Enacted FY 2015-16</u>	<u>Revised FY 2015-16</u>	<u>Dollar Change</u>	<u>Percent Change</u>
<b>Agency Operations</b>	\$7,012,000	\$6,697,500	(\$314,500)	-4.5%
<b>Pass Through Programs</b>				
Contract Spaces	5,680,100	5,680,100	0 <sup>(a)</sup>	0.0%
All Other Pass Through Programs	669,600	638,500	(31,100)	-4.6%
<b>Strategic Trust Funds</b>				
Technology Initiative Trust Fund	4,075,300	3,891,800	(183,500)	-4.5%
Adult Education (local programs)	18,575,500	17,739,600	(835,900)	-4.5%
Science & Technology	5,433,300	5,188,800	(244,500)	-4.5%
<b>SB 1 (2009)/Teacher Quality</b>	<u>1,467,700</u>	<u>1,401,700</u>	<u>(66,000)</u>	-4.5%
<b>General Fund Total</b>	\$42,913,500	\$41,238,000	(\$1,675,500)	-3.9%

<sup>(a)</sup> Contract spaces program exempted from current year cut.

22

**Enacted and Revised Agency General Fund Budget  
Fiscal Years 2015-16 through 2017-18**

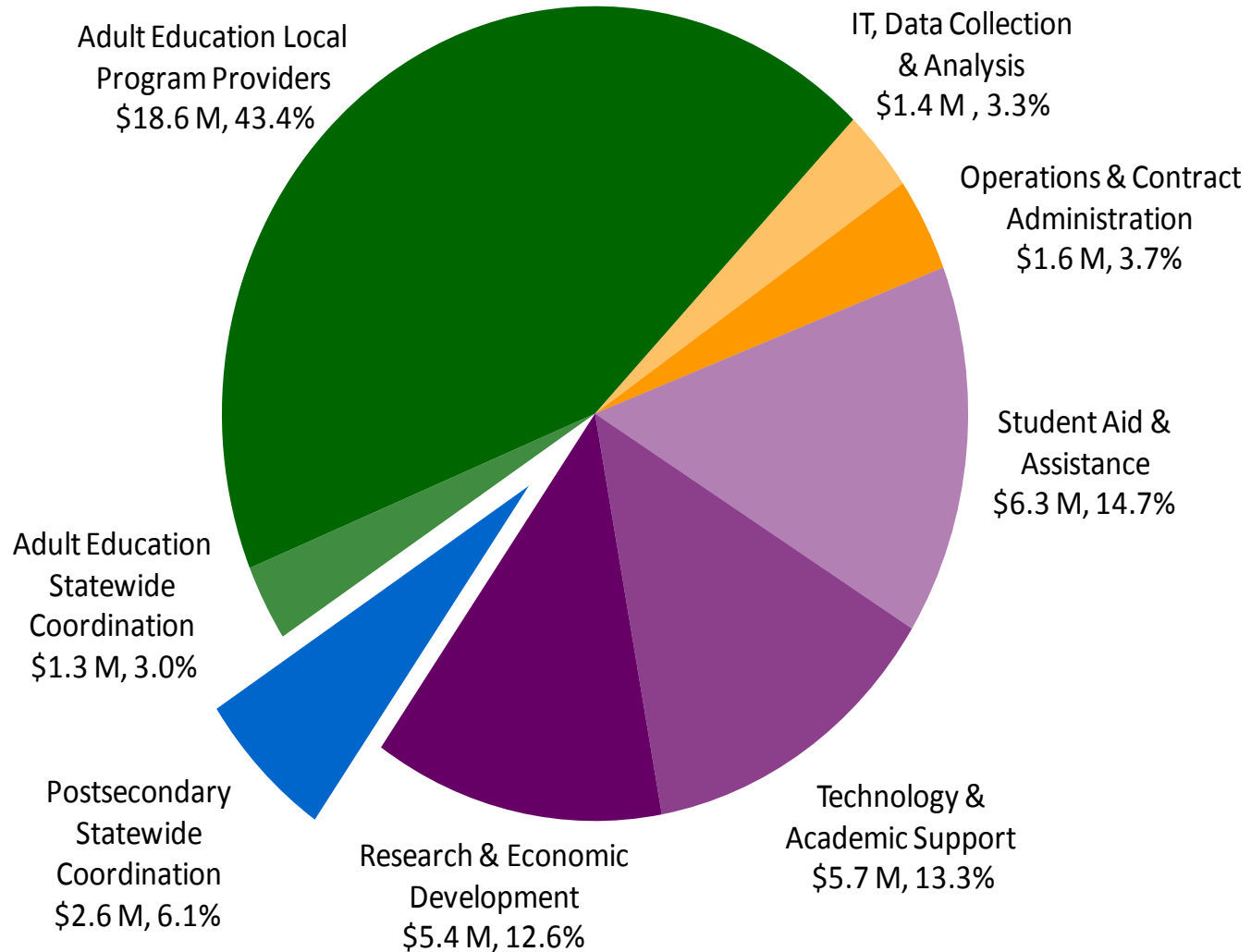
	<u>Enacted FY 2015-16</u>	<u>Enacted FY 2016-17</u>	<u>Dollar Change</u>	<u>Percent Change</u>	<u>Enacted FY 2017-18</u>	<u>Dollar Change</u>	<u>Percent Change</u>
<b>Agency Operations</b>	\$7,012,000	\$6,893,400 <sup>(b)</sup>	(\$118,600)	-1.7%	\$6,900,400 <sup>(b)</sup>	(\$111,600)	-1.6%
<b>Pass Through Programs</b>							
Contract Spaces	5,680,100	5,680,100	0	0.0%	5,864,500 <sup>(c)</sup>	184,400	3.2%
All Other Pass Through Programs	669,600	635,900	(33,700)	-5.0%	632,600	(37,000)	-5.5%
<b>Strategic Trust Funds</b>							
Technology Initiative Trust Fund	4,075,300	3,870,200	(205,100)	-5.0%	3,850,000	(225,300)	-5.5%
Adult Education (local programs)	18,575,500	17,640,500	(935,000)	-5.0%	17,548,400	(1,027,100)	-5.5%
Science & Technology	5,433,300	5,112,300 <sup>(d)</sup>	(321,000)	-5.9%	5,085,600 <sup>(d)</sup>	(347,700)	-6.4%
<b>SB 1 (2009)/Teacher Quality</b>	<u>1,467,700</u>	<u>1,393,800</u>	<u>(73,900)</u>	-5.0%	<u>1,386,500</u>	<u>(81,200)</u>	-5.5%
<b>General Fund Total</b>	\$42,913,500	\$41,226,200	(\$1,687,300)	-3.9%	\$41,268,000	(\$1,645,500)	-3.8%

<sup>(b)</sup> Includes an addition of \$234,300 in FY 2016-17 and \$276,100 to fund retirement system cost increases.

<sup>(c)</sup> Includes funds in 2017-18 to fully fund Contract Spaces as required in the enacted budget.

<sup>(d)</sup> Includes a transfer of \$50,000 to the Education and Workforce Development Cabinet for the Governor's School for Entrepreneurs.

Kentucky Council on Postsecondary Education  
Enacted 2015-16 General Fund Appropriation by Budget Category  
Total = \$42.9 Million (M)



## **KnowHow2Pay: Student Voices Campaign on College Affordability**

The Kentucky College & Career Connection (Ky3C) coalition is partnering with the Prichard Committee Student Voice Team (SVT) to develop and launch a new phase of the KnowHow2GOKy statewide outreach media campaign called **KnowHow2Pay**. The goals of this initiative include:

- The integration of authentic student voices and experiences into college & career outreach messages and media.
- Increasing awareness of the different ways Kentucky students and families can make a college degree more affordable.

This collaborative outreach effort supports multiple objectives of CPE's 2016-21 draft Strategic Agenda:

**3.1.** Work with GEAR UP KY, KDE, K-12, KHEAA, community-based organizations and other statewide partners to improve early college awareness and readiness in middle and high school.

**3.4.** Coordinate a statewide awareness campaign that communicates the value and affordability of a postsecondary degree, particularly in underserved urban centers and rural areas of the state.

**5.2.** Increase efforts to simplify the FAFSA process and increase completion rates.

### **BACKGROUND**

The Ky3C coalition is a voluntary statewide network of more than 30 Kentucky programs, agencies and organizations that provide outreach and support services to help Kentucky students and families prepare for and succeed in college and a career. Formally created in February 2015, CPE/Kentucky Adult Education, the Kentucky Department of Education (KDE), and the Kentucky Higher Education Assistance Authority (KHEAA) serve as the charter partner agencies of Ky3C. GEAR UP Kentucky (GUK) currently serves as the convener and facilitator on behalf of CPE.

Founded in 2012, the Prichard Committee on Academic Excellence's SVT is a self-selected group of more than 100 middle school, high school, and college students across Kentucky that advocate for the inclusion of student voices into policy discussions and decisions to improve schools and increase educational opportunities for all.

From the outset, all partners in this initiative have been intentional and steadfast in their commitment to keeping students at the center of the process and product. With research designed and conducted by students serving as a foundation, new "by-students, for students" outreach messages and media

were conceived, directed and produced to educate individuals about how to avoid the various tripwires to college. Additionally, student-led advocacy events and messages were coordinated and promoted to spur increased state investment in student financial aid.

## STUDENT-DESIGNED RESEARCH

Original research designed and conducted by students was the catalyst for this partnership. In June 2015, the SVT published the report “Uncovering the Tripwires to Postsecondary Success” to share research they conducted on the barriers Kentucky students face when preparing for and enrolling in college. The three tripwires the team identified were: 1) “the birthright lottery,” meaning students who come from poor families in low-income zip codes are much less likely to go to college; 2) college and career “unreadiness,” where students lack essential life skills like time management needed to succeed in college; and 3) “hidden college costs,” which refers to unanticipated expenses encountered when preparing for, applying to and enrolling in college (e.g, fees to take the ACT repeatedly to raise scores). Subsequent presentations to hundreds of student leaders and education advocates across the state affirmed the need to talk about the postsecondary transition process in a much more transparent way. In August 2015, the SVT presented the findings of this report at a statewide Ky3C coalition meeting, spurring the creation of a new partnership to integrate student voices into statewide outreach and advocacy efforts related to these tripwires.

To address specific tripwires related to completing and submitting the Free Application for Federal Student Aid (FAFSA), GUK and SVT conducted a FAFSA awareness focus group with high school students in December 2015, and piloted a “Figuring Out the FAFSA” night at Washington County High School, a GUK school in Springfield, Kentucky, in March 2015. The purpose of these events was to inform the development of ‘Public Service Announcements (PSAs) and YouTube video tutorials by students to raise awareness of recent changes to the FAFSA and answer frequently asked questions. GUK students and parents participated in roundtables and one-on-one interviews with SVT members to share their experiences about college planning, financial aid and FAFSA. They also participated in a hands-on trial of the FAFSA online demo tool to identify common trouble spots encountered when completing the application. An information session from GUK and college financial aid professionals on the financial aid process and available resources was also offered.

Encouraged by the response and success to date, SVT is partnering with GUK to plan and seek external grant funding to expand this invaluable student-led research, with GUK students and schools serving as the research subjects. The next phase of research will seek to answer the question, “How do students engaged in the postsecondary transition process define college-ready?” A combination of qualitative and quantitative student-designed and conducted research will focus on further exploring what students mean by “college readiness” and whether or not there is a discrepancy between student and policymaker definitions. Survey research will be paired with a series of roundtable discussions and interviews with high school seniors and college freshman in five targeted regions of Kentucky. The SVT’s desired outcome is to create a more functional, inclusive definition of college readiness that recognizes the agency of students to define their own success. GUK will use these findings to inform the continual improvement of the current GUK project and plan for the upcoming 2017 grant proposal.

## STUDENT-DEVELOPED OUTREACH

Data gathered from SVT research fueled the development of a new phase of the KnowHow2GOKy statewide college access media campaign focused on college affordability and FAFSA completion. All products and messages comprising the new KnowHow2Pay campaign are 100% developed and produced by Kentucky students with coordination, resources and support provided by GUK on behalf of Ky3C and CPE.

### ***New Public Service Announcements (November 2015 – Sept 2017)***

The SVT began working with GUK staff and students in fall 2015 to develop new PSAs to communicate the importance of FAFSA completion and promote recent changes that make the FAFSA earlier and easier. Three new radio PSAs began airing statewide in March 2016, through GUK's partnership with the Kentucky Broadcasters' Association (KBA), and a new "What's the FAFSA?" television PSA filmed at a public high school in Lexington will begin airing May 1, 2016.

To expand this opportunity to other students across the state, Ky3C and SVT partnered to host a statewide PSA contest for all Kentucky middle and high school students in December 2015. As part of the statewide Student Technology Leadership Program (STLP) sponsored by the Kentucky Department of Education, students created 30-second audio or video PSAs to raise awareness of the different ways Kentucky students and families can make earning a college degree more affordable. Student entries for the "KnowHow2Pay PSA Challenge" promote the tagline "there's more than one way to pay for college" and focus on one of the following five strategies:

- Find your career path.
- Fill out the Free Application for Federal Student Aid (FAFSA).
- Earn good grades to get scholarships.
- Get a head start on college classes.
- Start saving now.

Finalists were selected in March 2016 by a diverse panel of judges, the majority of which were also students. Seven finalists were offered the opportunity to work with professional video technicians (Ky3C member organizations/GUK partners) to further refine/develop their product for a second submission. All finalists were invited to be recognized onstage in front of an audience of more than 6,000 attendees at the STLP State Championship Awards on April 22 at Rupp Arena in Lexington. PSAs of selected finalists will be broadcast statewide throughout 2016 and 2017 as part of GUK's KnowHow2GOKy media campaign.

### ***Expanded KnowHow2GOKy.org website and online outreach***

All KnowHow2Pay PSAs encourage audiences to visit the KnowHow2GOKy website for more information. GUK and CPE staff are expanding and updating website content and plan to launch an improved website in May 2016. Members of the SVT are consulting on website content to ensure the integration of appropriate student language, content and voice. SVT will be promoting campaign messages on social media throughout the life of the campaign. GEAR UP Kentucky will also promote KnowHow2Pay through the *GEAR UP Gazette*, a periodic 4-page newspaper insert in the *Lexington Herald-Leader* during the 2016-17 school year.

### ***New online video tutorial series on FAFSA tripwires (March – August 2016)***

With continued coordination and support from GUK, the SVT will use the findings of their research on FAFSA tripwires to inform the development of a KnowHow2Pay FAFSA tutorial video series in summer 2016, with a release planned for the start of the 2016-17 school year. Videos will focus on topics and questions identified through focus groups and student/parent interviews in Kentucky schools and communities. All videos will be written and produced by SVT members and GUK high school students and will be published on YouTube and KnowHow2GOKy.org.

### **STUDENT-POWERED ADVOCACY**

Stirred to action by their research findings, the SVT simultaneously coordinated student advocacy efforts to combat the tripwires Kentucky students are experiencing. In March 2016, the SVT brought together hundreds of students and education advocates for a “Stand with Students” event at the Capitol Rotunda in Frankfort to advocate for more state investment in need-based financial aid programs, including the College Access Program (CAP) and the Kentucky Tuition Grant (KTG). According to the Kentucky Center for Economic Policy, three out of five students who were eligible for CAP were turned away in 2015, and one out of three students eligible for KTG was turned away due to lack of available funds—an estimated 20,000 students.

### **STUDENT-DRIVEN IMPACT**

The KnowHow2Pay campaign seeks to support the following:

- Increased number of recent Kentucky high school graduates who attend any postsecondary institution the fall or spring after graduation, especially low-income students.
- Increased number of Kentucky high school students successfully submitting a FAFSA.
- Increased number of Kentucky students earning college credit in high school through dual credit, early college and dual enrollment programs.
- Increased student use of the Individual Learning Plan (ILP) for career and college exploration and planning.

While success on these desired outcomes will not be available for some time, the messages and media of the KnowHow2Pay campaign are poised to **reach millions of Kentucky students and families at a minimal cost**. Through GUK’s partnership with KBA’s Public Education Partnership program, KnowHow2Pay PSAs will air on TV and radio an average of 15,545 times each month, totaling an estimated 186,539 placements over one year, offering the potential to reach millions of viewers and listeners in Kentucky and surrounding states. Additionally, each issue of the GEAR UP Gazette will reach more than **71,000 Kentucky homes** with campaign messages and information about college planning and financial aid opportunities. Additionally, more than 30 SVT public presentations about college tripwires by SVT members combined with their social media outreach has reached hundreds of thousands more across Kentucky and beyond.

By leveraging existing SVT research and GUK resources and partnerships, engaging students in the development and production of media products, and obtaining 100% donated videography services, the funding allocated to the development and dissemination of the KnowHow2Pay campaign dollars

has an **estimated return on investment of more than 10:1**. As detailed in the table below, the annual investment of \$327,762 by GEAR UP Kentucky results in an actual market value of \$3.9 million.

	<i>Cost</i>	<i>Estimated Market Value</i>	<i>Savings</i>	<i>Partners</i>
<b>Campaign Development</b>				
PC Student Voice Team PSAs: 1 TV, 3 radio	\$375	\$10,000	\$9,625	GUK, Student Voice Team, Courage Media
STLP student PSAs: 5 TV, 1 radio	\$0	\$10,000	\$8,418	Ky3C, KDE, GUK, Kentucky students
<b>Campaign Dissemination</b>				
Statewide PSA placements - TV	\$150,000	\$906,789	\$756,789	GUK, Kentucky Broadcasters Association
Statewide PSA placements -radio	\$150,000	\$2,539,308	\$2,389,296	GUK, Kentucky Broadcasters Association
Distribution of <i>GEAR UP Gazette</i> (3)	\$27,762	\$53,700	\$25,938	GUK, <i>Lexington Herald-Leader</i>
Op-ed placements by SVT on college tripwires	\$0	\$160,000	\$160,000	SVT
News articles by or about SVT	\$0	\$264,469	\$264,469	SVT
<b>TOTAL</b>	<b>\$327,762</b>	<b>\$3,924,266</b>	<b>\$3,596,492</b>	

Staff preparation by Kim Drummond



# STUDENTS AS PARTNERS

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STUDENT VOICE TEAM

PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE



kentucky college & career  
connection coalition



# STUDENT VOICE TEAM

PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

## WHO WE ARE

100+ self-selected

7th grade through undergrad

Skew high-achieving

## WHAT WE DO

Elevate informed student voice

Support students as partners



# OUR MODEL



31

Research and Outreach

Youth and Adult Partnerships



Deliberative Design



**STUDENT VOICE TEAM**  
PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

Learning Anywhere



Frame the Narrative

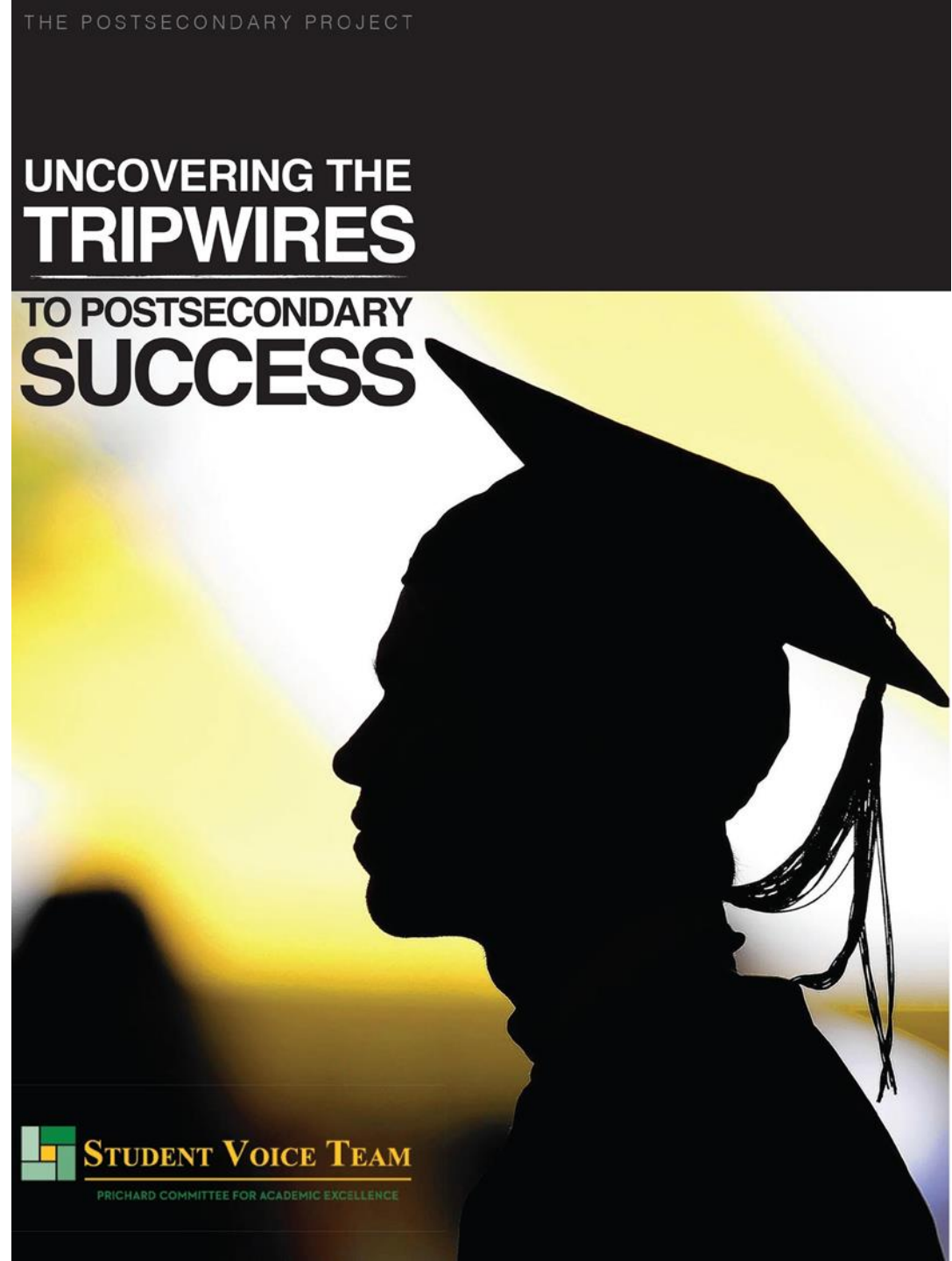




# THREE TRIPWIRES

1. Birthright Lottery
2. Veiled College Costs
3. College Unreadiness

32



# A PARTNERSHIP BEGINS



# PARTNERSHIP IN PRACTICE



**STUDENT  
VOICE  
TEAM**







The purpose of the Ky3C Coalition is to align, enhance, & expand college & career outreach efforts statewide.





## 2016-18 GOALS

1. Improve communication & collaboration among outreach professionals, programs & proponents
2. Expand access to evidenced-based training, resources & practices that support college & career success
3. Partner to promote shared understanding of the impact of policies related to college & career success
4. Establish Ky3C as a valuable and sustainable statewide network





# KnowHow2Pay

## GOALS

Integrate authentic student voices and experiences into college & career outreach messages & media

Increase awareness of the different ways Kentucky students and families can make it more affordable to earn a college degree.



# THE PROCESS



# THE DELIVERABLES

Qualitative research

Public Service Announcements

YouTube video tutorial series





# RESEARCH: ROUNDTABLES & INTERVIEWS





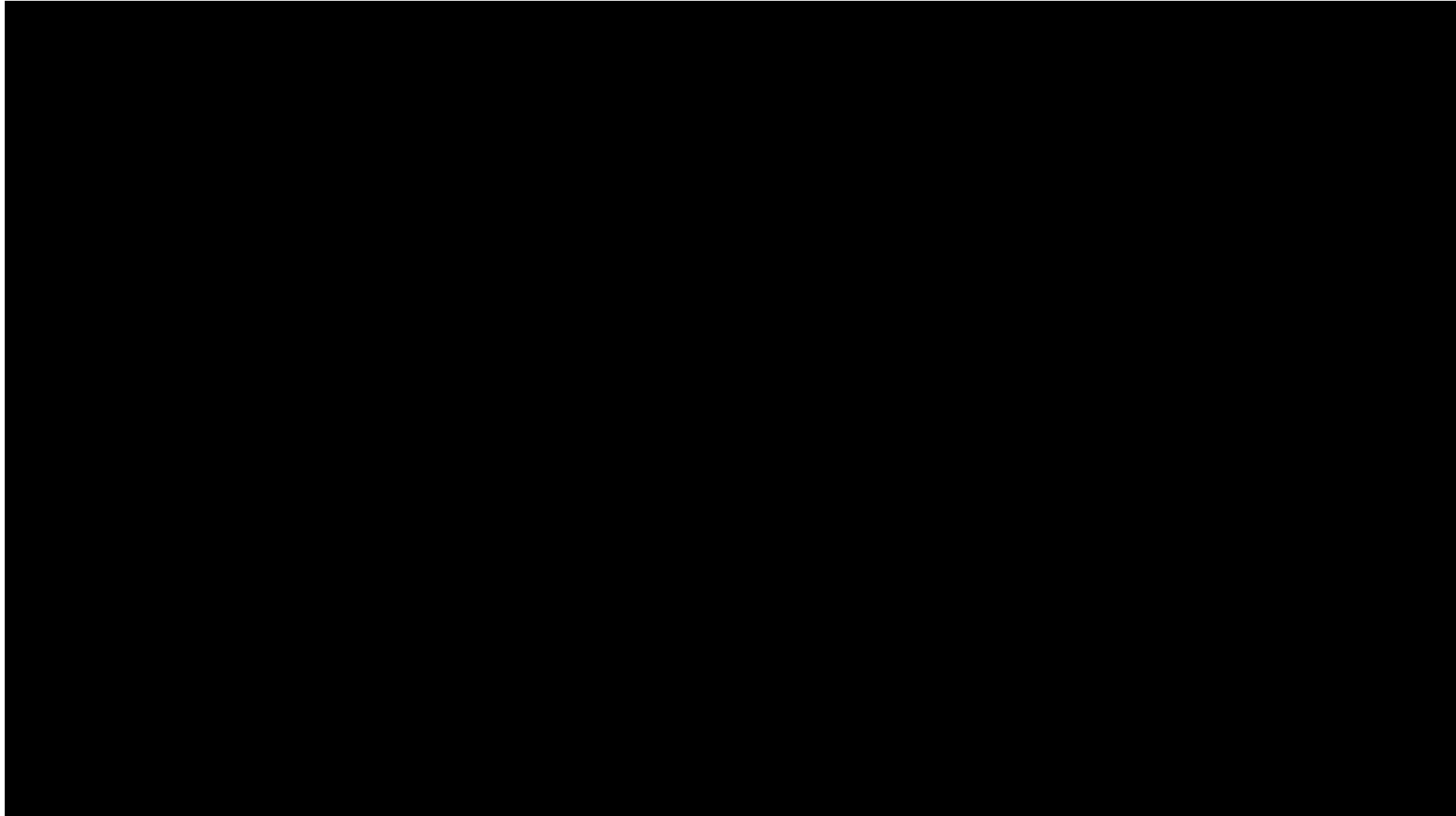
# OUTREACH: TV PSA DEVELOPMENT



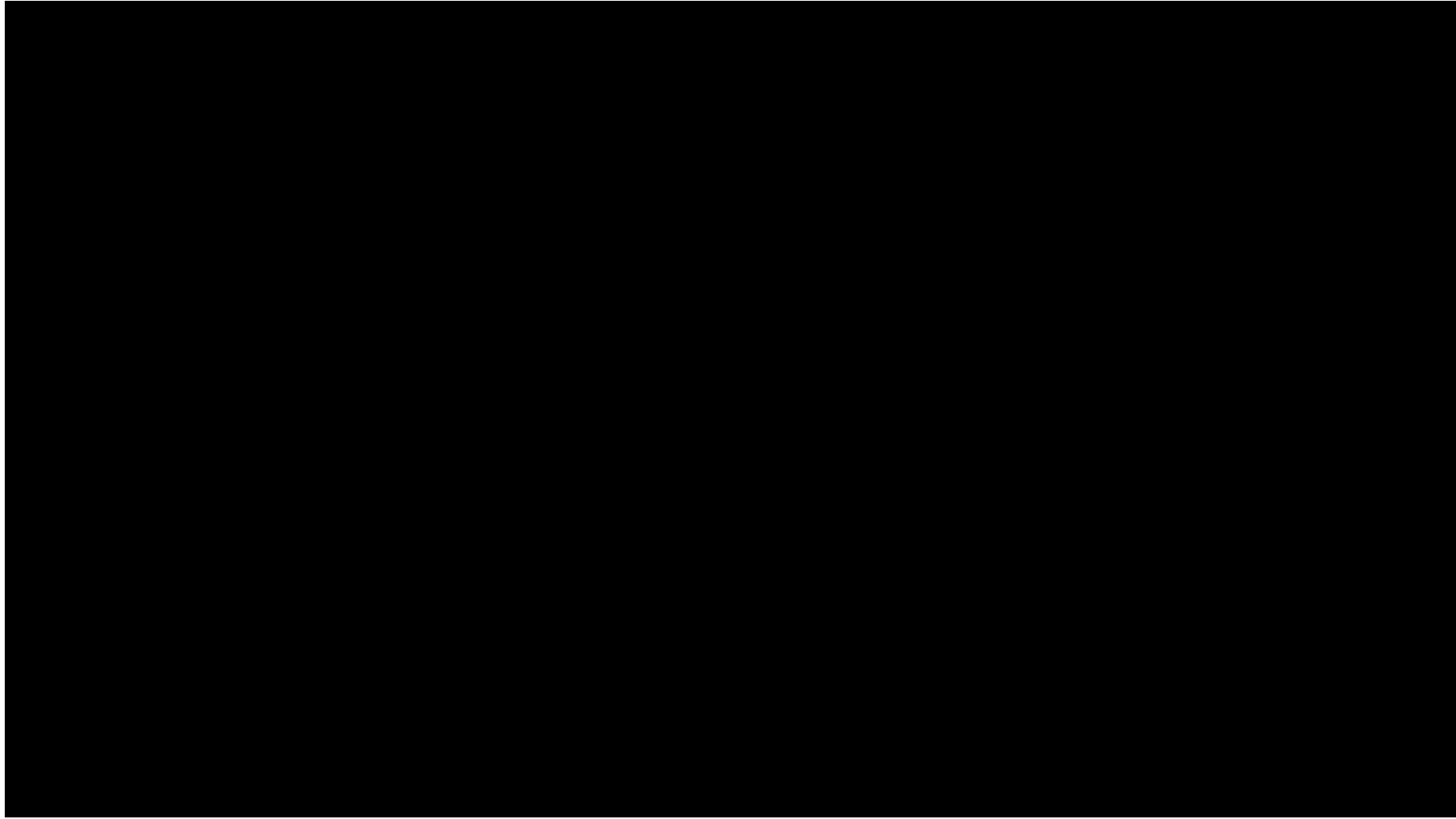
# OUTREACH: RADIO PSA DEVELOPMENT



# TV PSA: “WHAT’S THE FAFSA?”



# RADIO PSA: MONEY ON THE TABLE





# STLP PSA Contest

Find your career path

Fill out the FAFSA

Earn good grades to get scholarships

Get a head start on college classes

Start saving now.



Design. Make. Connect. LEARN  
STLP Kentucky



## KnowHow2Pay

2015-16 Student Public Service Announcement Challenge



*Winning PSA's  
will be broadcast on  
TV and radio statewide  
and student winners  
will be invited to be  
recognized on stage at  
the STLP State Finals  
@ Rupp Arena  
in Lexington on  
4/22/16!*

*There is more than one way  
to pay for college!*

Many students and families are worried about how they will afford to go to college. This is your chance to help spread the good news that there are LOTS of ways to make college less expensive if you plan early and work hard!

### PSA Topics

- Find Your Career Path
- Fill out the Free Application for Federal Student Aid (FAFSA)
- Earn Good Grades & Get Involved
- Get A Head Start on College Classes
- Start Saving Now

**DEADLINE FOR  
ENTRIES:  
February 1, 2016**

This contest is open to all Kentucky middle and high school students as part of Kentucky's Student Technology Leadership Program's Digital Products Online Judging (DPOJ) competition.

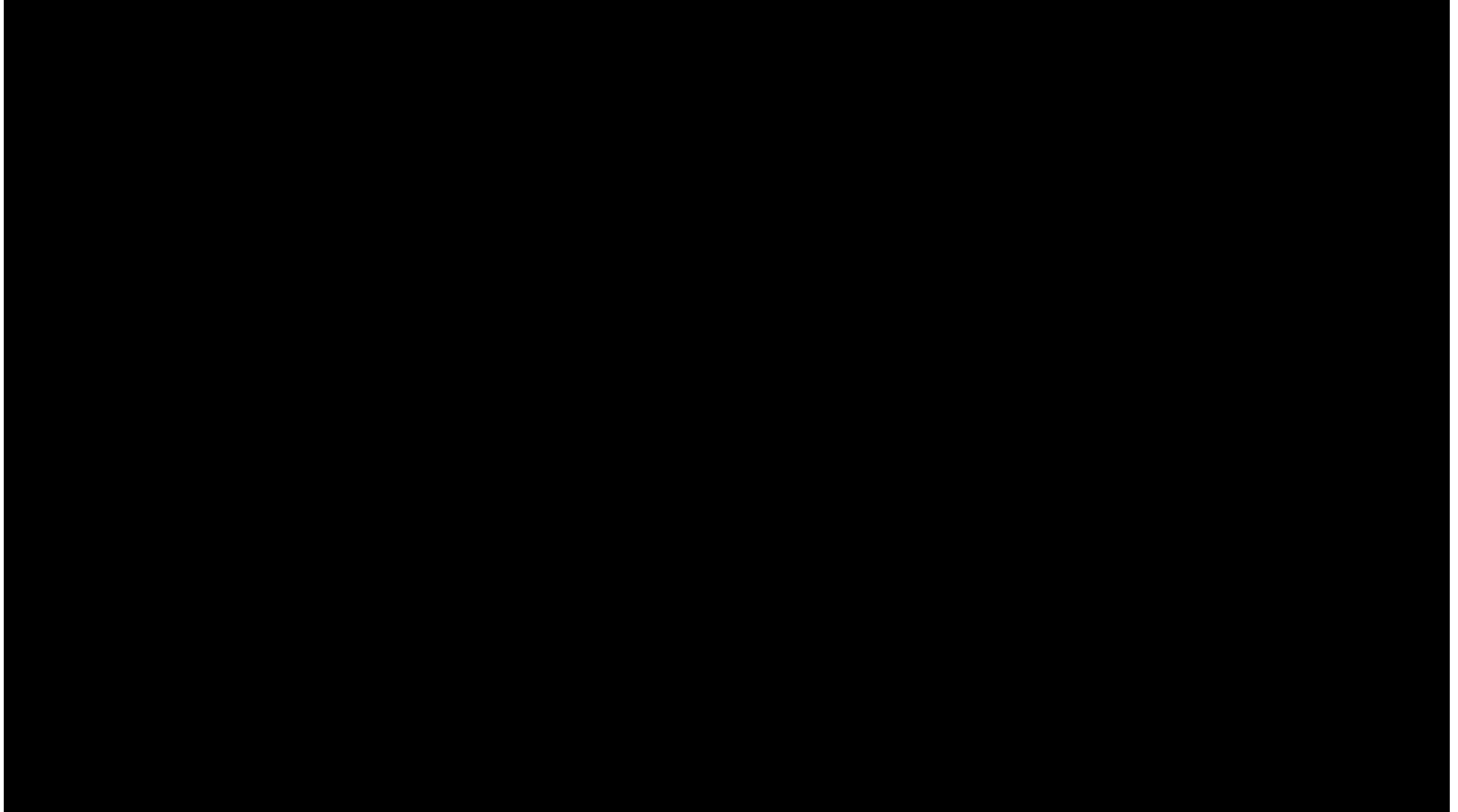
Questions?  
Ky3C Coalition Contact  
for STLP Coordinators:  
Liz Neill  
elizabeth.neill@ky.gov  
Phone: 502-573-1555 ext. 111

For more information, visit:  
**STLP.education/gov**  
and click DPOJ

Sponsored by the Kentucky College & Career Connections Coalition (Ky3C)



# OVERALL CHAMPION PSA: “CAPABLE”

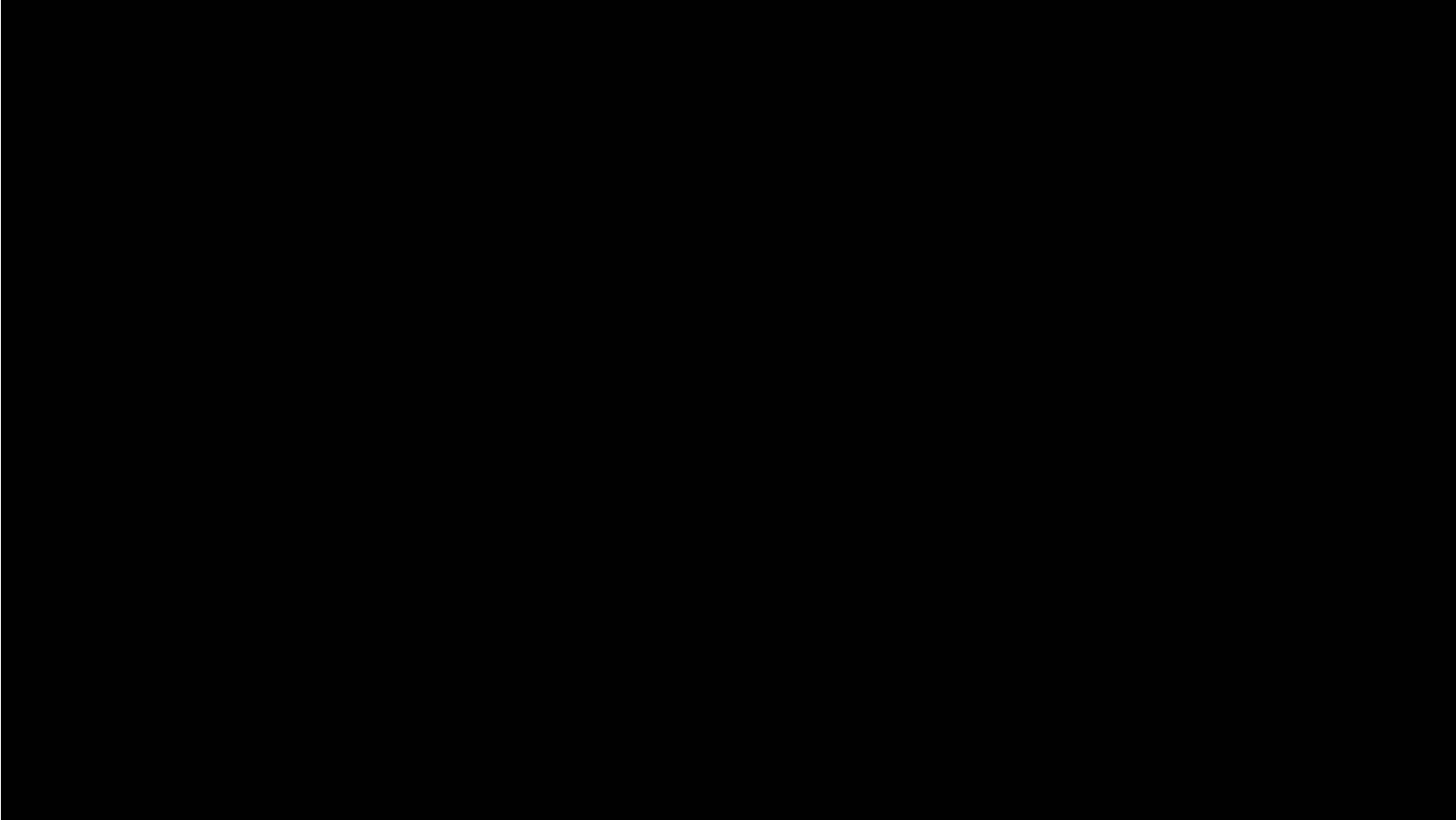


# FIGURING OUT FAFSA





# STUDENT & PARENT INTERVIEWS



COMING SOON



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The screenshot shows the KnowHow2GOKy website interface. At the top left is the "Kentucky" logo. To the right are links for "DICTIONARY" and "LINKS", and a login prompt "Login to your ILP or KHEAA". The main header features the "KnowHow2GOKy" logo and a "SEND TO A FRIEND" button. A vertical navigation menu on the left lists categories: MIDDLE SCHOOL, FRESHMEN, SOPHOMORES, JUNIORS, SENIORS, ADULTS, COLLEGE TRANSFER, MENTORS, and MENTORES EN ESPAÑOL. The central video player displays the title "What's the FAFSA?" and has a progress bar at 0:01 / 0:30. Below the video are several promotional tiles: "ARE YOU READY FOR COLLEGE" with a quiz link, "Think you can't AFFORD COLLEGE?" with a link to "#KnowHow2Pay", "GO BACK TO COLLEGE" with a link to "myFAFSAstory", "Figuring out the FAFSA?" with a link to "myFAFSAstory", "FIND HELP NEAR YOU" with a map icon, and "15 TO FINISH" with a graduation cap icon and the slogan "GET IN • GET OUT • GET GOING".

# EARLY RESULTS: DOLLARS LEVERAGED

**\$327,762**

INVESTED  
in development  
& dissemination

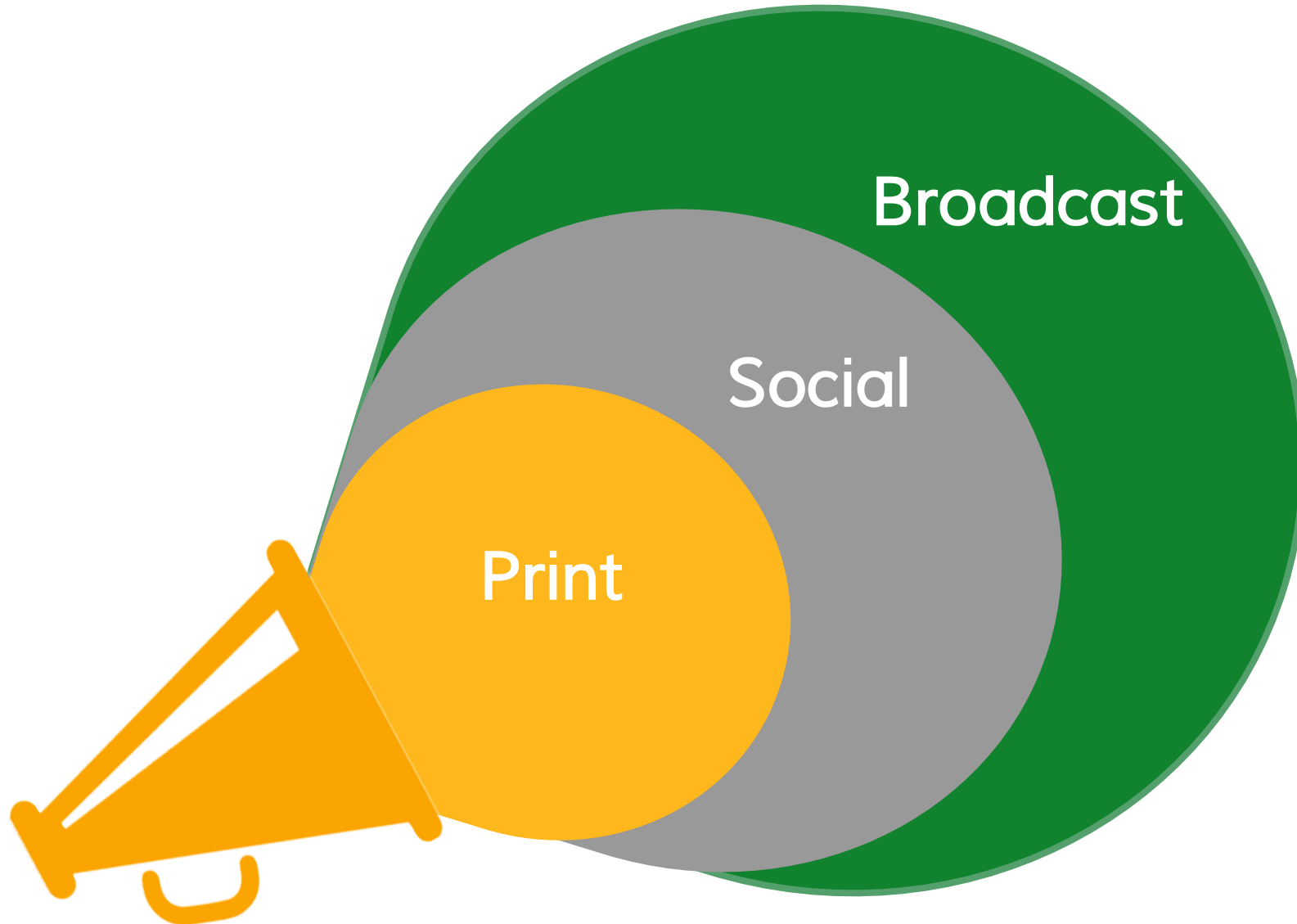
=

**\$3.9M**

ACTUAL VALUE  
leveraged through  
partnerships



# EARLY RESULTS: MESSAGING & MEDIA REACH



**71,000**

receive GEAR UP Gazette

**26**

student-written op-eds

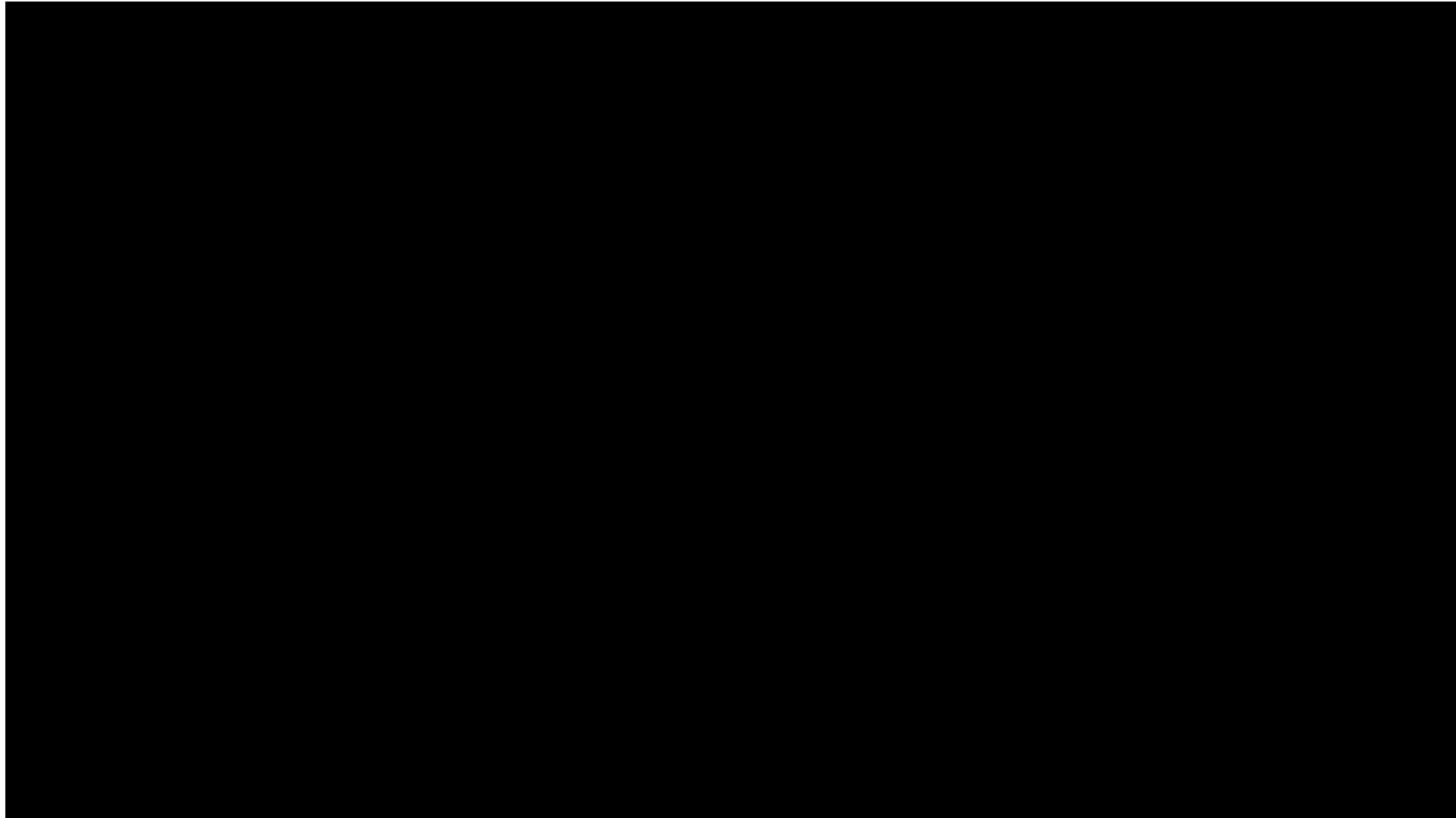
**3,805**

followers on Twitter,  
FB & Instagram

**186,539**

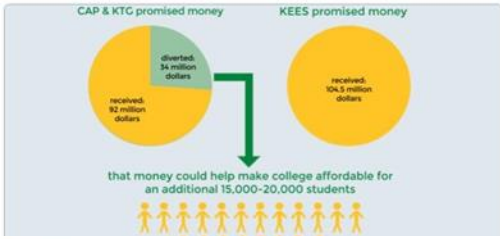
TV and radio  
PSA placements

# STAND WITH STUDENTS



**#POWERBALLPROMISE**

I just supported Honor the #PowerballPromise on @Thunderclapt // @PCStuVoiceTeam



Alison L. Grimes @KySecofState

Way to go @PCStuVoiceTeam! #PowerballPromise kept! I'm proud to #StandWithStudents & always with you #Kyga16

This is Jay. Without need-based scholarships like CAP & KTG, he will not be able to afford college #PowerballPromise



Thank you Kentucky General Assembly and @GovMattBevin for honoring the #PowerballPromise. #StandWithStudents #KyGA16



KY's 4 yr college graduation rate of around 30% is the 14th worst in the nation. Affordability is a major factor.

Eliza Jane Schaeffer @\_elizajane\_

@PCStuVoiceTeam shows what's possible when Ss & adults work together to improve the ed system. True in policy work AND school governance.

Kudos: @MadiMarieOrtega @KeithG2Jr @radhikasharmaa @NicholasImam @AllieMonck et al. for jumping into the fray today.



Join us on March 3rd in the Capitol Rotunda as we share the stories of these low-income students #PowerballPromise

**POWERBALL PROMISE**

READY FOR COLLEGE BUT NO WAY TO GO

The Stories of Kentucky's Low Income Students

**STUDENT VOICE TEAM**  
PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

3.3.16 - Capitol Rotunda - 10 am



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 **CLAYCO NEWS** *Music you love*  
REAL NEWS EVERYDAY Since 2004

 The Advocate  
Messenger

57

**Colt Nation**  
*The WJHS Student Newspaper*

**KET**

The  
**SENTINEL  
ECHO**

LEXINGTON  
**HERALD-LEADER**

# ***The Broken Powerball Promise***

Comment | Time to fix broken Powerball promise

OP-ED JANUARY 22, 2016 2:58 PM

Ky. losing as lottery funds are diverted

**Poorer students need more  
support from policymakers**

EDUCATION APRIL 23, 2016 7:09 PM

**Financial aid for up to 30,000 restored at the  
wire**

**Students Rally for Need-Based  
Scholarship Funding**

Politicians are pricing Ky.'s college  
students out of a future

Comment | Students cannot remain silent

# EARLY RESULTS: ADVOCACY LEVERAGED

230,000+

ENGAGED

in advocacy for  
#PowerballPromise



\$55M

FUNDING RESTORED

to CAP and KTG scholarships  
from state lottery  
over the next 2 years

# WHY STUDENTS AS POSTSECONDARY POLICY AND ADVOCACY PARTNERS?

Compelling messengers

Bridge from policy to practice

Most skin in the game



Questions?

Comments?



# STUDENT VOICE TEAM

PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

@PCStuVoiceTeam



[prichardcommittee.org/studentvoiceteam](https://prichardcommittee.org/studentvoiceteam)  
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## 2016-17 Tuition and Mandatory Fee Recommendation

*The Council staff used a collaborative process to develop its 2016-17 tuition and mandatory fee ceiling recommendation, which included sharing information and engaging in discussions with campus presidents and chief budget officers, Council members, student groups, and the Governor's office.*

*Based on feedback from multiple stakeholders there is a general sentiment that increases in resident undergraduate tuition and mandatory fees should be moderate in academic year 2016-17 to support a necessary balance between students' and families' ability to pay for college and institutional resources required to partially offset state budget cuts and mandated cost increases, and to support continuing progress toward attainment of HB1 goals and Strategic Agenda strategies and objectives.*

**ACTION:** It is recommended that the Council approve 2016-17 resident undergraduate tuition and mandatory fee ceilings that equate to maximum base rate increases of no more than 5.0 percent for the research universities.

For the comprehensive universities, in an effort to reduce growing disparity in published tuition and fee rates within that sector, it is recommended that the Council approve a "common dollar increase" ceiling of \$432.<sup>00</sup> for each institution. Said amount is based on a ceiling of 4.65 percent measured against current tuition at Western Kentucky University.

It is also recommended that the Council approve a tuition ceiling of \$7.<sup>00</sup> per credit hour for KCTCS institutions.

It is further recommended that the Council adopt a new Nonresident Student Tuition and Fee Policy that requires institutions to generate a sufficient amount of net tuition and fee revenue per nonresident student to equal or exceed 100 percent of direct instructional and student services costs per student. This policy will replace the former practice of requiring institutions to charge nonresident students two times the in-state rate for comparable programs of study.

Finally, it is recommended that the public universities be allowed to submit for Council approval market competitive resident and nonresident tuition and mandatory fee rates for graduate and online courses.

These recommendations are consistent with Tuition and Mandatory Fee Policy objectives, including funding adequacy, shared benefits and responsibility, affordability and student access, attracting and importing talent, and effective use of resources.

## 2016-17 Resident Undergraduate Tuition and Mandatory Fees

The table below contains staff recommended dollar ceilings by institution for 2016-17 resident undergraduate tuition and mandatory fees.

Resident Undergraduate Tuition and Mandatory Fees Recommended 2016-17 Maximum Dollar Ceilings by Institution				
<u>Campus</u>	<u>2015-16 Tuition and Fee Base Rates<sup>(a)</sup></u>	<u>2016-17 Maximum Dollar Ceilings</u>	<u>Dollar Change</u>	<u>Percent Change</u>
UK	\$10,936	\$11,483	\$547	5.00%
UofL	10,542	11,069	527	5.00%
WKU	9,282	9,714	432	4.65%
NKU	8,736	9,168	432	4.95%
EKU	8,150	8,582	432	5.30%
MoSU	7,966	8,398	432	5.42%
MuSU <sup>(b)</sup>	7,608	8,040	432	5.68%
KSU	\$7,364	\$7,796	\$432	5.87%
KCTCS	\$147.00 pch	\$154.00 pch	\$7.00 pch	4.76%

pch - per credit hour

<sup>(a)</sup> Does not include Special Use Fees at UofL, EKU, MoSU, NKU, and WKU; or Agency Bond Fees at KCTCS.

<sup>(b)</sup> MuSU is proposing to implement a new Tuition and Scholarship Model for 2016-17 that entails increasing annual tuition and fee charges for first-time freshmen and new transfer students by about 10.4% and increasing tuition and fees for returning students by no more than 5.0 percent. Based on projections of new and returning students, the weighted average increase in tuition and fees for all full-time, resident undergraduate students will not exceed 5.7% which complies with staff's proposed tuition ceiling.

## Comprehensive Sector Common Dollar Ceiling

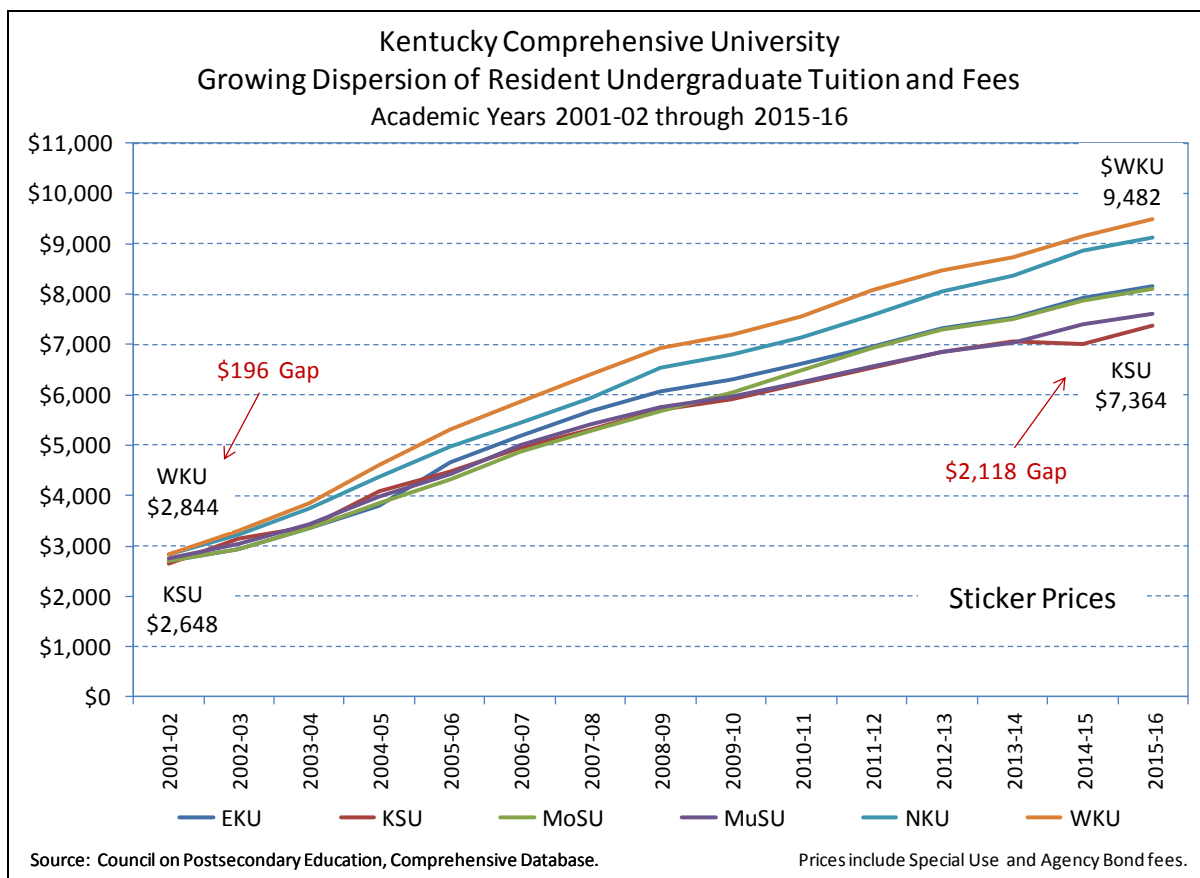
In January 2016, staff initiated discussions with campus officials regarding the 2016-17 tuition and fee setting process. Early in those discussions, two comprehensive university chief budget officers requested that Council staff consider differentiating percent increase ceilings within their sector to address the issue of growing dispersion in resident undergraduate tuition and fee prices among institutions within the comprehensive sector.

The data showed that variance in comprehensive university resident undergraduate sticker prices had indeed increased over time. As can be seen in the chart below, between academic years 2001-02 and 2015-16, the gap between published tuition and fees at the lowest priced comprehensive university (i.e., KSU in both 2001-02 and 2015-16) and the highest priced comprehensive university (i.e., WKU in both 2001-02 and 2015-16) widened considerably, growing from \$196 to \$2,118, respectively. Furthermore, it was clear that the

use of a “common percent increase” ceiling within the comprehensive sector every year since 2009 had exacerbated growth in the gap.

Several proposals surfaced regarding ways to address this issue, but ultimately it was determined that use of a “common dollar increase” ceiling made the most sense, given uncertainties in the postsecondary education budgetary environment this tuition cycle. An inherent benefit of using this approach is that it provides opportunities for lower-priced institutions in the comprehensive sector to halt growth in the price gap going forward.

The common dollar increase approach for setting comprehensive sector tuition ceilings, entails establishing the price of the highest priced institution in the sector, in this case Western Kentucky University at \$9,282 (does not include Special Use Fees), as the beginning base and then applying a percent increase (+4.65%) to that base to calculate a dollar increase amount (+\$432.<sup>00</sup>). That dollar increase amount then becomes the dollar increase ceiling for every institution in the sector.



Staff recommends that the Council approve a 2016-17 resident undergraduate tuition and mandatory fee ceiling that equates to a maximum base rate increase of no more than 4.65 percent for Western Kentucky University. This percentage increase equates to a maximum dollar increase ceiling of \$432.<sup>00</sup> for WKU. Staff further recommends that the Council approve a maximum “dollar increase ceiling” of \$432.<sup>00</sup> for each of the other comprehensive universities, including Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, and Northern Kentucky University.

## **MuSU Tuition and Scholarship Model**

During the months of March and April 2016, Murray State University and Council staffs had several discussions regarding potential changes in pricing structure and scholarship packages at the university for the upcoming academic year. On April 19, campus officials submitted a proposal to staff, providing details of a new Tuition and Scholarship Model that the university is planning to implement, beginning summer 2016. A copy of MuSU's proposal is attached (see Attachment A) and important features of the plan are summarized below.

The new tuition model is a one-time realignment of published tuition and fees, whereby the university will increase resident undergraduate tuition and fees by 10.4 percent for first-time freshmen and new transfer students and by no more than 5.0 percent for returning students, but the weighted average increase in tuition and fees for all resident undergraduate students will not exceed 5.7 percent, which complies with staff's recommended tuition and fee ceiling for Murray State University.

Currently enrolled students will continue to be charged using the existing rate structure, with allowances for Council approved rate increases. The new approach also calls for elimination of web and online course premiums, which have historically been priced at 130 percent of Kentucky resident tuition for all web and online courses. Finally, MuSU will begin to charge for all credit hours above 15 at the standard per-credit-hour rate (i.e., the full-time flat rate per semester divided by 12 credit hours).

The new Academic Achievement scholarship package is a merit-based model that is comprised of five levels of financial aid, based on a student's high school GPA and ACT score. Awards are available only to full-time freshmen enrolling for the first time in the summer of 2016 or after, and are renewable for students who continue to meet high academic standards. The awards are based on a percentage of tuition, not a fixed dollar amount. Students not qualifying for awards at time of entry who obtain a 3.7 GPA during their first year of full-time study will qualify for a scholarship in their second year. Scholarships can continue to be renewed in subsequent years provided the student maintains a 3.7 GPA.

Staff recommends that the Council approve the previously described \$432.<sup>00</sup> dollar increase ceiling for Murray State University, which equates to a 5.7 percent increase. Based on projections of new and returning students, the weighted average increase in tuition and fees for all full-time, resident undergraduate students enrolling at MuSU next year will not exceed 5.7 percent, which complies with the recommended tuition ceiling. Staff further recommends that the Council endorse MuSU's new Tuition and Scholarship Model.

## **KCTCS Safety and Security Fee**

On April 20, KCTCS submitted a proposal to the Council, requesting that they be allowed to implement a \$2.<sup>00</sup> per-credit-hour Safety and Security Fee in 2016-17 that would be outside the cap established for their tuition increase (see Attachment B). Although the proposed fee does not meet the criteria for an exemption under the Council's Special Use Fee Exception Policy, because it is neither student requested, nor student endorsed, the Council may, in its



discretion, approve the request. Important features of the proposed Safety and Security Fee are summarized below.

There is an expectation among students and their families, state and federal policymakers, and the general public that colleges and universities should provide safe and secure living, learning, and working environments. This expectation is no less pervasive among those enrolled or working in community colleges, than it is among their counterparts at four-year, residential institutions, but community and technical colleges typically lack access to the same level of resources. In Kentucky, seven years of declining state support and tuition and fee ceilings adopted by the Council have limited KCTCS's ability to invest in necessary safety and security initiatives.

At the federal level, increased attention to campus safety and security has been mandated through legislation, including provisions of Title IX and the Clery Act. New guidance from the Office of Civil Rights has mandated that KCTCS dedicate resources toward bolstering the Title IX program to effectively adjudicate sexual misconduct reports. The Clery Act requires postsecondary institutions to maintain an emergency response and evacuation plan that is tested and evaluated on an annual basis. These and other similar mandates are unfunded, which provides the basis for KCTCS's Safety and Security Fee request.

If the requested fee is approved, KCTCS officials estimate it will generate about \$2.7 million in annual revenue, which will be used solely for the purpose of supporting and enhancing safety and security at over 70 KCTCS locations. Specifically, fee revenue will be used to cover the costs of providing federally mandated training programs, developing crisis management plans and programs, adding additional security personnel, acquiring emergency preparedness supplies, and adding or upgrading surveillance cameras, access control systems, automated building lockdown systems, internal and external public announcement systems, and emergency call boxes.

### **Nonresident Student Tuition and Fee Policy**

For over a decade, the Council has adhered to a practice of requiring published tuition and fee charges for nonresident undergraduate students to be at least two times the resident undergraduate rate for comparable programs of study. This practice has been only partially effective for two reasons.

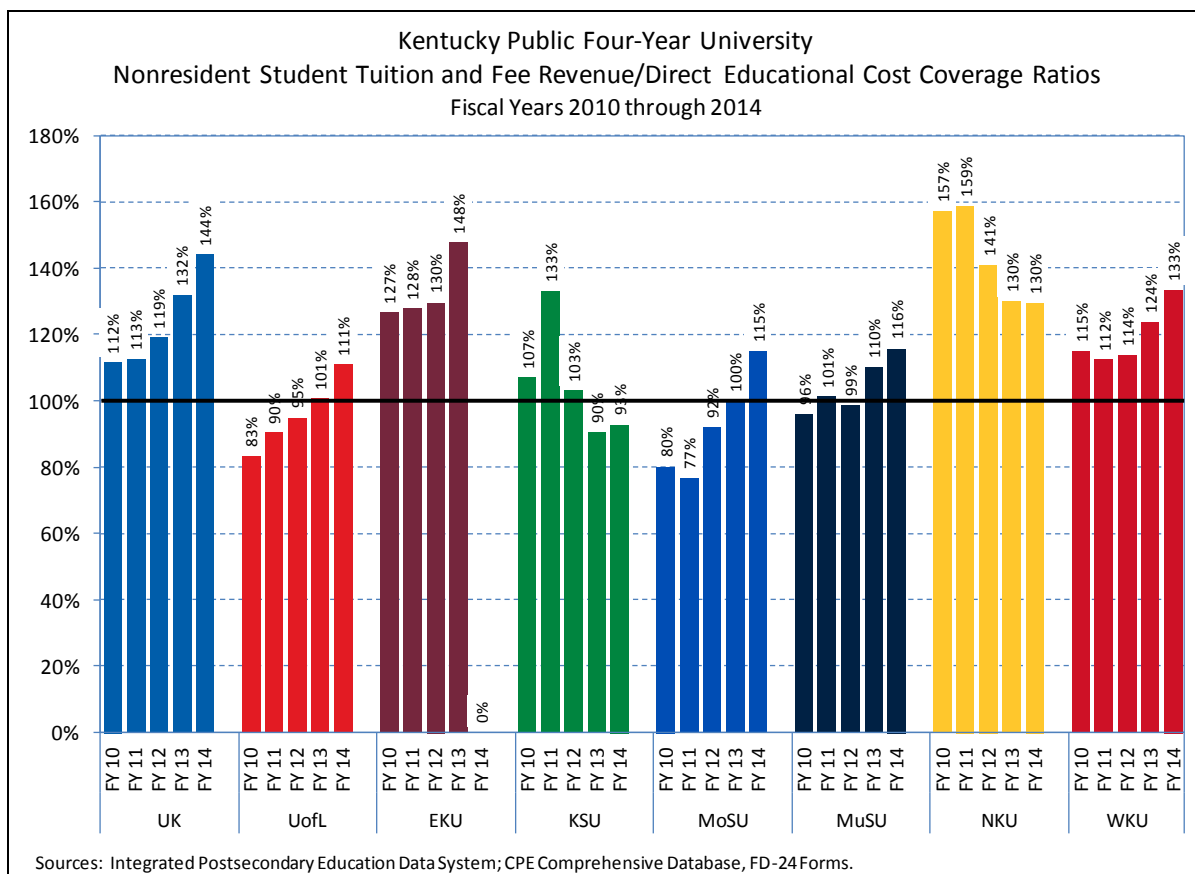
First, every year several institutions submit exception requests to the Council, asking that they be allowed to charge nonresident students less than two times the resident rate for certain categories of students. Staff routinely recommends and the Council routinely approves the requested exceptions to the nonresident rate floor. Second, although many institutions meet the nonresident rate floor requirement in terms of their published prices, they provide liberal amounts of scholarship aid to out-of-state students, which results in lower net tuition and fee revenue generated from such students.

To address these issues, staff is recommending a new approach for the upcoming academic year, which requires every institution to manage their tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that the average net tuition

and fee revenue generated per nonresident student equals or exceeds 100% of direct instructional and student services costs per student. Staff recommends that this approach be described in explicit language that will be added to the Council’s Tuition and Mandatory Fee Policy (see Attachment C for proposed language).

The chart below shows recent trends in direct cost coverage ratios at Kentucky universities, defined as nonresident net tuition and fee revenue per nonresident student divided by direct instructional and student services costs per student. As can be seen in the chart, the share of educational costs borne by nonresident students has increased at nearly every institution over the past five years, with KSU and NKU exhibiting exceptions to this trend. As of fiscal year 2013-14, every university with the exception of KSU generated enough net tuition and fee revenue from out-of-state students to cover average direct costs of educating those students.

The black line drawn at 100% on the chart represents the average direct cost of educating students in any given year at any given institution. Nonresident net tuition and fee revenue per nonresident student is expressed as a percentage of average direct educational costs and depicted by colored bars for each institution. Thus, the black line and colored bars become a simple way to determine if net tuition and fee revenue generated by out-of-state students is covering average direct educational costs. If the proposed policy is approved by the Council, similar data can be used to assess campus compliance going forward.



Staff recommends that the Council approve a new nonresident student tuition and fee policy that ensures that out-of-state students are paying an appropriate share of educational costs at

Kentucky postsecondary institutions (see Attachment C for proposed policy language). As part of the tuition and fee setting process, staff will monitor and report annually to the Council regarding compliance with this requirement. Adoption of the proposed policy is supported by all campus presidents and chief budget officers.

### **Graduate and Online Tuition and Mandatory Fees**

The staff recommends that the public universities be allowed to submit for Council approval market competitive resident and nonresident tuition and mandatory fee rates, as approved by their respective boards, for graduate and online courses.

Staff preparation by Bill Payne, Scott Boelscher, and Shaun McKiernan

## **Murray State University**

### **Proposed New Tuition and Scholarship Model**

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In 2014, MSU began an in-depth review of tuition rates and merit scholarships. As discussions ensued, we felt the need to obtain an external and objective level of review of both tuition rates and scholarship offerings. As a result, MSU contracted with the research-based firm Maguire Associates to assist with the development of enrollment management and student marketing enhancements. The major focus of this analysis was to determine the elasticity of gross and net tuition for Kentucky and the regional states of Illinois, Missouri, Indiana, Alabama and Tennessee and to develop a scholarship model that would attract the best and brightest students in the primary region we serve. After further analysis and with the results of Maguire's engagement, the University has developed an aggressive pricing and scholarship model for newly enrolled students, effective for summer 2016 courses.

It is important to note that this proposed model does not apply to students who are currently enrolled at MSU. Currently enrolled students will continue with their current rate structure and approved rate increases and current fixed amount scholarship packages. Current students will remain on their current structure for six years and will only convert to the new model if they have been out of school long enough to require readmission.

#### **Tuition and Mandatory Fees**

MSU understands the need to increase tuition rates to allow for an aggressive scholarship model and to position the University for future financial sustainability. The tuition and mandatory fee factors are listed below:

- Applies to only undergraduate students enrolling or applying for readmission to the university for summer 2016 and after. This applies to first-time freshmen and new transfer students.
- Establishes a one-time realignment of gross tuition rates to a per-semester KY resident rate of \$4,200, which is 10.4% over the FY2016 rates. This rate is a flat rate for all full-time students taking at least 12 – 15 credit hours.
- Establishes a new regional rate that will be 2.0 times the KY resident rate, which will comply with proposed CPE non-resident rate guidelines.
- Continues the non-resident rate (for students outside of the regional states of TN, IN, IL, MO and AL) of 2.7 times the KY resident rate.
- Eliminates the web course premium rates of 130% of KY resident tuition for all web/online courses.
- Begins to charge for all credit hours > 15 at the standard hourly rate, based on the student's state of residency. This standard hourly rate is the appropriate full-time flat rate divided by 12 credit hours.
- Full-time undergraduate rates will closely align with the elasticity rates estimated by Maguire Associates.

#### **Scholarships**

- The new Academic Achievement scholarship package is a merit-based model that is comprised of five levels of aid based on a student's high school GPA and ACT score. Awards are renewable for students who continue to meet high academic standards for each scholarship. These awards

are only available to full-time freshmen enrolling for the first time in the summer of 2016 or after.

- Awards are for a percentage of tuition and not based on fixed dollar amounts. This helps to protect students and their family against the impacts of inflation and increasing rates.
- For entering students not qualifying for the Academic Achievement award, a scholarship has been created (The Academic Success Scholarship) that rewards academic performance once enrolled at MSU. Students who obtain a 3.7 GPA during their first year of full-time study at MSU will qualify for a scholarship for their second year of study. This award will be renewed the following year if the student continues to obtain a 3.7 GPA for the second year. If the student does not reach these academic standards the second year, then they will lose the award for the third year.
- Includes increased scholarship funding for transfer students meeting GPA requirements of 3.25.

In addition to the above listed criteria, the University will begin to require each student to complete the FAFSA annually to be eligible for any University scholarship funds.

The proposed new Academic Achievement scholarship grid is shown below:

		Trustees 100% Tuition	Regents 80% Tuition	Provost 60% Tuition	Carr 45% Tuition	University 20% Tuition		
Academic Achievement Tuition Scholarships for Incoming Freshmen								
SAT	ACT	4 GPA	3.9 GPA	3.8 GPA	3.7 GPA	3.6 GPA	3.5 GPA	3.4 - 3.0 GPA
1600	36	100% Tuition	100% Tuition	100% Tuition	100% Tuition	80% Tuition	60% Tuition	20% Tuition
1540-1590	35	100% Tuition	100% Tuition	100% Tuition	100% Tuition	80% Tuition	60% Tuition	20% Tuition
1490-1530	34	100% Tuition	100% Tuition	100% Tuition	100% Tuition	80% Tuition	60% Tuition	20% Tuition
1440-1480	33	100% Tuition	100% Tuition	100% Tuition	100% Tuition	80% Tuition	60% Tuition	20% Tuition
1400-1430	32	80% Tuition	80% Tuition	80% Tuition	80% Tuition	80% Tuition	60% Tuition	20% Tuition
1360-1390	31	80% Tuition	80% Tuition	80% Tuition	80% Tuition	80% Tuition	60% Tuition	20% Tuition
1330-1350	30	80% Tuition	80% Tuition	80% Tuition	80% Tuition	80% Tuition	60% Tuition	20% Tuition
1290-1320	29	60% Tuition	60% Tuition	60% Tuition	60% Tuition	60% Tuition	60% Tuition	20% Tuition
1250-1280	28	60% Tuition	60% Tuition	60% Tuition	60% Tuition	60% Tuition	60% Tuition	20% Tuition
1210-1240	27	45% Tuition	45% Tuition	45% Tuition	45% Tuition	45% Tuition	45% Tuition	20% Tuition
1170-1200	26	45% Tuition	45% Tuition	45% Tuition	45% Tuition	45% Tuition	45% Tuition	20% Tuition
1130-1160	25	20% Tuition	20% Tuition	20% Tuition	20% Tuition	20% Tuition	20% Tuition	20% Tuition
1090-1120	24	20% Tuition	20% Tuition	20% Tuition	20% Tuition	20% Tuition	20% Tuition	20% Tuition
		Additional Stipend of \$1500 annually for Trustees and Regents Scholars						
		Additional Stipend of \$1000 annually for Provost Scholars						

**Summary**

The overall financial impact of the new model is explained below and compared to revenue projections of currently enrolled students. As shown in this graph, the overall increase in FY2017 total gross tuition revenue is estimated to be 5.7%.

	Gross Tuition				
	All Dollar Amounts Shown in Millions				
	Tuition Revenue Estimates for FY2016	Tuition Amount Increase	Rate Increase	Tuition Revenue Estimates for FY2017	% of Total Revenues
Currently enrolled students	\$93.3	\$4.7	5.0%	\$98.0	87%
New undergrad students <i>(enrolled summer 2016 or after)</i>	\$13.8	\$1.4	10.1%	\$15.2	13%
<b>Total</b>	<b>\$107.1</b>	<b>\$6.1</b>	<b>5.7%</b>	<b>\$113.2</b>	<b>100%</b>

The proportion of total students expected to be admitted under the new model is shown in the graph below:

	Currently Enrolled Student Headcount Fall 2015	Students Estimated to be Admitted Under New Model	% of Total Students Estimated in New Model
<b>Undergraduate</b>			
Full-time	7,162	1,318	18%
Part-time	2,106		
<b>Graduate</b>			
Full-time	751		
Part-time	979		
<b>Total</b>	<b>11,097</b>	<b>1,318</b>	<b>12%</b>
Total Full-time Equivalent	8,850	1,318	15%



## **Kentucky Community and Technical College System Safety and Security Fee Points of Consideration**

### **Same expectation as 4-yr institutions to provide a secure campus**

- KCTCS holds the same expectation to provide a safe and secure learning and work environment as any 4-year, residential university/college without the same access to funds and resources.
  - Sharp decline in state appropriations and enrollment figures has further restricted the funds available to invest in safety and security initiatives.

### **Diverse, fluid campus populations**

- Community college campuses are generally more open and serve a more diverse and fluid student population than traditional 4yrs
  - Serves as a “hub” to the community which at times can create problems
  - CC students often have vastly different life experiences (compared to traditional, 4yr) that sometimes effect mental health, but lack the counseling resources to assist these students. This leads to security/liability concerns.
  - KCTCS (Hazard Community and Technical College) is the only Kentucky postsecondary education institution (that we are aware of) to experience a homicide due to domestic violence situation on campus.
- Increased focus on mental health issues of community college students and their effects on enrollment, retention, and safety risks
  - Access to mental health resources for community college students has recently began to garner national attention, but most don’t have resources to dedicate to it.
  - Administrative personnel lack the dedicated time, resources and training needed to stand up and maintain threat assessment teams.

### **Multiple, geographically dispersed campuses**

- KCTCS colleges must account for the security of multiple campuses that are spread out over multiple counties, creating unique security challenges in communications and warning, coordinating a response, locking down the buildings, etc.

### **System-wide campus safety and security assessments**

- System-wide safety and security assessments conducted in 2013-2014 reveal a number of deficiencies in terms of physical security, policy and programming, and systems and technology. KCTCS colleges lack the resources to address the recommendations that may have a greater impact on safety/security.
- International Association of Campus Law Enforcement Agencies (IACLEA) recommends that community colleges have an up-to-date emergency operations plan that focuses on both prevention and response.

- KCTCS implemented crisis management plans following the Virginia Tech incident, but the plans have not evolved with national standards because of lack of trained personnel.

#### **Limited security charge currently implemented at Bluegrass, Gateway and Jefferson Community and Technical Colleges**

- Safety charge for on campus students per semester
- By no coincidence, they received some of the highest ratings in the Safety and Security Assessment and Crisis Management Assessment
- All three maintain contracted security personnel at all campus locations, have been able to invest in access control, surveillance systems, and advanced warning systems (panic buttons, call boxes, public announcement speakers, etc.)
- Not every college and campus location may need contracted security, but funds can be invested toward upgrading security systems or developing better campus safety and preparedness programs.

#### **Increase in unfunded federal mandates from Title IX and Clery Act**

- Reauthorization of the Violence Against Women Act (VAWA) created a new requirement for all colleges and universities to provide primary and ongoing sexual assault awareness and prevention training programs
  - KCTCS contracted with LawRoom to provide online training to students and employees
- New guidance from Office of Civil Rights (OCR) on Title IX, and increased oversight, has mandated KCTCS to dedicate resources toward bolstering the Title IX program in order to effectively adjudicate sexual misconduct reports.
  - Awareness campaigns, new policies and procedures, tools and resources, and training programs for Title IX Coordinators
- Clery Act requires that institutions maintain an emergency response and evacuation plan that is tested and evaluated on an annual basis
  - Requires considerable amount of time and resources to develop a plan, train staff members, design and conduct an exercise, evaluate, and develop strategies for improvement. Applies to all KCTCS's 70+ campuses.
- Due to increased oversight of Title IX and the Clery Act, KCTCS continues to dedicate time and resources toward developing effective compliance programs.

#### **Potential Fee Uses:**

- **Costs of mandated federal training programs**
  - Title IX Coordinator Training
  - Campus Security Authority Training – Clery Act
  - Primary and ongoing sexual assault awareness and prevention training for students and employees – VAWA amendments to the Clery Act
- **Crisis Management Program Development**
  - Develop new emergency operations for each campus in line with federal standards.
  - Develop multi-year training and exercise program to transform plans into actionable skills and knowledge while consistently evaluating and improving response processes.
  - Funding for a centralized, incident management system such as WebEOC

- Developing a centralized dispatch and operation center at System Office to provide auxiliary support to campuses during emergencies.
- **Additional security personnel with expert professionalism and consistency of process, procedure, and application**
  - Contract security
  - Establish Memorandum of Agreement (MOA) with local law enforcement to serve as “resource officers”
  - Proprietary security personnel
- **Security systems upgrades**
  - Additional surveillance cameras and upgraded operating systems
  - Access control systems
  - Automated building lockdown systems
  - Internal/external public announcement systems
  - Emergency call boxes (“blue boxes”)
- **Acquisition of emergency preparedness supplies**
  - First aid kits
  - Communication equipment (P-25 compliant, handheld, multi-frequency radios)

In summary, KCTCS serves a more diverse, fluid student population with a wider range and depth of social issues than any postsecondary education institution in Kentucky. KCTCS is the only institution of postsecondary education to have a situation of domestic violence spill over into murder on one of its campuses. Additional resources are required to meet unfunded federal mandates of providing a safe and secure learning environment. The average KCTCS student receiving federal and state financial aid generates a residual balance payment back to the student of over \$2,200 per semester. A \$2 per student credit hour safety and security fee would generate approximately \$2.7 million KCTCS wide in new annual revenue to support and significantly enhance KCTCS’s 70+ campuses safety and security. Consideration is requested for the approval by the Council of Postsecondary Education to make this investment in KCTCS’ students’ future.

Council on Postsecondary Education  
Proposed Language for Nonresident Student Tuition and Fee Policy  
April 25, 2016

Nonresident Student Tuition and Fees

The Council and the institutions believe that nonresident students should pay a larger share of their educational costs than do resident students. As such, published tuition and fee levels adopted for nonresident students shall be higher than the prices for resident students enrolled in comparable programs of study.

In addition, every institution shall manage their tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that the average net tuition and fee revenue generated per nonresident student equals or exceeds 100% of direct instructional and student services costs per student. As part of the tuition and fee setting process, staff shall monitor and report annually to the Council regarding compliance with this requirement.

Given the substantial costs associated with health-sciences-related professional programs, and to ensure comparability of policy data and analysis across institutions, direct costs and revenues for Dentistry, Medicine, and Pharmacy students shall be excluded from calculations of policy assessment parameters for the research institutions.

# Making Kentucky **STRONGER BY DEGREES**

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**Kentucky Council on Postsecondary Education**  
**Robert L. King, President**  
**April 26, 2016**

# Kentucky Public Postsecondary Institution Combined Budget Reduction and Fixed Cost Increases Fiscal Year 2016-17

Institution	Budget Cut and Cost Increases			Combined Challenges	Percent of 2015-16 Base
	Enacted <sup>(a)</sup> Reduction	Mandated <sup>(b)</sup> KERS Increases	Other Fixed <sup>(c)</sup> Cost Increases		
University of Kentucky	(\$12,582,500)	\$0	(\$12,138,444)	(\$24,720,944)	-8.8%
University of Louisville	(\$6,258,500)	\$0	(\$10,754,252)	(17,012,752)	-12.2%
Eastern Kentucky University	(\$3,061,500)	(\$2,721,490)	(\$2,781,841)	(8,564,831)	-12.6%
Kentucky State University	\$0	(\$456,000)	(\$213,000)	(669,000)	-2.9%
Morehead State University	(\$1,950,300)	(\$919,078)	(\$1,890,766)	(4,760,144)	-11.0%
Murray State University	(\$2,161,100)	(\$1,082,947)	(\$1,161,451)	(4,405,498)	-9.2%
Northern Kentucky University	(\$2,184,200)	(\$3,800,000)	(\$904,303)	(6,888,503)	-14.2%
Western Kentucky University	(\$3,359,200)	(\$1,828,025)	(\$1,714,975)	(6,902,200)	-9.2%
KCTCS	(\$8,557,300)	(\$2,600,000)	(\$8,194,966)	(19,352,266)	-10.2%
<b>System Total</b>	<b>(\$40,114,600)</b>	<b>(\$13,407,540)</b>	<b>(\$39,753,998)</b>	<b>(\$93,276,138)</b>	<b>-10.2%</b>

<sup>(a)</sup> The 2016-18 Budget of the Commonwealth (HB 303) includes an enacted 4.5% reduction each year from the current year base.

<sup>(b)</sup> HB 303 mandates an employer contribution rate of 48.59% for KERS in fiscal year 2016-17, a 9.82 percentage point increase.

<sup>(c)</sup> Includes M&O, utilities, health insurance, mandated tuition waiver, and contractual obligation cost increases.

Source: Kentucky Budget of the Commonwealth; University and KCTCS Chief Budget Officer estimates.

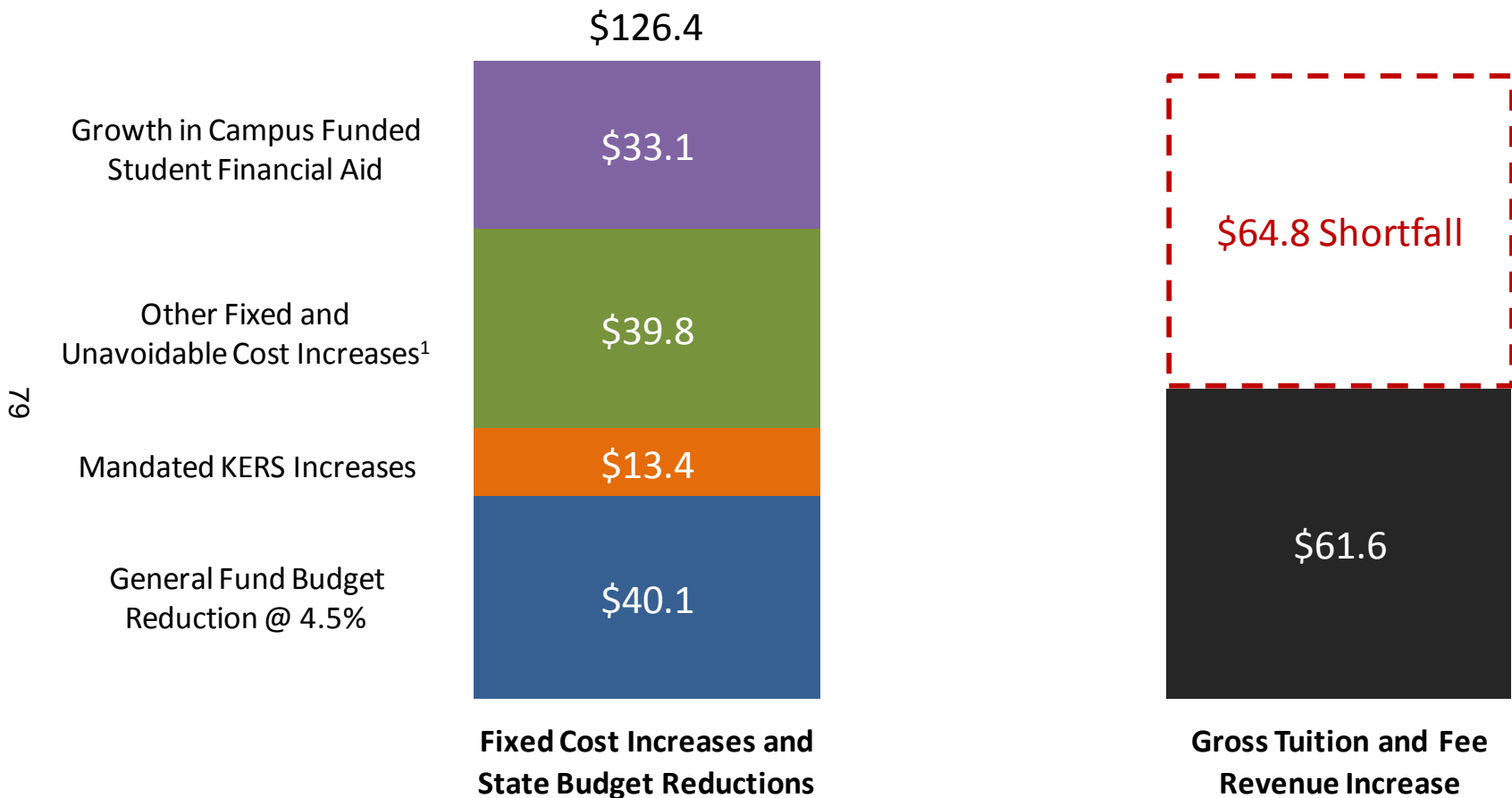




# Budget Challenges for Postsecondary Institutions

## Fiscal Year 2016-17

*(Dollars in Millions)*



<sup>1</sup> Includes M&O, utilities, health insurance, mandated tuition waiver, and contractual obligation cost increases.

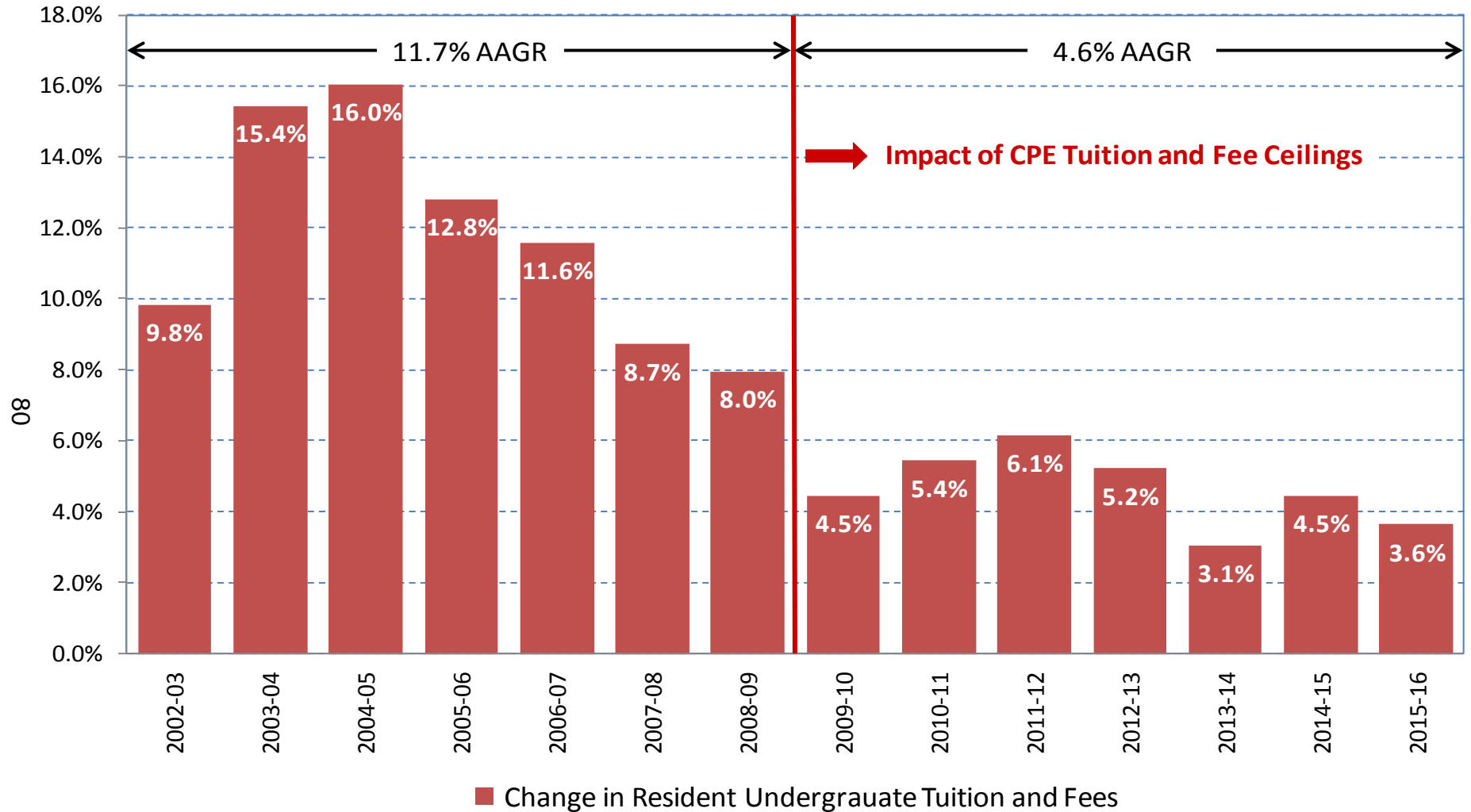
Source: Council on Postsecondary Education, Comprehensive Database.



# Kentucky Public Postsecondary System

## Annual Change in Resident Undergraduate Tuition and Fees

Fiscal Years 2002-03 through 2015-16

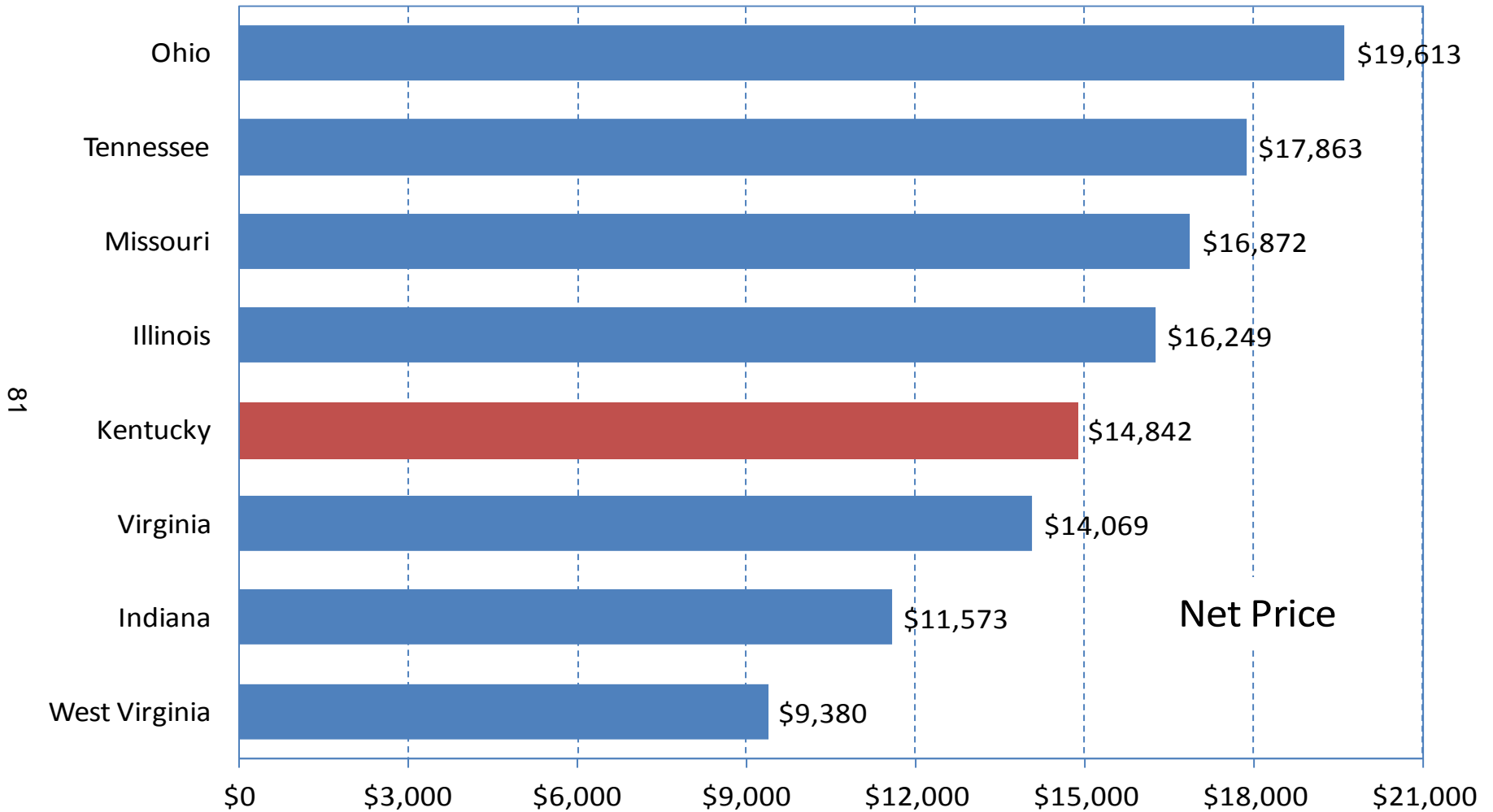


Source: Council on Postsecondary Education, Comprehensive Database.

AAGR - Average Annual Growth Rate



Flagship Universities in Kentucky and Surrounding States  
Average Net Price for Full-Time, Degree-Seeking Undergraduates  
Academic Year 2013-14

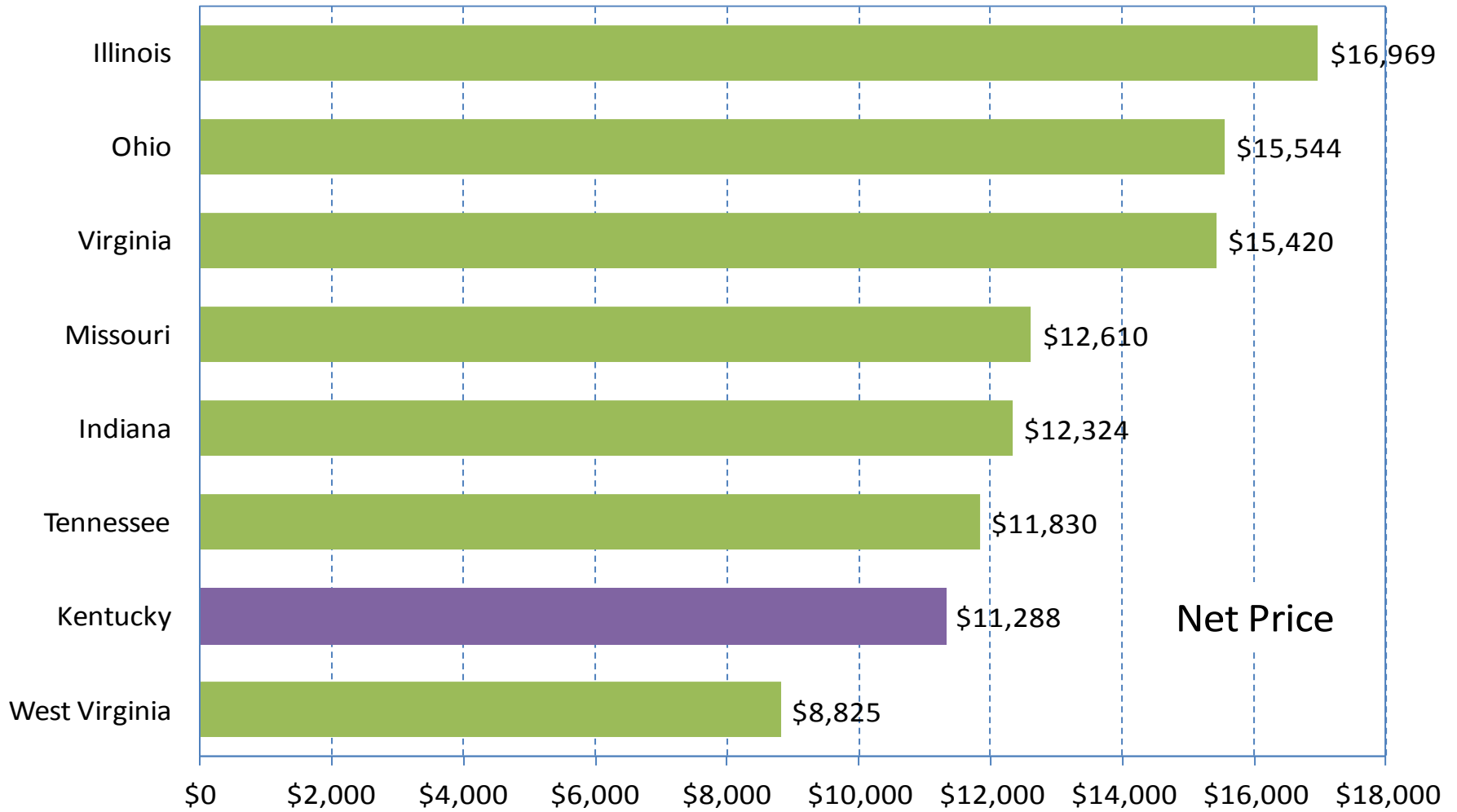


Source: Integrated Postsecondary Data System.



Comprehensive Colleges and Universities in Kentucky and Surrounding States  
Average Net Price for Full-Time, Degree-Seeking Undergraduates  
Academic Year 2013-14

82

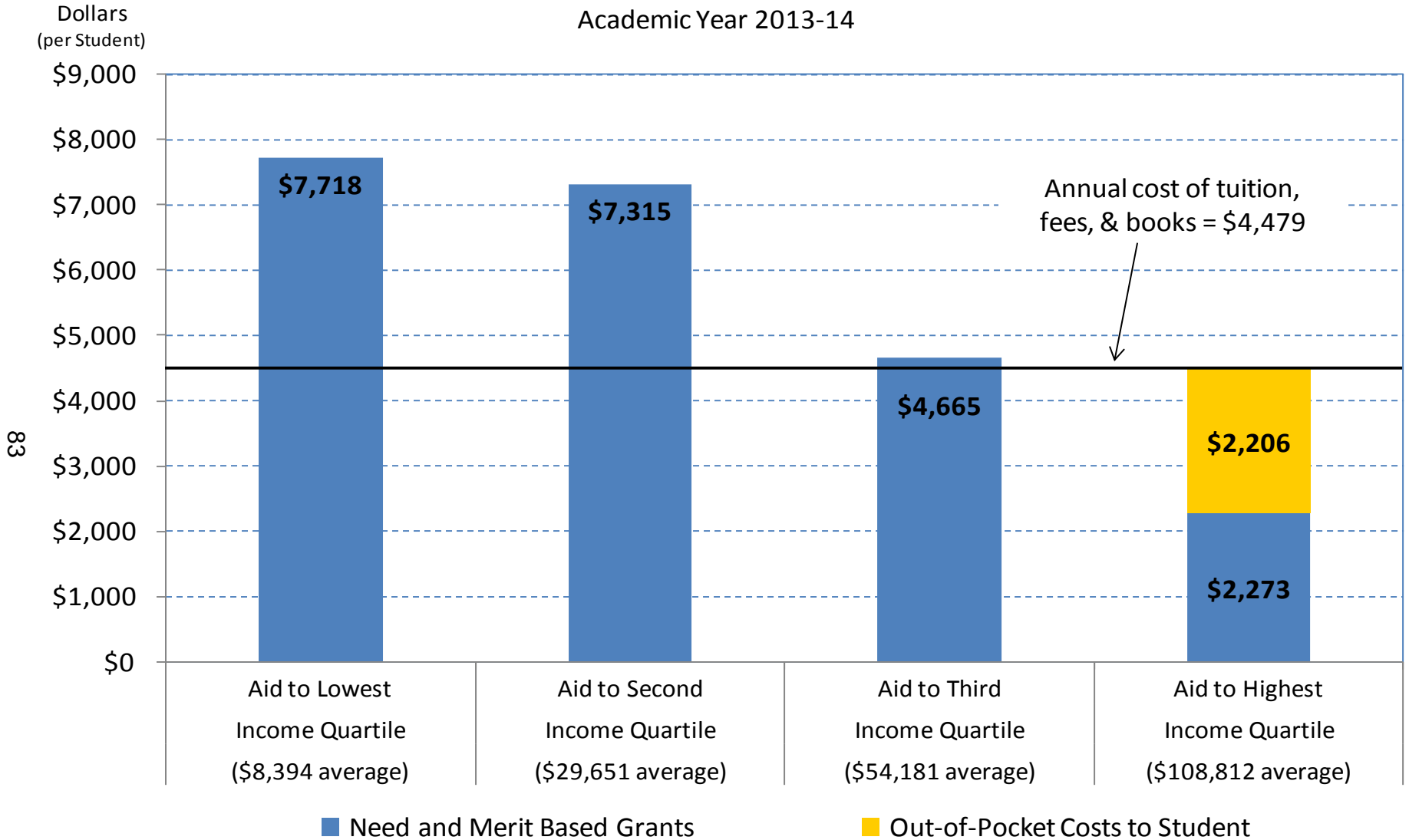


Source: Integrated Postsecondary Education Data System.



# Kentucky Community and Technical College System

## Average Need and Merit Based Grant Aid per Full-Time Resident Undergraduate Student Academic Year 2013-14



Sources: CPE Comprehensive Database; Integrated Postsecondary Data System.



# Making Kentucky **STRONGER BY DEGREES**

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**Kentucky Council on Postsecondary Education**  
**Robert L. King, President**  
**April 26, 2016**



## Interim Capital Project - University of Kentucky

**ACTION: The staff recommends that the Council approve the University of Kentucky's request for a \$1,700,000 project: Renovate Lucille Little Library. This project will be funded with private sources.**

The University of Kentucky requests authorization for the renovation of the Lucille Little Library, a \$1,700,000 capital project for the Confucius Institute. The renovation will provide the University of Kentucky Confucius Institute 6,200 square feet of ground floor interior space for classrooms, office and gallery space and 1,800 square feet of exterior space. The Confucius Center was established in 2010 as a center for Chinese language, culture, art, and business and as a gateway to China for the university. The Board of Trustees approved the project at their December 15, 2015, meeting. Funds are currently available for this project, and additional operations and maintenance costs for the space in the future will be minimal. The project should be completed by April, 2017.

The Council on Postsecondary Education has statutory responsibility to review and approve public college and university capital projects costing \$600,000 or more and equipment items costing \$200,000 or more, regardless of fund source, that have been approved by an institution's governing board. During the interim, capital projects are evaluated under KRS 45.760(5), (7) and KRS 45.763. The requested University of Kentucky project meets the requirement of KRS 45.760(5), (7) in that the source of funds for these projects is at least 50 percent federal, private, or institutional funds.

The process for a project that exceeds the \$600,000 capital construction and \$200,000 equipment purchase thresholds is as follows:

- The project must be approved by an institution's board of trustees or board of regents.
- The project must be submitted to the Council on Postsecondary Education for review and action.
- If approved by the Council, projects at KCTCS, KSU, and MoSU are submitted to the secretary of the Finance and Administration Cabinet for review and action, and subsequently submitted by the secretary to the Capital Projects and Bond Oversight Committee for review.
- If approved by the Council, projects at EKU, MuSU, NKU, UK, UofL, and WKU are submitted by the institution to the Capital Projects and Bond Oversight Committee for review, and a copy is provided to the Finance and Administration Cabinet as information.
- Following review and action by the appropriate agencies, the project may be initiated by the requesting institution.

Because this project was not included in the enacted 2014-16 biennial budget, interim action is required to allow the university to move forward with the project. The university confirms that the private funds are available for this project's implementation. Pursuant to Kentucky law, prevailing wage will be used for this project.

The University of Kentucky does not anticipate debt financing any portion of this project; therefore, the provisions of KRS 45.763 do not apply. Following Council action, staff will notify the president of the University of Kentucky, the secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee of the Council's recommendation concerning this project.

Staff preparation by Shaun McKiernan

## New Academic Programs

**ACTION:** The staff recommends that the Council approve the following new academic programs:

1. **University of Kentucky: Master of Science in Applied Statistics (CIP Code: 27.0599)**
2. **Murray State University: Master of Science in Athletic Training (CIP Code: 51.0913)**
3. **Northern Kentucky University: Post-Baccalaureate Certificate in Emergency Management and Homeland Security (CIP Code: 43.9999)**

KRS 164.020 (15) empowers the Council on Postsecondary Education 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 program:

### University of Kentucky

#### Master of Science in Applied Statistics (CIP Code: 27.0599)

The proposed Master of Science in Applied Statistics is an online professional graduate degree program designed to train mathematical, social, and natural scientists from a variety of disciplines to be professional statisticians. The integrated curriculum focuses on how to manage large amounts of data and successfully describe, analyze, and make inferences using current and rapidly evolving statistical methodologies. This degree bridges the gap between the existing research-oriented Master of Science in Statistics degree and the post-baccalaureate certificate in Applied Statistics. Students who earn this degree qualify for entry level positions as statisticians in various industries.

### Murray State University

#### Master of Science in Athletic Training (CIP Code: 51.0913)

The proposed Master of Science in Athletic Training replaces the existing Bachelor of Science in Athletic Training program and will enhance the existing Exercise Science Program and Public and Community Health Program by providing students with an opportunity to earn an advanced degree. The program is tailored to the roles and responsibilities of an athletic trainer, including collaboration with health care specialists to prevent, diagnose,

and care for medical conditions. The program utilizes both didactic education and clinical experiences. Students wishing to pursue the MSAT degree will have two options for completion - an accelerated route and a traditional route. The traditional route is for students who hold a bachelor's degree and have taken the appropriate prerequisite coursework; they can complete this two-year route and earn the Master of Science in Athletic Training degree. Through the accelerated route, undergraduate students who complete the appropriate prerequisite coursework can progress through the five-year route by taking the core educational curriculum and foundational courses in Exercise Science the first three years and the professional coursework for Athletic Training and five semesters of clinical experience the last two years. Students earn a Bachelor of Science in Exercise Science upon completion of the fourth year of study and a Master of Science in Athletic training upon completion of the fifth year.

### Northern Kentucky University

#### Post-Baccalaureate Certificate in Emergency Management and Homeland Security (CIP Code: 43.9999)

The Emergency Management certificate will train fire fighters, police officers, and other emergency management professionals to manage and lead during disasters and other crises. The need for this type of training has been recognized in national studies of local and state government employment and confirmed by current managers and leaders in the Northern Kentucky/Greater Cincinnati region. The certificate will provide existing fire fighters, police officers, and other emergency management professionals with knowledge and skills related to the ever-changing field as well as management and leadership skills related to the public and nonprofit sectors. The certificate will help them become better prepared for management positions in their current agency or in other agencies. The certificate will require the completion of 18 credit hours, and students will have the option of completing it entirely online or in a hybrid format. They will also have the option of earning it as a stand-alone certificate or in concert with the Master of Public Administration degree.

Staff preparation by Kim Arington

## Kentucky College Readiness Indicators

In 2011, CPE staff convened meetings to develop a common set of college readiness indicators and competencies for our public colleges and universities associated with literacy (writing and reading) and mathematics readiness. The shared readiness benchmarks were based on ACT, SAT, ACT Compass, and Kentucky Online Testing (KYOTE) assessments.

Recently, ACT announced the phase out of the ACT Compass examination, and that the exam availability would end January, 2016. The loss of this exam as a benchmark of readiness will significantly impact the current College Readiness Indicators and assessment programs used across the Commonwealth. Additionally, the SAT exam was revised in March, 2016. As a result of these changes, new SAT concordance scores with the ACT will be made available on May 10, 2016 and will be added as benchmarks of readiness scores.

With the looming loss of ACT Compass exam, CPE continues to support the KYOTE assessment framework and system that is used in Kentucky as it continually expands to meet the placement and diagnostic needs for our K-12 and college partners. However, we feel the state needs to have multiple assessment methods and are beginning some conversations on what might replace the ACT Compass as our second tool.

In October, 2015, CPE staff began convening a statewide work team with the primary charge of making decisions about incorporating new benchmarks of readiness and reviewing the impact these measures will have on the College Admission (and Placement) regulation, [13 KAR 2:020](#). The team consisted of two representatives from each institution in leadership positions such as assistant provost, college dean, general education chair, or program or departmental chair. The proposed indicators were reviewed by the Council of Chief Academic Officers; and they are now presented to the Council in the following attachment.

The benchmark recommendations include ACT, SAT and KYOTE benchmarks; the GED for adult education students; and the Partnership for Assessment of Readiness for College and Career (PARCC) and Smarter Balanced assessment, for transfer students. PARCC and Smarter Balanced are used by multiple states and will be used for recent graduates from other states entering Kentucky postsecondary institutions. These indicators of readiness will become effective for the students enrolling in the fall semester, 2016.

Staff preparation by Sue Cain

## College Readiness Indicators 2016

**DRAFT**

Beginning fall 2016, all public postsecondary institutions in Kentucky will use the following benchmarks as college readiness indicators. Upon admission<sup>1</sup> to a public postsecondary institution, students scoring at or above the scores indicated will not be required to complete developmental, corequisite, supplemental, or transitional coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements.

Readiness Score Area	ACT Score	SAT Score <sup>2</sup>	KYOTE <sup>3</sup>	GED College Readiness	PARCC	Smarter Balanced	COMPASS <sup>4</sup>
<b>English (Writing)</b>	English 18 or higher	Writing 430 or higher	6 or higher <sup>5</sup>	165 or higher	4 or higher	Level 4	Writing 74 or higher <sup>6,7</sup>
<b>Reading</b>	Reading 20 or higher	Critical Reading 470 or higher	20 or higher	165 or higher	4 or higher	Level 4	Reading 85 or higher <sup>8</sup>
<b>Mathematics (Quantitative Reasoning)</b>	Mathematics 19 or higher	Mathematics 460 or higher	College Readiness Mathematics 22 or higher	165 or higher	4 or higher	Level 4	Algebra Domain 36 or higher <sup>9</sup>
<b>Mathematics (College Algebra)</b>	Mathematics 22 or higher	Mathematics 510 or higher	College Algebra 14 or higher	NA	NA	NA	Algebra Domain 50 or higher <sup>10</sup>
<b>Mathematics (Calculus)</b>	Mathematics 27 or higher	Mathematics 610 or higher	Calculus 15 or higher	NA	NA	NA	NA

1. Institutional admission policies are comprised of many factors including, but not limited to high school completion or attainment of a state recognized high school equivalency diploma, such as the general education equivalency diploma (GED), high school coursework, ACT or SAT scores, high school GPA, class rank, an admission essay or interview, submission of an academic and/or civic activity portfolio, etc. Placement exam results are used for course placement after a student is admitted to a postsecondary institution.
2. SAT was revised in March 2016. A new concordance table for the ACT and the previous version of SAT will be available on May 10, 2016. At that time a new set of SAT concordance scores will be added as indicators of college readiness.
3. A placement test score, such as a KYOTE exam score, will be guaranteed as an indicator of readiness for 12 months from the date of administration.
4. ACT is phasing out the ACT COMPASS exam. ACT COMPASS scores will be used for one year from the date the exams are administered.
5. A common rubric is used to score the KYOTE Writing Essay. The rubric has an eight point scale. A score of 6 is needed to demonstrate readiness.
6. An Asset writing score of 43 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
7. COMPASS E-Write scores of 9 on a 12 point scale or 6 on an 8 point scale indicate readiness.
8. An Asset reading score of 44 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
9. An Asset Elementary Algebra Score of 41 or an Intermediate Algebra score of 39 indicates readiness for a quantitative reasoning course.
10. An Asset elementary algebra score of 46 or an intermediate algebra score of 43 indicates readiness for college algebra.



## Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Monday, March 21, 2016, at the Council offices in Frankfort. The following action and information items were presented.

- **Kentucky College and Career Connection:** Ms. Kim Drummond, Gear Up-Kentucky, attended the March CEO meeting to share an update on the Ky3C accomplishments, as well as the 2016-18 Goals and Strategic Initiatives of the group.
- **Annual Institutional Diversity Plan Updates:** In accordance with the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, each institution developed a campus-based diversity plan which set forth specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to population. At the March CEO meeting, the following institution presented their annual update:
  - University of Louisville: Dr. Mordean Taylor-Archer presented the institutions' annual report on their efforts to implement the objectives of their institutional diversity plan.
    - Area of improvement-Increased enrollment of students of color: African Americans, 8.0 percent, Hispanic/Latino, 6.8 percent.
    - Area continuing to work on: Faculty of color-recruitment and retention

The University of Kentucky was scheduled to present, however, the administrator was contacted to serve on jury duty. UK will make a presentation at the May, 2016 CEO meeting.

- **Diversity Assessment and Planning:** CPE Legal Counsel, Mr. Travis Powell, discussed the alignment of the Strategic Agenda with the Statewide Diversity Policy, as well as timelines for development and review. Mr. Powell responded to questions raised by the members of the CEO, as well as EEO representatives.

### Upcoming Events:

- **Academically Proficient High School Junior and Senior Diversity Conference:** Conference planning is underway to recruit students to attend the 29<sup>TH</sup> Annual Academically Proficient High School Junior and Senior Diversity Conference, June 24-25, 2016. Kentucky State University will host the event. Approximately 200 students, parents, and college representatives from across the Commonwealth are expected to participate.

- **Governor’s Minority Student College Preparation Program:** The Annual GMSCPP Statewide Conference will be hosted by the University of Kentucky, June 27-28, 2016; middle and junior high school students from across the Commonwealth are expected to participate in STEM-H activities and laboratory experiments during the day and a half event.
- **SREB Doctoral Scholars Program:** The SREB Doctoral Scholars Program Institute on Teaching and Mentoring will take place October 27-30, 2016, in Tampa, Florida. Scholars from the University of Kentucky and the University of Louisville will participate in the event. Kentucky’s public institutions will also be invited to participate in the annual recruitment fair to assist with increasing the number of diverse faculty members at their respective institutions.

Staff preparation by Rana Johnson

Council on Postsecondary Education  
April 26, 2016

## **Statewide Diversity Policy Update**

This statewide diversity policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive environment on its public institution campuses, and produce culturally competent graduates for the workforce.

Travis Powell, CPE's general counsel, will provide an update of the development of the Statewide Diversity Policy, which will go before the Council for adoption at the June 3, 2016, meeting.

Staff preparation by Heather Bingham

# Kentucky Public Postsecondary Education Diversity Policy And Framework for Institution Diversity Plan Development

Adopted by CPE: (DATE)

Adopted by CEO: (DATE)

## **Background:**

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history in the promotion of diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Council on Higher Education developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Office of Education Office for Civil Rights (OCR) finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education." This plan was reconstituted and revised for almost three decades until December 2008 when OCR released Kentucky from the remedial planning process.

During those 25 plus years, the Desegregation Plan generally focused on increasing the enrollment and success of African American students, increasing the number of African Americans employed at all levels, and continued enhancement of Kentucky State University with later versions also focusing on improving campus climate. To provide oversight on plan implementation and help ensure that diversity initiatives were a priority on Kentucky's public college and university campuses, CPE created the Committee on Equal Opportunities (CEO).

Following the release by OCR, the CPE directed CEO, in collaboration with the public institutions, to ensure that the significant progress made in diversity was preserved and further enhanced throughout public postsecondary education. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities as well. Originally enacted in through Senate Bill 398 of the 1992 Regular Session, KRS 164.020(19) requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution, unless the institution has met its equal educational opportunity goals as established by CPE.

In order to continue to meet its statutory obligation and further its commitment to diversity and inclusion in postsecondary education, CEO and CPE revised its administrative regulation 13 KAR 2:060, which sets forth the new academic degree program approval process and institutional equal opportunity goals. Incorporated by reference into that regulation was the first Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development adopted by the CEO and CPE in August and September of 2010, respectively. Under this policy, CPE set forth a very broad definition of diversity and institutions were required to create diversity plans that addressed, at a minimum, 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 duration of the policy was set for five (5) years with review commencing during the fifth year.

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process and the

statewide diversity policy into one seamless framework upon which equal educational opportunity goals can be set, strategies to obtain those goals can be developed, adopted, and implemented, and institutional progress can be evaluated. In addition, CPE continues to affirm diversity as a core value in its statewide strategic planning process. As such, this Policy and CPE's Strategic Agenda are completely integrated with common metrics, strategies, and appropriate references and acknowledgments.

### **Diversity Policy:**

This statewide diversity policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive environment on its public institution campuses, and produce culturally competent graduates for the workforce.

### **Definitions:**

Diversity - An inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, gender identity, gender presentation, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, political ideology, geographical region, and ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-mindedness - A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California).<sup>1</sup>

Fidelity – Faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.

Culture – A distinctive pattern of beliefs and values that develop amongst a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one's own cultural worldview;

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<sup>1</sup> <https://www.aacu.org/programs-partnerships/making-excellence-inclusive> (October 1, 2015).

- Exhibits positive attitudes toward cultural differences;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

### **Vision and Guiding Principles:**

Although humans have been classified into different cultural groups, all of these groups are still cultivated from same soil—they're all grounded in the common experience of being human. Thus, cultural diversity represents variations on the common theme of *humanity*. Human variety and human similarity coexist and complement each other. To appreciate human diversity is to appreciate both our differences and *similarities* (Public Service Enterprise Group, 2009). It includes appreciating the unique perspectives of different groups as well as the universal aspects of the human experience—whatever their particular cultural backgrounds may be. Understanding these similarities opens opportunities for creating a more enlightened self and lifelong learning. Thus:

**Diversity enhances self-awareness.** Learning from people whose backgrounds and experiences are diverse sharpens your self-knowledge and self-insight by allowing you to compare and contrast your life experiences with others whose life experiences differ sharply from your own.

**Diversity stimulates social development.** Interacting with people from a variety of groups widens your social circle, expanding the pool of people with whom you interact and strengthening your ability to relate to people with different experiences and interests.

**Diversity enriches the multiple perspectives developed by a college education.** Diversity magnifies the power of a college education, liberating you from the tunnel vision of an ethnocentric and egocentric viewpoint, while enabling you to move beyond yourself to gain a panoramic perspective of the world and attain a more holistic view. You acquire the ability to see how you, as a whole person, fit into the “big picture”—of the world.

**Diversity deepens learning and elevates thinking.** Human knowledge is socially constructed. It is built up through interpersonal interaction and dialogue. Widening the variety of conversations you have with others deepens your learning and elevates the quality of your thinking. If you have multiple conversations with humans from a rich diversity of backgrounds, the nature of your thinking becomes richer and more nuanced as well. Research consistently shows that we learn more from people who differ from us than we do from people who are similar to us (Pascarella, 2001; Pascarella & Terenzini, 2005).

**Diversity stimulates creative thinking.** Experiencing diversity increases exposure to a wider variety of thinking styles, which empowers you to think outside the box or boundaries of a single cultural framework. Once you acquire diverse perspectives, these viewpoints can also be combined or rearranged in ways that lead to unique or innovative solutions to problems. When you draw on ideas from people of diverse backgrounds and bounce your ideas off them, you generate mental energy, synergy, and serendipity which lead to creative insights.

**Diversity enhances career preparation and career success.** Learning about and from diversity better prepares you for today's work world. America's workforce is now more diverse than at any other time in the nation's history, and it will grow increasingly diverse. Moreover, work

today takes place in a global economy characterized by greater economic interdependence, more international trading, more multinational corporations, more international travel, and almost-instantaneous communication. As a result of these trends, employers of college graduates seek job candidates who possess international knowledge, foreign language skills, sensitivity to human differences, and the ability to relate to and work with people from different cultural backgrounds.

The vision of the CPE is for all public postsecondary institutions to implement strategies, programs, and services that fulfill the educational objectives set forth in HB 1 (1997 Special Session), and address the needs of and support the success of all students, particularly those most affected by institutional and systemic inequity and exclusion. The following principles shape the priorities and will guide decisions for the Commonwealth's vision of diversity.

- Recognize diversity as a vital component in the state's educational and economic development.
- Affirm the long-standing commitment to the enrollment and success of Kentucky's African American students at the public colleges and universities.
- Challenge stereotypes and promote awareness and inclusion.
- Support community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increase the success of all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- Nurture, train, and produce students with the ability to interact effectively with people of different cultures, i.e., cultural competence.<sup>2</sup>
- Prepare for Kentucky's employers a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- Create an inclusive culture and environment on our campuses.

In short, the case for experiencing diversity is clear and compelling. The benefits of diversity include not only the noble and global goals of social justice, national stability, and international harmony; they also include a host of educational, vocational, and personal benefits for anyone who intentionally seeks out and capitalizes on the power of diversity.

#### **Focus Areas:**

In congruence with CPE's Strategic Agenda, this Policy identifies three (3) focus areas with the identical headings: (1) Opportunity, (2) Success, and (3) Impact. These are further described below with goals and strategies for each.

#### "Opportunity" - Recruitment and Enrollment of Diverse Students

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky's postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure citizens have the opportunity to receive a rich and fulfilling educational experience which cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

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<sup>2</sup> K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).



As discussed in the *Grutter v. Bollinger*, 539 U.S. 306 (2003), student body diversity “helps to break down racial stereotypes” and “diminishing the force of such stereotypes is both a crucial part of [a university’s] mission, and one that it cannot accomplish with only token numbers of minority students. *Id.* at 333. The Court further noted that “‘ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.’ And, ‘[n]owhere is the importance of such openness more acute than in the context of higher education.’” *Id.* at 332.

The following rationales for increased student body diversity acknowledged in *Grutter* make the compelling case that maintaining a diverse student body is a foremost imperative from an educational, economic, civic and national security perspective.

- Benefits of a diverse student population (including but not limited to racial and ethnic diversity) include promoting cross-racial understanding, breaking down racial stereotypes, and promoting livelier and more enlightening classroom discussion.
- A college student’s diversity experience is associated with higher learning outcomes such as enhanced critical thinking skills, more involvement in community service, and a greater likelihood for retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.
- Today’s U.S. minority populations are tomorrow’s majorities and, if our minorities continue educational attainment at the same rate, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' ... [and] in maintaining the fabric of society." *Id.*
- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

As such, it is apparent that the educational benefits of diversity are such that if overlooked or ignored, would result in the failure by an institution to provide its students with an essential component of his or her education.

CPE specifically acknowledges the constitutional limitations on the use of race in admission determinations and that the law in this area may change or be further clarified upon the issuance of future U.S. Supreme Court decisions. However, regardless of the legal landscape, CPE is committed to the belief that Kentucky’s students benefit from a diverse learning environment and therefore its public institutions shall implement strategies in accordance with the current law in order to reap those rewards on behalf of their students. Concurrently, the Council shall consider these limitations when approving institutional “Opportunity” goals and related strategies to meet them, as well as when it evaluates institutional progress towards meeting those goals.

## Goals:

Institutions shall set annual goals for the recruitment and enrollment of diverse students in its Diversity Plan in order to help students receive the educational benefits of diversity, embracing the broad definition of diversity set forth in this policy. These goals shall include the following:

- Enrollment of historically underrepresented minorities represented through a percentage range of the overall student population. Percentage range goals shall be set for the following IPEDS racial and ethnic categories using statewide or geographic area population U.S. census data and any other factors as substantiated by the institutions. Goals shall be set in the following IPEDS racial and ethnic categories:
  - Hispanic (regardless of race)
  - Black or African American
  - Two or more races

Goals may be set in the same manner for the following IPEDS racial categories:

- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Asian
- Enrollment of other students exhibiting the characteristics identified in the definition of diversity.
  - This shall be described through narrative or numerical form, or a combination of the two, and may include, but would not be limited to, the identification various student groups with a presence on campus and information about student participation in those groups, as well as data on low-income and first-generation college attending students, students from historically impoverished regions of the state, and students with disabilities.

## Strategies:

In order to meet the goals established as outlined above, institutions shall identify strategies for the recruitment and enrollment of diverse students and outline plans for implementation. These strategies may include:

- Race and ethnicity neutral policies designed to increase diversity in the student body.
  - Examples are included in the following:
    - <http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf>
- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.

### “Success” - Student Success

While maintaining a diverse student body is an essential educational experience of Kentucky’s postsecondary students, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations have historically exhibited lower rates of student success than the overall student population. The following

charts show the retention and graduation rate gaps between the average Kentucky postsecondary students and historically underrepresented minorities, underprepared, and low income students.

INSERT GRAPHS HERE WHICH SHOW ACHIEVEMENT GAPS ON A STATEWIDE LEVEL

In order to improve the success of these students, institutions must implement strategies designed to address the issues research has shown to be linked to these gaps. As part of the Association of American Colleges & Universities' (AAC&U), Liberal Education and America's Promise (LEAP) initiative and initiatives conducted by the Center for Community College Student Engagement (CCCSE), reports have been issued that spotlight and verify a set of "effective educational practices" that, according to a growing array of research studies, are correlated with positive educational results for students from widely varying backgrounds.<sup>3</sup> A listing and description of these "High Impact Practices" can be found in the attached Exhibit A and several are highlighted below.

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning (i.e. study abroad)
- Service Learning, Community-Based Learning
- Internships/Co-ops
- Capstone Courses and Projects

#### Goals:

Institutions shall set annual goals for the success of its historically underrepresented minority and low-income students in the student success metrics as outlined in the Council's Strategic Agenda. These metrics include:

- 1<sup>st</sup> to 2<sup>nd</sup> year retention
- 3-year graduation rate (for KCTCS institutions)
- 6-year graduation rate (for 4-year institutions)
- Degrees conferred

Additional goals may include, but not be limited to, the following:

- TBD

#### Strategies:

In order to meet the goals established as outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline plans for implementation. These strategies may include:

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<sup>3</sup> Kuh, AAC&U High Impact Practices, 2008.

- High Impact Practices (See attached Exhibit B)  
[https://www.aacu.org/sites/default/files/files/LEAP/HIP\\_tables.pdf](https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf)
- Enhanced Academic Advising
- Summer bridge programs
- Faculty mentoring programs
- Early alert systems
- Co-requisite models
- Math pathways

### “Impact” - Campus Climate, Inclusiveness, and Cultural Competency

To fully realize the positive impacts of diversity, Kentucky’s public institutions must become communities that provide an inclusive and supportive environment for its diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.<sup>4</sup> In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that is supportive and respectful of all people.

For example, students should have the opportunity to interact with diverse faculty and staff. In addition, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom. Outside the classroom interactions can occur both on and off campus. Community and institutional partnerships can provide an opportunity for those off-campus interactions and help improve the quality of life and personal safety of individuals involved through promoting cultural, social, educational, and recreational opportunities that emphasize citizenship and campus/community engagement.

Furthermore, in order to live and thrive on a diverse campus as well as in an increasingly diverse world, students must become more culturally competent. If “diversity” refers to variation in populations as defined in this policy, then “competency” refers to the ability to understand and appropriately address these variations. Cultural competence may be further defined as moving beyond mere acceptance or tolerance of diversity to a deeper and genuine appreciation of diversity. Research suggests that when students focus solely on differences or have a philosophy of tolerance, then underrepresented groups will feel more isolated. Authentic appreciation of diversity takes place when students from different groups interact, work together, and learn from one another (Smith, 1997). Someone with cultural competence moves beyond diversity tolerance to a higher level of appreciation by becoming interested in the cultures and the experiences of different groups of people, learning about and from them.

Cultural competency provides individuals with the knowledge, skills and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. It also allows an individual to be able to assess a person or organization on how well they infuse and embrace diversity in their lives and work. As a result of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others.

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<sup>4</sup> <http://campusclimate.ucop.edu/what-is-campus-climate/> (9/30/2015)

Students who become more culturally competent receive:

- A greater appreciation of cultural differences;
- Greater awareness of the viewpoints of other cultures;
- The ability to assess one's own culture-related privilege or lack of privilege;
- A greater concern for issues of power, privilege, and social justice; and
- A greater ability to interact with individuals from diverse backgrounds in professional settings

If students are expected to be more culturally competent, faculty and staff must also possess that ability. All the benefits listed above can also be imparted to faculty and staff so that they can set an example for students and help them be more successful. Faculty and staff must also become more equity-minded in order to help level the playing field for students who may arrive on campus with certain characteristics that could make it more difficult to be successful.

### Goals:

Produce culturally competent students, faculty, and staff.

Increase and advance diverse faculty and staff. Institutions shall set goals for increasing and advancing diverse faculty and staff.

Promote equity and inclusion on campus in order to create a positive campus climate embracing the broad definition of diversity set forth in this Policy.

### Strategies:

Institutions shall implement initiatives designed to increase the cultural competency of students, faculty and staff. These initiatives may include:

- Administering a cultural competency assessment.
  - e.g., Intercultural Effectiveness Scale and Intercultural Development Inventory
- Offering courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curriculum.
- Faculty development in cultural competency.
- Creating a cultural competency certificate program.

Institutions shall identify and implement strategies to increase, retain, and promote diverse faculty and staff. These initiatives may include:

- International faculty recruitment or faculty with international experience.
- Faculty exchange programs.
- Promotion and tenure processes that support diverse faculty.
- Resources committed to professional development.
- Educating search committees on implicit bias.

Institutions shall identify and implement strategies to promote equity and inclusion on their campuses and monitor the campus and community environment in order to better identify equity and inclusion issues. These strategies may include:

- Regular campus climate surveys.
- Creation of a campus environment team.
- Increasing community engagement by students, faculty and staff.
- Providing faculty and staff development around equity and inclusion.
- Opportunities to participate in co-curricular activities.

**Institutional Diversity Plan Submission and Approval:**

To implement this policy, each public institution shall create a campus-based diversity plan (Plan) that addresses the goals and strategies in the three focus areas described above, and outlines an appropriate plan for assessment. Approved Plans must show that these goals and strategies are the responsibility of the entire institution, across multiple departments and levels of administration. Those tasked with its development must work with the appropriate individuals on their respective campuses in order to create a holistic and comprehensive Plan meeting all the requirements of this Policy.

A draft Plan shall be submitted for review and comment no later than DATE. A review team consisting of CPE staff, CEO members, and institutional faculty or staff shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution’s draft Plan. Institutions may engage its review team after initial comments and suggestions are provided in order to better ensure Policy compliance and ultimate approval. Final Plans shall be approved by an institution’s board of trustees or regents and then submitted to the CPE president. CPE staff shall review each Plan and submit to the CEO for review. Plans shall then be submitted to CPE for final adoption. Final Plans shall be adopted in the first quarter of calendar year 2017.

**Institutional Diversity Plan Reporting and Evaluation:**

In order for an institution to meet its equal educational opportunity goals and remain eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive a satisfactory composite score on the applicable Diversity Plan Report Evaluation Rubric (Rubric) as described below. Institutions’ Diversity Plan Reports will be reviewed in accordance with the Rubric, which evaluates (1) progress toward meeting goals, (2) evidence that identified strategies are implemented with fidelity, (3) analysis of strategy effectiveness, and (4) the lessons learned from that analysis and related next steps.

- Initial Diversity Plan Report Due DATE (1 year after the Plan’s approval). Initial reports should use the Rubric as a guide for the information to be included, but reports will not be scored.
- Subsequent Diversity Plan Reports will be due annually and will be scored using the Rubric. A composite score of XX will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19). If after the first substantive review and any subsequent annual reviews, an institution scores below XX, the institution shall be ineligible to offer new academic programs.
- Ineligible institutions shall enter into a CPE-approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance deficiencies. At its discretion, the CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.

- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if it can provide sufficient assurance that the offering of the new program will not divert resources from the improvement efforts. The request for a waiver shall be submitted to the CEO for review, and then forwarded to the CPE for approval. Approval must be granted before the institution can begin the program approval process.

**Policy Oversight:**

Pursuant to the direction of the CPE, the CEO shall provide oversight of the Policy and the implementation of institutional diversity plans. This may include, but is not limited to, requiring institutional presentations at CEO meetings on any or all aspects of its diversity plan and diversity plan reports, institutional site visits, and hosting workshops or sessions for institutions on diversity and equity-related issues and strategies for improved success in these areas.

DRAFT



## Kentucky Council on Postsecondary Education Diversity Plan Rubric - Universities

<b>“Opportunity” - Recruitment and Enrollment of Diverse Students</b>	Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure citizens have the opportunity to receive a rich and fulfilling educational experience which cannot be fully obtained without exposure to the different perspectives and cultures of those around them. <i>Click here to access 'Opportunity' Goals, Strategies, Metrics.</i>
<b>“Success” - Student Success</b>	While maintaining a diverse student body is an essential educational experience of Kentucky’s postsecondary students, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations have historically exhibited lower rates of student success than the overall student population. The following charts show the retention and graduation rate gaps between the average Kentucky postsecondary students and historically underrepresented minorities underprepared, and low income students. <i>Click here to access 'Success' Goals, Strategies, Metrics.</i>
<b>“Impact” - Campus Climate, Inclusiveness, and Cultural Competency</b>	To fully realize the positive impacts of diversity, Kentucky’s public institutions must be communities that provide an inclusive and supportive environment for its diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential. In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people. <i>Click here to access 'Impact' Goals, Strategies, Metrics.</i>

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score
	2	1	0	
<b>Goals</b>	Target was met or exceeded.*	Target was not met, but progress toward the target was made. For enrollment, institution will either meet or not meet expectations (score 2 or 0).	Target was not met and progress was not made toward meeting expectations.*	
Undergraduate Enrollment				0
Graduate Enrollment				0
1st - 2nd Year Retention (URM)				0
1st - 2nd Year Retention (low income)				0
6-year Graduation Rate (URM)				0
6-year Graduation Rate (low income)				0
Degrees Conferred (URM)				0
Degrees Conferred (low income)				0
Workforce Diversity				0
<b>Total: GOAL Score</b>				<b>0</b>

\*For enrollment, the institution shall demonstrate that the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy. This may be substantiated by providing evidence that goals outlined in an institution’s plan were generally attained or significant progress was made toward those goals, that students have been provided the opportunity to interact with diverse peers both inside and outside the classroom, and through other means identified by the institution as supported by valid research. Progress toward any one goal shall not be determinative on whether or not expectations have been met and an institution shall be evaluated based on the entirety of its report in this area.

*CPE Reviewer Comments:*

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0				
				<b>Opportunity</b>	<b>Success</b>	<b>Impact</b>	<b>Total</b>
<b>Implementation of Strategies with Fidelity</b> <i>Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the required strategies were implemented with fidelity.	Institution is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.				0
<i>CPE Reviewer Comments:</i>							

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Analysis of Strategy Effectiveness</b>	The institution has provided an analysis of the effectiveness of each strategy with a sufficient level of detail. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. If a strategy was not fully implemented or implemented at all, it is only addressed at a basic level.	The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.				0
<i>CPE Reviewer Comments:</i>							
Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Lessons Learned and Next Steps</b>	The institution identifies a number of takeaways from the annual review process and describes in detail how it will incorporate results from the strategy analysis into the following year to address deficiencies and either improve or continue its success rate.	The institution identifies takeaways from the annual review process but fails to describe in any detail how it will incorporate results from the strategy analysis into the following year to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process and does not describe how deficiencies will be addressed in the following year.				0
<i>CPE Reviewer Comments:</i>							
<b>TOTAL: Criteria Score</b>				<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

*Maximum Composite Score = 36*

*Minimum Composite Score Required for New Degree Program Eligibility = 24*

<b>Total Composite Score for Unit Reviewed</b>	<b>0</b>
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Met Target to offer new academic programs (circle one)      Yes    No

Performance Improvement Plan required (circle one)      Yes    No

Site Visit and Report Recommended (circle one)      Yes    No

<b>OVERALL CPE Reviewer Comments:</b>	
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## Kentucky Council on Postsecondary Education Diversity Plan Rubric - KCTCS

<b>“Opportunity” - Recruitment and Enrollment of Diverse Students</b>	Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure citizens have the opportunity to receive a rich and fulfilling educational experience which cannot be fully obtained without exposure to the different perspectives and cultures of those around them. <i>Click here to access 'Opportunity' Goals, Strategies, Metrics.</i>
<b>“Success” - Student Success</b>	While maintaining a diverse student body is an essential educational experience of Kentucky’s postsecondary students, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations have historically exhibited lower rates of student success than the overall student population. The following charts show the retention and graduation rate gaps between the average Kentucky postsecondary students and historically underrepresented minorities underprepared, and low income students <i>Click here to access 'Success' Goals, Strategies, Metrics.</i>
<b>“Impact” - Campus Climate, Inclusiveness, and Cultural Competency</b>	To fully realize the positive impacts of diversity, Kentucky’s public institutions must be communities that provide an inclusive and supportive environment for its diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential. In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people <i>Click here to access 'Impact' Goals, Strategies, Metrics.</i>

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score
	2	1	0	
<b>Goals</b>	Target was met or exceeded.*	Target was not met, but progress toward the target was made. For enrollment, institution will either meet or not meet expectations (score 2 or 0).	Target was not met and progress was not made toward meeting expectations.*	
Undergraduate Enrollment				0
1st - 2nd Year Retention (URM)				0
1st - 2nd Year Retention (low income)				0
3-year Graduation Rate (URM)				0
3-year Graduation Rate (low income)				0
Degrees Conferred (URM)				0
Degrees Conferred (low income)				0
Workforce Diversity				0
<b>Total: GOAL Score</b>				<b>0</b>

\*For enrollment, the institution shall demonstrate that the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy. This may be substantiated by providing evidence that goals outlined in an institution’s plan were generally attained or significant progress was made toward those goals, that students have been provided the opportunity to interact with diverse peers both inside and outside the classroom, and through other means identified by the institution as supported by valid research. Progress toward any one goal shall not be determinative on whether or not expectations have been met and an institution shall be evaluated based on the entirety of its report in this area.

*CPE Reviewer Comments:*

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Implementation of Strategies with Fidelity</b> <i>Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the required strategies were implemented with fidelity.	Institution is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.				0
<i>CPE Reviewer Comments:</i>							

107

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Analysis of Strategy Effectiveness</b>	The institution has provided an analysis of the effectiveness of each strategy with a sufficient level of detail. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. If a strategy was not fully implemented or implemented at all, it is only addressed at a basic level.	The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.				0
<i>CPE Reviewer Comments:</i>							
Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Lessons Learned and Next Steps</b>	The institution identifies a number of takeaways from the annual review process and describes in detail how it will incorporate results from the strategy analysis into the following year to address deficiencies and either improve or continue its success rate.	The institution identifies takeaways from the annual review process but fails to describe in any detail how it will incorporate results from the strategy analysis into the following year to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process and does not describe how deficiencies will be addressed in the following year.				0
<i>CPE Reviewer Comments:</i>							
<b>TOTAL: Criteria Score</b>				<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Maximum Composite Score = 34

Minimum Composite Score Required for New Degree Program Eligibility = 22

<b>Total Composite Score for Unit Reviewed</b>	<b>0</b>
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- Met Target to offer new academic programs (circle one)    Yes    No
- Performance Improvement Plan required (circle one)    Yes    No
- Site Visit and Report Recommended (circle one)    Yes    No

<b>OVERALL CPE Reviewer Comments:</b>	
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## **Committee Appointments**

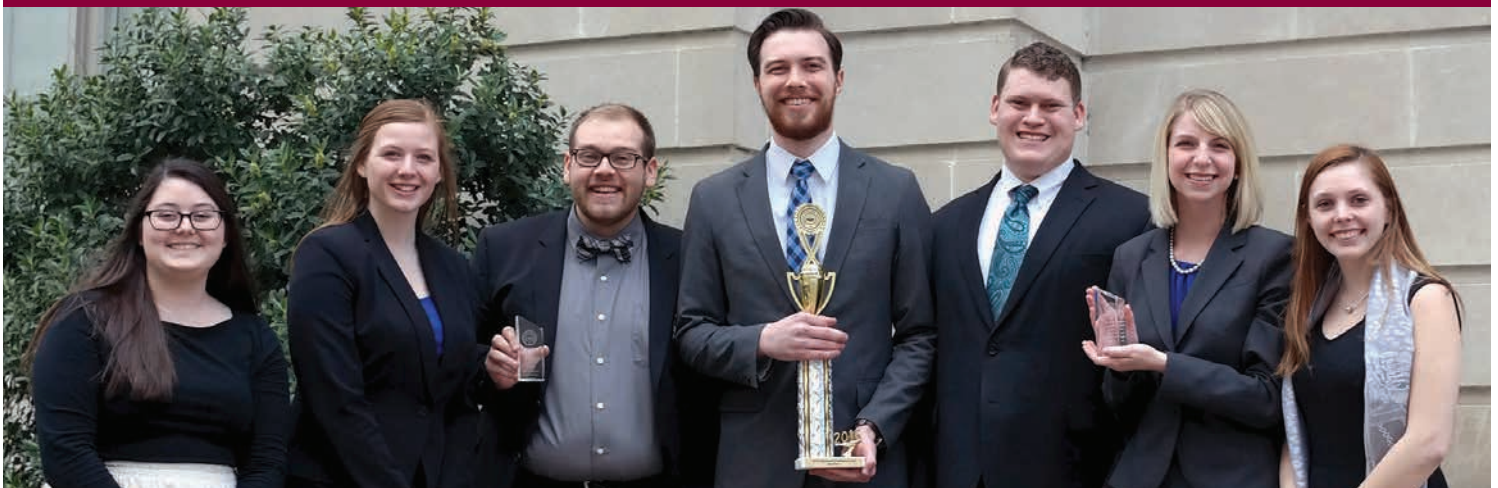
Chair Denton will make appointments to the following committees:

- **Committee on Equal Opportunities:** The CEO was established by Executive Order 97-1072 to advise the Council on strategies for achieving the equal opportunity and institutional performance objectives. One member will be appointed, to replace W. Bruce Ayers, whose term was not confirmed by the Senate in the 2016 legislation.
- **Council's Executive Committee:** The Executive Committee reviews all agency budget and personnel matters, including an annual audit of the agency, evaluating the president, and performing other activities assigned by the Council. One member will be appointed, to replace Joe Graviss, whose term was not confirmed by the Senate in the 2016 legislation.

Staff preparation by Heather Bingham

# CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



From left: Mock Trial Team members Mackenzie DeSpain, Laura Jackson, Anthony Sean Potter, Matt Boggs, Ryan Wiggins, Allie Maples and Melissa Mahan.

## MOCK TRIAL TEAM VIES FOR NATIONAL TITLE

EKU's Mock Trial Team was one of 48 teams nationally, and the only squad from a regional comprehensive institution, to participate in the American Mock Trial Association National Championship Tournament (NCT).

The Eastern team finished first at AMTA's Opening Round Championship (ORC) Series tournament in Memphis, Tennessee, March 18-20. EKU split its first-round matchup with Baylor University before sweeping ballots in the remaining three rounds against the University of Alabama, Millsaps College, and Texas A&M.

By finishing first in the 24-team tournament, EKU earned a bid to the national event in Greenville, South Carolina, April 15-17.

## GAME DESIGN PROGRAM RANKS 50<sup>TH</sup> IN WORLD

EKU's game design program ranks 50<sup>th</sup> internationally, according to The Princeton Review.

The Review determined its rankings based on a survey it conducted in 2015 of 150 institutions offering game design coursework and/or degrees in the United States, Canada, and some other countries.

The company's 40-question survey asked schools to report on everything from their academic offerings and faculty credentials to their graduates' starting salaries and employment experience. Among criteria The Princeton Review weighed to make its selections: each school's academics, facilities, career services, and technology.

The high international ranking "says that we are committed to strive to keep our program and our students competitive," said Dr. George Landon, director of the EKU Gaming Institute. "We are serious about game design and how EKU fits into the bigger picture."

## PROFESSOR'S STUDY EYES ECONOMIC POTENTIAL OF RED RIVER GORGE, REGION

When he visits Kentucky's Red River Gorge, Dr. James Maples commonly sees license plates from across the U.S. and Canada and meets rock climbers from around the world.

Besides enjoying the scenic views and world-class rock climbing opportunities, approximately 7,500 climbers spend approximately \$3.6 million annually in the region, the gift that Maples said keeps giving.

The EKU faculty member recently completed a Red River Gorge economic impact study, surveying more than 700 climbers. The study determined that rock climbing contributed to 39 full-time jobs in the surrounding six-county region and more than \$700,000 in wages.

"I would expect climbers also create even more part-time or seasonal jobs, as well as entrepreneurial or self-employed work, which are not included in the 39-job estimate," Maples said. "All the while, climbers also generate tax dollars at the local, state and federal level. I envision this as a predictable and renewable economic resource that can generate economic growth and jobs in our service region."

Maples, an assistant professor of sociology, has presented the results of his initial study to residents of Powell, Wolfe and Lee counties, regional tourism officials, business leaders and other community partners and stakeholders. He's working with two groups in Powell County to examine how they can create social change through bike trail development and a farmer's market and with Seth Wheat of the Kentucky Office of Adventure Tourism and the Forest Service to see the study put to use in policy design.

Of the six counties (Powell, Wolfe, Lee, Estill, Menifee and Owsley) that form the basis of the study, four are among the 100 poorest in the nation. "As such, we need to find ways we can create economic activity without requiring lots of change or government economic investment," Maples said.





Lilley Cornett Woods Research and Learning Center (right) and bunkhouse.

## LILLEY CORNETT WOODS BUZZES WITH ACTIVITY

New facilities at Lilley Cornett Woods, the Commonwealth's longest-preserved old-growth forest, are poised to welcome scientific researchers and educators from across the region and country and enable "sustained, high-impact research of global significance."

A 1,700-square-foot Research and Learning Center is funded by a \$330,000 grant from the National Science Foundation, while ECU, which owns and manages the Woods, funded construction of an 800-square-foot bunkhouse to house visiting scientists.

Less than 1 percent of all forested areas in the eastern U.S. is old growth, and the relatively high biodiversity in eastern Kentucky opens opportunities to link on-site and regional research to national and global research in such areas as climate change, carbon sequestration and cycling, and ecological system modeling, environmental adaptation in response to landscape change, and large-scale ecosystem monitoring and analysis.

Increasingly in recent years, the site has drawn researchers and educators from outside ECU, including college students from across the nation. The research center will better facilitate long-term projects that require data and samples to be processed immediately, rather than taken back to a lab elsewhere.

In the past month, the research facility has welcomed an ECU environmental land use planning class, a Kentucky Valley Educational Co-Op Teacher professional development workshop, and a meeting between a group of ECU Justice Studies graduate students and environmental organizers.

Many more ECU classes will visit in the coming months. The facility will also host students from Radford University, a Kentucky River Watershed Watch training session, an adventure art camp for children, an annual field camp and research symposium, a research intern program and even a production crew using recreational tree climbing to produce a short film about old-growth forests.

Beyond the natural sciences, faculty and students are also expected from the fields of environmental health science, sociology and history, among others. The new facility will also enable increased outreach to K-12 schools as well as the public.

During the summers of 2017-19, Lilley Cornett Woods will host a National Science Foundation-funded Research Experience for Undergraduates (REU) program.

Participating students, primarily from schools with limited research opportunities, will arrive from all across the U.S. for the 10-week program and work directly with faculty mentors and collaborators, including agency professionals.

## OT GRADUATE PROGRAM RANKED 37<sup>TH</sup> IN U.S.

The master's degree program in occupational therapy at ECU rates among the nation's best, according to U.S. News and World Report.

The magazine recently ranked the Eastern program as tied for 37<sup>th</sup> nationally. No other graduate OT program in Kentucky ranked in the top 50.

The ECU master's degree program in OT admits up to 80 students a year, the majority coming from central and eastern Kentucky with others coming from elsewhere in the Commonwealth or other states. Graduates are employed in a variety of healthcare facilities, school systems and community health programs, also mostly in Kentucky.

A post-professional master's degree in OT was launched at ECU in 1990; the entry-level master's program dates to 2002. To be eligible to sit for the certification exam in occupational therapy, students must first graduate from an entry-level master's or OTD program. (Eastern also offers a nationally recognized post-professional doctoral degree program in OT and, in collaboration with the University of Kentucky, a doctoral degree in rehabilitation sciences.)

U.S. News based its rankings solely on the results of peer assessment surveys sent to deans, other administrators, and/or faculty at accredited degree programs or schools. More than 160 nationally accredited graduate programs in occupational therapy were surveyed.

## \$1 MILLION GIFT FOR ACADEMIC, STUDENT-FOCUSED INITIATIVES

Noting their excitement about "the energy that exists across campus," Maribeth and Louis Berman, of Louisville, have pledged \$1 million to ECU to support academic and student-focused initiatives.

A portion of the Bermans' gift will go toward a series of projects and initiatives important to them, to be chosen in collaboration with President Michael Benson and other University leaders. Inclusive in their total commitment is a twin-engine plane they recently gifted to the ECU Aviation program, as well as a commitment to support the University annual fund in coming years. The remainder will be deferred as an estate gift.

"Louis and I are excited to be involved with the transformation going on at ECU," said Maribeth Berman, a 1992 Eastern graduate. "The changes being made to facilities, housing, student union, rec center and academic and athletic facilities will all enhance the student experience at ECU. It is an exciting time to be a Colonel!"



# KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

APRIL 2016



## ARTISTIC ENDEAVOR

### WEST KENTUCKY COMMUNITY AND TECHNICAL COLLEGE OPENS NEW BUILDING FOR PADUCAH SCHOOL OF ART AND DESIGN

West Kentucky Community and Technical College (WKCTC) celebrated the opening of its newest building for the Paducah School of Art and Design (PSAD) on March 31. The event featured catering by WKCTC culinary students and music by Straight Up Lonesome, a band that includes students from Hazard Community and Technical College's Kentucky School of Bluegrass and Traditional Music.

All of PSAD's 2D programs are located in the historic 30,000 square-foot 2D and Graphic Design Building, which is adjacent to the Ceramics/Small Metals and Sculpture buildings in Lower Town. The building houses computer labs for Visual Communications, Multimedia and Digital Photography along with a fully equipped photo studio. Additionally, the building houses painting and drawing studios, a library/reading room, 2D Design studio, conference room, recording studio, lecture hall, the 1,600 square-foot Bill Ford Gallery and other public spaces.

**ABOVE:** The 2D and Graphic Design Building, a historic structure formerly known as Kitchen's Inc., was donated to WKCTC by the city of Paducah. The 32,228-square foot building houses an art gallery and studios for drawing, digital photography, graphic design and multimedia. The building will also be home to the Kitchen's Café, which will host guest chefs and a culinary arts series.



## KCTCS GOOD NEWS REPORT



The bistro style Kitchen's Café is also located on the property, which was originally named the Kitchen's, Inc. Building. The building has a long history and has been used for buggy manufacturing, building batteries and cabinet making. Kitchen's Café will provide dining, catering and educational experiences under the umbrella of WKCTC's culinary arts program. Facility rentals are available for the cafe, courtyard, and gallery, among other spaces within the building. There is onsite parking for 60 vehicles and the building is LEED's certified.

As a partner in Paducah's creative economy, WKCTC served as a catalyst for the region by opening the Paducah School of Art and Design in 2008 to stimulate tourism and the local economy.

PSAD had its beginning in temporary studios located in downtown Paducah. Shortly thereafter, WKCTC began renovation of the former Madison Hall in LowerTown. The Ceramics and Small Metals Building was beautifully repurposed in 2013 and is home to ceramics, metals, jewelry-making and 3-dimensional design classes.

**ABOVE:** Guests to the March 31st opening celebration of the Paducah School of Art and Design's newest building enjoyed catering by WKCTC culinary students and music by Straight Up Lonesome (Upper Right), a band that includes students from HCTC's Kentucky School of Bluegrass and Traditional Music, as well as an exhibit of work by renowned graphic designer David Carson (lower left). Dr. Box (bottom, center) addresses the crowd.

In the spring of 2013, WKCTC began the second phase of PSAD expansion with the construction of a Sculpture Building. The 7,000 square foot building, adjacent to the Ceramic and Small Metals Building, houses studios for clay, wood working, welding and metal fabrication, as well as a foundry for bronze casting. The Sculpture Building opened for classes in the fall of 2014.

With more than 300 students currently enrolled in classes, PSAD's enrollment has steadily increased since its inception. By nurturing a growing student body and attracting nationally recognized artists to workshops, the college is positioning the region to experience a renaissance rich with culture, community and economic development.







### KSU students attend AIPAC Policy Conference

Six KSU students attended the American Israel Public Affairs Committee (AIPAC) Policy Conference in Washington, D.C., last month. Ralph Williams, Jordan Russell, Jabreia Taylor, Diamond Gordon, Cameron Beale and Nocomis Miner each represented the University as they expanded their knowledge of the world of politics. The students were selected because of their affiliation with the Student Government Association.

“There were approximately 18,000 people in attendance and 4,000 of them were college students,” explained Williams, a business administration major and SGA member. The AIPAC Policy Conference 2016 was held March 20 through March 22. The conference included several breakout sessions with topics ranging from the history of Israel, ISIS, LGBT issues in Israel to African-American leadership.

Miner, a senior Criminal Justice and Sociology major, is the campus liaison for AIPAC. He attended the conference in hopes of lobbying members of Congress. Lobbying appointments were made available for attendees to meet with their members of Congress and speak to them about issues of concern to the pro-Israel community.

“Attending this conference just showed me that there are a lot of things happening in the world today and if you don’t read or endeavor to find out, then you will be numb to them,” Miner said.

The mission of the lobbying group AIPAC is to strengthen, protect and promote the U.S.-Israel relationship in ways that enhance the security of the United States and Israel.

“I may not completely understand, just yet, all the things within AIPAC, but I do appreciate its work efforts,” said SGA president Gordon. “Since being introduced to AIPAC, it has increased my network group tremendously and has helped me stay in contact with



*KSU students attend AIPAC in March.*

other HBCU presidents. It’s such a blessing to be able to talk about issues with our universities, communities and now, other countries.”

The students agreed that the experience helped to enrich their studies in politics. “I feel like it is a great opportunity to get connected into the political realm and see the different sides when dealing with international affairs,” Gordon said.

A highlight of the trip was that students were also able to hear Vice President Joe Biden and presidential hopefuls Hillary Clinton and Donald Trump address the prominent group.

“Many of them talked about the importance of supporting our allies,” Williams said. “That’s one of the takeaways from the experience.”

“It was inspiring,” Williams said. “There were so many people there at the Verizon Center—people of different races, LGBT, young, old—a whole range of demographics and everyone there was so passionate and dedicated. It was something I really valued.”

# KSU student calls Posters-at-the-Capitol ‘priceless’

FRANKFORT, KY — Combine Kentucky universities, STEM research, along with a mix of legislators, and it is a recipe for excitement for KSU student D’Andre Garrison, who is majoring in Agriculture, Food and Environment. Garrison calls his experience on February 25 at the Posters-at-the-Capitol “priceless.” “I would go again and again. I love representing Kentucky State University in a positive way,” he says. “Just having the opportunity to be around so many people that have the same interest as me and all those senators and politicians was priceless.”

Posters-at-the-Capitol is an annual event at the State Capitol, held to educate the Kentucky State Legislators of the importance of undergraduate research and scholarly work. The Governor proclaims the day to be Undergraduate Research Day across the Commonwealth thus providing students the opportunity to showcase at the Kentucky State Capitol building, projects involving cutting-edge research and scholarly achievements.

The Governor, members of the General Assembly and representatives are able to engage directly with some of Kentucky’s high-achieving students. Although considered topics included

were only within the sciences at one time, currently all areas of research and scholarly work are showcased at this event.

Garrison, who presented his project “Assessing Water Quality and Land Cover Change Kentucky River Watershed,” was congratulated State Senator and former Gov. Julian Carroll, the namesake of the Academic Services Building on KSU’s campus. He says that he was fortunate to see other student projects and learn from their discoveries. Garrison also used the event to tour the historic building, talk with potential employers and learn more about the memorials and statues, he says.

“I also had time to witness a live protest in front of the Capitol,” he says. “The entire day was filled with activities and surprises.”



*Sen. Julian Carroll congratulates KSU student D’Andre Garrison at the Kentucky State Capitol.*

## KSU state specialist Jennifer Hubbard-Sánchez named 2016 National Project Learning Tree Outstanding Educator



*Jennifer Hubbard-Sánchez*

FRANKFORT – Jennifer Hubbard-Sánchez, state specialist for sustainable programs and director of the Center for Environmental Education at Kentucky State University in Frankfort, was selected from nominees across the U.S. as one of five Outstanding Educators by Project Learning Tree® (PLT), the national environmental education program of the American Forest Foundation. This is the second time an educator from Kentucky has won the National PLT Outstanding Educator Award since its inception in 1994. In Kentucky, PLT is coordinated by the Kentucky Association of Environmental Education.

Hubbard-Sánchez is state specialist for sustainable programs and director of the Center for Environmental Education in the College of Agriculture, Food Science, and Sustainable Systems at Kentucky State University. In that role, she connects with Kentuckians of all ages, in both English and Spanish, with a special interest in teaching about climate change. She has been instrumental in making Kentucky PLT and the Kentucky Association for Environmental Education regional and national leaders in the field of environmental education.

Hubbard-Sánchez holds a B.A. in Spanish from Saint Michael’s College in Colchester, VT, an M.A. in anthropology from the Universidad de las Américas in Puebla, Mexico, and an M.S. in environmental studies from Kentucky State University. She became a Kentucky State-Certified Professional Environmental Educator in 2014 and was honored as Kentucky PLT’s Outstanding Educator in 2015.

“She goes above and beyond in organizing and conducting PLT and other EE workshops,” said Michelle Shane, Kentucky Department of Agriculture. “Her dedication and passion are an inspiration to many environmental educators, including me.”

Hubbard-Sánchez, along with the four other educators from around the country, will be honored at PLT’s 30th International Coordinators’ Conference, May 23-26, in Salt Lake City. She is also invited to attend the World Forestry Center’s International Educators’ Institute, July 10-16, in Portland, Oregon.



## Staton named one of the top 40 professors of veterinary technology



Morehead State University's Dr. Amy Staton, veterinary technology instructor, has been named as one of the top 40 veterinary technology professors in the U.S. by the educational blog Vet Tech Colleges.com.

Those chosen for the list were selected due to a number of criteria:

- Those selected for the list must teach courses in veterinary technology.
- Those on the list serve outside the school.
- Those chosen for the list are affiliated with a number of professional veterinary organizations and associations.
- Those on the list have authored or co-authored publications in peer-reviewed journals and/or textbooks.

"It is a wonderful feeling to know that I am making a difference in the profession. Although I believe that there is always room for self-improvement, it is recognitions such as this that reassure me that I have found my calling," said Staton. "I truly love what I do. When you love what you do it isn't a job anymore, it's a passion and that is evident in my work. I am proud to be part of the MSU vet tech program and honored to work with my fellow colleagues and students."

In addition to being a licensed veterinary technologist, she also holds a doctorate of education, and her research interests include applying interactive virtual simulation to the classroom, as well as the human-animal bond. She teaches courses related to animal husbandry, radiology and surgical nursing.

Staton has been an instructor at MSU since 2008.



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## **NASA Space Launch System's first flight to include MSU student satellite**

MSU's Space Probe Lunar IceCube, flying as a secondary payload on the first flight of NASA's Space Launch System, will investigate the location, distribution and movement of water ice on the lunar surface.

The first flight of NASA's new rocket, the Space Launch System (SLS), will carry 13 CubeSats to test innovative technologies along with an uncrewed Orion spacecraft in 2018.

## **Rural Physician Leadership Program expanded at MSU**

Responding to the shortage of physicians in the Commonwealth, the University of Kentucky College of Medicine is planning to develop a satellite program in Bowling Green for four-year medical education and to expand the Rural Physician Leadership Program (RPLP) in Morehead to a three-year (year-round) medical education program.

The UK College of Medicine initiative – in partnership with Morehead State University, Western Kentucky University, St. Claire Regional Medical Center, King's Daughters Medical Center and The Medical Center at Bowling Green – will begin as early as 2018. UK has partnered for several years with MSU through the RPLP, where students complete their third and fourth years of medical training with rural-centered clinical experiences primarily at St. Claire Regional Medical Center.

## **Engineering and tech management prepares students for 21st Century careers**

The need for qualified manufacturing engineers and supervisors is continually increasing. According to a recent article in The Lane Report, postings for advanced manufacturing jobs increased 43 percent in Kentucky between Dec. 2014 and Dec. 2015, with much of that growth seen in electrical and mechanical engineering, skilled materials, and process engineering and testing.

To meet this growing demand, MSU's Department of Engineering & Technology Management (DETM) is preparing students for successful careers in the field. The DETM prepares students for such positions through a variety of specialized bachelor's, associate and master's degrees in engineering technology, engineering and technology management, career and technical education, and more. Students gain more than knowledge at MSU. They also gain practical, hands-on skills in interactive labs, including the newly-completed 21st Century Center for Manufacturing Systems. The center provides opportunities for students to work on applied engineering projects that integrate mechanical, electrical, computer and control system components.

## **MSU named Nation's Fifth 'Bee Campus USA'**

Bee Campus USA announced March 4 that MSU is the fifth institution of higher education in the nation to be certified as an affiliate of the Bee Campus USA program, designed to marshal the strengths of educational campuses for the benefit of pollinators.

MSU developed its campus Pollinator Protection Plan for its 1200-acre landscape to include a locally native and pollinator friendly plant list with regional sources for plants. MSU utilizes Integrated Pest Management (IPM) practices, using pesticide very selectively and only as a last resort and some of MSU's designated pollinator gardens already have educational signage about the contribution of bees.





**Murray State University students spend Spring Break giving back: Ten representatives of Murray State University's Baptist Campus Ministries group pose for a photo during their recent spring break trip to St. Louis, Mo., where they spent their time doing multiple acts of community service throughout the city.**

### Four Murray State graduates named distinguished alumni

Four Murray State University graduates have been named 2016 Distinguished Alumni by the Murray State Alumni Association. David Beck, '77; Bill Cunningham, '66; Janice Padgett Harper-Smith, '63, '68; and Dennis Jackson, '66, '71, will receive their awards at the Distinguished Alumni Dinner on Friday, April 15.

"The award honors alumni who have excelled personally and professionally, contributed to their professions and impacted others," said Mark Welch, director of alumni relations at Murray State. The University presents the awards annually to alumni who have made meaningful contributions to their profession on a local, state and national level.

Beck received a degree in agriculture from Murray State in 1977 and currently serves as Executive Vice President/CEO of the Kentucky Farm Bureau Federation. He has been involved in all major state and national legislative and regulatory issues affecting agriculture and rural Kentucky for more than 39 years.

Cunningham is a Kentucky Supreme Court justice who has served on the state's highest court since 2006. A 1966 Murray State graduate, he was a member of the Sigma Chi fraternity and served as president of the Student Government Association, which helped lead him on his career path.

Harper-Smith is a music educator and vocal coach who is internationally renowned for her vocal performance and her work with professional singers. She earned her undergraduate and graduate degrees in music education from Murray State in 1963 and 1968, respectively, while also receiving a national fellowship for postgraduate study in Europe. For nearly 20 years, Harper-Smith performed professionally, including operas and concert repertoire.

Jackson has served on the Kentucky Council of Postsecondary Education as well as the Murray State University Foundation, the National Alliance of Black School Educators, the Kentucky High School Athletic Association and the Western Kentucky Association of History and Social Studies Teachers. At Murray State, he played football and ran track as the first African American varsity athlete in 1960, and he has since been inducted into the Murray State Athletics Hall of Fame.

### Murray State University student selected for prestigious Fulbright Award

Murray State University student Bryant Powell has been selected for a Fulbright U.S. Student Award in Belgium. As a Fulbright recipient, Powell joins more than 100,000 Fulbright U.S. Student Program alumni who have undertaken grants since the program began in 1948. The Fulbright program is the flagship international educational exchange program sponsored by the U.S. government which is designed to increase mutual understanding between the people of the United States and the people of other countries. The primary source of funding for the Fulbright Program is an annual appropriation made by the U.S. Congress to the U.S. Department of State, Bureau of Educational and Cultural Affairs. Participating governments, host institutions, corporations, and foundations in foreign countries and in the United States also provide direct and indirect support.

Powell, a French major from Mayfield, is the second individual to have been awarded a Fulbright while a student at Murray State University. Recipients of Fulbright grants are selected on the basis of academic or professional achievement, as well as demonstrated leadership potential in their fields. The program operates in more than 160 countries worldwide. From the experience, Powell hopes to gain a broader sense of cultural awareness and a better grasp of the French language as well as the opportunity to help his graduate school application stand out.





## Martin Luther King III speaks to campus, community



**M**artin Luther King III spoke at Murray State University's annual Presidential Lecture Series on Monday, Feb. 8, in Lovett Auditorium. King gave a 45-minute presentation entitled "Continuing the Legacy: The Civil Rights Struggles of the 21st Century," followed by a 30-minute question- and-answer session.

In his presentation, King talked about the strides that were made by the civil rights movement, thanks to leaders like his father, Martin Luther King Jr., as well as Rosa Parks and the many people who demonstrated and participated in Freedom Rides and sit-ins. He said his father's "I Have a Dream" speech

instilled hope in people as a "vision for what America could become."

He urged students to be engaged in the political process. In response to Gov. Matt Bevin's recent announcement of higher education budget cuts in Kentucky, he encouraged students to organize and "inundate legislators" with their presence and action. He even helped the cause by adding his signature to the Racers in Action petition.

Above all, he spoke about being the best that we can be. Like his father, he continually focuses on nonviolent action and strives to manifest positivity by choosing to see the good in people, believing in "the spirit of forgiveness" and not allowing hatred to win.

"We really are a great nation of great people, and if we can ever stop looking at elements that divide, and figure out 'how do we work together for a greater and better America - and really a better world?'"

That evening, Murray State University President Bob Davies reiterated the importance of unity and compassion saying, "We strive to provide our graduates with an array of valuable skills, including critical thinking and communication skills that will empower them to be active citizens in our global society."

## John Ryan Nursing Scholarship established to honor alumnus

The John Ryan Nursing Scholarship has been created to help Murray State University students acquire an education in nursing. Developed by Dan Ryan, the namesake's younger brother and 1981 Murray State physics graduate, the scholarship will require \$25,000 for endowment.

Ryan wanted to honor his brother, whose life was taken by cancer in 2015, in a way that would have long-lasting impact. "A scholarship will help many students in the future fulfill their dream to complete their degree in nursing, and it will provide a living legacy for John," he said.

The scholarship will be available to full-time junior or senior students at Murray State who have a minimum 3.0 GPA on a 4.0 scale and have been admitted to the nursing program. The School of Nursing Scholarship Committee will choose the recipients, and preference will be given to male students, who are underrepresented in the nursing field.

A nursing graduate himself, John Ryan received his bachelor's degree from Murray State in 1974.

## International graduate student receives opportunity to blog for U.S.News & World Report

Cathy Jane Van Lit, a Murray State University graduate student through the Arthur J. Bauernfeind College of Business, has begun blogging for the national publication U.S.News & World Report. Aimed at international students, her articles offer advice for those looking to attend college in the United States.

"It seemed like a great opportunity to create exposure for Murray State and to inform prospective students on various topics," said Van Lit. "Even though the articles are objective I can still use the knowledge and resources available here at Murray State University to prepare prospective students in the best possible way."

Van Lit has penned two posts for the publication. Her first article, "Do's, Don'ts for Talking to a U.S. College Recruiter," was published on March 1 and offered tips for talking to recruiters. She said that doing research before meeting with representatives is key for choosing a school that is the right fit.

Her second post, published March 16, continued the preparedness theme. "6 Factors for Prospective International MBA Students to

Weigh" recommends that graduate students look at factors such as accreditation and cost before deciding which program to attend.

Van Lit received the opportunity by responding to a call for international student bloggers that U.S.News promoted on Twitter during winter break. Vice President for Student Affairs Dr. Don Robertson passed along the tweet to the Institute for International Studies, where Van Lit works as a graduate assistant.

Van Lit's recent blog posts can be accessed at <http://bit.ly/1RHH050>



Cathy Jane Van Lit



## Dr. Renae Duncan to serve as Acting Provost and Vice President for Academic Affairs

Current Associate Provost for Undergraduate Education, Dr. Renae Duncan, is serving as the Acting Provost and Vice President for Academic Affairs, effective April 1. Dr. Duncan took over for Dr. Tim Todd, who recently announced his return to the role of dean of the Arthur J. Bauernfeind College of Business at the end of March.

Duncan earned her bachelor's degree from the University of Maryland and her master's degree and Ph.D. from Florida State University, joining the Murray State faculty in 1993. She has served as a faculty member, academic department chair and associate provost at the University.



# GOLD RUSH

APRIL 2016

NORTHERN KENTUCKY UNIVERSITY

## GO FIGURE

33

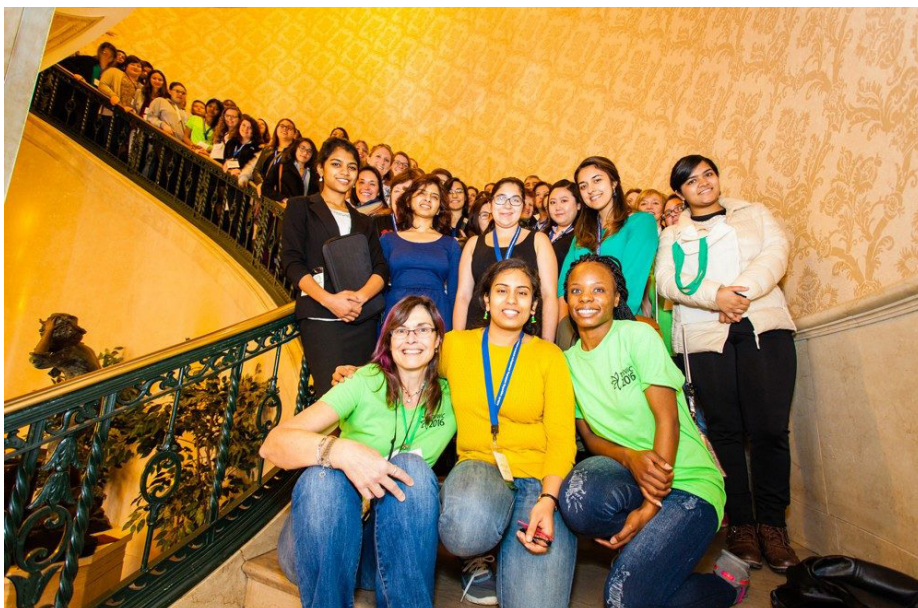
Consecutive winning seasons by NKU Women's Basketball, beginning in 1983-84

\$20K

Donation to create the Republic Bank Gateway2NKU Scholarship to help community college students transition to NKU

50

Number of bicycles now on campus as part of a new bike-sharing service launched April 22



## NKU WORKS TO BRIDGE IT GENDER GAP

It's become a largely forgotten historical fact that while the majority of the original computer programmers in the 1940's were women, today women account for just 26 percent of the workforce in the computer science industry in North America and Western Europe. And just 18 percent of bachelor's degrees in computer and information sciences are awarded to women.

The percentage of women working in computer science is disproportionately low, but Northern Kentucky University faculty, staff, and students are working with their peers across the region and the state to reverse that trend.

Since 2011, NKU's Dr. Maureen Doyle, associate dean of the College of Informatics, has worked with a committee of her peers across the state and nation to convene the biennial ACM-W Regional Tri-State Women in Computing Conference (TRIWIC).

The event brings together female - and male - computer scientists and students to learn from and support each other in a collaborative environment. TRIWIC 2016 attracted more than 200 attendees from 17 institutions, including more than 35 NKU students and 10 faculty members.

Doyle spent 20 years working in the private sector as a computer programmer, and she has seen the industry's diversity challenges firsthand.

"I believe diversity in all fields is helpful to creating better products and services," she said. "The National Council for Women in Technology studied diverse teams in 2014, and found that they often 'provide superior productivity and financial performance compared to homogeneous teams.'"

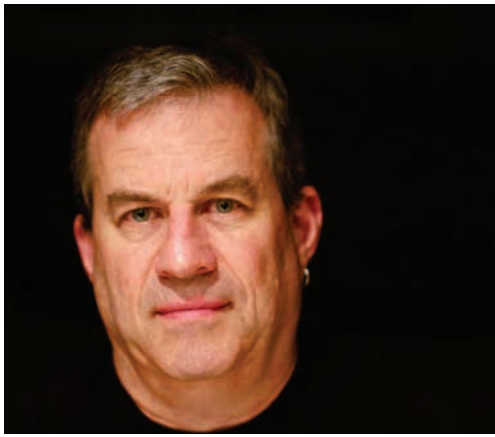
## COLLEGE CORNER

### CHASE COLLEGE OF LAW

This summer, NKU's Chase College of Law will become the first law school in Kentucky to offer an advanced law degree: the internationally-recognized LL.M. degree.

The program allows foreign-trained lawyers to earn an LL.M. in U.S. Law. Obtaining an advanced degree in U.S. law at an American law school is becoming increasingly important for international attorneys who advise clients on matters involving U.S. laws or who work with U.S. lawyers in a global economy.

**LEARN MORE:** [http://www.nku.edu/news/\\_160223chaseLLMdegree.html](http://www.nku.edu/news/_160223chaseLLMdegree.html)



## COMMUNITY IN CRISIS: NKU TACKLES KY HEROIN EPIDEMIC

In *Dreamland: The True Tale of America's Opiate Epidemic*, journalist and author Sam Quinones demystifies the extraordinary story of black tar heroin and how it has ravaged so many American communities, including our own region and Commonwealth.

NKU was proud to host Quinones on campus for a three-day event this month to help advance the dialogue surrounding this critical issue. Quinones conducted a public lecture, participated in a daylong symposium, and met with faculty, staff, and students in their ongoing efforts to find solutions to this crisis in our community. The event was the inaugural initiative of NKU's forthcoming Health Innovation Center. When it opens in 2018, the Center will be devoted to addressing public health issues by preparing students to work in the 21st century public health and health care field, where solutions are found through transdisciplinary collaborations that engage a full range of knowledge and break down the silos that isolate expertise.

**LEARN MORE:** <http://hicinfo.nku.edu/events.html>

## NKU NORSE THE SCOREBOARD

NKU student-athletes have amassed more than 2,500 hours of community service this academic year.

Members of the baseball and women's soccer programs traveled to the Dominican Republic last fall, where they put on a four-day sports camp for 100 children. Student-athletes also continued their tradition of participating in community activities such as the Buddy Walk, an annual fundraiser for the Down Syndrome Association of Greater Cincinnati.

## BRIEFS

### CHASE COLLEGE OF LAW EXPANDS '3+3' PROGRAM

Chase College of Law now offers the 3+3 Accelerated Law Program to students at Thomas More College in nearby Crestview Hills as well as to NKU undergraduates.

The 3+3 program – named for three years of undergraduate studies and three years of law school – began at NKU last fall. Students can reduce their education costs by combining a final year of undergraduate studies with a first year of law school.

Other law schools offer similar programs, but those are typically limited to undergraduates at the university of which the law school is a part.

**LEARN MORE:** [http://nku.edu/news/\\_160310acceleratedlaw.html](http://nku.edu/news/_160310acceleratedlaw.html)

### NKU STUDENTS PRESENT RESEARCH AT NATIONAL CONFERENCE

NKU students' research is gaining national attention: Juniors Kelsey Klinefelter and Jamie Weimer received national awards this spring to travel to the Society of Toxicology (SOT) annual meeting in New Orleans in March, where they met with scientists and presented their own research on the health risks of pervasive chemical compounds.

Klinefelter studies the effects of polychlorinated biphenyls (PCBs) upon the development of fetuses and newborns. Weimer studies how taurine, an ingredient in many energy drinks, affects the cognitive abilities of children and teenagers.

**LEARN MORE:** <http://tinyurl.com/zuuk7jy>

## FACULTY FOCUS

NKU's Dr. Daryl Harris has been selected for the prestigious Fulbright Specialists program, a five-year appointment during which he will act as an expert consultant for other universities across the globe.

A writer, director, costume designer, and actor who has worked on nearly every continent, Harris will bring his expertise to other educational institutions, helping to teach students and assisting faculty in developing curriculum.

Harris is an associate professor of performance art at NKU's School of the Arts, which is part of the College of Arts and Sciences. He specializes in multicultural programming and linking theatre to other disciplines, and teaches his students that theatre is about more than acting.

**READ MORE:** [http://www.nku.edu/news/\\_160128alumniawards.html](http://www.nku.edu/news/_160128alumniawards.html)

### NKU STUDENT WINS \$10,000 SCHOLARSHIP TO STUDY IN JAPAN

Lacey Gerdes fell in love with the language and traditions of Japanese culture as a child. Now, the NKU freshman will spend a year studying there.

Gerdes, 18, of Hebron, has received a \$10,000 scholarship from the Fund for Education Abroad to study at Gifu University, a NKU partner institution located in central Japan near Nagoya, next academic year.

She is the first NKU student to receive a scholarship from the nonprofit FEA, which awards just 25 scholarships annually.

**LEARN MORE:** [www.nku.edu/news/160413laceygerdes.html](http://www.nku.edu/news/160413laceygerdes.html)

### RECORD CROWD FOR 8TH ANNUAL BUSINESS WEEK

More than 1,400 students – a record number – attended an annual Haile/US Bank College of Business networking event last month that provides one-on-one access to business executives from across the world.

At the 8th annual "Business Week" event, regular classes were suspended so that students could attend sessions to help prepare them for success in tomorrow's workplace.

They met with executives such as E.W. Scripps Co. President & CEO Rich Boehne; Nickelodeon/MTV Networks Vice President Regan Forman; Cintrifuse CEO Wendy Lea; and Jason Vines, former Communications Chief for Chrysler, Ford and Nissan.

**LEARN MORE:** [http://nku.edu/news/\\_160331businessweek.html](http://nku.edu/news/_160331businessweek.html)

## ALUMNI NEWS

### NKU ALUMNI ASSOCIATION CREATES FIRST BLACK ALUMNI COUNCIL

NKU's alumni network is growing: the University's first Black Alumni Council has been created to serve African-American graduates and help support African-American students. The council is led by Crystal L. Kendrick ('97), a former member of the NKU Alumni Council and a *Cincinnati Enquirer* 2016 Woman of the Year.

The move comes at a time when NKU's student body is the most diverse in University history and the number of African-American graduates is growing. The number of bachelor's degrees conferred to underrepresented minority students, including African-Americans, has grown by 37 percent since the launch of NKU's 2013-18 strategic plan, Fuel the Flame. In the period from 1997 to 2011, that number grew by 202 percent.

**LEARN MORE:** [http://nku.edu/news/\\_160205BlackAlumniCouncil.html](http://nku.edu/news/_160205BlackAlumniCouncil.html)





*A Message from President Capilouto*

Consider for a moment your smartphone. Within its aluminum and glass casings are technologies derived from publicly funded federal research. Undergirding all of the apps, services, and software are global platforms and utilities developed through basic and applied scientific discovery.

The Internet was an early project for the Defense Advanced Research Projects Agency (DARPA) – a high-risk, high-reward research arm of the Department of Defense created after the former Soviet Union's launch of Sputnik. GPS was also developed by DARPA and now supports navigation apps and location services tied to countless tools we use every day. Two Stanford students – with support from the National Science Foundation (NSF) – developed a new search algorithm in the 1990's. The company that developed from that early innovation is now known as Google, and is publicly valued at \$387 billion. Voice-recognition software is an early DARPA project, and now supports civilian and industry platforms like Siri. A former UK faculty member, Samuel Hurst, pioneered the earliest touch screen system with publicly funded support for his research.

These innovations are only a small sample of the early-stage, publicly-funded, foundational research projects that now support, not only industries and private business, but entire markets on national and international scales. The NSF found that technology transfer agreements of university research to the private sector yielded an “impact up to \$836 billion in gross industry output, \$388 billion in GDP, and three million jobs” between 1996 and 2010.

In the Commonwealth of Kentucky, more than half of all basic, translational, and applied university-led research happens at the University of Kentucky. Pioneering UK faculty and staff are on the frontlines of the questions of our day. Last year, they earned \$285 million in competitive external grants and contracts, helping propel us toward the top echelons of the nation's research universities.

In 2014, an independent study concluded that UK's research enterprise – fueled by competitive grants and contracts – had an economic impact exceeding \$580 million annually, affecting 8,114 jobs and \$21.3 million in state and local taxes.



*UK's research enterprise – fueled by competitive grants and contracts – had an economic impact exceeding \$580 million annually, affecting 8,114 jobs and \$21.3 million in state and local taxes*

To be sure, our research and creative discovery shape industry, create jobs, and broaden our understanding of the artistic, human, and technological world, but that is only one way in which the state's flagship, public, research university serves Kentucky.

In total, UK's \$3.4 billion academic, research, health care, and service enterprise means the Commonwealth of Kentucky gets a return that 12 times its investment of \$280 million.

Our 12,500 full-time employees on our campus, at our hospitals, and across all 120 counties of Kentucky collectively contribute more than \$90 million paid in state and local taxes. And that number continues to grow year after year through the high-wage jobs we're creating and bringing to Kentucky.

The number of patients served with sophisticated health care by the University of Kentucky has grown more than 95 percent since fiscal year 2003 -- 37,333 patients in our hospitals and 1.4 million visits to our clinics last year alone.

In a report from the Kentucky Council on Postsecondary Education, more than 60 percent of our graduates are employed in Kentucky one year later, while 10 percent choose to continue their education. These are the professionals, community leaders, and taxpayers who stay here and strengthen the economic and civic vibrancy of Kentucky.

These powerful stories highlight some of the specific returns our state receives from its investment in its flagship institution. We are the University of Kentucky. Though our reach and scale have expanded since 1865, UK's future remains inextricably linked with the state we are proud to lead and to serve.

Sincerely,

Eli Capilouto, President

DanceBlue Raises \$1,631,067.49

After 24 hours of dancing in anticipation, DanceBlue chairs and committee members revealed the 2016 grand fundraising total of \$1,631,067.49 to the nearly 800 student participants and a crowd of supporters. With this year's total, DanceBlue has contributed \$9.8 million to the Golden Matrix Fund and the DanceBlue Kentucky Children's Hospital Pediatric Hematology/Oncology Clinic.



## National Summit on Prescription Drug and Heroin Abuse Spotlights UK Leadership



The spread of prescription drug and heroin abuse in America has escalated to the status of a national epidemic, and the University of Kentucky and UK HealthCare remain at the forefront of a national movement to end the scourge of prescription drug and heroin abuse. As part of fulfilling this important mission, UK sent a delegation of executive, clinical and research leaders to join national thought-leaders and policymakers at the 2016 National Rx Drug Abuse and Heroin Summit, March 28-31 in Atlanta, Georgia.

UK is laying the groundwork for a more widespread and intensive approach to complex

health care through research, translational discovery and care, and clinical delivery. By tapping into a robust network of clinical outreach programs that partner with UK HealthCare and our academic medical center, we're able to connect clinicians to 180 practices across the region – some 10,000 beds.

To support this work, UK faculty are engaged in sophisticated research. In fiscal year 2015, University of Kentucky faculty members were awarded more than \$95 million in research funding from the NIH and more than \$12 million from NIDA, among other federal agencies.

## Rutgers Cancer Center Director Named Dean of the UK College of Medicine



Dr. Robert DiPaola, director of the Rutgers Cancer Institute of New Jersey and Vice Chancellor for Cancer Programs, Rutgers Biomedical and Health Sciences, was recently named dean of the University of Kentucky College of Medicine. DiPaola was selected following a national search, which was co-chaired by Linda Van Eldik, director of UK's Sanders-Brown Center on Aging, and John Walz, dean of the College of Engineering.

Dr. DiPaola has extensive experience in translational research, clinical operations, education and leadership. At Rutgers, he was responsible for all research, clinical and administrative activities of a National Cancer Institute (NCI)-designated Comprehensive Cancer Center and led the successful renewal of NCI designation in 2011. Under his leadership, external research funding increased to more than \$100 million annually. In addition, Dr. DiPaola has maintained continuous funding to support a laboratory focused on Drug Resistance in Cancer Therapy, working on preclinical studies that support translational clinical trials and investigations into prostate cancer drug resistance.

He earned a bachelor's of science degree and his medical degree at the University of Utah; completed an internship and residency in Internal Medicine at Duke University Medical Center; and completed a Fellowship in Hematology-Oncology at the University of Pennsylvania Hospital in Philadelphia.

## UK Alum's Locally Made Cheese Showcases Commitment to Ky. Food Economy

As part of the partnership between Aramark and the University of Kentucky, UK Dining is dedicated to engaging and supporting local businesses. In the first year of the institution's dining contract, not including beverages, UK increased its local food purchases by approximately 20 percent. Moreover, UK is the only university in America with a global food partner who has made a multimillion-dollar commitment to growing the local food economy.

One of those companies is Boone Creek Creamery, which is owned and operated by UK microbiology alumnus Ed Puterbaugh. As a proud Kentuckian and first artisan cheese producer in the state, Puterbaugh not only sells cheese made in-house in his Lexington shop, but also a variety of locally made products in his Kentucky Proud store.

Boone Creek Creamery provides cheese for catered events and football games, and even supply all the mozzarella cheese for pizzas made at two of UK Dining's locations, The 90 and Blazer Cafe.





## A Letter from the President

Dear Friends,

Both federal and state public policy makers talk frequently about higher education accountability. At the University of Louisville, accountability means: 1) academic accountability; 2) financial accountability; and 3) environmental accountability. We are proud of some of the recent news, reinforcing our commitment to environmental accountability.

UofL has become the first college in Kentucky to earn a gold rating in sustainability from the Association for the Advancement of Sustainability in Higher Education. UofL is one of only 92 schools in the world to achieve the gold rating; five other ACC schools have accomplished this feat.

Through its Sustainability, Tracking, Assessment and Rating System (STARS), the AASHE

measures progress in environmental, social and economic stewardship. UofL jumped to the gold rating with the help of several initiatives, including new nutrition education plans and the biennial Leigh Ann Conn Prize for Renewable Energy, an award that recognizes outstanding renewable energy ideas and achievements with proven global impact.

The Conn Prize is something else worthy of celebration. We presented the \$50,000 award, which is managed by the Conn Center for Renewable Energy Research at the J.B. Speed School of Engineering, for the second time in March. The recipient, Dr. Daniel Nocera, is the Patterson Rockwood Professor of Energy at Harvard University.

It was an honor to personally present Dr. Nocera with the Conn Prize. The university was very fortunate to host a chemist and professor of his stature on campus for several days this month.

Sustainability and environmental friendliness are among our values at the University of Louisville. By promoting these values, we ensure that we will leave our campus and our community in better shape than we found them.

**James R. Ramsey** President, University of Louisville



*UofL President James Ramsey, right, conferred the 2015 Leigh Ann Conn Prize for Renewable Energy to Dr. Daniel Nocera, left, the Patterson Rookwood Professor of Energy at Harvard University.*

## UofL President receives public service award from U.S. Army

In recognition of his support of the Kentucky National Guard, President James R. Ramsey was honored with one of the highest public service awards a civilian can receive.



*Maj. Gen. Edward W. Tonini, left, former commander of the Kentucky National Guard, presents the U.S. Army Commander's Award for Public Service to UofL President James Ramsey.*

Ramsey accepted the U.S. Army Commander's Award for Public Service from Maj. Gen. Edward W. Tonini, former commander of the Kentucky National Guard, on March 7.

"As a direct result of his leadership, the University of Louisville has instituted several policies to assist our guardsman in the pursuit of higher education," said Maj. Gen. Edward W. Tonini. "His exemplary efforts and patriotism bring great distinction to himself, the Kentucky National Guard, and the Commonwealth of Kentucky."

UofL's achievements during Dr. Ramsey's tenure include offering in-state tuition to all Kentucky Guardsmen and their dependents, offering an annual scholarship to a ChalleNGe Academy cadet, and developing the Kentucky National Guard's partnership with the Republic of Djibouti.

"The University of Louisville is committed to helping our military personnel and their families pursue the dream of a college education," Ramsey said. "I am proud to accept this award on behalf of these brave men and women. UofL's commitment to them will not waver."

## Harvard chemist wins UofL's Conn Prize

A world-renowned chemist who discovered a way to convert sunlight into chemical fuel is the winner of the 2015 Leigh Ann Conn Prize for Renewable Energy.

Daniel Nocera, a professor from Harvard University, received the \$50,000 prize from UofL President James R. Ramsey at a ceremony March 7. Managed by the Conn Center for Renewable Energy at the J.B. Speed School of Engineering, the prize recognizes outstanding renewable energy ideas and achievements with proven global impact.

The Conn Prize is named for the late daughter of Hank and Rebecca Conn.



*UofL President James Ramsey honored the UofL women's swim team during a March Board of Overseers meeting for their 8th place finish at the NCAA national meet.*

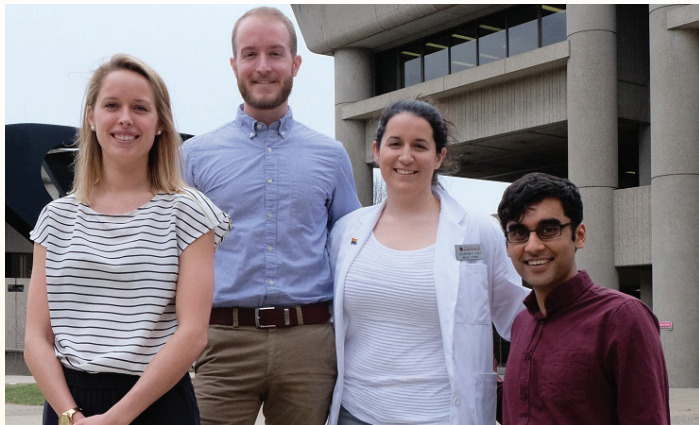
## Med school students win prize for plan to reduce physician burnout

UofL School of Medicine students took third place in a national contest after creating a program designed to keep physicians and medical students healthy.

Students Melinda Ruberg, Matthew Neal, Anish Deshmukh and Katherine Yared developed “Happy Healers, Healthy Humans: A wellness curricular model as a means of effecting cultural change, reducing burnout and improving patient outcomes,” for the American Medical Association’s inaugural Medical Education Innovation Challenge. The model allows medical schools to educate physicians in a way that improves their own health, enabling them to better care for their patients.

Several aspects of the team’s plan to support a more compassionate approach to medical education already are in place at UofL, such as a student wellness committee, patient interview sessions for preclinical students, and faculty members who champion an environment of compassion as part of the school’s Compassion and Mindfulness Work Team. In addition, the student team suggested elements such as mutual accountability, health monitoring technology and the creation of wellness-oriented spaces in medical schools.

“A big part of our project was making wellness not something you do on the side, but institutionalizing it so it is more of a cultural shift and is fostered within the system,” Ruberg said.



UofL students and Medical Education Innovation Challenge authors Melinda Ruberg, Matthew Neal, Katherine Yared and Anish Deshmukh.

## UofL students take journey through Civil Rights history

Eight students from UofL’s Martin Luther King Scholars Program headed south this month to trace King’s footsteps during the fight for civil rights.

The 2016 Civil Rights Immersion Experience was held March 11-14. Students traveled to historic sites in Alabama and Tennessee that were important locations during King’s involvement with the Civil Rights Movement. In Selma, Alabama, students walked across the Edmund Pettus Bridge, where in 1965 demonstrators were attacked during a civil rights march. They also toured the Rosa Parks Museum and the Southern Poverty Law Center, before their final stop at the National Civil Rights Museum at the Lorraine Motel, where King was assassinated in 1968.

Prior to the trip, the scholars studied integral moments of the Civil Rights Movement and each was responsible for an academic presentation at one of the tour stops.

The MLK Scholars Program is focuses on leadership development and civic engagement. Each year, 10 African American or Hispanic high school graduates from Kentucky or Southern Indiana are chosen to be MLK Scholars and receive full-tuition scholarships to UofL.

## UofL leading the state in sustainability efforts



The University of Louisville is the most sustainable college in Kentucky according to the Association for the Advancement of Sustainability in Higher Education.

UofL received a gold rating in the Sustainability Tracking, Assessment and Rating System (STARS), the global standard AASHE uses to gauge progress in environmental, social and economic stewardship.

UofL is the only university or college in the state to hold a gold STARS rating, and one of only 92 gold schools in the world. Only five other ACC schools have a gold rating.

“The University of Louisville is committed to accountability: academic accountability, financial accountability and environmental accountability. We continue to be a leader in sustainability issues,” said UofL President James Ramsey. “Achieving measurable gains in campus sustainability is part of UofL’s strategic plan, and I am proud of the progress being made here.”

Among the efforts that helped push UofL to gold were the Nutrition Navigators food and nutrition education plan and the UofL Smart Plate guidelines for healthy eating, UofL’s contributions to the Beargrass Falls Environmental Park, and UofL’s new interdisciplinary masters in sustainability.

## Joint MBA program receives top ranking



The joint University of Kentucky-University of Louisville Executive MBA recently was named a Tier One Global EMBA program for 2016 by CEO Magazine.

“This ranking is a wonderful recognition of the unique partnership forged between Kentucky’s two top research universities to serve the Commonwealth in our region,” said T. Vernon Foster, executive director, MBA Programs and Career Management at the University of Louisville College of Business.

The Executive MBA program is aimed at rising executives from regional organizations. Faculty from UofL’s College of Business and UK’s Gatton College of Business and Economics teach sessions that are split between the UK campus in Lexington and the UofL Campus in Louisville. The program’s first class graduated in December 2015.



UofL’s MLK Scholars and chaperones recently traveled the path of the Civil Rights movement through Alabama and Tennessee as part of the annual Civil Rights immersion experience.

## UNIVERSITY OF LOUISVILLE

The University of Louisville is an equal opportunity institution. The delivery of this publication is carbon neutral. It is printed on 100% post-consumer waste recycled paper. It was produced by the University of Louisville and printed using nonstate funds. 3/16



**Western Kentucky University news for the Council on Postsecondary Education, April 2016**

For more WKU news, visit [www.wku.edu/news](http://www.wku.edu/news).

**WKU, JCTC sign joint admissions agreement**

Presidents Dr. Ty J. Handy of Jefferson Community and Technical College and Dr. Gary Ransdell of WKU signed a joint admissions agreement March 23 that paves the way for JCTC students to have an easier path to a bachelor's degree at WKU.

Jointly admitted JCTC students will have access to student services at WKU, such as cultural events, sporting events, library services, dining facilities and student organizations.

All students admitted through the program benefit from the WKU advisor assigned to them to ensure a smooth transition from JCTC to the university level, although academic advising will be a joint responsibility. WKU advisors regularly visit JCTC campuses helping to build strong relationships and successful transitions for jointly admitted students. Students will also be eligible for transfer student scholarships.

This makes the ninth such agreement with a KCTCS campus. WKU also has agreements with Volunteer State Community College in Gallatin, Tennessee, and Ivy Tech Community College-Southwest in Evansville, Indiana. <https://wkunews.wordpress.com/2016/03/23/wku-jctc-agreement-signed/>



*Presidents Dr. Ty J. Handy of Jefferson Community and Technical College and Dr. Gary Ransdell of WKU signed a joint admissions agreement March 23.*

**Nine WKU students recognized by Critical Language program**

Nine WKU students have been recognized by the U.S. Department of State's Critical Language Scholarship Program. Five students will receive scholarships to study in intensive language programs abroad while four others were named alternates.

The CLS recipients are Brian Heath Anderson Jr. of Hodgenville; Jody Dahmer of Fisherville; Nathan Read of Belleville, Illinois; Tristan Shaw of Glasgow; and Mollie Todd of Flemingsburg.

Alternates include Sidney Ehrenborg of Fisherville; Dalton Harshbarger of Burlington; Mary Kate Hart of Princeton; and Logan Johnson of Russellville.

The CLS Program is a fully-funded overseas language and cultural immersion program sponsored by the State Department. <https://wkunews.wordpress.com/2016/04/04/cls-2016/>

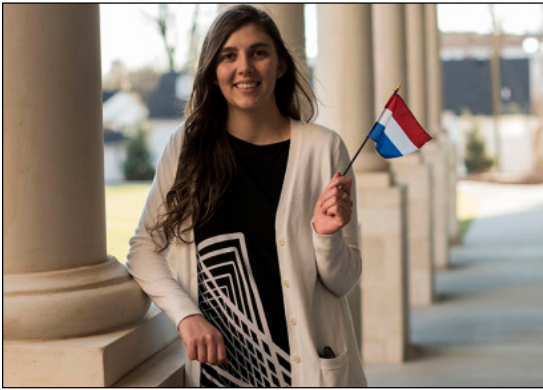
**Construction begins for Ogden College Hall**

The rebuilding of WKU's science campus continues as construction has begun on Ogden College Hall. The \$32.2 million, 80,000-square-foot building will house 36 labs for the Chemistry, Physics and Biology departments, dean's office suite and a 300-seat auditorium. A groundbreaking ceremony was held April 5. Completion is set for December 2017.

<https://wkunews.wordpress.com/2016/04/05/ogden-hall-ceremony/>



*Dean Cheryl Stevens speaks at a groundbreaking ceremony for Ogden College Hall.*



*WKU graduate student Leslie Ford*

### **WKU grad student to use Rotary Scholarship to study water issues**

WKU graduate student Leslie Ford will use a \$40,000 Rotary Foundation Global Scholarship to pursue a second master's degree in the Netherlands. Ford, a native of Centertown in Ohio County, will add to her international experiences by studying Water Services Management at the UNESCO-IHE Institute for Water Education in Delft, Netherlands. She previously studied water issues in India and Tanzania.

In addition to making this degree a financial possibility, Ford said the Rotary scholarship

“provides a network of like-minded professionals who are committed to addressing the world’s water needs. Together we can work to give back to our home communities, communities like those in India and Tanzania that hosted me, and areas of the world that have the most pressing water needs.” <https://wkunews.wordpress.com/2016/03/18/osd-rotary-scholarship/>

### **WKU civil engineers win Ohio Valley regional**

WKU civil engineering students finished first overall in the 2016 Ohio Valley Student Conference in Cincinnati, Ohio, and the concrete canoe and steel bridge teams advanced to national competitions. A total of 391 civil engineering students from 14 colleges and universities from Ohio, Kentucky and western Pennsylvania competed March 31-April 2 at the University of Cincinnati and Cincinnati State Technical and Community College.

WKU finished first overall in the concrete canoe competition for the second straight year and qualified for national competition at the University of Texas at Tyler. WKU finished third in the steel bridge competition and will compete in nationals at Brigham Young University. WKU teams also finished first in the balsa wood bridge and concrete bowling ball competitions, second in the concrete bat competition and third in the surveying competition.

<https://wkunews.wordpress.com/2016/04/07/engineering-regionals-2016/>



*Sean McCarty and Jared Claiborne compete in the concrete canoe men's slalom race.*

### **Four WKU students to study abroad on Gilman Scholarships**

Four WKU students will study abroad this summer on Benjamin A. Gilman International Scholarships.

Tanya Escobar of Bowling Green, Sydney Gordon of Taylorsville, Stephen Rosado of Bowling Green and Nicholas Smith of Bowling Green were awarded scholarships of up to \$5,000 to take their studies overseas. <https://wkunews.wordpress.com/2016/03/04/gilmans-summer2016/>

### **Gatton Academy senior named Youth Achiever of the Year**

Gatton Academy senior Rachel Cooper has been named the YMCA of Greater Louisville's 2016 Black Achievers Youth Achiever of the Year.

The Black Achievers program is a multiracial effort to help all teens of color develop to their fullest potential. Cooper was honored at the 37th annual Black Achievers Celebration on Feb. 20. She earned this prestigious honor by going above and beyond the standard requirements to graduate from high school. <https://wkunews.wordpress.com/2016/03/24/gatton-cooper-award/>

# AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities

## **Bellarmino University names Dr. Doris Tegart Interim President**

Bellarmino University's board of trustees has appointed Dr. Doris Tegart to the position of interim president, after the death on March 1 of the university's president, Dr. Joseph J. McGowan. The entire AIKCU community mourns the loss of Dr. McGowan, but knows Bellarmino will continue its trajectory under the leadership of Dr. Tegart.

## **Berea College students sweep Tri-State Women in Computing Conference**

Female Berea students took all three top places in the undergraduate category of the Tri-State Women in Computing Conference Poster session, which focused on research projects related to computer science or information technology.

## **AIKCU Technology Symposium is June 17 at Spalding University, features EDUCAUSE's Malcolm Brown**

Malcolm Brown, Director of the EDUCAUSE Learning Initiative, will keynote the AIKCU Technology Symposium on June 17th at Spalding University in Louisville. The one-day event is free for AIKCU member staff and faculty and features tracks in information technology, learning technology, and libraries. For more information, visit [AIKCU.org](http://AIKCU.org).

## **Thomas More College Women's Basketball wins second straight NCAA DIII Championship**



## **Transylvania extends "Battle of the Bumpers" reign with 8th straight title**

Transylvania University won the "Battle of the Bumpers" license plate sales title for the 8th straight year. Transylvania supporters purchased 923 plates in calendar 2015, generating \$9,230 in scholarships for Transy students. Overall Kentucky Independent Higher Education license plate sales generated nearly \$48,000 for student scholarships.