

MEETING AGENDA

Friday, November 18, 2016

Owensboro Community & Technical College, Advanced Technology Center, Chandler
Conference Room (Rm 107)



Members, Council on Postsecondary Education



Ronald C. Beal, Bowling Green
Ben Brandstetter, Hebron
Glenn D. Denton, Paducah (*chair*)
Maryanne Honeycutt Elliott, Louisville
Joe E. Ellis, Benton
Dan E. Flanagan, Campbellsville
Lucas V. Mentzer, Lexington
Pam Miller, Lexington
Donna Moore, Lexington (*vice chair*)

Joseph Papalia, Louisville
Vidya Ravichandran, Louisville
Robert H. Staat, UofL (*faculty member*)
Carol Wright, Tyner
Sherrill B. Zimmerman, Prospect
Sebastian Torres, EKU (*student member*)
Stephen Pruitt, Commissioner of Education (*ex officio, nonvoting*)

Robert L. King, CPE President

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.

Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort KY 40601, Ph: (502) 573-1555, Fax: (502) 573-1535,
<http://cpe.ky.gov>

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AGENDA

Council on Postsecondary Education

Friday, November 18, 2016

9:00 AM

Owensboro Community & Technical College, Advanced Technology Center, Chandler
Conference Room (Rm 107)

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Next meetings - February 2-3, 2017

**Central Standard Time (CST)
Agenda amended 11/16/16 1:45 p.m. EST*

Minutes
Council on Postsecondary Education
September 22, 2016

The Council on Postsecondary Education met Thursday, September 22, 2016, at 1:00 p.m., ET, at Eastern Kentucky University in Richmond, Kentucky. Chair Glenn Denton presided. No official action was taken.

**CPE NEW MEMBER
ORIENTATION**

In July and August, 2016, the Council welcomed seven new board members: Ronald C. Beal, Benjamin Brandstetter, Lucas V. Mentzer, Joseph Papalia, Vidya Ravichandran, Sebastian Torres, and Carol Wright. All seven members and Chair Glenn Denton attended the New Member Orientation from 1:00-4:00 p.m. Overviews of the following topics were covered in the session: Council-bylaws, ethics, open meetings, open records, CPE mission and structure, CPE travel reimbursement procedures, and the responsibilities and work progress of each of the CPE units.

NETWORKING SESSION

The new board members were invited to meet and interact with the remaining Council members, Council staff, and ECU leadership staff in a casual networking session from 4:00-4:30 p.m.

The following members were present for the session and the rest of the day's briefings and activities: Ronald C. Beal, Benjamin Brandstetter, Glenn D. Denton, Dan Flanagan, Lucas V. Mentzer, Pam Miller, Joseph Papalia, Vidya Ravichandran, Robert H. Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman.

**EASTERN KENTUCKY
UNIVERSITY BRIEFING &
TOUR**


Eastern Kentucky University president, Michael Benson, provided a brief update to the Council on the university. Following this, Council members and staff were given a bus and walking tour of the campus.

RECEPTION & DINNER

At 6:00 p.m. ECU hosted a brief reception and dinner for the Council members, attending CPE staff, and its guests.

ADJOURNMENT

The meetings adjourned at 8:00 p.m., ET.



Robert L. King
CPE President



Heather M. Faesy
Associate, Board Relations & Special Projects

**Minutes
Council on Postsecondary Education
September 23, 2016**

The Council on Postsecondary Education met Friday, September 23, 2016, at 9:00 a.m., ET, at Eastern Kentucky University in Richmond, Kentucky. Chair Glenn Denton presided.

WELCOME Mr. Denton called the meeting to order and welcomed everyone.

ROLL CALL The following members were present: Ronald C. Beal, Benjamin Brandstetter, Glenn D. Denton, Maryanne H. Elliott, Joe E. Ellis, Dan Flanagan, Lucas V. Mentzer, Pam Miller, Joseph Papalia, Vidya Ravichandran, Robert H. Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman. Donna Moore and Commissioner Stephen Pruitt did not attend.

OATH OF OFFICE Jean Chenault Logue, Madison County Chief Circuit Judge, administered the oath of office to new members Ronald C. Beal, Benjamin Brandstetter, Lucas V. Mentzer, Joseph Papalia, Vidya Ravichandran, and Carol Wright.

APPROVAL OF MINUTES The minutes of the June 2, 2016, and June 3, 2016, meetings 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 an update on the closing of ITT colleges, the continuing activities of Kentucky Rising, the presentation to the Interim Joint Committee on Appropriations and Revenue on September 20, the Campus Safety Summit occurring at the same time as the Council meeting at Eastern Kentucky University, and the release of two CPE reports: the final accountability report for the 2011-15 statewide strategic agenda and the Fall Enrollment Report that tracked trends from 2011 to 2015.

COMMISSIONER OF EDUCATION REPORT Commissioner Stephen Pruitt was not available to attend the September 23 meeting. His written report was included in the agenda book.

KENTUCKY SCIENCE & TECHNOLOGY CORPORATION: THE IMPORTANCE OF EMBRACING BIG IDEAS The Kentucky Science and Technology Corporation (KSTC) is a private, nonprofit corporation committed to the advancement of science, technology and innovative economic development. KSTC develops and manages creative initiatives in education, economic competitiveness and scientific research. Since education reform, CPE has contracted with KSTC to manage several funds and programs, including the Kentucky Science and Engineering Foundation and

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EPSCoR (Experimental Program to Stimulate Competitive Research), and partners with KCTC to promote the growth of STEM education for students in all grade levels.

Kris W. Kimel, president of KSTC, provided an update on the organization's activities and highlighted the importance of Kentucky and our postsecondary institutions embracing big ideas. Following his presentation, which included video segments of current projects occurring in space, he answered questions regarding KSTC's involvement with the space program at Morehead State University, as well as other projects.

OATH OF OFFICE

Jean Chenault Logue, Madison County Chief Circuit Judge, administered the oath of office to new member, Sebastian Torres, who arrived to the meeting late.

**2017 CPE MEETING
CALENDAR**

CPE staff proposed the Council meeting dates for the 2017 calendar year: Feb. 2-3, Apr. 6-7, Jun. 15-16, Sept. 11-12, and Nov. 2-3. All dates were acceptable, with the exception of the Apr. 6-7 dates, due to the conflict it would present with spring break holidays in the K-12 school system.

MOTION: Mr. Beal moved that the Council approve the proposed 2017 meeting dates for Feb 2-3, Jun. 15-16, Sept. 11-12, and Nov. 2-3, and that Council staff propose an alternative April meeting date for approval at the next meeting. Ms. Zimmerman seconded the motion.

VOTE: The motion passed unanimously.

**KENTUCKY PUBLIC
POSTSECONDARY
EDUCATION POLICY
ON DIVERSITY, EQUITY,
AND INCLUSION**

Mr. Travis Powell, CPE's general counsel, presented to the Council the Kentucky Public Postsecondary Education Policy on Diversity, Equity, and Inclusion. The updated policy replaces the version approved in the fall of 2010, and was the result of over 18 months of collaboration between the Committee on Equal Opportunities, Council members, CPE staff, EEO representatives, and chief academic officers. Additional input was provided by campus presidents, campus legal counsels, legislators, and the Governor's office.

In the new iteration of the policy, CPE builds on the strong foundation cultivated over the past 30 years and further integrates the new

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degree program approval process, the statewide diversity policy, and the Strategic Agenda for Postsecondary and Adult Education into one seamless framework upon which equal educational opportunity goals can be set; strategies to obtain these goals can be developed, adopted, and implemented; and institutional progress can be evaluated. It includes three focus areas synonymous with the focus areas set forth in the CPE's 2016-21 Strategic Agenda: Opportunity, Success, and Impact. Institutions will be required to develop plans that address the goals listed in those three areas, identify strategies for achieving those goals, and create plans for the assessment of strategy effectiveness. Institutions will report on their progress annually and will be evaluated both on quantitative and qualitative elements as outlined in the provided scoring rubrics. If institutions score at a level at or above the identified cut score in the policy, they will be eligible to offer new academic programs. Those scoring below the cut score will not be able to offer new programs, but they will be eligible to receive a waiver as approved by CEO and CPE, if certain criteria are met.

Upon approval by the Council, CPE staff will begin working with the institutions to develop their campus-based plans. In addition, CPE staff will initiate the regulation amendment process by filing the document with the Legislative Research Commission. The proposed revised administrative regulation will go through a public hearing and comment period and review by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

Following his presentation, several questions were posed on the following topics: expected expenses to implement the policy, how effective the consequences of not meeting the requirements would be, how the policy focuses on staff and faculty diversity, who will oversee the implementation and follow-through of the policy, and what circumstances might impact a campus's inability to execute the requirements of the policy. Additionally, there were several members that praised the CEO and CPE staff for their dedication to the project and how they were able to incorporate a strong cultural competency component into the policy.

MOTION: Mr. Flanagan moved that the Council approve the Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion, and the revised Kentucky Administrative Regulation 13 KAR 2:060 to implement the policy. The action

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would authorize staff to file the proposed administrative regulation amendment and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption of the amended regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education. Ms. Miller seconded the motion.

VOTE: The motion passed unanimously.

13 KAR 4:010 STATE
AUTHORIZATION
RECIPROCITY
AGREEMENT

On April 8, 2016, Governor Bevin signed SB 140, which amends KRS 164.540 to allow the Council to enter into the State Authorization Reciprocity Agreement (SARA). The agreement establishes uniform national standards for interstate offerings of postsecondary distance education at the associate level and above, and authorizes postsecondary educational institutions meeting those standards located in member states or territories to provide distance education to residents of other member states. SARA also requires that a state identify a “portal” agency. Portal agencies are responsible for certifying institutions from their state to participate in SARA, processing complaints from non-resident students, and participating in SARA coordinating activities. SB 140 designates the Council as the portal agency. SB 140 also gives the Council the authority to promulgate administrative regulations in order to establish procedures for participation in SARA by Kentucky institutions.

Mr. Powell and Ms. Sarah Levy, CPE’s director of postsecondary education licensure, presented to the Council the details of SARA membership and how that membership will differ from the current procedure institutions must follow to obtain licensure in Kentucky.

Benefits of SARA to institutions include the following:

- Participating institutions will not have to contact and work through multiple regulatory agencies in member states in order to provide distance education to residents of those states. (The regulatory landscape in each state is different.)
- This process is costly and requires significant staffing and resources.
- Members can more easily comply with state law and federal law.

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- SARA expands access for Kentucky students to online education offerings.

Drawbacks for joining SARA include:

- Kentucky loses state control over the approval of online programs, which may lessen academic quality.
- Students lose access to state-specific consumer protections.
- Institutions may see increased competition from out-of-state institutions. (Clinical space is often limited.)
- SARA does not ensure that an institution's program meets professional licensure requirements in member states.

SARA Fees paid by the institutions vary according to the institution's full-time enrollment levels.

- Under 2,500 → \$2,000
- 2,500-9,999 → \$4,000
- 10,000 or more → \$6,000

Additionally, institutions will pay an annual fee in the same amount plus \$1000 to CPE for administering the program. This fee is in addition to any licensure fees paid to CPE or the Commission on Proprietary Education.

If approved by the Council, CPE will file the new and emergency proposed administration regulations, 13 KAR 4:010 and 13 KAR 4:010E. CPE also will submit the formal application to SARA, which will be reviewed by SARA by October 27, 2016. If approved, the effective date of SARA membership would be December 1st, and CPE could begin accepting institutional applications.

Ms. Jennifer Smith and Ms. Beth Lavis of Western Kentucky University and Dr. Sue Ott Rowlands of Northern Kentucky University voiced to the Council the collective support of the Kentucky institutions to join SARA.

The Council then asked several questions regarding a number of concerns, including:

- how clinical placements might be affected;
- how membership will affect institutional costs, as well as CPE costs to administer;
- whether consumer protection will be severely impacted;
- the effects of added competition versus the savings of staff time and monetary resources; and
- how SARA might impact and/or improve the diversity of Kentucky's campuses.

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MOTION: Mr. Flanagan moved that the Council authorize CPE staff to submit an application for Kentucky to join the State Authorization Reciprocity Agreement and approve the new and emergency administrative regulations 13 KAR 4:010 and 13 KARA 4:010E. The action also authorizes staff to file the proposed administrative regulation and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption of the new regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education. Mr. Torres seconded the motion.

Mr. Flanagan then expressed his support for the action, stating that it had the unified support of all the Kentucky public universities, KCTCS, and AIKCU, and also was approved by both houses of the legislature and the Governor.

In a roll call vote, the motion passed unanimously.

COMMITTEE ON
EQUAL
OPPORTUNITIES
REPORT

Dr. Rana Johnson, CPE's chief diversity officer, introduced to the Council two SREB doctoral scholars: Ashley Smith from the University of Kentucky and Tytianna Smith from the University of Louisville. Both scholars provided a brief overview of their positive experiences with the SREB program. When asked about their future plans, both of them stated that following graduation, they plan to stay in Kentucky and become faculty members.

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 public postsecondary education institutions.

Dr. Jay Morgan, CPE's vice president for academic affairs, presented the staff recommendation that the Council approve the following new academic programs:

1. University of Kentucky: Master of Science in Research Methods in Education (CIP Code: 13.0603)

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2. University of Kentucky: Bachelor of Liberal Studies (CIP Code: 24.0101)
3. Northern Kentucky University: Bachelor of Music Education (CIP Code: 13.1312)

Council staff asked for clarification on student interest in the programs and what additional costs may be associated with their approval.

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

VOTE: The motion passed unanimously.

**2016-17 AGENCY
OPERATING BUDGET**

Mr. Shaun McKiernan, CPE's senior associate of budget and finance, presented the staff recommendation that the Council approve the 2016-17 CPE Agency Operating Budget. The enacted 2016-18 biennial budget (House Bill 303) contained a 4.5% cut for CPE in fiscal year 2016-17, which resulted in a 5% reduction in General Fund support for most categories of expenditures at CPE because budget language required that the funding level for Contract Spaces remain constant. While this cut is significant, most other state agencies were cut 9%. Some additional General Fund dollars (i.e., +\$234,300) were provided to CPE to offset retirement system cost increases. This most recent 4.5% cut comes on top of a 5% reduction in the last biennium (2014-16) and an 8.4% General Fund cut in 2012-14. Council staff proposed an FY 2016-17 total agency operating budget as follows: Agency Operations, \$7.2M; Licensure, \$0.3M; Kentucky Adult Education, \$29.2M, and Statewide Educational Programs and Services, \$40.2M. Included in the Technology and Academic Support section of the Statewide Educational Programs was the request to use the Revolving Loan Fund, if requests are made, to fund projects at postsecondary institutions. In 2015-16, \$600,000 was spent from this fund for Postsecondary Education Network upgrades. CPE plans to reimburse this fund over the next four years.

MOTION: Mr. Papalia moved that Council approve the 2016-17 CPE Agency Operating Budget as presented. Dr. Staat seconded the motion.

VOTE: The motion passed.

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2016-17 TUITION AND
MANDATORY FEE
UPDATE

On April 26, 2016, the Council approved resident undergraduate tuition and mandatory fee ceilings for academic year 2016-17 that were not to exceed a 5.0 percent increase for the research universities, a \$432 increase for the comprehensive universities, and a \$9 per-credit-hour increase for KCTCS. At that same meeting, the Council voted to allow the institutions to charge market competitive rates for graduate and online courses.

Tuition and mandatory fee rates were approved at the June 3rd Council meeting for Northern Kentucky University, Eastern Kentucky University, and Murray State University. Due to a compressed tuition-setting timeline, several institutions' boards were unable to approve their 2016-17 tuition and fee rates prior to the June 3rd Council meeting. Therefore, the Council directed the president of the Council to review and approve tuition and mandatory fee proposals submitted after June 3, 2016, provided the proposals complied with ceilings and parameters adopted by the Council at the April 26, 2016, meeting. The proposals were required to comply with Council ceilings after any rounding or compounding calculations.

Mr. McKiernan shared with the Council that CPE had received tuition and fee proposals from UK, UofL, KSU, MoSU, WKU, and KCTCS, and he confirmed that all proposed tuition and fee rates contained in those proposals complied with Council-approved ceilings and had been approved by each institution's governing board. Proposals from each of these institutions were approved by President King.

HB 15
IMPLEMENTATION
UPDATE

On April 27, 2016, Governor Matt Bevin signed HB 15, an act relating to the governance of postsecondary education institutions. The law, which went into effect on July 1, 2016, requires new institutional and CPE board members to complete an orientation and education program within their first year of appointment.

Since the passage of HB 15, the Council formed a work group comprised of CPE staff and council members, board liaisons from the public institutions, and the president of AIKCU. Ms. Lee Nimocks, Vice President for Policy, Planning and External Relations, presented the work of the group, which met four times and included input from Representative Derrick Graham, who authored HB 15.

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A draft of the implementation plan was presented to the HB 15 work group on September 13, 2016, and the final draft will be presented to the Council for adoption at its November 18, 2016, meeting.

**COMMITTEE
APPOINTMENTS**

Chair Denton made the following committee appointments:

- Dr. Ellis to the Executive Committee, which reviews all agency budget and personnel matters, including an annual audit of the agency, evaluating the president, and performing other activities as assigned by the Council.
- Dr. Staat, Mr. Torres, Ms. Zimmerman, Mr. Brandstetter, and Ms. Wright to the Tuition Development Work Group, which will review the tuition-setting process, develop a tuition-setting timeline, and make recommendations regarding tuition and mandatory fee ceilings.

RESOLUTIONS

The Council adopted resolutions honoring Council members Dennis Jackson and Marcia Ridings for their dedication and service to the Council and the Commonwealth of Kentucky.

**REPORTS FROM
INSTITUTIONS**


Reports from the institutions were provided in the agenda book.

NEXT MEETING

The next Council meeting is November 17-18, 2016, at Owensboro Community & Technical College in Owensboro, Kentucky.

ADJOURNMENT

The meeting adjourned at 2:20 p.m., ET.



Robert L. King
CPE President



Heather M. Faesy
Associate, Board Relations & Special
Projects

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Executive Committee Report

The Executive Committee received the Financial Statements and Auditor's Report for fiscal year end, June 30, 2016, at its November 18, 2016 Executive Committee meeting.

Chair Denton will present these results to the full Council, and a hard copy will be provided to all members.

Kentucky Commissioner of Education Report

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

UNBRIDLED LEARNING ACCOUNTABILITY DATA RELEASED

The Kentucky Department of Education (KDE) publicly released the last assessment results under the Unbridled Learning Accountability System at 12:01 a.m. ET on Thursday, September 29. Graduation rates, student readiness and student achievement continued to improve in this final year of this accountability system will.

It was reported that statewide, student achievement is up at almost all grade levels with notable improvement in middle school mathematics. Improvements also were noted in graduation and college/career readiness rates.

Other positive highlights included:

- The Kentucky Department of Education's strategy for reducing the number of students scoring novice, the lowest performance level, showed promise with schools/districts in the novice reduction pilot recording a lower percentage of novice learners than those not in the pilot. The state recorded 3,000 fewer novice learners in 2015-16 than the year before.
- During an update on districts in state assistance, the board learned that Fleming County improved to a distinguished school district and Robertson County improved to a distinguished/progressing school district, according to the latest accountability results.
- As for state-managed districts, Breathitt County celebrated its first school of distinction and the fact that ACT scores increased by nearly two points at the high school. In Menifee County, the high school improved to be a proficient/progressing school.

Staff pointed out that the results continue to underscore the state's struggle to reduce the achievement gaps for students in groups that have historically lagged behind their peers across multiple content areas and grade levels. Commissioner Pruitt emphasized that collective ownership of this serious problem must occur and a culture change at the department, in schools and districts and in communities has to be undertaken in order to ensure students are prepared for a bright future.

A press release that provides highlights of the data can be found at the following link:
<http://education.ky.gov/comm/news/Documents/R16-115%20Unbridled%20Learning%20Results%20released.pdf>.

Additionally, the briefing packet for the release can be found at <http://education.ky.gov/comm/news/Documents/Unbridled%20Learning%20Briefing%20Packet%20State%20Release%202016%20FINAL-rev%20%281%29.pdf>.

STATUS OF WORK ON NEW ACCOUNTABILITY SYSTEM

Work on the new accountability system is moving forward and reaching a point where substantive content is emerging. The five work groups (assessment, college and career readiness, educational innovations, opportunity and access, and school improvement) have sent their initial recommendations to the Systems Integration Work Group, and that group has reviewed these to ensure the recommendations make sense as a whole. The Systems Integration Work Group then forwarded its initial recommendations to the Accountability Steering Committee. The following schedule is now underway:

- November 1 – Consequential Review Work Group held its first meeting to begin looking at any unintended consequences of the recommendations of the Systems Integration Work Group.
- November 2 – Accountability Steering Committee meeting was held to provide feedback to the Systems Integration Work Group on their recommendations.
- November 14 and 15 – Focus Groups will be held with higher education and business and industry to secure additional feedback from these constituencies.
- November 15 – Regulatory Review Work Group will hold its first meeting to look at shaping regulations for the new accountability system.
- November 16 – Systems Integration Work Group will meet and consider feedback from the Accountability Steering Committee.
- November 21 – Consequential Review Work Group will continue its work on looking at any unintended consequences of the recommendations made for the system.
- November 30 and December 1 – Accountability Steering Committee will meet, look at feedback from the Systems Integration Work Group and finalize its recommendations on the new accountability system.
- Early December – Content of the new accountability system will be made available for public review and comment.

Be aware that these dates are all tentative and could be adjusted according to the progress of the various groups.

Currently, we plan to have a special meeting of the Kentucky Board of Education in January for a first reading of the related regulations and a second reading in February. However, this could change if the U.S. Department of Education adjusts the timeline for implementation of the system in their regulations. We should know this by December.

VISION STATEMENT SET BY BOARD

During the strategic planning portion of its October 4 study session, the Kentucky Board of Education came to consensus on a vision statement. The statement reads: “Each and every student empowered and equipped with the knowledge, skills and dispositions to pursue a

successful future.” Board members were unanimous in support of the vision statement and expressed this was their hope for all students.

This statement will provide the basis on which to build state-level goals at the board level and then establish the Kentucky Department of Education’s mission statement and work plan. The strategic planning process will continue over the next several board meetings.

BOARD AGREES TO SET STUDY SESSION ON CHARTER SCHOOLS

After a lively discussion on whether it is time to consider supporting the concept of charter schools as part of its legislative agenda, the Kentucky Board of Education agreed to set a date for a special meeting in November on this topic and discuss the pros and cons before making a decision on whether they can support this concept as a board. The topic was raised in relation to the recent release of test scores and the continuing need to close achievement gaps.

Commissioner Pruitt noted that no silver bullet exists to close achievement gaps but felt it was wise to look at all options for school improvement. He shared that he had seen some charter schools implemented well and others not so well. Pruitt indicated that this could be another tool in our utility belt to apply in certain situations.

The study session has been set for Monday, November 28, at the new location of the Kentucky Department of Education, which is 300 Sower Boulevard, 5th Floor, Room 514, Frankfort, KY. It will be held from 9:00 a.m. to 3:00 p.m. ET.

2016-17 PROGRAM REVIEW AUDIT PROCESS APPROVED

In response to issues elevated by schools and districts, the Kentucky Board of Education approved changes to the Program Review Audit Process for 2016-17 at its October meeting. The suggested changes came from former Program Review Audit Teams, feedback from the audits conducted between 2015 and 2016 and recommendations from Commissioner Pruitt’s Program Review Task Force.

The changes include increasing the number of schools to be audited, providing a more concise audit team report to schools, focusing the school report on best next steps for program improvement, adding a phone/skype meeting with the school leadership prior to the site visit and eliminating site visits for the K-3 Program Review.

It was made clear to the board that the changes would only apply to the 2016-17 school year. Decisions regarding Program Reviews beyond the current school year will be part of the discussion related to the new accountability system that is being designed under the requirements of the Every Student Succeeds Act (ESSA).

Next Kentucky Board of Education Meeting:

December 7, 2016, State Board Room, 300 Sower Blvd., 5th Floor, Room 514, Frankfort, KY

AdvanceKentucky: Year in Review

AdvanceKentucky is an initiative of the Kentucky Science & Technology Corporation, in partnership with the Council on Postsecondary Education, the National Math and Science Initiative (NMSI), and the Kentucky Department of Education, among others. It is dedicated to helping Kentucky's students reach new heights in rigorous academic achievement. This program is used in many Kentucky public high schools for accelerating access to and success in AP math, science, and English, particularly among student populations traditionally underrepresented in advanced placement. The program allows for an open enrollment approach in AP and pre-AP courses, and provides teacher training and mentoring, vertical teaming, student study sessions, and student and teacher incentives.

As of 2015, AdvanceKentucky has supported 82,000 AP math, science and English (MSE) enrollments taught by 800 AP teachers from 101 public high schools in 74 districts, and 3,500 pre-AP MSE teachers in 85 school districts. A new cohort of schools has joined the program each year since its inception in 2008-09, with support from the National Math and Science Initiative. A typical school started with a baseline of around 20 AP MSE qualifying scores prior to its participation, and, according to the 2015 AP Performance Results, increased an average of 139 percent in just one year and 250 percent over the standard three-year period of intervention and introduction to this open enrollment approach. Schools in the program for up to six years increased 475 percent.

These types of disruptive, transformative increases, combined with sustained growth annually, have contributed to Kentucky's AP performance in all subjects increasing in 2015 by 5.1 percent, including a 17.9 percent increase among minority students. Moreover, since 2008, Kentucky's AP math and science scores earned by minority students have increased by 215 percent.

Of special note on the 2015 exams, Kentucky experienced a staggering 47 percent increase in the number of AP physics qualifying scores, which was bolstered by a 91 percent increase in participation in physics exams. Sizable growth in some other core subjects—like chemistry, environmental science, calculus, and statistics—stands out for the large increases in the number of qualifying scores.

Joanne Lang, the program's executive director, will discuss in more detail the latest program results.



2016 YEAR IN REVIEW

Fall 2016

Scaling a proven program for dramatically accelerating rigorous, sustained learning in mathematics, science and English

An Initiative of:



In Partnership with:



and



This update includes independent longitudinal research conducted for AdvanceKentucky by the Kentucky Center for Education and Workforce Statistics kcews.ky.gov

November 11, 2016

College Readiness Program

Elements of Success



Website: advanceky.com
Email: advanceky@kstc.com
Twitter: [@advancekentucky](https://twitter.com/advancekentucky)

kstc.com | education.ky.gov | nms.org



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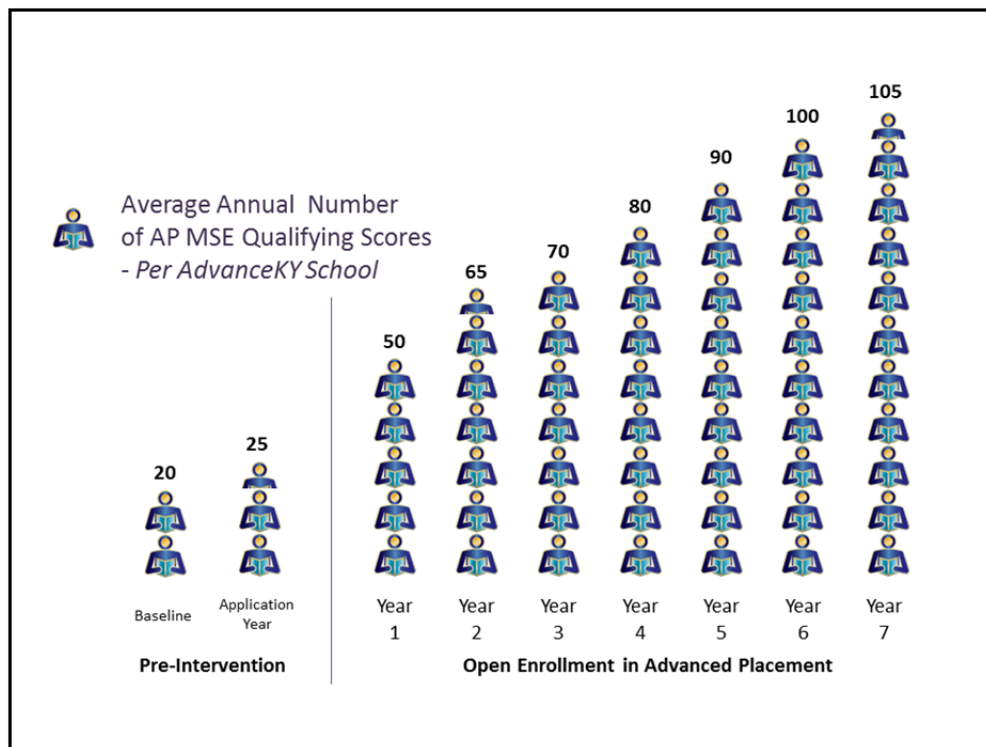
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Map of AdvanceKentucky Schools	
List of Schools	

¹ The Kentucky Center for Education and Workforce Statistics conducted independent longitudinal research of AdvanceKentucky students vs Comparison groups and vs Matched-Pair Control groups.

Typical AdvanceKentucky School Profile

Average Annual Increases in AP Qualifying Scores per School

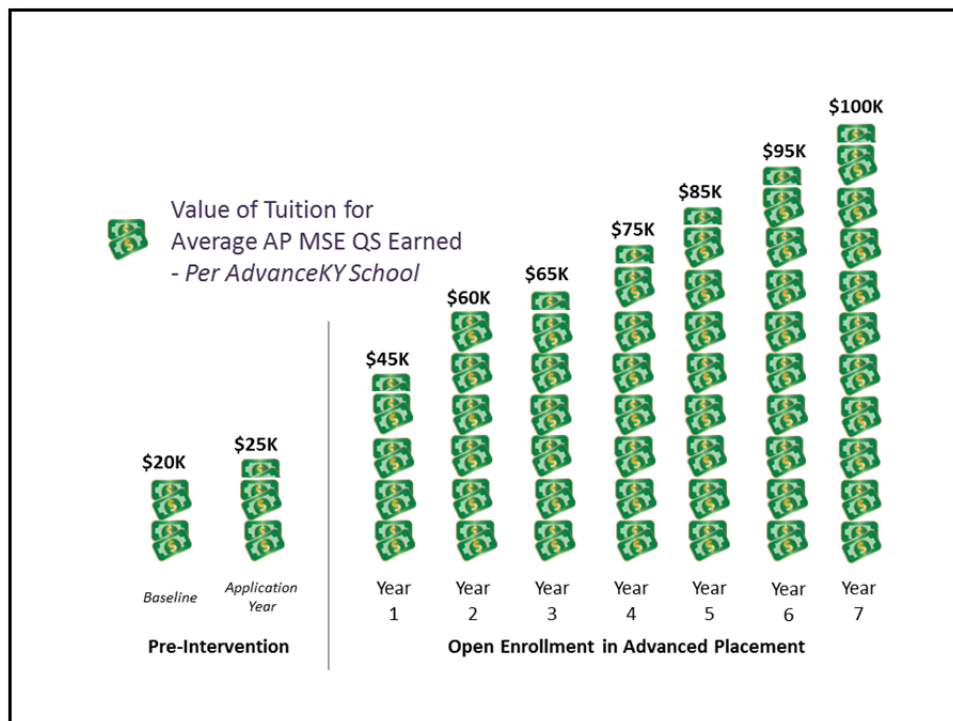
By Year 3, students increase by **250%** the average number of math, science and English Qualifying Scores (QS) earned above baseline, jumping to a staggering **400%** increase by Years 6 and 7.



Typical AdvanceKentucky School Profile
Return on Investment in Value of College Tuition Earned

The tuition value of these AP scores that qualify for college credit follows this same pattern of transformative growth. By Year 7 of open enrollment AdvanceKentucky high schools, on average, generate an annual value of over **\$100,000** in tuition per school.

By applying this value across more than 100 schools in AdvanceKentucky since 2008-09, students in these schools that sustain an open enrollment approach stand to earn AP qualifying scores in math, science and English equivalent to **\$10 million every year** (using the average tuition for regional universities).

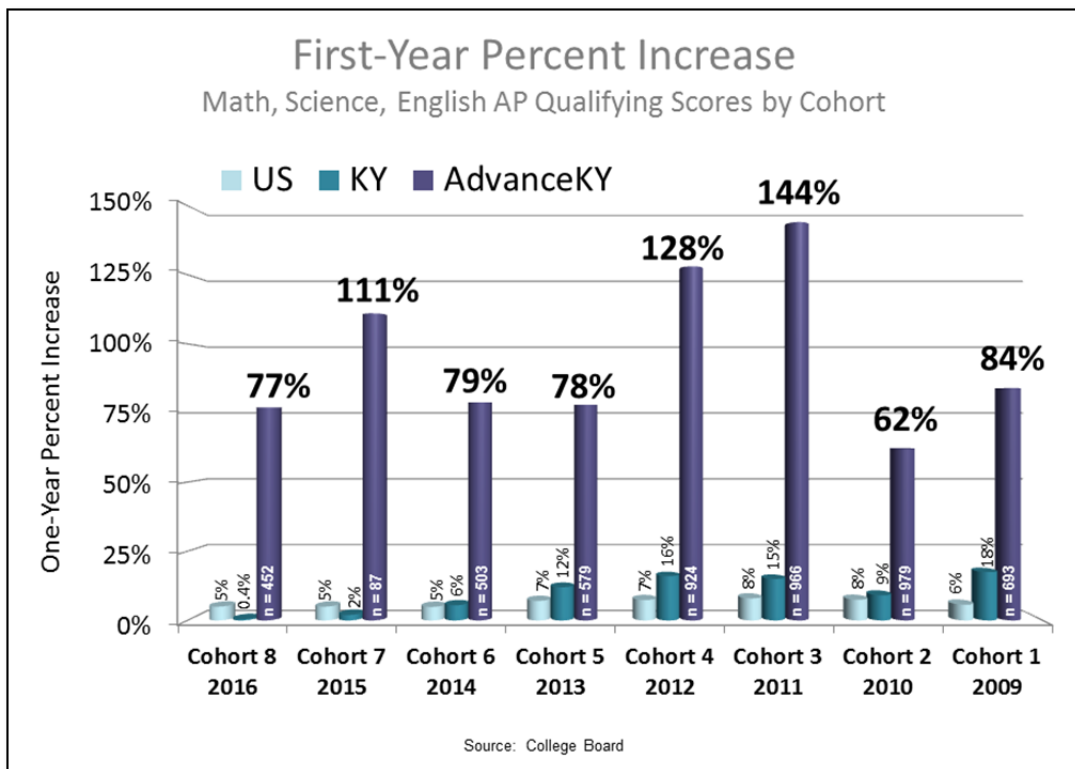


Immediate Performance Gains

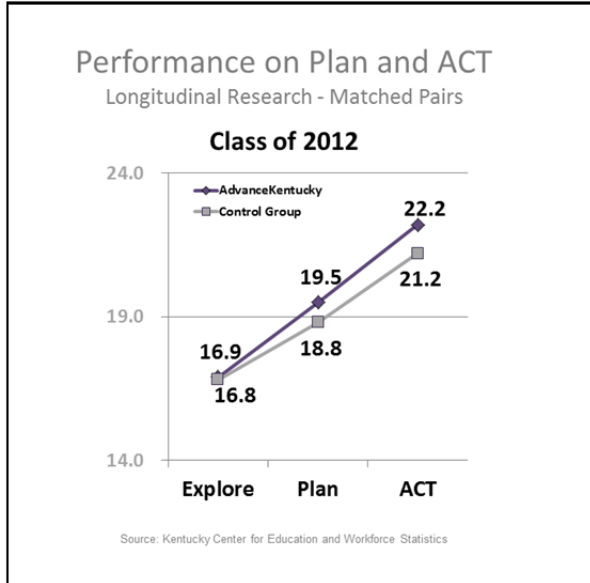
Transformational First-Year Impact: Cohorts 1 through 8

AdvanceKentucky high schools continue to soar in the number of Advanced Placement qualifying scores they earn in mathematics, science and English. The transformational increase in the first year as each new cohort of schools begins participation sets the foundation for sustained growth in later years (see “Typical School Profile”).

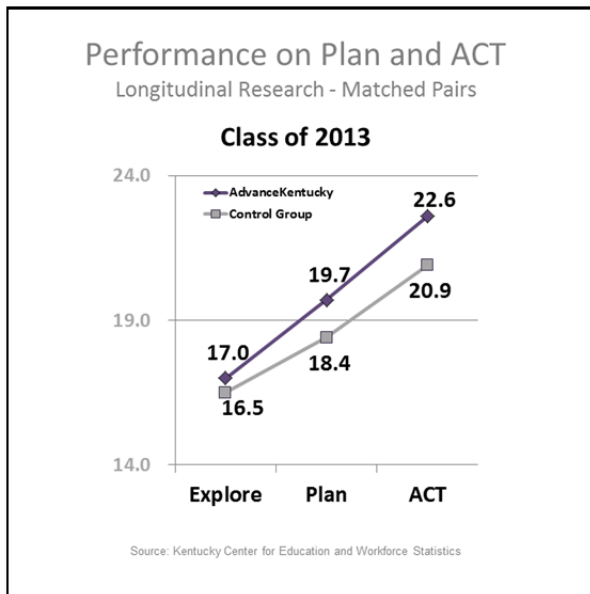
The chart below displays this first-year impact on AP math, science and English qualifying scores among AdvanceKentucky schools compared to the increases in the same year for the U.S. and Kentucky statewide. (The 2016 U.S. performance was not yet available as of this writing.)



The ACT Advantage



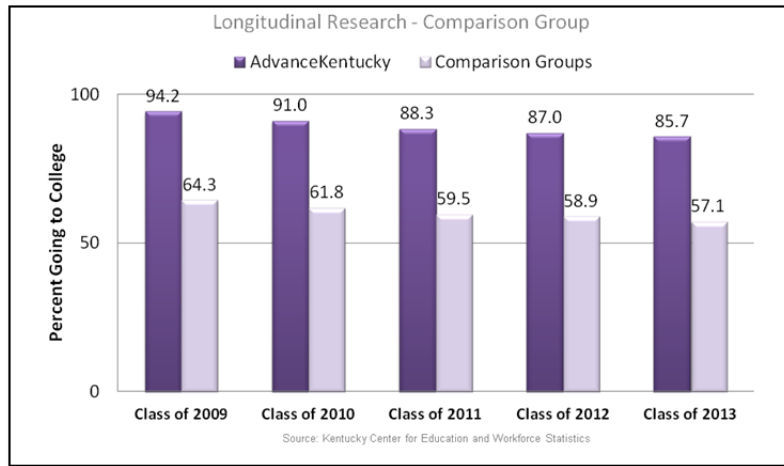
ACT scores among the Class of 2012 showed a full **one-point ACT advantage** compared to their class peers (matched-pair control group).



The class of 2013 demonstrated even greater gains, with a **1.7-point ACT advantage** among AdvanceKentucky students.

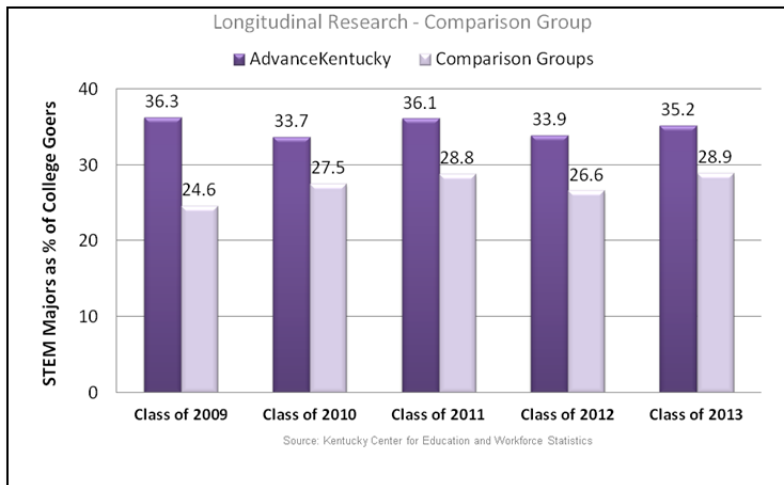
College Going Rates per Class

In a simple comparison² of high school graduates AdvanceKentucky schools vs. all other schools, about **30 percent** more of the AdvanceKentucky graduates went to college in every graduating class.



College Students with STEM Majors per Class

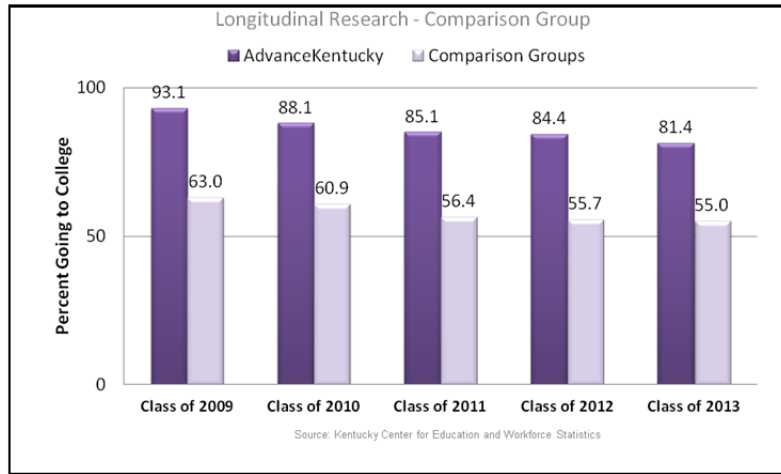
As a STEM initiative, not surprisingly AdvanceKentucky college going graduates registered STEM majors more frequently than their class counterparts among every class.



² Independent research was conducted by the Kentucky Center for Education and Workforce Statistics (kcews.gov). This office defined Comparison Groups as all other, non-AdvanceKentucky students, among a given graduating class.

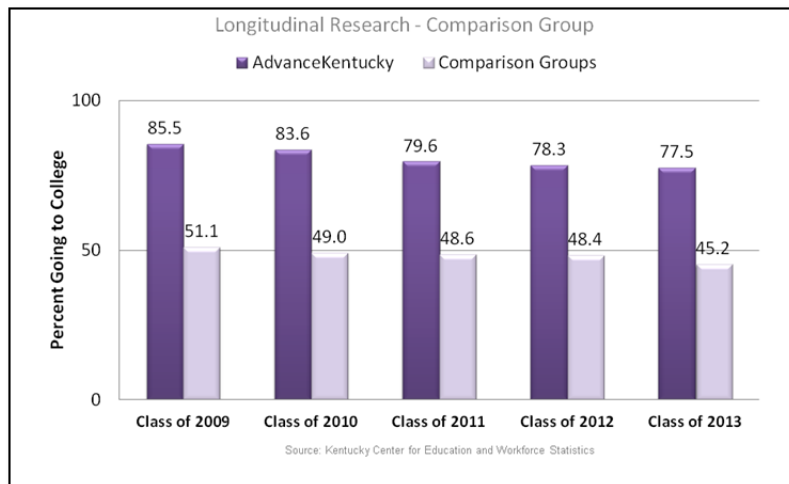
College Going Rates among Minority Students

Minority students demonstrated the same **30 percentage point advantage** in higher college going rates.



College Going Rates among Low Income Students

Low income students, likewise, went to college at similar rates of **30+ percentage points** ahead of their counterparts.



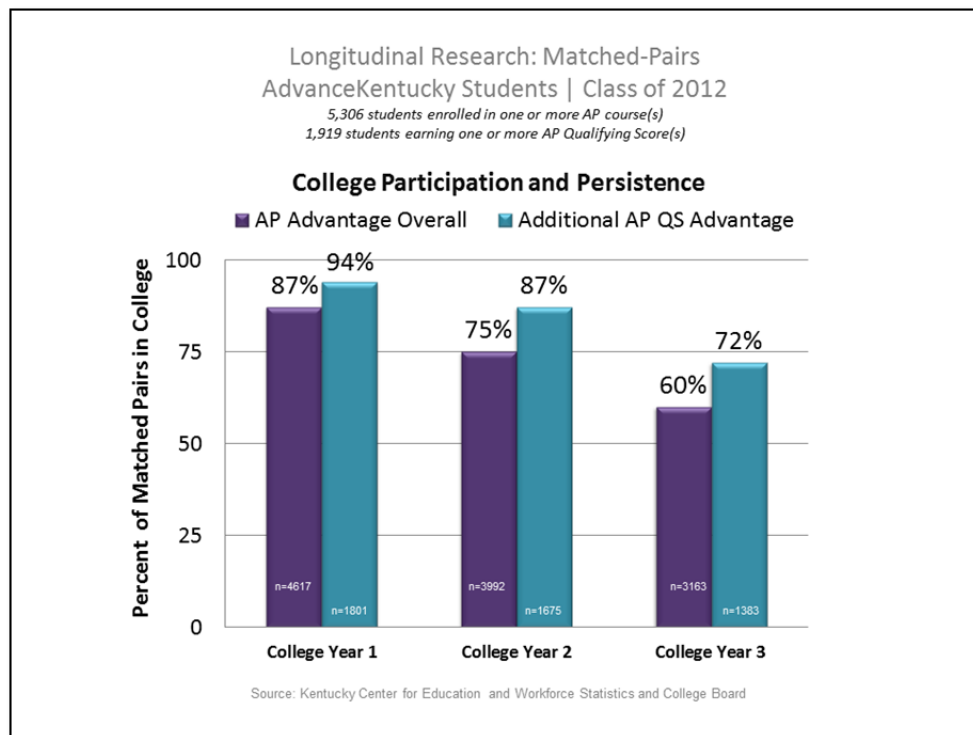
Impact of the AP Experience in College Participation and Persistence

Each step of the AP Experience of (A) enrolling in the AP course, (B) taking the AP exam and (C) earning qualifying scores produces an ever increasing advantage in students’ college participation and persistence. The matched pairs³ of AdvanceKentucky students and their peer Control Group for the classes of 2012 and 2013 showed similar patterns.

By way of example, the AdvanceKentucky 2012 class went to college at higher rates if they enrolled in an AP course, at still higher rates if they took one or more AP exams, and jumped considerably higher if they earned one or more AP qualifying scores.

The advantage of each step in the AP Experience accelerates students’ persistence in college.

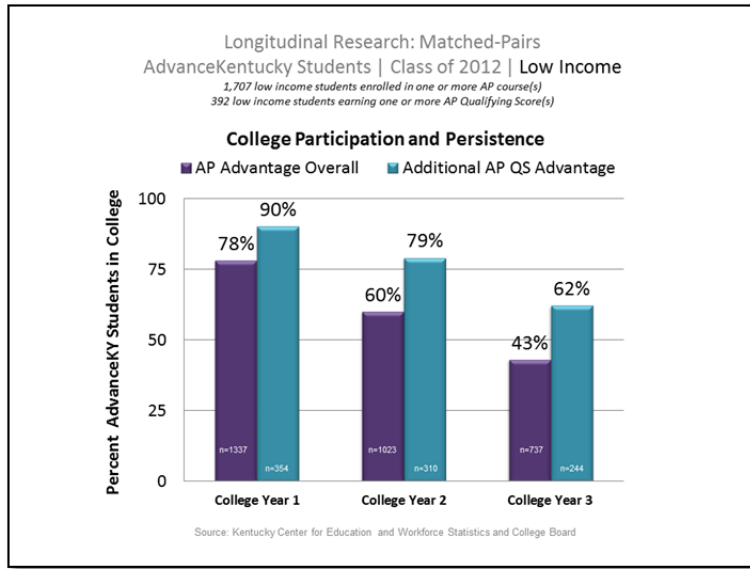
The 2012 Control Group demonstrated similar patterns of the impact of the AP Experience – as did both matched sets of students in the class of 2013.



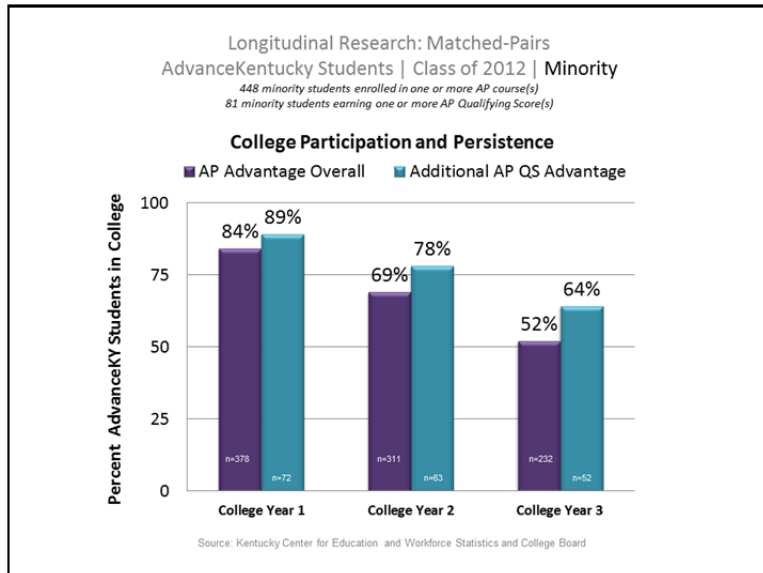
³ New matched-pairs analyses are reported for the first time in this report. KCEWS matched AdvanceKentucky students to a control group of students in a given graduating class who earned Explore scores within one standard deviation of the mean of AdvanceKentucky students. Once these graduates were identified, a matched-pair analysis based on gender, race, high school graduation, and free/reduced lunch status was run between AdvanceKentucky students and non-AdvanceKentucky graduates to create the “matched pair” Control Groups for the Classes of 2012 and 2013. Similar analyses are planned for future classes as longitudinal data become available.

The same competitive advantage of each phase of the AP Experience was demonstrated among low income and minority students.

Impact of the AP Experience among Low Income Students



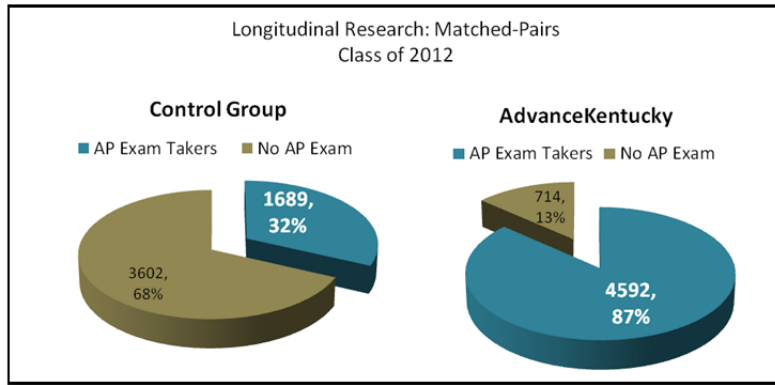
Impact of the AP Experience among Minority Students



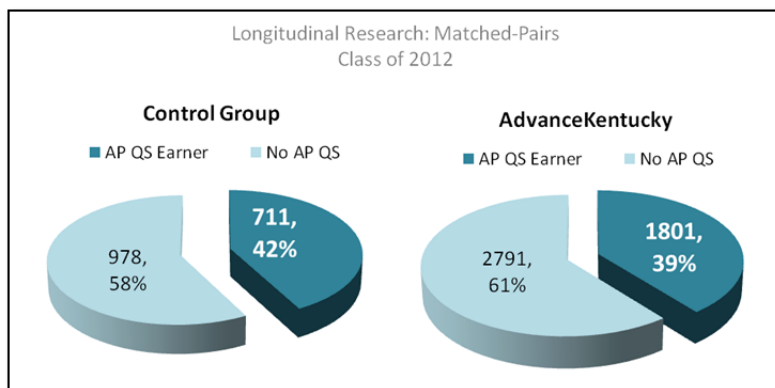
Impact of Open Enrollment in the AP Experience
AP Exams and Qualifying Scores

Class of 2012

Disaggregating *The AP Experience* shows a distinct difference between the 2012 matched pairs. Significantly more Advance Kentucky students took one or more AP exams than their control group peers.



Even with significantly more students taking one or more AP exams, the share of AdvanceKentucky students earning one or more AP qualifying scores, was highly competitive with their peers. In fact this resulted in more than **twice** as many AdvanceKentucky students earning qualifying scores.

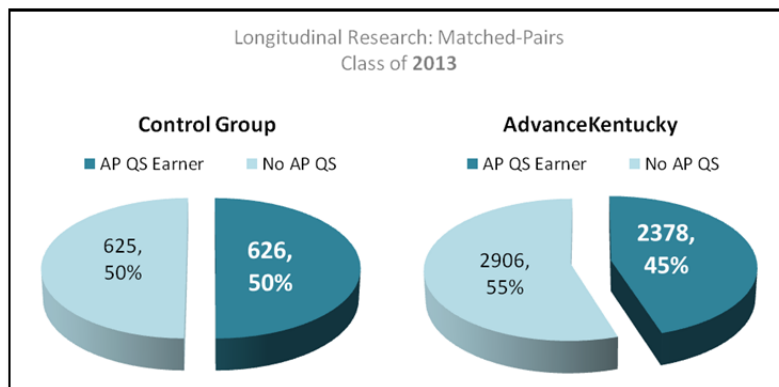
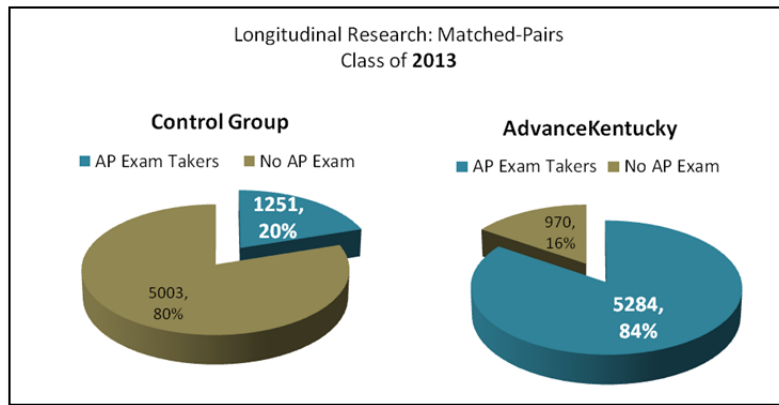


Source: College Board and Kentucky Center for Education and Workforce Statistics

*Impact of Open Enrollment in the AP Experience
AP Exams and Qualifying Scores*

Class of 2013

The same competitive advantages in exam taking and earning qualifying scores were demonstrated by AdvanceKentucky students in the matched pairs among the Class of 2013.

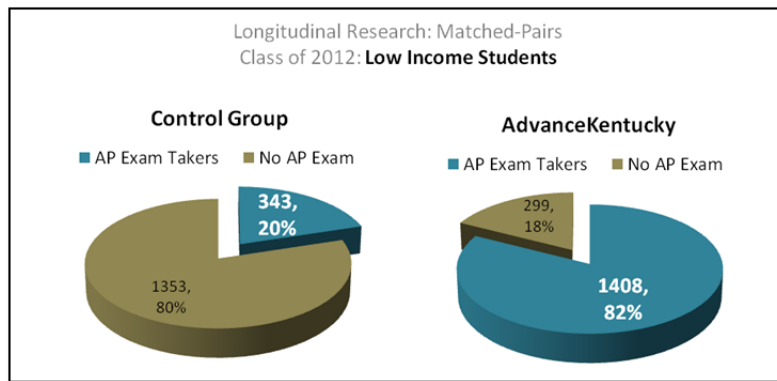


Source: College Board and Kentucky Center for Education and Workforce Statistics

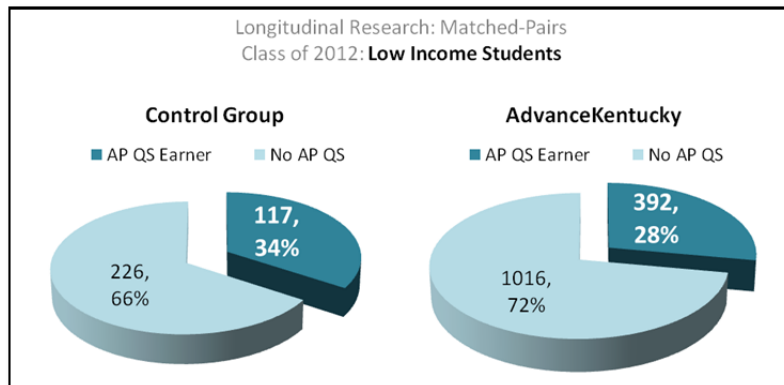
*Impact of Open Enrollment in the AP Experience
AP Exams and Qualifying Scores*

Class of 2012 – Low-Income Students

Low-income students displayed the same patterns as the full set of matched pairs. More than **four times** as many low-income AdvanceKentucky students took one or more AP exams



This resulted in more than **three times** as many low-income AdvanceKentucky students earning one or more AP qualifying scores.

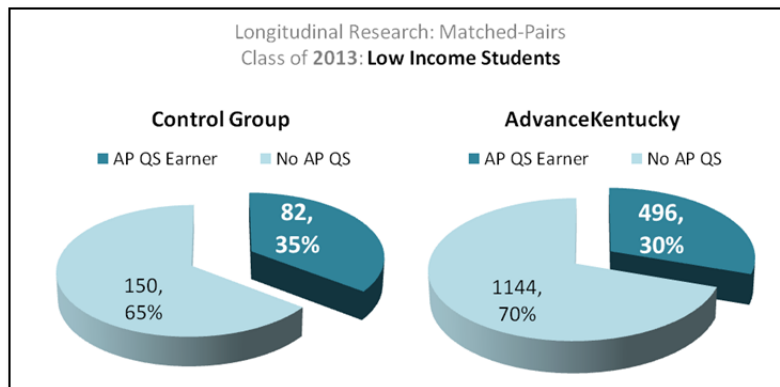
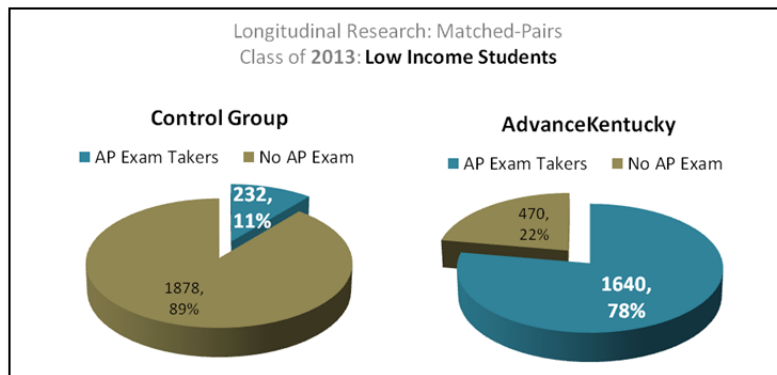


Source: College Board and Kentucky Center for Education and Workforce Statistics

*Impact of Open Enrollment in the AP Experience
AP Exams and Qualifying Scores*

Class of 2013 – Low-Income Students

The same competitive advantages in exam taking and earning qualifying scores were demonstrated by AdvanceKentucky **low-income** students in the matched pairs among the Class of 2013.

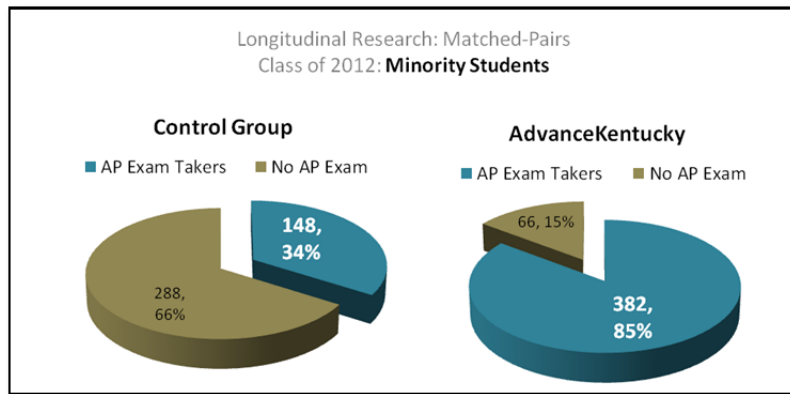


Source: College Board and Kentucky Center for Education and Workforce Statistics

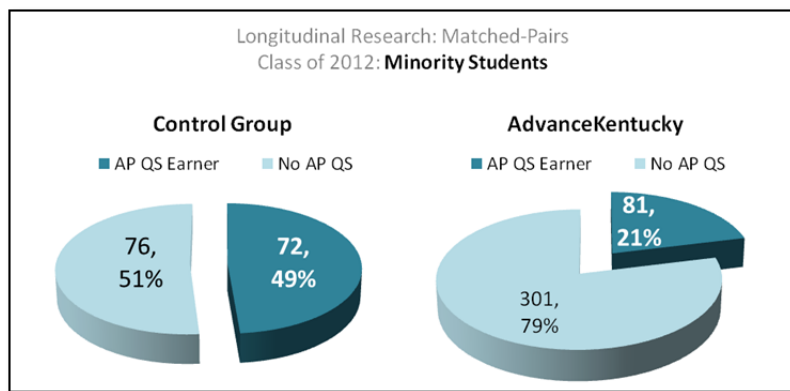
*Impact of Open Enrollment in the AP Experience
AP Exams and Qualifying Scores*

Class of 2012 - Minority Students

Minority students displayed the similar patterns as the full set of matched pairs.
More than **two-and-a-half times** as many minority AdvanceKentucky students took one or more AP exams



This resulted in nearly equal numbers of minority AdvanceKentucky students earning one or more AP qualifying scores, demonstrating that the open enrollment approach is an important factor in broadening those students able to enjoy the competitive advantage of the AP Experience.

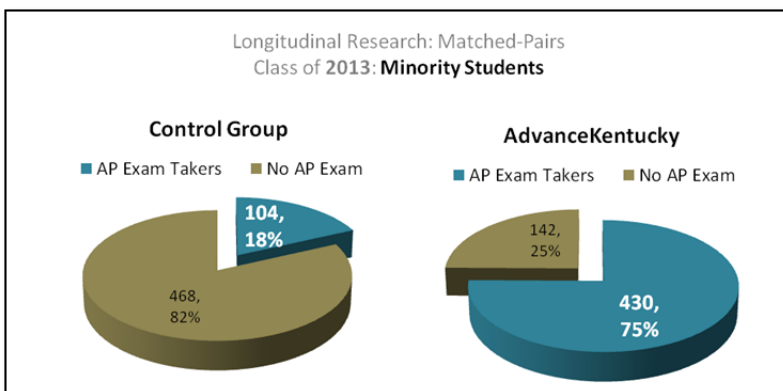


Source: College Board and Kentucky Center for Education and Workforce Statistics

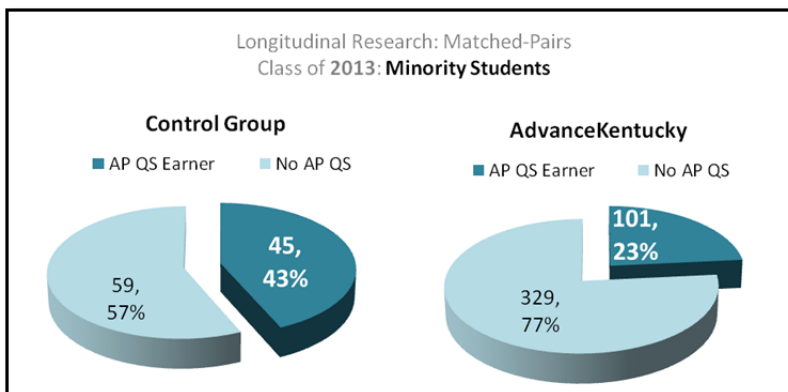
*Impact of Open Enrollment in the AP Experience
AP Exams and Qualifying Scores*

Class of 2013 - Minority Students

An even greater competitive advantage in exam taking and earning qualifying scores was demonstrated by AdvanceKentucky **minority** students in the matched pairs among the Class of 2013. More than four times as many minority AdvanceKentucky students took one or more AP exams.



This resulted in **twice** as many AdvanceKentucky **minority students** earning one or more qualifying scores and gaining access to the full benefit of the AP Experience.



Source: College Board and Kentucky Center for Education and Workforce Statistics

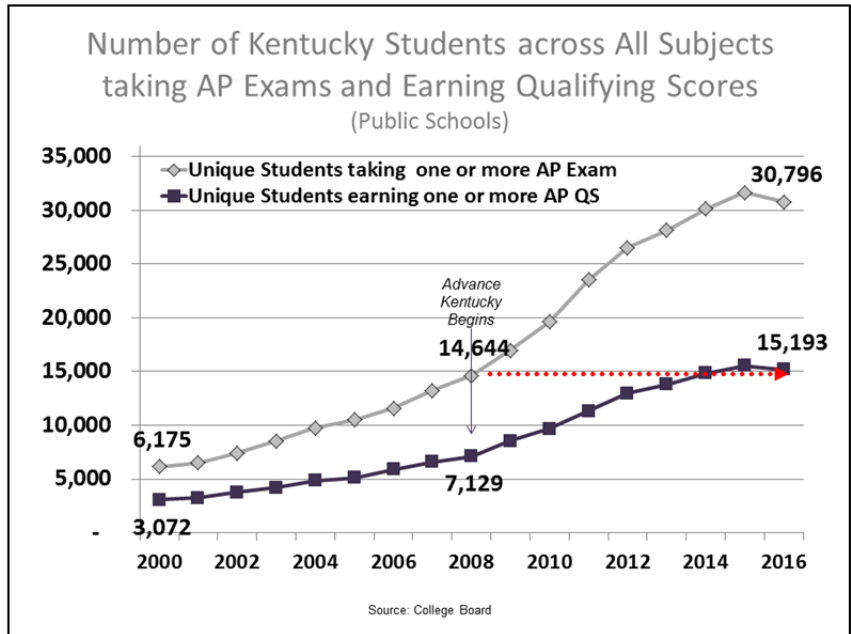
Statewide AP Participation and Performance

Unduplicated Headcounts Among All Subjects

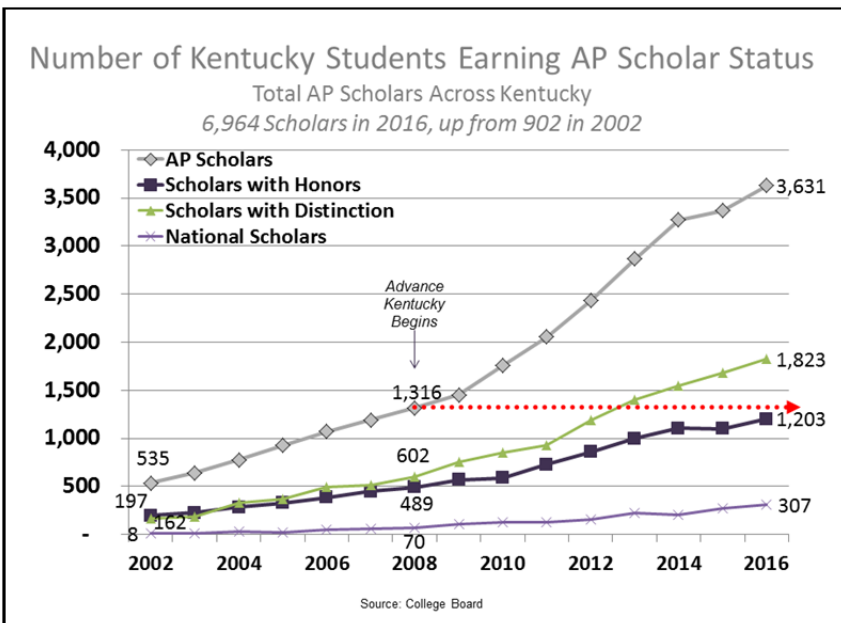
Kentucky public high school students' Advanced Placement (AP) participation and performance in *all* subjects continue to dramatically outpace all years prior to the introduction of AdvanceKentucky.

In the latest 2016 data, there remain more individual students earning one or more AP qualifying scores (QS) than students just taking one or more AP exams before AdvanceKentucky began.

Moreover, while the total number of 2016 qualifying scores is slightly less than in 2015, the highest scores of four and five increased by five percent, which continues to contribute to Kentucky's growing number of AP Scholars at the higher levels.



AP Scholars Statewide



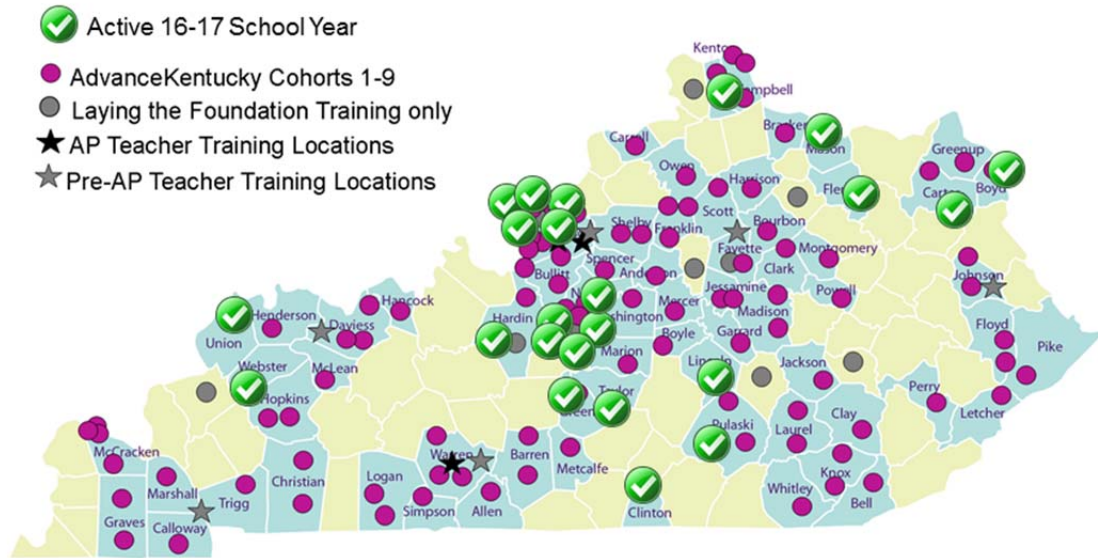
AP Scholars: students earning QS on **3** or more AP exams

AP Scholars with Honor: QS on **4** or more AP exams with average **3.25** QS on all AP exams

AP Scholars with Distinction: QS on **5** or more AP exams with average **3.5** QS on all AP exams

AP National Scholars: QS on **8** or more AP exams with average **4.0** QS on all AP exams.

*Map of 109 Participating Kentucky High Schools
Among 80 School Districts since 2008-09*



See list of schools on back.

List of Participating Kentucky High Schools by School District
 109 Public High Schools from among 80 School Districts since 2008-09
 Cohorts 1 through 8

School District	AdvanceKentucky High School	School District	AdvanceKentucky High School	School District	AdvanceKentucky High School	School District	AdvanceKentucky High School
Allen	Allen Co. Scottsville	Elizabethtown Ind	Elizabethtown	Jefferson	Pleasure Ridge Park	Metcalfe	Metcalfe Co.
Anderson	Anderson Co.	Erlanger-Elsmere Ind.	Lloyd	Jefferson	Seneca	Montgomery	Montgomery Co.
Bardstown Ind	Bardstown	Fayette	Bryan Station	Jefferson	Southern	Murray Ind.	Murray
Barren	Barren Co.	Fleming	Fleming Co.	Jefferson	Valley	Nelson	Nelson Co.
Bell	Bell Co.	Floyd	Betsy Layne	Jefferson	Waggener	Nelson	Thomas Nelson
Bellevue Ind.	Bellevue	Floyd	South Floyd	Jenkins Ind.	Jenkins	Owen	Owen Co.
Bourbon	Bourbon Co.	Fort Thomas Ind.	Highlands	Jessamine	East Jessamine	Owensboro Ind.	Owensboro
Bowling Green Ind.	Bowling Green	Frankfort Ind.	Frankfort	Jessamine	West Jessamine	Paintsville Ind.	Paintsville
Boyd	Boyd County	Franklin	Franklin Co.	Johnson	Johnson Central	Perry	Perry Co. Central
Bracken	Bracken Co.	Franklin	Western Hills	Knox	Knox Central	Pikeville Ind.	Pikeville
Bullitt	Bullitt Central	Garrard	Garrard Co.	Knox	Lynn Camp	Powell	Powell Co.
Bullitt	Bullitt East	Glasgow Ind.	Glasgow	Laurel	North Laurel	Pulaski	Pulaski Co.
Bullitt	North Bullitt	Graves	Graves Co.	Laurel	South Laurel	Pulaski	Southwestern
Campbell	Campbell Co.	Green	Green Co.	Lincoln	Lincoln Co.	Russell Ind.	Russell
Campbellsville Ind	Campbellsville	Hancock	Hancock Co.	Logan	Logan Co.	Russellville Ind.	Russellville
Carroll	Carroll Co.	Hardin	North Hardin	Madison	Madison Central	Scott	Scott Co.
Carter	East Carter	Harrison	Harrison Co.	Madison	Madison Southern	Shelby	Martha L. Collins
Carter	West Carter	Henderson	Henderson Co.	Marion	Marion Co.	Shelby	Shelby Co.
Christian	Christian Co.	Hopkins	Hopkins Central	Marshall	Marshall Co.	Simpson	Franklin-Simpson
Christian	Hopkinsville	Hopkins	M. North Hopkins	Mason	Mason Co.	Somerset Ind	Somerset
Clark	G.R. Clark	Jackson	Jackson Co.	Mayfield Ind.	Mayfield	Spencer	Spencer Co
Clay	Clay Co.	Jefferson	Academy @ Shawnee	McCracken	Heath	Trigg	Trigg Co.
Clinton	Clinton Co.	Jefferson	Central	McCracken	Lone Oak	Union	Union Co
Corbin Ind.	Corbin	Jefferson	Doss	McCracken	McCracken Co.	Warren	Warren Central
Covington Ind.	Holmes	Jefferson	Fern Creek	McCracken	Reidland	Warren	Warren East
Danville Ind.	Danville	Jefferson	Jeffersontown	McLean	McLean Co.	Washington	Washington Co.
Daviess	Apollo	Jefferson	Moore	Mercer	Mercer Co.	Webster	Webster Co
Daviess	Daviess Co.						109 Schools

Applications from schools to participate in *Cohort 10* beginning with the 17-18 school year currently are under review, which includes site visits to each high school. Each school participates for three years but has access to continued teacher training and student study session resources.

Follow us on Twitter throughout the year @AdvanceKentucky

2017 CPE Meeting Calendar – Additional Date

ACTION: The staff recommends that the Council approve the March 30-31, 2017 meeting dates for the 2017 CPE meeting calendar.

At the September 22, 2016 meeting, the Council approved the 2017 meeting dates with the exception of the proposed dates for the first quarter meetings. Since then, the Council has identified March 30-31, 2017, as a date agreeable to all members.

The full listing of meeting dates for 2017 is below. Details will be provided prior to each meeting and posted on the Council’s website.

Dates	CPE meetings to be held	Location
Feb 2 (Th)	Annual retreat	KHEAA, Frankfort
Feb 3 (F)	Joint meeting w/CPE, campus Presidents, & BSBP, and business meeting	CPE, Frankfort
March 30 (Th)	Work sessions, campus briefing & tour, dinner	Northern Kentucky University
March 31 (F)	1 st quarter - business meeting	
June 15 (Th)	Work sessions, campus briefing & tour, dinner	Spalding University
June 16 (F)	2 nd quarter - business meeting	
Sept 11 (M)	3 rd quarter business meeting & Trusteeship Conference – Day 1	Louisville Marriott East (<i>tentative</i>)
Sept 12 (T)	Trusteeship Conference – Day 2	
Nov 2 (Th)	Work sessions, campus briefing & tour, dinner	TBD
Nov 3 (F)	4 th quarter - business meeting	

Board Member Orientation and Training Policy

ACTION: The staff recommends that the Council approve the Board Member Orientation and Training Policy for all new board members to the Council on Postsecondary Education, Kentucky colleges, and the Kentucky Community & Technical College System.

On April 27, 2016, Governor Matt Bevin signed HB 15, an act relating to the governance of postsecondary education institutions. The law, which went into effect on July 1, 2016, requires new institutional and CPE board members to complete an orientation and education program within their first year of appointment. More specifically, it includes the following provisions:

- CPE must develop in cooperation with the public campuses 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 6 instructional hours and include the following:
 - roles of the council and governing board members,
 - the strategic agenda and the strategic implementation plan,
 - 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,
 - ethical considerations arising from board membership.
- The orientation program must be developed in a way that allows the new members to complete the requirements electronically or in person.
- Board members must complete the orientation within one year of appointment.
- CPE must provide a report to the legislature listing new board members who did not complete the required orientation.
- Board members from private institutions must be invited to participate.

Additionally, HB 15 requires CPE to review and approve existing board orientation programs at the public universities and KCTCS.

Development of Policy

A work group comprised of CPE staff and council members, board liaisons from the public institutions, and the president of AIKCU met several times after the passage of HB 15.

Representative Derrick Graham, who authored HB 15, also provided input on the development of the implementation plan and resulting policy. It contains five sections:

1. New Member Orientation - Training Curriculum
2. New Member Orientation - Delivery Method
3. New Member Orientation - Certification Procedure & Annual Report
4. New Member Campus Orientation programs - Review and Approval
5. Continuing education programs for all CPE and institutional board members

Ms. Lee Nimocks, vice president of policy, planning and external relations, will provide an overview of the policy prior to requesting Council approval.

Council on Postsecondary Education and Institutional Governing Boards

New Board Member Orientation and Training Policy

Effective Date: _____

OVERVIEW

On April 27, 2016, Governor Matthew Bevin signed into law HB 15, an act relating to the governance of postsecondary education institutions. The law, which went into effect on July 1, 2016, requires new institutional and CPE board members to complete an orientation and education program within their first year of appointment. More specifically, it states the following provisions:

- CPE must develop in cooperation with the public campuses a comprehensive orientation and education program for new board members and continuing education programs for all board members.
- For new members, the orientation shall include six instructional hours covering the following:
 - the role of the council and governing board members;
 - the statewide strategic agenda and the strategic implementation plan;
 - the respective institution's mission, budget and finances, strategic plan, 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 be developed in a way that allows new members to complete the requirements electronically or in person.
- Board members must complete the orientation within one year of appointment.
- CPE must provide a report to the legislature listing all new board members who do not complete the required orientation.
- Board members from private institutions must be invited to participate.

Additionally, HB 15 requires CPE to review and approve all existing board orientation programs at the public universities and KCTCS.

This policy was developed in partnership with CPE staff, CPE board members, and representatives from the public institutions and AIKCU. It contains five sections:

1. Training Curriculum for New Member Orientation
2. Delivery Method for New Member Orientation
3. Certification Procedure and Annual Report for New Member Orientation
4. Review and Approval of New Member Campus Orientation Programs
5. Continuing education programs for all CPE and institutional board members

Specific plans for the first year of implementation (2016-17) can be found in Attachment A.

SECTION 1: Training Curriculum for New Member Orientation

As required by HB 15, all new appointees to public university boards, the KCTCS board, and the CPE board shall participate in a new member orientation program that focuses both on the state's higher education goals as well as institution-specific matters. To facilitate this process, the delivery of the new member orientation shall be shared by the CPE, KCTCS and the respective university boards in two parts.

- A. State-level Orientation:** The following shall be included in a comprehensive orientation program developed by CPE in consultation with the campuses. Some of the elements may be delivered by organizations with specific expertise in board development and higher education (e.g., Association of Governing Boards).
- Higher education governance in Kentucky and the role and function of CPE.
 - The statewide strategic agenda and related accountability system.
 - Characteristics of an effective governing board.
 - Kentucky's open records and open meetings requirements.
 - The biennial budget development process and performance funding, including the roles of the CPE, the campus boards, the state budget director, the legislative research commission, the General Assembly and the Governor's office.
 - Fiduciary responsibilities of board members.
 - Shared governance in higher education.
 - Regional accreditation.
- B. Campus and KCTCS Orientation:** The following shall be included in an orientation program for new board members developed and delivered by each campus and KCTCS:
- Institutional mission, vision, and values, by-laws, and if applicable, the standing delegation of authority.
 - The university or KCTCS strategic plan and related accountability system.
 - Budget and finances, including a review of all sources of revenue and expenditures relevant to the institution's mission.
 - Board-relevant policies and procedures that affect the students, staff, and board members, including information regarding student privacy/FERPA regulations.
 - The board's fiduciary responsibility and specific board rules as they pertain to open records and open meetings. (As required, the campus shall provide copies and obtain necessary confirmation of receipt of any documents required to be distributed by the Attorney General.)
 - Review of conflict of interest and ethical considerations as they apply to Kentucky's board members.
 - Access to historically relevant board actions, including but not limited to the previous two (2) years of meeting minutes.
 - If applicable, an overview of the institution's foundation, including but not limited to the foundation's mission, membership, financial statements, how the foundation supports the institution, and how the foundation's board interacts with the campus's governing board.

- If applicable, the board's role, responsibilities, and limitations regarding NCAA regulations.

SECTION 2: Delivery Methods for New Member Orientation

HB 15 states that the orientation program must be developed in a way that allows the new member to complete the requirements electronically or in person.

A. CPE Orientation Programs:

- 1. In-Person Delivery Method:** The annual state-level orientation and training program will be offered each fall. In applicable years, it will be offered as part of the Governor's Conference on Postsecondary Education Trusteeship. In years when the Trusteeship Conference is not being held, the new member orientation will be offered as a stand-alone session. The program will cover the areas of the curriculum outlined in Section 1 of this policy and may feature national, state, and local guest speakers. The program will be offered in a central part of the state to allow for greater participation. Every effort will be made to include a networking session for new appointees as part of the orientation.
- 2. Online Delivery Method:** If a new appointee is unable to attend the in-person orientation program, an online option will be offered. The content will remain the same as the in-person program; however, the delivery method is asynchronous and may include video clips, sessions, and tutorials. Completion of the program is required within one year of the new member's appointment.

- B. Campus Orientation Programs:** The campus's orientation program may be delivered in a method at the discretion of the individual campus; however, it must be completed within one year of the new member's appointment.

SECTION 3: Certification Procedure and Annual Report for New Member Orientation

- A. CPE orientation:** Upon completion of either the in-person or online program, a Certificate of Completion will be mailed to the new appointee, and a copy will be sent to the institution's board liaison.

- 1. In-Person Program:** When a new appointee attends the in-person program, attendance and participation will suffice for the requirement for a Certificate of Completion to be awarded.
- 2. Online Program:** The new appointee will be awarded a Certificate of Completion upon fulfillment of all required components, as set forth at the beginning of the online program.

- B. Campus orientation:** After completion of the campus orientation, the board liaison shall notify CPE of the date of completion of each appointee either by mail or email.

- C. Annual certification report:** As required by HB 15, a list of the appointees who have not completed both the state-level and campus orientation programs within one year of appointment will be submitted to the General Assembly.

SECTION 4: Review and Approval of New Member Campus Orientation programs

HB 15 requires CPE to review and approve all existing board orientation programs at the public universities and KCTCS. These shall be reviewed for approval every 5 years; however, if the program is substantially revised, the campus shall submit a Revised Submission.

- A. Campus Board Approval:** The campus's governing board is encouraged to approve the board orientation program prior to submission to the CPE. If formally approved by the board, it should be indicated on the submission form (see Attachment B).
- B. Initial Submission:** Initial submission of campus orientation programs are due to CPE on or before March 31, 2017. The submission shall include the following elements:
1. Completed CPE submission form (Attachment B)
 2. Detailed agenda of the orientation program
 3. Listing of all documents provided to the new appointee, along with a basic description of each document.
 4. Electronic copies of all documents, handouts, PowerPoint slides, etc. (submitted via a Dropbox link or USB drive)

CPE will notify the campus in writing upon review and approval of their board orientation program. If the submission is incomplete, the campus will receive a list of required items.

Future formal submission dates are tentatively set for the following dates:

- March 31, 2022
- March 31, 2027

- C. Revised Submission:** If a campus program is substantially revised within the 5-year period, the institution shall resubmit to CPE the following elements (within 30 days of the revision):
1. Completed CPE submission form, marked *REVISED SUBMISSION* (Attachment B)
 2. Detailed list of items/program elements revised from the originally approved submission
 3. Any added or revised materials that pertain to the revised elements.

Upon CPE approval, the revised submission will go into effect for the remaining duration of the five-year period, with the next formal submission due on the date specified in item B, Section 4.

SECTION 5: Continuing Education Programs for all CPE and Campus Board Members

HB 15 states that CPE must develop in cooperation with the public campuses continuing education programs for all board members. This will be fulfilled by, but is not limited to, the following measures:

1. Governor's Conference on Postsecondary Education Trusteeship: This conference began in 1989 as an annual conference and changed to a biennial event in 2011 due to budget constraints. It has been sponsored equally by CPE and the public institutions, and all campus and CPE board members are encouraged to attend. Private college board members also are encouraged to attend. The conference features national speakers and local experts on relevant and time-sensitive topics of interest to postsecondary education board members, campus leadership, policy leaders, and members of the Kentucky General Assembly.

2. Annual meeting of Board Chairs/Vice Chairs: An annual meeting of the CPE and public institutional chairs and vice chairs will be planned by CPE each fall. In applicable years, it will be offered in tandem with the Governor’s Conference on Postsecondary Education Trusteeship. This meeting will allow the leadership of each campus to discuss common issues and concerns and develop ideas on how to address them as a whole.

ATTACHMENTS

- A. 2016-17 (Year One) Implementation Plan
- B. Submission Form – Approval of Campus Orientation & Training Program for New Board Members (rev. 10/2016)

2016-17 (Year One) Implementation Plan

1. In-Person Delivery Method - CPE Orientation

- Date: November 30, 2016
- Time: 9:00 a.m. – 2:30 p.m. EST (lunch provided)
- Session Location: Conference Room A, Council offices, Frankfort
- Networking Reception @ Governor's Mansion: 3:00-4:00 p.m. EST
- Technology Needed: All sessions will be audio/video-recorded by CPE (in-house)
- Proof of Attendance & Certification of Completion: All appointees will be required to sign in upon arrival and sign out upon dismissal. Attendance at the networking session will not be required.
- Expected Costs: Approximately \$10,000 for AGB fees and travel, food and refreshments, and reception expenses

2. Online Delivery Method - CPE Orientation (*For those unable to attend the in-person session on 11/30/16.)

- Dates available for completion: Between January 1-August 11, 2017 (*tentative*)
- Time: 24-hour web availability
- Location: At the convenience of the board member
- Networking Session: None available
- Curriculum: Same content as the in-person CPE orientation
- Method: Pending based upon development of online program.
- Technology Needed: Web-presence, online access
- Proof of Attendance and Certificate of Completion: Certificate of completion will be issued after new appointee completes all components.
- Expected Costs: *Pending.*

3. Campus Orientations

- Dates available for completion: Between August 12, 2016-August 11, 2017
- Curriculum/Agenda Requirements: See Section 1.B. of the HB 15 Board Training Delivery Plan.
- Delivery Method: See Section 2.B. of the HB 15 Board Training Delivery Plan.
- Proof of Completion: See Section 3.B. of the HB 15 Board Training Delivery Plan.

4. Annual Certification Report

By August 15, 2017, CPE will prepare and submit a list to the General Assembly of all 2016-17 CPE & institutional board member appointees, indicating the following:

- Name
- Board appointed, Exec. Order No, and Date of appointment
- Date of completion for both components of the orientation requirements
- The names of those who did not complete both components of the orientation requirements.

5. New Member Campus Orientation Programs Review and Approval

- Dates available for submission: Between December 1, 2016 and January 31, 2017.
- Required Submission Elements & Approval Process: See Section 4 of the HB 15 Board Training Delivery Plan.
 - Edits Needed: If any elements are missing, CPE staff will notify the submitting party and require all edits to be resubmitted within 30 days.
 - Approval: Once approved, CPE staff will notify the institution in writing. Estimated date of approval status is no later than June 30, 2017.



Kentucky Council on Postsecondary Education
 1024 Capital Center Drive, Suite 320
 Frankfort, Kentucky 40601
 Phone: 502-573-1555 Fax: 502-573-1535
<http://www.cpe.ky.gov>

~~Submission Form~~
Approval of Campus Orientation & Training Program for New Board Members

INSTITUTION: <u>(Choose One)</u>	CAMPUS BOARD APPROVAL DATE: _____
CONTACT NAME: _____	
CHOOSE ONE: INITIAL SUBMISSION <input type="checkbox"/> (OR) REVISED SUBMISSION <input type="checkbox"/>	

SECTION 1: Initial Submissions

The following must be included in your submission:

- Completed CPE submission form, marked *INITIAL SUBMISSION*
- Full agenda of the orientation program
- Listing of all documents provided to the new appointee, both in hard copy and electronic copy, along with a basic description of what the document is
- Electronic copies of all documents, handouts, PowerPoint slides, etc. (submitted via dropbox link or USB drive)

SECTION 2: Revised Submissions

If a campus program is substantially revised within its 5 year approval time slot, the institution shall resubmit to CPE the following elements:

- Completed CPE submission form, marked *REVISED SUBMISSION*
- Detailed list of items/program elements revised from the originally-approved submission
- Any added or revised materials that pertain to the revised elements.

Curriculum/Agenda Topics and/or provided materials (minimum requirements, if applicable)

- Institution's mission, vision, & values, by-laws, and standing delegation of authority
- Institution's current strategic plan and annual data accountability reports for the life of that strategic plan.
- Institution's biennial budget and finances.
- Board-relevant institutional policies and procedures
- Board's fiduciary responsibility and specific board rules as they pertain to open records and open meetings.
- Conflict of interest and ethical considerations
- Access to historically-relevant board actions, including but not limited to the previous two (2) years of meeting minutes.
- Information on institution's foundation
- Board-relevant info in regards to NCAA regulations.

See the "New Board Member Orientation and Training Plan" policy for specific requirements.

By signing below, I hereby certify that this submission by (Choose One) is complete and correct to the best of my knowledge. I also certify that if any changes are made to the board member orientation program at (Choose One), a Revised Submission of approval will be submitted to the Council on Postsecondary Education within 30 days of the revision.

Contact Name: _____ **Date:** _____

Campus President: _____ **Date:** _____

Submit to: Heather M. Faesy, KY Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601, Fax: 502.573.1535 Phone: 502.573.1555 Email: heather.faesy@ky.gov

Kentucky State University Management Plan

ACTION: CPE staff recommends that the Council approve Kentucky State University's four-year management improvement plan, as required by HB 303 (2016).

The 2016-18 budget bill, HB 303, requires Kentucky State University to submit to the Interim Joint Committee on Appropriations and Revenue:

“[A] four-year management improvement plan with annual goals and measurable metrics to meet those goals. Due by December 1, 2016, the management and improvement plan and all goals shall include performance standards established in consultation with the Council on Postsecondary Education, and shall be subject to the approval of the Council.”

The legislation also requires KSU to report on the institution's progress each December 1 thereafter.

Kentucky State University staff submitted a draft proposal to Council staff, and Council staff has met with KSU staff to discuss the management and improvement plan, which was prepared in consultation with their external auditor, Dean Dorton Allen Ford, PLLC. KSU Interim President, Aaron Thompson, will present their plan at the Council meeting for discussion and approval by the Council.

Kentucky Administrative Regulations Comments on Proposed Amendments

ACTION: If any are received, CPE staff will make a recommendation on comments proposed on the filed Kentucky Administrative Regulations, 13 KAR 2:060 and 13 KAR 4:010.

On September 23, 2016, the Council approved two action items authorizing the filing of the following Kentucky Administrative Regulations:

- Amendment to 13 KAR 2:060: Degree program approval; equal opportunity goals. The amendment was filed to incorporate the approved Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. It was filed with the Legislative Research Commission on October 12, 2016.
- New Administrative Regulation 13 KAR 4:010: State Authorization Reciprocity Agreement. This regulation was filed after the approval of the Council, which will allow Kentucky to enter "SARA", an agreement that establishes uniform national standards for interstate offerings of postsecondary distance education and authorizes postsecondary educational institutions meeting those standards located in member states or territories to provide distance education to residents of other member states. It was filed with the Legislative Research Commission on October 14, 2016.

A public hearing on both administrative regulations is set for November 22, 2016 at 10:00 a.m. EST. Individuals interested in commenting at this hearing must notify CPE in writing five workdays prior to the hearing of their intent to attend. If no notifications to attend the hearing are received by that date, the hearing may be cancelled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation; however, written comments will also be accepted until November 30, 2016.

If any written comments are received prior to the Council meeting, Mr. Travis Powell, CPE general counsel, will present them to the Council for recommended action.

Improving Educator Quality State Grant Program

ACTION: The staff recommends that the Council on Postsecondary Education award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$390,000 for January 1, 2017–June 30, 2018, to support the following three projects:

1. **Empowering the Second 'C' in College and Career Readiness (CCR); Western Kentucky University, \$130,000**
2. **Mathematics in the Context of Career and Technical Education (CTE); Murray State University, \$130,000.00**
3. **Building Math in Career and Technical Education (CTE): Computational Thinking & Construction; Morehead State University, \$130,000**

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, its teacher preparation program, and at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject.

This year, the universities were asked to focus on professional development for career and technical education programs or for general education programs working in partnership with CTE to align academic standards and expectations. Proposals were evaluated on their potential to equip educators with strategies to close achievement gaps, improve student and school performance, ensure CTE curricula and dual credit opportunities are aligned with the Kentucky Academic Standards, and incorporate higher-order critical thinking skills into CTE so students are prepared to succeed in a global economy. External reviewers and content-area specialists reviewed the five grant proposals submitted and recommended to CPE staff that the following three projects be awarded funding.

1. Western Kentucky University: \$130,000

Empowering the Second 'C' in CCR

Dr. Kandy Smith and Dr. Michael McDonald, principal investigators

WKU faculty members will conduct this professional development program for Warren County high school educators through workshops during the summer of 2017. The workshops will be consistent with the Warren County Public Schools' Comprehensive District Improvement Plan and will help participants understand how to address instructional deficiencies that perpetuate achievement gaps among low-income and underrepresented minority students. Professional

development in the initial workshop will be focused on strategies to improve and assess critical thinking skills within the context of the Kentucky Academic Standards and anchor standards in literacy. WKU professors and administrators and teachers from the district's high schools and technology center will form communities of practice to ensure student learning needs are addressed through jointly-created tasks and activities that are embedded throughout the district's secondary schools during the 2017-18 school year. The program will conclude with an event to showcase the most effective tasks and activities developed by the collaborative teams, and all teachers from Warren County and surrounding school districts will be invited to attend.

2. Murray State University: \$130,000

Mathematics in the Context of Career and Technical Education
Kemaly Parr, principal investigator

The primary goals of this project are to build professional development teams pairing welding and machine tool teachers with mathematics teachers, university faculty, and researchers, which will improve contextualized math instruction for CTE students and provide them with dual credit opportunities. These goals will be accomplished through 10 days of professional development for math and CTE teacher teams over the summer, followed by sustained contact between the teachers, faculty members, and educational specialists over the 2017-2018 school year. The activities will be conducted by Murray State University faculty members in conjunction with consultants from the National Research Center for Career and Technical Education. Deliverables will include lesson plans designed to raise CTE students' mathematics skills through hands-on activities relevant to welding and machine tool technologies. Further, this project will test the proposition that significant gains in mathematical achievement can be attained by students who participate in a contextualized, mathematics-enhanced CTE curriculum.

3. Morehead State University: \$130,000

Building Math in CTE: Computational Thinking & Construction
Rachel Rogers Blackwell and Joyce Stubbs, principal investigators

The primary goal of this project is to lead 24 high school math and CTE teachers to collaboratively design curricula that are aligned with Kentucky Academic Standards and that foster classroom environments rich in authentic mathematical practices to improve college and career readiness among students. Teacher participants will attend a five-day summer institute at Morehead State University, where teachers will develop lesson plans and create units with individualized action plans. CTE and mathematics content experts from Morehead State University, KCTCS, and collaborating districts will provide ongoing content support and mentoring through job-embedded professional development throughout the school year. Teacher participants will implement their lesson plans and attend two, two-day follow-up sessions in addition to a culminating event to share best practices and experiences.

New Academic Program

ACTION: The staff recommends that the Council approve the proposed Bachelor of Arts in Sustainability (CIP 30.3301) from the University of Louisville.

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 public postsecondary education institutions. Council staff has reviewed and recommends for approval the following program:

University of Louisville

Bachelor of Arts in Sustainability (CIP 30.3301): This program is designed to prepare students for future careers in sustainability-related endeavors, including those in the fields of environmental and energy sciences, urban and regional planning, and public policy. Graduates will understand, conceptualize and analyze sustainability problems and issues in a holistic way; develop a deeper understanding of the basic concepts in sustainability; evaluate the role of social institutions and the political, legal, and cultural frameworks for sustainability; acquire methods and techniques to explore and analyze issues that cross disciplinary boundaries; understand ethical perspectives related to sustainability issues; obtain practical experience through a required sustainability-related internship; and develop skills that will facilitate creative, innovative, and workable solutions to sustainability problems.

The program will be closely linked with Sustainability Scholars and Researchers, under the auspices of the University Sustainability Council, to provide opportunities to attend colloquiums, lectures, workshops and special events across the campus. The program also will be linked to the Kentucky Institute for the Environment and Sustainable Development (KIESD), the Partnership for a Green City, the Kentucky Pollution Prevention Control Center, and (the city's) Louisville Sustainability Council to provide opportunities for research, scholarly study, assessments, internships and future employment.

Guiding Principles for Awarding Military Credit

Kentucky joined the Multi-state Collaborative on Military Credit (MCMC) in 2014. The MCMC, coordinated by the Midwestern Higher Education Compact, is a partnership of 13 states (Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin) to ease the transition of veterans and their families from military life to college campuses. The partnership shares best practices in articulation of credit, licensure and certification, communications, and technology.

The MCMC is focused on developing course equivalencies for the American Council on Education (ACE) credit recommendations, creating outreach strategies for educating service members and their families about available postsecondary benefits, increasing support services and resources for military members and families on campus, and tracking military students' enrollment, persistence and degree completion.

Kentucky's participation is driven by the desire to meet the educational needs of service members and families deployed at Fort Knox, Fort Campbell, and the Bluegrass Army Depot, as well as the veterans and other military personnel and dependents who are pursuing postsecondary education.

In addition to the guiding principles for articulating credit, Council staff has worked with campuses to create definitions for *military active students*, *military veteran students*, and *military connected students*. Staff will continue to work with campuses to have these definitions included in the Comprehensive Database so that data can be collected on a statewide level.

GUIDING PRINCIPLES FOR AWARDING MILITARY CREDIT DRAFT – FOR DISCUSSION PURPOSES

Recognizing that college-level learning can occur outside the classroom, all of Kentucky's postsecondary institutions have implemented policies related to credit for prior learning. Credit for military training and occupational experience is a specific type of credit for prior learning and may, depending on institutional policy, be awarded through the evaluation of the Joint Services Transcript, by the assessment of a student portfolio, or by attainment of certain scores on a DSST or CLEP exam.

In order to facilitate retention and graduation of military students, institutions are encouraged to:

1. Clearly communicate in their academic catalogs and websites how military-related credit will be awarded.
2. Maintain a publicly accessible database of course equivalencies for military training and military occupations that have been evaluated at the institution.
3. Provide a rationale if there is a limit on the number of credits that a student may articulate into the institution or into a particular academic program.
4. Consult the credit recommendations from the *ACE Guide to the Evaluation of Educational Experiences in the Armed Services* and provide a rationale when credits awarded do not follow the ACE credit recommendations.
5. Award credit for general education, prerequisite, and major courses when learning outcomes associated with the military training and occupational experience are equivalent to the learning outcomes of these types of courses.
6. Transcript only the necessary number of electives to meet graduation requirements if credit is not applied to specific general education, prerequisite, or major requirements to help protect students against excess credits that could negatively impact financial aid.
7. Allow for the transferability of credits earned through military experience at one public institution to another public institution, subject to institutional policy on the maximum number of transfer credits, to facilitate degree completion requirements.
8. Provide academic advisors and admissions counselors with materials and professional development to help them meet the unique needs of military students and understand policies related to credit for military experience.
9. Convene advisory groups of administrators, faculty, staff, and students to address issues that impact persistence and graduation of military students.
10. Appoint a leadership team, preferably consisting of faculty, staff, and individuals from the registrar's and provost's offices, to monitor the implementation of policies and practices related to military credit.

Council on Postsecondary Education
November 18, 2016

Proposed Amendments to KRS 164.295

KRS 164.295 allows state comprehensive universities the ability, upon Council approval, to offer associate, baccalaureate, graduate, and professional degree programs. Presently, the Council has been working with the Chief Academic Officers of the universities, as well as the Advisory Conference of Presidents, to propose amendments to KRS 164.295 that would expand the availability of advanced practice doctorates in the Commonwealth.

Council staff will present an overview of the proposed changes for informational purposes.

Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Thursday, October 13, 2016, at Northern Kentucky University in Highland Heights, Kentucky. Following is the status of initiatives, recurring activities, and discussions related to the Committee on Equal Opportunities.

2017 Meeting Schedule: The CEO adopted the following meeting dates for 2017: January 23, April 10, July 20-21, and October 16.

Diversity Symposium: Forging Partnerships for Inclusive Excellence: Held on October 13-14 at Northern Kentucky University, the symposium included collaborations between the Council on Postsecondary Education, Kentucky's public universities, governing board members, business leaders, and community members. Participants had an opportunity to hear from and engage with national experts regarding the latest trends in inclusive excellence. Approximately 245 individuals participated in the day and a half event. The keynote speaker, Dr. Damon Williams, is a leading authority on educational achievement, inclusive excellence, and diversity. Other speakers included Dr. Terry Allen of the University of Kentucky, Dr. Bleuzette Marshall of the University of Cincinnati, Dr. Timothy Forde of Eastern Kentucky University, and NKU President Geoffrey Mearns.

2016 Diversity Plan Assessment Reports: The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan development requires that all public institutions submit an annual assessment report that highlights progress on their campus-based diversity plans. Several institutions presented the results of their assessments to the Council's CEO at the October meeting. The reports assessed advances made, as well as areas that require attention, comparing 2014 data to 2013. The diversity plan reports addressed four areas: student body diversity, student success/achievement gaps, workforce diversity, and campus climate.

Reports were presented at the CEO meeting on October 13, 2016 by:

- Eastern Kentucky University: Dr. Timothy Forde
- Kentucky Community and Technical College System (KCTCS): Ms. Natalie Gibson
- Northern Kentucky University: Dr. Kathleen Roberts

Governor's Minority Student College Preparation Program: The CEO received a status report for the 2016 GMSCPP. The program is designed to promote access and opportunity through academic enrichment programs and hands-on experiments focused on STEM-H. The GMSCPP introduces students to the institution's campus, administrators, faculty, staff, and a diverse makeup of college students. In 2016, five institutions offered year-round programs,

and all offered a summer component. Three programs were residential (i.e., students remained on campus one week in the summer to acquire a “real-life college experience”).

SREB Doctoral Scholars Program: The Institute on Teaching and Mentoring, held October 27-30, 2016, in Tampa, Florida, was designed for scholars supported by the Doctoral Scholars Program. The goal of the Institute is to address the shortage of minority faculty in college classrooms and labs around the nation. Several of Kentucky’s public institutions participated in the Institute Recruitment Fair to assist them in increasing the number of diverse faculty members at their respective institutions.

Planning for the 2017 Institute on Teaching and Mentoring will take place during a meeting of the state Doctoral Scholars Regional Advisory Committee in January. The Kentucky program is implemented collaboratively by the Council, the University of Kentucky, and the University of Louisville to help students complete the doctorate more quickly and to encourage them to transition into the professoriate.

As of November 2016, a total of 26 students matriculated at Kentucky institutions. Thirty-two percent of these students are in STEM-H fields, 85 graduated, and 11 have earned tenure.

Update on Dual Credit Scholarship Program

The Dual Credit Scholarship allows students at public Kentucky high schools to earn up to 9 hours of dual credit. Students may take up to two classes per year. The student must be a Kentucky resident, enrolled in a public Kentucky high school, enrolled in an eligible dual-credit course at a participating Kentucky college or university, and complete a 30-minute college success counseling session each year a scholarship is awarded. The counseling will be provided at the student's high school.

Awards for the 2016-17 academic school year were set at \$52 per credit hour, and funds are disbursed to the eligible student's high school, which will pay the dual-credit course fee to the college where the student is enrolled.

Dr. Carl Rollins, executive director of KHEAA, will provide an update on their work to administer the scholarship program and its future plans.

Committee Appointments

Chair Denton will make appointments to the following committees:

- **Nominating Committee:** Three Council members will be appointed to the nominating committee, which will present nominations for Council chair and vice chair at the February 3, 2017, meeting.
- **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. Thirteen committee members will be appointed to four-year terms from January 1, 2017 through December 31, 2020, four of which are members of the Council. The remaining nine members are public appointees.

AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities

32nd AIKCU Spotlight event is February 21

AIKCU's career service directors have been busy planning the annual AIKCU Spotlight event scheduled for February 21, 2017 in Lexington. The collaborative career, internship, and graduate school fair regularly brings together around 80 recruiters and hundreds of AIKCU students. Spotlight has been bringing students and employers together since 1985.

Learn more at <http://spotlightcareerfair.com>

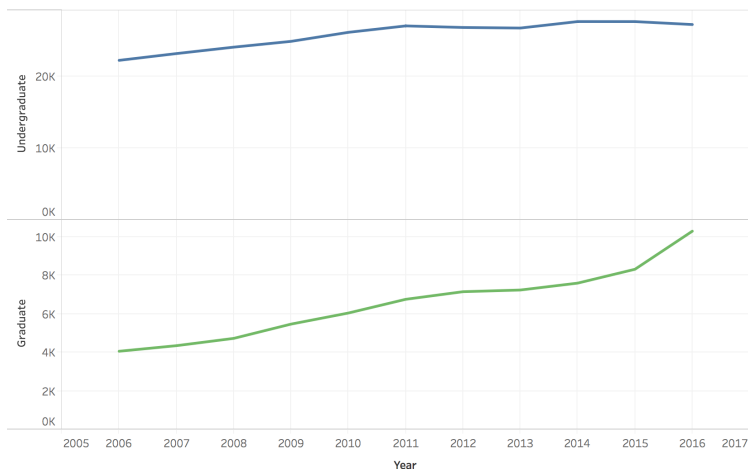
UPIKE formally installs President Burton Webb

University of Pikeville President Burton Webb, who became president in January, was officially installed during a ceremony on October 14, during the university's homecoming weekend celebrations.

AIKCU overall headcount enrollment up thanks to continued growth at graduate level

A recent internal survey indicates AIKCU members will serve more than 37,000 students this fall. Overall headcount enrollment is up about 4 percent. Enrollment growth at the graduate level overshadowed a slight dip in undergraduate enrollment (perhaps to be expected, given the closure of St. Catharine College). These are still unofficial preliminary estimates as several AIKCU members have late census dates. Official fall enrollment numbers will be available in the spring.

After a period of growth, AIKCU undergrad enrollments have plateaued. Graduate enrollments continue to increase. (2016 data are early estimates, not final numbers. Excludes MCU.)



The trends of sum of Undergraduate and sum of Graduate for Year. The data is filtered on Institution, which excludes Mid-Continent University [closed 2014].

Spalding SGA president Chris Muncy appointed to KY Board of Student Body Presidents

Chris Muncy, a senior nursing major at Spalding University from Bardstown, has been appointed to represent AIKCU students on the Kentucky Board of Student Body Presidents. Muncy previously served as an AIKCU ambassador during the 2015 legislative session, [sharing his story](#) about the importance of Kentucky's student financial aid programs.

CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



Honors Program faculty and students attend National Collegiate Honors Council.

HONORS PROGRAM AGAIN LEADS NATION IN PRESENTERS

For the 25th time in the past 26 years, EKU Honors boasted the largest number of student presenters of any honors college or program in the nation at the annual National Collegiate Honors Council (NCHC).

The conference, held in Seattle Oct. 12-16, highlighted student and faculty research presentations from across the nation, and provided training and development for honors program administrators. The national submission process for the NCHC annual conference is highly selective, with hundreds of students and faculty submitting proposals each year.

In all, 35 Honors Colonels presented at the prestigious annual event in formats ranging from research posters to workshops and roundtables. Five students from the EKU delegation also participated in the NCHC "master class" in drama, presenting a play that they had written and produced as part of the spring 2016 honors theatre seminar titled "The Battle of Shiloh: Drama for the Twenty-First Century."

MODEL LAB AMONG TOP 10 IN STATE

Model Laboratory middle and high schools each rank among the top 10 in the state at their respective levels, according to the 2015-16 School Report Card released by the Kentucky Department of Education.

Model Laboratory High School posted the fourth-biggest gain among the Commonwealth's high schools and moved from a Proficient designation the previous year to become a School of Distinction/High Progress School. Its 85.3 score (out of 100) ranked ninth among Kentucky's high schools.

Model Middle School, which advanced from a Distinguished designation in 2014-15 to a School of Distinction/High Progress School, ranked as the fourth-best middle school in the state with a score of 87.1.

CRITICAL READING SKILLS FOCUS OF NEW QEP

EKU will seek to improve students' critical reading skills across the disciplines through a new Quality Enhancement Plan (QEP), to be implemented in Fall 2017.

The QEP is a cornerstone of the University's reaccreditation process with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), representatives of which will visit the Richmond campus in Spring 2017.

The proposed new QEP calls for Eastern to develop critical readers through the use of metacognitive strategies and dovetails with the University's current QEP, implemented in 2007, which is focused on developing critical and creative thinkers who communicate effectively. It has been developed through discussions involving a cross-section of EKU faculty, staff and students dating back to Spring 2015, according to Dr. Jill Parrott, co-director of the QEP Implementation Team.

The need to improve critical reading skills is not unique to Eastern, Parrott said. "National data show that college students are ill-prepared for the reading tasks before them. They are often not asked to read critically or held accountable for their reading in high school and may need help transitioning to the demands of their college reading."

A QEP Design Team identified three student learning outcomes, expecting that students will be able to demonstrate critical reading of academic texts and materials, report awareness of metacognitive reading strategies and express confidence in their abilities as critical readers.

An increasingly complex global economy requires employees who can access, evaluate and organize information from a variety of sources, Parrott said. Yet, according to a study by the Association of American Colleges and Universities, only 29 percent of employers reported that college graduates were prepared for these types of critical reading tasks.



Student volunteers from EKV and Centre College joined forces recently to continue restoration efforts at the historic Shelby City African American cemetery near Danville. More than 700, including many slaves of area landowners, are buried in the cemetery, which had been neglected for generations. Several gravestones mark the burial sites of soldiers who had served in the Civil War, World War I and World War II.

EKV REPEATS AS MINORITY ACCESS AWARD WINNER

EKU recently received the Minority Access Diversity Institution Award for the sixth consecutive year.

Eastern is one of only four universities in Kentucky to receive the award in 2016, and the only one to receive it each of the past six years. Earlier this year, the University also received the Higher Education Excellence in Diversity (HEED) Award from Insight into Diversity Magazine, the oldest and largest diversity-focused publication in higher education.

Eastern recently established the Diversity Office Scholarship Program to expand and enrich campus life by recognizing and supporting outstanding students from first-generation, low-income and various cultural, ethnic and socio-economic backgrounds with diverse interests, perspectives and life experiences.

The University Diversity Office also sponsors:

- ▶ monthly brown bag/"thinkposium" sessions and movies on relevant topics for students.
- ▶ a Minority Retention Initiative Team and other initiatives to help identify at-risk minority students.
- ▶ "Courageous Conversations" for faculty.
- ▶ a 20-member team of Staff Diversity Advocates.
- ▶ professional development opportunities.

DUAL CREDIT ENROLLMENT DOUBLES

Enrollment in dual credit courses at EKV has approximately doubled in three years.

Almost 1,100 students are participating this academic year in the program, which allows juniors and seniors in area high schools to enjoy an "authentic" university experience as they earn both high school and college credits for university-level courses.

"Our Dual Credit students who then enroll as full-time students generally persist and graduate from EKV at very high rates," Dr. Janna Vice, provost and senior vice president for academics, noted.

Dr. Ryan Wilson, director of regional programming, said: "We go to great lengths to make the students feel a part of EKV. They learn how to navigate the registration process and grow to be comfortable with the EKV brand."

4-YEAR GRADUATION RATE DOUBLES IN 7 YEARS

EKU's four-year graduation rate has nearly doubled in the past seven years.

Of the freshmen who entered Eastern in Fall 2012, 29.5 percent graduated this year. The percentage has climbed steadily since only 15.7 percent of the Fall 2006 freshman cohort went on to graduate in four years.

The five-year graduation rate has increased from 33.2 percent to 45.2 percent, and the six-year rate from 38.3 percent to approximately 45 percent. The numbers are unofficial but not expected to change significantly before official numbers are announced later this fall.

Dr. Eugene Palka, associate vice president for student success, attributed the dramatic improvement to several factors, including additional financial resources in the form of merit scholarships and need-based financial aid, improved awareness of students with academic challenges, programs aimed at facilitating academic recovery, academic enhancement programs and resources, and degree completion initiatives.

Once on campus, a student's progress toward a degree is tracked closely through the DegreeWorks and Student Success Collaborative programs, making possible what Palka termed "improved situational awareness."

The University's academic recovery programs include a fourth-week progress report each semester, mid-term recovery workshops and probation recovery workshops.

Academic enhancement programs and resources include tutoring centers; EKV GURUs, a student group recognized in 2015 by University Business magazine as a national "model of excellence" for enhancing student success; and learning communities.

Degree completion initiatives include a requirement that all students register when they reach 90 hours in order to facilitate a greater sense of awareness among advisers and students as the latter near graduation.

Additions in recent years include a Freshman Academy for Diverse Students, as well as a comparable program for juniors and seniors; a Student Success Center that targets under-represented minorities and first-generation college students; and a First Colonels program also tailored to first-generation students.

KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

NOVEMBER 2016



URBAN LEAGUE OF LEXINGTON

RECOGNIZES KCTCS FOR DIVERSITY ENDEAVORS

The Kentucky Community and Technical College System (KCTCS) has received the 2016 Corporate Champion of Diversity Award from the Urban League of Lexington. This award recognizes a business or organization that supports diversity in its activities, community relations, workplace representation and in the vendors it utilizes. KCTCS was selected because of many initiatives and policies that have been implemented over the last several years.

KCTCS approaches diversity from an organizational development perspective, ensuring that diversity is infused throughout all functions of the organization. Starting with the leadership, the Board of Regents adopted a diversity, inclusion and engagement resolution. The nationally recognized plan includes several initiatives designed to create an inclusive community of learners, increase the college-going rate of underrepresented populations, and maximize diversity among KCTCS faculty and leadership.

Additionally, a Diversity Peer Team solicits input from college staff to address policies, procedures and practices that impact diversity.





A targeted outreach plan that engages students and strengthens the educational pipeline for diverse students also has been implemented. Sample initiatives include a KCTCS-Berea Transfer Partnership; a John T. Smith Scholarship; and Super Sunday, an annual recruitment initiative targeting students of color. Performance metrics include student enrollment and retention, graduation rates, degrees conferred, student transfers and developmental educational success.

KCTCS also advocates for inclusion of diverse suppliers. Current large KCTCS suppliers must meet diversity and inclusion benchmarks and are strongly encouraged to share these same values by subcontracting with and utilizing companies owned by minorities, women and the physically-challenged.

As an example of its supplier diversity commitment, KCTCS, along with the University of Kentucky (UK), sponsored the 4th Annual Supplier Diversity Fair on Oct. 12 at the Frankfort Convention Center. This is a match-making opportunity for diverse suppliers to network with representatives and buyers from KCTCS colleges, System Office and UK.

In 2015, KCTCS spent \$1.4 million in discretionary spending with diverse suppliers. During the first two quarters of fiscal year 2016, that number is \$3.4 million. In April 2016, KCTCS' Supplier Diversity Initiative was recognized as one of the top five finalists for "Best Practices" at the Southern Association of College and University Business Officers spring conference.

The Urban League is a nonprofit organization in Lexington-Fayette County whose mission is to assist African Americans and disadvantaged citizens in the achievement of social and economic equality. The Urban League believes diversity makes the workplace a better environment and the community a better place in which to live, work and raise a family.





GOOD NEWS

KENTUCKY STATE UNIVERSITY

KSU's Open House draws hundreds of families and students

FRANKFORT — From a thrilling performance by the Mighty Marching Thorobreds' drumline to informative tours led by student ambassadors, Kentucky State University (KSU) impressed more than 680 prospective students and their families at Open House on Saturday, October 29 at the Exum Center.

The Open House's program kicked off with welcome messages from Interim Vice President for Student Affairs Ms. Francene Gilmer, Kentucky Region Alumni Association President Dr. Margaret Bell Davis, Miss KSU Natalie Grace Berry and Mr. KSU Jalen Jajuan Brown after the continental breakfast.

Members from some of the Greek organizations regaled the crowd with their history and a brief step show. Open House participants also could visit several academic and organizational exhibits between their tours and lunch. Interim President Dr. Aaron Thompson encouraged students to learn more about the University and its various programs during the visit. "Just hanging out with all of the kids and families made my day," Thompson said.

Students, whose ages ranged from elementary to high school, traveled from states such as Kentucky, Ohio, Illinois, Georgia and Michigan, to get a glimpse of KSU student life.

Troy Christian, who lives in Michigan, attended the Open House with his wife and son. He sent an email to Dr. Thompson praising the University for its "well-mannered student body," "immaculate landscaping," "helpful security," and "friendly faculty."

"As a parent of a prospective out of state student, I feel very comfortable with the way this university operates. ... The total experience was something my family and I will not forget, and we look forward to him becoming a freshman Thorobred!"



KSU senior to follow her heart as One Heart Source volunteer in South Africa



Hailee Wilson

FRANKFORT — Kentucky State University (KSU) biology major Hailee Wilson has always dreamed of traveling to other countries. However, the graduating senior read an email in October that combined both of her goals: education and travel. Wilson will head to Cape Town, South Africa, on June 14 to participate as a volunteer with One Heart Source.

The California-based One Heart Source is an organization that has designed and operated volunteer programs for university students who seek to broaden their context of humanity and the world through results-oriented service learning.

After Wilson graduates from KSU in May, she will teach mathematics and reading to students at an academy in South Africa for a month.

“This will allow me to do something more, become more worldly and experience other perspectives. This seems like the

perfect opportunity for me,” Wilson said. “There will be people from all over the world in this program, so I will learn their perspectives.”

Although the Las Vegas native has applied to dental schools such as Howard University, University of Louisville, the University of Nevada, Las Vegas, the University of Michigan and Detroit Mercy, she anticipates that her volunteer work will be life-changing.

“The organization focuses on cultural immersion, so we’ll get a chance to talk with local activists, artists, and politicians,” she said. “I think it will be eye-opening, and it might even change my path. I’m planning to attend dental school, but I kind of think that I’m meant to do more.”

Wilson said that her parents are supportive and have been instrumental in fundraising through her web page. She will need to raise \$4,200 to cover her expenses in South Africa and get several vaccines to prepare for her trip.

The link to Hailee Wilson fundraising page: https://www.flip-cause.com/secure/cause_pdetails/MTE4ODg=

Hot dog! KSU alum hopes hemp dawgs will sizzle

FRANKFORT -- Say hello to the new “hot” dog, or maybe we should say hemp dawg on the street. While the taste of this new dog isn’t spicy to the tongue, the sensational buzz that it has created in the food world, is well, sizzling.

Many may say that it’s everything a normal hot dog isn’t – healthy, lean, packed with protein and full of flavor, and that’s just what David Neville, owner of Kentucky Dawgs LLC, creator of the new hemp dawg, touts it to be.

“The hemp dawg is composed of beef and pork that is raised on local Kentucky farms and hemp seeds that are high in protein and packed with amino acids and Omega 3’s, 6’s, and 9’s,” says Neville.

Neville, a small farmer in Shelbyville and New Castle, first created this delicious masterpiece as a product for the 2016 Kentucky State Fair. Since its creation, the hemp dawg has been praised by the Louisville Mayor Greg Fischer, Governor Matt Bevin and Agriculture Commissioner Ryan Quarles. It has also been featured in USA Today and the Louisville Courier-Journal.

Neville’s hemp dawgs are definitely making a splash and it’s not just in Kentucky. Since their debut in August, his hot dogs have been sold all over the United States, and he’s



David Neville, left. Neville’s Beef Dawgs with Hemp, above.

even selling to restaurants and other local distributors. His hope is to have these hot dogs in local retail stores.

Neville, who comes from a family of Kentucky State University (KSU) grads, graduated from KSU in 1985 with a degree in marketing. He attributes much of his success to the education that he received from his alma mater.

“I’ve used the skills I learned from my degree since my first job where I sold equipment, now I use my degree to sell bulls and hemp dawgs,” Neville says. “I’ve put my degree from KSU to use every day.”

Neville is currently in the process of creating a beef and lamb hemp dawg for those who may not consume pork.



MSU hosts initial KAIC event

Morehead State University's Space Science Center hosted the kickoff for the newly formed Kentucky Aerospace Industry Consortium (KAIC) Wednesday, Oct. 5. KAIC was established as a non-profit to advance and promote Kentucky's aerospace industry by providing leadership and creating collaborative partnerships to ensure the industry has the resources it needs to succeed. The aerospace industry has been Kentucky's top export for the last three years.

The "October Sky Launch" included an educational session for interested aerospace/aviation individuals, a networking opportunity, a kick-off rocket launch, an open Q&A session with the board of directors and the screening of a space-themed film in the Star Theater.

Gov. Matt Bevin and Lt. Gov. Jenean Hampton launched a rocket from the Space Science Center as part of the day's events.



Office of the President

202 Howell-McDowell Admin. Bldg. | Morehead, KY 40351

Phone: 606-783-2022 | president@moreheadstate.edu

www.moreheadstate.edu/president

MSU claims AASCU excellence and innovation award

Morehead State University's President's Leadership Academy is a recipient of an American Association of State Colleges and Universities (AASCU) Excellence and Innovation Award.

AASCU summarized the PLA this way: "The President's Leadership Academy was established at Morehead State University in 2006 to provide quality professional development to nominated and selected faculty, staff and administrators exhibiting the potential for effective leadership on campus and beyond. Participants have the opportunity to increase their awareness of the complexity of issues facing the university and postsecondary education, thereby expanding their awareness of the environment in which decisions are made. The yearlong program includes reading assignments, discussion groups, case studies, internship experiences, field trips, and seminars with high performing leaders. Program leadership includes a steering committee chaired by the university president, ad hoc committees of academy alumni, and a program director."

MSU launches Study of Regional Outreach and Empowerment

Morehead State University's Blue Ribbon Committee to "Study of Regional Outreach and Empowerment" held its first meeting Wednesday, Sept. 28, at the Center for Health, Education and Research (CHER).

The panel will develop a plan with recommended strategies, outcomes, and impacts to empower the region through collaborative initiatives between the regional entities and Morehead State University utilizing MSU's regional campuses.

The focus areas are: Educational Development; Economic and Workforce Development; Community Development; and School and Alumni Relations.

Wayne D. and Susan H. Andrews Hall dedicated

Officials of Morehead State University along with members of its Board of Regents, local and state legislators held a dedication and ribbon cutting ceremony Friday, Sept. 30, for Wayne D. and Susan H. Andrews Hall.

"Sue and I are honored with the naming of Andrews Hall," said Dr. Wayne Andrews, MSU president. "For the past 12 years, my administration has always put the needs of the students as our first priority. We will cherish our time at MSU as we look forward to moving onto the next phase of our lives."

The hall was built on the site of the former Regents and Wilson Halls. At a cost of \$28 million funded through housing rental revenue, the new hall will provide space for 550 residents. It will provide suite style rooms, student/study meeting areas, and will have Wi-Fi connectivity throughout. Sherman Carter Barnhart of Lexington designed the building.



Alumni throughout the world returned to Murray State as part of Homecoming 2016 festivities held Oct. 27-29. This year's theme was "Decades: Building Memories." Popular events included a choral reunion dinner and concert, a visit by former football coach Frank Beamer, the 1986 OVC Championship team (pictured) and long-standing Homecoming traditions including the parade and Tent City.



Professor receives Carnegie Fellowship

Dr. Bellarmine (Bella) Ezumah is a recipient of the Carnegie African Diaspora Fellowship, part of the Scholar Exchanges Division of the Institute of International Education. She will spend 90 days at the Uganda Martyrs University in Kampala, Uganda, developing a new communication program that focuses on pastoral communication, as well as the more traditional sequences of journalism, advertising, public relations and broadcast. Ezumah will equally assist in recruiting and mentoring faculty for this new program. Ezumah is an associate professor of communication and media studies with the department of journalism and mass communications through the Arthur J. Bauernfeind College of Business at Murray State University.

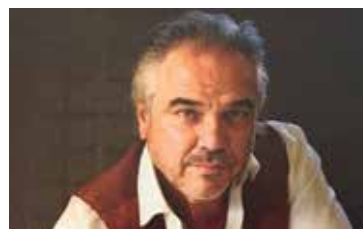
Student gains veterinary experience in Thailand

During summer 2016, Murray State University senior Vasiliki Wilk traveled to and interned in Thailand with the Boston-based Loop Abroad program. A pre-veterinary medicine major within the Hutson School of Agriculture, Wilk gained hands-on veterinary experience at an elephant sanctuary and a dog shelter during the trip. For one week, Wilk worked directly with the elephants and learned about animal rescue and conservation. She and other students were able to feed, bathe and care for elephants while learning about their diagnoses from an elephant veterinarian.

"The opportunity was incredible," said Wilk. "This opportunity meant gaining experience in the field of veterinary medicine, traveling the world to experience a different culture, food, religion and way of life and also making friendships and connections that will last a lifetime."



Alumnus W. Earl Brown recognized at Taste of the Arts event



Murray State recently held the eighth annual Taste of the Arts Dinner and Auction event. A night of fine art paired with fine dining, the event featured performances

from students and faculty as well as an auction with one-of-a-kind products, experiences, services and works of art.

Along with the dinner and auction, W. Earl Brown was this year's recipient of the College of Humanities and Fine Arts Outstanding Alumni Award. Brown is a 1989 graduate of the Murray State theatre program. He has held roles on well-known shows such as "Deadwood," "Preacher," "True Detective" and "Wicked City."

Murray State University recognized by U.S. News and World Report for 26th consecutive year

Murray State University has again been recognized by U.S. News and World Report as one of the top schools in the country. The 2017 rankings list Murray State as one of the best public regional universities in the South, marking the University's 26th consecutive year of top tier rankings by the reputable college guide.

Murray State was tied for 35th in the Regional Universities (South) category and ranked 12th in the Top Public Schools – Regional Universities (South) category.

“Being recognized for the 26th consecutive year by U.S. News and World

Report as one of the top universities continues to emphasize the great value of a Murray State education,” said Murray State president Bob Davies. “We are steadfast in our commitment to affording endless opportunities to Murray State students as they prepare to become leaders in our community, region, country and world.”

Earlier this year, Murray State University was recognized as a 2016 Best Bang for the Buck by *Washington Monthly*, one of America's Top Colleges by *Forbes* and a 2016 Great College to Work For by *The Chronicle of Higher Education*.



Murray State receives \$1.1 million National Science Foundation grant



Murray State University's department of biological sciences, through the Jesse D. Jones College of Science, Engineering and Technology, recently received a \$1.1 million grant from the National Science Foundation's initiative, S-STEM

(Scholarships in Science, Technology, Engineering and Mathematics). The grant is titled “Upper Delta Region Biodiversity Scholarship Program.”

Rooted in experiential learning for students, a majority of the grant will be used to support graduate and undergraduate students with stipends/ scholarships and travel to research sites, professional meetings and a multi-day summer institute in biodiversity science and natural history collections management. Students will work in teams on biodiversity-related research projects in the upper delta region, which includes the greater Mississippi Valley from central Arkansas through southern Illinois, including western Kentucky.

Earlier this year, Murray State received a \$3.8 million grant, also from the National Science Foundation, to study toxic algae blooms.

Murray State offers blended nursing degree program through partnership with Hopkinsville Community College

Murray State University's School of Nursing and Health Professions now offers a blended BSN program through a partnership with Hopkinsville Community College (HCC). The agreement, which was signed earlier this summer, has been implemented for the current fall semester with 55 nursing students from HCC's associate's degree in nursing program beginning their studies through the new blended BSN program. Upon the associate's degree completion and passing of the national licensure exam, students can transfer to Murray State to begin an online RN-to-BSN program.



Student organization fights stigma surrounding mental health

Active Minds is a student-led organization at Murray State University and one of 400 campus chapters across the country. On October 3, a day recognized as National Day Without Stigma, members of Active Minds advocated for and promoted sensitivity to individuals with mental health challenges. Aspiring to remove the stigma that surrounds mental health disorders by creating an open environment to talk about mental health, Murray State's members invited the entire

campus community to do just that.

Aside from encouraging students to do away with stigmatic vocabulary, the Active Minds group also filled its pledge board with signatures of individuals committing to fight the stigma against mental illness. The Murray State chapter of Active Minds was formed in 2012 by social work students and gradually established its presence with membership from other disciplines, including art, biology and math.



GOLD RUSH

NOV. 2016

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

33

Consecutive winning seasons posted by the Norse women's basketball team, which opens its season on Nov. 11 under new head coach Camryn Whitaker

900

High school students who attended the sixth annual "Young Women LEAD" conference at NKU Oct. 17-18

79.6%

2016 bar passage rate among Chase College of Law graduates, the highest in Kentucky



COLLEGE OF INFORMATICS MARKS 10TH ANNIVERSARY

A decade ago, NKU had an ambitious vision: as technology began to change the world around us, what would happen if you combined all academic programs related to information and technology under one roof?

That grand experiment resulted in some big successes: the College of Informatics has become a national leader in cybersecurity and data science, a leader in the area of transdisciplinary education, and a college whose graduates are in demand by companies across the region, state, nation, and even the world.

"Informatics embraces most of what we do in the digital age: it is in the art, science, business and technology of information," said Dean Kevin Kirby. "In an age of innovation and digital transformation, we enable our students – and our region – to thrive."

Over the past decade, enrollment has more than doubled and continues to rise each year. The college now offers 15 degree programs, including a Bachelor's in Data Science that was just the third such program in the nation.

The college has won national recognition for its Center for Applied Informatics virtual co-op program, which created the life-saving PulsePoint app that alerts first responders when someone nearby needs emergency care.

NKU was also the first university in Kentucky to be named a National Center for Academic Excellence in Cyber Defense by the National Security Agency and U.S. Department of Homeland Security.

In the decade ahead, the College of Informatics will continue to evolve and innovate, including in emerging fields such as Health Informatics, The Internet of Things, and security and privacy.

COLLEGE CORNER

COLLEGE OF EDUCATION AND HUMAN SERVICES

After studying elementary education at NKU, Debbie Moak ('84) went on to become one of the nation's leading advocates for preventing substance abuse among teenagers, as co-founder of NotMYKid.org as well as Director of the Arizona Governor's Office for Youth, Faith, and Family Services.

Moak was the inaugural recipient of the Distinguished Alumni Award from NKU's College of Education and Human Services, and in September participated in a three-day residency about the importance of preventing and addressing substance abuse.

LEARN MORE: <http://coehs.nku.edu>



NKU SELECTS TEAM FOR NEW MIXED-USE DEVELOPMENT, STUDENT HOUSING

NKU has selected Austin, Tex.-based American Campus Communities and its partner, Cleveland, Oh.-based Fairmount Properties to design and construct a high-quality mixed-use development at the gateway to campus, and also grow the University's student housing capacity from 2,000 to 3,000 beds over the next decade. "We were impressed with each of the proposals received, but it became clear that ACC and Fairmount offer the necessary experience, as well as a unique set of qualifications to help us achieve our vision for the future of our campus," said NKU President Geoffrey S. Mearns. "We look forward to partnering with them to create a distinctive and inviting gateway to our University while enhancing the campus experience for our more than 14,000 students."

NKU and ACC/Fairmount are currently developing an agreement to define the scope and features of the project, including financing and a timeline.

LEARN MORE: https://www.nku.edu/news/_160913ACCFairmount.html

THE SCOREBOARD

Women's soccer team wins Horizon League championship

The Norse women's soccer team made history on Nov. 5 with a come-from-behind victory over top-seeded Milwaukee that earned the Norse its first-ever Division I NCAA championship berth.

Under the leadership of Coach Bob Sheehan, in his 20th year, the Norse enter the NCAA Tournament with a 13-6-1 overall record.

The Norse have been eligible to compete for a Division I conference championship for the last three seasons and have advanced to the semifinals or beyond in each of those seasons.

FACULTY FOCUS

Journalism professor Michele Day has been elected to the Society of Professional Journalists board of directors. Day will serve a two-year term as Director of Region 5, which includes professional and student journalism chapters in Kentucky, Indiana and Illinois.

Day joined NKU in 2001 to teach journalism and communication. She is faculty adviser to the NKU SPJ chapter and adviser to The Northerner, NKU's independent student newspaper. She is also founding director of Journalism in the Digital Age, a summer workshop that provides high school journalists with real-world experience and online publication

BRIEFS

HIGHLAND HEIGHTS, NKU RANK AMONG SAFEST COLLEGE TOWNS IN U.S.

Northern Kentucky University is the 12th safest college town in America, according to Safewise, the Utah-based security and crime prevention firm.

This is the third year Safewise has ranked NKU among the safest college towns in the nation for the low rate of crime on campus. The firm praised the proactive steps NKU takes to help keep campus safe, such as the Norse Alert emergency notification system and programs such as A.L.I.C.E. training.

LEARN MORE: http://www.nku.edu/news/_160914safewiseranking.html

NKU NAMED AMONG BEST IN U.S. FOR ADULT LEARNERS

Washington Monthly magazine has named NKU among the best colleges in the U.S. for adult learners, and the Council for Adult and Experimental Learning (CAEL) will recognize NKU at its annual conference in Chicago this fall.

NKU received praise for the flexibility of its programs, the ease of transfer from other institutions, and the services provided to adult students. The Program for Adult-Centered Education (PACE), created in 2005, provides customized, hands-on programs and services for adult students.

LEARN MORE: http://www.nku.edu/news/_160928adultlearners.html

CIE EARNS INTERNATIONAL RECOGNITION

Northern Kentucky University's Center for Innovation and Entrepreneurship (CIE) is among the best in the world at launching and supporting student-led startup companies.

It was one of the five finalists for the "Outstanding Contributor to Venture Creation" award at the 2016 Global Consortium of Entrepreneurship Centers' (GCEC) annual conference last month.

The Center was formed in 2014 to create, advance, enable, and expand entrepreneurship education opportunities across campus as well as in the community.

LEARN MORE: http://www.nku.edu/news/_161006CIEaward.html

COLLEGE OF BUSINESS LAUNCHES GLOBAL SUPPLY CHAIN MANAGEMENT DEGREE

As our world becomes increasingly connected, the ability to move goods and services quickly and efficiently is more important than ever.

In response to rising demand and a shortage of talent in the industry, NKU's Haile/US Bank College of Business has launched a Global Supply Chain Management degree program.

Students will learn the cross-functional and specialized skills necessary for jobs in procurement, sourcing, logistics, supply management analysis, sales and distribution.

LEARN MORE: cob.nku.edu

ALUMNI NEWS



A CONVERSATION WITH COLONEL STEPHEN T. LING ('84)

Cybersecurity and cyberwarfare have been dominating the national headlines lately, but NKU alumnus Col. Stephen T. Ling ('84) has been on the front lines of the battle for the past three decades. During 30 years in the U.S. Air Force, he worked as an electronic warfare officer, instructor, evaluator, operations officer, squadron, group, and vice-wing commander, staff officer, and director.

Ling flew combat missions to jam enemy surface-to-air missile systems in Bosnia and Serbia, directed numerous surveillance missions in Iraq and Afghanistan, and later served as Director of the STRATCOM Joint Electronic Warfare Center. He received a degree in computer science at NKU in 1984. "Between the opportunities presented in the Air Force and having grown up there in Northern Kentucky and having gone to NKU, I know our Northern Kentucky University graduates can and do compete at any level," he said.

LEARN MORE: <http://nku.edu/features/2016/october/colonel-ling.html>

A Message from President Capilouto

October was a month marked by progress and purpose for the University of Kentucky. We dedicated two iconic components of our \$2.1 billion campus transformation, the Gatton College of Business and Economics and the Jacobs Science Building; we launched the Heyburn Initiative for Judicial Excellence; we announced a major shift in our financial aid and scholarship packages; and we received a significant grant from the National Institutes of Health that will embolden our research enterprise and ability to move creative solutions from the lab to the community.

The new Gatton College building is transforming business education at UK. The \$65 million project is the first academic building on UK's campus to be funded entirely through philanthropy. A new sanctuary of learning for our institution, the Jacobs Science Building combines the best intentions of our commitment to Kentucky: A new century of hands-on, high-tech, multidisciplinary science learning and discovery, and the manifestation of the impact levied by a collegiate athletics program and committed philanthropists deeply committed to the academic fabric of a university.

As part of our October Board of Trustees retreat, the university took a bold step to improve graduation rates and meet the needs of the state, as we announced plans to shift the balance of institutional scholarships to be more aware of – and focused on – need-based aid. Under the UK LEADS initiative (Leveraging Economic Affordability for Developing Success), the university will shift focus beginning with the fall 2017 entering class and will not impact scholarships awarded to current students. Because of the strong relationship

between unmet need and student success, we believe this renewed support for students will help move graduation rates to 70 percent and retention rates to 90 percent between now and 2020.

We ended October with the announcement of a four-year, \$19.8 million Clinical and Translational Science Award (CTSA) from the



“A new century of hands-on, high-tech, multidisciplinary science learning and discovery, and the manifestation of the impact levied by a collegiate athletics program and committed philanthropists deeply committed to the academic fabric of a university.”

National Center for Advancing Clinical and Translational Sciences at the National Institutes of Health. CTSA grants support innovative solutions to improve the efficiency, quality, and impact of translating scientific discoveries into interventions or applications that improve the health of individuals and communities.

This is the second CTSA grant that the UK Center for Clinical and Translational Science (CCTS) has competed for and received. In 2011, the CCTS received a five-year, \$20 million award. These grants are extremely competitive and place UK in elite company. Other institutions funded in this round include Columbia University, University of Pennsylvania, Yale University, Rockefeller University, and UCLA.

The major milestones reached in October exhibit in profound ways our resolve in meeting the goals outlined in our Strategic Plan and manifest in our mission and vision as a University for Kentucky.

Sincerely,

Eli Capilouto, President

Jacobs Science Building Makes Active-Learning a Reality



University of Kentucky officials formally dedicated the new Don & Cathy Jacobs Science Building in October, but the state-of-the-art facility has already begun making an impact on students and faculty since it opened this August.

The Jacobs Science Building (JSB) is the epicenter of the university's scientific community, offering 21st century science education with 21st century laboratories and instrumentation. Every science student on campus, and the vast majority of all undergraduates at UK, will at one point experience the building's active-learning laboratories and classrooms.

Built with the latest green technology, the state-of-the-art Jacobs Science Building houses centrally-scheduled classrooms, numerous chemistry and biology teaching laboratories, and office space for the Department of Chemistry, biology lecturers and the College of Arts and Sciences Business Center. The building includes a 300-seat lecture hall, several biology teaching laboratories for physiology, general biology and microbiology; and multiple technology enabled active learning (TEAL) classrooms, as well as a Shared Imaging Suite and Biology Learning Center. The exterior courtyard has two outdoor classrooms with natural slate chalkboards with geological features built into the walls. All interior and exterior landscaping contains only native Kentucky plants.



UK Receives \$19.8 Million Clinical and Translational Science Award

The University of Kentucky Center for Clinical and Translational Science (CCTS) announced that it received a four-year, \$19.8 million Clinical and Translational Science Award (CTSA) from the National Center for Advancing Clinical and Translational Sciences at the National Institutes of Health. CTSA grants support innovative solutions to improve the efficiency, quality, and impact of translating scientific discoveries into interventions or applications that improve the health of individuals and communities.

This is the second CTSA grant that the UK CCTS has competed for and received. In 2011, the CCTS received a five-year, \$20 million award. These grants are extremely competitive and place UK in elite company. Other institutions funded in this round include Columbia University, University of Pennsylvania, Yale University, Rockefeller University and UCLA.

Additionally, UK is one of only 21 institutions in the country with federally-designated research centers in translational science, aging and cancer.

The mission of UK CCTS is to accelerate the process of translating scientific discoveries into tangible applications for individual and community health, with particular focus on health disparities in Kentucky and Appalachia. The CCTS provides critical research infrastructure, funding and support services; facilitates team science and a regional research network; engages with communities for research and training to address health needs; and prepares the upcoming generation of clinical and translational researchers. These efforts integrate UK's tripartite mission to provide the best clinical care, conduct innovative research to improve health and educate the health care and research workforce.

UK's research enterprise has benefited from a multitude of CCTS efforts. The CCTS pilot funding program, which supports innovative, early-stage research, has provided \$4 million in awards which have yielded \$38.5

million in competitive extramural research funding at UK — a return on investment of more than 8 to 1. CCTS has funded 100 multidisciplinary team sciences projects and recently partnered with the College of Medicine and the UK vice president for research to establish the new Multidisciplinary Value Program, which creates multidisciplinary research teams and new clinical trials at UK.

The CCTS established UK's first biospecimen bank, which makes biological samples available to researchers. More than 18,000 patients have consented to participate. A new Drug Discovery and Development core through the UK Center for Pharmaceutical Research and Innovation was funded in part by the CCTS as well. This investment led to an exclusive UK Natural Products Repository, composed of pure natural products deriving from unique environments in Appalachian Kentucky. CCTS efforts and investments in biomedical informatics led to a robust, cutting-edge research warehouse of clinical data from UK and state partners, called the Enterprise Data Trust, enables the use of health data for discovery and improved patient care.

Through partnerships with Kentucky communities and through its role as the CTSA hub for Central Appalachia, the impact of the CCTS also extends far beyond UK's campus. The CCTS is the founding member of the Appalachian Translational Research Network (ATRN), which facilitates research collaborations with East Tennessee State University, Ohio State University, Ohio University, the University of Cincinnati, and West Virginia University. Marshall University, also an ATRN member, receives sub-award of UK's CTSA grant to bolster research capacity and support pilot research.

Over its next four years of funding, the CCTS will building upon its work to build infrastructure, enhance translational team science, engage with communities, and confront regional health disparities.

Shift to Need-based Aid Important Move to Improve Student Success

As part of a bold move to improve graduation rates and meet the needs of the state, the University of Kentucky recently announced plans to shift the balance of institutional scholarships to be more aware of – and focused on – need-based aid.

Specifically, over the next several years, under the UK LEADS initiative (Leveraging Economic Affordability for Developing Success), the university will move from awarding about 90 percent of its aid based on academic merit to a majority of aid being awarded based on financial need. The shift in focus will begin with the fall 2017 entering class and will not impact scholarships awarded to current students. The shift directly aligns with UK's recently adopted Strategic Plan,

which contemplates aggressive moves in improving graduation rates to 70 percent and retention rates to 90 percent between now and 2020. It will not impact scholarships awarded to current students.

At the same time, the university will adopt an even more holistic approach to evaluating student readiness, officials said. UK's High School Readiness Index uses a formula that examines a student's high school GPA and ACT scores to determine college readiness. In examining student performance in recent years, UK officials believe high school GPA is actually a better predictor of student success than ACT scores. The new readiness formula is weighted more heavily toward GPA, while still taking into account test scores.



Dear Friends,

Being active and connected to the greater community is something that is very much a hallmark of the University of Louisville.

In October, I'm proud to say the university, through its J.B. Speed School of Engineering, provided another fine example of its involvement outside the borders of its three campuses with the dedication of another maker space facility – this one at Central High School.

This is the third maker space that the Speed School has opened. It has similar facilities at two other urban institutions, West End School and Nativity Academy. At these sites, you can hear the hum of 3-D printers, laser cutters and drill presses as students build robots and drones, design and create new appliances and machines and participate in hack-a-thons dedicated to solving specific problems.

Our goal with these facilities, of course, is to increase awareness of the science, technology, engineering and math fields, particularly among underrepresented populations. But it's about more than that. It's also about helping students grow in their self-confidence and self-esteem.

That's a big part of our mission at UofL. Yes, we educate our own students and prepare them to be productive members of the work force and of society. But we also work to lift up others throughout the city and provide access to educational opportunities that make life better for the entire community.

That's the reason we have our Signature Partnership Initiative, which works to improve the education, health and social status of the people who live in our urban core. It's the reason that community engagement is among our highest priorities. It's one of the reasons that the University of Louisville is a special place.

Neville Pinto

Acting President, University of Louisville

UNIVERSITY OF LOUISVILLE.

Speed School opens latest maker space

The J.B. Speed School of Engineering opened its third maker space at Central High School.

The facility – called "The Colony" in honor of Central's mascot, the Yellowjacket – is equipped with \$30,000 of furniture donated by furniture manufacturer Artcobell, and \$20,000 of machinery, including 3-D printers, laser cutters and drill presses, funded by a Verizon Innovation grant.

As part of its partnership with Central, the Speed School will provide up to five scholarships to graduates of the high school, allow selected high school seniors to take freshman-level college classes, sponsor robotics tournaments and hack-a-thons and help write STEM curriculum.



Central High School students and guests, including JCPD Superintendent Donna Hargens, third from left, and Acting President, check out "The Colony," a maker space opened at the high school by the J.B. Speed School of Engineering.

Supreme Court Justice receives Brandeis Medal

U.S. Supreme Court Justice Elena Kagan visited UofL Oct. 24 to receive the Brandeis School of Law's Brandeis Medal. Kagan's stop included a Q-and-A session attended by law school faculty and students, as well as community members.

UofL law professors Laura Rothstein and Justin Walker moderated the discussion. Walker met the justice when he was a student at Harvard Law School, where she served as dean.

About 350 people attended the luncheon and discussion, which was rescheduled from September due to Kagan's schedule.



Justice Kagan shows off a t-shirt given to her during her Louisville visit.

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Five honored for community service

Winners of the Eighth Annual Community Engagement Awards were celebrated Oct. 26 with a reception and ceremony at Chao Auditorium in Ekstrom Library.

The UofL Outstanding Community Engagement awards recognize extraordinary community involvement by faculty, staff, students and community partners.

Each winner received a monetary award of \$2,500. This year's winners are:



Student Engagement:
Joshua Wilcox



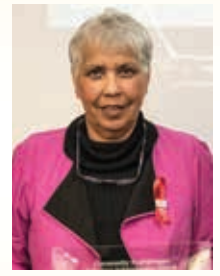
Faculty Engagement:
Jeff C. Falcone, PhD



Staff Engagement:
Kristofer Rau, PhD



Community Partner:
West End School



Lifetime Achievement Award:
Alice K. Houston, president/
CEO, Houston-Johnson Inc.

For winner bios, visit <http://uofl.me/ce-awards16>

New academic building underway on Belknap Campus

The University of Louisville has begun construction of a state-of-the-art, 170,000-square-foot academic building that will enhance learning and provide academic and career services to its students.

Expected to open for the fall 2018 semester, the four-story, \$80 million academic building primarily will serve undergraduate students on the Belknap Campus. It will house 17 classrooms, as well as science labs and group

study areas, gathering spaces and food service options.

It also will feature a student success center, which will integrate academic support, advising and career services and a new Teaching Academy into one facility designed to improve the academic experience for undergraduate students and better prepare them for life after college.



The rendering for the new academic building is unveiled at a ceremony Oct. 17.

Office of Public Health Practice involving youth in violence prevention campaign



The LYVV Youth Fellows during a trip to Washington, D.C.

A group of West Louisville youth have joined forces with UofL to help curb violence in their neighborhoods.

The Louisville Youth Voices against Violence (LYVV) Fellows work part-time for the University of Louisville's Office of Public Health Practice (OPHP), an entity of the UofL School of Public Health and Information Sciences. The eight participants, ages 16-24, were hired through a Centers for Disease Control and Prevention grant,

which established UofL's National Center of Excellence in Youth Violence Prevention.

During their two-year fellowship, the youth are helping design and implement a campaign to change perceptions about violence, and ultimately destructive behaviors. Each of the youth fellows works 20 hours a week on various aspects of the violence prevention campaign that, when implemented in spring 2017, will use social media and other forms of media to connect cultural history and racial/ethnic identity.

Iowa senator visits campus

Iowa's first federally elected female representative was the latest in a long line of elite guests to headline the McConnell Center's Distinguished Lecture Series.

U.S. Senator Joni Ernst used her speech to urge UofL's McConnell Scholars and the public to accept challenges and take risks to move forward in their careers and lives. Ernst is a 23-year military veteran, and she is the first female combat veteran elected to serve in the U.S. Senate.

Majority Leader Mitch McConnell introduced Ernst as a "rising star" in Washington who has quickly made her presence felt in the upper chamber since winning a special election just two years ago.

As a veteran and member of the Senate's Armed Services committee, Ernst expressed deep concern about the U.S. plan to combat a variety of global terrorism networks, especially in Southeast Asia.



Senator Joni Ernst headlined the latest installment of the McConnell Center's Distinguished Lecture Series.

Western Kentucky University news for the Council on Postsecondary Education, November 2016
For more WKU news, visit www.wku.edu/news.

WKU selected by Wallace Foundation for initiative to improve principal training

WKU is one of seven universities across the country selected by The Wallace Foundation to participate in a \$47 million initiative to improve training for school principals.



WKU will spend the next four years working with the Green River Regional Educational Cooperative and the Kentucky Education Professional Standards Board to “conceptualize principal preparation and be more inclusive and cooperative with community, state and other stakeholders,” said Marguerita Desander, head of the Department of Educational Administration, Leadership and Research in WKU’s College of Education and Behavioral Sciences.

WKU will receive more than \$1.7 million in the first year of the University Principal Preparation Initiative along with guidance on redesigning the program from the Foundation. At the end of the four-year initiative, an independent study by RAND Corporation will capture lessons from the participating universities and their partners to be shared with policymakers and practitioners across the country.

The WKU proposal will bring all 11 principal preparation programs in Kentucky together, Dr. Desander said. WKU will take the lead on helping redesign curriculum by looking at the changing needs of principals and school districts, what current programs do well and not so well, and developing a leadership tracking system.

“This will provide all kinds of information so we can understand different schools and dynamics, who is exceling, trends and patterns,” she said. “We will also be thinking about how we can scale this to the state level.” <https://wkunews.wordpress.com/2016/10/13/wallace-foundation-initiative/>



Carol Martin “Bill” Gaton delivered remarks at a celebration of The Gaton Academy’s expansion.

Gatton Academy completes expansion with celebration

After a 15-month hiatus from Florence Schneider Hall, The Carol Martin Gaton Academy of Mathematics and Science in Kentucky has returned to its former home following the expansion and renovation of the building.

While the 160 students currently attending The Gatton Academy and both the offices for The Gatton Academy and The Center for Gifted Studies moved into the newly expanded building in August, Oct. 19 marked the official opening of the building to the community.

The expansion and renovation was funded completely from private gifts, with the lead gift coming from the school’s namesake, Carol Martin “Bill” Gaton.

In honor of his family, each wing will bear the name of Gatton’s parents: the Harry W. Gatton Sr. Wing and the Edith Martin Gatton Wing. In addition to The Academy gift, he made scholarship donations honoring his brother, Charles, and his sister, Marie, whom he believes lived in Schneider Hall when she attended WKU in the 1920s.

Gatton was named WKU’s 2016 Philanthropist of the Year. <https://wkunews.wordpress.com/2016/10/19/gatton-expansion-celebration/>

WKU listed among Best for Vets for 7th straight year

For the seventh straight year, WKU has earned national recognition in Military Times' Best for Vets rankings. WKU is ranked No. 14 among 130 four-year schools on The Best for Vets: Colleges 2017 list announced Nov. 1. The eighth annual rankings factor in the results of Military Times' comprehensive school-by-school survey of veteran and military student offerings and rates of academic achievement.

In the fall 2016 semester, WKU is serving 2,539 military veterans, active duty, reservists, National Guard and military family members.

<https://wkunews.wordpress.com/2016/11/01/bestforvets-2017-rankings/>



4 Gatton Academy students named semifinalists in 2016 Siemens Competition

Four Gatton Academy of Mathematics and Science in Kentucky students have been recognized as national semifinalists in the 2016 Siemens Competition in Math, Science, and Technology.

Amber Carroll, a second-year student from Russellville (Logan County High School), Reese Danzer, a second-year student from Walton (Walton-Verona High School), Sherafghan Khan, a second-year student from Hopkinsville (University Heights Academy), and Olivia Urso, a second-year student from Glencoe (Gallatin County High School), were honored by the competition. The Competition is the nation's premier science research competition for high school students and seeks to promote excellence by encouraging students to undertake individual or team research projects. <https://wkunews.wordpress.com/2016/10/25/gatton-siemens-2016/>



WKU receives KPPC's Environmental Sustainability Award for 2016

WKU has been selected as the Kentucky Pollution Prevention Center's (KPPC) Douglas C. Griffin Environmental Sustainability Award winner for 2016. KPPC created the award in 2009 to recognize those Kentucky companies that have demonstrated a commitment to the principles of sustainability by reducing waste, lowering energy use and practicing environmental stewardship. The award is presented each year in conjunction with National Pollution Prevention Week. WKU has been actively engaged in sustainability efforts for a

number of years, and has a very successful energy management program, academic programs related to sustainability, important research initiatives, and an overall culture of sustainability. WKU was a key contributor to KPPC's Energy Efficiency Outreach and Training initiative in 2015-16, sharing their successes and hosting a workshop on campus.

<https://wkunews.wordpress.com/2016/10/28/kppc-award-2016/>

WKU, Central Texas College sign articulation agreement

WKU and Central Texas College have signed an agreement providing a seamless transfer path to a four-year degree. The articulation agreement, signed Oct. 12 in Fort Knox, will allow CTC students who transfer to WKU to carry with them the credits they have already earned for as much relevant study as possible. In addition, CTC students completing associates degrees can earn a bachelor's degree without taking additional general education courses.

Central Texas College, headquartered in Killeen, Texas, has a worldwide presence in higher education. CTC's Fort Knox site has provided higher education opportunities to service members, their families, veterans and civilians in the area for over 20 years. Through more than 100 CTC sites on military installations worldwide, students may receive assistance, information and take courses in the classroom, not just during deployments abroad or while stationed in Texas.

<https://wkunews.wordpress.com/2016/10/13/wku-ctc-agreement/>