

MINUTES
Council on Postsecondary Education
April 18, 2013

The Council on Postsecondary Education met Thursday, April 18, 2013, at 9 a.m., CT, at Lindsey Wilson College in Columbia, Kentucky. Chair Pam Miller presided.

WELCOME

Ms. Miller welcomed everyone to the meeting.

President Luckey welcomed everyone to Lindsey Wilson College.

ROLL CALL

The following members were present: Glenn Denton, Dan Flanagan, Joe Graviss, Dennis Jackson, Nancy McKenney, Pam Miller, Donna Moore, Marcia Ridings, Carolyn Ridley, Arnold Taylor, Joe Wise, and Sherrill Zimmerman. Joe Ellis, Terry Holliday, and CJ Ryan did not attend.

RESOLUTIONS

The Council presented resolutions honoring Mr. Kennedy Helm, Ms. Lisa Osborne, and Ms. Angel Johnson for their service to the Council.

MOTION: Mr. Flanagan moved that the Council approve the resolutions of service for Mr. Helm, Ms. Osborne, and Ms. Johnson. Mr. Jackson seconded the motion.

VOTE: The motion passed.

APPROVAL OF MINUTES

The minutes of the February 7 retreat and the February 8 meeting were approved as distributed.

STRATEGIC AGENDA
FOCUS AREA –
COLLEGE READINESS

Dr. Aaron Thompson, CPE's senior vice president for academic affairs; Dr. John DeAtley, CPE's director of P-20 and college readiness; Dr. Sue Cain, CPE's coordinator for college readiness; and Dr. Jacqueline Korengel, Kentucky Adult Education's director of strategic initiatives, provided an overview and update on the college readiness objectives and strategies.

PERFORMANCE
PRESENTATIONS –
WESTERN KENTUCKY
UNIVERSITY AND
ASSOCIATION OF
INDEPENDENT
KENTUCKY COLLEGES
AND UNIVERSITIES

Dr. Gary Ransdell, WKU's president, provided the Council with an update on Western Kentucky University's progress toward achieving its performance goals as set forth in the state's Strategic Agenda.

Dr. Gary Cox, AIKCU's president, provided the Council with an update on AIKCU's progress toward achieving its performance goals as set forth in the state's Strategic Agenda.

CPE PRESIDENT'S
REPORT TO THE
COUNCIL

A written report from Mr. King was distributed. Highlights of his report included an update on the Rural Access Work Group; Transfer Madness; budget development process; Early Graduation Bill; KYOTE writing placement exam; Kentucky Student Success Summit; GEAR UP Kentucky; a Statewide Webinar on Drug-Free Schools and Campus Regulations (DFSCR) hosted by CPE; and CPE Staff Highlights.

COMMISSIONER OF
EDUCATION REPORT

Commissioner Holliday was not available to attend the April 18 meeting but did provide a written report included in the agenda book.

2013-14 TUITION AND
MANDATORY FEE
RECOMMENDATION

Dr. Bill Payne, CPE's assistant vice president for finance, presented the recommendation that the Council approve a 2013-14 resident, undergraduate tuition and mandatory fee ceiling that equates to a maximum base rate increase of no more than 3 percent for KCTCS institutions, the comprehensive universities, and the research universities.

It was also recommended that the Council maintain the current floor for nonresident, undergraduate tuition and mandatory fees of two times the resident, undergraduate rate.

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

Comments were made by both President Gary Ransdell, Western Kentucky University, and President Wayne Andrews, Morehead State University, on the institutions' need for additional funding and the need for increased state support. The presidents stated the importance of the additional funding in order for the institutions to meet the needs of their students and to be able to support institutional missions. Both presidents expressed the need for increased interaction between the institutional presidents and the Council on the tuition decision making process.

MOTION: Mr. Flanagan moved that the proposed 2013-14 tuition and mandatory fee recommendation be approved. Ms. Moore seconded the motion.

ROLL CALL VOTE: The following Council members voted in favor of the recommendation: Glenn Denton, Dan Flanagan, Joe Graviss, Dennis Jackson, Pam Miller, Donna Moore, Marcia Ridings, Arnold Taylor, Joe Wise, and Sherrill Zimmerman. The following Council member voted against the recommendation: Nancy McKenney. Carolyn Ridley abstained.

The motion passed.

KENTUCKY/INDIANA
TUITION RECIPROCITY
AGREEMENT

Mr. Shaun McKiernan, CPE's senior associate for budget, policy, and planning, presented the staff recommendation that the Council approve the tuition reciprocity agreement with Indiana.

MOTION: Ms. Moore moved that the Council approve the tuition reciprocity agreement with Indiana. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

UNIVERSITY OF
KENTUCKY
UPGRADE/RELOCATE
PEDIATRIC CRITICAL
CARE

Mr. Sherron Jackson, CPE's senior policy advisor, presented the staff recommendation that the Council approve the request of the University of Kentucky to upgrade/relocate Pediatric Critical Care (UK HealthCare) with \$6,000,000 of private funds.

MOTION: Mr. Graviss moved that the Council approve the request of the University of Kentucky to upgrade/relocate Pediatric Critical Care (UK HealthCare) with \$6,000,000 of private funds. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

UNIVERSITY OF
LOUISVILLE
PAPA JOHN CARDINAL
STADIUM SOUND
SYSTEM

Mr. Jackson presented the staff recommendation that the Council approve the request of the University of Louisville to replace the Papa John Cardinal Stadium Sound System with \$3,000,000 of private and Athletic Association funds.

MOTION: Ms. Zimmerman moved that the Council approve the request of the University of Louisville to replace the Papa John Cardinal Stadium Sound System with \$3,000,000 of private and Athletic Association funds. Ms. Ridley seconded the motion.

VOTE: The motion passed.

NEW ACADEMIC
PROGRAMS
UNIVERSITY OF
KENTUCKY AND
UNIVERSITY OF
LOUISVILLE

Dr. Thompson presented the staff recommendation that the Council approve the B.A. in Environmental and Sustainability Studies at the University of Kentucky, the M.A. in Arts Administration at the University of Kentucky, and the B.A. in Asian Studies at the University of Louisville.

MOTION: Mr. Flanagan moved that the Council approve the B.A. in Environmental and Sustainability Studies at the University of Kentucky, the M.A. in Arts Administration at the University of Kentucky, and the B.A. in Asian Studies at the University of Louisville. Ms. Moore seconded the motion.

VOTE: The motion passed.

CLINICAL TEACHER
PREPARATION MODEL
PROGRAMS

Dr. DeAtley presented the staff recommendation that the Council approve the recommendation of the review committee to fund clinical preparation sites with Eastern Kentucky University (in partnership with Corbin Independent Schools), the University of Louisville (in partnership with Jefferson County Public Schools), and Western Kentucky University (in partnership with Bowling Green Independent Schools and Simpson County Public Schools). These three sites will each receive \$500,000 from the Council's Senate Bill 1 (2009) FY 2013-14 appropriation, for a total investment of \$1,500,000.

MOTION: Mr. Flanagan moved that the Council approve the recommendation of the review committee to fund clinical preparation sites with Eastern Kentucky University (in partnership with Corbin Independent Schools), the University of Louisville (in partnership with Jefferson County Public Schools), and Western Kentucky University (in partnership with Bowling Green Independent Schools and Simpson County Public Schools). Mr. Taylor seconded the motion. Ms. Ridley abstained.

VOTE: The motion passed.

2013 LEGISLATIVE
SESSION SUMMARY
UPDATE

Mr. Ron Carson, CPE's senior fellow and legislative liaison, provided a report on actions related to postsecondary education resulting from the 2013 legislative session.

COMMITTEE ON
EQUAL OPPORTUNITIES
UPDATE

Dr. Rana Johnson, CPE's chief diversity officer, provided a report from the Committee on Equal Opportunities. The report included an update on the 2013 Diversity Plan Assessment Reports; the Conclusion of Diversity Plan Assessment; the Governor's Minority Student College Preparation Program; and the SREB Doctoral Scholars Program.

REPORTS FROM
INSTITUTIONS

Ms. Miller called attention to the reports from the institutions included in the agenda book.

OTHER BUSINESS

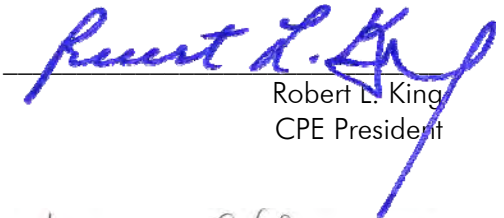
Ms. Miller appointed Dennis Jackson to serve as chair and Arnold Taylor to serve as a member of the Committee on Equal Opportunities.

NEXT MEETING

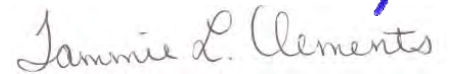
The next Council meeting is at Kentucky State University in Frankfort, Kentucky, June 19-20, 2013.

ADJOURNMENT

The meeting adjourned at 2:05 p.m., CT.



Robert L. King
CPE President



Tammie L. Clements
Associate, Executive Relations

AGENDA

Council on Postsecondary Education
Thursday, April 18, 2013
9:00 a.m., Central Time
Hodge Building
Lindsey Wilson College, Columbia, Kentucky

Welcome

Resolutions

Roll Call

Approval of Minutes 1, 3

Strategic Agenda Focus Area – College Readiness

1. Overview and Update on College Readiness Objectives and Strategies 7

Performance Presentations

2. Western Kentucky University

3. Association of Independent Kentucky Colleges and Universities

Action and Information Items

4. CPE President's Report to the Council

5. Commissioner of Education Report..... 9

6. ACTION: 2013-14 Tuition and Mandatory Fee Recommendation..... 11

7. ACTION: Kentucky/Indiana Tuition Reciprocity Agreement 17

8. ACTION: Papa John Cardinal Stadium Sound System, University of Louisville..... 27

9. ACTION: Upgrade/Relocate Pediatric Critical Care, University of Kentucky 29

10. ACTION: New Academic Programs: B.A. in Environmental and Sustainability Studies
and Master of Arts in Arts Administration, University of Kentucky; and Bachelor of Arts
in Asian Studies, University of Louisville 31

11. ACTION: Clinical Teacher Preparation Model Programs 33

12. 2013 Legislative Session Summary Update..... 37

13. Committee on Equal Opportunities Update 39

Reports from the Institutions 41

Other Business

Next Meeting – June 19-20, 2013, Kentucky State University

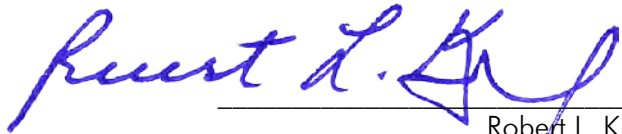
Adjournment

* A lunch break will be taken midway through the meeting (lunch provided for CPE members only).

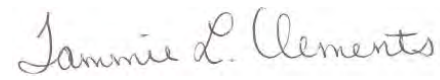
MINUTES
Council on Postsecondary Education Retreat
February 7, 2013

The Council on Postsecondary Education met in a retreat Thursday, February 7, at The Glen-Willis House in Frankfort, Kentucky. The retreat began at 9:00 a.m. and concluded at 5:00 p.m. Chair Pam Miller presided.

- ROLL CALL** The following members attended: Dan Flanagan, Joe Graviss, Kennedy Helm, Dennis Jackson, Nancy McKenney, Pam Miller, Donna Moore, Marcia Ridings, Carolyn Ridley, CJ Ryan, Arnold Taylor, and Sherrill Zimmerman. Glenn Denton, Terry Holliday, Lisa Osborne, and Joe Wise did not attend.
- DISCUSSION TOPICS** An agenda was distributed for the retreat but no action was taken. The agenda topics included a discussion with Dr. Paul Lingenfelter, President, State Higher Education Executive Officers (SHEEO), on the role of coordinating boards and current national challenges; an update and discussion of the CPE's 2012-13 plan of work; a discussion with Dr. Richard DeMillo, Distinguished Professor of Computing, Georgia Institute of Technology, on his book "Abelard to Apple: The Fate of American Colleges and Universities"; and a discussion of the 2011-15 Strategic Agenda revised metrics and strategies.
- ADJOURNMENT** The retreat adjourned at 5:00 p.m.



Robert L. King
CPE President



Tammie L. Clements
Associate, Executive Relations

MINUTES
Council on Postsecondary Education
February 8, 2013

The Council on Postsecondary Education met Friday, February 8, 2013, at 9 a.m. at the Council on Postsecondary Education in Frankfort, Kentucky. Chair Pam Miller presided.

WELCOME

Ms. Miller welcomed everyone to the meeting.

ROLL CALL

The following members were present: Dan Flanagan, Joe Graviss, Kennedy Helm, Terry Holliday, Dennis Jackson, Nancy McKenney, Pam Miller, Donna Moore, Lisa Osborne, Marcia Ridings, Carolyn Ridley, CJ Ryan, Arnold Taylor, Joe Wise, and Sherrill Zimmerman. Glenn Denton did not attend.

APPROVAL OF MINUTES

The minutes of the November 16 meeting were approved as distributed.

**ELECTION OF CPE
CHAIR AND VICE CHAIR**

The Nominating Committee recommended that Pam Miller be elected as chair and Dan Flanagan be elected as vice chair to serve a term ending January 31, 2014.

MOTION: Ms. Ridings moved that the recommendation be approved. Mr. Graviss seconded the motion.

VOTE: The motion passed.

**PERFORMANCE
PRESENTATIONS –
UNIVERSITY OF
LOUISVILLE AND
UNIVERSITY OF
KENTUCKY**

Dr. Shirley Willihnganz, UofL's provost, provided the Council with an update on the University of Louisville's progress toward achieving its performance goals as set forth in the state's Strategic Agenda.

Dr. Eli Capilouto, UK's president, provided the Council with an update on the University of Kentucky's progress toward achieving its performance goals as set forth in the state's Strategic Agenda.

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

A written report from Mr. King was distributed. Highlights of his report included an update on the new EPSB director; clinical teacher preparation model sites; Rural Access Work Group; Commonwealth College; multi-state collaborative on assessment; Kentucky Student Success Summit; SREB Outcomes-Based Funding Workshop; and the Academic Common Market.

**COMMISSIONER OF
EDUCATION REPORT**

Commissioner Holliday provided a report on current activities at the Kentucky Department of Education.

A written report was also included in the agenda book from Commissioner Holliday.

PRELIMINARY ANALYSIS
OF EMPLOYMENT
OUTCOMES OF
COLLEGE GRADUATES

Dr. Charles McGrew, Executive Director of Kentucky's new Center for Education and Workforce Statistics, shared information about the center and presented preliminary data to the Council that analyzes employment outcomes for Kentucky college graduates.

2011-15 STRATEGIC
AGENDA REVISIONS TO
METRICS AND
STRATEGIES

Dr. Heidi Hiemstra, CPE's assistant vice president for information and research, presented the staff recommendation that the Council approve the revisions to the strategies and performance metrics in the 2011-15 Strategic Agenda originally approved by the Council on February 3, 2011.

MOTION: Mr. Graviss moved that the Council approve the staff recommendation that the Council approve the revisions to the strategies and performance metrics in the 2011-15 Strategic Agenda originally approved by the Council on February 3, 2011. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

2013-14 TUITION
POLICY

Dr. Bill Payne, CPE's assistant vice president for finance, presented the staff recommendation that the Council approve the Tuition and Mandatory Fee Policy and 2013-14 Tuition Setting Timeline that provide a framework for establishing public postsecondary tuition and fees for AY 2013-14.

MOTION: Ms. Ridings moved that the Council approve the staff recommendation that the Council approve the Tuition and Mandatory Fee Policy and 2013-14 Tuition Setting Timeline that provide a framework for establishing public postsecondary tuition and fees for AY 2013-14. Mr. Jackson seconded the motion.

VOTE: The motion passed.

KENTUCKY SCIENCE
AND TECHNOLOGY
CORPORATION
INVESTMENT
AND GRANTEE
GUIDELINES

Mr. Travis Powell, CPE's general counsel, and Mr. Kris Kimel, president of the Kentucky Science and Technology Corporation, presented the staff recommendation to revise the Kentucky Enterprise Fund and Rural Innovation Fund Guidelines. The revisions include the removal of application deadlines to allow companies to apply for funding at any time and the removal of the Rural Innovation Fund's requirement that all award funds be expended with a third party, bringing the language into line with the authorizing statute, KRS 164.6031(5)(a).

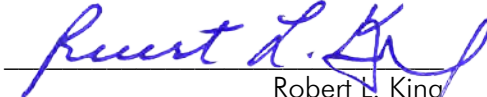
MOTION: Ms. Ridley moved that the Council approve the staff recommendation to revise the Kentucky Enterprise Fund and Rural Innovation Fund Guidelines. Mr. Helm seconded the motion.

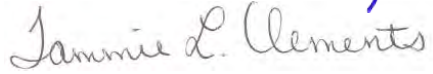
VOTE: The motion passed.

FALL ENROLLMENT
REPORT

Dr. Jonathan Gagliardi, CPE's senior associate for research, presented the fall enrollment report.

2013 LEGISLATIVE SESSION UPDATE	Mr. Ron Carson, CPE’s senior fellow and legislative liaison, provided a report on actions related to postsecondary education resulting from the 2013 legislative session.
COMMITTEE ON EQUAL OPPORTUNITIES UPDATE	Dr. Rana Johnson, CPE’s chief diversity officer, provided a report from the Committee on Equal Opportunities. The report included an update on the 2013 meeting schedule; 2013 degree program eligibility; the Governor’s Minority Student College Preparation Program; and the SREB Doctoral Scholars Program.
CPE COMMITTEE APPOINTMENTS	Ms. Miller appointed members to the Council’s executive committee. The membership of this committee consists of the Council chair and vice chair plus three additional members appointed by the chair. The three appointed members serve one-year terms, ending January 31 of each year. Ms. Miller appointed Glenn Denton, Joe Graviss, and Marcia Ridings.
REPORTS FROM INSTITUTIONS	Ms. Miller called attention to the reports from the institutions included in the agenda book.
NEXT MEETING	The next Council meeting is at Lindsey Wilson College in Columbia, Kentucky, April 17-18, 2013.
ADJOURNMENT	The meeting adjourned at 12:10 p.m.


 Robert L. King
 CPE President


 Tammie L. Clements
 Associate, Executive Relations

**Council on Postsecondary Education
April 18, 2013**

**Overview and Update on
College Readiness Objectives and Strategies**

In February 2011, the Council on Postsecondary Education approved “Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education” for 2011-15. Over the course of 2011 and 2012, Council staff has presented updates at each Council meeting on efforts to implement the objectives of one of the four focus areas of the agenda.

This meeting will be the second to present progress made toward the college readiness focus area. The agenda advances three main policy objectives to guide the postsecondary system’s work in this area:

- Policy Objective 1 – Increase the number of college-ready Kentuckians entering postsecondary education.
- Policy Objective 2 – Increase the number of college-ready GED graduates.
- Policy Objective 3 – Increase the effectiveness of Kentucky’s K-12 teachers and school leaders.

The update will highlight collaborative initiatives underway to expand college and career readiness advising, develop intervention strategies for high school students who have not met college readiness benchmarks, align GED coursework with the common core standards, improve teacher training and faculty professional development, and other efforts to decrease the number of college students needing developmental education.

STRONGER by DEGREES

Focus on College Readiness



A Presentation to the
Council on Postsecondary Education
April 18, 2013

FOUR AREAS OF FOCUS



**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY &
INNOVATION**

COLLEGE READINESS



What are our Policy Objectives?

- 1) Increase the number of college-ready Kentuckians entering postsecondary education.
- 2) Increase the number of college-ready GED graduates.
- 3) Increase the effectiveness of Kentucky's K-12 teachers and school leaders.



Strategies to Improve

Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.



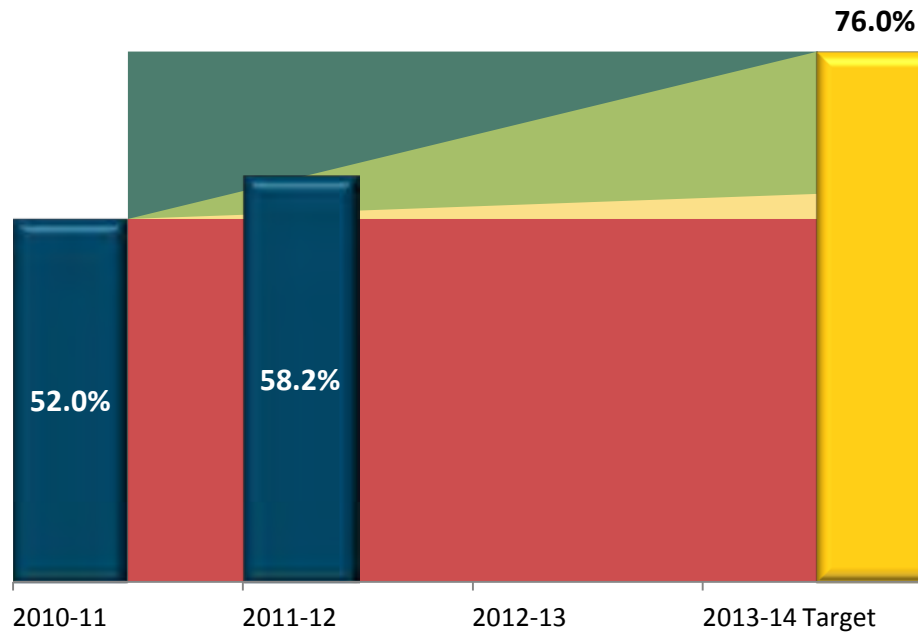


Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.



College readiness of college entrants

Percent of recent Kentucky high school graduates who entered college in Kentucky and met statewide standards for readiness in English, mathematics, and reading.
Source: CPE Comprehensive Database (KPEDS).





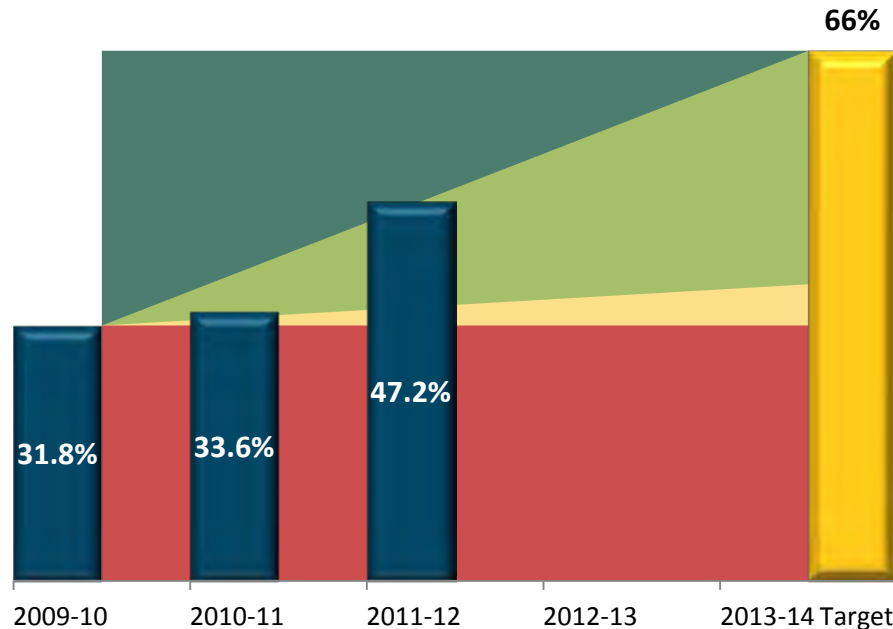
Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.



Readiness of all high school graduates

Percent of recent Kentucky public high school graduates who met statewide standards for college or career readiness.

Source: Kentucky Department of Education (KDE), *High School Graduates College/Career Readiness Percentage*





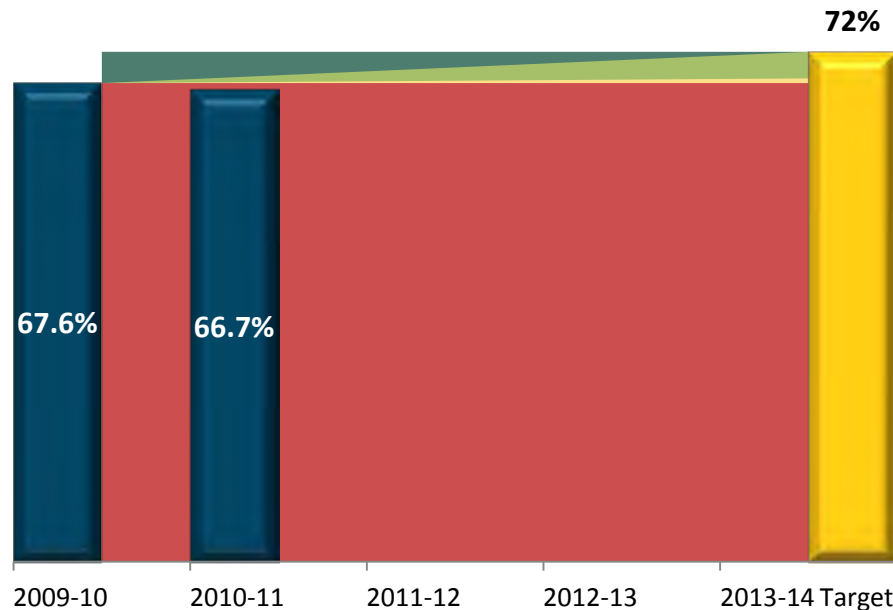
Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

College-going rate of high school graduates

The percent of recent graduates of Kentucky high schools who enter any public, private or proprietary college or university in Kentucky.

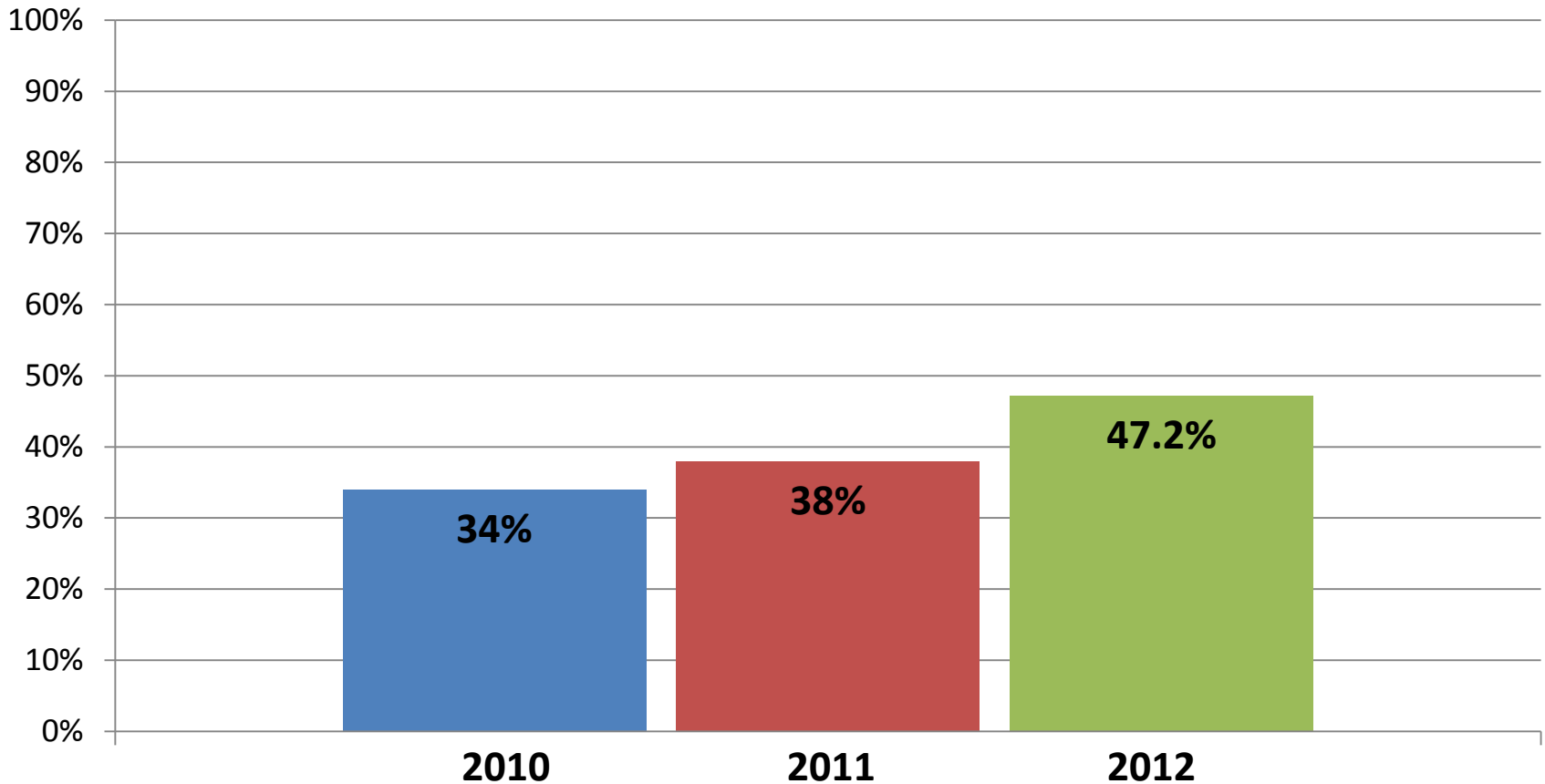
Source: KHEAA Kentucky Educational Excellence Scholarship (KEES) database; National Student Clearinghouse Student Tracker; CPE Comprehensive Database (KPEDS)

Update not yet available



Kentucky's College and Career Readiness Success

The number of high school graduates ready for college has steadily been increasing.



Source: Dodd, Karen. "Stocktake Summary for College and Career Readiness Delivery Plan." Kentucky Department of Education. Oct 2012.

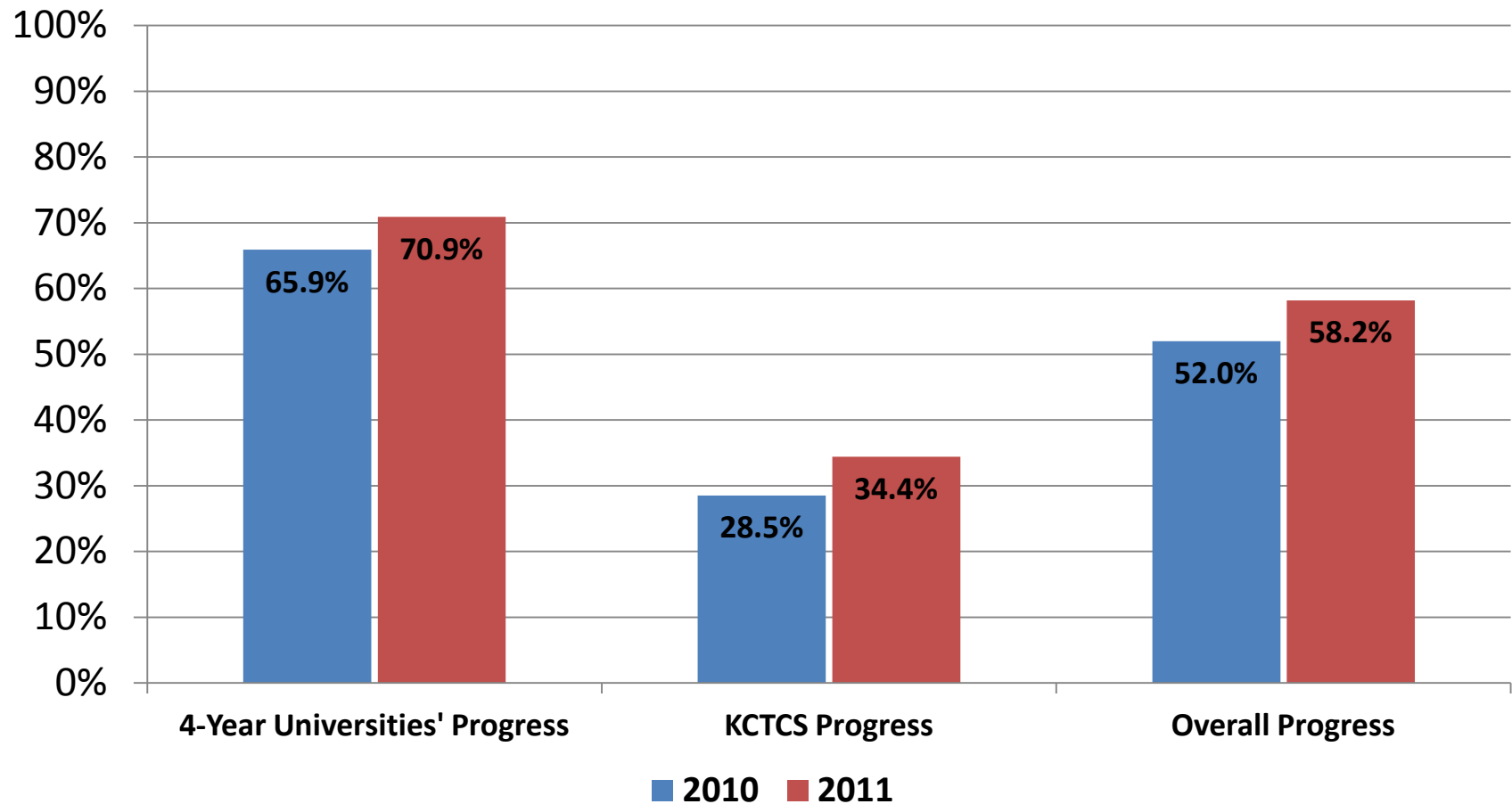
Impressive Results from Our Partnerships

2012 Graduates who met all 3 CPE benchmarks on the ACT (Statewide 11 th grade administration or any national administration from the past 4 years)	2012 Graduates who met benchmarks on COMPASS/KYOTE (includes graduates that met 2 of 3 ACT benchmarks, but met 1 benchmark from COMPASS/KYOTE)	2012 Graduates who met Career benchmarks
14,232	4,509	1,466 met the career benchmarks, but did not meet the college benchmarks. (A total of 3,413 duplicated students met the career benchmarks.)

Our goal for the 2013 senior class is to have 49% CCR. We predict that we will meet or exceed that goal.

College Readiness Increases, 2010 – 2011

Kentucky high school graduates and first-time, undergraduate undecided, degree and credential-seeking college students



Source: Kentucky Council on Postsecondary Education Comprehensive Database System. Jan 2013.

Strategies to Improve



KYOTE Exams are Available Free and Online

- **These exams are used to determine readiness for college courses by all public K-12 and postsecondary institutions.**
- **Students meeting benchmark scores are guaranteed entrance into credit-bearing work, without need of remediation.**
- **Educators, representing all sectors, created and implemented three mathematics exams, a reading, and a writing exam. The writing exam is a student writing sample so educators developed a statewide scoring rubric, scorer training materials, and a scorer certification exam.**



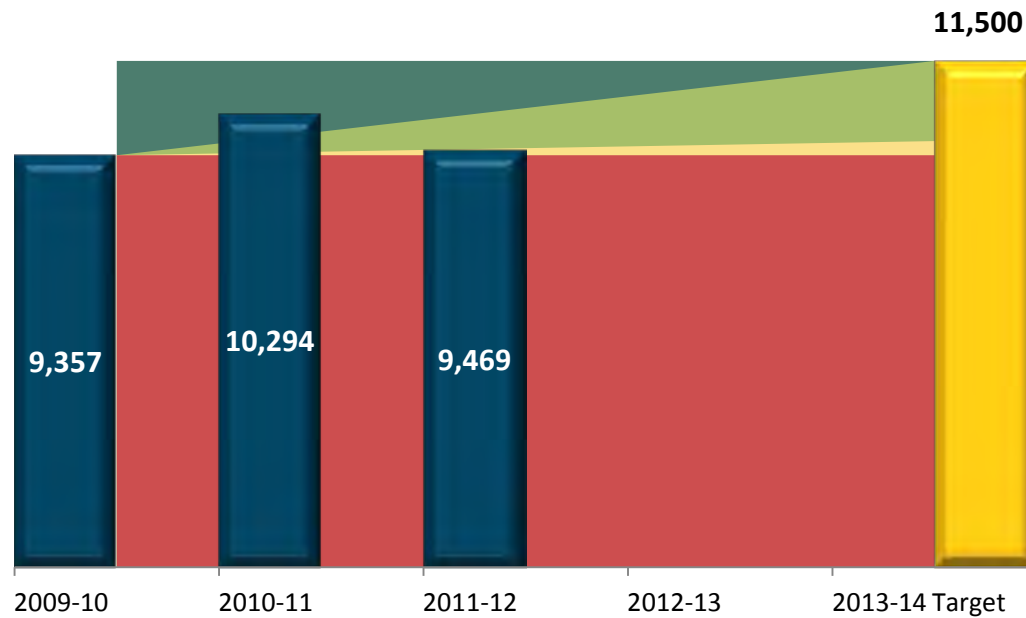
Policy Objective 2: Increase the number of college-ready GED graduates.



GED[®] Graduates

Annual number of GED[®] graduates in Kentucky.

Source: Adult Education Reporting and Information Database (AERIN)



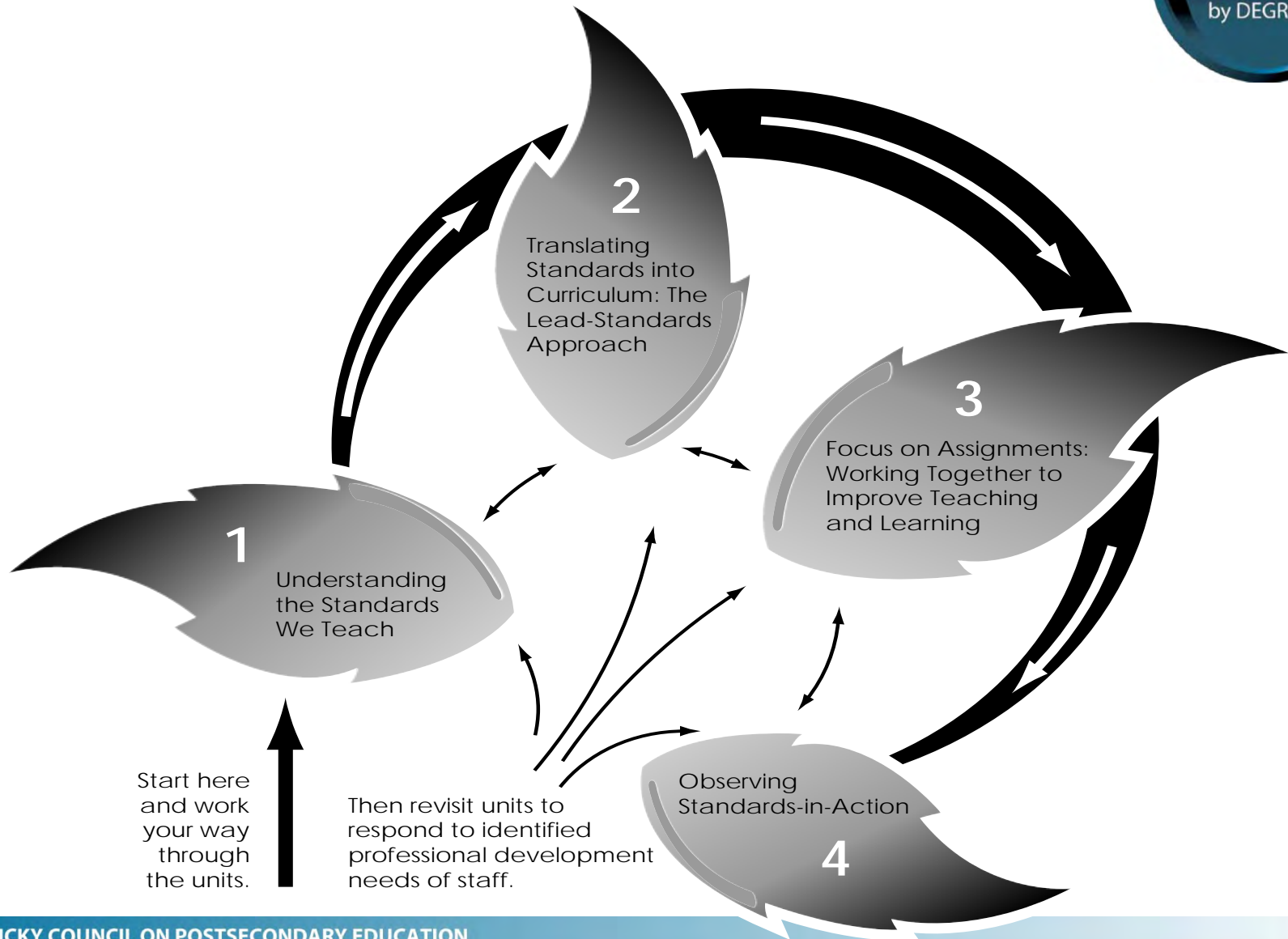
Strategies to Improve



Objective 2: Increase the number of college-ready GED graduates.

- Adoption of Common Core Standards (CCS).
- Continued implementation of Standards-In-Action professional development (PD) model.
- High School Equivalency assessment aligns with CCS.
- Standards-based instruction raises “the bar” in preparing students for lifelong learning and family-wage jobs.

Common Core Standards Standards-in-Action





Professional Development Partners

- Morehead State University, Academy for Adult Education.
- University of Kentucky, Collaborative Center for Literacy Development.
- Kentucky Educational Television.
- National Center for Family Literacy.



Teacher Effectiveness

- Growing Program Directors as instructional leaders.
- Maximizing collegial collaboration.
- Providing PD experiences that:
 - Occur over time (not one time exposure)
 - Are job-embedded = skills transfer
- Include reflection and evaluation.
- Identifying students' needs for higher academic content knowledge – instructors' ability to teach it.

Strategies to Improve



Objective 3: Increase the effectiveness of Kentucky's K-12 teachers and school leaders.

Initiatives in Educator Preparation



- Clinical Sites for the Preparation of Teachers.
- National Institute for School Leadership.

Professional Development



- Improve professional development for school leaders to emphasize academic leadership.
- Involve Kentucky colleges and universities in the design and provision of research-proven, high-quality, effective professional development.
- Encourage growth of the Kentucky Partnership Academies (formerly known as Assessment Academies) and Regional Content Leadership Networks. Currently housed at three universities, the goal is to expand this network.

Systemic Change Underway



- **Teacher professional growth and evaluation system**
- **Principal professional growth and evaluation system**

Alignment issues, integration into teacher pre-service, KTIP, implications for professional development.

- **TELL Survey**

Data from 42,000 teachers on perceptions of working conditions will be used to address professional learning needs?

- **Learning Forward**

How do all parts of the system come together to address and support teachers in the classroom?

Systemic Change Underway



- **Excellence for All**

P-12 schools and KCTCS working together to demonstrate that students can move through the system more efficiently.

- **Prichard Committee Team on Teacher Effectiveness**

All facets of the system focused on policy recommendations to improve the classroom experience for teachers and students.

- **Gates Integration Work**

P-12 schools and universities working together to make sure that the methodologies for implementing the Core Academic Standards are integrated into pre-service and the professional growth systems.

- **Co-Teaching Training**

Pre-service programs and P-12 schools working together to improve the clinical experiences of teachers in training.

STRONGER by DEGREES

Focus on College Readiness



A Presentation to the
Council on Postsecondary Education
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Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.1: Align K-12, adult education, and postsecondary education standards, curriculum, and assessment processes as directed by Senate Bill 1 (2009).

- **The Kentucky Core Academic Standards**, the common core standards for English literacy and mathematics, **continue to act as a shared reference point for what constitutes college readiness across the K-12, adult, and higher education systems.** The Council staff convened a work team meeting to create a broad-based understanding of the progression of the English literacy and mathematics content standards from elementary to high school to postsecondary introductory coursework.
- **The Council staff convened postsecondary science and social studies work teams comprised of faculty, adult educators, and K-12 content leaders to discuss expectations of students entering credit-bearing coursework in those content areas.** These teams reviewed and reacted to released frameworks and draft standards to ensure alignment of standards and expectations. Once these content standards are adopted, online modules will be built and provided at www.kycorestandards.org to inform postsecondary faculty of the standards and their impact on college entry-level curriculum.
- The Council continues to provide information about **evidence-based college readiness programs**, bridge programming, and services supporting high school and adult students entering college underprepared for credit-bearing coursework.
- The Unified Strategy for College and Career Readiness is being implemented collaboratively at K-12 schools and postsecondary institutions. State goals are to reduce the need for remediation of recent high school graduates by 50 percent by 2014 and to increase college completion rates of students entering with remediation needs. Two recent reports indicate marked improvements in the readiness of recent Kentucky graduates. The Kentucky Department of Education indicated a readiness improvement from 34 percent of the 2010 graduates to 47.2 percent in 2012 and the Council reported a 6.2 percent decrease in the need for remediation of recent Kentucky graduates between fall 2010 and fall 2011.

- The Council has supported the development of KYOTE placement exams for mathematics (college readiness and college algebra), writing, and reading. The exams were designed around the Kentucky key learning outcomes for college and career readiness and act as one of the readiness indicators used by all Kentucky public postsecondary institutions. These exams are available at no cost to any Kentucky K-12 or postsecondary institution.

Strategy 1.2: Support effective intervention strategies for underprepared students prior to postsecondary admission.

- **A college readiness module is under development** and will be available to K-12, adult, and postsecondary educators with resources and data on the progress in meeting college readiness and developmental education goals. This information will be available on the www.kycorestandards.org website by June 2013.
- **CPE staff and postsecondary faculty supported the Kentucky Department of Education in designing middle school and high school senior year course frameworks for mathematics, writing, and reading.** Students not meeting benchmark scores for readiness are required to receive intervention programming based on 8th grade ACT EXPLORE scores and 11th grade ACT scores. Students can demonstrate readiness for credit-bearing college courses in the senior year by completing transitional course or intervention programming and meeting benchmark scores on placement exams recognized by every public postsecondary institution. Kentucky is working with the Southern Regional Education Board (SREB) to develop senior year transitional courses and related curricula and assessments that will be used across states in the region.
- **Eight educational leadership networks** have been established to support the full implementation of the Kentucky Academic Content Standards. Each network includes two full-time postsecondary faculty who work with KDE leadership and school leaders to provide professional development training on the standards and related assessments for teachers and school leaders.
- In 2011, the Council received federal grant funding for **GEAR UP Kentucky 3.0 (2011-2017)**, which helps students plan for, apply to, and pay for college. The program serves 30 middle schools in 22 Kentucky counties and their corresponding high schools.
- **GEAR UP Kentucky developed a customized college readiness curriculum for middle school students** focused on developing the learning skills needed to succeed in postsecondary education. GEAR UP-2-Learn is a 20-hour curriculum per grade level that supports the development of learning skills such as goal setting, problem solving, time management, financial literacy, and more. This curriculum is currently being

delivered to 7th and 8th graders in all GUK middle schools by GUK school-based staff. **GEAR UP Kentucky also developed and is currently implementing a comprehensive student advising model** in participating schools called GEAR UP-2-Success. This data-driven advising model utilizes an early warning system to monitor student performance. The model provides individualized advising for all students while flagging students who are at risk of falling off track to graduate college-and-career ready and matching them to appropriate targeted interventions. In addition, all 8th grade students will have the opportunity to visit at least one college campus.

Strategy 1.3: Strengthen the college-going and completion culture in Kentucky.

- A **College and Career Readiness Advising Toolkit** for all middle and high school teachers was developed and implemented in 2012. The toolkit has been used extensively in the college readiness Operation Preparation initiative supported by K-12 and postsecondary education. The focus is on the skills and attitudes needed to enter college or the 21st century workplace prepared.
- **GEAR UP Kentucky** and its partners have been implementing a series of school improvement activities to support the creation of a sustainable college-going culture in participating middle and high schools. Last spring classroom walkthroughs were completed in all 52 middle and high schools including science, ELA, and math classes; this baseline data included a school self-assessment process utilizing the GUK School Performance Guide. Using the data collected, GUK 3.0 worked with schools to develop school sustainability plans targeting strategies for improvement. A series of regional two-day Transition Workshops was offered in March. The workshops promoted vertical conversations around 8th grade student preparation for high school. The workshops included the opportunity to examine EXPLORE assessment data, make connections between EXPLORE results and emerging student needs, and plan for support systems for the rising 9th grade students.
- In summer 2013, GEAR UP Kentucky 3.0 hosted a statewide **Institute for a College-Going Culture** which brought together nearly 300 college access professionals, school leaders, and postsecondary education faculty to provide a broader context for college access and readiness. The two-day conference provided sessions on a range of topics designed to clarify roles in promoting a college-going culture in Kentucky schools and clarify pathways for new or expanded collaboration.
- GEAR UP Kentucky 3.0 publishes the **GEAR UP Gazette**, a monthly insert in the Lexington Herald-Leader through a partnership with its Newspapers in Education program. The *Gazette* includes articles on a range of college readiness topics for students and parents, including the benefits of earning a college degree and how to plan, pay, and apply for college. The *Gazette* is provided in every issue of the newspaper statewide and distributed to all GEAR UP schools.

- Students are encouraged to take advantage of AP, IB, dual credit, and early college opportunities. Council staff convened a dual credit work team to **create a statewide dual credit policy and a chart standardizing the awarding of AP and CLEP credit across public postsecondary institutions**. The statewide dual credit policy will be fully implemented in fall 2013.
- **Summer bridge programming**, offered on most public postsecondary campuses, builds the needed skills and attitudes for success for students entering college not yet prepared for credit-bearing coursework. Student mentoring, proactive academic advising, and tutoring are essential student success components of these programs that have demonstrated success in closing the gaps for first-generation students and other diverse student populations.

Policy Objective 2: Increase the number of college-ready GED graduates.

Strategy 2.1: Transform adult education services and expand outreach efforts leading to higher student engagement levels.

- Due to GED® test changes to occur in January 2014, Kentucky Adult Education (KYAE) has developed a **grassroots outreach campaign** aimed at the 16,000 Kentuckians who have started but not completed GED® testing. If they do not finish by December 18, 2013, their scores will expire. KYAE has provided local adult education programs with a broad array of outreach resources and materials for communicating with and recruiting students. In addition, KYAE will release a targeted mathematics online course to assist the nearly 3,000 students who have achieved a minimum score in each content area of the test except mathematics.
- For the seventh year, **KYAE has partnered with McDonald's of Central and Southeastern Kentucky** to encourage GED® attainment with in-store promotions funded by the restaurant owners in 34 counties. With the leadership of Council member and McDonald's owner Joe Graviss, McDonald's restaurants in another 38 counties have joined the campaign.
- A KYAE instructional technologist is promoting innovations in technology by assisting adult education programs with effectively integrating technology into instruction. Assistance includes individual and small-group training on effective use of technology, multimedia, and education services and resources.
- Recognizing the ever-increasing need to prepare students for college and careers, **KYAE is developing Integrated Education and Training (IET) models** to meet student and employer needs. Based on best practices and research, IET models respond to business and industry's needs by delivering adult education in tandem with employability skills for employees to remain competitive in a global market.
- **KYAE and the Kentucky Department of Corrections are working to increase services in state correctional facilities** with waiting lists for entry into adult education programs. By increasing the number of classes, the number of inmates entering adult education programs and earning a GED® credential will grow.

- As part of KYAE-sponsored professional development, adult educators in 46 counties have been trained in the **PowerPath to Education and Employment system** to focus on how individuals learn. PowerPath screens for key breakdowns in learning that result from challenges in vision and hearing, visual stress syndrome, attention, and information processing. It provides tools for identifying the underlying barriers to education and employment success.
- The **National Career Readiness Certificate (NCRC)** is a stackable credential that documents employment skills critical to workforce success. KYAE provides instruction and pays for the assessment leading to NCRC attainment for eligible students. More than 2,200 KYAE students earned an NCRC last fiscal year.

Strategy 2.2: Implement initiatives to increase the number of KYAE students advancing to postsecondary education.

- Kentucky was the first state to adopt **Common Core State Standards in adult education**. Adult educators are required to participate in three years of intensive and comprehensive professional development leading to implementation of KYAE Common Core Standards (KCCS) in English/language arts and mathematics. The KCCS professional development will build instructors' understanding of the standards taught; provide tools to translate the standards into curriculum and align student assignments to standards; and help program directors assess the extent to which instructors are teaching to the standards and using effective instruction. Adult educators are working in learning communities to identify new curricula and resources where necessary to align with elevated standards.
- **Kentucky's Accelerating Opportunity (AO) program**, a partnership of KYAE, KCTCS, and the Kentucky Education and Workforce Development Cabinet, is helping Kentuckians earn college credit and workforce credentials by integrating the delivery of basic academic and technical skills. AO will soon be offered at all 16 KCTCS colleges including adult education programs in 17 counties. Local Office of Employability and Training offices and affiliates are coordinating efforts to provide referrals to AO programs and career pathways guidance/advice to potential students.

Strategy 2.3: Attract, retain, and prepare highly effective adult educators.

- Kentucky's educational system, including adult education, has embraced college-ready, standards-based instruction, which will naturally lead to preparing students for careers and postsecondary education. KYAE is **developing adult educators' standards-based knowledge and competencies** through unpacking standards, aligning resources, identifying lead standards, building lesson plans and instructional units, and reflecting upon student learning. KYAE expects the adult educator's repertoire of instructional tools to grow resulting in the full implementation of sustainable, standards-based instruction – ultimately permitting *adult* students the same advantages to career- and college-readiness as any other student.

- To ensure high-quality, research-based professional development, KYAE and its contracted expertise of partners – Adult Education Academy, Morehead State University; Collaborative Center for Literacy Development, University of Kentucky; the National Center for Family Literacy; and Kentucky Educational Television – are executing year two of a three-year **Standards-in-Action (SIA) professional development model** and beginning to plan for future professional growth opportunities that will buttress institutionalizing standards-based instruction. Recent research indicates that successful professional development features hands-on activities that are sustained over time, collaborative, job-embedded, and reflective – all of which are included in KYAE’s SIA professional development.
- Program leadership is second only to actual instruction in affecting student performance. Therefore, professional development efforts continually support growing program directions as instructional and administrative leaders by modeling and encouraging collegial collaboration, inclusive decision-making and quality working conditions.
- KYAE is designing an **enhanced data collection system** that will integrate new technologies for enhancing the data collection, reporting, and analysis capabilities at both local and state levels.
- KYAE encourages providers serving multiple counties to consider models that would employ full-time content experts who circulate as instructors among the counties.

Policy Objective 3: Increase the effectiveness of Kentucky's P-12 teachers and school leaders.

Strategy 3.1: Ensure P-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.

- The Council recently solicited applications from Kentucky public higher education institutions and P-12 school districts to develop, implement, and evaluate **model clinical teacher preparation programs**. The competition focused on two partnerships between a public university and a middle or high school, one in a large school district and another in a smaller school district. The Council will consider recommendations from a review committee at the April 2013 meeting.

Proposals were required to:

- Integrate coursework, theory, and pedagogy with practitioner knowledge.
- Reflect best practices in clinical teacher preparation.
- Be mutually beneficial to higher education institutions and P-12 schools.
- Demonstrate the attributes of clinical teacher preparation outlined in the NCATE Blue Ribbon Panel report.
- Integrate the new clinical requirements of 16 KAR 5:040.
- Demonstrate clinical teacher preparation at the middle school and secondary levels.
- Lead to systemic change in policy and practice in partnering institutions.
- Be sustainable over time.

Additionally, proposals were asked to:

- Describe the components of the clinical model, including curricular adjustments, co-planning time, co-teaching, discussion forums, etc., that will be implemented in the project.
- Describe how the clinical training site was selected and how it qualifies as an exemplary clinical site.
- Identify the number and percentages of university faculty and school-based faculty who will participate in the project. Provide evidence that the faculty leading and working in this model have the experience and expertise to do so and/or will receive the appropriate training.
- Describe the assessment system that demonstrates candidate knowledge, skills, and dispositions in a program and how that system captures and reports data for continuous improvement of candidates and P-12 student achievement.

- Describe how the institution will support faculty, instructors, and university field and clinical supervisors.
- Describe how the institution’s faculty work will be acknowledged, valued, and rewarded.
- Describe the training for P-12 teachers who will serve as mentors for teacher candidates and training for the principal of the school.
- Describe the teacher candidate performance assessment and how it will be used to support a continuous improvement system at the clinical site.
- Describe how new teachers are supported and inducted into the profession in this model and how the program will dovetail with KTIP and current clinical activities.
- Describe how the clinical model can be sustained over time.
- Describe the benefits of this model for P-12 students, P-12 schools, teacher education candidates, and teacher education programs.
- Include an evaluation plan for the project that addresses how the model aligns with the NCATE Blue Ribbon Panel report and accountability structures, e.g., national and state accreditation and program standards and state regulations.
- Describe a strategy for sharing the results of the project.

Strategy 3.2: Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.

- In November 2012, the Council on Postsecondary Education approved \$895,000 in grant funding to seven projects for postsecondary institutions to offer professional development for P-12 teachers and administrators. The federally-funded **Improving Educator Quality grant program**, currently in its 11th year, awards grants to partnerships that deliver research-based training programs to P-12 teachers and administrators. A request for proposals for Year 12 will be released this spring.
- In 2010, CPE received a one-time appropriation by the Kentucky General Assembly to support activities related to SB 1 implementation and college readiness. A significant portion of these funds was awarded to create three **Partnership Academies** across the Commonwealth. They are housed at Morehead State University, Northern Kentucky University, and Western Kentucky University.
 - Each Academy serves school districts within the university’s service region, with an emphasis on struggling schools.
 - The Academies work with P-12 educators to identify specific instructional and student learning needs and customize professional development plans to help teachers implement new teaching strategies based on ongoing assessment results (EPAS, ACT, KYOTE, as well as teacher-made tests).
 - In simple terms, these continuous assessment models teach the teachers how to make sense of various assessment results and tailor instruction to address their students’ particular needs.

- The Academies also communicate postsecondary expectations to school districts and adult education centers and aid in the implementation of the Common Core Standards and related assessments for placement purposes.
- Over time, the strong relationships formed between the university Academies and local schools will produce a number of benefits:
 - More high school students will be “college-ready” upon graduation.
 - Fewer first-year college students will need remediation.
 - Postsecondary faculty, by working extensively with area high schools, will have a better understanding of the Common Core Standards and can ensure alignment with university developmental coursework.
 - Colleges of education will have better information about effective teaching and assessment practices in area schools, which will inform curriculum improvements in undergraduate and graduate programs, as well as professional development offerings for in-service teachers.
 - The entire education community—both P-12 and postsecondary education— will be empowered to take responsibility for the educational attainment of the region.
- In 2012, CPE, KDE, and JCPS agreed to invest in principal training, focusing on leaders in Kentucky’s ‘turn around’ or low performing schools using the **National Institute for School Leaders training (NISL)** program. NISL offers a high-quality, research-based professional development program designed to give principals the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools. Specifically, this program will certify a preselected cohort of former principals, superintendents, and higher education faculty across the state. Once completed, the NISL candidates will work with school districts in their local areas to train principals and assistant principals specifically in low-performing schools. The NISL train-the-trainer program is a 15 month intensive training model that focuses on the following areas: leadership, strategic planning, student (customer) stakeholder, measurement and analysis, human resources, processes, and results.

STRONGER by DEGREES

Western Kentucky
University



Institutional Progress Update

**Presentation to the Council on Postsecondary Education
by Gary Ransdell, President**

April 18, 2013



INSTITUTIONAL PROFILE

Western Kentucky University

Current profile & percentage increase since 1998

• Fall 2012 total enrollment	21,124	↑	42%
• International enrollment	769	↑	636%
• Underrepresented minorities	3,901	↑	180%
• Adult learners	3,509	↑	24%
• Honors College enrollment	1,248		
• 2011-12 total degrees	4,022	↑	57%
Baccalaureate degrees	2,657	↑	55%
Master's degrees	973	↑	84%
• 2011-12 National Scholarship recipients	21		



2011-15 STRATEGIC AGENDA

Four Focus Areas

**COLLEGE
READINESS**

**STUDENT
SUCCESS**


**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY
&
INNOVATION**



COLLEGE READINESS

Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target	Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	14.5%	15.1%	17%	24% 	-.4%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

Icons do not represent a global evaluation of institutional status on an indicator; they indicate change from baseline to targeted value only. Targets set through negotiation between CPE and institution. For more information on metrics, including definitions, visit:

<http://dataportal.cpe.ky.gov/dashboard.shtm>





COLLEGE READINESS

Western Kentucky University

- WKU produces **more graduates** scoring in the top 15% than any other public institution in KY
- In the last five years alone, 1,864 WKU students have scored in the top 15%, an average of **373 per year**
- 200 students are currently enrolled in the **SKyTeach Program**, which recruits and prepares outstanding students for careers in math and science education
- The Gatton Academy was named **America's Best High School** by Newsweek magazine





STUDENT SUCCESS




Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target	Five-year Change (%)
Degrees and Credentials (Total)	3,906	4,022	4,325	28%	13%
Bachelor's Degrees	2,676	2,657	2,950	0%	12%
Master's Degrees	858	973	930	160%	18%
Doctoral Degrees— Professional Practice	0	20	50	40%	NA
Bachelor's Graduation Rate	49.5%	49.6%	50.5%	10%	0%
Bachelor's Graduation Rate—Low Income Low Income/Moderate- High Income Grad Rate	11.6 ppt 41.6%/53.2%	16.0 ppt 37.4%/53.4%	12.0 ppt	0%	NA
Bachelor's Graduation Rate Gap— Underprepared Underprepared/Prepared Grad Rate	16.8 ppt 39.5%/56.3%	23.1 ppt 33.2%/56.3%	10.0 ppt	0%	NA



STUDENT SUCCESS

Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target	Five-year Change (%)	
Bachelor's Graduation Rate Gap—Underrepresented Minority URM/Non-URM Grad Rate	7.3 ppt 43.0%/50.3%	15.2 ppt 35.4%/50.6%	6.0 ppt	0%		NA
Transfers from KCTCS	1,115	1,455	1,225	310%		NA
Net Direct Cost	-\$102	\$988	-\$102	0%		NA

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STUDENT SUCCESS



Western Kentucky University

- WKU **student diversity is 15.0%**, twice the percentage in our AGR, and has increased 140% in the last five years
- WKU graduates **more URM, UP and LI students** than any other comprehensive institution, with the second-highest absolute graduation rate in each group
- Last year, **1,707 (64%) of our graduates** fell into at least one group
- While gaps remain a challenge, they are **improved** over last year
- WKU receives **more first-time transfers** from KCTCS than any other public university, 19% of the statewide total
- First-time transfers have **increased 7.4%** since 2010



RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target	Five-year Change (%)
Externally-Funded Research and Development (in Thousands)	\$7,629	\$6,961	\$10,000	0% 	-14.2%
STEM+H Degrees	900	1,148	1,100	124% 	53%





RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT Western Kentucky University

- WKU's level of R&D funding is approximately equal to that of the **other comprehensive institutions combined**
- **316** undergraduate and master's students authored presentations during our 2013 REACH Week activities
- WKU produces **more STEM+H graduates** than any other comprehensive at all degree levels
- Collaboration with The Medical Center has led to a new **health sciences complex** housing our nursing and DPT programs beginning in fall 2013



EFFICIENCY AND INNOVATION

Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target	Five-year Change (%)
Online Learning (Percent of all credit earned through online learning)	16.8%	19.6%	19%	127% 	94%
Credits Earned By Degree Graduates	139	139.9	137	0% 	-1%

Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

Icons do not represent a global evaluation of institutional status on an indicator; they indicate change from baseline to targeted value only. Targets set through negotiation between CPE and institution. For more information on metrics, including definitions, visit:

<http://dataportal.cpe.ky.gov/dashboard.shtm>



EFFICIENCY AND INNOVATION

Western Kentucky University

- WKU offers **54 programs 100% online**, including 10 baccalaureate and 21 master's programs
- Last year, **7,088 (34%)** of WKU students took at least one online course
- Fall 2012 enrollment among our three regional campuses was **5,223**, accounting for nearly 25% of our total enrollment
- WKU graduates' average earned credits to degree is the **lowest** among all public 4-year institutions in KY

STRONGER by DEGREES

Western Kentucky
University



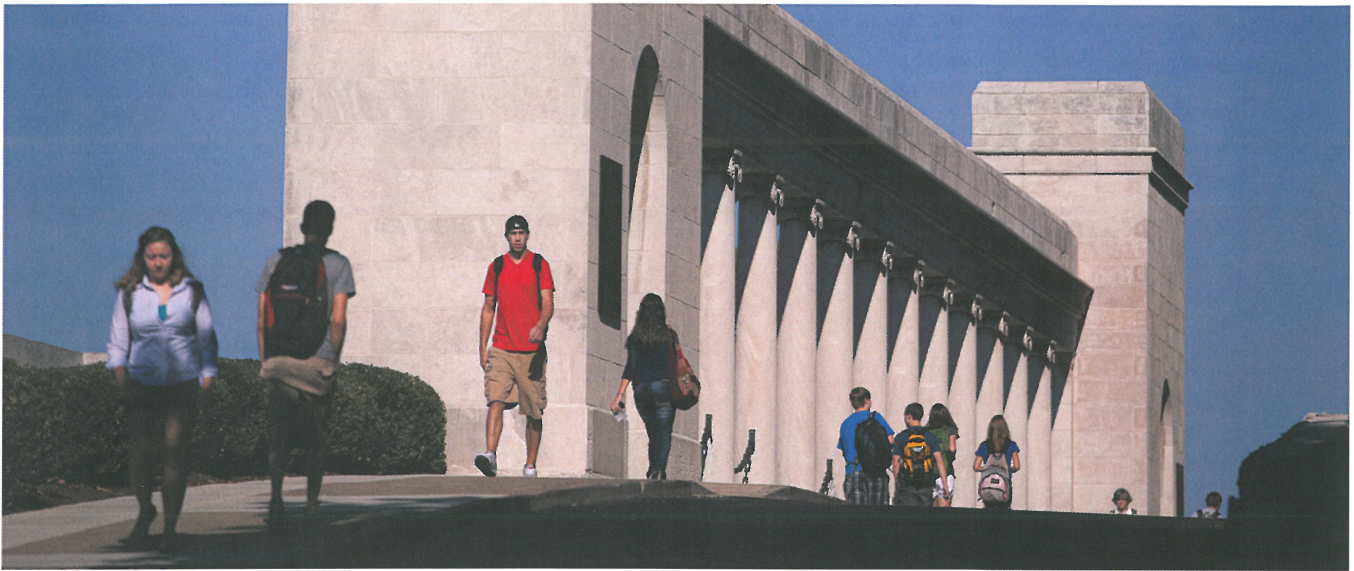
Institutional Progress Update

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Academic **Highlights**



Western Kentucky University is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC).

Since 1997, WKU has dramatically grown its enrollment and degree productivity while strengthening its academic quality, the work place relevancy of its curriculum, and its private and public financial profile. For example, enrollment has grown from 14,500 to 21,100 students, and annual degree production has grown from 2,466 degrees to 4,002 degrees. An independent degree granting Honors College was established and now enrolls 1,200 high achieving students whose academic credentials exceed those of the leading private institutions in Kentucky. The curriculum has evolved to include strengthened degree programs in Science, Engineering, Health Care, Business, and Education from the baccalaureate to the doctoral level to serve Kentucky's economic development needs. The Gatton Academy for Mathematics and Science was established for highly gifted and talented high school juniors and seniors and in 5 years has risen to become the #1 ranked high school in America according to *Newsweek* magazine. The entire University experience has been internationalized with a significant growth in international student enrollment (now over 1,000 students), enhanced study abroad programs, and extensive international teaching and research opportunities for faculty. The institutional budget has grown from \$130 million to just under \$400 million, and two capital campaigns have raised \$304 million in new gifts and pledges. Some \$600 million in capital construction of new and renovated buildings and campus infrastructure has been completed, and \$250 million is underway or planned in the immediate future.



Academic Highlights

WKU offers more than 230 options for undergraduate areas of study through majors, minors, associate degree programs, certificate programs, and pre-professional studies.

WKU offers more than 50 graduate programs as well as Rank I and Rank II for educators.

Three doctoral programs have been added since 2008 in Educational Leadership (EdD), Nursing (DNP), and Physical Therapy (DPT), and three other terminal degrees are planned in the coming year.

WKU began offering baccalaureate degrees in Mechanical, Civil, and Electrical Engineering in 2002. There are currently 545 students enrolled in these three ABET accredited programs.

The Gordon Ford College of Business and the Department of Accounting both are accredited by the AACSB-International. Of the 12,000 collegiate business schools worldwide, only 175 have achieved AACSB-International accreditation in both Business and Accounting.

WKU's enrollment has increased 40% since 1997 from 14,500 students to 21,100.

Annual degree production has grown from 2,466 degrees to 4,002 degrees.

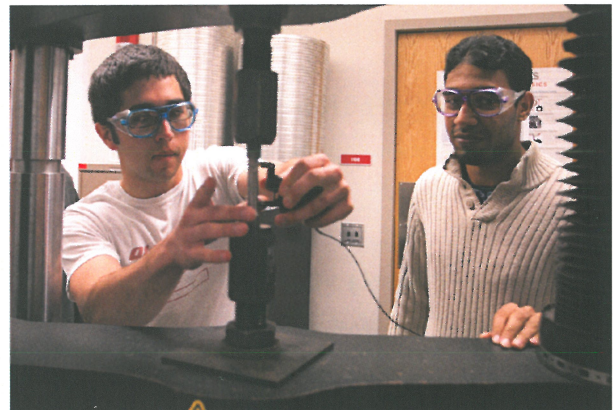
In 2012, WKU enrolled students from 116 out of 120 Kentucky counties, 47 states, and 61 countries.

WKU's School of Journalism and Broadcasting is ranked fourth in the U.S. by the William Randolph Hearst Foundation and finished first in the Hearst Photojournalism rankings for the 19th time in 22 years in 2012.

WKU Journalism alumni have won 26 Pulitzer Prizes.

Three WKU Forensics students are currently ranked in the top 10 for speech and debate competitors in the nation. WKU has won the National Forensics Association championship eight of the last 10 years and has taken top honors at the American Forensics Association national tournament seven times.

Between 1997 and 2012 WKU completed two capital campaigns, which raised \$304 million and established 24 endowed chairs and professorships. A campaign for academic scholarships is underway while plans are being made for the next overall campaign.



High Achieving Students

WKU is the only university in Kentucky which has a *Center for Gifted Studies* for gifted and talented K-12 students and which partners with Duke University's Talent Identification Program to recognize seventh graders who score at the 90th percentile and above on the ACT.



The Gatton Academy of Mathematics & Science in Kentucky is a residential high school for juniors and seniors who are interested in Science, Technology, Engineering, and Math (STEM).

- Named the top High School in America by *Newsweek* in 2012.
- Named a Public Elite high school in 2009, 2010, 2011, and 2012 by *The Washington Post*.
- Named an Intel School of Distinction Finalist in 2012.
- 32 – the average ACT score of graduating seniors in 2012.
- 100% of Gatton Academy graduates matriculate to a four-year university – many to WKU.

The *Honors College at WKU* provides students with the educational experience of a highly selective private college for less than half the cost.

- The academic quality measures of the Honors College surpass those of all the private colleges in Kentucky.
- More than 1,200 Honors College students live and learn together in housing dedicated for Honors.
- 29/1300 – the average ACT/SAT scores of incoming students.
- Honors students experience small class sizes, service opportunities, study abroad, and engage in an extensive undergraduate research program.
- The Honors College will achieve a faculty level that ensures full Bachelor of Philosophy degree granting status by 2015.

WKU students are competitive for the top national and international scholarship awards.

- WKU has produced 10 Fulbright scholars since 2009.
- In 2011 WKU was a top producer of Barry M. Goldwater scholars. Three of the four allowable applicants were successful, and the fourth received an honorable mention.
- In 2011-12 WKU students and recent alumni earned 28 national awards worth more than \$500,000 including Rotary Ambassadorial Scholarships, U.S. Critical Language Scholarships, Department of Defense SMART Scholarships, Morris K. Udall Scholarships, and a Boren Award for International Study to name a few.

Access and Outreach

WKU leads the way in Kentucky for distance learning.

- In 2012, WKU distance learning was named #10 in the nation for Student Services & Technology by *US News & World Report*.
- More than 60 degree programs are available online.
- More than 1,000 distance learning classes are offered each year.
- In Spring 2012 more than 5,900 students were enrolled in at least one web course.
- By 2018, Distance Learning has a goal to increase by 20 percent the percentage of credits earned through distance learning courses.
- Enrollment at WKU regional campuses in Glasgow, Owensboro, and Elizabethtown has nearly doubled since 2001, increasing from 2,822 to more than 5,000.
- Joint Admissions Agreements with eight community and technical colleges in Kentucky and Tennessee provide a seamless path for students to transfer credits to WKU. More than 1,600 students have been admitted into the joint admissions programs since 2009.



International Reach

WKU is expanding international reach by recruiting more students from around the globe, offering more opportunities for students to study and intern abroad, and sending more faculty abroad to teach and conduct research.

- International student enrollment has increased from 84 students in 1997 to more than 1,000 in 2012 with a goal to increase the number of international students by 80 percent by 2018.
- In 2010-11 more than 600 WKU students studied abroad in 44 countries. By 2018, the goal is to achieve annual study abroad participation to 10% of full time equivalent enrollment.
- WKU is home to Kentucky's first Confucius Institute, which provides Chinese programming on campus and in K-12 schools across the region. Thirty-three Chinese teachers taught at 41 schools in 12 districts across Kentucky in 2011-12. Two joint degrees were established with Chinese universities this year, and a Chinese Teacher Certification Center is being established.
- Each semester dozens of WKU students study at Harlaxton College near Grantham, England, and others choose to circumnavigate the globe during a four-month voyage through the Semester at Sea program.
- WKU students have more than 1,500 study abroad options. In addition, WKU has 39 formal international partnership agreements for faculty and student exchange.

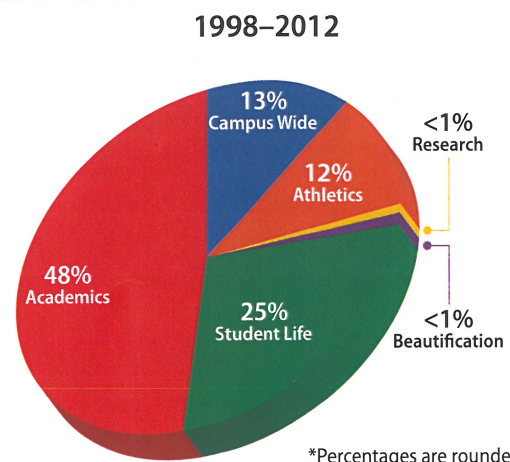
- WKU is a Chinese Flagship campus, one of only nine in the United States. The Chinese Language Flagship Program is an initiative of the National Security Education Program of the U.S. Department of Defense.

Campus Improvements

Nearly \$600 million in new construction, renovation, and infrastructure improvements has been completed in the last 15 years, and \$250 million more is either underway or planned.

- New academic buildings for Journalism and Broadcasting, Engineering and Biology, Education and Behavioral Sciences, and Music have opened since 2000. Research labs, commercial space for high-tech startup companies, and a Clinical Education Complex to serve the region have also been built. A new Alumni Center opens in April. Two new parking structures have opened in recent years as well.
- Many other buildings have been renovated including Van Meter Hall, which is now a state-of-the-art performing arts center, a new home for the Math Department, and all 17 residence halls.
- New and improved Athletic facilities for softball, track and field, soccer, and baseball have been completed, along with major renovations to Diddle Arena and Houchens Industries-L.T. Smith Stadium.

Financial Distribution of Campus Improvements



STRONGER by DEGREES

AIKCU



Institutional Progress Update

Presentation to the Council on Postsecondary Education

by Gary S. Cox, President

April 18, 2013



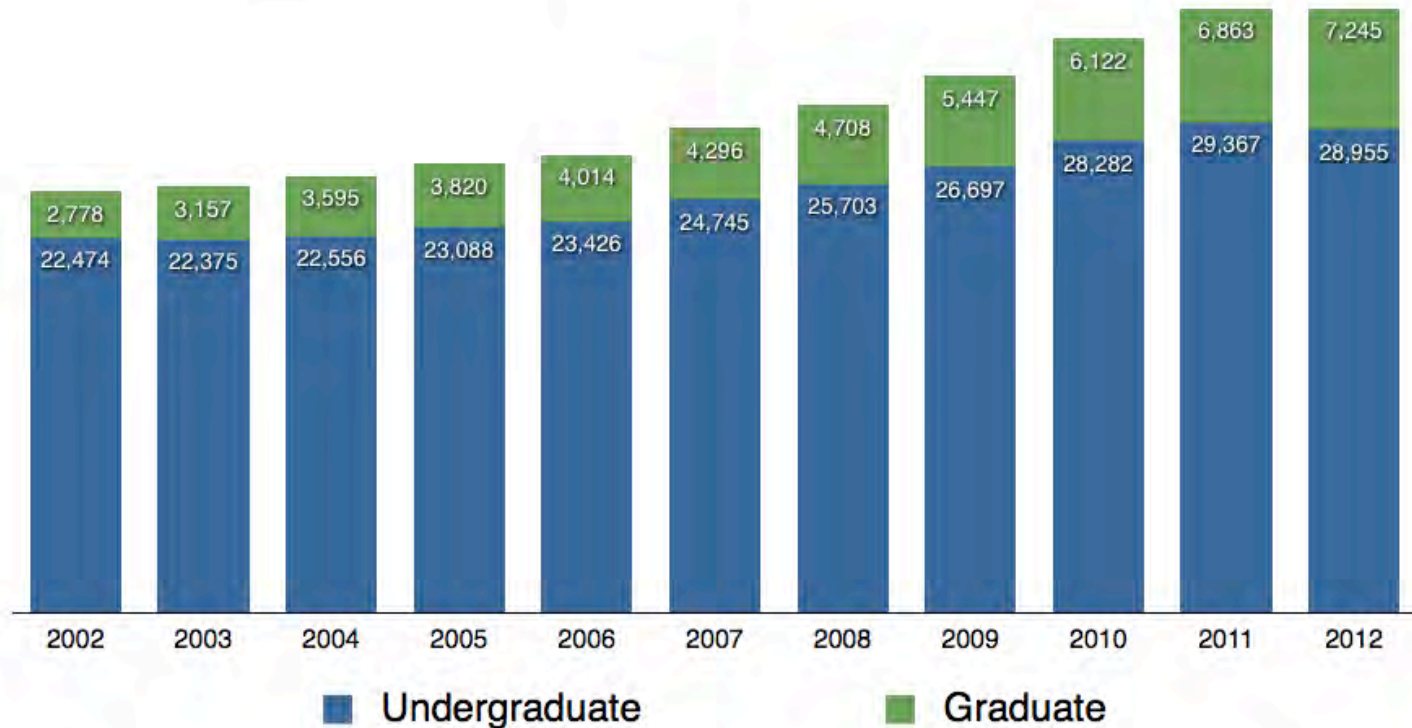
INSTITUTIONAL PROFILE

AIKCU

- 20 diverse institutions
- Tuition driven: Only 3/20 institutions with endowments more than \$70 million at end of FY11
- 36,200 total students (Fall 2012)
- Enrollments range from 574 to 4,297
- Adult students make up 25% of UG enrollment



AIKCU Total Fall Enrollment, 2002-2012

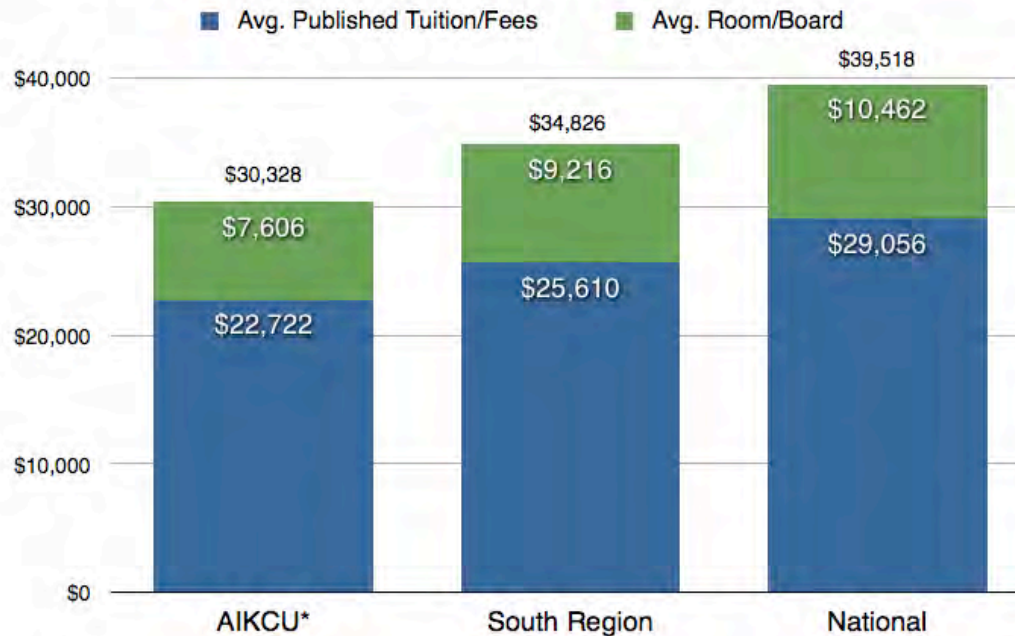


74% of undergrads are Kentucky residents, representing all 120 counties
(Nearly 8,000 come from other states/countries, at cost of \$0 to the Commonwealth)

Source: CPE Comprehensive Database



2012-13 average published tuition and room/board at private, nonprofit four-year colleges and universities



Average AIKCU published tuition and fees are 28% lower than national nonprofit private college average; AIKCU average total cost (tuition + room/board) is 30% less.

*AIKCU average does not include Berea College or Alice Lloyd College, both of which are work colleges that publish tuition costs but guarantee qualifying students receive full tuition scholarships. (Factoring in BC and ALC drops the AIKCU average by approximately \$700.)

Sources: AIKCU tuition survey; College Board *Trends in College Pricing 2012*.





INSTITUTIONAL PROFILE

AIKCU

- Average tuition/fees 30% less than national private college average (excluding Berea and Alice Lloyd)
- Tuition increases last year averaged 4.4%
- *Nearly all students* receive financial aid
- 50% of all UG students receive Pell Grants
 - Institutional Pell enrollment ranges from 17-85%
 - Median campus = 54%
- <5% of state higher education spending – all directly to students in the form of financial aid. AIKCU students receive \$56 million/yr. in state aid (CAP, KTG, KEES)
- Institutions provide more than \$200 million annually in institutional aid, most of it need-based



2011-15 STRATEGIC AGENDA

Four Focus Areas

**COLLEGE
READINESS**


**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY
&
INNOVATION**



COLLEGE READINESS AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target	Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	17.1%	18.5%	21%	36% 	2%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

Icons do not represent a global evaluation of institutional status on an indicator; they indicate change from baseline to targeted value only. Targets set through negotiation between CPE and institution. For more information on metrics, including definitions, visit:

<http://dataportal.cpe.ky.gov/dashboard.shtm>



COLLEGE READINESS AIKCU

- Evolving teacher preparation programs
 - Traditional programs changing to meet new EPSB standards
 - Centre College now partnering with Peabody School at Vanderbilt
- Working with districts on Common Core implementation
- Expanding dual credit, other deep partnerships with P-12 districts, for example:
 - Bellarmine/Eminence “School on FIRE”
 - Washington Co./St. Catharine Commander College
 - Lindsey Wilson Energy Technology Career Academy
 - Spalding/Maupin Elementary
 - Thomas More STEM Initiative
 - Campbellsville University – dual credit with 21 high schools



STUDENT SUCCESS

AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
				Progress (%)	Direction	
Degrees and Credentials (Total)	6,581	7,927	8,000	31%		37%
Bachelor's Degrees	4,159	4,620	5,600	32%		19%
Master's Degrees	1,724	2,408	2,200	100%		83%
Doctoral Degrees— All Types	74	178	200	54%		18%
Bachelor's Graduation Rate	50.8%	50.4%	55%	0%		5%

Significant variation in graduation rates depending on mission, students served:

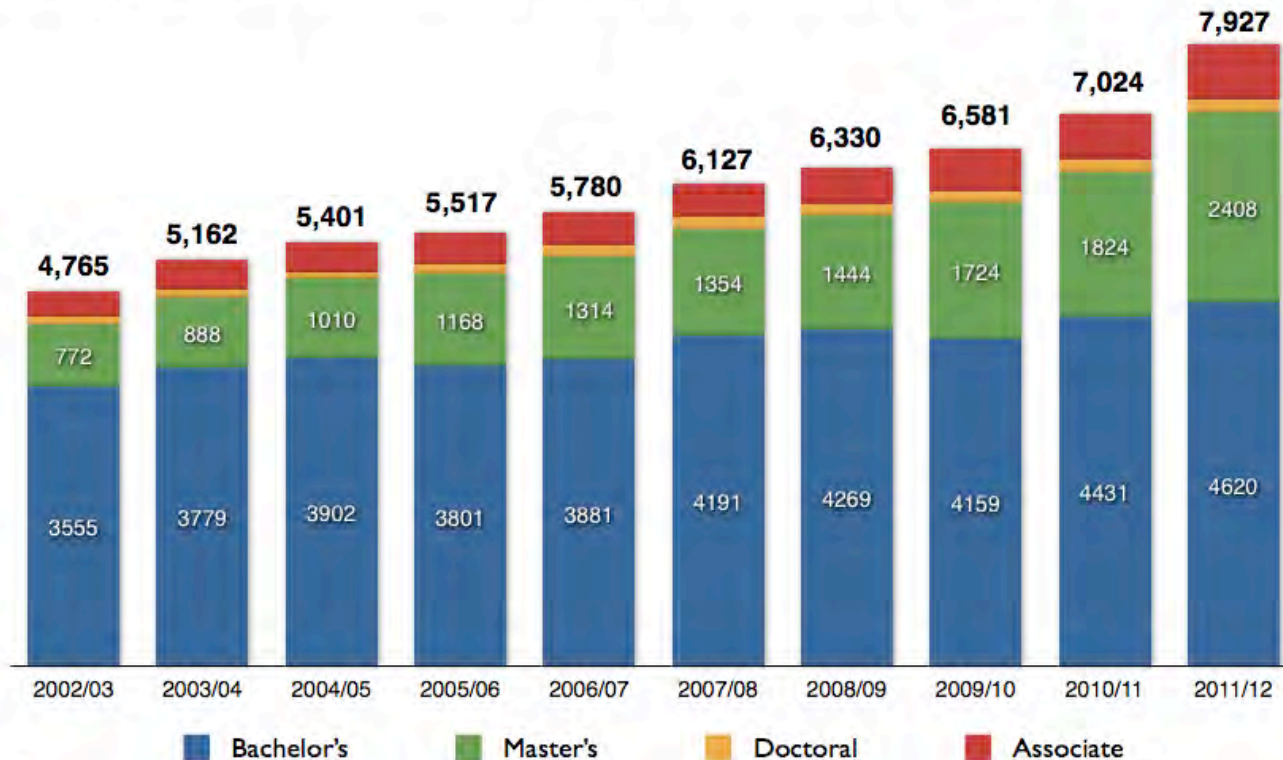
- 6-yr. rates range from <20% to 82%
- Median campus graduation rate = 44.2

Time to degree matters:

- 38% of first-time, full-time students graduate in 4 years
- Among those who successfully complete (the 51%), 75% do so in 4 years



Total degrees awarded by nonprofit, private Kentucky colleges and universities: 2002-03 to 2011-12



Total degrees awarded by AIKCU members increased 13% from 2010-11 to 2011-12, and 66% over 10 years. Since 2002-03 annual bachelor's degrees increased by 30% and master's degrees by 212%.

Source: CPE Comprehensive Database



STUDENT SUCCESS

AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Bachelor's Graduation Rate Gap—Underrepresented Minority URM/Non-URM Grad Rate	15.0 ppt 35.6%/50.6%	19.3 ppt 33.9%/53.1%	10.0 ppt	0%		NA
Transfers from KCTCS	1,276	2,620	1,800	100%		

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STUDENT SUCCESS AIKCU

- Campuses focused on transitions and retention to improve degree completion
- Great relationships between our members and KCTCS
 - On many KCTCS campuses, University Center of the Mountains
 - Adult centers in partnership with nearby KCTCS campuses: McKee, Radcliff, Somerset, etc.
 - Recent agreements with more traditionally residential campuses like Georgetown and Berea
- 16 AIKCU members participated in Transfer Madness
- Finding a way for AIKCU members to affordably participate in KnowHow2Transfer.org could further improve transfer numbers



RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
STEM+H Degrees	1,249	1,522	1,500	100%		36%

Science and math are critical components of strong liberal arts education;; AIKCU members consistently produce high percentages of bachelor's degrees in math, computer science, life and physical sciences





RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT AIKCU

Just a few examples:

- Union College – renovating old Knox Co. hospital to house nursing school
- UPIKE-KYCOM among top 5 schools for rural medicine
 - 700 graduates since 2001
 - 60 percent serving Appalachia
- Univ. of the Cumberlands PA program meeting healthcare needs of region, boosting STEM undergraduate enrollment
- Mid-Continent partnering with employers to develop adult student cohorts in communities throughout KY



EFFICIENCY AND INNOVATION AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Online Learning (Percent of all credit earned through online learning)	6.6%	10.9%	8.0%	100%		100+%
Credits Earned By Degree Graduates	137	137.3	137	0%		0%

Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

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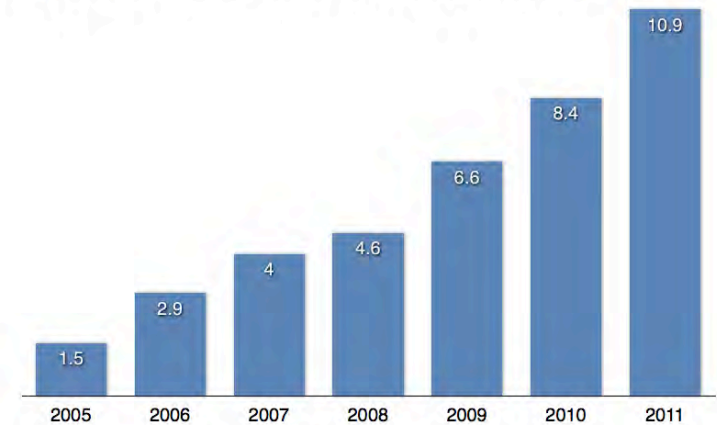


EFFICIENCY AND INNOVATION AIKCU

New academic programs in response to workforce needs, like:

- Brescia – 1st fully-online social work degree completion program
- Lindsey Wilson - School for Professional Counseling
- Asbury - MA in communication arts
- St. Catharine College - sustainable farming, health careers
- Transylvania - neuroscience
- Many more

Percentage of total credit hours completed online at nonprofit, private Kentucky colleges and universities



Source: CPE Comprehensive Database.

AIKCU's Office of Business Services fosters collaboration to help institutions reduce and manage purchasing and administrative costs

- Nearly 40 business partnerships
- AIKCU Benefits Alliance

STRONGER by DEGREES

AIKCU



Institutional Progress Update

Presentation to the Council on Postsecondary Education

by Gary S. Cox, President

April 18, 2013

Annual report on the condition of independent postsecondary education in the Commonwealth

As mandated by KRS 164.020(13)

April 18, 2013

Gary S. Cox, Ph.D
President
(502) 695-5007
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<http://aikcu.org>



AIKCU

Association of Independent
Kentucky Colleges & Universities

1

KRS 164.020 Powers and duties of council.

The Council on Postsecondary Education in Kentucky shall:

- (13) Ensure that the state postsecondary system does not unnecessarily duplicate services and programs provided by private postsecondary institutions and shall promote maximum cooperation between the state postsecondary system and private postsecondary institutions. *Receive and consider an annual report prepared by the Association of Independent Kentucky Colleges and Universities stating the condition of independent institutions, listing opportunities for more collaboration between the state and independent institutions and other information as appropriate; (emphasis added)*

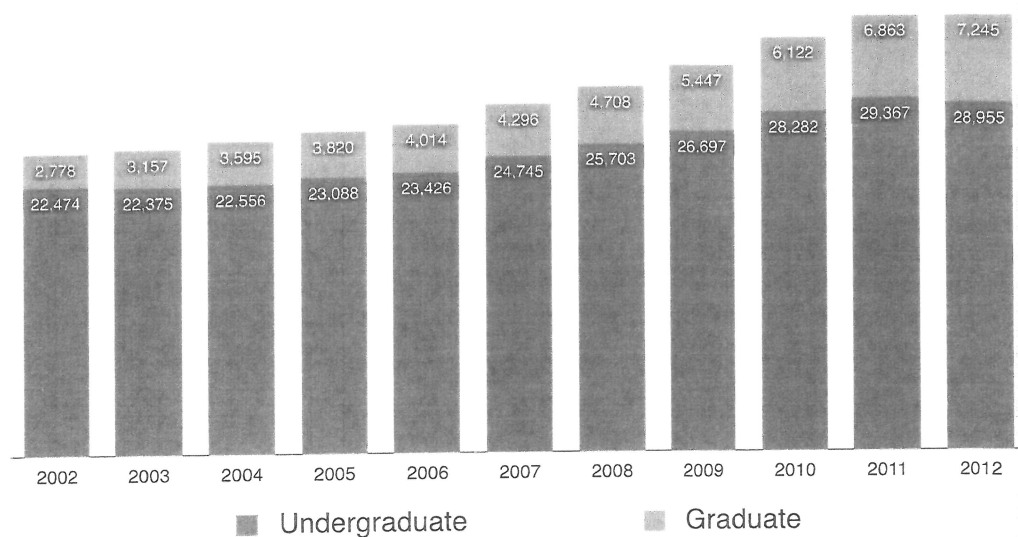
2

Successes

- 10 years of enrollment growth, particularly at graduate level
- Degree production continues to increase, particularly at graduate level
- Facilities improvements: Many current or recently completed projects, including residential (Berea, Centre, Georgetown, Transy, Bellarmine) and academic/administrative buildings (Brescia, Campbellsville, Lindsey Wilson, St. Catharine, UPike, more). Well over \$300 million in privately funded projects since economic downturn.
- Serving large (and increasing) numbers of low-income students
- Increased service to transfers and adult students
- New academic programs in response to regional and workforce needs: physician assistant, social work, counseling, nursing (including online RN-BSN), sustainability, etc.
- Steady growth in online programming
- Have maintained moderate tuitions and fees and helped keep student debt manageable
- Effectively managing resources during challenging economic times
- Growing collaborations among institutions to increase efficiencies

3

AIKCU Total Fall Enrollment, 2002-2012

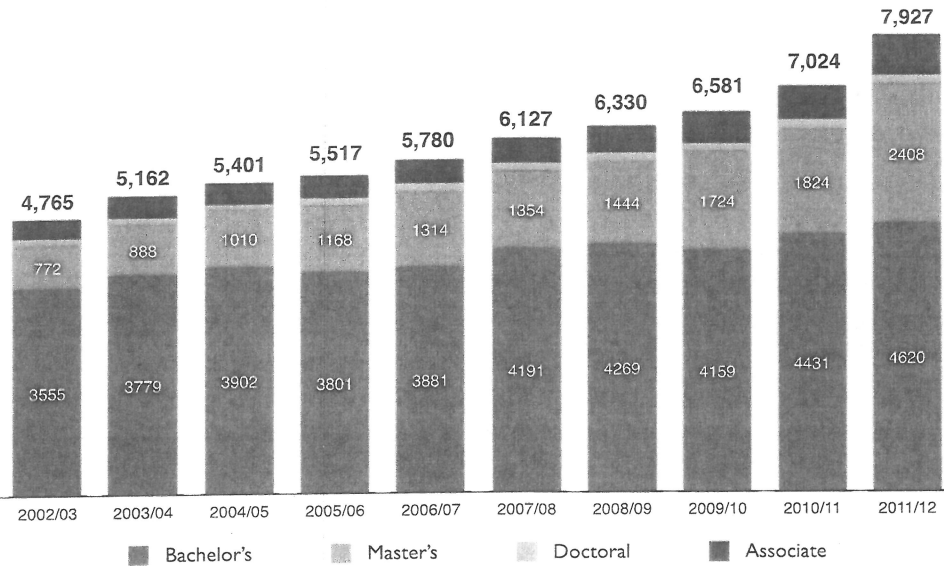


74% of undergrads are Kentucky residents, representing all 120 counties
(Nearly 8,000 come from other states/countries, at cost of \$0 to the Commonwealth)

Source: CPE Comprehensive Database

4

Total degrees awarded by nonprofit, private Kentucky colleges and universities: 2002-03 to 2011-12

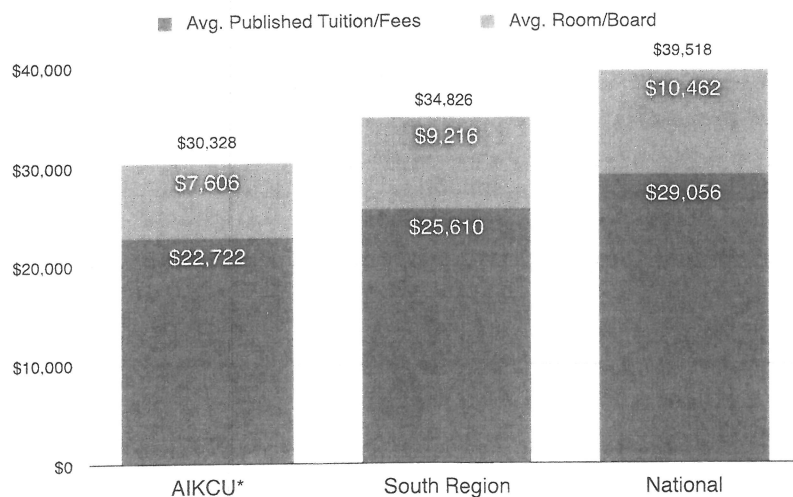


Total degrees awarded by AIKCU members increased 13% from 2010-11 to 2011-12, and 66% over 10 years. Since 2002-03 annual bachelor's degrees increased by 30% and master's degrees by 212%.

Source: CPE Comprehensive Database

5

2012-13 average published tuition and room/board at private, nonprofit four-year colleges and universities



Average AIKCU published tuition and fees are 28% lower than national nonprofit private college average; AIKCU average total cost (tuition + room/board) is 30% less.

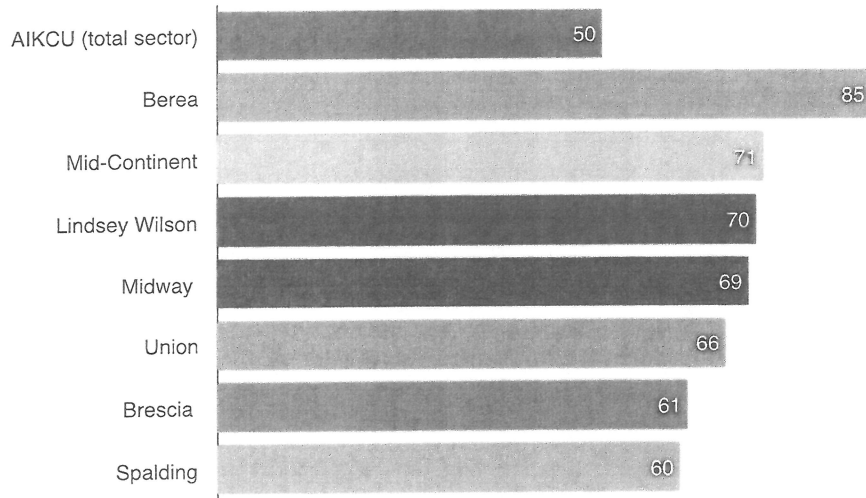
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Sources: AIKCU tuition survey; College Board *Trends in College Pricing 2012*.

6

Service to low-income students:

Kentucky's nonprofit, private colleges with highest percentages of undergraduates receiving Pell Grants, 2011-12

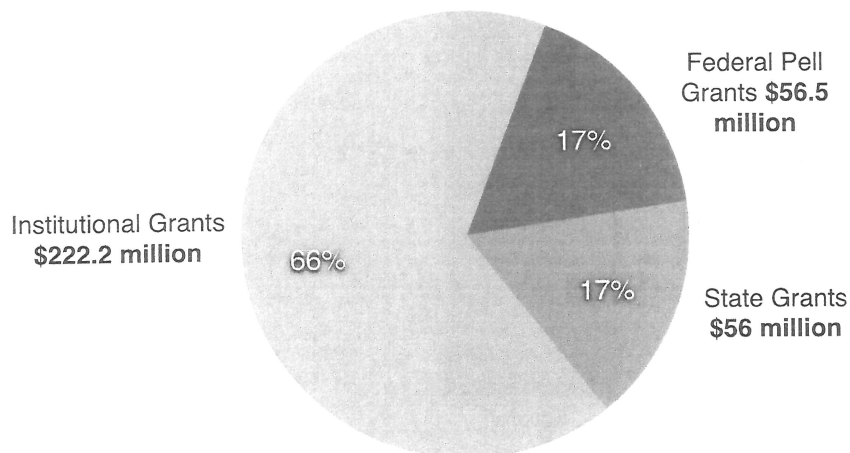


50% of all undergraduates at Kentucky's independent colleges received federal Pell Grants in 2011-12.

Source: Fall 2011 enrollment data from CPE Comprehensive Database; 2012 NAICU Student Aid Reports.

7

Grant Aid to AIKCU students by source, 2010-11

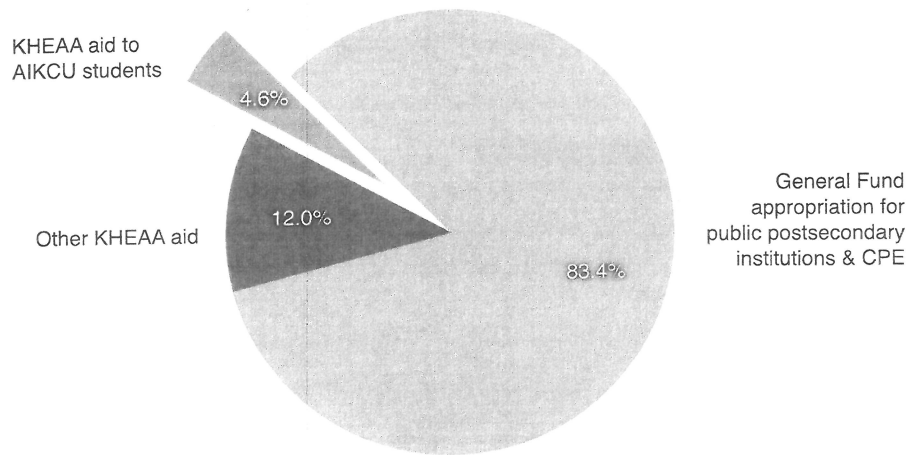


98.5% of first-time, full-time students receive financial aid

Source: National Center for Education Statistics

8

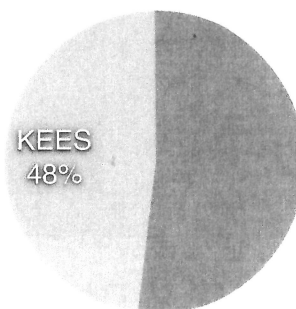
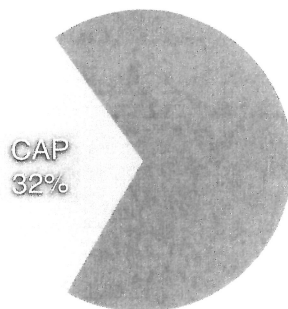
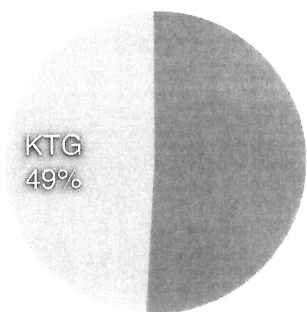
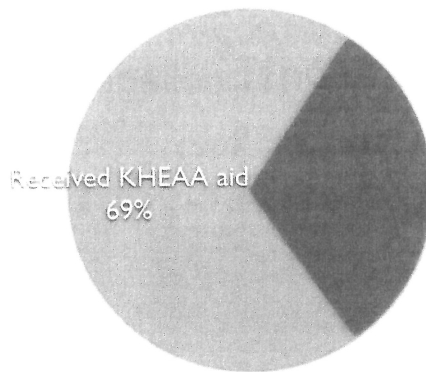
State aid to AIKCU students is crucial, yet financial aid to AIKCU students accounts for less than 5% of Kentucky's total postsecondary spending



Sources: Office of State Budget Director - FY 2012 state General Fund appropriation (enacted), KHEAA FY 2012

69% of AIKCU's Kentucky resident undergrads receive some state financial aid

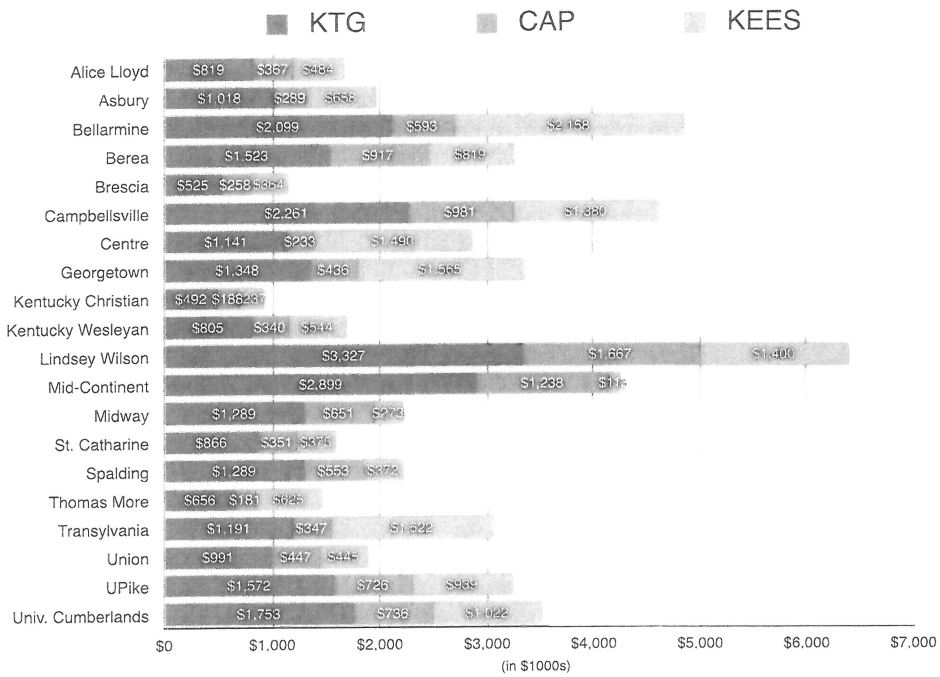
2011-12 unduplicated total recipients: 14,974
F11 Total KY Resident UG Enrollment: 21,618



% of AIKCU Kentucky undergrads participating in each of "Big 3" KHEAA programs

Source: Fall 2011 Enrollment from CPE Comprehensive Database. 2011-12 Financial aid data from KHEAA. Does not account for PT/dual credit students included in denominator of total Kentucky resident undergraduates.

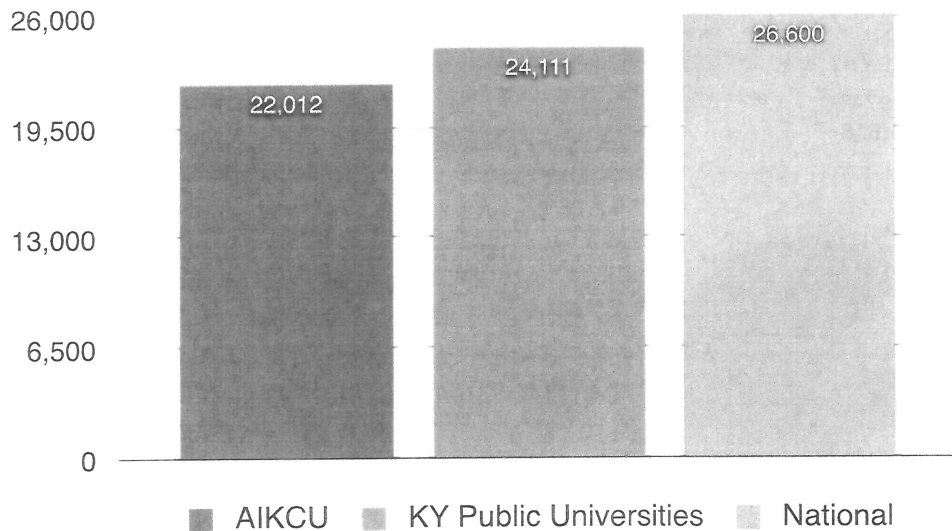
Kentucky's "Big 3" state financial aid to AIKCU students, 2011-12 (in \$1000s)



In 2011-12 AIKCU students received \$56.1 million in state grants. 70% of that total was distributed through the need-based CAP and KTG programs.

Source: KHEAA

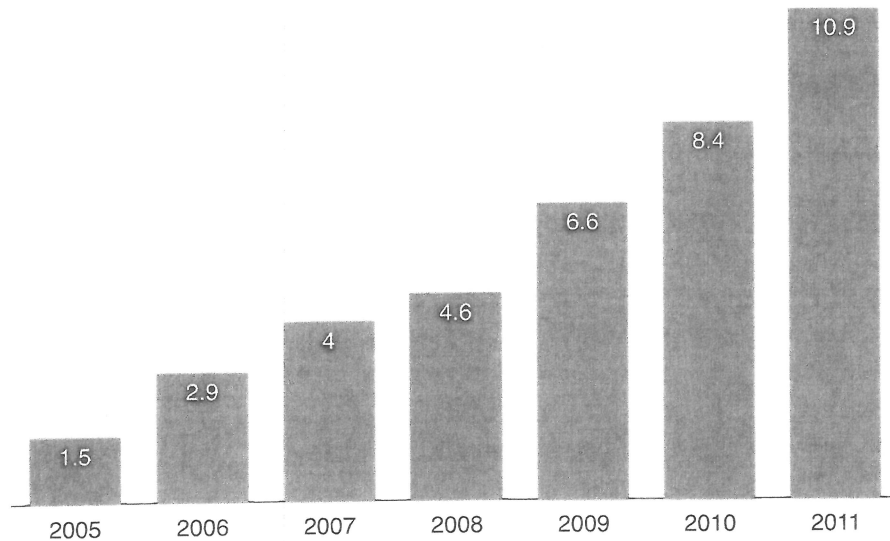
Average loan debt of 2011 college graduates



Average debt at graduation of 2011 graduates who took out student loans during their postsecondary careers.

Source: Project on Student Debt, <http://projectonstudentdebt.org>. 8/8 public universities and 14/20 AIKCU campuses represented.

Percentage of total credit hours completed online at nonprofit, private Kentucky colleges and universities



Source: CPE Comprehensive Database.

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Challenges

- Flat undergraduate enrollment and degree production
- Financial strain of serving large numbers of low-income students (40% tuition discount rate)
- Woefully underfunded state financial aid programs
- Uncertain federal student aid and loan program policy and funding
- Public uncertainty about role of postsecondary education in general coupled with misperceptions about nonprofit postsecondary education
- Growing regulatory oversight and compliance burdens, particularly at the federal level (CPE licensure is generally manageable and staff are working with our campuses to look at ways to further reduce burden)
- Increasing fundraising competition
- Rapidly changing environment
- Challenges in reaching target audiences effectively with limited marketing budgets
- Need to accelerate innovation and collaboration between AIKCU members

14

Opportunities for Enhanced Collaboration

- Grow the ARC, public-private postsecondary education collaborative
- Accrue the success of private, nonprofit colleges to the success of public colleges and universities in accountability and funding models
- Include AIKCU in CPE grants and programs at every opportunity
- Build on the cooperative spirit that exists in Kentucky

President's Report to the Council on Postsecondary Education

Robert L. King – April 18, 2013



Rural Access Work Group Update – The fifth meeting of the Rural Access Work Group was held April 4 at the office of the Council on Postsecondary Education. The group heard a presentation from Commissioner Beth Brinly, Department of Workforce Investment, and Mr. Tom West, Executive Director, Kentucky Workforce Investment Board, on Kentucky's Work Ready Community Initiative. The work group also heard a report from Dr. Gary Cox, President, Association of Independent Kentucky Colleges and Universities; Governor Paul Patton, President, University of Pikeville; and Bill Huston, President, St. Catharine College, on initiatives taking place with the independent colleges and universities in Kentucky. CPE staff has been meeting individually with work group members to discuss potential recommendations for improving the educational attainment levels of underserved, rural areas of the state. The group will meet again on May 15 and plans to report its findings and recommendations to the CPE at its June meeting.

Transfer Madness – Nearly 1,700 students made more than 4,300 campus visits during the state's first, entirely online transfer fair held on March 6. Twenty-six of Kentucky's four-year universities and the campuses of the Kentucky Community and Technical College System participated in the 12-hour Transfer Madness event. Each campus staffed an online booth with their campus transfer and admissions staff. Students engaged in text chats with the representatives, downloaded information on the transfer process and transfer scholarships, and checked to see how their credits would transfer through the Council's KnowHow2Transfer.org website. The collaborative event exceeded expectations. In the past, about 600 students on average participated in the on-site transfer fairs held at KCTCS. This year's participants included KCTCS students, high school students, and even students from other states and countries.

Governor Steve L. Beshear issued a proclamation proclaiming Wednesday, March 6, 2013, as Transfer Madness Day in Kentucky at a press conference at the Capitol on February 20. House Bill 160, signed into law in 2010, called for eliminating the barriers students face in transferring their credits, and one of the barriers has been a lack of information. Next year's Transfer Madness will be held on Wednesday, March 5, 2014.

Budget Development Process – The Council's Budget Development Work Group and Council staff met in March to begin work on the 2014-16 biennial budget recommendation. Council staff has met both individually with the institutions' chief budget officers and collectively, in regular meetings of the chief budget officers, to determine campus priorities and discuss how the upcoming budget can help campuses continue to make progress towards the goals of the Strategic Agenda and House Bill 1. The slow recovery of the national and state economies following an extended recession presents a challenging environment within which the Council work group, institutional presidents, and chief budget officers must develop a reasonable but aggressive budget for the 2014-16 biennium.

Early Graduation Bill – Beginning in the 2014-15 school year, students may graduate from high school early by completing an early high school graduation program. A student must (1) obtain a qualifying benchmark score on end-of-course exams for high school achievement, (2) successfully complete the requirements for early high school graduation as established by the Kentucky Department of Education (KDE) in a newly promulgated regulation, and (3) score on the ACT examination at or above the benchmarks set by the Council.

A student who earns an Early Graduation Scholarship Certificate will be eligible for a scholarship to be used at any Kentucky public institution or a non-profit, independent, SACS accredited institution. The scholarship shall be equal to one-half the state portion of the average statewide per pupil guaranteed base funding level for the Support Education Excellence in Kentucky (SEEK) program for the year in which the student graduates. The student shall only be eligible for the scholarship award in the academic year following early graduation. In addition, early graduates will remain eligible to receive a Kentucky Educational Excellence Scholarship (KEES) award equivalent to completing high school in four years. The annual award amount shall be equal to the actual KEES scholarship earned by the student divided by three and then multiplied by four.

KYOTE Writing Placement Exam – A KYOTE Writing Placement Exam has been developed, as well as a training certification program for those scoring the exam. The exam represents a student writing sample and will be scored using the College Readiness Writing Rubric. By the end of April, the exam will be ready to use for placement purposes, including high school senior-year transitional programming and college placement. To ensure that the writing samples are scored in the same manner by all scorers, a scorer certification process was created. The first scorer training was sponsored by the Council on March 26- 27. Fifty-seven high school and college educators participated in the training, including 39 high school teachers and district leaders from 17 school districts, 17 KCTCS and university faculty and placement testing administrators, and an adult education literacy leader. The exam and scorer training will be available free and online for any Kentucky school or college to use for readiness purposes.

Kentucky Student Success Summit – The second annual Student Success Summit was held this week in Louisville and was attended by more than 300 people. The summit focused on ways to integrate faculty and staff – academic affairs and student affairs – to look at student success in a more holistic manner. Vincent Tinto, one of the most recognized authorities on student success, was one of the keynote speakers along with Joe Cuseo, another prominent name in student success. Jeff Selingo, editor-at-large of *The Chronicle of Higher Education* was the Monday dinner speaker. Breakout sessions focused on best practices related to learning communities and first year experiences.

GEAR UP Kentucky – GEAR UP Kentucky (GUK) has been engaged this spring in numerous activities to promote college readiness and student success as highlighted below.

- Operation Preparation: GUK schools celebrated Operation Preparation, a joint effort with KDE to bring community advisors into the school to meet one-on-one with students to discuss their college and career goals. <http://gearupky.org/2013opprep/>
- Transition Workshops: As a next step in a series of School Improvement Services, GUK hosted a series of regional Transition Workshops. The workshops brought together nearly 100 school administrators and staff from 40 GUK middle and high schools to discuss strategies for supporting GUK students' transition into high school. <http://gearupky.org/2013transitionworkshopsrecap/>
- Career Discovery Day @ NKU: GUK partnered with NKU Center for Integrative Natural Science and Mathematics to host its inaugural Career Discovery Day aimed at inspiring student interest in STEM careers. Two hundred seventh grade GEAR UP students visited multiple classroom labs on campus for hands-on sessions and demonstrations with NKU faculty in STEM fields. <http://gearupky.org/nkucdd/>

- National Superintendent Leadership Institute: GUK is sponsoring the superintendents of its five Select School Districts as participants in the first ever Superintendent Leadership Institute sponsored by the National Council for Community and Education Partnerships. The 10-month program is designed to engage a national learning community of superintendents in senior-level discussions and experiential training that focus on creating, sustaining, and strengthening the college-going culture in GEAR UP districts.
- GEAR UP Alumni Leadership Academy: Two GUK student alumni have been selected through a national competition to be among the 30 outstanding GEAR UP Alumni Leaders for the inaugural class of the GEAR UP Alumni Leadership Academy. This 12-month program trains and engages GEAR UP alumni from all across the country in advocacy and leadership toward creating positive change in education policy for their younger peers.
- GEAR UP Kentucky II Final Report: GUK released its final report for its previous grant program (2005–11) in early April. The report’s Executive Summary highlights key findings of the report, which demonstrate GUK-II saw significant improvements in academic preparation between middle and high school in the areas of science, English, and reading. The report shows that both the high school graduation rate and the college-going rate of GUK-II schools increased over the life of the grant, meeting and exceeding the stated objectives. More information will be provided in a GEAR UP update at the June CPE meeting.

CPE Hosts Statewide Webinar on Drug-Free Schools and Campus Regulations (DFSCR) – On March 1, the Council hosted a statewide webinar to learn about the Drug-Free Schools and Campus Regulations and to improve the biennial review process. If audited, failure to comply with the Drug and Alcohol Abuse Prevention Regulations may cause an institution to forfeit eligibility for federal funding. The webinar provided a framework for assembling needed resources and conducting a biennial review.

The webinar featured Beth DeRicco, a national independent consultant. The Century Council, one of the webinar sponsors, has assisted colleges and universities with innovative strategies to combat illegal underage drinking on campus communities across the nation by promoting responsible decision-making about drinking or not drinking, more generally. The statewide partnership is a collaboration led by the University of Kentucky, the University of Louisville, Jim Beam, and Brown-Forman to promote effective strategies and increase resources for campuses and communities.

CPE Staff Highlights – Our staff members continue to contribute their expertise in many strategic venues throughout Kentucky and the nation.

- Sherron Jackson was honored with a Lifetime Achievement Award by Murray State University’s Office of Multicultural Affairs earlier this year. The award recognized Jackson’s service to the Commonwealth for championing equal opportunities for Kentuckians.
- Dr. Aaron Thompson co-authored the ninth edition of “The Sociological Outlook,” recently released by Kendall Hunt Publishing Company. He continues to be a highly sought after speaker and recently was a keynote speaker for the following groups: National Council for Community and Education Partnerships’ Capacity-Building Workshop (National Gear-Up Conference), the Commonwealth Commitment Summit in Lexington, and the Kentucky Public Procurement Association annual meeting in Frankfort.
- Dr. Rana Johnson led the orientation session of the SREB Faculty Recruitment Fair at the SREB Institute on Teaching and Mentoring last fall. She was responsible for 61 universities and 144 recruitment representatives. In October, she will oversee and lead the faculty recruitment orientation session in Arlington, Virginia.
- At the A2S/EDI Delivery Network meeting in Baltimore in late February, CPE and Aaron Thompson were highlighted for their role in engaging campuses in gap closing and student success initiatives.

*Commissioner of Education's Report
Council of Postsecondary Education Meeting
April 17-18, 2013
From
Commissioner Terry Holliday*

TELL Kentucky Survey Response Exceeds 86 percent – 43,743 educators or 86.62% of those eligible have participated in the 2013 TELL Kentucky Survey. This is a tremendous response and a huge thank you goes to all of the teachers and principals that participated. Additionally, appreciation goes to everyone at the local level that provided assistance with information on how to participate as well as our statewide partners that urged educators to provide feedback through the survey. The survey will provide schools and districts with feedback from educators on their working conditions for use in district and school improvement planning.

ACT College and Career Readiness Campaign Event - ACT selected seven states this year to kick off a College and Career Readiness Campaign and Kentucky was one of the first states selected to participate. With the support of ACT, the Kentucky Department of Education (KDE) is leading this effort to recognize a business, community college, high school and a high school student for their work in supporting a college and career readiness focus for Kentucky.

A press conference for this purpose occurred where Governor Beshear and I announced the “winners” in the four categories named above on April 15. These categories of awards will also be recognized by ACT at the national level in May.

A state team has worked to plan this campaign and includes members from the Kentucky Chamber of Commerce, Council on Postsecondary Education, Kentucky Department of Education, General Assembly and the Governor’s office.

Two New Members Appointed to the KBE – Governor Beshear has appointed the following new members to the Kentucky Board of Education: Trevor Bonnstetter of Mayfield and Grayson Boyd of Williamsport. Bonnstetter is CEO of West Kentucky Rural Telephone in Mayfield and Boyd is a retired principal/administrator/educator from the Paintsville Independent and Johnson County School Districts. They will take the oath of office at the April 10, 2013 Kentucky Board of Education meeting.

Highlights of the February 6, 2013 KBE meeting – At the February 6, 2013 Kentucky Board of Education (KBE) meeting, the board discussed the following:

- **Professional Growth and Effectiveness System Draft Recommendations** – Twenty-four initial **draft** recommendations from the Teacher Professional Growth and Effectiveness System Steering Committee relative to policies that will shape the system were presented to the KBE. These draft recommendations were for discussion purposes only with no action taken by the board. The complete list of recommendations can be found on the KBE’s online site at <http://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=8464&AgencyTypeID=1> under agenda item XI.

- **Update On Performance Of The 41 Priority Schools** - Associate Commissioner Susan Allred presented a report to the KBE on the progress of the 41 Priority Schools, the lowest-performing schools in the state, on achieving turnaround measures. When asked what the most important factors were in making the turnaround happen, Allred replied that it depended on three factors: (a) the ability of the leadership of the school and district to accept and even welcome the help, (b) the ability of the highly skilled trio of educational recovery personnel to become a team with data as an improvement focus and (c) how quickly the adult drama ceases to derail process development. She also noted that out of the three cohorts of schools classified as Priority Schools, the second and third cohorts of schools have made more progress and the first cohort has made the least. Allred commented that the cohort one high schools making the least progress have been in assistance the longest (three years) and noted most of these are located in Jefferson County.

The full report on the progress of Priority Schools is located on the KBE's online site at <http://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=8464&AgencyTypeID=1> under agenda item XVIII.

- **Board Approves KHSAA Recommendations Resulting From The Middle School Interscholastic Athletics Report** - Kentucky High School Athletics Association (KHSAA) Commissioner Julian Tackett appeared before KBE to present recommendations on middle school athletics issues in response to the policy considerations that came forth from the Task Force on Middle School Interscholastic Athletics. It was noted that this Task Force was established by the General Assembly in 2012 and was required to make recommendations to the legislature by December 7, 2012. Tackett was a member of the 17-member task force made up of legislators and citizens currently or previously involved in school athletic competition.

The Task Force report contained 11 policy considerations. Commissioner Tackett recommended to the board that the best course of action for the majority of the policy considerations is to form a Middle School Advisory Committee to address them. He stated that proposed amendments to the regulation that governs KHSAA (702 KAR 7:065) can be used to address the primary points of concern highlighted by the Task Force and immediately implement steps in those areas deemed to be health and safety related including coaches requirements, medical training and policies, limits on games and competitions and the requirement for sports physicals.

The board approved KHSAA's recommendations on how to deal with the Task Force's policy considerations. To see the response to each policy consideration, go to the KBE's online site at <http://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=8464&AgencyTypeID=1> and scroll down to agenda item XXII.B.1.

Next Kentucky Board of Education Meeting: April 10, 2013

**Council on Postsecondary Education
April 18, 2013**

2013-14 Tuition and Mandatory Fee Recommendation

The Council staff used a collaborative process to develop its 2013-14 tuition and mandatory fee ceiling recommendation, which included sharing information and engaging in discussions with campus presidents and chief budget officers, Council members, student groups, and the governor's office.

Based on feedback from multiple stakeholders, including a strong recommendation from the governor and his staff, there is a general sentiment that increases in resident, undergraduate tuition and mandatory fees should be modest in academic year 2013-14 to support a necessary balance between students' and families' ability to pay for college and institutional funding to support continued progress toward achieving the goals of HB1 and the Strategic Agenda.

ACTION: It is recommended that the Council approve a 2013-14 resident, undergraduate tuition and mandatory fee ceiling that equates to a maximum base rate increase of no more than three percent for KCTCS institutions, the comprehensive universities, and the research universities.

It is also recommended that the Council maintain the current floor for nonresident, undergraduate tuition and mandatory fees of two times the resident, undergraduate rate.

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

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

2013-14 Resident, Undergraduate Tuition and Mandatory Fees

The following table contains staff recommended dollar ceilings by sector for 2013-14 resident, undergraduate tuition and mandatory fees.

**2013-14 Resident, Undergraduate Tuition and Mandatory Fees
Dollar Ceilings by Sector (@ 3% Increase)**

Sector Percent Ceiling Institution	2012-13 Tuition and Fee Base Rates ^(a)	2013-14 Tuition and Fee Dollar Ceilings ^{(a)(d)}	Dollar Increase at Ceiling
Increase up to 3%			
KCTCS	\$140 per credit hour	\$144 per credit hour	\$4 per credit hour
KCTCS (FTCR)	\$4,200	\$4,320	\$120
Increase up to 3%			
EKU	\$7,320	\$7,540	\$220
KSU ^(b)	\$254 per credit hour	\$261. ⁵⁰ per credit hour	\$7. ⁵⁰ per credit hour
KSU (FTCR)	\$6,858	\$7,060	\$202
MoSU ^(c)	\$271 per credit hour	N/A	N/A
MoSU (FTCR)	\$7,152	\$7,367	\$215
MuSU	\$6,840	\$7,045	\$205
NKU	\$7,872	\$8,108	\$236
WKU	\$8,332	\$8,582	\$250
Increase up to 3%			
UK – Lower Division	\$9,676	\$9,966	\$290
UK – Upper Division	\$9,956	\$10,255	\$299
UofL	\$9,466	\$9,750	\$284

Notes:

(FTCR) = Full Time Comparison Rate. For institutions that charge by the credit hour, an annual full-time comparison rate, based on a student taking 30 credit hours per year, is provided.

^(a) Neither AY13 base rates, nor AY14 dollar ceilings, include Special Use Fees.

^(b) KSU's \$254 base rate in AY13 was assessed on 1-12 credit hours per semester. Hours 13 and above were discounted by 50%. KSU is planning to continue using this method of price assessment in AY14.

^(c) MoSU's \$271 base rate in AY13 was assessed on 1-12 credit hours per semester. Hours 13 and above were discounted by 60%. MoSU is planning to transition from a per-credit-hour pricing approach to a full-time flat rate pricing structure in FY14. This change is planned to be revenue neutral.

^(d) To calculate dollar ceilings, multiply 2012-13 base rates (or FTCRs in the case of institutions that charge by the credit hour) by one plus the sector increase and round to the nearest whole dollar. Recommended ceilings may deviate slightly from this calculation to accommodate differences across institutions in ways rates are assessed.

Nonresident, Undergraduate Tuition and Mandatory Fees

The current floor for nonresident, undergraduate tuition and mandatory fees is two times the resident, undergraduate rate. The staff recommends that the Council maintain the current floor. Any institution desiring to assess a nonresident, undergraduate rate that is less than two times the resident, undergraduate rate is expected to request an exception to this policy when it submits its 2013-14 tuition and mandatory fee rates for final Council action.

Graduate and Online Tuition and Mandatory Fees

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

Budgetary Impact of Fixed Cost Increases

It is estimated that Kentucky's comprehensive universities and KCTCS will incur unfunded increases in Kentucky Employee Retirement System (KERS) and Kentucky Teacher Retirement System (KTRS) employer-paid retirement contributions and health insurance premiums, totaling \$5.1 million in 2013-14 (see attached). In addition, other postsecondary institution fixed costs—such as utilities, contractual obligations, workmen's compensation, and unemployment compensation—are expected to increase by \$56.4 million in 2013-14.

The Council staff has recommended a maximum tuition and fee rate ceiling of three percent for all public postsecondary sectors and institutions. As illustrated by the attachment, when the proposed increase is assessed uniformly across all categories of students (i.e., every academic level, residency, and full-time or part-time status) in an assumed no-growth student enrollment environment, campus officials estimate that the proposed rate increase will generate about \$31.5 million in additional tuition and fee revenue, net of institutional scholarships and waivers, in fiscal year 2013-14.

Based on official campus estimates, anticipated increases in net tuition and fee revenue will not be sufficient to offset fixed cost increases in FY14. As can be seen in the attachment, the projected \$31.5 million increase in net tuition and fee revenue will cover only about half (51.3 percent) of the estimated \$61.4 million increase in fixed costs, resulting in an estimated budget shortfall of \$29.9 million.

2013-14 Rate Proposals

It is anticipated that institutions will submit their proposed tuition and fee rates for Council approval at the June 20 meeting. This will allow additional time for campus officials to share tuition and fee ceilings with various stakeholders and obtain input from their respective boards prior to setting tuition.

The staff will recommend for Council approval tuition and fee rates that meet the following criteria: (a) increases in resident, undergraduate tuition and mandatory fees that are at or below the approved ceiling; (b) nonresident, undergraduate rates that are at least two times the resident, undergraduate rate; (c) proposed exceptions to the nonresident rate floor that have been previously approved by the Council and are in line with 2012-13 rates; and (d) market competitive tuition and fee rates for graduate and online courses.

Kentucky Public Postsecondary Institution
 Estimated Budgetary Impact of Fixed Cost Increases
 Fiscal Year 2013-14

ATTACHMENT

Institution	2012-13 ^(a) Enacted Net General Fund	Estimated Fixed Cost Increases in 2013-14			Projected Increase ^{(e)(f)} in FY14 Net Tuition & Fee Revenue @ 3% Increase
		Increase in ^(b) KERS & KTRS Contributions	Other Fixed ^(c) Cost Increases	Total Potential Reductions	
University of Kentucky	\$ 283,869,300	\$0	(\$16,800,934) ^(d)	(\$16,800,934)	\$7,142,292
University of Louisville	141,194,800	0	(14,247,994) ^(d)	(14,247,994)	5,045,895
Eastern Kentucky University	67,673,700	(185,348)	(1,778,684)	(1,964,032)	2,800,864
Kentucky State University	23,537,400	(35,681)	(876,275)	(911,956)	486,360
Morehead State University	41,016,400	(472,982)	(3,992,883)	(4,465,865)	1,521,402
Murray State University	48,005,800	(473,237)	(2,082,656)	(2,555,893)	2,113,041
Northern Kentucky University	46,835,100	(1,700,000)	(2,111,600)	(3,811,600)	2,577,300
Western Kentucky University	72,425,200	(850,000)	(3,773,000)	(4,623,000)	3,444,960
KCTCS	191,455,700	(1,363,200)	(10,694,000)	(12,057,200)	6,384,000
System Totals	\$916,013,400	(\$5,080,448)	(\$56,358,026)	(\$61,438,474)	\$31,516,114

^(a) Total General Fund appropriations, net of debt service and UofL hospital contract, as enacted in HB 265, the 2012-14 Budget of the Commonwealth.

^(b) Increase in employer retirement contributions and health insurance premiums associated with KERS and KTRS rate increases.

^(c) Estimated increase in selected fixed costs such as utilities, contractual obligations, workmen's compensation, and unemployment compensation.

^(d) UK and UofL do not participate in KERS or KTRS. Anticipated increases in employer retirement contributions and health insurance premiums at UK and UofL are included in the "Other Fixed Cost Increases" column.

^(e) Incremental increase in gross tuition and fee revenue, net of institutional scholarships and waivers. Assumes flat student enrollment growth and equivalent levels of rate increase across all categories of students (i.e., every academic level, residency, and full-time/part-time status) under each rate level scenario.

^(f) At most institutions, a proportion of tuition and mandatory fee revenue is designated as restricted funds and cannot be used to cover fixed cost increases.

**Council on Postsecondary Education
April 18, 2013**

Kentucky/Indiana Tuition Reciprocity Agreement

Action: The staff recommends that the Council approve the tuition reciprocity agreement with Indiana.

State tuition reciprocity agreements are arrangements between two or more states where the residents of a defined region in one state can enroll at identified institutions (or in selected programs) in another state (and vice versa) for a reduced tuition charge. Residents also may receive special treatment for admission purposes.

In general, the advantages of reciprocity agreements include:

- Broader access and opportunity for citizens in a region.
- Reduction of unnecessary duplication of academic programs.
- Cost reduction by utilizing academic programs in other states.

Currently, Kentucky is a partner in a statewide tuition reciprocity agreement with Indiana. The current agreement expires June 30, 2013. The Council staff has worked with Indiana and the participating institutions to re-negotiate this agreement in compliance with the policies adopted by the Council.

The Kentucky institutions included in the agreement are Henderson Community College, Owensboro Community and Technical College, Jefferson Community and Technical College, Gateway Community and Technical College, the University of Louisville, Northern Kentucky University, and Western Kentucky University (Owensboro campus only). The Indiana institutions included in the agreement are the University of Southern Indiana, Indiana University Southeast, Purdue Statewide Technology, and Ivy Tech State College Regions 11 (Batesville, Lawrenceburg, and Madison), 12 (Evansville), and 13 (Sellersburg). See the following chart for a comparison of full-time equivalent students and credit hours.

<u>Residents at State Institutions</u>	<u>FTE</u>	<u>2009-10</u>	<u>FTE</u>	<u>2010-11</u>
		<u>Credit Hours</u>		<u>Credit Hours</u>
KY residents at Indiana institutions	1,983	57,545	2,123	60,852
IN residents at Kentucky institutions	1,643	51,370	1,599	49,574

Changes to the previous (2006-13) agreement include:

- A shorter agreement term (four years instead of six).
- Inclusion of Western Kentucky University's Owensboro Campus for the southwestern Indiana counties.

- Addition of counties to the agreement: Perry County in Indiana is now included for the University of Louisville, and Gibson, Pike, and Dubois Counties in Indiana are now included for Henderson Community College, Owensboro Community and Technical College, and Western Kentucky University's Owensboro Campus. Shelby County in Kentucky is added to Indiana University Southeast.
- Northern Kentucky University has agreed to forgo an annual payment from the State of Indiana (\$207,000) and to freeze tuition to Indiana reciprocity students until the Kentucky resident rate meets the Indiana reciprocity rate or until the fourth year of the agreement, whichever comes first. At such time, the two rates will be the same. (NKU is now charging Indiana reciprocity students 1.2 times the Kentucky resident tuition rate, as allowed in the current agreement.)

The proposed agreement between Kentucky and Indiana is included in the attachment.

**MEMORANDUM OF UNDERSTANDING
BETWEEN INDIANA AND KENTUCKY
REGARDING TUITION RECIPROCITY
2013-17**

I. Parties

For Indiana: Indiana Commission for Higher Education, University of Southern Indiana, Ivy Tech Community College Regions 11 (Batesville, Lawrenceburg, and Madison), 12 (Evansville), and 13 (Sellersburg), Indiana University Southeast, and Purdue Statewide Technology

For Kentucky: Kentucky Council on Postsecondary Education, Henderson Community College, Owensboro Community and Technical College, Jefferson Community and Technical College, Gateway Community and Technical College, University of Louisville, Western Kentucky University – Owensboro campus, and Northern Kentucky University

II. Purpose

The states of Indiana and Kentucky desire to provide postsecondary opportunities for the residents of designated counties in both states. Under this agreement, eligible students will be assessed tuition and fees at the enrolling institutions' resident rate, unless otherwise stated in this agreement.

This agreement describes how both states will provide such opportunities.

III. Period Covered By Agreement

July 1, 2013 – June 30, 2017

IV. Eligible Students

- A. To be eligible under the terms of this agreement, students must (1) be legal residents of one of the counties designated by both states as an eligible county, (2) be accepted by an eligible institution identified as accepting students from that county as outlined in Appendix A, and (3) enroll at that institution.
- B. Eligible students may enroll in any undergraduate or graduate degree program offered by the eligible institution with these exceptions: dental, medical, and law programs.
- C. Eligible students may enroll on a full-time or part-time basis.
- D. Eligible students shall be subject to the same general or selective program admission standards as resident students.

- E. Part-time students enrolled exclusively in online courses are not eligible to participate under reciprocity.

Under this agreement, eligible students shall be assessed tuition and fees at the enrolling institutions' resident rate, with the exception of eligible Indiana resident students attending Northern Kentucky University, who shall be charged no more than the 2012-2013 tuition rate of \$8,808 per year until the Kentucky resident rate equals or exceeds \$8,808 per year, or July 1, 2016, whichever comes first. From that point forward, all eligible students shall be assessed tuition and fees at the enrolling institutions' resident rate.

V. Terms of Agreement

- A. The states of Indiana and Kentucky agree:

1. For the duration of this agreement, eligible counties shall consist of those counties listed in Appendix A.
2. That the public postsecondary institutions that will participate in this agreement are those listed in Appendix A. Each state will publicize the other state's eligible institutions.
3. To treat reciprocity students as resident students when determining appropriations for higher education.
4. That, in the event that this agreement is not renewed, enrolled reciprocity students may complete their degree programs with state support at reciprocal rates of tuition or at the then-current rate as otherwise specified in this agreement so long as they maintain continuous enrollment.
5. To jointly monitor cross-border student flows under this agreement.
6. To confer annually to discuss the agreement and its impact and to recommend changes as might be appropriate and mutually agreed upon under conditions of Section VI. A. below.

- B. Each participating institution will:

1. Treat eligible students as resident students for admission and placement purposes.
2. Treat eligible students as resident students with respect to registration, refunds, student records, and academic advising.
3. Report eligible student headcount, FTE, and credit hours each academic term to its state agency for higher education.

4. Report eligible students as separately identifiable out-of-state students when reporting enrollment data to its state agency for higher education.
5. Periodically assess the progress of this agreement and consider changes as might be appropriate.

VI. Amendment, Renewal, or Termination of Agreement

- A. The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.
- B. The parties may amend the agreement in the following manner:
 1. Amendments must be presented to each of the parties of this agreement for their consideration.
 2. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the agreement.
 3. The responses will be sent to all parties in the agreement.
 4. After 60 days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.
- C. Discussions regarding the renewal of this agreement should begin roughly one year prior to its expiration.
- D. This agreement may be terminated by any of the participating institutions, by the Indiana Commission for Higher Education, or by the Kentucky Council on Postsecondary Education, as of June 30th of any year, provided that the party electing to terminate has delivered written notice of such intention to terminate to the other parties by the preceding January 1st. In the case of such a termination by the Indiana Commission on Higher Education or the Kentucky Council on Postsecondary Education, any such election to terminate shall have the effect of terminating the agreement as to it and all other parties hereto. In the case of a participating institution, any such election to terminate shall have the effect of terminating the agreement only as to itself and its participation in the reciprocity program.

- E. In the event of termination, all enrolled reciprocity students will be allowed to complete their degree programs with state support at reciprocal rates of tuition or at the then-current rate as otherwise specified in this agreement so long as they maintain continuous enrollment.

VII. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original, and all of which together shall constitute one in the same instrument.

VIII. Signatures

Teresa Lubbers Date
Commissioner

Robert L. King Date
President
Kentucky Council on
Postsecondary Education

Linda M. Bennett Date
President
University of Southern Indiana

James Ramsey Date
President
University of Louisville

Thomas J. Snyder Date
President

Michael B. McCall Date
President
Kentucky Community and Technical
College System

Michael A. McRobbie Date
President

Geoffrey S. Mearns Date
President
Northern Kentucky University

Mitchell E. Daniels, Jr. Date
President
Purdue University

Gary A. Ransdell Date
President
Western Kentucky University

Appendix A
ELIGIBLE INSTITUTIONS AND COUNTIES

Indiana Institutions and Kentucky Counties

Indiana University-Southeast including
Purdue Statewide Technology

Bullitt County
Jefferson County
Meade County
Oldham County
Shelby County
Trimble County

Ivy Tech Community College
Region 11 (Batesville, Lawrenceburg and
Madison)*

Boone County
Bracken County
Campbell County
Carroll County
Gallatin County
Grant County
Henry County
Kenton County
Oldham County
Owen County
Pendleton County
Trimble County

Ivy Tech Community College
Region 12 (Evansville)

Daviess County
Hancock County
Henderson County
Union County

Ivy Tech Community College
Region 13 (Sellersburg)

Bullitt County
Meade County
Jefferson County
Oldham County

University of Southern Indiana
(Evansville)

Daviess County
Hancock County
Henderson County
Union County

Kentucky Institutions and Indiana Counties

Gateway Community and Technical College

Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

Henderson Community College

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

Jefferson Community and Technical College

Clark County
Crawford County
Dearborn County
Floyd County
Franklin County
Harrison County
Jefferson County
Ohio County
Ripley County
Scott County
Switzerland County
Washington County

Northern Kentucky University

Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

*Includes the two-plus-two completion program in
Business offered by Ivy Tech Community College and
Indiana University East on the Ivy Tech Community
College Region 11 campus.

Owensboro Community and Technical College

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

University of Louisville

Clark County
Crawford County
Floyd County
Harrison County
Perry County
Scott County
Washington County

Western Kentucky University - Owensboro Campus
only (Junior level and above)

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

**Council on Postsecondary Education
April 18, 2013**

**University of Louisville
Papa John Cardinal Stadium Sound System**

ACTION: The staff recommends that the Council approve the request of the University of Louisville to replace the Papa John Cardinal Stadium Sound System with \$3,000,000 of private and Athletic Association funds. The project total scope is \$3,000,000.

The University of Louisville proposes a project that will replace the Papa John Cardinal Stadium Sound System using \$3,000,000 of private and Athletic Association funds. The project total scope is \$3,000,000. The project cost estimate was determined by a consultant. The impact on the operating budget is expected to be minimal and will be covered by Athletic Association revenue. Funds required to implement the capital project are available. The University of Louisville's Board of Trustees approved the project March 7, 2013.

The sound system project will replace the current sound system that has been in use since the completion of the stadium's construction in 1998. The current sound system is outdated and does not cover all of the seating areas in the newly-expanded Papa John Cardinal Stadium.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing \$600,000 or more and equipment items costing \$200,000 or more, regardless of fund source, that have been approved by an institution's governing board. During the interim, capital projects are evaluated under KRS 45.760 (5), (7) and KRS 45.763. The UofL project meets the requirement of KRS 45.760 (5), (7) that the source of funds be at least 50 percent federal or private.

The process for a project that exceeds the threshold is as follows:

- The project must be approved by the institution's board of trustees or regents.
- The project is submitted to the Council on Postsecondary Education for review and action.
- For EKV, KCTCS, KSU, and MoSU, if action by CPE is affirmative, the project is submitted to the secretary of the Finance and Administration Cabinet for review and action and subsequently submitted by the secretary to the Capital Projects and Bond Oversight Committee for review.
- For MuSU, NKU, UK, UofL, and WKU, if action by CPE is affirmative, the project is submitted by the institution to the Capital Projects and Bond Oversight Committee for review, with a copy provided to the Finance and Administration Cabinet as information.

- Following review and action by the appropriate agencies, the project may be initiated by the requesting institution.

The project requires interim authorization because the funds to support the project have come forward after the 2012-14 biennial budget was enacted. Therefore, authorization is needed to allow the university to properly design the project, complete the project bid process, award a contract, and complete the work by July 2014. The project will be implemented under the prevailing wage law.

The University of Louisville confirms that 50 percent or more of the \$3,000,000 project will be covered by private funds and that the private funds will come from the University Athletic Association. The project will not result in requests from the General Fund for maintenance and operating funds.

The UofL Vice President for Finance will approve the start of construction when his office receives documentation of project funding. The university does not anticipate debt financing any portion of this project; thus, the provisions of KRS 45.763 do not apply. The University of Louisville's Office of the Vice President for Business Affairs will implement the project.

Following Council action, staff will forward the Council's recommendation to the president of the University of Louisville, the secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee.

**Council on Postsecondary Education
April 18, 2013**

**University of Kentucky
Upgrade/Relocate Pediatric Critical Care**

ACTION: The staff recommends that the Council approve the request of the University of Kentucky to upgrade/relocate Pediatric Critical Care (UK HealthCare) with \$6,000,000 of private funds. The project scope is \$6,000,000.

The University of Kentucky proposes to upgrade/relocate Pediatric Critical Care (UK HealthCare) using \$6,000,000 of private funds. The project scope is \$6,000,000. The University of Kentucky's Board of Trustees approved the project at its meeting on March 19, 2013.

The project will renovate approximately 38,600 gross square feet of Kentucky Children's Hospital Acute Care Unit at the Chandler Medical Center. The work implements contemporary pediatric design concepts, and interior finish upgrades include flooring, wall reconfiguration, ceiling, and lighting. The project includes all patient, public, and staff spaces such as patient rooms, patient bathrooms, team work areas, and corridors. The implementation of this project is fully dependent upon private donations. Preliminary designs and related renderings will assist the university with fundraising efforts. The design and construction of the project will consist of several smaller phases, each being determined and constructed as funding becomes available. Because of planned multiple phases and continuous fundraising for phased project implementation, no specific completion timeline is provided.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing \$600,000 or more and equipment items costing \$200,000 or more, regardless of fund source, that have been approved by an institution's governing board. Since the estimated cost of this project exceeds the threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, capital projects are evaluated under KRS 45.760 (5), (7) and KRS 45.763. The project meets the requirement of KRS 45.760 (5), (7) that the source of funds be at least 50 percent federal or private.

The process for a project that exceeds the threshold is as follows:

- The project must be approved by the institution's board of trustees or regents.
- The project is submitted to the Council on Postsecondary Education for review and action.

- For EKV, KCTCS, KSU, and MoSU, if action by CPE is affirmative, the project is submitted to the secretary of the Finance and Administration Cabinet for review and action and subsequently submitted by the secretary to the Capital Projects and Bond Oversight Committee for review.
- For MuSU, NKU, UK, UofL, and WKU, if action by CPE is affirmative, the project is submitted by the institution to the Capital Projects and Bond Oversight Committee for review, with a copy provided to the Finance and Administration Cabinet as information.
- Following review and action by the appropriate agencies, the project may be initiated by the requesting institution.

The project requires interim authorization because the project and funds have all come forward after the 2012-14 biennial budget was enacted. Therefore, authorization is needed to allow the university to properly design the project, complete the project bid process, award a contract, and complete the project. The project will be implemented under the prevailing wage law. The project will result in improvements to state-owned property with ownership of the improvements to accrue to the university upon completion.

The University of Kentucky confirms that the private funds will be raised over the project's implementation period; however, each phase of the project will be implemented when there is confirmation that the private funds are available. The project will not result in additional requests from the General Fund for maintenance and operating funds.

The university will not issue any debt to finance any portion of this project; thus, the provisions of KRS 45.763 do not apply. The University of Kentucky's Capital Project Management Division will implement the project.

Following Council action, staff will forward the Council's recommendation to the president of the University of Kentucky, the secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee.

**Council on Postsecondary Education
April 18, 2013**

**New Academic Programs
University of Kentucky and University of Louisville**

ACTION: The staff recommends that the Council approve the B.A. in Environmental and Sustainability Studies at the University of Kentucky, the M.A. in Arts Administration at the University of Kentucky, and the B.A. in Asian Studies at the University of Louisville.

KRS 164.020 (15) empowers the Council to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council staff has reviewed and recommends for approval the Bachelor of Arts in Asian Studies at the University of Louisville, the Bachelor of Arts in Environmental and Sustainability Studies at the University of Kentucky, and the Master of Arts in Arts Administration at the University of Kentucky.

University of Kentucky

B.A. in Environmental and Sustainability Studies (CIP Code: 03.0103)

The B.A. in Environmental and Sustainability Studies will educate students in a broad range of fundamental environmental studies with concepts of sustainability integrated throughout the curriculum. The programmatic focus on sustainability will place the university at the forefront of degree programs in this academic area. The coursework requirements consist of 18 credit hours of core courses and 24 credit hours of electives from courses organized in the areas of Economics and Policy, Ecosystems, Energy and Land, Society, and Water Resources. In order to ensure depth of knowledge and expertise, 15 credit hours must be taken within one area. To provide breadth of knowledge, six credit hours must be taken in a second area and three credit hours in a third area. Sustainability is transdisciplinary and most suitably taught in a holistic manner by drawing needed information from disciplinary subjects. The proposed program would be the first in the nation to focus on Environmental and Sustainability Studies in this holistic manner. The proposed program is 42 credit hours.

M.A. in Arts Administration (CIP Code: 50.1011)

The M.A. in Arts Administration curriculum will focus on composing, analyzing, and evaluating programmatic, financial, development and marketing plans and techniques in order to execute effective managerial leadership within arts organizations; creatively solve problems through the design, execution and analysis of quantitative and qualitative applied research; analyze and apply the predominant concepts, policies, laws and ethical standards that govern nonprofit arts organizations in the United States; utilize technologies used in the field of Arts Administration; and explain how those technologies may be applied effectively to produce positive results. The program would be one of three online-only graduate programs in arts administration in the country, and the tuition will be 50 percent lower than the other programs. The proposed program is 36 credit hours and includes a capstone research paper.

University of Louisville

B.A. in Asian Studies (CIP Code: 05.0103)

The B.A. in Asian Studies will focus on language skills and knowledge of Asian history and society needed for government, industry, NGOs, or to pursue graduate study in the area. Upon completion, students should be able to have basic conversations in Japanese or Chinese, read literature in its original language, and analyze cultural differences based upon environmental and historical circumstances. The proposed program's distinct qualities are its interdisciplinary curriculum and its pragmatic nature, given the importance of Asia to the United States and to Kentucky in terms of economic development. Students are required to complete a common introductory course, six semesters of language, and a senior capstone, and may choose their electives from Asian-focused courses in business, political science, history, anthropology, and art history. The proposed program is 36 credit hours.

**Council on Postsecondary Education
April 18, 2013**

Clinical Teacher Preparation Model Programs

ACTION: The staff recommends that the Council approve the recommendation of the review committee to fund clinical preparation sites with Eastern Kentucky University (in partnership with Corbin Independent Schools), the University of Louisville (in partnership with Jefferson County Public Schools), and Western Kentucky University (in partnership with Bowling Green Independent Schools and Simpson County Public Schools). These three sites will each receive \$500,000 from the Council's Senate Bill 1 (2009) FY 2013-14 appropriation, for a total investment of \$1,500,000.

Background

In early 2013, the Council, in cooperation with the Kentucky Association of Colleges for Teacher Education, solicited applications from public higher education institutions and P-12 school districts to develop, implement, and evaluate model clinical teacher preparation programs throughout the Commonwealth. This competition focused on partnerships between a public university and a middle school or high school in a large school district and a public university and a middle school or high school in a smaller school district.

Kentucky is ideally situated to develop model clinical teacher preparation programs that are designed to improve P-12 student and teacher education. In 2011, the National Council for Accreditation of Teacher Education released its Blue Ribbon Panel report, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*. The report calls for dramatically different models and strategies for preparing teachers in clinical settings. Specifically, the report calls for:

- More rigorous accountability.
- Strengthening candidate selection and placement.
- Revamping curriculum, incentives, and staffing.
- Supporting partnerships.
- Expanding the knowledge base.

The report also identifies ten design principles for clinically-based preparation and a continuum of partnership development for clinical preparation. The complete Blue Ribbon Panel report can be viewed at

<http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OogPk%3d&tabid=715>.

At its September 19, 2011, meeting, the Kentucky Education Professional Standards Board (EPSB) endorsed the recommendations of the Blue Ribbon Panel report and voted to become a state partner in NCATE's Alliance for Clinical Teacher Preparation, which is committed to transforming teacher education programs into clinically-based models. With this agreement, Kentucky became the tenth state in the nation to support this effort.

During the same time frame, EPSB developed and approved revisions to 16 KAR 5:040, which mandated changes to the admission, placement, and supervision of student teachers in approved teacher preparation programs across the Commonwealth.

Process

A question and answer session for all interested applicants was held January 22, 2013. A panel consisting of a secondary principal, a district superintendent, a teacher recommended by the Kentucky Education Association, a teacher who is a member of EPSB, a teacher who is a member of the Council on Postsecondary Education, and staff members for the Council, the Kentucky Department of Education, and EPSB met on March 21, 2013, to evaluate the proposals. Seven proposals from five universities were received. Proposals were evaluated according to a rubric covering objectives, activities, and collaboration (50 points); assessment plan (20 points); resources and capacity (15 points); and budget (15 points).

Requirements

Proposals were required to:

1. Integrate coursework, theory, and pedagogy with practitioner knowledge.
2. Reflect best practices in clinical teacher preparation.
3. Be mutually beneficial to higher education institutions and P-12 schools.
4. Demonstrate the attributes of clinical teacher preparation outlined in the NCATE Blue Ribbon Panel report.
5. Integrate the new clinical requirements of 16 KAR 5:040.
6. Demonstrate clinical teacher preparation at the middle school and secondary levels.
7. Lead to systemic change in policy and practice in partnering institutions.
8. Be sustainable over time.

Additionally, proposals were asked to:

1. Describe the components of the clinical model, including curricular adjustments, co-planning time, co-teaching, discussion forums, etc., that will be implemented in the project.
2. Describe how the clinical training site was selected and how it qualifies as an exemplary clinical site.
3. Identify the number and percentage of university faculty and school-based faculty who will participate in the project. Provide evidence that the faculty leading and working in this model have the experience and expertise to do so and/or will receive the appropriate training.

4. Describe the assessment system that demonstrates candidate knowledge, skills, and dispositions in a program and how that system captures and reports data for continuous improvement of candidates and P-12 student achievement.
5. Describe how the institution will support faculty, instructors, and university field and clinical supervisors.
6. Describe how the institution's faculty work will be acknowledged, valued, and rewarded.
7. Describe the training for P-12 teachers who will serve as mentors for teacher candidates and training for the principal of the school.
8. Describe the teacher candidate performance assessment and how it will be used to support a continuous improvement system at the clinical site.
9. Describe how new teachers are supported and inducted into the profession in this model and how the program will dovetail with the Kentucky Teacher Internship Program and current clinical activities.
10. Describe how the clinical model can be sustained over time.
11. Describe the benefits of this model for P-12 students, P-12 schools, teacher education candidates, and teacher education programs.
12. Include an evaluation plan for the project that addresses how the model aligns with the NCATE Blue Ribbon Panel report and accountability structures (e.g., national and state accreditation and program standards and state regulations).
13. Describe a strategy for sharing the results of the project.

The complete RFP can be viewed at <http://cpe.ky.gov/NR/ronlyres/173B1ED3-EBE4-4631-B31B-56B99204AE71/0/RFPClinicalSitesCombinedwithSchoolDistricts.pdf>.

Recommendation

Though the staff had originally intended to recommend the two proposals with the highest evaluations from the review committee, the pool was so strong, and the potential for geographic and school district diversity so large, the decision was made to recommend the three highest scoring proposals. The staff believes there is nothing that will do more to improve teacher preparation, improve college readiness, improve postsecondary student success, and move the education needle in Kentucky. Therefore, the staff recommends that the Council approve the recommendation of the review committee to fund three clinical preparation sites with Eastern Kentucky University (in partnership with Corbin Independent Schools), the University of Louisville (in partnership with Jefferson County Public Schools), and Western Kentucky University (in partnership with Bowling Green Independent Schools and Simpson County Public Schools). These sites will receive \$500,000 each from the Council's Senate Bill 1 (2009) FY 2013-14 appropriation for a total investment of \$1,500,000.

**Council on Postsecondary Education
April 18, 2013**

2013 Legislative Session Summary Update

Postsecondary Education Legislation Adopted

- HB 7
Authorizes \$363 million in agency bond debt for 11 capital projects at MoSU, MuSU, NKU, UK, UofL, and WKU.
- HB 54
Establishes the Board of Student Body Presidents, which shall advise the legislative and executive branches regarding postsecondary issues and concerns of students, and requires the Council on Postsecondary Education and the Advisory Conference of Presidents to meet at least once each year with the Board. Adds a student from the AIKCU institutions to the Board and directs the Board to submit their names to the Governor for consideration in the appointment of the student member to the CPE.
- SB 59
Reorganizes the Council on Postsecondary Education from the Education and Workforce Development Cabinet to the Governor's Office.
- SB 61
Establishes an Early Graduation Scholarship Certificate for students graduating from high school in less than four years. The scholarship amount will be equal to one-half the state portion of the average per-pupil guaranteed base funding level for the Support Education Excellence Kentucky (SEEK) program.
- SB 64
Ensures students earning a KEES award are not penalized in the amount of scholarship money they receive if they graduate from high school in three years rather than four.
- SB 97
Allows local school districts to increase the age of compulsory attendance from 16 to 18. The increased compulsory attendance age will become mandatory statewide four years later if 55 percent of school districts adopt it.
- SB 120
Provides university police officers the same death benefits provided other police officers in the Commonwealth.
- SR 157
Confirms the appointment of Carolyn Ridley to the Council on Postsecondary Education.

- SR 158
Confirms the appointment of Sherrill Brakmeier Zimmerman to the Council on Postsecondary Education.
- SR 159
Confirms the appointment of Arnold Taylor to the Council on Postsecondary Education.

Postsecondary Education Legislation Not Adopted

- HB 46
Would have added the executive director of KHEAA as a member of the Council on Postsecondary Education.
- HB 160 (originally HB 210)
Would have created a coal-county scholarship program financed with coal severance tax proceeds.
- HCR 13
Would have created a legislative higher education task force to study the financing of public institutions and statewide student financial aid programs.

Council on Postsecondary Education
April 18, 2013

Committee on Equal Opportunities Update

The Committee on Equal Opportunities met Monday, March 26, 2013, in Frankfort, Kentucky. Following is the status of initiatives, recurring activities, and discussions related to the CEO.

2013 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 the progress of their campus-based diversity plans. The first assessments were presented to the Council's CEO at the March meeting. The reports assessed advances made, as well as areas that require attention, using 2010 data in comparison to 2011. The diversity plan assessment reports addressed four areas:

- Student body diversity
- Student success/achievement gaps
- Workforce diversity
- Campus climate

Reports were submitted by each of the public universities. The assessment report for the Kentucky Community and Technical College System had not been reviewed and finalized by KCTCS at the time of the CEO agenda book development. The KCTCS assessment report will be presented at the May 20, 2013, CEO meeting.

Conclusion of Diversity Plan Assessment

Kentucky's public postsecondary education system has made steady progress overall but appears to be challenged in the areas of student success, specifically in the areas of retention and graduation.

Kentucky's public universities are also challenged in areas of workforce diversity, particularly where policy decisions are made in areas of leadership. The Kentucky system of postsecondary education will continue to embrace opportunities to diversify its campuses, with the aspiration that Kentucky will become a paradigm that others will emulate.

There will be a PowerPoint presentation at the April 18 Council meeting that will display institutional progress, as well as areas that may require attention to meet the 2015 goals.

Governor's Minority Student College Preparation Program

The annual GMSCPP Statewide Conference will be hosted by Morehead State University, June 11-12, 2013. Eastern Kentucky University will host the 26TH Annual Academically Proficient High School Junior and Senior Diversity Conference, June 27-28, 2013. Both conferences are expected to attract a diverse group of students from across the Commonwealth.

SREB Doctoral Scholars Program

The 2013 Teaching and Mentoring Institute will be held October 31-November 3, 2013, in Arlington, Virginia. 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 go into the professoriate. As of March 2013, 33 scholars are matriculating at Kentucky institutions. Thirty-two percent of these students are in the STEM+H areas. There are 69 graduates and eight of them have earned tenure.

INSTITUTIONAL DIVERSITY PLAN ASSESSMENT UPDATE



Presentation to the Council on Postsecondary Education

Rana Johnson, PhD

Chief Diversity Officer

April 18, 2013



2011-15 Kentucky Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development

Four Focus Areas

**STUDENT
BODY
DIVERSITY**

**STUDENT
SUCCESS**

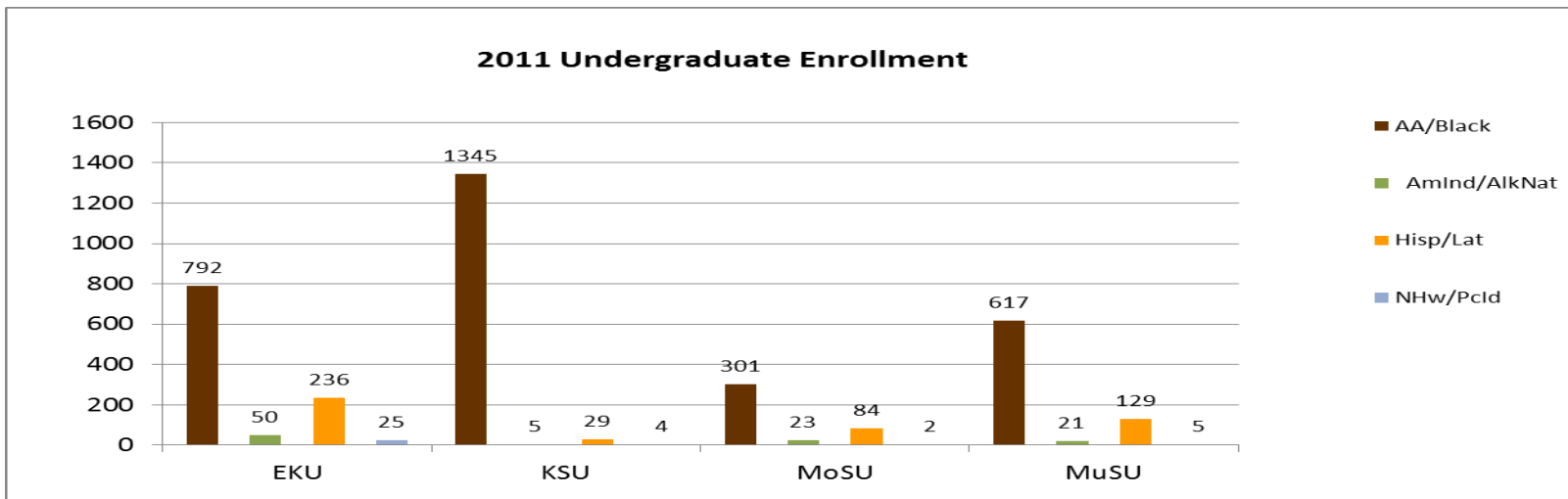
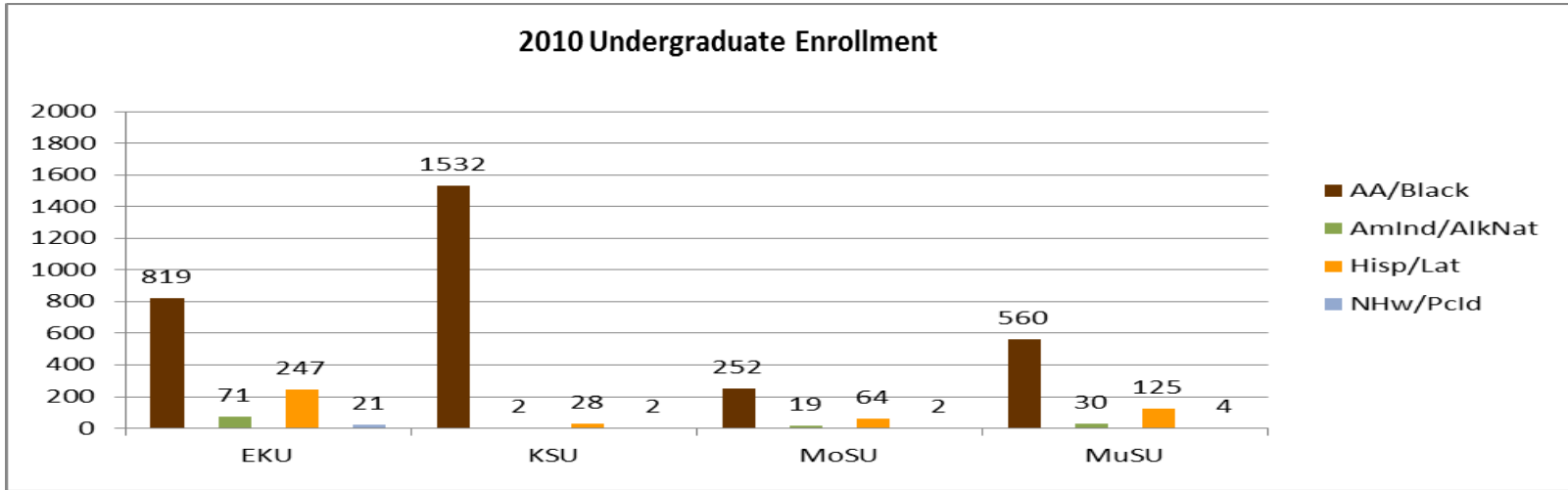
**WORKFORCE
DIVERSITY**

**CAMPUS
CLIMATE**



STUDENT BODY DIVERSITY

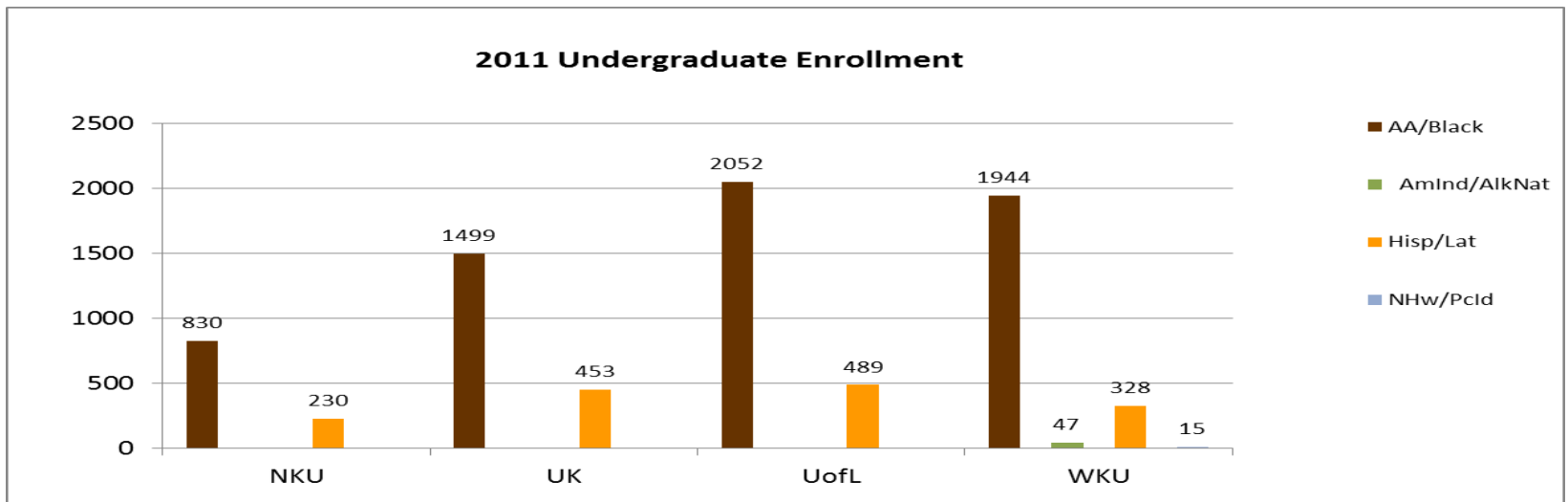
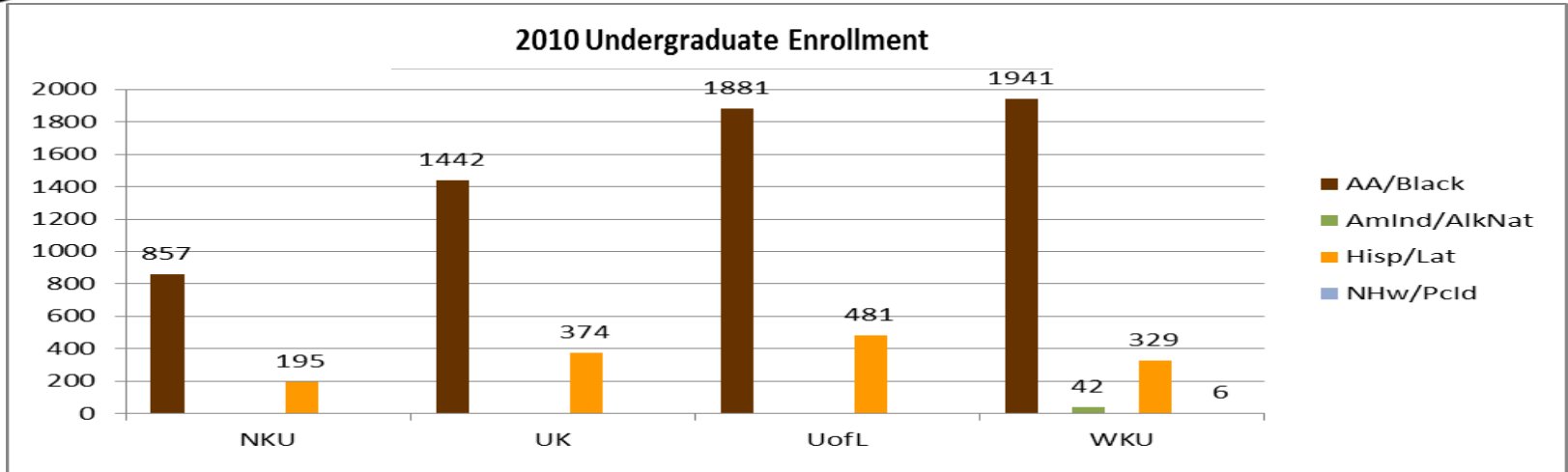
Undergraduate Student Enrollment





STUDENT BODY DIVERSITY

Undergraduate Student Enrollment

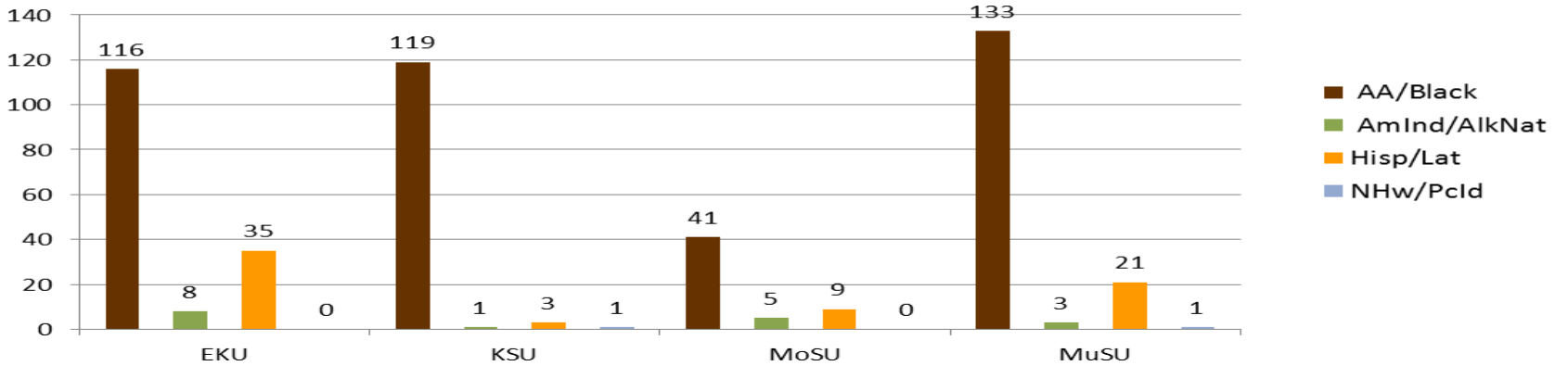




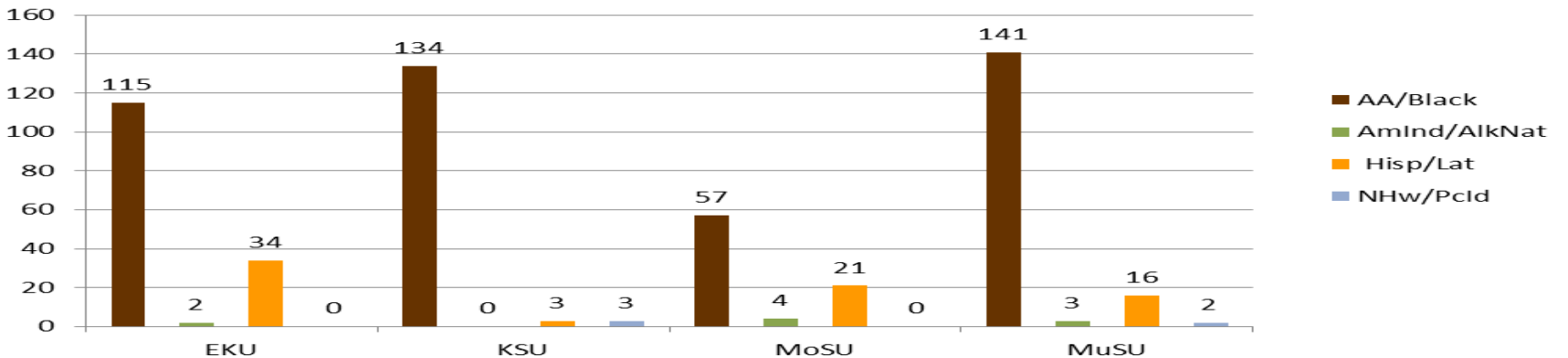
STUDENT BODY DIVERSITY

Graduate Student Enrollment

2010 Graduate Enrollment

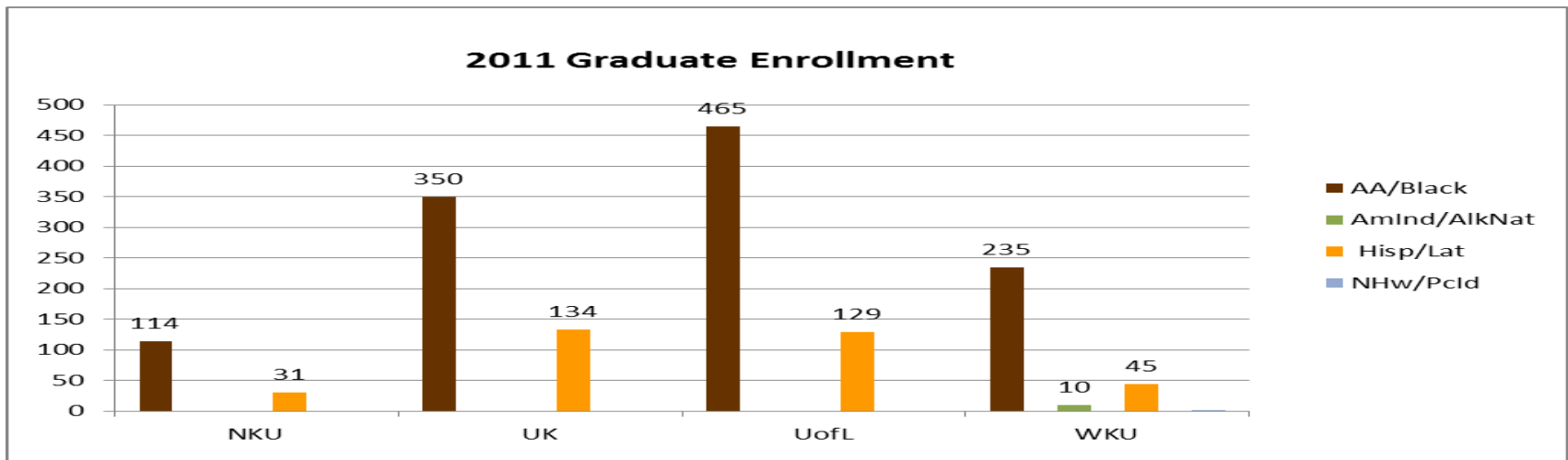


2011 Graduate Enrollment



STUDENT BODY DIVERSITY

Graduate Student Enrollment





STUDENT SUCCESS: Closing the Achievement Gap

Retention

INSTITUTION	1 ST TO 2 ND Year Retention				2 ND TO 3 RD Year Retention			
Eastern Kentucky University	AA ↑	AI ↑	Hisp ↑	NtHw ↓	AA ↑	AI ↑	Hisp ↑	NtHw ↓
Kentucky State University	AA ↓	AI ↓	Hisp ↓	NtHw ↔	AA ↓	AI ↓	Hisp ↔	NtHw ↔
Morehead State University	AA ↑	AI ↔	Hisp ↓	NtHw ↔	AA ↓	AI ↑	Hisp ↑	NtHw ↔
Murray State University <small>*2010 Degree Data Utilized</small>	AA ↓	AI ↓	Hisp ↓	NtHw ↔	AA ↑	AI ↑	Hisp ↑	NtHw-RCFY
Northern Kentucky University	AA ↑		Hisp ↑		AA ↑		Hisp ↑	
University of Kentucky	AA ↑		Hisp ↑		AA ↑		Hisp ↓	
University of Louisville	AA ↑		Hisp ↑		AA ↑		Hisp ↑	
Western Kentucky University	AA ↓	AI ↓	Hisp ↑	NtHw-NotRp	AA ↓	AI ↑	Hisp ↑	NtHw-NotRp



STUDENT SUCCESS: Closing the Achievement Gap

Degrees & Credentials Conferred

INSTITUTION	2011 Associate Degrees Awarded	2011 Bachelor Degrees Awarded
Eastern Kentucky University	AA ↓ AI ↓ Hisp ↔ NtHw ↔	AA ↑ AI ↑ Hisp ↓ NtHw ↑
Kentucky State University	AA ↑ AI ↔ Hisp ↔ NtHw ↔	AA ↑ AI ↔ Hisp ↓ NtHw ↔
Morehead State University	Associate information not presented in report	AA ↑ AI ↑ Hisp ↓ NtHw NotAV
Murray State University <small>*2010 Degree Data Utilized</small>	Associate information not presented in report	AA ↑ AI ↓ Hisp ↔ NtHW-RCLFY
Northern Kentucky University	Associate information not presented in report	AA ↑ Hisp ↓
University of Kentucky	Associate information not presented in report	AA ↑ Hisp ↓
University of Louisville	Associate information not presented in report	AA ↓ Hisp ↑
Western Kentucky University	Associate information not presented in report	AA ↓ AI ↑ Hisp ↑ NtHw ↓



STUDENT SUCCESS: Closing the Achievement Gap

STEM-H Enrollment/Degrees Conferred

INSTITUTION	2011 Stem-H Enrollment/Degrees
Eastern Kentucky University	Information not included in EKU Report
Kentucky State University	Information not included in KSU Report
Morehead State University * MoSU Reported Enrollment in STEM-H	U/G: AA ↓ AI ↔ Hisp ↑ NtHw ↔ G: AA ↑ AI— Not AV Hisp ↑ NtHw—Not AV
Murray State University	Institution indicated they do not track STEM-H information
Northern Kentucky University	AA ↑ Hisp ↓
University of Kentucky	AA ↓ Hisp ↔
University of Louisville	U/G: AA ↑ Hisp ↑ G: AA ↑ Hisp ↑
Western Kentucky University	AA ↑ AI ↑ Hisp ↑ NtHw-NotRp



STUDENT SUCCESS: Closing the Achievement Gap

Transfer from KCTCS to 4 Year University

INSTITUTION	2011 African American/Black	2011 American Indian/AlkNat	2011 Hispanic/Latino	2011 NatHaw/Paclsd
Eastern Kentucky University	Information not included in EKU Assessment Report			
Kentucky State University	39 ↓	2 ↑	4 ↑	0 ↔
Morehead State University	9 ↑	2 ↑	1 ↓	0 ↔
Murray State University	Information not included in MuSU Assessment Report			
Northern Kentucky University	27 ↓	N/A	7 ↓	N/A
University of Kentucky	37 ↑	1 ↔	20 ↑	1 ↔
University of Louisville	51 ↓	N/A	18 ↑	N/A
Western Kentucky University	48 ↑	4 ↑	19 ↑	0 ↓



STUDENT SUCCESS: Closing the Achievement Gap University Best Practices

EKU: No Programs were identified

KSU: Green to Gold Work Program, KSU-KCTCS Green to Gold Transfer Initiative

MoSU: DREAMS, GMSCPP

MuSU: Connected 1st & 2nd Year, Student Diversity Scholars Program, HUMP NIGHT

NKU: Gordon Brisker Memorial Scholarship, Office of Latino Student Affairs, NKUROCKS

UK: Come See Blue for Yourself, Living Learning Program, UK Commission on Excellence, Diversity and Inclusion Program

UofL: LGBT Services, Porters Scholar's Program, Built 2 Graduate (B2G)

WKU: The Minority Faculty Hiring Program, Assessment of the Campus Climate as it relates to Diversity, Annual Diversity Report Card



WORKFORCE DIVERSITY

Executive/Administrative/Managerial

INSTITUTION	2011 African American/ Black	2011 American Indian/AlkNat	2011 Hispanic/Latino	2011 NatHaw/ Paclsd	2011 White
Eastern Kentucky University	12	0	2	0	
Kentucky State University	41	-	0	0	11
Morehead State University	2	0	0	0	
Murray State University	7	0	1	0	
Northern Kentucky University	5	N/A	2	N/A	
University of Kentucky	28	N/A	2	N/A	
University of Louisville	10	N/A	0	N/A	
Western Kentucky University	14	-	1	-	



WORKFORCE DIVERSITY

Faculty

INSTITUTION	2011 African American/Black	2011 American Indian/AlkNat	2011 Hispanic/Latino	2011 NatHaw/PaIsl
Eastern Kentucky University	32	1	8	0
Kentucky State University	42		3	8
Morehead State University	19	2	0	9
Murray State University	14	3	3	0
Northern Kentucky University	24	-	5	-
University of Kentucky	90	N/A	56	N/A
University of Louisville	131	N/A	47	N/A
Western Kentucky University	43	6	15	



WORKFORCE DIVERSITY

Professional Staff

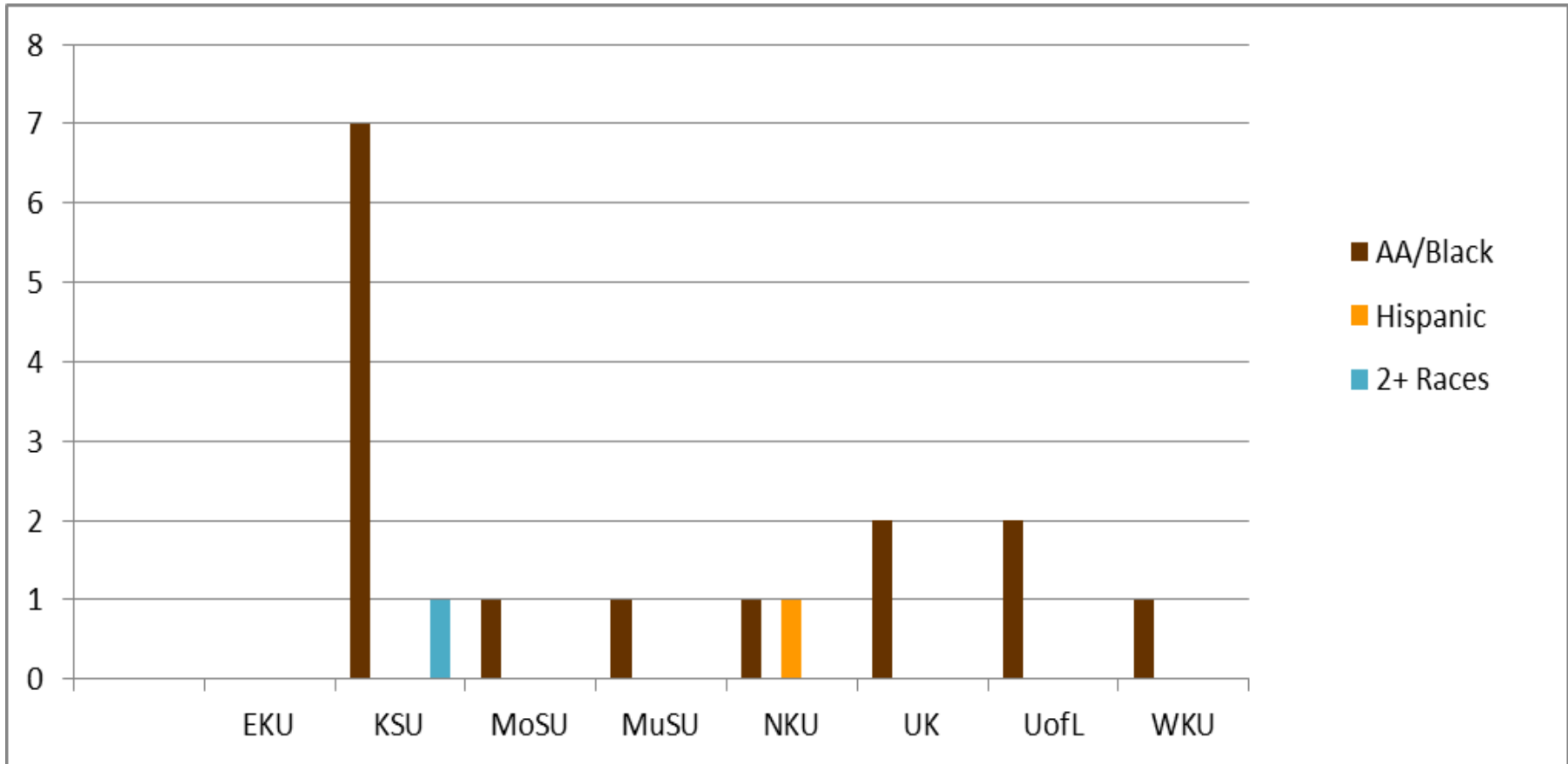
INSTITUTION	2011 African American/Black	2011 American Indian/AlkNat	2011 Hispanic/Latino	2011 NatHaw/Paclsd
Eastern Kentucky University	23 ↑	1 ↔	3 ↑	0 ↔
Kentucky State University	82 ↓	-	3 ↑	1 ↑
Morehead State University	23 ↑	1 ↔	1 ↑	0 ↔
Murray State University	27 ↑	1 ↑	2 ↑	0 ↔
Northern Kentucky University	20 ↓	N/A	3 ↓	N/A
University of Kentucky	165 ↓	N/A	39 ↑	N/A
University of Louisville	245 ↑	N/A	30 ↑	N/A
Western Kentucky University	60 ↓	1 ↔	7 ↓	0 ↓



WORKFORCE DIVERSITY

Boards of Regents & Trustees

Diversity on University Boards





CAMPUS ENVIRONMENT

Campus Environment Team

INSTITUTION	CET MEMBERS	Mission/Goals Presented	Meetings Publicized	Recommendations to President
Eastern Kentucky University	25 Members, including 1 Graduate Assistant	✓	✓	EKU Accomplishments Listed
Kentucky State University	7 Members in 2011 9 Members, including 1 student in 2013	✓	✓	✓ 3 Recommendations
Morehead State University	16 Members, including 1 student	✓	✓	✓ 4 Recommendations
Murray State University	14 Members, including 2 students	✓	✓	✓ 3 Recommendations
Northern Kentucky University	31 Members, including 3 students	✓	✓	✓ Recommendations
University of Kentucky	18 Members, including 3 students	✓	✓	✓ 6 Recommendations
University of Louisville	28 Members, including 1 student	✓	✓	✓ 4 Recommendations
Western Kentucky University	23 Members, including 1 student	✓	✓	✓ Recommendations



Conclusion

INSTITUTIONAL DIVERSITY PLAN ASSESSMENTS

- Overall, Kentucky's public universities have made considerable progress addressing student enrollment.
- Universities must focus greater attention on diverse student retention and graduation initiatives.
- Workforce diversity must receive greater attention at all levels, but particularly at the Executive, Administrative, and Managerial levels.
- Universities must collaborate and share best practices in areas where they have noted continued progress.
- Overall, Kentucky's public universities have made steady progress in the area of diversity, but we still have much work to do.

STRONGER by DEGREES



Institutional Diversity Plan Assessment

Presentation to the Council on Postsecondary Education

April 18, 2013

EKU Report

Eastern Kentucky University News for the Council on Postsecondary Education

April 2013



EKU Names Michael T. Benson as Its 12th President

Dr. Michael T. Benson has been named president of Eastern Kentucky University.

The unanimous selection of Benson, currently the president of Southern Utah University, was announced at a special meeting of the ECU Board of Regents on Friday, April 5, and follows a nationwide search that culminated recently in campus visits by Benson and two other finalists.

Benson will assume the ECU presidency on Aug. 1.

"Dr. Benson is the right fit for Eastern," said Craig Turner, chair of the ECU Board of Regents and chair of the Presidential Search and Screening Committee. "Following his intensive and successful interviews and forum discussions with Eastern students, faculty, and staff and with Richmond and Madison County leaders, Dr. Benson was the resounding choice as our next great, visionary leader.

"Dr. Benson's distinguished record of success as an innovative executive is impressive and well recognized among peers and colleagues," Turner continued. "He has devoted himself to students and their academic success, is an accomplished communicator and scholar committed to diversity and expanding global academic opportunities, and is a proven financial manager who will develop and sustain political and external support for ECU."

Benson, 48, has served as the 15th President of Southern Utah University, an institution with approximately 8,300 students, since 2006. He brings nearly 20 years of administrative experience in higher education, also including the presidency of Snow College.

Contacted by telephone after the Board announced its selection, Benson told the Regents that he "was honored and humbled" by their choice. "We cannot be more thrilled. Thank you for the opportunity. We're ready to get started. Go Colonels!"

While at Snow from 2001 to 2006, Benson helped raise more money in his five-year tenure than in the previous 117 years of the institution's history combined. Currently, he is leading efforts at Southern Utah University to raise \$30 million for the Southern Utah Center for the Arts; more than \$28 million of that amount has been raised so far.

He has also directed the development and implementation of SUU's largest and most ambitious comprehensive campaign, The Future Is Rising. More than \$85 million of the \$100 million goal has already been raised or pledged. In December 2012, Benson announced the largest gift in the University's history – \$5 million – for the construction of a new Shakespeare Theatre. That news came on the heels of a \$4 million gift to establish a scholarship and research endowment within the College of Science and Engineering.

New Living Learning Community Devoted to Deaf Students, ASL

Boasting one of only nine nationally accredited baccalaureate degree programs in American Sign Language and Interpreter Education, ECU has for many years attracted deaf and hard-of-hearing students as well as those who want to serve and assist them.

Now, students from both groups have another reason to consider the Richmond campus: a residence hall living-learning community devoted to American Sign Language and deaf culture. Beginning this fall, the first two floors of eight-story Walters Hall will house a population comprised largely of deaf students, those who grew up in a deaf culture, and students majoring or minoring in interpreter education, deaf education or deaf studies. It's the first such living learning community at a Kentucky college or university, according to Nickole Hale, associate director for academic initiatives with University Housing.

"This will give students an inclusive common ground where communication is not an issue," said Dr. Laurence Hayes, chair of ECU's Department of American Sign Language and Interpreter Education. "Because one of the outcomes is learning a way of life, it will help build bridges and create strong bonds not only in the residence hall, but all across campus.

"Anytime you can take a language to a larger platform, it's a great experience for the students, and that experience will generate interest and curiosity about the University, our program and the language."

The only pre-requisite? Hearing students will need to have completed American Sign Language 102 and demonstrate a basic competency in ASL, as all members of the living learning community will be expected to use ASL in the hallways and other common areas.

Trolley Gives Future Students Full View of Campus

As EKU has continued to expand in recent decades, it has become more difficult for admissions staff to show prospective students and their families on a walking tour all the Richmond campus has to offer.

After all, the campus is split by a busy four-lane highway and new facilities have opened on the periphery of either side.

Now, thanks to the University's acquisition of a classic 23-seat trolley, guests can see the entire campus in the time it used to take to walk about half the acreage. The trolley, once the property of a New Jersey community, was made handicapped accessible and colorfully cloaked in an EKU motif. It features large, sliding windows for full views, heat and air conditioning, and even a small sound system for tour leaders.

"We wanted something a little different," Admissions Director Brett Morris said. "Lots of people have never ridden on a trolley, so this makes their visit unique."

In fact, Morris knows of no other campuses, at least in Kentucky, that are utilizing a trolley for campus visits.

The trolley proved especially valuable in its first month of use, February. "Families are able to see the campus from inside," noted Zach Lawrence, who heads the campus visit program for Admissions.

So far, the reviews have been very positive.

Candice Graves, an EKU student and Colonel Captain who often leads tours, said she has had previous campus tour guests come back just to take the trolley tour, "and they absolutely loved it."

As Morris explained, "There's a lot more to Eastern than just what we call the inner loop." New facilities on the growing south side include the Center for the Performing Arts, the Business & Technology Center and a renovated Stratton Building.

"This is a wise investment," Morris added, "because it gives us the ability to show prospective students and their families the full extent of what Eastern has to offer. They get to see that Eastern is a significantly larger campus than they might have expected."

Because a student's initial visit and first impressions are so important in their eventual choice of a college, Morris expects the trolley to enhance the University's recruiting success. "It's a critical piece," he said.



Foundation Awards EKU Highest Rating for Support of Free Speech

EKU is one of only 16 colleges and universities nationwide and the first in Kentucky to earn a "green light" from the Foundation for Individual Rights in Education (FIRE) for its policies in support of free speech.

"While the overwhelming majority of the nation's colleges and universities maintain policies that clearly and substantially restrict freedom of speech, EKU is a proud exception," a FIRE news release declared.

"The entire Eastern Kentucky University community should feel extremely proud today," said FIRE President Greg Lukianoff. "The University's commitment to First Amendment rights has made the University a shining example of how to respect and protect free expression on campus."

EKU administrators worked with FIRE attorneys to ensure compliance with the First Amendment. Samantha Harris, FIRE's director of speech code research, and Michael Reagle, EKU's associate vice president for Student Affairs, led the effort.

"It pleases me very much that Eastern Kentucky University has joined the ranks of FIRE's green light institutions," EKU President Doug Whitlock said. "Our universities need to be places where thoughts and ideas are expressed openly and freely consistent with the letter and spirit of the First Amendment. That is our commitment at EKU. We are most appreciative of the help the FIRE staff has been in helping us reach this distinction."

Seeing Science in Appalachia

On March 1, EKU Honors Program students partnered with students from Madison Middle School on field, laboratory and service learning activities as part of the National Science Foundation-funded "SEEing Science in Appalachia" project. Their collaborative research will contribute to new and ongoing environmental projects related to water quality, watershed management, bee and pollinator health, and sustainability. EKU secured an approximately \$200,000 grant from the NSF to establish "SEEing Science in Appalachia: Serving, Exploring and Engaging in an Honors Interdisciplinary Science Course at Eastern Kentucky University." Pictured are, from left, Amelia Wilson, a freshman Honors student from Middlesboro, and Madison Middle students Brittney Botkin, Aria Miles and Lauren Jordan.



KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

APRIL 2013

Cisco and KCTCS Celebrate Partnership to Bring High-Wage/High-Demand Jobs to Kentucky

Exceptional students from the West Kentucky Community and Technical College (WKCTC) Cisco Networking Academy met with Cisco Chair Emeritus John P. Morgridge, his wife Tashia F. Morgridge, President Michael B. McCall, and KCTCS leadership to celebrate a long-standing partnership that has led KCTCS students to acquiring high-wage/high-demand jobs.

The two-day event began on March 19 with a dinner to honor Mr. and Mrs. Morgridge and recognize the accomplishments stemming from the relationship of KCTCS and the Cisco Networking Academy since 1999. With more than 2,100 academies across the country, the Networking Academy delivers classroom instruction, online teaching materials, interactive tools, and hands-on learning to students from every socioeconomic background, allowing students to develop the knowledge and skills required to succeed in a technology-driven market.

The partnership between Cisco and Kentucky has touched the lives of 20,963 students; and current numbers show that in the past 12 months 2,598 students have been enrolled in the academies. Nine KCTCS colleges have the ability to provide support for more than 50 academies across the state.



TOP RIGHT: Cisco Chair Emeritus John P. Morgridge and his wife Tashia F. Morgridge were pleased with the job opportunities the Academies have brought to Kentucky.

BOTTOM LEFT: John Vos and a WKCTC student in the technology center embrace the amazing resources and support the Academies provide across the state.



Using Cisco TelePresence technology, the event concluded on March 20 with WKCTC students video conferencing with the KCTCS System Office in Versailles. They shared moving testimonials with KCTCS leadership about KCTCS and the Networking Academy.

Jonathan Ferris, a graduate of WKCTC, third place winner in the North America Netriders competition, and current employee of Computer Services Incorporated (CSI), expressed his gratitude for these valuable resources.

“I was very honored to be recognized by such a prestigious company,” said Ferris.

Jeremy Egner is another student who is thrilled to be part of the Academy. He is a student at WKCTC who built his first personal computer at home after he graduated high school. Jeremy won sixth place in the North America Netriders competition; he heard about the amazing programs WKCTC had to offer in this field and couldn't pass up the opportunity.

“All of my friends that had completed the WKCTC program without exception were working in an industry job and doing quite well,” said Egner.



U.S. Education Official Applauds KCTCS Efforts to Train and Educate Students

Dr. Brenda Dann-Messier, Assistant Secretary for the Office of Vocational and Adult Education, U.S. Department of Education, met with the Kentucky Community and Technical College System (KCTCS) Board of Regents on March 15 to applaud the System’s career and technical education (CTE) efforts and to discuss the Department of Education’s vision to transform the CTE system.

“We are pleased to welcome Dr. Dann-Messier and to showcase some of our outstanding programs designed to create a skilled workforce in Kentucky,” said KCTCS Board of Regents Chair P.G. Peebles. “This is an affirmation of our mission of being the nation’s premier community and technical college system.”

Dr. Dann-Messier presented four core principles for transforming CTE and ensuring that students receive a rigorous, better-tailored education to acquire the skills they need to compete and succeed in today’s workplace. These principles include: (1) Effective alignment between CTE and labor market needs to equip students with 21st-century skills and prepare them for in-demand occupations in high-growth industry segments; (2) Strong collaboration among secondary and postsecondary institutions, employers, and industry partners to improve CTE programs; (3) Meaningful accountability for improving academic outcomes and

building technical and employability skills in CTE programs, based upon common definitions and clear metrics for performance; and (4) Increased emphasis on innovation supported by systemic reform of state policies and practices to support CTE implementation of effective practices at the local level.

During her two-day visit to Kentucky, she also toured Bluegrass Community and Technical College’s (BCTC) Leestown Campus, home to the majority of the college’s technical programs. She also visited the BCTC-Fayette County Opportunity Middle College, which allows high school juniors and seniors a chance to take college classes while earning their high school diplomas. Additionally, she toured BCTC’s Georgetown-Scott County Advanced Manufacturing Center and training facility at Toyota.

“I am very pleased to have had the chance to meet with key education and workforce development leaders in Kentucky during the past two days,” said Dann-Messier. This visit was a great opportunity to hear and see first-hand all the impressive work being done in Kentucky’s community and technical colleges and adult education programs to equip all Kentuckians with the knowledge and skills they need to participate and thrive in the 21st-century economy.”



LEFT: Dr. Dann-Messier proudly stands with KCTCS President Michael B. McCall and KCTCS Board of Regents Chair P.G. Peebles after a day of learning and excitement.

RIGHT: Faculty from Bluegrass Community and Technical College are eager to show-off the progress of their programs to Dr. Dann-Messier.





GOOD NEWS

KENTUCKY STATE UNIVERSITY

www.kysu.edu

April 2013

Rosenwald Center Hosts Open House And Begins Enrollment



Kentucky State University's new child development center began registering children during an open house in February and will open soon.

About 20 children have been registered to enroll at the Rosenwald Center for Families and Children, and there are about seven people on staff, says April Trent, the center's director. Teachers welcomed families on Feb. 19 for open house, which included tours and information about the history and construction of the center.

Rosenwald Center accepts children ages 6 weeks to 12 years. The 15,180-square-foot center has developed a quality program to meet state and national accreditation requirements. The program revolves around a holistic approach that includes both parents and children, who will be taught by teachers with at least a bachelor's degree and teacher assistants with at least an associate degree.

In addition, Trent has extensive experience in the child development field as an owner of a preschool, Head Start regional director and director of a child development center.

"The Rosenwald Center for Families and Children will be unmatched by anything in the state, including the classrooms and the playground," Trent says.

The curriculum will include discussions of practical life strategies with families of young children, including topics such as nutrition, healthy living and budgeting.

The facility includes six classrooms, an administrative office, a multipurpose room/kitchen and playground. Computers and iPads are also features in each classroom. It is the only child development facility in Kentucky with Leadership in Energy and Environmental Design certification.

Kentucky State University President Receives Honorary Degree From CMU



Central Michigan University conferred upon Kentucky State University President Mary Evans Sias the Doctor of Public Service honorary degree at its commencement on Dec. 15, 2012.

CMU recognized Sias as a "forward-thinking leader" for her

work as president of Kentucky State University. She was also recognized for her advocacy of higher education as chair of the American Association of State Colleges and Universities Board of Directors and as a member on several other national boards.

Sias was among three honorees receiving honorary doctorates Dec. 15 at the university in Mount Pleasant, Mich.

U.S. Poet Laureate Says Her Parents Met At KSU



U.S. Poet Laureate Natasha Trethewey, the keynote speaker for a convocation on March 21, shared some of her family history and details about growing up biracial in Mississippi through several poems read at the assembly.

KSU President Mary Evans Sias said the university continues to make an effort to increase the number of speakers of note on campus, and Trethewey was high on the list because of her ties to the university.

Trethewey, who serves as the Charles Howard Candler Professor of English and Creative Writing at Emory University, is the daughter of KSU alumni Gwen Trethewey '69 and Eric Trethewey '66.

Natasha Trethewey said her mother, who is a black, and her father, who is white, met at KSU. They married in the 1960s in Ohio because interracial marriage was prohibited in Mississippi.

Trethewey is the author of three poetry collections, including "Native Guard," which won the 2007 Pulitzer Prize in Poetry, and the nonfiction book "Beyond Katrina: A Meditation on the Mississippi Gulf Coast."

KSU Celebrates 150th Anniversary Of Emancipation Proclamation



Kentucky State University celebrated the 150th anniversary of the Emancipation Proclamation with music in a concert held March 1 in Bradford Hall's Carl H. Smith Auditorium.

The concert featured pianist Cliff Jackson, tenor

Jason Brown, baritone Ronald Wilbur and bass-baritone Eric Brown. The men performed Negro spirituals and art songs derived from the poetry of African-Americans.

Cliff Jackson retired in 2011 from the University of Kentucky School of Music, where he served as an associate professor of vocal coaching, song literature and diction. Jason Brown recently moved to Lexington from New York City, where he maintained an active performance schedule. Ronald Wilbur is president of the University of Kentucky Men's Chorus and a senior member of the University of Kentucky Chorale. Eric Brown is a winner of the Kentucky District Metropolitan Opera National Council Audition.

KSU Participates In Transfer Madness

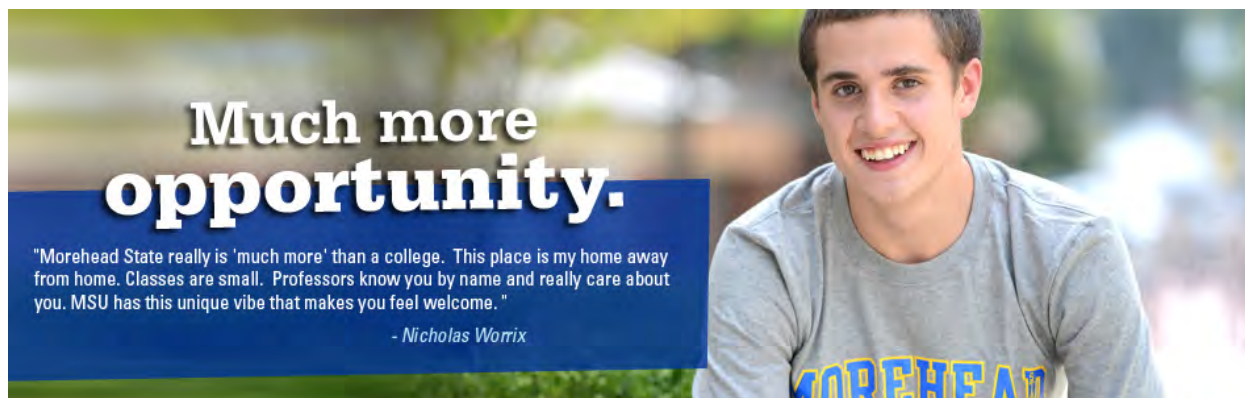


KSU's Jonathan Lott, transfer coordinator

Kentucky college students interested in transferring their credits or associate degree to a four-year university were given the opportunity to learn more about Kentucky State University during Transfer Madness on March 6.

Transfer Madness was the first entirely online, statewide transfer fair where students could chat online with transfer advisers, search for scholarships, download materials and get questions answered.

The event was sponsored by the Council on Postsecondary Education and the Kentucky Community and Technical College System.



2012 Campus Campaign tops \$190,000 mark

MSU wrapped up its 2012 Campus Campaign, marking the 15th year for the event, which allows employees of MSU donate to the University needs.

During the 15 campaigns, MSU has raised \$2,482,956.81 in cash and pledges. MSU totaled \$193,943.32 for the recent campaign with 65 percent participation among employees.

Hitchcock selected as KBA board member

Morehead State Public Radio's Paul Hitchcock has been selected to represent Kentucky Public Radio as a board member for the Kentucky Broadcasters Association. He will serve a two-year term.

Story wins SWS award

Senior Danielle Story has won a national Undergraduate Social Action Award from the Sociologists for Women in Society (SWS) for her activism related to gender equity for women. A Flemingsburg native, she is majoring in sociology with a minor in women's studies.

The Undergraduate Social Action Award is given annually to recognize a student or team of students making a substantial contribution to improving the lives of women in society through activism. SWS initiated this award in 2003. The work honored by this award is central to the SWS goal to foster activism for women.



MSU receives \$209 million in-kind software grant from Siemens PLM Software

The Morehead State University Foundation and College of Science and Technology have announced that it has received an in-kind software grant from Siemens PLM Software, a leading global provider of product lifecycle management (PLM) software and services, with a commercial value of more than \$209 million.

The grant was provided by Siemens PLM Software's Global Opportunities in PLM (GO PLM™ initiative), a program that delivers PLM technology to more than one million students yearly at more than 11,000 global institutions, where it is used at every academic level – from grade schools to graduate engineering research programs.

This in-kind grant gives students in the Department of Applied Engineering and Technology access to the same technology that companies around the world depend on every day to develop innovative products in a wide variety of industries including automotive, aerospace, machinery, shipbuilding, high-tech electronics and much more.

“Siemens PLM Software is dedicated to equipping today's students with the knowledge and skills necessary to serve in the next generation of engineers,” said Bill Boswell, senior director, partner strategy, Siemens PLM Software. “Morehead State serves a key role in filling the STEM job skills gap and producing highly qualified future employees.”



Ambassador James Kimonyo visits MSU

Republic of Rwanda ambassador James Kimonyo presented “Rwanda on the Rise Through Education Among the Pillars of its Development” at Morehead State University’s Star Theater of Smith-Booth Hall.

Kimonyo’s visit was in conjunction with NASA DEVELOP. The NASA DEVELOP National Program fosters an interdisciplinary research environment for interns to work on applied science research projects under the guidance of NASA and partner science advisors. The program is unique in that interns lead research projects that focus on utilizing NASA Earth observations to address community concerns and public policy issues. With the competitive nature and growing societal role of science and technology in today’s global workplace, DEVELOP is fostering an adept corps of tomorrow’s scientists and leaders. The program bridges the gap between NASA Earth Science and society, building capacity in both its interns and partner organizations to better prepare them to handle the challenges that face our society and future generations.

“Ambassador Kimonyo and the NASA DEVELOP team’s visit to Morehead was an extraordinary opportunity for our students,” said Dr. Ben Malphrus, chair of the Department of Earth and Space Sciences. “The importance of space to nations with emerging economies cannot be underestimated. Many of the African Union nations have begun developing and launching their own space assets, and microsatellites like the ones developed at Morehead State are a perfect point of entry into the space age for these countries.”

Kimonyo is the Ambassador Extraordinary and Plenipotentiary of the Republic of Rwanda to the United States of America and non-resident Ambassador to Mexico, Brazil and Argentina.



Veterans Resource Center named in honor of Al Baldwin

MSU’s Veterans Resource Center has been named in honor of Lt. Col. Alan R. Baldwin. Friends and family gathered for the ceremony Wednesday, Feb. 27, to recognize Baldwin.

A former assistant to the provost, Baldwin joined MSU in 1978 as an assistant professor of military science. After leaving briefly, he returned in 1985 and was named chair of the Department of Military Science. During his tenure, he held numerous titles. He also served on the Morehead City Council for 13 years.

He earned his B.A. degree from Eastern Kentucky University and M.A. degree in history from MSU. A Commandant’s List graduate of the U.S. Army Command and General Staff College, Baldwin is a graduate of the Defense Language Institute. He received the Bronze Star, two Meritorious Service Medals, the Joint Service Commendations Medal and two Army Commendation Medals.

Alum Ison awarded Silver Star

“The President of the United States of America, authorized by act of Congress, July 9, 1918, has awarded the Silver Star to 1st Lt. Shannon D. Ison, 206th Engineer Battalion, for gallantry in action on Aug. 16, 2008, during combat operations against an armed enemy of the United States...” reads the citation from the ceremony at the Galt House in Louisville.

Ison graduated from Morehead State University in 1993 with a Bachelor of Arts degree.



MURRAY
STATE UNIVERSITY

Miles a national representative at London conference

Dr. Sandy Miles of the Bauernfeind College of Business was one of two people representing the United States at February meetings sponsored by Gulfstream in London, England. She represented U.S. Human Resource Management interests on two key work groups established by the International Organization for Standardization (ISO) Technical Committee (TC) 260 (Technical Committee for establishing International Human Resources Management Standards). The work groups were established at the ISO/TC260 Plenary meeting in Melbourne, Australia, and tasked with developing an architectural framework for standard development for the work of TC 260. Six countries, with the U.S. and France taking the lead, were represented.

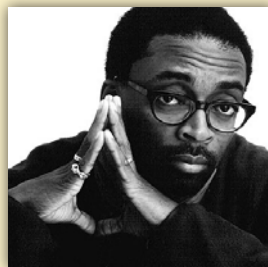
TVA Grant Award

The West Kentucky AgBioworks Initiative at MSU was one of 13 Kentucky organizations to receive a grant under a settlement agreement between the U.S. Environmental Protection Agency and the Tennessee Valley Authority. Murray State was awarded \$309,000 to install, test and demonstrate a biomass heating system at the MSU Equine Center. The Bio Burner Units will offset fossil-fuel energy with renewable energy at a rate of 40mWh per year of electricity. One of the units will be portable in order to demonstrate a biomass-to-energy model to area farmers, industry and others.

MSU staff and community leaders present at conference

MSU staffers and community leaders gave presentations in Louisville at an interstate conference on campus and community engagement. The mission of the Gulf-South Summit on Service Learning and Civic Engagement through Higher Education is to promote networking among practitioners, research, ethical practices, reciprocal campus-community partnerships, sustainable programs, and a culture of engagement and public awareness through service learning and other forms of civic engagement. Presentation subjects included the volunteer "Get Connected" program and MSU's K12Connect initiative. Gina Winchester and Rebecca Feldhaus of the office of regional outreach were presenters.

Presidential Lecture features Spike Lee



African-American filmmaker Spike Lee presented "America Through My Lens," discussing the history, current status and future of America as he sees it.

MSU student chosen for honor by USDA

Senior agriculture business major Samantha Anderson was one of 20 students nationally to be invited to attend the USDA's Outlook Forum Student Diversity Program.

Northington honored for work

Dr. Wade Northington, director of the Breathitt Veterinary Center, received the 2012 Distinguished Service Award at the 101st Annual Kentucky Veterinary Medical Association Meeting and 39th Mid-America Veterinary Conference in Louisville, Ky., for his devotion to the veterinary profession and providing quality service to the community and the association.

Popular security conference scheduled for spring

The largest technology security conference in the region is back. The Patterns of Distinction Conference, co-hosted by the Murray State University Program of Distinction in Telecommunications Systems Management and Community Financial Services Bank (CFSB) of Benton, Ky., is scheduled with keynote speaker Brad Mathis, a senior consultant who heads up the security practice at Keller Schroeder, an employee-owned, regionally focused information technology consulting services firm headquartered in Evansville, Ind.

English professor featured in publication

Dr. William (Rusty) Jones, assistant professor of English, is a contributor to the latest edition of *The Princeton Encyclopedia of Poetry and Poetics*, a comprehensive and authoritative reference book on all aspects of poetry. The Princeton University Press first published the book in 1965. Jones and other contributors and editors were celebrated at a launch party for the new book. Jones wrote the entry on "Satire" for the encyclopedia.

The Next Big Thing is here

The Bauernfeind College of Business and the Regional Business and Innovation Center sponsored an innovation competition for area high school students. The Next Big Thing Innovation Competition had competing student teams come up with a problem and a solution, which can be turned into a business. Teams built a prototype of their invention and put together a business plan including the costing, pricing, marketing and advertising plans.

Man Up Monday

Murray State is participating in a campaign called Man Up Monday, a national healthy Monday movement designed to encourage students to improve their health behaviors by receiving free HIV and STI testing from MSU Health Services.

MSU students participate in LGBTQI conference

Murray had nine students participate at Vanderbilt University's 4th annual Out in Front: LGBTQI and Ally Leadership Conference. Out in Front engages students, faculty and staff on issues relevant to the lesbian, gay, bisexual, transgender, queer, questioning and intersex (LGBTQI) community and society at large. Jody Cofer, LGBT program coordinator and MSU Alliance adviser, co-facilitated an identity caucus for transgender and gender non-conforming individuals.

University shares its social media expertise in book

Dana Howard, social media manager for the university, contributed to editor Michael Stoner's book, *Social Works*. Howard presented a case study on social media efforts used to promote Murray State's 2011-12 basketball season, including the use of social media outlets to successfully encourage sportscaster icon Dick Vitale to come to MSU to call a game.

Horticulture Club harvests judging awards

Six members of the Horticulture Club competed for judging awards at the Southern Region American Society of Horticulture Sciences annual conference. The team brought home a first-place in vegetable judging and a third in fruit and nut crop judging. Additionally, team members earned the Outstanding Club Share Award and several of the students won individual judging awards. The club adviser is Dr. Pat Williams, associate professor in the Hutson School of Agriculture.



GOLD RUSH

APRIL 2013 NORTHERN KENTUCKY UNIVERSITY



GO FIGURE



➔ **3.11**

Cumulative grade point average of NKU's student-athletes last semester, highest in school history.

➔ **1400**

How many of the region's brightest elementary and middle school students participated in NKU's Dreamfest Conference this year.

➔ **12,887**

Number of followers on the official NKU Facebook page.



NKU ANNOUNCED IN MARCH THAT JEFFREY A. STANDEN HAS BEEN NAMED DEAN OF THE CHASE COLLEGE OF LAW, EFFECTIVE JULY 1

Standen is currently Van Winkle Melton Professor of Law and associate dean for faculty at Willamette University College of Law in Salem, Ore. He has been at Willamette since 1990, rising through the ranks from assistant to associate to full professor. He also spent one year (1996) as visiting professor and scholar-in-residence at the University of Virginia School of Law and another (1999) as visiting professor of law at the University of San Diego.

"I am honored to be selected by NKU to lead the Chase College of Law," Standen said, "and I very much look forward to working with the faculty, administration and alumni to ensure that our students receive a world-class,

practice-ready education that prepares them for every success. Chase has a long and storied tradition and an even brighter future, and I look forward to contributing to the substantial accomplishments of my predecessors."

Standen is a prolific scholar, having published three books in the last five years, three book chapters and several articles. He has given numerous presentations on sports law and gaming law. He has been interviewed by ESPN, *The New York Times*, *The Wall Street Journal*, *Slate*, *The Atlantic*, *Time* and *Forbes*.

Standen earned his J.D. from the University of Virginia School of Law and his bachelor's degree in government from Georgetown University.

COLLEGE CORNER COLLEGE OF INFORMATICS

The NKU Board of Regents has approved a recommendation to add a new bachelors degree to its curriculum, bringing the number of offerings at NKU to 61 undergraduate and 19 graduate degrees, 27 graduate certificates, a post-masters in educational leadership, two doctoral programs and a Juris Doctor. The new B.S. in data science will be initiated this fall. It will become the latest addition to NKU's College of Informatics. Students will learn and develop the skills for careers as data analysts, data scientists and systems engineers. To be eligible for the program, a student must have an ACT score of 25 or higher. The new program will enhance the college's offerings in

computer science, business informatics and statistics by allowing the creation of new elective courses in the data science area.

"NKU expands its academic offerings to meet the needs of our region," said President Geoffrey Mearns. "Data science is one of the areas where we see tremendous growth opportunity but a lack of qualified workers. This program not only strengthens our existing curriculum, but it will also provide more skilled graduates in an area where they are desperately needed."

The new degree will require 120 classroom hours for completion. Eight new classes will be developed for the data science program.

PUBLIC ENGAGEMENT ACTIVITIES HONORED FOR 6TH TIME



A longstanding commitment to public engagement has once again landed NKU on the President's Higher Education Community Service Honor Roll. Northern has been named to the Honor Roll six times since 2006.

Three projects were key to NKU's receipt of the award this year. One involved an ongoing partnership between NKU nursing students and area hospitals; another involved quick-response relief after the March 2012 tornados; and the third involved incorporating student philanthropy into a dual-credit class taught by an NKU professor at Dixie Heights High School.

"It's a tribute to a lot of people – students, faculty and community partners – when public engagement works well, as it has in all three of these projects," said Mark Neikirk, executive director of NKU's Scripps Howard Center for Civic Engagement. "There is a direct community benefit but also a direct academic benefit for our students."

The Honor Roll recognition also celebrates NKU's overall commitment to service, including more than 100 service-learning classes each academic year that partner with area nonprofits. Outside of class, NKU student organizations and students volunteer thousands of hours in the community.



THE SCOREBOARD

The NKU women's basketball team capped off its historic first season in NCAA Division I by hosting the College of Charleston in the first round of the Women's Basketball Invitational. The Norse rallied from a 16-point second-half deficit but fell just short, 72-70. The team finished its inaugural season with a 15-13 record and went 12-6 in the Atlantic Sun Conference. The Norse will be eligible for NCAA Tournament play in March 2017.

FACULTY FOCUS

The Academy of Criminal Justice Sciences has partnered with one of the world's leading academic publishers to recognize NKU assistant professor Dr. Cheryl Lero Johnson with a 2013 ACJS SAGE Junior Faculty Teaching Award. Presented annually, the 10 award winners are promising new faculty members in the criminal justice and criminology disciplines; each winner will receive a grant to help underwrite his or her travel to the Academy of Criminal Justice Sciences 2013 annual meeting in Dallas. Dr. Johnson has taught courses in introductory criminal justice, correctional rehabilitation, crime prevention and the criminal offender.

BRIEFS

\$130K GRANT TO HELP 9 NKY SCHOOL DISTRICTS

The NKU Center for Educator Excellence has received a \$130,000 grant from the Kentucky Council on Postsecondary Education to develop a professional learning community for instructional coaches. The project will train instructional coaches and teacher leaders in nine northern Kentucky school districts – Bellevue Independent, Campbell County, Dayton Independent, Erlanger-Elsmere Independent, Ludlow Independent, Newport Independent, Pendleton County, Silver Grove Independent and Southgate Independent.

READ MORE: https://www.nku.edu/news/_130306grant.html

NEW IOS APP MEASURES WATER QUALITY

A team from NKU and the Foundation for Ohio River Education developed and released a mobile app called WaterQuality that enables scientists, citizens, teachers and students to efficiently log water quality data from rivers, lakes and streams. Available for iPads, iPhones and iPod Touches, it gives users data to measure the health of waterways. "The WaterQuality app is an easy and accessible tool for anyone eager to learn how to measure water quality," said Bech Schuck, a science teacher at Covington Catholic High School.

READ MORE: https://www.nku.edu/news/_130226water.html

NKU WELCOMES NEW VP FOR STUDENT AFFAIRS

Dr. Peter Gitau was named vice president for student affairs April 1. Dr. Gitau has served as associate vice chancellor and dean of students at Southern Illinois University, Carbondale, since 2008. At NKU, he will be responsible for all student support services and will serve on the president's operations team, executive team and cabinet. Dr. Gitau will oversee the \$45 million Campus Recreation Center renovation and expansion and will develop goals and strategies for achieving growth and excellence in student services programs.

READ MORE: https://www.nku.edu/news/_130211gitau.html

SPIRIT DAYS INTRODUCE 5TH-GRADERS TO NKU

NKU Community Connections hosted its eighth annual Spirit Days, which offers a taste of college to elementary students, with the fifth-grade students from Northern and Southern elementary schools in Pendleton County in March. Spirit Days participants include NKU student leaders, faculty and staff as they integrate arts, humanities, science, math and other areas with student life and NKU enthusiasm. The days include presentations by the Anthropology Museum and workshops by faculty in the departments of chemistry, history and English.

READ MORE: https://www.nku.edu/news/_130326spirit.html

ALUMNI NEWS



Meet Aleia Brown, curator of a national museum in central Ohio that reopened recently after being closed 17 months due to mold. Since the reopening of the National Afro-American Museum and Cultural Center, she has been responsible for designing and planning exhibits; testing the exhibits with audiences; working with graphic artists on visual messages and marketing; and grant writing.

Alongside a team of 10 from the Ohio Historical Society, Brown began cleaning and preserving more than 800 artifacts—from automobiles to doll collections and ceremonial and military artifacts.

Brown's first curated exhibit, "How I Got Over," featured both present artists and those from a century ago. The exhibit touched on themes of spirituality, protest and celebration.

"It's a powerful exhibit that reflects overcoming obstacles," Brown says. "Even though it's about African Americans, anyone can relate. Overcoming challenges is part of the human experience."

This is an edited version of a story that appeared in a January 2013 edition of the Hamilton Journal-News. Reprinted with permission.



Guo Lab Discovers New Class of Revolution Biomotor and Solves Mystery in Viral DNA Packaging

Scientists at the University of Kentucky have cracked a 35-year-old mystery about the workings of natural “biomotors.” These molecular machines are serving as models for development of synthetic nanomotors that will someday pump therapeutic DNA, RNA or drugs into individual diseased cells.

Peixuan Guo, director of the UK Nanobiotechnology Center, and his colleagues explain that two motors have been found in nature: A linear motor and a rotating motor. Now they report discovery of a third type, a revolving molecular motor.

Guo's team wants to embed a synthetic version of that motor into nanomedical devices that are injected into the body, travel to diseased cells and pump in medication. A major barrier in doing so has been uncertainty and controversy about exactly how the phi29 motor moves. Scientists thought that it worked by rotating or spinning in the same motion as the Earth turning once every 24 hours upon its own axis.

In their ACS Nano paper, Guo — with his team — challenge that idea. They discovered that the phi29 motor moves DNA without any rotational motion. The motor moves DNA with a revolution in the same motion as the Earth revolving around the sun in one orbit ever 365 days. The “revolution without rotation” model could resolve a big conundrum troubling the past 35 years of painstaking investigation of the mechanism of these viral DNA packaging motors.

Guo points out that nanomotors will open the door to practical machines and other nanotechnology devices so small that 100,000 would fit across the width of a human hair. One major natural prototype for those development efforts has been the motor that packages DNA into the shell of bacteriophage phi29, a virus that infects and kills bacteria.



UK Sets New Records for Honors Program, National Merit Scholars

An intense focus on academic and student quality at UK is reaping dividends, as evidenced by record results in both the current and upcoming first-year classes (fall 2012 and fall 2013).

UK President Eli Capilouto reported to the Board of Trustees that UK ranks 11th among public universities (out of 123), and 30th among public and private universities (out of 335) in the number of National Merit/National Achievement Scholars in the Fall 2012 first-year class, according to the National Merit Scholarship Corporation's annual report.

Capilouto also cited preliminary numbers from the expanding and revitalized Honors Program in which applications have more than doubled, while the academic quality of students applying continues to increase as well.

With respect to National Merit/National Achievement Scholars, Capilouto said it was particularly noteworthy that UK, with 71 National Merit/National Achievement scholars, is ahead of some of the most prominent institutions in the country, including: Emory (53), the University of Georgia (56), Michigan (53), Michigan State (40), University of Virginia (35), Carnegie Melon (38), Johns Hopkins (32), Cornell (66), Ohio State (62), New York University (28), Notre Dame (51), and Georgetown (39).

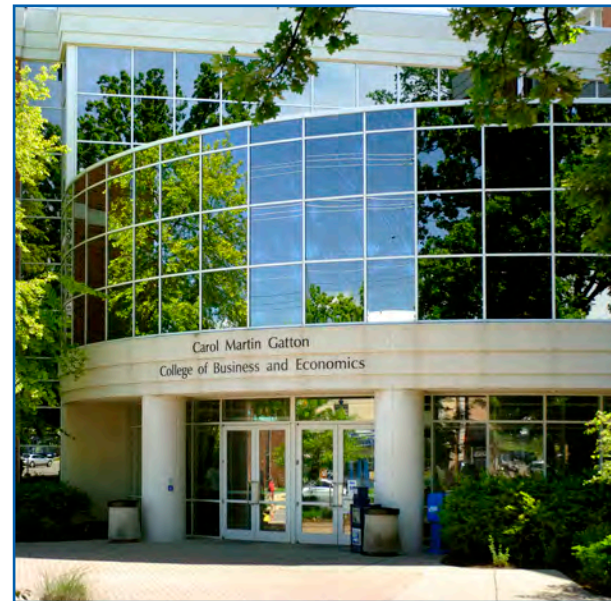
These dividends are also affirmed through the success of the UK Honors Program. With a recently adapted curriculum that allows for a more personalized Honors experience, the program has experienced a record number of applicants for the fall class of 2013: more than 2,400 applications for a class of approximately 450. Last year's record application pool topped out at 1,200.

Gatton College Reaches Fundraising Milestone

In March, the University of Kentucky's Gatton College of Business and Economics celebrated the milestone of surpassing the halfway point in its fundraising efforts for the expansion and renovation of its facilities. Joined by UK President Eli Capilouto, Gatton College Dean David W. Blackwell announced that nearly \$34 million in private funds has been donated or pledged toward the \$65 million project.

In particular, Blackwell cited the large gifts of C.M. "Bill" Gatton, Don and Cathy Jacobs, Howard Lewis, and Bill Seale. Together, these donors have contributed approximately \$23 million to this ambitious undertaking.

The dean thanked the nearly 300 individuals, foundations, and corporations for their generosity in supporting the project, which will nearly double the space available for students, faculty, and staff while also enabling the college to offer state-of-the-art technology throughout the building. The expansion and renovation plans call for a dramatic increase in space for educational offerings, as well as high-tech enhancements to classrooms and laboratories for students on both the undergraduate and graduate levels.





President James Ramsey joined Provost Shirley Willihnganz in discussing the 21st Century Initiative at several university forums.

UofL launches 21st Century University Initiative

The University of Louisville is taking a hard look in the mirror to better envision and plan for its future.

UofL recently launched the 21st Century University Initiative, a campus-wide effort to look at how far the university has come, what it currently is doing well and not so well, and what it needs to do to continue its progress toward becoming an elite university.

"We are driven by our state mandate to become a premier metropolitan research university by 2020," UofL President James Ramsey said. "We are making great progress. But we constantly need to look at how we can continue to better serve our students and the public. It's prudent to take a look at where we are as an institution, where we're going, and how we're going to get there."

The initiative began with a series of forums and an online form through which faculty, staff and students were asked to discuss the university's strengths, weaknesses, opportunities

and threats. More than 800 people participated in the analysis, and the university received more than 5,000 comments.

Provost Shirley Willihnganz then appointed committees to review the information and discuss key areas including financial health; technology, demographics and engagement; academic and research priorities; and creating a culture of excellence. More than 200 faculty, staff, students and community leaders volunteered to work on the plans. They are expected to develop recommendations that may cut costs, improve services to students and better position the university as a top-tier institution.

The committees will present their recommendations later this spring. Ramsey and Willihnganz will vet the information with the university community, then develop proposals to share with the Board of Trustees later this summer.

To learn more, visit louisville.edu/21stcentury.

Voluntary separation incentives approved by Trustees

UofL's Board of Trustees approved a voluntary separation incentive plan for employees who have worked at UofL for at least seven years and who have a combined 75 years of age plus service.

The program begins May 1. Faculty members who participate will receive one year's salary and staff members will receive six month's pay. More than 400 employees expressed interest in the program. The plan is expected to generate savings of at least \$2.5 million for strategic initiatives, pay raises for employees and hold tuition increases to a minimum.

The board also approved a pilot program that allows employees to take up to one day a year of supervisor-approved leave time to perform community service during work hours.

A Letter From the President

Dear Friends and Family of UofL,

Thoughts turn naturally to "March Madness" this time of year as we cheer our men's and women's basketball teams to success. But, there are many other successful endeavors taking place across campus that stir a positive frenzy that I like to call "March Greatness."



As we celebrated the Big East tournament in New York, we took the opportunity to spread the word about UofL's many academic and research achievements. It was the perfect audience of alumni, friends and donors who were anxious to hear the good news both on and off the court.

While I was in New York, I had the opportunity to discuss UofL's upward trajectory and the amazing progress with our 21st Century University Initiative to deliver higher education more efficiently and effectively. The acting dean of our medical school, Dr. Toni Ganzel, joined me in the Big Apple where she touted healthy hearts at an event, and other UofL faculty took part in a panel discussion on investment in urban research universities.

Back home in Louisville, we are thrilled to announce that UofL was named the first Joint Commission-certified Comprehensive Stroke Center (CSC) in Kentucky. University Hospital becomes the 20th facility in the nation that is CSC certified, meaning University Hospital has the most advanced equipment, infrastructure, staff and physicians necessary to treat complex stroke cases.

As we move forward with our plan to become a major metropolitan research university, we see only great things in our future. That is truly "March Greatness."

A handwritten signature of James Ramsey in black ink.

James Ramsey
President
University of Louisville

Senator Marco Rubio visits McConnell Center

U.S. Sen. Marco Rubio from Florida, a rising star in the Republican Party, addressed UofL students and community members about his vision of creating economic and social opportunities for middle-class Americans in the 21st century.

"Senator Rubio is a part of the changing face of the Republican Party, a dynamic young force in the Senate and has been mentioned as a possible future candidate for president. Bringing him to speak at the University of Louisville is just the latest example of the McConnell Center's commitment to providing our future leaders' intimate access to the major public policy leaders of our day," said McConnell Center Director Gary Gregg.

Rubio recently came in second in a presidential straw poll conducted at the Conservative Political Action Conference held in Washington, D.C., finishing slightly behind Senator Rand Paul of Kentucky, who finished first. Earlier this year, Rubio gave the GOP response to President Obama's State of the Union address, marking the first time the response was delivered in English and Spanish.



Senator Marco Rubio (right) spoke to McConnell Center Scholars and members of the UofL community on his vision of how to economically empower middle-class Americans.

From 2000 to 2008, he represented the 111th District in the Florida House of Representatives, becoming the state's first Cuban-American house speaker. While a representative, he wrote a book, "100 Innovative Ideas for Florida's Future," which he compiled after traveling the state and talking to citizens.

Rubio was invited to Louisville as a part of the McConnell Center's Distinguished Speakers Series. Other prominent speakers who have addressed the center include former Secretary of State Hillary Clinton, Speaker of the House John Boehner and U.S. Senator John McCain.



Governor Steve Beshear signs into law a measure enabling campus police officers to file for full death benefits should they be killed in the line of duty.

Protecting those who protect us

They serve and protect. And, now, in times of crisis, their families will be protected. UofL recently spearheaded an effort to change the current statutory reference designating campus police officers as "safety and security officers" to "police officers" to ensure that their families are eligible for death benefits if they are killed in the line of duty.

All university police chiefs statewide came together in support of this measure and UofL worked closely with Rep. Denver Butler and Sen. Perry Clark on Senate Bill 120. The General Assembly passed the bill during the 2013 legislative session.

Like poetry: UofL libraries to receive \$2 million gift

Former Kentucky poet laureate Lee Pennington recently pledged \$2 million to UofL's library system. His gift included personal papers to the library's Special Collections section and he announced plans to donate his extensive collection of books and artifacts. He also will provide funding for a new gallery and archive area in Ekstrom Library.

The new archive area, expected to open in spring 2013, will provide climate-controlled housing and exhibition space for primary source and research materials covering a range of disciplines.

Pennington has published more than 1,300 poems in periodicals worldwide and in numerous poetry collections. He has also held lifelong interests as a folklorist and educator and is a published playwright, journalist and documentarian.



Lee Pennington and UofL Rare Books Curator Delinda Buie

CAMPAIGN PROGRESS BY THE NUMBERS

TOTAL RAISED PER CAMPAIGN PRIORITY AREAS*:

Philanthropy
\$ **\$584,475,412.64**

Bucks for Brains
\$ **\$19,921,000.00**

Campus Priorities
\$ **\$168,700,285.51**

TOTAL \$773,096,698.15



Western Kentucky University news for the Council on Postsecondary Education, April 2013

For more WKU news, visit www.wku.edu/news.

WKU business, accounting programs maintain international accreditation

WKU's business and accounting programs in the Gordon Ford College of Business have maintained international accreditation by AACSB (The Association to Advance Collegiate Schools of Business) International.

The reaffirmation keeps WKU in the top 178 collegiate schools of business in the world to have both business and accounting programs accredited, according to Dr. Jeff Katz, dean of the Gordon Ford College of Business.

"As an applied college of business, ongoing maintenance of accreditation by AACSB International confirms that students in our college receive the most relevant education and training by highly qualified faculty members who are experts in their fields," Dr. Katz said. "Our programs provide the necessary education and skills to assure long-term student success as leaders of business, active global citizens and ethical participants in society."

AACSB accreditation has been earned by less than 5 percent of the world's business programs. All business programs in the Gordon Ford College of Business have been accredited since 1982. The accounting program achieved accreditation in 2009. See

<http://wkunews.wordpress.com/2013/03/27/business-reaccreditation-2013/>



Dr. Jeff Katz, dean of the Gordon Ford College of Business (right), and Dr. Steve Wells, chair of the Department of Accounting, announced that the business college and accounting programs have been reaccredited by AACSB.



WKU enters athletic membership agreement with Conference USA

WKU has entered into a membership agreement with Conference USA for its athletic programs beginning on July 1, 2014. Conference USA is an established, nationally prominent athletic conference that sponsors intercollegiate competition in 20 sports. Conference USA will have 16 member institutions in 2013-14, including 14 that compete in the Football Bowl Subdivision (FBS).

Conference USA membership in 2013-14 will include Charlotte, East Carolina, FIU, Florida Atlantic, Louisiana Tech, Marshall, Middle Tennessee, North Texas, Old Dominion, Rice, Southern Miss, Tulane, Tulsa, UAB, UTEP and UTSA, with Charlotte and Old Dominion not competing in football.

Conference USA institutions are among the nation's best in academic performance among student-athletes, bolstered by the fact that student-athletes at league schools have a higher graduation rate than the general student population.

Conference USA enjoys significant television exposure through partnerships with FOX Sports Media Group, CBS Sports Network and ESPN. The multi-tiered selection process that is rooted in partnering with all three networks has substantially increased the number of national and regional appearances for football, men's and women's basketball, and all other conference sports.

The upcoming 2013-14 academic year will be WKU's last as a member of the Sun Belt Conference, which it joined prior to the 1982-83 academic year. Currently in its 31st year as a member of the conference, WKU has won the Vic Bubas Cup five times, given annually to the member institution gaining the most cumulative points awarded for athletic success in the league's 19 sponsored sports.

WKU President Gary Ransdell said the move gives WKU "an opportunity to be a member of a collection of great universities, reduce the geography which our teams must travel to compete, strengthen our financial capacity and better access to bowl games and postseason play." See

http://www.wkusports.com/ViewArticle.dbml?DB_OEM_ID=5400&ATCLID=207019336

WKU junior receives scholarship to study at Cambridge

James “Ben” Hussung, a WKU junior religious studies major from Bowling Green, is a recipient of a study abroad scholarship from the Kentucky Branch of the English-Speaking Union. This summer, he will study literature at the University of Cambridge in Cambridge, England, UK. Additionally, Hussung will spend a week in London and is planning his own travels around Europe.

In addition to funding from the ESU, Hussung is the recipient of a Jarve Endowment Scholarship, a grant program funded through a generous gift from WKU alumnus Jacque Hughes Jarve and her husband John. Jarve Endowment funding is awarded to students who show promise in international and research endeavors. Hussung has also been tapped to receive funding from the WKU Office of Enrollment Management and from the WKU Office of International Programs.

The mission of the ESU, promoting scholarship in an ever-burgeoning global community, is directly fulfilled through the award program, which provides funding for students who desire to study English literature, history or social sciences at Oxford, Cambridge or Edinburgh University. See

<http://wkunews.wordpress.com/2013/04/02/osd-hussung/>



James “Ben” Hussung



Dr. Margaret M. “Peggy” Gripshover

WKU faculty member appointed State Geographer

Dr. Margaret M. “Peggy” Gripshover, associate professor of geography in WKU’s Department of Geography and Geology, has been appointed as State Geographer for the Commonwealth of Kentucky by Gov. Steve Beshear.

Dr. Gripshover is the first woman to hold the position, which was created by the General Assembly in 1984. Her term will expire on Jan. 1, 2014. In the past, the State Geographer has been called upon to consult with state officials and planning agencies on such issues as boundaries, mapping, land use, as well serve as a geographic resource for educators.

Dr. Gripshover joined the WKU faculty as a cultural geographer in 2009. She earned her Ph.D. in geography from the University of Tennessee, Knoxville, and her bachelor’s and master’s degrees in geography from Marshall University.

Known as “Dr. G.” to her students, she teaches courses in the Geography of Kentucky, Geography of the South, World Regional Geography, Cultural Geography, Economic Geography, and Urban Geography. See

<http://wkunews.wordpress.com/2013/02/26/state-geographer/>

WKU student named nation’s top Army engineer cadet in 2013

The Society of American Military Engineers has selected WKU Cadet Sean Tedtaotao as the nation’s Top Army Engineer Cadet for 2013.

Tedtaotao, a senior mechanical engineering major and military science minor from Guam, competed with fellow Army cadets who represented the other 273 host ROTC programs from around the country.

After evaluating the nation’s best engineering cadets on their leadership accomplishments, academic rigor and ability to serve as a productive member of a team, Tedtaotao was ranked No. 1 in the nation. See

<http://wkunews.wordpress.com/2013/03/12/cadet-award/>



Sean Tedtaotao