

KY COUNCIL ON POSTSECONDARY EDUCATION EXECUTIVE COMMITTEE



April 16, 2020 – 3:00 PM

ZOOM teleconferencing for Committee members

Livestream video for public: https://youtu.be/Abg_VbfYfH8

**Indicates Action Item*

- I. Call to Order and Roll Call
- II. Approval of the Minutes
- III. Discussion of Personnel Matter - Executive Session, per KRS 61.810(1)(f)
- IV. Personnel Related Action (*tentative*)*
- V. CPE President's 2020 Plan of Work*
- VI. Planning Discussion on 2020 Trusteeship Symposium
- VII. Adjournment
Next Committee Meeting: May 7, 2020 @ 9:00 AM ET

DRAFT MINUTES
Council on Postsecondary Education

Type: Executive Committee Meeting
Date: April 3, 2020
Time: 9:00 a.m. ET
Location: Virtual Meeting - Committee members by ZOOM, Public viewing hosted on CPE YouTube Page.

CALL TO ORDER

The Executive Committee met Friday, April 3, 2020, at 9:00 a.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the CPE Executive Committee met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: https://www.youtube.com/channel/UCK10p_HfwBdgRpVPjgz8i1A. Chair Ben Brandstetter presided.

ATTENDANCE

Members in attendance: Ben Brandstetter, Ron Beal, Kim Halbauer, Kristi Nelson, Robert Staat and Sherrill Zimmerman. All attended by teleconference.

Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The committee approved the minutes of the March 6, 2020 Executive Committee meeting.

COMMENTS FROM THE PRESIDENT AND LEGISLATIVE UPDATE

CPE President Aaron Thompson provided a review of the efforts undertaken by the campuses during the COVID-19 pandemic. This included measures to ensure student success despite the switch to the virtual learning environment and actions taken by the Council in altering policies to meet the required changes.

Bill Payne, CPE's Vice President of Finance and Administration, reviewed the one year 2020-21 budget approved by the House and Senate Free Conference Committee on April 1, 2020. He also discussed estimated funds distribution from the federal CARES Act (Higher Education Relief Fund).

2020 INCENTIVE PRIORITIES FOR PRESIDENT AARON THOMPSON

At its March 6, 2020 meeting, Committee members discussed the 2020 agency work plan and the potential 2020 incentive goals for President Thompson's contract. After the discussion, the Committee asked Chair Brandstetter and Vice Chair Halbauer to work on the language for the incentive goals and report back at the April 3, 2020 meeting.

The Committee members discussed the merits of an incentive-based compensation plan given the unknowns related to the coronavirus and how that might effect President Thompson's priorities. Committee members also shared concerns about the lack of quantitative measures on which to base their decisions about incentive compensation. Ms. Nelson stated she did was not in favor using a qualitative method for an incentive plan because the evaluation process was too subjective to come up with a specific award amount for each goal. This sentiment was echoed by several other members. At the request of the Chair, Ms. Nelson, Ms. Zimmerman and Dr. Staat agreed to review the contract and bring to the Committee a potential amendment adjusting President Thompson's base salary and removing the incentive pay provisions.

Chair Brandstetter instructed staff to consult dates for a potential special-called meeting of the Committee in order to finalize the matter prior to the April 24, 2020 Council meeting.

STRATEGIC INITIATIVES FUNDING

CPE's Vice President and Chief of Staff Lee Nimocks presented a staff proposal to redistribute FY 20 Strategic Initiative Funding to create a COVID-19 Emergency Response Fund. As part of the agency's FY 2020 budget approval last summer, the board budgeted Strategic Initiative monies to be used for: 1) grants to the campuses, including funds to support student success initiatives and Project Graduate in FY21; 2) expansion of the Quality Assurance Commons project; and 3) the annual Student Success Summit.

Given the current COVID-19 crisis, and the significant challenges facing campuses in a number of areas: addressing student needs; moving completely to an on-line learning environment; providing professional development and support to faculty and employees; and responding to community needs, CPE staff proposes that the Emergency Response Fund be created, and funding distributed to Kentucky's public campuses using the distribution methodology outlined below.

- Kentucky's public universities (UK, UofL, KSU, ECU, WKU, NKU, MoSU, MuSU) would receive \$40,000 each (\$320,000 in total). KCTCS would receive \$120,000 due to their size, the number of institutions within their system, and their high percentage of Pell Grant students.
- Institutions will submit a proposal outlining the proposed use of funding.
- Institutions will have until December 31, 2020 to expense all funds, and must provide a July 15, 2020 mid-term report and a final report on January 15, 2021 that provides a detailed accounting of how the funds were used to respond to the crisis and support students' success during this time.

MOTION: Dr. Staat moved that funds originally budgeted for strategic initiatives be used to create a COVID-19 Emergency Response Fund and distributed as presented. Ms. Nelson seconded the motion. *Approval of this item does not require approval by the full Council.*

VOTE: The motion passed.

AMENDMENT TO 13 KAR 1:050 – LICENSED OUT-OF-STATE COLLEGE'S ELIGIBILITY FOR KENTUCKY TUITION GRANT AMENDMENT

CPE's Vice President and General Counsel Travis Powell presented a proposed amendment to KRS 164.780. The regulation creates the Kentucky Tuition Grant (KTG) program to provide need-based aid up to \$3,000 per semester to qualified Kentucky residents attending eligible private colleges located in Kentucky. In order to be eligible to accept KTG awards on behalf of a student, private institutions must be licensed by the Council and accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). If SACSCOC accreditation is not available to a licensed out-of-state institution due to its main campus being located outside SACSCOC's geographic region, an institution may petition the Council for approval per 13 KAR 1:050 as required by KRS 164.785(7)(c). KRS 164.785(7)(c) requires that the Council's process for approval mirror SACSCOC accreditation criteria.

The proposed language set forth in the regulation aligned the standards for KTG participation with the SACSCOC Principles of Accreditation that went into effect on January 1, 2018 and makes other changes. Proposed amendments included the following:

- Reordering and removal of redundancies contained in the previous SACSCOC Principles.
- Focus on SACSCOC Core Requirements and elimination of requirements duplicative with those in the Council's standards for licensure, 13 KAR 1:020.
- Require that the college's board conduct regular self-evaluation.
- Require that the college provide information and guidance to help student borrowers understand how to manage their debt and repay their loans.
- Increase fee to \$10,000 for initial application and add renewal requirement every 10 years to align with SACSCOC accreditation cycle.
- Allow for site visits as an option at any time as issues arise, but generally provide that reviews be conducted by staff at no additional cost to the college.

The process of revising an administrative regulation, established by the Legislative Research Commission, will be initiated with Council approval of this revised regulation. Upon approval, the proposed revised administrative regulation will go through a public hearing and review by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

MOTION: Ms. Halbauer moved the Committee accept the proposed amendment to 13 KAR 1:050 and recommend approval by the full council at its April 24, 2020 meeting. This motion would authorize staff to file the proposed administrative regulation, and authorize Vice President and General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education. Dr. Staat seconded the motion.

VOTE: The motion passed.

AGENDA FOR APRIL 2020 COUNCIL MEETING

Staff presented the draft agenda for the April 24, 2020 meeting. Due to the COVID-19 pandemic, the meeting would occur by teleconference only for the Council members and public viewing would be made available on the CPE YouTube page.

PLANNING TIMELINE FOR NEXT STATEWIDE STRATEGIC AGENDA

As requested at the last Committee meeting, staff presented a draft timeline for the next Statewide Strategic Agenda's planning process. It was stated that if COVID-19 pandemic progresses beyond current projections, this timeline may need to be adjusted and/or steps in the process altered.

ADJOURNMENT

The Executive Committee adjourned at 10:42 a.m., ET.

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

TITLE: CPE President's 2020 Plan of Work

RECOMMENDATION: Staff recommend the Executive Committee adopt the CPE President's Plan of Work for 2020.

SUPPORTING INFORMATION

In September 2019, the agency released a planning document to help frame and advance the work and activities of CPE through 2020. The plan is driven by the board's key priorities (as identified at the 2019 retreat) while building on Kentucky's 2016-2021 Strategic Agenda for Postsecondary Education and the Commonwealth's goal to increase the percentage of adults with a postsecondary credential to 60% by 2030 (Attachment 1). Additionally, President Thompson identified specific areas of focus in his 2019 annual report and self-evaluation (Attachment 2).

The attached plan of work for 2020 is recommended for approval as part of President Thompson's contract.

President Thompson's Priorities for 2020

****DRAFT****

COVID-19 Note: *Given the seismic events that have occurred over the past several weeks, and likely will continue to occur for the foreseeable future, my role as head of CPE, and advisor to the Governor, legislature, other state leaders has already dramatically shifted. So, while I and the entire CPE staff will continue to push forward on all the items below, my highest priority during this crisis time will be supporting the campuses and students to the best of the agency's ability.*

The pandemic has already meant near constant communication with presidents (collectively and individually), legislators and others. My staff has been working overtime with the various campus groups they work with to assess and monitor changing policies on campus (grading, refund policies, etc). We're fielding questions from students and other state agencies. As the dust begins to settle, we may need to adjust some of our policies to accommodate campus and student needs, reassessing budget needs and requests, etc. It likely will mean negotiating budget reductions and special legislative sessions.

So, while all priorities and strategies below are important in advancing our larger educational attainment and academic quality goals, this crisis is and will continue to have a significant effect on higher education in Kentucky, and by extension, the work of CPE. I would ask you that as we think about my annual work plan, that we all remain flexibility and nimble in how we evaluate progress and success in 2020. Look forward to talking about this more next week.

Priority 1: Build broad understanding that higher education is the key to personal opportunity and Kentucky's economic growth.

- Visit as many of the KCTCS colleges and private colleges and universities in the state as my schedule will allow. Visits will include sessions with students, faculty, administrators and the larger community. While not branded as "listening tour stops," these visits would serve much the same purpose: to tell the story of why higher education matters, introduce myself and CPE as a valuable partner in their work, and continue to gather information about key issues affecting students and campuses.
- Expand speaking/interacting with our K-12 partners, civic groups, and business and industry organizations and groups across the state. Messages would be tailored to specific issues of interest to the organizations (i.e. workforce development, affordability, K-12 to college transitions) with data localized to their regions and communities.

- Build relationships with the new administration and continue to orient/advise the governor's staff on higher education budget and policy issues. Ensure CPE is viewed as a valuable asset and advisor to the Governor on all matters related to higher education and workforce training.
- In the area of legislative relations, continue relationship-building with the General Assembly, not just during the session but throughout the year with regular briefing sessions, more policy briefs and backgrounders, and more regular meetings and communications. As with the Governor, ensure CPE is viewed as a valuable asset and advisor to the General Assembly on all matters related to higher education and workforce training.
- Develop a "student voices" communications campaign using personal stories of students and families whose lives have been transformed by higher education. Numbers and research can tell us a lot, but until we can put a face to an issue, challenge, or accomplishment, it is hard to truly communicate the power of education and why higher education matters.

Priority 2: Make higher education accessible and affordable for all Kentuckians.

- Work with campuses, policy leaders and other state partners to develop a tuition policy and parameters for 2020-2021 (and perhaps 21-22) that balance the budgetary needs of campuses with CPE's overarching priority to keep higher education affordable for all Kentuckians.
- Expand Kentucky's 15-to-Finish communications and outreach campaign to encourage more students to complete 15 hours a semester or 30 hours a year. Added semesters (or years) to a student's undergraduate program is a key cost driver. A key step in lowering college costs is highlighting to students and faculty the need to expedite the path to graduation. Related to this, we will be stepping up our work with campuses to help them streamline and simplify their curricular pathways. Often, due to no fault of their own, students' progress to degree is slowed due to poor curricular design and course scheduling, adding additional time and college costs.
- Work with presidents, board members, school leaders, parents, media and others to tell the story about why higher education matters and encourage the state to restore and/or increase appropriations to all public campuses (currently in progress this legislative session).

- Resources permitting, produce a public-facing, web-based tool that provides students and families with comprehensive program-level information about costs and debt levels, and workforce outcomes information. This tool would include a common application to facilitate pathways to postsecondary education.
- Work with state policymakers, campuses and other state partners to develop innovative, effective need-based aid programs and strategies (both at the campus and state levels) and facilitate statewide conversations and policy proposals in these areas. This is a continuation of work that began last year and with the new administration.

Priority 3: Ensure more students earn degrees regardless of race, income, age, or geography.

- Launch CPE's new electronic transfer system in the summer of 2020. The new system will include degree pathways (a semester-by-semester sequence of courses recommended for successful completion of a degree, diploma, credential or certificate) for all programs and course equivalencies to facilitate transfer from two- to four- year campuses and among state's universities.
- Continue work with campuses to enhance their general education programs of study to ensure they are relevant to student needs and sensitive to modern workplace demands.
- Bring together members of the performance funding workgroup in the summer of 2020 to undertake a thorough evaluation of the model and propose recommended changes to metrics, measures, and weights in an effort to incentivize program completion, particularly for at-risk populations and in high-need employment areas.
- Building on the Adult Promise Grant (completing in mid-2020), accelerate our efforts focused on adult learners and develop the kinds of outreach, support services, and adult-friendly programs that are needed to assure greater participation and success. To the extent our funds allow, I will be devoting personnel resources to at least one staff member in this area, and CPE will plan and host a second Adult Learner Summit later this year or early in 2021.
- Build out CPE's learning communities and advisory group structures to provide state-level forums for information sharing, presentation of effective practices and strategies and networking among faculty, advisors and other key member of the higher education communities.

- Launch Kentucky's cultural competency certification. One of the main objectives set forth in CPE's Policy for Diversity, Equity, and Inclusion is for campuses to foster an inclusive and supportive environment for all students on Kentucky's public college and university campuses. Campus representatives have expressed an interest in such an effort in order to emphasize the importance of cultural competency on their campuses.
- Launch our new Gear Up Scholars program, which dedicates staff and resources to providing services to Gear Up students in their first year of postsecondary education. This is a significant expansion of our Gear Up mission and programming but will provide essential services for students during that challenging and vulnerable first year in college.

Priority 4: Meet Kentucky's current and future workforce needs through high-quality, innovative programs

- Strengthen career pathways and alignment between postsecondary education and the workforce through stronger relationships with the workforce and economic development cabinets, strategies to increase experiential learning, and better advising and mentoring on campus focusing on career outcomes.
- Complete the Academic Program Review reform project initiated in 2019-2020, review the resulting data and analyses, and amend CPE's Academic Review Policy accordingly. The new program review model incorporates market demand, student outcomes, and economic data to provide a more holistic overview of each program's performance and impact.
- Advance the goal to have every Kentucky graduate having with a quality internship, co-op, apprenticeship, or other experiential learning opportunity by 2030. As an initial step in this process, CPE will be working with KCTCS to develop a Center for Work-Based Learning, to be housed at KCTCS. The Center will support and coordinate efforts to expand and other work-based opportunities.
- Host and graduate Kentucky's second Academic Leadership Development Institute (ALDI) for early career faculty of color interested in academic leadership positions. A cohort of 19 faculty members will complete the Institute next fall. The Institute provides an array of professional development opportunities to participants.
- Review and establish a method of determining the value of sub-Associate certificates and industry certifications. In recent years, much of the overall growth in postsecondary credentials has been at the certificate level, but there has been little

assessment of their value in the workplace. CPE is partnering with KDE and several other state organizations through the national Credentials of Value Institute (COVI) to review and categorize these credentials. Results may inform the performance funding model and the state's attainment goal.

- Partner with KDE and local education entities to strengthen our educator preparation programs and build the pipeline of quality teacher candidates representing the demographic and geographic diversity of the state. A key step will be to dedicate internal resources to a dedicated staff member who will focus primarily on P-20 pipelines issues, teacher quality, and the possible reestablishment of Kentucky's P-20 Council to focus on educational transition and performance issues, including teacher quality, professional development, standards and accountability systems, placement policies, and dual credit.