

**KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION  
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE**



January 16, 2024 – 10:00 AM ET  
Virtual meeting: <https://us02web.zoom.us/j/89129396618>

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*\*Indicates action item*

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## MEETING MINUTES

*To be reviewed and approved by the Committee on January 16, 2024*

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Who: Kentucky Council on Postsecondary Education  
Meeting Type: Academic and Strategic Initiatives Committee  
Date: October 23, 2023  
Time: 10:00 a.m. ET  
Location: Virtual Meeting via ZOOM Webinar

### CALL TO ORDER

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The Academic & Strategic Initiatives Committee met Monday, October 23, 2023, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

### ATTENDANCE

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All committee members attended the meeting: Dr. Kellie Ellis, Dr. Meredith Figg, Karyn Hoover, Chloe Marsteller, LaDonna Rogers and Kevin Weaver.

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

### APPROVAL OF THE MINUTES

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The minutes of the June 6, 2023, meeting, were approved as distributed.

### PROPOSED NEW ACADEMIC PROGRAMS

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Dr. Melissa Bell, CPE's Vice President of Academic Excellence and Student Success, introduced two new academic programs for review and approval. KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff reviewed the proposed programs and recommended approval.

#### Sports Leadership (B.A.) - CIP 31.0508 – University of Kentucky

Presented by: Justin K. Nichols, Ed.D, Assistant Professor, Program Chair of Sport Leadership MS option in Kinesiology and Health Promotion

- The 120-credit hour program which focuses on leadership across sport and fitness industries through a blend of sport psychology and sport management/leadership. It

will be a transdisciplinary degree across colleges and departments in both the College of Education and the College of Communication and Information that allow students to specialize in specific areas of sport related to communications and socio-cultural issues while also providing a foundation of sport skills as recommended by the Commission on Sport Management Accreditation

Statistics and Data Science (B.S.) - CIP 27.0501 – University of Kentucky

Presented by: Dr. William Rayens, Professor and Chair of the Dr. Bing Zhang Department of Statistics

- The 120-credit hour program will equip students to execute all stages of data analysis, from data acquisition and exploration to application of statistics and machine learning methods for the creation of data products. Graduates will be prepared to enter the workforce directly or enroll in graduate-level programs in statistics.

MOTION: Ms. Rogers moved the Committee approve both proposed programs from the University of Kentucky and recommend final approval by the Council at its November 17, 2023, meeting. Mr. Weaver seconded the motion.

VOTE: The motion passed.

**PRELIMINARY ENROLLMENT FOR FALL 2023**

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Mr. Travis Muncie, Executive Director of Data and Advanced Analytics, and Mr. Blake Nantz, Senior Associate, presented the preliminary enrollment data for the fall of 2023, which showed impressive year-to-date growth in undergraduate enrollment at public institutions.

- Total undergraduate enrollment at 4-year publics increased 3.1%.
- KCTCS is up 3.6% overall and experienced a 14.9% increase in dual credit enrollment.
- The 4-year publics as a system showed 3.3% increase.
- All institutions showed increases with the exceptions of NKU and KSU.
- Murray State showed 21.7% increase in their first-time undergraduate students.
- KCTCS had an increase of 5.8% in their first-time student count.
- Enrollment of underrepresented minority students total undergraduate enrollment increased by 6.7% at the 4-year publics and 8.7% at KCTCS.

Staff answered questions from the committee on what the data shows regarding the potential for a overall enrollment turnaround for the state.

**CPE KYNECTOR PARTNERSHIP WITH CHFS**

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Dr. Lilly Massa-McKinley, Executive Director of Kentucky’s Student Success Collaborative, discussed the new partnership with the Cabinet for Health and Family Services (CHFS) to ensure basic student needs are met, thus allowing them to persist through graduation. This is being done by establishing “kynectors” at each of the KCTCS colleges and Kentucky universities. The kynectors are CHFS employees who provide benefit eligibility screening,

application assistance, and referrals to community-based organizations for basic needs support.

As of October 2023, a kynector has been placed at every KCTCS campus to serve full-time and lead outreach to students; promote benefit programs including SNAP (food assistance), CCAP (childcare assistance), KTAP (cash assistance), and Medicaid (healthcare assistance); and serve as a point of contact for all basic needs issues. Currently, kynectors are also dedicating two days per month on university campuses to do outreach and support benefit screening and application assistance.

CPE will be tracking the monthly impact of the kynectors including: number of students receiving outreach, number of students they screen for benefits eligibility, number of students assisted with benefit applications, and the number of new students enrolled in a benefit program (including SNAP, CCAP, KTAP, Medicaid).

Connecting students to benefits such as SNAP ultimately reduces unmet financial need by approximately \$3,000 per year. The impact of benefit participation on retention, completion, and employment/earnings within one year of graduation will also be tracked.

Dr. Massa-McKinley answered questions from the committee members regarding campus-wide training for all advisors on campus on how to direct students needing this service, as well as how to better communication efforts overall.

## **CLIMB HEALTH INITIATIVE**

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Dr. Leslie Sizemore, CPE's Assistant Vice President of Workforce Initiatives, provided an overview of the CLIMB Health initiative and how its work will be conducted over the next year. CLIMB Health, which was funded by the Cabinet for Health and Family Services, establishes career ladders in mental and behavioral health for individuals with lived experience in addiction recovery. It promotes higher education led opportunities for workforce re-entry and encourages healing for the Kentucky communities most affected by the effects of drug abuse and addiction.

CLIMB Health focuses on three key components: recovery/re-entry directed pathways, facilitation of relationships between specialty courts and participating campuses, and dedicated infrastructure for distinct educational opportunities available exclusively from CLIMB campuses. The program invites individuals, who have been previously excluded from workforce participation, to capitalize on educational opportunities designed for workforce re-entry into mental and behavioral health professions.

Dr. Sizemore discussed the workforce outlook for occupations and regions associated with this work, the certification career pathways, and how success will be measured. She answered questions regarding how the program is being operationalized on campuses as well as the long-term vision for the program.

## **COMMONWEALTH EDUCATION CONTINUUM UPDATE**

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Dr. Amanda Ellis, Vice President of K-12 Policies and Programs, Dr. Robin Hebert, Senior Fellow, and Dr. Kellie Norman, Senior Fellow, provided the annual update on the work of the Commonwealth Education Continuum (CEC). Over the last year, the CEC has continued to seek stakeholder input and use data to address barriers and identify ways to increase transition to postsecondary education. Due to the work of the CEC and leadership of CPE, the agency also received a grant from Education Strategies Group for the Launch program.

Dr. Norman discussed the Launch program which is a national college and career pathways initiative that strives for every learner to have access to and succeed in high-quality and equitable pathways. She discussed the Kentucky cohort's scope and timeline as well as the work groups established to improve alignment to credentials of value, the create seamless transitions between K-12 and postsecondary and workforce, to create individualized advising and career navigation supports, and to advance next generation work-based learning experiences.

## **ADJOURNMENT**

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The Academic & Strategic Initiatives Committee adjourned at 11:40 a.m., ET.

**TITLE:** Cultural Competency Credential Certification – Morehead State University

**DESCRIPTION:** Staff recommends that the Committee approve Morehead State University’s Application for Kentucky Cultural Competency Credential Certification. The action would serve as final approval.

**PRESENTER:** Dawn Offutt, CPE’s Executive Director for Access, Engagement, and Belonging

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### **PROPOSAL FOR APPROVAL**

Morehead State University submitted an application for certification on September 1, 2023. The Cultural Competence Advisory Council recommended the proposal go before the Academic and Strategic Initiatives (ASI) Committee for approval on October 13, 2023.

Per the Kentucky Cultural Competency Credential Certification Process, the ASI Committee’s approval serves as final; it is not required to go before the full Council for approval at its next meeting.

### **BACKGROUND INFORMATION & APPROVAL PROCESS**

The Council approved the Kentucky Cultural Competency Credential Certification Process at its June 25, 2021, meeting. This process would certify a micro-credential in cultural competence for institutions who recognize the benefits of a culturally competent campus, want to increase the effectiveness of their faculty and staff in relating across cultural differences and want to prepare students for life in increasingly diverse domestic and international environments.

An institution may submit a proposal that aligns with the A4 Model for Cultural Competence and describe how participants will demonstrate the competencies in the framework in order to receive approval. The proposal must include several components including an overview of the program, its target audience, implementation method and timeline, and tasks and assessments required for completion. It must also address budget implications and resources needed to implement the programs.

Upon receiving a complete proposal, the Cultural Competency Advisory Council, consisting of faculty and staff representatives from Kentucky’s two- and four-year public institutions, review the proposal materials and provide feedback on compliance with the standards and requirements. Once the advisory council determines that a program meets the outlined requirements, CPE staff bring the proposal to the Academic and Strategic Initiatives Committee to take action at its next regularly scheduled meeting.

# APPLICATION FOR CULTURAL COMPETENCE CREDENTIAL CERTIFICATION

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## INSTITUTIONAL INFORMATION

### **Morehead State University**

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#### **Contributing Departments:**

Certificate housed in department of Sociology, Social Work and Criminology

#### **Core courses contributed by:**

Department of Sociology, Social Work and Criminology  
Department of History, Philosophy, Politics, Legal Studies, Global Studies, and Legal Studies

#### **Elective courses contributed by:**

Department of Sociology, Social Work and Criminology  
Department of History, Philosophy, Politics, Legal Studies, Global Studies, and Legal Studies  
Department of Early Childhood, Elementary and Special Education

Department of Nursing  
Camden-Carroll Library

### **Proposed Implementation Date**

Morehead State University approved the MSU cultural competency certificate in 2022. We began offering this Certificate in Fall 2023. We are seeking to have the MSU cultural competency certificate certified and approved by CPE. Because this certificate is currently being offered, we expect to continue offering it without disruption. If the certification process requires changes, we will begin offering the newly certified certificate in Fall 2024.

### **Statement of Support from President**

Upon recommendation by the President of Morehead State University, the Board of Regents, on June 16, 2022, approved a new undergraduate Certificate in Cultural Competency (please see attached).

## **PROPOSAL**

The current cultural competency certificate offered at Morehead State University is targeted toward all MSU students.

The current certificate for students was implemented in Spring 2023. We are seeking certification by CPE. We promote our current cultural competency certificate on our website as follows:

*Through self-reflection, you develop an awareness of human diversity, increase openness to new ideas and cultures, demonstrate respect for others and communicate in ways that promote equity and justice in a global society.*

### **The current program competencies are as follows:**

1. Through on-going self-reflection, students will develop a better understanding of who they are, become more aware of human diversity, and demonstrate a respect for the dignity of others.
2. Students will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they may have or have not been affected by those dynamics.
3. Students will demonstrate a continual openness to ideas, beliefs, and practices that challenge their own worldview and move them to embrace a broader perspective.
4. Students will be able to communicate in ways that indicate an acceptance and appreciation for individuals different from themselves and recognize their own responsibility in leading and promoting equity and justice in a global society.



**Our Current Program Requirements are as follows:**

**CORE REQUIREMENTS – 12 hours**

SOC 101	Introduction to Sociology
IST 250	International Culture and Diversity
GST 273	Introduction to Gender Studies
GST/SOC 374	Race and Ethnicity

**ELECTIVES – CHOOSE 2 – 6 hours**

GST/SOC 300	Class, Power, and Privilege
GST/SOC 305	Cultural Anthropology
CRIM/SOC 325	Global Inequality
SOC/SWK 330	Health Structures and Behavior
CRIM/GST/SOC/SWK 337	Sociology of Food
CRIM/GST/SOC/SWK 343	Religion and Sexuality
EDSP 365	Including Students with Diverse Needs in the Classrooms
GST/SOC 350	Sex and Gender
CRIM/GST/SOC/SWK 355	Sociology of the Body
CRIM/GST/SOC 380/SWK 381	Race, Class, Gender, and Crime
HST 344	African American History
HST 321	The Middle East
HST 343	Religion in American History
HST 375	Twentieth Century Asian Wars
LSIM 201	Living in an Information Society
NURS 362	Cultural Competency for the Healthcare Professional
NURS 410	Rural Public Health
NURS 430	Health Disparities
POLS 230	Intro to Comparative Politics

**TOTAL 18 Hours**

**Implementation and Timeline**

The MSU cultural competency certificate has been offered beginning Spring 2023. If this certificate is certified by CPE, we will not disrupt the offering. If significant changes are required, we will make these changes, seek approval of the university, and begin offering the revised certificate in Fall 24.

Students will take the first three core classes, SOC 101 Introduction to Sociology, IST 250 International Culture and Diversity, and GST 273 Intro to Gender Studies, in their first two years at MSU. The final core course, SOC/GST 374 Race and Ethnicity, and the two selected electives are upper division courses and will be taken by students in their junior and senior years. The A4 model for cultural competence will be introduced in the lower-level classes and reinforced and mastered in the upper division courses.

The certificate is a total of 18 hours or 6 classes. Students will take the courses at the same time as they work on their major and minor courses. While the certificate is designed to be spread over several years, it technically could be completed in one year.

## **Course outline and alignment with the competencies in A4 model**

### **Core Courses**

#### **SOC 101 – Introduction to Sociology**

*Catalog Course Description - This course offers a general overview of basic perspectives and methods in the discipline examining groups, formal organizations and institutions, while focusing on inequalities of class, gender and race, crime, deviance and social change. This course satisfies the Level 2 Knowledge SBS requirement for general education.*

SOC 101 - 4A model alignment

Lesson Modules and key concepts include:

Sociological Imagination – understanding the role of macro level social forces, including racism, sexism, classism, and other oppressive forces, in shaping one's life chances and position in the social structure.

Culture – learning the role of culture in the socialization process. Examining concepts of ethnocentrism, cultural relativism, sub-cultures, counter-cultures and diversity.

Socialization – examining the formation of identity as it relates to socially constructed categories of diversity and difference. Students reflect on their own socialization process within a cultural context and come to understand their position within the generalized other.

Inequality and Diversity – examining concepts of power, privilege, oppression, and inequality as it relates to race and ethnicity, class, sex and gender, sexuality, disability, and other body related issues.

Institutionalized inequality – students examine the ways in which inequality is manifested in social institutions based on class, race, ethnicity, sex, gender, sexuality, and other categories. The course examines the institutions of family, education, criminal justice, religion, economy, government, health care and others.

Social Change – explore avenues to create social justice at the local, regional, national and global levels through individual and group action, social movements, political participation, and other means.

#### **4A Framework Elements**

Awareness (A1) – Soc 101 introduces students to a variety of diversity concepts and issues. These issues include diversity issues related to culture, race and ethnicity, class,

physical bodies (related to disability, body size, and other issues), gender and sexuality. It is a goal of SOC 101 to increase awareness of diversity.

Acknowledgment (A2) – Soc 101 requires students to develop their sociological imagination. The sociological imagination is the ability to recognize the relationship between macro level social forces and individual personal problems. In developing their sociological imagination students begin to acknowledge that their position in the world is not simply the result of their personal choices but, to a large degree, is affected by social forces such as racism, classism, sexism, ableism, sizeism, heterosexism, transphobia, and many other factors. The course focuses on intersectionality as an important concept, requiring students to recognize how categories of race, class, gender, body, etc are intersecting, overlapping, and interdependent. Students explore how their identities influence their lived experiences, social status, and life chances. They are introduced to the concepts of privilege, oppression and marginalization related to identity and diversity. These reflections are on-going throughout the course and include writings as well as small group and class discussions.

Acceptance (A3) –Soc 101 focuses on privilege and oppression experienced at the individual level as well as institutionalized inequality. Students are required to examine their own world view developed through the socialization process and reflect on their own ethnocentrism. Micro aggressions are defined and examined in several sections of the course, including race and ethnicity. Institutionalized inequality is the focus of the entire course. For example, the criminal justice system is critically explored in terms of racist and sexist practices. The political system related to racism, sexism, transphobia, control of the body, and other issues are examined. Students are required to explore different cultures and worldviews and their role within a global system of inequality. Throughout the course, students use their sociological imagination to acknowledge and accept that their position is, in large part, determined by macro-level social forces.

Action (A4) – Soc 101 focuses on social change. Throughout the course, as students explore systems of oppression and privilege and acknowledge their position within these systems of oppression, they also explore ideas for social change. Social change is emphasized as occurring at the individual, small group, and large social movement levels. Students are required to explore their responsibility in creating a more just social world in their own families and local communities as well as in the global environment.

Tasks and Assessments – Soc 101 meets the goals of the 4A model through the use of readings, lectures, small group discussion, class discussions, films, and relevant web resources. Assessment includes writing assignments, writing reflections, essay and objective quizzes and tests, papers, group projects and presentations.

### **IST 250 – International Culture and Diversity**

Course Catalog Description - *This course introduces students to cultural diversity across the world. This includes religion, language, music, the economy, food, sports, and*

*literature. These topics will be integrated with a focus on ethnic and racial diversity, indigenous peoples, and an examination of gender roles. This course satisfies the Level 3 Global Cultures HUM requirement for general education.*

Awareness (A1) – IST 250 introduces students to a variety of diverse cultures throughout the world. This course is part of the MSU general education programs. As such, one of the Student Learning Outcomes for the course is that *Students effectively examine aspects of human cultures, past or present, from a variety of perspectives.* This course meets the Global Studies program objective of knowledge of diversity. Students in this course *gain knowledge of the diversity of people, regions, and culture in the contemporary world.* Students are introduced to various worldviews, belief systems, social movements, and how different forms of government accommodate diverse populations. These objectives are assessed through exams, a documentary film essay, group discussions of readings, and a culture conflict report.

Acknowledgment (A2) – Through the exploration of many diverse cultures with varying values, beliefs, and institutions, students are required to acknowledge a diverse world and their place within this global world. For example, students are required to explain how human activities and cultural forces shape current events. This activity is assessed through a documentary film essay and group discussions of readings.

Acceptance (A3) - Upon completion of the course, the students are expected to be able to appreciate the diversity of people and culture in the world today. This course goal is assessed through exams, group discussions of readings, and through a culture conflict report. In this course, students come to understand how human activities and cultural forces shape current events and they analyze their own role in this process.

Action (A4) The focus on how human activities and cultural forces shape current events provides students with a framework for action and social change. The course examines Through this course students become aware of how contemporary global issues and problems are the result of human activities and social action also is driven by human action.

Assessment – Students are assessed through a cultural baseline paper, exams, a culture conflict report, and small-group discussions of readings. The culture conflict report requires students to explore methods of conflict resolutions and organizations involved in resolving conflicts, and provide potential resolutions to the conflicts in their respective papers.

### **GST 273 – Intro to Gender Studies**

Course Catalog Description - *An interdisciplinary course designed to introduce students to educational, historical, aesthetic, sociological, and political conceptions of gender within and beyond the United States. This course satisfies the Level 3 Ethics and Civic Engagement SBS requirement for general education.*

GST 273 units and key concepts include:

Feminism – definition and history of feminism, examination of feminist waves, myths about feminism, distinguish feminist theories including liberal, Marxist, radical and intersectional.

Privilege and oppression – students explore privilege as a set of unearned advantages, oppression as a set of structural barriers, and apply the concept to an analysis of their own social location.

Learning gender – gender terms such as sex, gender, non-binary, intersex, trans, LGB, and asexual among others. Students explore toxic masculinity.

Pornification – students do media analysis to evaluate how often they see raunch culture and the male gaze.

Reproductive justice – students learn about the intersectional RJ framework and consider why women want to limit the number of children that they have. The class explores the history of reproductive rights, including changes to abortion access.

Intimate partner violence – the class explores the cycle of violence, rape culture, sexual harassment, and bystander intervention.

GST 273 - 4A model alignment

Awareness (A1) – GST 273 introduces students to a variety of diversity theories, concepts, and issues. These include feminist and intersectional theories, sex and gender terms, and how gender inequality manifests in families, religion, and the media among others social institutions.

Acknowledgment (A2) – In GST 273, students apply the concepts (like toxic masculinity, homophobia, racism, sexual harassment, and rape culture) in their real lived experience to best perceive systems of privilege and oppression. For example, students answer a discussion question which asks them to reflect on their social location, specifically identifying dimensions of their identities in which they experience privilege and others in which they face oppression.

Acceptance (A3) – Each week of GST 273 engages the students in the act of learning terms, applying them to their lives, and in doing so challenges their worldviews and biases. For example, in the unit of Gender Violence, students link individual oppression to institutional discriminations in laws, policies, and individual attitudes (like blame the victim narratives) that perpetuate gender violence, explore their own experiences, and reflect upon what the world might look like if all forms of gender violence were eliminated.

Action (A4) – GST 273 contains an element of social change, and social action. Students are asked to reflect on the social issues most important to them and explain how they might engage in activism on this (or these) issue(s).

Tasks and Assessments – GST 273 meets the goals of the 4A model through the use of readings, lectures, small group discussion, class discussions, films, and relevant web resources. Assessment includes writing assignments, writing reflections, essay and objective quizzes and tests, papers, a book review, and a final project in which they identify three new and/or better developed skills they have for thriving in daily life because of their feminist education in the class.

### **SOC/GST 374 – Race and Ethnicity**

*Catalog Course Description- This course adopts a critical perspective to analyze minority relations in American society. This course examines theories of prejudice and discrimination, processes of inter-group relations, the status and experiences of various minority groups, and strategies for social change. Equates with GST 374.*

#### **Overview:**

Students learn to define race, ethnicity and related concept such as the social construction of race and ethnicity, white privilege, color coding, racial profiling, othering, marginalization, stereotyping, oppression, micro-aggressions, institutionalized racism, prejudice vs discrimination, implicit and explicit bias, and critical race theory. There is a focus on racism within an historical context for a broad range of minority groups in the United States as well as an examination of contemporary status of minority groups. The course emphasizes the ways in which racism is institutionalized and maintained at the social level and also explore the role of the student in creating social change.

#### **4A model alignment**

Awareness (A1) – Students define concepts listed above and learn to recognize systems of power and privilege based on race. For example, students will watch videos such as an episode of Colin Kaepernick's *Colin in Black and White*. At the individual and small group level they will discuss examples of micro-aggressions and how these experiences affect the physical, mental and emotional health of the character as well as their life chances. Students reflect on their own identities and how their life chances are affected by the social construction of race and ethnicity.

Acknowledgment (A2) – Throughout the course, students reflect on their own identities and intersectionality. While the course focuses on race and ethnicity, it consistently recognizes and explores the intersection of these categories with other socially constructed categories of sex, gender, sexuality, class, and disability.

Acceptance (A3) – Students are required to reflect on the world view as it relates to race and ethnicity, especially in the context of the historical context. Critical Race Theory situates the experiences of diverse groups within the historical context requiring

students to challenge the world view they were socialized into within the education system. For example, students critically examine the concept of manifest destiny and accurately confront the reality of genocide including cultural genocide of First Nations people. Students then examine the ongoing legacy of this genocide as it relates to contemporary issues such as the disappearance and lack of investigation of missing First Nation women in Alaska and Canada.

Action (A4) – Students examine their role in systems of domination and oppression and how they can engage in anti-racist work and social movements. Students challenge the notions that color-blindness is the answer and challenge the attitudes that racism was in the past. Students explore avenues for social change such as BLM protests and other group actions as well as political change.

Tasks and Assessments –

Competencies are assessed through the use of reflections, film reactions, essay and objective quizzes and tests, and writing assignments.

ELECTIVES – This is a list of the certificate electives approved by the Cultural Competency Committee:

GST/SOC 300	Class, Power, and Privilege
GST/SOC 305	Cultural Anthropology
CRIM/SOC 325	Global Inequality
SOC/SWK 330	Health Structures and Behavior
CRIM/GST/SOC/SWK 337	Sociology of Food
CRIM/GST/SOC/SWK 343	Religion and Sexuality
EDSP 365	Including Students with Diverse Needs in the Classrooms
GST/SOC 350	Sex and Gender
CRIM/GST/SOC/SWK 355	Sociology of the Body
CRIM/GST/SOC 380/SWK 381	Race, Class, Gender, and Crime
HST 344	African American History
HST 321	The Middle East
HST 343	Religion in American History
HST 375	Twentieth Century Asian Wars
LSIM 201	Living in an Information Society
NURS 362	Cultural Competency for the Healthcare Professional
NURS 410	Rural Public Health
NURS 430	Health Disparities
POLS 230	Intro to Comparative Politics

Our goal is for each MSU department to submit one or more course electives to the certificate so that students in majors across the institution can see how cultural competency applies to their major. The Cultural Competency committee will advertise the opportunity to submit classes for inclusion to the certificate program early in the spring. The committee will review

submissions for approval after the May 31 deadline each year. Each course is evaluated based on how well it meets the 4As.

**Description of tasks required by participant (e.g., workshops, writing assignments, learning plans, quizzes, peer review, etc.)**

The tasks required by participants vary by the courses as outlined above. The course objectives for each course include one or more of the elements of the 4A model. Students will be introduced to the 4A elements in the lower division core courses (SOC 101; IST 250; GST 273). The 4A elements will be reinforced in the upper division cores course (SOC/GST 374) and the selected electives. As outlined above, the students will be required to engage in a variety of tasks. The requirements include readings, class discussions, small group discussions, films, relevant web resources, written reflections, written film reactions, essay and objective quizzes and tests, papers, group projects and presentations.

**Description of assessments (what participants need to do to demonstrate competency in a particular area)**

Student will demonstrate competency in each course as outlined above. Assessments will include writing assignments, reflections, film reviews, essay tests, quizzes, and papers. Each course focuses on the elements of the 4A framework and utilizes one or more of the assessments listed here. Students are required to receive a passing grade on these assessments.

**Description of how micro-credential will be awarded and ultimately displayed by the recipient.**

The certificate will be listed on the student's transcript and diploma. We will also encourage students to list the certificate on their resumes.

**Budget – This section will include a description of budget implications and resources needed for implementing this program.**

The courses required for this certificate are currently being offered at Morehead State. There have been some modifications of course goals and requirements to align with the 4A model, but these courses are not new courses. There are no new budgetary implications for this certificate.



**TITLE:** Proposed New Academic Programs for Review & Recommendation

**DESCRIPTION:** Staff recommends the Committee approve the proposed new Academic Programs from Northern Kentucky University and recommend final approval of each to the full Council at its January 19, 2024, meeting.

**PRESENTER:** Melissa Bell, Ph.D., CPE's Vice President of Academic Affairs and Student Success

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### **SUPPORTING INFORMATION**

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff has reviewed the proposed programs and recommends approval by the board. The university-submitted documentation has been included in your agenda packets for review.

### **PROGRAMS PROPOSED FOR APPROVAL**

#### Northern Kentucky University

- MBA, STEM MBA (CIP 52.1301)
- MAC, STEM Master of Accountancy (CIP 52.1399)

## PROPOSED PROGRAM SUMMARY

**Institution:** Northern Kentucky University  
**Program Name:** STEM Master of Accountancy  
**Degree Destination:** Master of Accountancy

**CIP Code:** 52.1399

**Credit Hours:** 33

**Implementation Date:** 8/19/2024

### **Program Description**

The proposed program will offer business education with STEM applications. The analytical and data informed curriculum of a STEM-focused Master of Accountancy prepares students for business careers in accounting fields, including the specific competencies in technology required for the Uniform Certified Public Accountant (CPA) Exam for certified public Accountants.

Master of Accountancy programs, including the current traditional program at NKU, are designed to prepare students for the Uniform CPA Exams and licensing. As of January 2024, the exam requirements will change to require three core exams and a choice of one of three new discipline exams. The separate discipline exams have been developed to reflect the evolution of current industry demand and expectations for new CPAs. The discipline exam choices are Tax Compliance and Planning (TCP), Business Analysis and Reporting (BAR), and Information Systems and Controls (ISC). NKU's current traditional master of accountancy program has four tracks and is designed to prepare students for the three core exams along with TCP and BAR. The proposed STEM-focused program will prepare students for the core and the ISC discipline exam by requiring classes that emphasize the use of technology and data analytics.

As a result of this program, graduates will be able to:

- apply accounting concepts to financial reporting, tax practice, and auditing and attestation.
- examine financial data in accounting analytics, strategic management accounting, ethics, research, standard setting, and practice.
- evaluate business intelligence systems.
- implement methods for the design, analysis, and visualization of organizational data for business planning and decision-making purposes.
- develop investigative accounting procedures and techniques used in forensics and litigation support.
- design business analytics processes, including problem modeling, tools and techniques for analysis, and effectively communicating insights.
- prepare for CPA practice in the core areas of regulation, financial accounting and reporting, auditing and attestation, and the discipline area of information systems and control.

### **Connection to Other Programs**

University of Louisville's Master of Science in Accounting & Analytics is the only STEM-focused master accountancy program in Kentucky. Louisville's program is a cohort-based, one year program starting each fall semester. NKU's proposed program will enable students to take a combination of online and in-person classes with three starting times per year. The proposed six hours of electives will allow students some flexibility to tailor their program. Students will be able to complete the program at their own pace with anywhere from one to four classes per semester. The program also has sufficient face-to-face classes to attract international students.

### **Student Demand**

Initial estimates of enrollment are:

Year 1 – 20

Year 2 – 25

Year 3 – 30

Year 4 – 30

Year 5 – 30

### **Employment Demand**

This program will prepare students for jobs as accountants and auditors, with projected 6% growth in the NKU region and an average regional wage of \$78,259, as well as management analysts with a projected 14% regional growth and an average regional wage of \$121, 250.

### **Budget**

This program would not require any new faculty or class offerings. The plan is to emphasize the use of technology and data analytics in current accounting classes while offering some of these classes in a hybrid or flex format. The electives will draw from currently offered STEM classes in Statistics, Business Informatics, Computers Science, and Cybersecurity.

**Projected Revenue over Next Five Years (\$): \$ 2,500,000**

**Projected Expenses over Next Five Years (\$): \$ 500,000**

## PROPOSED PROGRAM SUMMARY

**Institution:** Northern Kentucky University  
**Program Name:** STEM MBA  
**Degree Destination:** Master of Business Administration

**CIP Code:** 52.1301

**Credit Hours:** 37

**Implementation Date:** 8/19/2024

### **Program Description**

The proposed program will leverage the power of technology and business management to prepare graduate to compete in today's data- and technology-driven markets. The program will have two foundation areas – Analytics and Business Essentials. Students must complete 18 hours of core classes in Analytics core and 12 hours in Business Essentials (6 courses). Students must also complete 2-3 hours of electives, and 5 hours of capstone courses. The program is heavily geared towards analytics and decision making in business environments.

As a result of this program, graduates will be able to:

- demonstrate a high level of proficiency in data analytics, enabling them to effectively collect, clean, analyze, and interpret data to make informed business decisions in STEM-focused business fields.
- create impactful data visualizations and effectively communicate data-driven insights to diverse stakeholders, showcasing their aptitude for data-driven decision-making within STEM-focused business contexts.
- demonstrate acquired essential skills in business management, including but not limited to strategic planning, resource allocation, and decision-making, demonstrating their ability to lead and manage organizations in by leveraging data driven decisions.
- exhibit proficiency in leadership and team management within STEM-centric enterprises. They will be capable of fostering teamwork, resolving conflicts, and motivating diverse teams to achieve organizational goals, highlighting their competence in people management and leadership roles in business.

### **Connection to Other Programs**

While there are other MBA programs in the state, including at NKU, this program is more focused on business analytics and does not have as much curricular flexibility as traditional MBA programs.

### **Student Demand**

Initial estimates of enrollment are:

Year 1 – 30

Year 2 – 30

Year 3 – 30

Year 4 – 30

Year 5 – 30

### **Employment Demand**

According to the Kentucky Center for Statistics, the demand for computer and research scientists is expected to grow by 18.35% between 2020-2030. The Bureau Labor Statistics estimates that demand for STEM jobs will increase by 10.8% between 2021-2031. Both of these data points indicate that demand for business management professionals who are familiar with STEM-oriented businesses will also be in demand. Graduates can be employed in a number of jobs, including as management analysts with a 11%

regional growth projection and an average regional wage of \$89,370 and as marketing researchers, with a projected 19% growth in the number of job openings and a \$62,147 regional average wage. Data from the U.S. Department of Education shows that the number of programs registered as STEM-certified in graduate management education increased 65% from 2017 to 2020. Additionally, demand from international partners for STEM designated MBA programs have increased in recent years.

**Budget**

NKU will use existing resources to teach in this program. There are no additional faculty needed. Therefore, the costs to introduce this program is associated with marketing and management of the program. The program is expected to generate a net positive position over the first five years.

**Projected Revenue over Next Five Years (\$): \$ 1,350,000**

**Projected Expenses over Next Five Years (\$): \$ 500,000**

**TITLE:** New Academic Programs Approved at KCTCS

**DESCRIPTION:** Staff have approved four AAS program proposals from KCTCS institutions between June and December 2023 in accordance with the program approval process. No future action is necessary from the Council.

**PRESENTER:** Melissa Bell, Ph.D., CPE's Vice President of Academic Excellence and Student Success

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### **SUPPORTING INFORMATION**

KRS 164.020 (15) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degree at public postsecondary institutions. It also mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature.

### **PROGRAM APPROVAL PROCESS FOR KCTCS INSTITUTIONS**

Associate Degree Programs of a Vocational-Technical-Occupational Nature (i.e. AAS) undergo the following process for approval:

- KCTCS posts a proposal to the program approval system. Institutions and Council staff have 30 days to respond.
- If no issues are identified, the program is approved by Council staff and reported as an information item to the Council.
- If issues are identified, the institution addresses those through the program approval system, and the review period is extended. Once the issues are resolved, the program is approved by Council staff and reported as an information item at the next Council meeting.

### **APPROVED PROGRAMS AT KCTCS**

Council staff have reviewed and approved the following programs. No further action is needed.

#### Henderson Community College

- AAS, General/Occupational Studies (CIP 30.9999) - The program provides students with the opportunity to acquire the necessary skills to become industry-certified technical workforce professionals. Students learn to perform multiple techniques used in technical

industries and develop problem-solving and critical thinking skills. Upon completion of the program, graduates are eligible for certification exams in their chosen technical fields.

#### Somerset Community College

- AAS, Health Science Technology (CIP 51.000) – The program is designed to prepare students for entry-level career opportunities in healthcare and health-related services. The program is designed for those students who seek entry-level jobs as well as for currently employed individuals wishing to broaden their skills for career enhancement. Completion of the degree affords the graduate the opportunity to serve in various roles within healthcare institutions due to the required completion of three or more distinct health science certificates. This allows for students to design their educational experience to meet individual career goals by providing varied learning opportunities through the certificates available to them.

#### West Kentucky Community and Technical College

- AAS, Aviation Maintenance Technology (CIP 47.0608) - Students in this program will develop expertise in the inspection, repair, service and overhaul of aircraft and engines. Graduates will be able to interpret specifications from service and technical manuals, use testing procedures and equipment, diagnose problems, and make necessary repairs. The program will provide graduates with a working knowledge in the areas of airframe and power plant. To work in the industry, the Federal Aviation Agency (FAA) must certify students completing the program.
- AAS, Computer Engineering Technology (CIP 15.1201) - The program will prepare computer engineering technicians to pursue careers in the design and maintenance of digital systems, network development and testing, and basic database programming and maintenance. Students in this program study networking and computer systems fundamentals, digital circuits design and analysis, programming in multiple computer languages, and database design.

**TITLE:** SJR 98 and Academic Programming

**DESCRIPTION:** Staff will discuss the recommendation from the SJR 98 report and its recommendations to strengthen review and approval of non-degree academic programs.

**PRESENTERS:** Melissa Bell, Ph.D., CPE’s Vice President of Academic Excellence and Student Success

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### **SUPPORTING INFORMATION**

KRS 164.020 (15) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degree at public postsecondary institutions. It also mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature.

### **SJR 98 RECOMMENDATION**

The [\*Findings and Recommendations pertaining to SJR 98\*](#) Report was released on December 1, 2023. Including in those recommendations were that CPE should strengthen its review and approval of non-degree academic programs, including short- term certificates, and more routinely review and terminate programs of limited relevance and quality. Staff will discuss the current approval process and possible next steps.



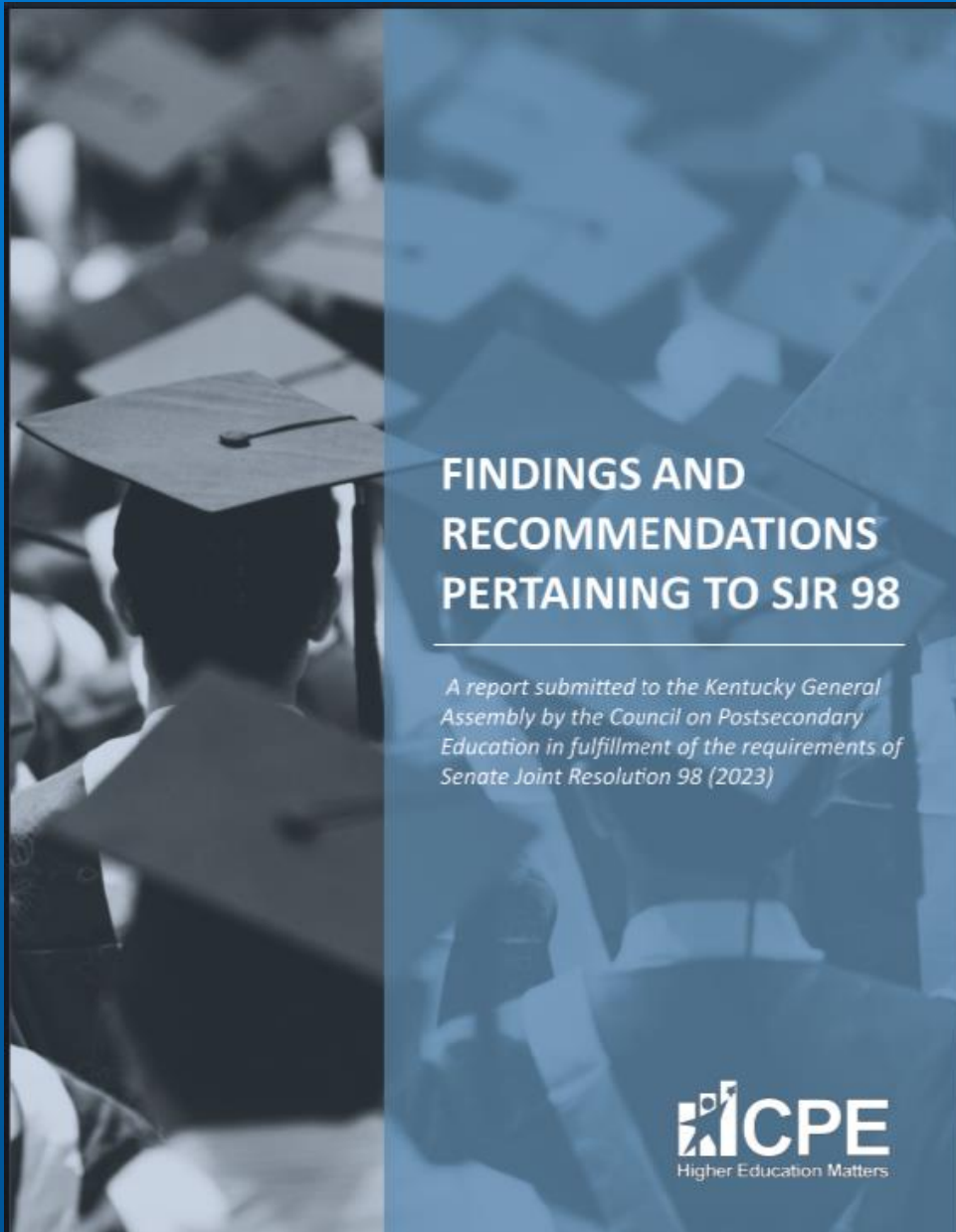


# SJR 98: Ideas for Academic Programming

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Melissa Bell, Ph.D.

Vice President, Academic Excellence and Student Success  
Kentucky Council on Postsecondary Education



## FINDINGS AND RECOMMENDATIONS PERTAINING TO SJR 98

*A report submitted to the Kentucky General Assembly by the Council on Postsecondary Education in fulfillment of the requirements of Senate Joint Resolution 98 (2023)*



## Recommendation:

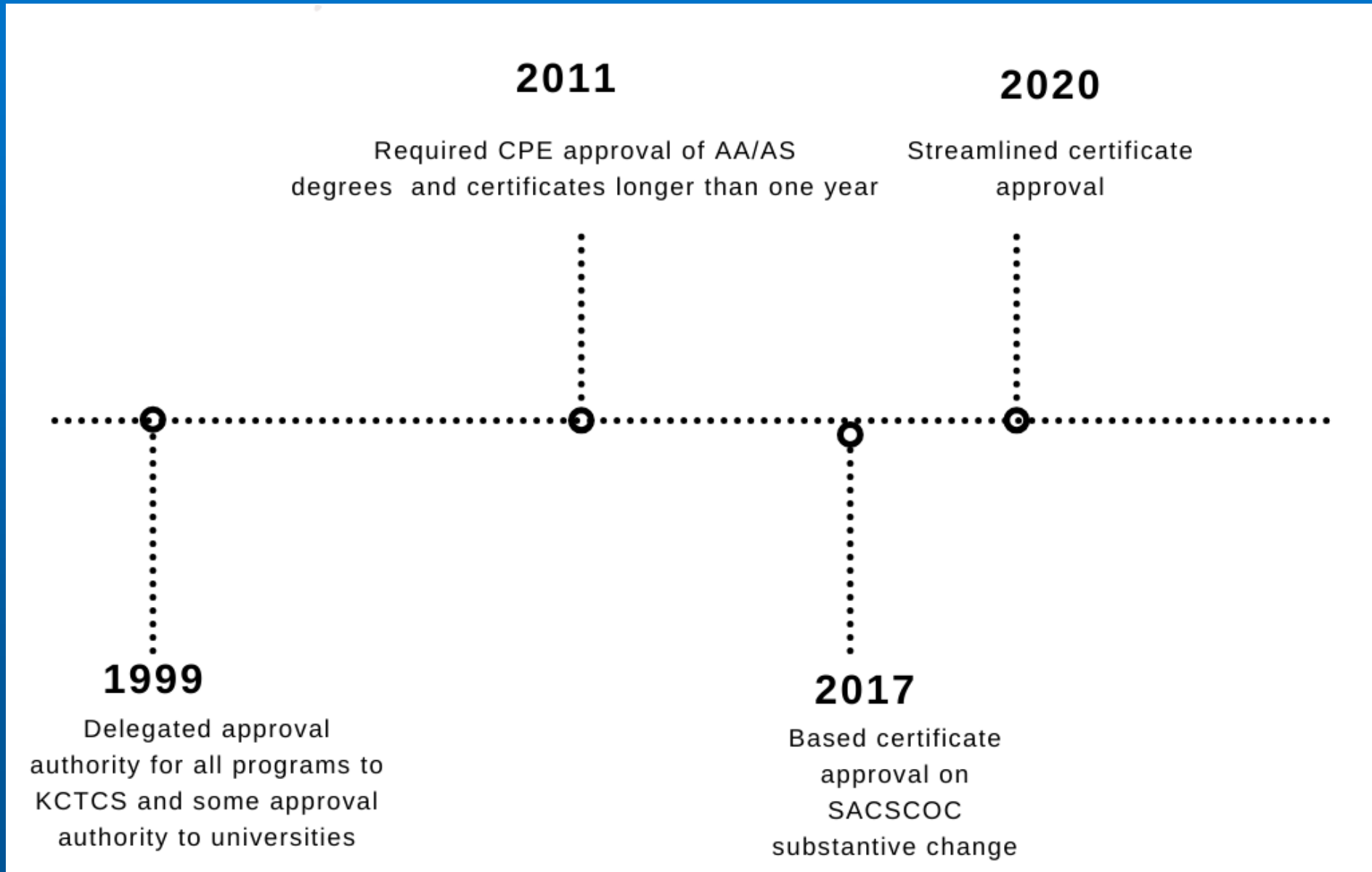
CPE should strengthen review and approval of non-degree academic programs, including short-term certificates, and more routinely review and terminate programs of limited relevance and quality.

# KCTCS Certificate Approval

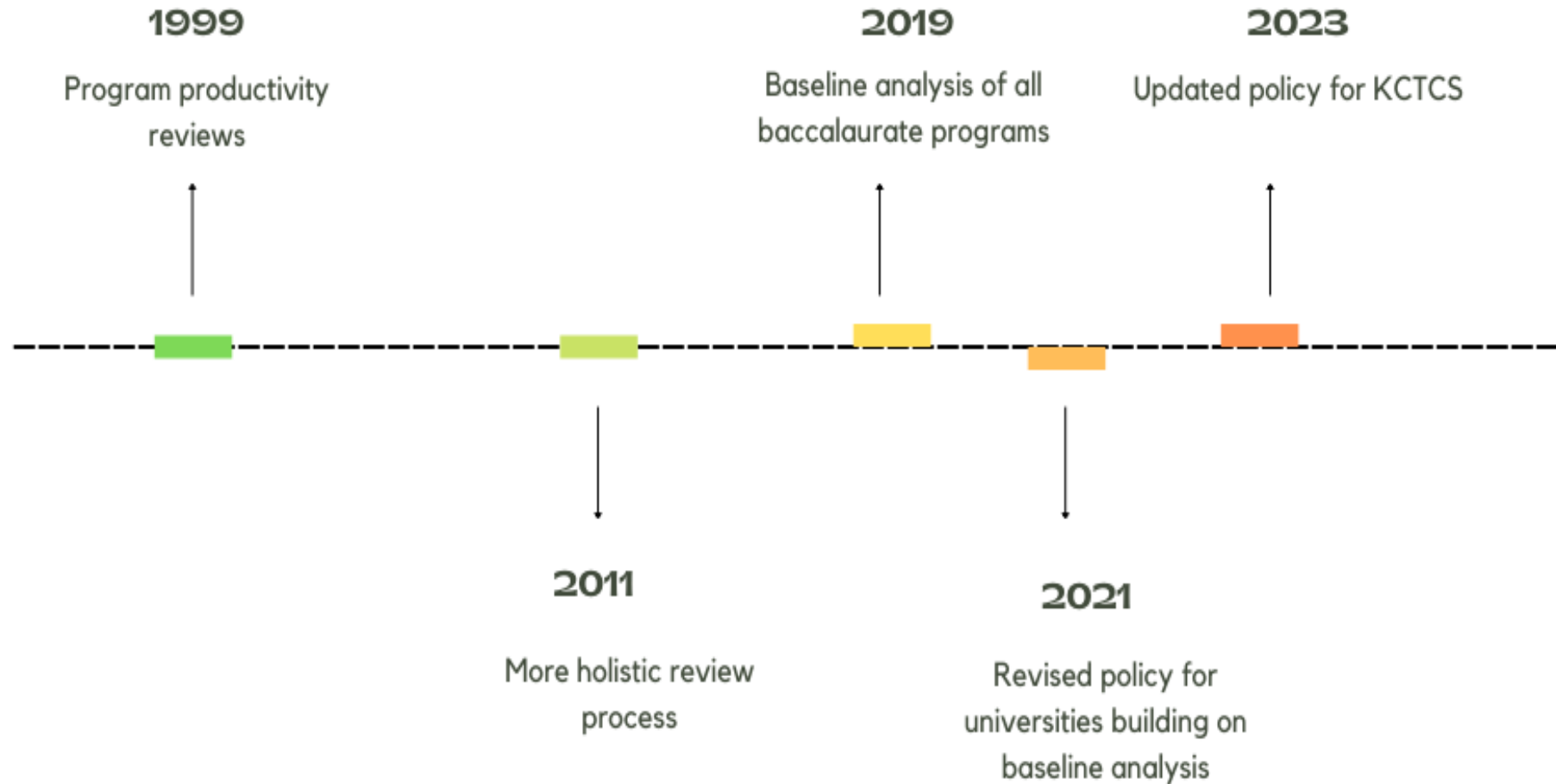
## New to Any KCTCS Institution

- College(s) build curriculum
- Proposal submitted through KCTCS Faculty Governance
  - Curriculum Review Committee
  - Senate Council
- Program added to college inventory after Chancellor approval

# History of Program Approval



# History of Program Review



# Possible Next Steps

## Baseline Analysis

- Define criteria for credentials of value
- Conduct statewide analysis

## Update Policy

- Build on past CPE policy
- Review best practices from other states

**TITLE:** Kentucky Innovative Scholarship Pilot Program report for 2022-23

**DESCRIPTION:** CPE released the Kentucky Innovative Scholarship Pilot Program Report in November 2023. Staff will discuss the work that was completed through this program and its results.

**PRESENTER:** Lee Nimocks, Vice President and Chief of Staff, CPE

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### SUPPORTING INFORMATION

At the direction of the 2022 General Assembly, the Council on Postsecondary Education (CPE) and the Kentucky Higher Education Assistance Authority (KHEAA) established a pilot program supported with excess lottery proceeds to provide college access and promote undergraduate student success for displaced students and for students participating in international exchange programs. The pilot project was used support the following:

1. **Humanitarian Assistance Scholarships:** Provides scholarships up to the total cost of attendance for displaced students pursuing an undergraduate postsecondary certificate or degree at a Kentucky institution of higher education. For the purposes of the program, a “displaced student” is defined as a traditional or non-traditional age student who is a foreign national who has received U.S. asylum or submitted a U.S. asylum application, or are in the U.S. under Temporary Protected Status, humanitarian parole, or through a special immigrant visa.
2. **Scholarships to Promote Cultural Exchange:** A portion of the scholarship funds is used to support U.S. native and foreign undergraduate students participating in international exchange programs. Exchange programs create opportunities for participants to learn with others from different areas of the world and help develop citizens who appreciate the value of culture difference and international collaboration.
3. **Community of Practice:** A state-level community of practice was established for representatives of Kentucky postsecondary institutions who are serving or seek to serve Displaced Students. The community of practice has provided a forum to share and scale proven practices, offer professional development for faculty and other campus practitioners serving Displaced Student populations, and provide resources to help leverage other state, federal or private resources.

A [report was released in November 2023](#) that provides an overview of the funding allocations, enrollment information, student level impact, as well as recruitment and outreach efforts for the first year of the program. It also discussed the community of practice workshops and trainings that took place during the year.



# Annual Report

## Kentucky Innovative Scholarship Pilot Program

November 2023



TEAM   
KENTUCKY

# Introduction

Dear Friends and Colleagues:

We are pleased to present the Kentucky Innovative Scholarship Pilot Program Report for academic year 2022-23. In summer 2022, Kentucky made history when it piloted the nation's first statewide scholarship for displaced individuals. The Kentucky General Assembly deserves a special thank you for investing in this pilot project, our future workforce and the economic competitiveness of our state and its people. Moreover, the funding came at a critical time: Kentucky ranks fourth in the nation for its number of displaced persons compared to other states.

Through this pilot program, our state has demonstrated its leadership to the nation by supporting the inclusion of displaced persons not only in Kentucky higher education, but eventually in careers across the Commonwealth. These fresh perspectives can strengthen our talent pipeline, drive statewide innovation and increase our capacity to meet our continually evolving workforce needs.

As we move into the second year of the pilot, we are pleased to share the progress and achievements of our postsecondary institutions in fulfilling the goals of this transformative scholarship program. Our collective commitment to making higher education more accessible, affordable and empowering remains steadfast, and this report underscores our dedication to this mission.

We look forward to discussing the report findings with you and welcome any questions or insights you may have. Together, we can continue to make significant strides in advancing our shared vision of a prosperous, innovative and empowered Kentucky. The stories of the over 300 students who have benefited from the program are truly inspirational. We look forward to your continued support of this program in the upcoming budget session.

Thank you for your ongoing support and partnership in this remarkable endeavor.

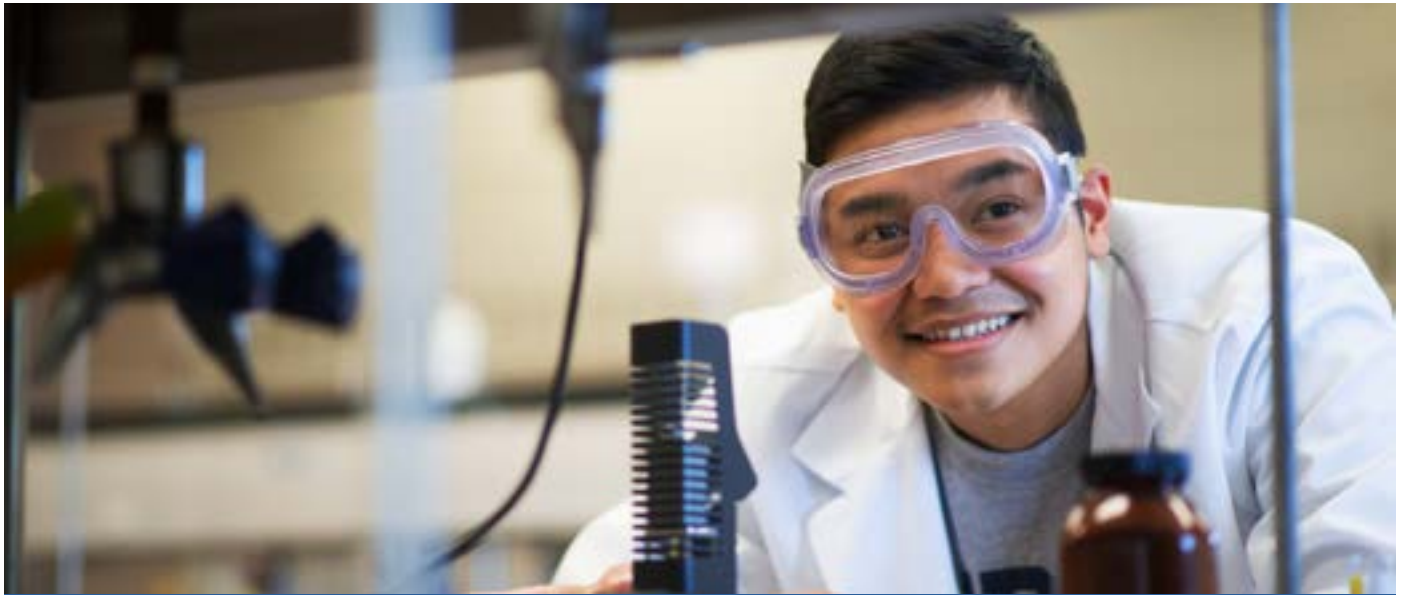
Dr. Aaron Thompson, President  
KY Council on Postsecondary Education

Jo Carole Ellis, Executive Director  
KY Higher Education Assistance Authority



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## Background

House Bill 1 (2022) contained funding for the “Innovative Scholarship Pilot Project” which included the following language: “Excluding any unclaimed prize money received under Part III, 20. of this Act, there is hereby appropriated from the KEES Program Reserve Account Restricted Funds for the amount of \$10,000,000 in fiscal year 2022-2023 for the Innovative Scholarship pilot project from fiscal year 2020-2021 excess lottery receipts. The Kentucky Higher Education Assistance Authority (KHEAA) shall work in coordination with the Council on Postsecondary Education (CPE) to develop and implement the Innovative Scholarship pilot project. Notwithstanding KRS 45.229, any portion of funds that have not been expended by the end of fiscal year 2022-2023 shall not lapse and shall carry forward into fiscal year 2023-2024.”

As a result, KHEAA and CPE launched the pilot project on June 10, 2022, through an announcement to all of Kentucky’s campuses informing them of the funding opportunities to provide college access and promote undergraduate student success for displaced students and students participating in international exchange programs. The pilot project funds were used to support three efforts:

- 1. Scholarships for Displaced Students (Kentucky Humanitarian Assistance Scholarship)**

Funds were allotted to Kentucky campuses to provide scholarships for displaced students pursuing an undergraduate postsecondary certificate or degree at a Kentucky institution of higher education. For this program, a “displaced student” is defined as a traditional or non-traditional age student who is a foreign national who has received U.S. asylum (asylee), submitted a U.S. asylum application (asylum-seeker), or is a resettled refugee, or is in the

U.S. under Temporary Protected Status (TPS), humanitarian parole, or through a special immigrant visa (SIV). The scholarship amount can go up to the total cost of attendance, minus any other federal or state aid the student is eligible to receive.

## 2. Scholarships to Promote Cultural Exchange (Kentucky Scholarships for Cultural Exchange)

Each institution was allowed to use up to 25% of its total allocation to provide scholarship funds to support U.S. native and foreign undergraduate students participating in international exchange and study abroad programs. These programs were designed to create opportunities for participants to learn with others from different areas of the world and help develop citizens and a culturally competent workforce that appreciate the value of cultural differences and international collaboration. Similar to the Humanitarian Assistance Scholarship, scholarship amounts could go up to the cost of attendance minus other aid.

## 3. A Community of Practice

A portion of funding was used to establish a state-level community of practice for representatives of Kentucky postsecondary institutions who were serving or sought to serve displaced students. The community of practice was designed to provide a forum to share and scale proven practices, offer professional development for faculty and other campus practitioners serving displaced student populations, and provide academic and technical resources to help leverage other state, federal or private resources.

On July 7, 2022, KHEAA and CPE along with national partners hosted a webinar offered to all campuses to learn more about the program and provide a forum for questions and answers. Based on the institutions that expressed interest, KHEAA began sending participating agreements to those institutions during the week of July 11, 2022. Once the participation was fully executed, institutions could begin requesting funds (up to the total allotted amount) from KHEAA as scholarships were awarded to eligible students.

*“The scholarship and higher education have made a positive impact in my life. They have helped me elevate my status from a refugee with few hopes and resources to aspiring to be a changemaker in my community.*

*I hope to give back as much as I can to Bowling Green and the great state of Kentucky for all the support, aid and assistance I have received from them.”*

*– Issa Mtetebawa, Democratic Republic of Congo  
Student at Western Kentucky University*



# Funding Allocation

Funds were initially allocated to institutions based on their size and perceived geographical vicinity to the intended populations. The amounts for Kentucky's public universities and the Kentucky Community and Technical College System (KCTCS) were based on the overall percentage of undergraduate students. \$8.7 million of the \$10 million was reserved for Kentucky's public institutions. The chart below shows the funding levels for the public institutions based on the proportion of total undergraduate student enrollment at each institution:

Public Colleges and Universities	Amount
Eastern Kentucky University	\$743,000
Kentucky State University	\$163,000
Morehead State University	\$456,000
Murray State University	\$502,000
Northern Kentucky University	\$664,000
University of Kentucky	\$1,500,000
University of Louisville	\$934,000
Western Kentucky University	\$915,000
Kentucky Community and Technical College System	\$2,823,000
<b>Total</b>	<b>\$8,700,000</b>

Private, Non-Profit Campuses: \$1 million from the Innovative Scholarship Program was allocated to assist students attending one of Kentucky's private, non-profit, Title IV-eligible independent colleges and universities. The chart below shows the funding levels distributed to the participating institutions:

Private, Non-Profit Colleges and Universities	Amount
Asbury University	\$92,000
Bellarmino University	\$92,000
Brescia University	\$90,000
Campbellsville University	\$90,000
Centre College	\$92,000
Kentucky Wesleyan College	\$90,000
Lindsey Wilson College	\$90,000
Midway University	\$92,000
Spalding University	\$92,000
Thomas More University	\$90,000
University of the Cumberlands	\$90,000
<b>Total</b>	<b>\$1,000,000</b>

By the end of FY 23, KHEAA had disbursed roughly 30% of all funds allocated to the participating institutions. The chart below shows the FY 2023 allotments and the FY 2023 net amount disbursed for each institution, providing a side-by-side comparison for year one activity:

Grantee	Total Allotted	FY 2023 Net Disbursed
KCTCS - Systemwide	\$2,823,000	\$1,204,184
<i>KCTCS - Bluegrass CTC</i>		\$469,587
<i>KCTCS - Jefferson CTC</i>		\$591,859
<i>KCTCS - Owensboro CTC</i>		\$105,244
<i>KCTCS - Southcentral CTC</i>		\$37,494
Asbury University	\$92,000	\$33,378
Bellarmino University	\$92,000	\$46,160
Brescia University	\$90,000	\$19,108
Campbellsville University	\$90,000	\$35,367
Centre College	\$92,000	\$38,820
Eastern Kentucky University	\$743,000	\$111,351
Kentucky State University	\$163,000	\$ 0
Kentucky Wesleyan College	\$90,000	\$ 0
Lindsey Wilson College	\$90,000	\$21,895
Midway University	\$92,000	\$45,076
Morehead State University	\$456,000	\$61,000
Murray State University	\$502,000	\$ 0
Northern Kentucky University	\$664,000	\$23,858
Spalding University	\$92,000	\$ 0
Thomas More University	\$90,000	\$ 0
University of Kentucky	\$1,500,000	\$720,404
University of Louisville	\$934,000	\$131,836
University of the Cumberlands	\$90,000	\$29,638
Western Kentucky University	\$915,000	\$266,719
<b>Total</b>	<b>\$9,700,000</b>	<b>\$2,819,612</b>

The remaining \$300,000 of the pilot program’s \$10 million appropriation was used by CPE to contract with national partners in the establishment of the statewide community of practice.

## Funding and Program Challenges

In August 2023, KHEAA requested FY 24 funding commitments from each campus, along with program feedback, to gain a clearer sense of whether all of the monies allocated would be spent in the 2023-24 academic year. The goal was to ensure no dollars were left on the table at the end of the pilot period. Overall feedback indicated that standing up the program with little staff and getting it running the first year was a challenge as the efforts were complex, challenging and new, resulting in a steep learning curve.

Specific feedback included that the turn-around time from the announcement of the scholarship and availability of funds from the General Assembly in July 2023 relative to implementing the program in Fall 2023 was difficult. For many institutions, recruitment for this program was not feasible until later in the Spring 2023 semester, so some were not able to award funds during the first year. However, after recruitment efforts became more robust in the Spring 2023 semester and into the summer term, students quickly began to be identified.

As a result of these challenges, several institutions, public and private, indicated they did not anticipate using all of their allocated funding while other institutions indicated they were experiencing increases in eligible students and could use additional funds. Using the feedback provided and in coordination with the institutions, KHEAA adjusted the amounts allocated to participating institutions for FY 24 to help the program maximize its reach and serve the most students possible while ensuring the highest return on investment for the state.

## Scholarships for Displaced Students

Under the Kentucky Humanitarian Assistance Scholarship Program (KHAS), scholarships up to the total cost of attendance were provided to support displaced students pursuing an undergraduate postsecondary certificate or degree at a Kentucky institution of higher education. At its September 2022 board meeting, the Council approved the Kentucky resident rate of tuition for KHAS recipients. This action ensured each scholarship would cost less, allowing the appropriated funds to support more students.

### **Allowable Use of Funds**

To best support this student population, the KHAS maximum award amount was established as the full cost of attendance minus any other financial aid the student received. The full cost of attendance is defined as the allowable costs that are used to package a student's financial aid, including tuition and fees, room and board, books, supplies and transportation costs.

In addition, to ensure displaced students were able to obtain the support needed to succeed on campus, universities and colleges were permitted and encouraged to provide wrap-around supports. The majority of the students served by the KHAS indicated they received both English as a Second Language (ESL) services and other support services including dedicated academic advisors, peer-to-peer mentors, mental health services, etc.



## Enrollment Information

The students served through the KHAS at both two- and four-year institutions participated in a wide variety of career-focused programs. For those students enrolled at a KCTCS institution, the most popular programs included computer and information technologies, business administration, computer engineering technology, education and welding technology. Further, for those students enrolled at a four-year institution, the most popular programs were early childhood/elementary education, pre-finance, psychology and computer science-prep.

In FY 23, the institutions that served the most KHAS students included: Jefferson Community and Technical College, Bluegrass Community and Technical College, the University of Kentucky and Western Kentucky University. The chart below details the total number of displaced students who received KHAS funds by participating institution:

Postsecondary Institution	Students
KCTCS - Jefferson CTC	146
KCTCS - Bluegrass CTC	98
University of Kentucky	21
Western Kentucky University	19
KCTCS - Owensboro CTC	16
University of Louisville	9
KCTCS - Southcentral CTC	8
Eastern Kentucky University	5
Northern Kentucky University	4
University of the Cumberlands	3
Asbury University	2
Campbellsville University	2
Midway University	2
Bellarmino University	1
Brescia University	1
Centre College	1
Lindsey Wilson College	1
<b>Total</b>	<b>339</b>

Overall enrollment data indicated the KHAS benefited 339 students whose education had been disrupted by conflicts and crises occurring in every corner of the globe, from Afghanistan to Venezuela, 34 countries in total. The bulk of the recipients came from the following home countries: Afghanistan, Cuba, Venezuela, Congo and Ukraine. The chart below details the number of students served by the KHAS by their home countries:

Scholarship Recipients by Home Country	Total
Afghanistan	71
Cuba	56
Venezuela	37
Congo	33
Ukraine	33
Democratic Republic of Congo	24
Tanzania	13
Haiti	10
Colombia	8
Syria	7
Rwanda	6
Sudan	4
Uganda	4
Guatemala	3
Mexico	3
Angola	2
Burma	2
Burundi	2
El Salvador	2
Mauritania	2
Nigeria	2
Russia	2
Somalia	2
Benin	1
Cameroon	1
China	1
Eritrea	1
Honduras	1
Iraq	1
Kyrgyzstan	1
Libya	1
Myanmar	1
Nicaragua	1
Peru	1

## Student-Level Impact

Overall student-level feedback on the program was incredibly positive. Two students served by the KHAS, Husna Ahmadi and Issa Mtetebawa, shared additional insights into the benefits of the program. Husna Ahmadi, a sophomore from Afghanistan at the University of Kentucky, said this: “The scholarship and higher education have had a profound positive impact on my life, empowering me with the knowledge, skills and experiences that have shaped my professional and personal growth. I am immensely grateful and committed to utilizing my education to make a positive impact in my community and beyond.”

Issa Mtetebawa, a junior from the Democratic Republic Congo at Western Kentucky University, shared this: “The scholarship and higher education have made a positive impact in my life. They have helped me elevate my status from a refugee with few hopes and resources to aspiring to be a changemaker in my community. I hope to give back as much as I can to Bowling Green and the great state of Kentucky for all the support, aid and assistance I have received from them.”

## Recruitment and Outreach

Up to 5% of reserved funding for each campus was permitted for recruitment and outreach purposes for students from displaced student populations. These funds played an important role in the pilot project as, for many of Kentucky’s postsecondary institutions, this was the first time they had intentionally begun to engage with the community, leaders and influencers to help inform potential students about educational opportunities.

Campuses indicated that the most promising practices they discovered included visiting local high schools with high refugee and/or immigrant populations, presenting scholarship information to academic ESL enrolled students, providing personalized advising, hosting local refugee partner organization meetings, hosting community and civic meetings, engaging in local networks and workforce councils and building out peer-to-peer outreach. Two examples of promising practices included community forums and civic meetings, such as those hosted by the University of Kentucky and Western Kentucky University; whereby the campuses worked to inform the community of educational opportunities and develop ecosystems of support to help displaced students not only survive but thrive as they continue their studies and make Kentucky their home.

Additionally, campuses indicated that the biggest challenge was that recruitment and outreach take time in terms of developing relationships and raising awareness. Just as significant, campuses shared that without a guarantee of continued scholarship funds beyond 2023-24, it was difficult to attract students who may not have funding to complete a credential or degree.

# Innovative Scholarship Community of Practice

As part of the pilot project, CPE and KHEAA applied \$300,000 of the funding appropriated to establish a state-level community of practice for representatives of Kentucky postsecondary institutions who served or sought to serve displaced students. The community of practice provided a forum to share and scale proven practices, offered professional development for faculty and other campus practitioners serving displaced student populations, and provided resources to help leverage other state, federal or private resources.

To accelerate statewide efforts around serving displaced students and to encourage collaboration among postsecondary institutions, CPE partnered with several organizations to facilitate the Scholarship Community of Practice (CoP): the National Association of System Heads (NASH), the Institute of International Education (IIE), the Presidents' Alliance on Higher Education and Immigration and the Community Sponsorship Hub. The partner organizations convened monthly workshops to connect institutions to relevant subject matter experts and resources in both Kentucky and at the national level.

Specifically at the state level, the CoP drew heavily on resettlement agencies and other organizations already engaged with helping displaced populations. One key partner involved in launching the program was the Kentucky Office for Refugees, the state-designated refugee

*“The scholarship and higher education have had a profoundly positive impact on my life, empowering me with the knowledge, skills and experiences that have shaped my professional and personal growth. I am immensely grateful and committed to utilizing my education to make a positive impact in my community and beyond.”*

*- Husna Ahmadi, Afghanistan  
Sophomore, University of Kentucky*



coordinator's office. Housed within the Catholic Charities of Louisville, the office manages funding from the federal Office of Refugee Resettlement (ORR) with the goal of assisting refugees with career development. The limited federal funding is distributed to refugee resettlement agencies within Kentucky, as well as some other partners who serve refugees.

The five resettlement agencies participating in the refugee resettlement program, and serving displaced populations across the state, include the Kentucky Refugee Ministries - Louisville, International Center of Kentucky – Bowling Green, Kentucky Refugee Ministries – Covington, Kentucky Refugee Ministries – Lexington and International Center of Kentucky – Owensboro.

## Community of Practice Workshops

To best meet the needs of Kentucky institutions, IIE distributed a survey in August 2022 to gauge interest and identify the most critical needs of the institutions implementing this scholarship. The following topics of interest emerged from this survey in order of priority and framed the topics of the monthly CoP convenings: 1) recruitment; 2) student support services for displaced persons; 3) understanding immigration policies; 4) financial aid; and 5) scholarship operations.

To date, a summary of the CoP workshops includes:

- Sept. 2022: CoP Launch and Overview
- Oct. 6, 2022: Scholarship Operations Workshop
- Oct. 21, 2022: Recruitment Tactics and Networks
- Nov. 2022: Student Support and Fostering Belonging
- Jan. 2023: National Updates and Local Partners
- Feb. 2023: Eligibility and Status
- March 2023: Transfer Success
- April 2023: Career Laddering and Recredentialing
- May 2023: Ethical Storytelling

Workshops will continue through the 2023-24 academic year. A [toolkit](#) has been developed to consolidate content from CoP workshops in an accessible, multimedia format, allowing readers to easily reference each session and serve as a case study from which others can learn.

## Community of Practice In-Person Training

Supported by the CoP, in April 2023, Western Kentucky University co-organized a training-of-trainers with Every Campus a Refuge (ECAR) and NASH, with representatives from WKU, the University of Kentucky, Southcentral Community and Technical College, Jefferson Community and Technical College, CPE, and KHEAA. The training entitled, “Creating Inclusive Communities Together: Transforming Higher Education Through Refugee Integration,” served to equip higher education “champions” with the skills and knowledge to comprehensively support displaced populations on their campuses.

## Scholarships to Promote International Exchange

Kentucky Scholarships for Cultural Exchange (KSCE): A portion of the scholarship funds were used to support U.S. native and foreign undergraduate students participating in international exchange programs. The rationale was to create opportunities for participants to learn with others from different areas of the world and help develop citizens and a culturally competent workforce that appreciate the value of cultural differences and international collaboration. In FY 23, the institutions that served the most students through the KSCE included: the University of Kentucky, Western Kentucky University, Eastern Kentucky University and Morehead State University. The chart below details the total number of students who received KSCE funds by each participating institution:

Postsecondary Institution	Students
University of Kentucky	60
Western Kentucky University	22
Eastern Kentucky University	21
Morehead State University	18
KCTCS - Bluegrass CTC	15
University of Louisville	12
<b>Total</b>	<b>148</b>

Students who received KSCE funds in the spring or summer semesters of 2023 participated in various programs across 20 countries. The bulk of the recipients attended institutions in the following countries: Ireland, England, Brazil, Costa Rica and South Africa. The chart below details the number of students served by the KSCE and the exchange institution’s location:

Scholarship Recipients by Institution Country	Total
Ireland	47
England	32
Brazil	14
Costa Rica	11
South Africa	11
South Korea	7
Senegal	5
Spain	4
Japan	3
Bahamas	2
Germany	2
Tanzania	2
Amsterdam	1
Australia	1
Austria	1
France	1
Greece	1
Italy	1
Mexico	1
Uruguay	1



## Innovative Scholarship Pilot Project Summary

While the pilot project was slow to start due to the intersection of the timing of available funds from the General Assembly with the start of the 2022-23 academic year, campuses have demonstrated an increased financial need for the funds and a benefit to the state overall. This program has put Kentucky in the spotlight as no other states are providing this level of higher education assistance for displaced populations while providing a transformative way for them to become thriving members of the Commonwealth. To name a few highlights since the program's launch, Kentucky has been mentioned in the Chronicle of Higher Education and featured at national events like the 2022 NASH Superconvening and the 2023 Association of International Education Administrators conference.

Of greater importance, however, are the benefits the program has been able to provide to its recipients, both humanitarian and cultural. Specifically, the KHAS benefited 339 students whose education has been disrupted by conflicts and crises occurring in every corner of the globe, from 34 countries, from Afghanistan to Venezuela. Additionally, the KCES enabled 146 students to learn with others from 20 different countries across the world and help develop citizens who appreciate the value of cultural differences and international collaboration.

Due to student interest and campus-level commitments, KHEAA and CPE project a significant increase in the number of students who will receive assistance in FY 24 and beyond. Given the unprecedented size and growth of the global displacement crisis and Kentucky's ranking as 4th in the nation in the number of displaced persons compared to other states, continued funding for postsecondary opportunities for displaced students is a crucial step in providing greater social and economic mobility for these populations in the state of Kentucky.



**TITLE:** HB 200 Healthcare Workforce Investment Fund Implementation Update

**DESCRIPTION:** Staff will provide an update on the work implemented from the passage of HB 200, which established the Healthcare Workforce Investment Fund.

**PRESENTERS:** Leslie Sizemore, Associate Vice President of Workforce and Economic Initiatives, CPE  
Michaela Mineer, Senior Associate for Healthcare Workforce Initiatives, CPE

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### SUPPORTING INFORMATION

Created in the 2023 Regular Session of the Kentucky General Assembly through HB 200, the Healthcare Workforce Investment Fund (HWIF) is a groundbreaking framework for public/private partnership. The legislation shares responsibility between industry and government to carry out a dedicated mission - to cultivate a robust healthcare workforce in Kentucky. The core objectives are twofold: providing educational scholarships to students pursuing programs targeting critical workforce needs in healthcare professions (65% of funds) and recognizing and rewarding excellence among Kentucky healthcare professional education and training programs (35% of funds).

The Kentucky Council on Postsecondary Education (CPE) is responsible for administering the funds. Dr. Leslie Sizemore, CPE Associate Vice President for Workforce and Economic Initiatives, and Michaela Mineer, CPE Senior Associate for Healthcare Workforce Initiatives, are the points of contact for the implementation of HWIF.

#### Statutes

- [KRS 164.0401](#) - Definitions for KRS 164.0401 to 164.0407
- [KRS 164.0402](#) - Legislative intent -- Kentucky healthcare workforce investment fund -- Administrative regulations
- [KRS 164.0403](#) - Healthcare training scholarships -- Partnership proposal requirements -- Partnership contract -- Scholarship contract -- Restrictions -- Recoupment -- Prohibitions.
- [KRS 164.0404](#) - Healthcare program incentive -- Administrative regulations -- Incentive application process and requirements.

#### Regulations

- [13 KAR 5:010 – Healthcare Training Scholarships](#)
- [13 KAR 5:020 – Healthcare Program Incentives](#)

## **HWIF STEERING COMMITTEE**

The regulations governing the HWIF require that CPE compile a steering committee to advise on issues related to healthcare training scholarships, including determining funding allocations, defining partnership proposal criteria, and making the awards. During CPE's Council meeting on November 17, 2023, CPE Chair Madison Silvert appointed the following members to the steering committee for a one-year renewable term beginning March 1, 2024:

### **CPE Representative**

- LaDonna Rogers - Committee Chair

### **Healthcare Industry Representatives**

- Dr. Cliff Maesaka - CEOc Chairman's Circle/Board Chair of the Foundation for a Healthy Kentucky
- J.P. Hamm - Kentucky Hospital Association
- Dr. Michael Muscarella - Baptist Health – Paducah

### **State Government Representatives**

- Beth Brinly - KY Education & Labor Cabinet
- Dr. Vestena Robbins - KY Cabinet for Health & Family Services - Department for Behavioral Health, Developmental and Intellectual Disabilities
- Beth Shafer - KY Cabinet for Health & Family Services – Department of Public Health

### **Postsecondary Education Representatives**

- Amy Mitchell Cowley - University of Kentucky College of Medicine
- Dr. Kelli Selvage - Kentucky Community & Technical College
- Mason Dyer - Association of Independent Kentucky Colleges & Universities

## **HWIF FUNDING PRIORITIES**

### **Healthcare Training Scholarships**

Through statute, CPE is directed to evaluate and prioritize awarding funds to partnership proposals that plan to (1) address the specific needs of a historically underserved county, (2) improve racial and ethnic diversity within a specific designated healthcare credential, (3) reduce the workforce demand of a specific eligible healthcare credential that is determined to be among the highest in demand in the state, or (4) from a healthcare partner with fifty or fewer employees.

### **Healthcare Program Incentives**

Through statute, CPE is directed to evaluate and award incentive funds to programs based on (1) workforce demands and capacity for the credential, (2) if/how the program is meeting

healthcare workforce needs in an underserved county, (3) the passage rate of graduates of the program on the healthcare credential examination, and (4) other relevant factors related to meeting community workforce needs as determined by CPE.

### HWIF IMPLEMENTATION SCHEDULE

January 17, 2024	HWIF Implementation Plan Webinar Registration link: <a href="https://us02web.zoom.us/webinar/register/WN_lq2vU3N7Sa-xxDncThWglg">https://us02web.zoom.us/webinar/register/WN_lq2vU3N7Sa-xxDncThWglg</a>
March 20, 2024	HWIF Steering Committee Meeting #1
May 22, 2024	HWIF Steering Committee Meeting #2
June 3, 2024	HWIF funding opportunities, priorities, submission form templates, and scoring rubrics are published on CPE website
July 1 – August 15, 2024	Submission period for HWIF partnership proposals and incentive awards
July 24, 2024	HWIF Steering Committee Meeting #3
August 16 – September 12, 2024	Evaluation period of HWIF partnership proposals and incentive awards
September 13, 2024	Award notices go out



# Healthcare Workforce Investment Fund Implementation Plan

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**Leslie M. Sizemore, PhD, EdS, OTR/L**  
Associate VP, Workforce and Economic Initiatives

**Michaela Mineer**  
Senior Associate for Healthcare Workforce Initiatives

# Purpose of HWIF

- Established in spring of 2023 by HB 200
- Public/private partnership
- Core objectives:
  - providing educational scholarships to students pursuing programs targeting critical workforce needs in healthcare professions (65% of funds)
  - recognizing and rewarding excellence among Kentucky healthcare professional education and training programs (35% of funds)

## Statutes

[KRS 164.0401](#)

[KRS 164.0402](#)

[KRS 164.0403](#)

[KRS 164.0404](#)

## Regulations

[13 KAR 5:010 – Healthcare Training Scholarships](#)

[13 KAR 5:020 – Healthcare Program Incentives](#)

# HWIF Priorities – Healthcare Training Scholarships (65% of funds)

The General Assembly asks that the Council evaluate and prioritize awarding funds to partnership proposals that plans to:

1. Address the specific needs of a historically underserved county
2. Improve racial and ethnic diversity within a specific designated healthcare credential
3. Reduce the workforce demand of a specific eligible healthcare credential that is determined to be among the highest in demand in the state,
  1. Or from a healthcare partner with fifty or fewer employees.



# HWIF Priorities – Healthcare Program Incentives (35% of funds)

The General Assembly asks that the Council evaluate and award incentive funds to programs based on:

1. Workforce demands and capacity for the credential
2. If/how the program is meeting healthcare workforce needs in an underserved county
3. And the passage rate of graduates of the program on the healthcare credential examination.



# HWIF Steering Committee

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**CPE Representative & Committee Chair - LaDonna Rogers**

## **Healthcare Industry Representatives**

Dr. Cliff Maesaka – CEOc Chairman’s Circle/Board Chair of the Foundation for a Healthy Kentucky

J.P. Hamm – Kentucky Hospital Association

Dr. Michael Muscarella – Baptist Health – Paducah

## **State Government Representatives**

Beth Brinly – KY Education & Labor Cabinet

Dr. Vestena Robbins - KY Cabinet for Health & Family Services - Department for Behavioral Health, Developmental and Intellectual Disabilities

Beth Shafer - KY Cabinet for Health & Family Services – Department of Public Health

## **Postsecondary Education Representatives**

Amy Mitchell Cowley – University of Kentucky College of Medicine

Dr. Kelli Selvage – Kentucky Community & Technical College System

Mason Dyer – Association of Independent Kentucky Colleges & Universities



# Applications & Evaluation Process

Final evaluation criteria and priorities will be set by the HWIF Steering Committee and released on June 3, 2024 on CPE’s website.

Applications will open July 1, 2024 and close on August 15, 2024.

## Evaluation Rubric: Healthcare Training Scholarships

Criteria	Points (100 total)
Supply/Demand of Credential	30 points
Focus on Increasing Diversity in Credential/Licensure Area	20 points
Geographic Area of Partnership	20 points
Size of Healthcare Partner	10 points
Dedication to Student Success	10 points
*Criteria to be selected by HWIF Steering Committee	10 points

## Evaluation Rubric: Healthcare Program Incentives

Criteria	Points (100 total)
Supply/Demand of Credential	30 points
Geographic Area of Partnership	20 points
Dedication to Student Success	20 points
% Increase in Student Completion of Program	10 points
Graduates’ Passage Rate of Credential Examination	10 points
*Criteria to be selected by HWIF Steering Committee	10 points

# HWIF Implementation Schedule

January 17, 2024	HWIF Implementation Plan Webinar
March 20, 2024	HWIF Steering Committee Meeting #1
May 22, 2024	HWIF Steering Committee Meeting #2
June 3, 2024	HWIF funding opportunities, priorities, submission form templates, and scoring rubrics are published on CPE website
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September 13, 2024	Award notices go out

# Learn how your organization can benefit from Kentucky's Healthcare Workforce Investment Fund

**Webinar: 1 p.m. ET, Wednesday, Jan. 17, 2024**

Hosted by the Kentucky Council on Postsecondary Education

This event will inform healthcare leadership about the regulations and implementation plan for the Healthcare Workforce Investment Fund, which is a public/private partnership grant opportunity designed by Kentucky's legislature to support healthcare students and educational programs through scholarships and incentives.



**TITLE:** 2024 Student Success Summit

**DESCRIPTION:** CPE staff will discuss the programming of the upcoming annual summit supporting student success, being held February 26-27, 2024 at the WKU Knicely Conference Center in Bowling Green, Kentucky.

**PRESENTER:** Lilly Massa-McKinley, Executive Director of Kentucky Student Success Collaborative, CPE

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### **SUPPORTING INFORMATION**

The Student Success Summit is CPE's signature annual event that promotes innovative approaches to student success combined with lessons learned from Kentucky college and university partners engaged in collaborative efforts. This year's theme is [Partnerships that Work](#), which is focusing on partnership development as a tool to advance student success as well as the importance of employer partnerships to meet workforce needs and improve the economic mobility of students.

Key goals of this year's event include:

- Deepen our understanding of promising practices to accelerate progress on student success.
- Connect with colleagues across institutions to share, learn, and improve together.
- Develop partnerships and plans to strengthen our work beyond the Summit.

### **LOCATION & REGISTRATION**

The 2024 Summit is being held on February 26-27, 2024 at the WKU Knicely Conference Center in Bowling Green. WKU President Tim Caboni will provide the welcoming remarks and open the conference before President Thompson's keynote address.

Registration for the general public went live at the end of November and continues through February 15, 2024. Council members who are interested in attending should contact Heather Faesy directly for registration.

### **FEATURED SPEAKERS**

- Marty Alvarado, Vice President of Postsecondary Education and Training in Education, Jobs for the Future

- Daniel Knox, Director of Institute for Systems Innovation and Improvement, National Association of Higher Education Systems (NASH)
- Dr. Nan Travers, Director of the Center for Leadership in Credential Learning, SUNY Empire State College
- Dr. Peter Felton, Executive Director of the Center for Engaged Learning, and Assistant Provost for Teaching and Learning, Elon University
- Dr. Stacy Priniski, Senior Evaluation Associate, Hope Center for College, Community, and Justice
- Dr. Saundra McGuire, Professor Emerita of Chemistry and Director Emerita of the Center for Academic Success, Louisiana State University
- Dakota Pawlicki, Director of Talent Hubs, CivicLab
- Panel of five Kentucky students, moderated by a fellow graduate student.