AGENDA
Council on Postsecondary Education
July 19, 2004
10 a.m. (ET)
Campbellsville University, Gheens Recital Hall, Fine Arts Center
Campbellsville, KY

Other Business
Next Meeting – September 19-20, Sloan Convention Center, Bowling Green
(IEG Governor's Conference on Postsecondary Education Trusteeship)
Adjournment

CPE meeting materials are available on the Council Web site at www.cpe.state.ky.us/aboutus/aboutus_council_meetings_materials.asp.
Policy Group meeting materials are available on the Council web site at www.cpe.state.ky.us/council/council_council_policygroups.asp.

The Council on Postsecondary Education met May 24, 2004, at the Marriott Griffin Gate in Lexington, Kentucky. Chair Barger presided.

WELCOME AND
INTRODUCTIONS

Mr. Barger welcomed everyone to the meeting. He introduced Mary Evans Sias, the new president of Kentucky State University. He recognized Secretary of the Education Cabinet Ginni Fox and Bill Huston, president of St. Catherine College, who were in the audience. He said that Secretary of the Commerce Cabinet Jim Host and Secretary of the Economic Development Cabinet Gene Strong attended the earlier meeting of the Workforce/Economic Development Policy Group.

ROLL CALL

The following members were present: Walter Baker, Steve Barger, Peggy Bertelsman, J. P. Davis, Richard Freed, Ron Greenberg, John Hall, Charlie Owen, John Turner, Charles Whitehead, Ken Winters, and Gene Wilhoit. Susan Guess, Esther Jansing, Joan Taylor, and Lois Combs Weinberg did not attend.

APPROVAL
OF MINUTES

The minutes of the March meeting were approved as distributed.

FOCUS ON REFORM:
STATE-LEVEL
ACCOUNTABILITY
FOR STUDENT
LEARNING

The meeting began with a focus on reform – state-level accountability for student learning. CPE President Tom Layzell said that Kentucky is participating in two projects that promise to inform national standards for measuring student learning at the college level. Margaret Miller, director of the National Forum on College-Level Learning, and George Kuh, director of the Center for Postsecondary Research at Indiana University, shared information about Kentucky's participation and how results from these two initiatives may be used in statewide and institutional accountability initiatives.

Dr. Miller said that *Measuring Up*, the national report card on higher education produced by the National Center for Public Policy and Higher Education, in 2000 and 2002 graded each state on the effectiveness of its higher education system. Grades were given for preparation, participation, affordability, persistence and completion, and benefits. The report was unable to assign a grade to the most important product of higher education – learning – because there are no nationwide comparable data by which to assess the intellectual abilities of the college graduates in each state. Therefore, all states received an "incomplete" in this category. Dr. Miller is working with the Pew-sponsored National Forum on College-Level Learning on a project whose aims are to develop a model for assessing college-level learning in a way that is academically credible, that would generate useful information for state policy purposes, that would reinforce other accountability and improvement efforts, and that could be done in a consistent way across the states.

Dr. Miller said that Kentucky from the very beginning has been the lead state on this project for several reasons: its focus on accountability questions for improving the system of postsecondary education, its focus on what the colleges and universities can do for the people of Kentucky, its aggressive state leadership,

and the effectiveness of its five questions.

Dr. Miller said that since more information was needed than was available from existing data sources Pew sponsored this five-state project, which includes Kentucky, Illinois, Oklahoma, South Carolina, and Nevada. A model has been developed that generates information that meets all the criteria and that tells stories about each state that are credible and that reflect the kind of policies in place. She shared an early draft of Kentucky's story:

> Kentucky is a come-from-behind state that has made major recent investments in education in large part due its recognition that it has major challenges with respect to literacy and educational attainment. This is reflected in literacy index scores that are the second lowest among the five states. The state has recently made a significant investment in its community and technical college system, allowing these institutions to play a stronger role in workforce development. These heavy investments appear to have paid off in the form of high index scores for graduates ready to enter licensed professions. While the state remains far less competitive with respect to graduate admissions, two-year college students perform at high levels on the WorkKeys examination, an instrument oriented towards applied academic skills. And this is especially the case for business writing. It is also worth noting that Kentucky has emphasized the WorkKeys lately as part of its workforce readiness initiatives. The performance of four-year college students on authentic outcomes measures is far less competitive as are the admissions requirements of these institutions themselves. Finally, students at Kentucky's institutions report slightly below average instances of educational good practices at both two- and four-year colleges.

She said that this story shows that policy matters and makes a difference since Kentucky was only one of two states that improved in all measures in *Measuring Up 2002*. It also shows areas where there is work to be done and where further analysis and information might be useful.

Dr. Kuh said that Kentucky also has been a leader in the National Survey of Student Engagement. He said that it is important to measure the right things because states tend to spend a lot of time and energy on the things they measure. He said that Kentucky has made the right choices by addressing issues associated with the five questions. He said that one of the things that can have a great effect on improving the quality of education for all Kentuckians is to focus additional attention on the state's least engaged students.

2004 LEGISLATIVE SESSION

A summary of bills and resolutions related to postsecondary education that passed during the 2004 Regular Session of the Kentucky General Assembly was provided for information.

BUDGET UPDATE

Dr. Layzell said that since no general operating budget for 2004-06 was adopted in the regular 2004 session, two possible outcomes exist – the Governor could call a special session for the purpose of passing the 2004-06 budget or he could develop an executive spending plan for the continuance of state government operations for fiscal year 2005 and then propose a budget for fiscal year 2006 to the 2005 General Assembly.

2004-05 TUITION RATES	Sandy Woodley, vice president for finance, presented a report on tuition rates to be charged by Kentucky's public postsecondary education institutions in the coming year. The average annual increase in tuition and mandatory fees for a full-time undergraduate student from Kentucky will be 14.7 percent, an additional $508 in 2004-05. Estimated annual tuition increases for resident undergraduates for 2004-05 range from an upper- and lower-division average increase of $693 at the University of Kentucky to $312 at the Kentucky Community and Technical College System. Tuition and fee revenue is projected to increase by approximately $98.9 million or 15.7 percent for all of Kentucky's public institutions. The report also presented estimates of student financial aid provided to students eligible for Pell grants by Kentucky public institutions. For 2004-05, financial aid for needy students is estimated to be a total of approximately $14.8 million for the system and about $1.5 million on average for each institution. This represents a 6 percent increase from 2003-04 in financial aid available for needy students. The Affordability Policy Group will conduct an in-depth study to learn more about how college expenses in Kentucky compare to family incomes.
COMPREHENSIVE FUNDING MODEL REVIEW	Dr. Layzell said that over the coming year the Council staff will develop policies and procedures to guide the development of the Council's 2006-08 budget recommendation. The staff will work closely with Council members, institutional and legislative representatives and staffs, and representatives of executive branch agencies such as of the Office of the State Budget Director and the Education Cabinet. The comprehensive review may include discussions on funding models used by other states, Kentucky's benchmark model, capital construction funding process, enrollment growth and productivity funding distribution, and tuition policy.
2004 STRATEGIC PLANNING PROCESS	RECOMMENDATION: That the Council staff be directed to coordinate a review of the systemwide public agenda and strategic implementation plans, institutional mission statements and action agendas, and key indicators of progress toward postsecondary reform, and recommend to the Council an updated set of plans and performance measures in late 2004 or early 2005. This review shall be based on a comprehensive analysis of the system's progress toward reform goals and comparisons to national and regional benchmarks and shall include broad participation of the postsecondary community and its primary constituents and stakeholders across the Commonwealth. MOTION: Mr. Freed moved that the recommendation be approved. Mr. Davis seconded the motion. VOTE: The motion passed.
ACCOUNTABILITY INITIATIVES	Information was included in the agenda book on two national initiatives that Kentucky has been invited to participate in that feature the Council's accountability system and knowledge resources. With funding from the Ford Foundation, the State Higher Education Executive Officers has organized a 13-member National Commission on Accountability in Higher Education consisting of former governors, legislative leaders, and corporate executives. Dr. Layzell is a member of the Commission and also chairs the SHEEO working committee overseeing the project. The second project also is organized by SHEEO with funding from the Lumina

Foundation for Education. Kentucky is one of eight states to participate in a planning grant aimed at improving postsecondary education knowledge resources in all states. The project will involve an examination of selected state practices and assistance to other SHEEO agencies in developing an effective knowledge base about postsecondary education for state policy development and decisions. A team will visit the Council offices in June to document Kentucky's approaches to using knowledge resources that address issues of student preparation and success, higher education costs and finance, and other key policy areas.

AFFORDABILITY POLICY GROUP REPORT

Mr. Davis reported on the activities of the Affordability Policy Group. At its May 24 meeting, the group discussed projected tuition and fee increases expected for 2005 at each institution, the amount of revenue that could be generated from these increases, and the amount of financial aid available to needy students. The policy group also discussed the extension of the Tennessee-Kentucky reciprocity agreement for one year, which will give the group time to study all agreements. The group reviewed several national and regional affordability studies and articles and discussed preliminary thoughts on a Kentucky affordability study.

P-16 COUNCIL UPDATE

Dianne Bazell of the Council staff gave a report on the P-16 Council activities. The group is overseeing the implementation of the American Diploma Project recommendations. The project broadly argues for changes not only in the P-12 curriculum and assessment but also in the education of teachers, the education of adult learners and adult education providers, college placement policies, and the certification of high school graduates for employment. At its March meeting, the P-16 Council charged its staff with developing a statewide postsecondary placement policy in mathematics and English based on the ADP benchmarks. Working with ACT, Inc. materials, the staff is meeting with representatives of the public postsecondary institutions to agree on a statewide standard of college-readiness in mathematics and language arts and to compare these competencies with ACT Standards for Transition, ACT scores, and the Kentucky Department of Education Core Content for Assessment standards.

Dr. Bazell said that Kentucky was one of six states selected by the Southern Governors' Association to participate in a project funded by the Bill and Melinda Gates Foundation to visit high performing high schools whose successful practices could stimulate creative policy thinking and be replicated elsewhere. During the month of May, representatives from participating states will visit schools in North Carolina, Mississippi, Maine, and New York. The state teams will reconvene in Atlanta at a forum of the SGA to review the applicability of the strategies they observed and to identify policy issues highlighted by these model schools.

At its June meeting, the P-16 Council will select the chair for the coming year.

PUBLIC OUTREACH INITIATIVE

The Council is discussing with *The Courier-Journal* an initiative to help promote postsecondary education generally. Tentative plans include promoting the GoHigherKY Web site, GEAR UP activities, adult education opportunities, and a college and career expo. The proposed media mix includes the newspaper, Newspaper In Education channels, special publications, radio, and an online presence on the newspaper's Web site. The Kentucky Higher Education Assistance Authority also is a member of the partnership and other business/private sector partners may be sought to help fund the proposal.

COMMISSIONER OF ED REPORT	There was no report from the Commissioner of Education.
SEAMLESSNESS POLICY GROUP REPORT	Ms. Bertelsman said that the Seamlessness Policy Group is continuing its work on strategies to promote transfer from two- to four-year colleges. The policy group is gathering information to determine the feasibility of scholarships for transfer students. Previous discussions have pointed to financial barriers to transfer for some students. The policy group wants to explore having the postsecondary institutions and the Kentucky Higher Education Assistance Authority create scholarship funds to support student transfer.
CREATION OF COMPLETER DEGREE	MOTION: Ms. Bertelsman moved on behalf of the Seamlessness Policy Group that the Council instruct all Kentucky public universities to submit within the next year a plan for creation of a completer degree allowing graduates from any KCTCS associate degree program to complete the baccalaureate degree in the normal number of hours required by the institution. Mr. Freed seconded the motion.
	VOTE: The motion passed.
KY/TENNESSEE RECIPROCITY AGREEMENT	RECOMMENDATION: The staff recommends that the Council approve a one-year extension of the tuition reciprocity agreement between Kentucky and Tennessee.
	MOTION: Mr. Greenberg moved that the recommendation be approved. Mr. Freed seconded the motion.
	Due to legislative interest in reciprocity agreements during the 2004 session of the General Assembly, in March the Council directed the staff to review all tuition reciprocity agreements in which Kentucky is a party to ensure that there is equitable benefit for participating states and to bring recommendations back to the Council through its Affordability Policy Group by the end of the 2004 calendar year. The extension of the Tennessee agreement for one year will allow for this review by the Affordability Policy Group.
	VOTE: The motion passed.
COLLABORATIVE ACADEMIC PROGRAMS REPORT	Information was included in the agenda book on the request for proposals to stimulate collaborative approaches to address state workforce needs and increase the capacity of high demand academic programs. In March the Council staff received 13 proposals that were reviewed by a committee representing the Council, the Kentucky Virtual University, the Kentucky Workforce Investment Board, and the Kentucky Department of Technical Education. Three finalists have been selected and the programs are expected to be funded and underway in the next fiscal year.
DLAC REPORT	RECOMMENDATION: The Distance Learning Advisory Committee recommends that the Council approve the expansion of the scope of DLAC to include not only its statutory mandate to advise the Council on the operations of the Kentucky Virtual University but also to address the coordination of policies, programs, support
	services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions.

MOTION: Mr. Hall moved that the recommendation be approved. Mr. Whitehead seconded the motion.

VOTE: The motion passed.

Dr. Layzell said that DLAC has established a Distance Learning Steering Team to ensure the communication and coordination of collaborative distance education opportunities. The committee also has completed a review of postsecondary distance education issues and opportunities. The findings of the review, including goals and action items for the steering team, are in the report "Issues & Opportunities: The Kentucky eLearning Strategic Framework." The report is available on the Council's Web site.

KEY INDICATORS: GRADUATION RATES

Christina Whitfield of the Council staff gave an update for six-year graduation rates for baccalaureate degree students, an indicator under Question 3 (Are more students advancing through the system?). The system experienced significant progress between 2002 and 2003, rising from 43.5 percent in 2002 to 45.3 percent in 2003. In 1998, the six-year graduation rate was 36.7 percent. She added that the national average for 2002 was 54.3 percent so there is room for improvement. The rate for each institution was included in the agenda book.

Ms. Bertelsman expressed interest in tracking certificate and two-year graduation rates since the majority of the growth in postsecondary education has occurred in the KCTCS institutions.

WORKFORCE/ ECONOMIC DEVELOPMENT POLICY GROUP REPORT

Mr. Hall gave a report on the activities of the Workforce/Economic Development Policy Group. Commerce Secretary Jim Host and Economic Development Cabinet Secretary Gene Strong attended the policy group meeting earlier in the day to discuss how postsecondary education and workforce/economic development can form a closer partnership. The discussion will continue with the two cabinet secretaries at the July 19 policy group meeting. The group also heard from Dr. Paul Coomes, Professor of Economics and National City Research Fellow, University of Louisville. Dr. Coomes' presentation demonstrated the power of using available databases to generate new analyses of regional occupational growth, wages and benefits, education and training needs, and local postsecondary institutional offerings and throughput. He and his colleagues have constructed a Web site covering 750 occupations in the 23-county Louisville labor market. The newest version of the site will include links from occupations to local education and training institutions. The Council staff shared data from the National Center for Higher Education Management Systems HigherEdInfo.org Web site, including information about Kentucky's workforce, educational attainment, and migration by degree level and occupation. The Council staff will identify a number of job skills to monitor how many people are working on those fields versus how many are needed. The policy group will discuss these workforce issues.

NEW PROGRAM

RECOMMENDATION: The staff recommends that the Council approve the Doctor of Philosophy in Theatre Practice (CIP 50.0501) proposed by the University of Kentucky.

MOTION: Ms. Bertelsman moved that the recommendation be approved. Mr. Owen seconded the motion.

VOTE: The motion passed.

CAPITAL PROJECTS

RECOMMENDATION: The staff recommends that the Council approve the reallocation of $24,127,000 from the 2002-04 Agency Bond Pools to be used in part to complete projects in student housing, life safety, infrastructure, renovation, and new construction at EKU, UK, and UofL.

Sherron Jackson of the Council staff said that, at its March 2004 meeting, the Council allocated the unneeded portion of institutional agency bond authority to EKU, UK, and UofL to complete capital projects authorized by the 2002-04 appropriations bill. Following action at the March meeting, the Council staff became aware that $5,530,000 of reallocated agency bond authority would not be used and that the scope of projects at the three institutions needed to be adjusted to keep the Council recommendation within the legislatively authorized agency bond authority of $155 million.

MOTION: Mr. Freed moved that the recommendation be approved. Mr. Greenberg seconded the motion.

VOTE: The motion passed.

RECOMMENDATION: The staff recommends that the Council approve the request of Western Kentucky University to renovate Downing University Center dining facilities with $1,200,000 of private funds.

RECOMMENDATION: The staff recommends that the Council approve the request of Western Kentucky University to renovate the university baseball facilities to accommodate a minor league baseball team franchise in Bowling Green, Kentucky, with $2,000,000 of private funds.

MOTION: Mr. Whitehead moved that the Council act on the two projects in one motion and moved the approval of the two WKU projects. Mr. Davis seconded the motion.

Mr. Hall asked if the sale of alcohol beverages at the WKU baseball facility has been addressed. John Osborne, WKU associate vice president for campus services and facilities, said that the issue has not been addressed but will be prior to signing a contract or lease.

VOTE: The motion passed.

RECOMMENDATION: The staff recommends that the Council approve the request of the University of Kentucky to replace the Memorial Coliseum court lighting system with $600,000 of private funds.

RECOMMENDATION: The staff recommends that the Council approve the request of the University of Kentucky to develop an electronic access rural demonstration project phases I and II for the College of Law with $1,989,500 of federal funds.

RECOMMENDATION: The staff recommends that the Council approve the

request of the University of Kentucky to renovate and expand the integrated resource information systems facility with $1,253,000 of private funds.

MOTION: Mr. Davis moved the three projects be considered by one motion and moved that the three UK projects be approved. Ms. Bertelsman seconded the motion.

Mr. Baker asked the locations of the two rural courthouse locations for the electronic access rural demonstration project. Angela Martin, UK vice president for planning, budget, and policy, said that the sites have not yet been identified.

VOTE: The motion passed.

CEO REPORT

Mr. Whitehead gave a report from the Council's Committee on Equal Opportunities. He noted the recent celebration of 50 years of Brown v. Board of Education. He said that the CEO has concerns about the Governor's proposed budget for 2004-06 since it once again failed to provide recurring funds for the Council's statewide equal opportunity programs. He said there appears to be a lack of support for these initiatives. Mr. Whitehead said that the CEO members urge the Council to pursue recurring funds for these programs. A detailed CEO report was in the agenda book.

KSU/CPE OVERSIGHT COMMITTEE REPORT

Mr. Jackson said that the KSU/CPE Comprehensive Assessment Implementation Oversight Committee met in April to review the status of the implementation of the recommendations from the 2003 Baker & Hostetler report. The committee found that KSU is moving forward to address many of the report's recommendations.

In a related matter, Mr. Jackson said that one commitment from the Partnership Agreement was for the Council, in collaboration with the KSU board of regents, to communicate with the Governor regarding the effort to strengthen the KSU board to focus more of its efforts on ensuring that KSU finds its rightful place among its sister institutions within the postsecondary education system in Kentucky. He said that nine names have been submitted to the Governor's Office for consideration for the KSU board of regents.

KEY INDICATORS: RESEARCH AND DEVELOPMENT

Dr. Whitfield reported on the results of two indicators under Question 5 (Are Kentucky's communities and economy benefiting?). Kentucky's long-term goal is to reach $1 billion in extramural research and development expenditures at UK and UofL by 2020. Figures reported by the institutions to the National Science Foundation for fiscal years 2002 and 2003 show progress toward this goal. Extramural expenditures at UK increased to $162 million in 2002 and $187 million in 2003, exceeding UK's goals for both years. UofL also exceeded its 2002 and 2003 goals, with extramural expenditures rising to $58 million in 2002 and $63 million in 2003. Combined extramural research and development expenditures ($220 million in 2002 and $250 million in 2003) exceeded the statewide goals.

Both UK and UofL reported increases in federal research and development expenditures for 2002 and 2003. UK increased to $100 million in 2002 and $120 million in 2003, exceeding the established goals. UofL expenditures rose to $39 million in 2002 and $40 million in 2003. UofL exceeded its goal for 2002 but did not meet its 2003 goal. Combined research and development expenditures ($139

million in 2002 and $160 million in 2003) exceeded the statewide goals.

HOMELAND SECURITY CONSORTIUM	Dr. Layzell said that a consortium of Kentucky's postsecondary education institutions, facilitated by the Council, is preparing a set of collaborative proposals for the U.S. Department of Homeland Security to create a "virtual laboratory" to address homeland security priorities. Federal funding in the amount of $4.5 million will be available to support collaborative efforts including research, technology, and commercialization. This initiative will allow Kentucky to respond rapidly to federal funding opportunities.
AGENCY AUDIT	RECOMMENDATION: The staff recommends that the Council authorize the president to enter into a personal services contract with Moore Stephens Potter, LLP, to perform the Council's independent audit for fiscal year ending June 30, 2004, in the amount of $49,000.
	MOTION: Ms. Bertelsman moved that the recommendation be approved. Mr. Davis seconded the motion.
	Sandy Woodley said that the staff received two responses to a request for proposals from independent accounting firms to perform the financial audit. The firm selected is formerly Potter & Company, the firm that has conducted the Council's audit for the past three years.
	Mr. Whitehead asked the staff to consider a policy for changing auditors every few years.
	VOTE: The motion passed.
ELECTION OF OFFICERS	MOTION: On behalf of the nominating committee, Mr. Hall moved that Mr. Barger serve as chair and Mr. Greenberg serve as vice chair for the coming year (July 1, 2004 – June 30, 2005). Ms. Bertelsman seconded the motion.
	VOTE: The motion passed.
BUDGET	The Council is preparing a letter to Governor Ernie Fletcher, Senate President David Williams, and House Speaker Jody Richards addressing concerns about the lack of a budget and funding for postsecondary education.
	MOTION: Mr. Freed moved that the letter be sent to the appropriate parties. Mr. Whitehead seconded the motion.
	Mr. Baker expressed concern about the recent departure of several top-level professors from the University of Kentucky. He said that the end result will be the deterioration of the educational product produced by Kentucky and of its institutions. He said that he personally believes that postsecondary education funding is inadequate to attain the goals of House Bill 1. The inability to adopt a budget is a reflection on all the participants in this budgetary process – legislative, House and Senate, and executive. He said that Kentucky, which once was a leader in postsecondary reform, is now sliding back into mediocrity. He said that this is not acceptable and that it is time to come together and move the state forward.
	VOTE: The motion passed.

RECOGNITION OF J. P. DAVIS	Mr. Barger congratulated Mr. Davis on his recent graduation from the University of Louisville. He received a bachelor of arts in communications with a minor in political science.
STAFF RESOLUTION	Mr. Barger read a resolution honoring and commending Bill Swinford for his dedication and service to the Council and postsecondary education. Dr. Swinford will become the director of policy analysis at the University of Kentucky June 1.
	MOTION: Mr. Whitehead moved that the resolution be adopted. Mr. Davis seconded the motion.
	VOTE: The motion passed.
P-16 COUNCIL APPOINTMENT	Mr. Barger announced that he will reappoint Bart Darrell to continue as one of the Council's representatives on the P-16 Council.
EVALUATION OF CPE PRESIDENT	MOTION: Mr. Greenberg moved that the Council go into executive session to discuss the annual evaluation of the Council president. Ms. Bertelsman seconded the motion.
	VOTE: The motion passed.
	Mr. Barger said that this action is allowed by KRS 61.810(1)(f) and that he anticipates no action when the Council reconvenes.
	When the Council reconvened, Mr. Barger announced that no action was taken during the executive session.
NEXT MEETING	The next meeting is July 18-19 at Campbellsville University in Campbellsville, Kentucky.
ADJOURNMENT	The meeting adjourned at 12:20 p.m.

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Thomas D. Layzell
President

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Phyllis L. Bailey
Associate, Executive Relations

2004-06 Budget/
Public Services Continuation Plan Update

On June 28, 2004, Governor Fletcher signed an executive order implementing a Public Services Continuation Plan for the first quarter of the fiscal year 2004-05. Franklin County Circuit Judge Roger Crittenden ruled on June 30, 2004 that the continuation plan could proceed, but with limits. The Governor's Office does not know at this point how the order may affect the continuation plan.

The details of the Council agency continuation plan are presented in the agency budget agenda item beginning on page 123.

Attachment A provides details regarding annual General Fund spending estimates for the institutions as specified in the continuation plan. The plan covers only the first quarter, but annual estimates also are included. Included in the attachment is an analysis of the $41 million nonrecurring reduction that was previously planned to occur in FY 2003-04, but which under the continuation plan will occur in FY 2004-06.

To the extent allowable by the judge's order, approximately $30 million in General Funds are included in the annual targets for the continuation plan for the institutions in FY 2004-05. Approximately $1.7 billion in capital authorizations also are included in the continuation plan. Project implementation is limited by the judge's order. However, capital projects that are funded with federal or private money may be authorized using the interim process prescribed by KRS 45.760. The capital authority and General Fund increases are summarized as follows:

- Funds for changes in debt service as well as maintenance and operations for new facilities (approximately $10 million).
- $10 million for research, regional stewardship, workforce development, and capital renewal and maintenance (see Attachment B).
- $10 million (included in the Council's budget) to be distributed to the institutions. The allocation and use of funds will be determined by the Governor and the Council within the first quarter of FY 2004-05.
- $1.7 billion in capital project authority provided for cash funded projects (see Attachment C).

In addition, if allowable by the judge's order, $5 million is included in the budget of the Finance and Administration Cabinet for the purpose of providing cash startup or planning funds for capital projects that were included in the Governor's recommended budget. While this allocation is not limited to postsecondary institutions, many of the projects that will be eligible for consideration are postsecondary projects. There is also a $2.5 million capital emergency, repair, maintenance and replacement fund to accommodate capital emergencies for all of state government, so postsecondary institutions may be eligible for assistance from some of these funds as well.

Staff preparation by Sandra Woodley

COMMONWEALTH OF KENTUCKY POSTSECONDARY EDUCATION INSTITUTIONS
Public Services Continuation Plan (PSCP)
Analysis of Reductions and General Fund Spending Estimates for FY 2004-05

Institutions	FY 2003-04 Revised Appropriation (1)	*Executive Recommendation	Transfer of LCC to KCTCS	Stability Initiative Reductions			Additional $10 Million			Firefighter Fund Swap	Debt Service Savings	PSCP Operating Spending Estimates
				General Fund	Restricted Funds (2)	Total	Operating	Capital	Total			
EKU	71,448,100	71,047,200			(2,415,700)	(2,415,700)	589,000		589,000			71,636,200
KCTCS	184,747,600	181,289,900	8,321,800	(379,100)	(5,865,600)	(6,244,700)	1,523,000		1,523,000	707,000		191,462,600
KSU	22,286,600	23,414,900			(586,600)	(586,600)	143,000		143,000			23,557,900
MOSU	41,599,300	41,550,300			(1,501,300)	(1,501,300)	366,000		366,000			41,916,300
MUSU	50,179,100	50,203,000			(1,632,900)	(1,632,900)	398,000		398,000			50,601,000
NKU	45,127,300	45,068,500			(1,951,600)	(1,951,600)	476,000		476,000			45,544,500
UK	302,595,500	303,896,200	(8,321,800)	(16,723,200)		(16,723,200)	1,000,000	3,079,000	4,079,000		(188,300)	279,662,900
U of L	171,859,400	172,263,200		(3,162,400)	(4,400,000)	(7,562,400)		1,845,000	1,845,000			169,100,800
WKU	68,811,500	68,878,400			(2,381,600)	(2,381,600)	581,000		581,000			69,459,400
Additional $10 million to be distributed (3)												10,000,000
Total Institutions	$ 958,654,400	$ 957,611,600	$ -	$ (20,264,700)	$ (20,735,300)	$ (41,000,000)	$ 5,076,000	$ 4,924,000	$ 10,000,000	$ 707,000	$ (188,300)	$ 952,941,600

(1) FY 2003-04 revised appropriations includes the 2.5% recurring reduction included in the executive budget reduction order ($23.4 million)

(2) Restricted Fund reductions are presented for display only and do not impact General Fund spending estimates in the Public Services Continuation Plan.

(3) This appropriation was put into the Council's budget for distribution to the institutions. The allocation and purpose is to be determined within the quarter by the Governor and CPE.

Proposed Use of Additional Nonrecurring Funds

	Research	Regional Stewardship	Workforce Development	Capital Renewal & Maintenance	Total	Description
Research Institutions						
University of Kentucky	4,079,000				4,079,000	$1M in operating funds to retain 'star' faculty and provide seed money for research and development activities, including lab renovations for RCTF endowed faculty. $2M capital funds to replace air handling units in Research #1 building and minor renovations for the newly established College of Public Health, which is housed in this facility. $1.079M to apply toward the match of federal funds to equip the fourth floor of the Biological / Biomedical Sciences Research Building.
University of Louisville	1,845,000				1,845,000	$1,845,000 to supplement the construction budget for the Cardiovascular Innovation Institute in order to add two additional floors of prime research space.
Comprehensive Institutions						
Eastern Kentucky University				589,000	589,000	$589,000 to specifically address the replacement of the energy management system and associated building systems.
Kentucky State University		23,000		120,000	143,000	$120,000 in major maintenance work at Young Hall, $23,000 for Regional Stewardship program to identify at-risk secondary students and expose them to college life at KSU including educational counseling through meetings on campus.
Morehead State University		161,200		204,800	366,000	$161,200 for Regional Stewardship, $204,800 capital renewal and maintenance.
Murray State University		180,000		218,000	398,000	$110,000 Deferred Maintenance, $130,000 Ed. Outreach, $50,000 Economic Development Initiative to improve communication throughout the region, $108,000 technological improvements at extended campuses in Henderson, Hopkinsville, Paducah, and Madisonville.
Northern Kentucky University		476,000			476,000	Regional Stewardship Program as detailed in budget request.
Western Kentucky University		400,000		181,000	581,000	$400,000 for Regional Stewardship to merge the WKU-Owensboro programs with Owensboro Community and Technical College. $181,000 to address capital renewal and maintenance priorities.
Two-Year Institutions						
KCTCS (including LCC)			1,523,000		1,523,000	$500,000 to establish the Center of Excellence in Automotive Manufacturing, $500,000 for Homeland Security Initiatives, and $523,000 to implement a systematic Business Partnership Development Program.
TOTAL	$ 5,924,000	$ 1,240,200	$ 1,523,000	$ 1,312,800	$ 10,000,000	

Public Services Continuation Plan
FY 2004-05, 1st Quarter

July 1, 2004

Capital Projects/Institution	General	Restricted	Federal	Other	Total Authority
Eastern Kentucky University					
Capital Project Authority		$ 30,619,000			$ 30,619,000
Kentucky Community and Technical College System					
Warren County Technology Center	5,500,000				5,500,000
Capital Project Authority		18,050,000			18,050,000
Subtotal-KCTCS	5,500,000	18,050,000	-	-	23,550,000
Kentucky State University					
Capital Project Authority		36,998,000			36,998,000
Morehead State University					
Capital Project Authority		11,632,000	10,000,000		21,632,000
Murray State University					
Capital Project Authority		15,157,800			15,157,800
Northern Kentucky University					
Capital Project Authority		89,885,000			89,885,000
University of Kentucky					
Fit-up 4th Floor BBSRB	1,079,000	2,186,000	7,735,000		11,000,000
Replace Air Handling Units Research #1	950,000				950,000
College of Public Health Minor Renovations	1,050,000				1,050,000
Capital Project Authority - Additional		1,195,634,000	57,800,000		1,253,434,000
Subtotal-UK	3,079,000	1,197,820,000	65,535,000	-	1,266,434,000
University of Louisville					
Cardiovascular Innovation Unit-Additional	1,845,000				1,845,000
Capital Project Authority - Additional		182,808,000			182,808,000
Subtotal-UofL	1,845,000	182,808,000	-	-	184,653,000
Western Kentucky University					
Capital Project Authority		79,182,000			79,182,000
Total Authority	**$ 10,424,000**	**$ 1,662,151,800**	**$ 75,535,000**	**$ -**	**$ 1,748,110,800**
KHEAA and KHESLC					
Capital Project Authority		840,000			840,000
System Total	**$ 10,424,000**	**$ 1,662,991,800**	**$ 75,535,000**	**$ -**	**$ 1,748,950,800**

Source of Funds (columns: General, Restricted, Federal, Other)

NOTES:

1. Reauthorized projects are for the amount listed in HB 269, except when specific amounts are identified.
2. All capital projects (status of authorization) that were not previously authorized by HB 269 or KRS 45.760 (14) are in question.
3. The PSCP does not contain any DEBT issuance authorizations for postsecondary education.
4. The PSCP provides $5.0 million in cash in the capital construction and the equipment purchase contingency fund will be distributed by the Secretary of the Finance and Administration Cabinet as prescribed by KRS 45.760 (15).

Comprehensive Funding Model Review

As presented at the May Council meeting, the staff is preceding with its plan of work regarding the comprehensive funding model review. Activities and progress are as follows:

- The staff completed campus visits with each institution and met with the staffs of the Office of the State Budget Director and the Legislative Research Commission to discuss funding policies and issues relevant to the review.
- The staff conducted a two-day Chief Budget Officers retreat June 10-11 to discuss in detail all of the issues and to prepare for the remaining activities related to the review.
- The staff presented and discussed a status report regarding the work of the Chief Budget Officers during the retreat as well as a discussion of specific issues related to the review during the June presidents meeting.

The attachment provides a draft of the objectives and principles that are designed to guide the overall work of the review. These objectives were discussed at the Chief Budget Officers retreat.

Staff preparation by Sandra Woodley

Objectives and Principles for Comprehensive Funding Review

DRAFT: For Discussion Only

Principles:

1. *__Inclusivity and Objectivity:__* The process for the review will be inclusive of all groups impacted by recommended changes and sufficient opportunities will be available to fully discuss and debate alternatives in an objective manner. There will be a deliberate focus to ensure complete understanding regarding the details of all recommendations resulting from the review process.
2. *__Simplicity__:* Where possible all models should be concise and easy to explain. This simplicity also should be balanced with the need to be sufficiently complex in order to address valid differentiation.
3. *__Temporary Until Final__:* During the review process, all agreements are tentative until the final recommendations are presented to the Council for action.
4. *__Benchmarks Remain__:* Benchmarking will not be abolished, but its role may be modified.
5. *__Mission__:* The review will incorporate institutional missions and will focus on advancement of the system of higher education and how individual missions of the institutions contribute to statewide goals.

Objectives:

1. **POLICY COORDINATION**: To ensure that funding policies of the Council are coordinated with strategic planning, Key Indicators of Progress, equal opportunity planning, financial aid policies, and tuition policies.
   ACTIONS:
   a. Synchronize funding policies with strategic planning review, affordability review, equal opportunity planning and, to the extent appropriate, incorporate recommendations (institutional missions, tuition policies, financial aid policies, diversity policies, etc.).
2. **ADEQUACY and EQUITY**: To address adequacy and equity concerns.
   ACTIONS:
   a. Determine if current funding policies appropriately address funding adequacy.
   b. Ensure that benchmark selections are objective, define purpose and use, and determine if other methodologies should be used to determine funding objectives.
   c. Determine if equity adjustments are appropriate and, if so, how to incorporate.
   d. Determine if funding distribution methodology needs revision.
   e. Determine appropriate method for accounting for non-resident students and mandated programs.
3. **ACCOUNTABILITY**: To address accountability concerns.
   ACTIONS:
   a. Determine appropriateness and use of expenditure analysis (not just revenue side).
   b. Determine appropriateness and use performance measures either directly or indirectly.
   c. Address concerns expressed by elected leadership (PRIC report, etc.).

2004-05 Strategic Planning Process
Update and Discussion

At its May 2004 regular meeting, the Council initiated a comprehensive strategic plan update process. This agenda item reports on activities that have taken place in the initial phases of the process and outlines next steps for discussion with the Council.

Phase 1: Planning Process Design

During the design phase of the planning process, the Council staff sought the advice of a number of individuals and groups. Meetings were held with the president and key staff on each of the public institution campuses, staff of the Legislative Research Commission, members of the Executive Branch (including the Governor's Executive Cabinet Secretary, Secretary of the Education Cabinet, State Budget Director and staff), the Kentucky Higher Education Assistance Authority/Kentucky Higher Education Student Loan Corporation, the State Board of Education, the CPE Committee on Equal Opportunities, the Inter-Alumni Council, the Statewide P-16 Council, and the Prichard Committee (at its annual meeting scheduled for July 11). A meeting with representatives of the independent sector had to be rescheduled but is forthcoming. The general response to the broad outline of the planning process was positive, and participants welcomed the opportunity to react to the staff's proposals and make suggestions.

Results of these and internal staff discussions provided the groundwork for a conversation with the Council's Executive Committee July 1, 2004. At that meeting, members made a number of suggestions for the staff to consider. They include:

- *Extending the timeline further into 2005 to allow more time for constituent discussion.* The original timeline was designed such that the key elements of the public agenda and statewide action agendas were outlined in time for the 2005 legislative session. It also proposed scheduling campus forums in conjunction with regional forums this fall. The Council members suggested that more time be provided for plan development, and made the specific suggestion to move the campus forums to later in the process so that the results of the regional forums could be shared with the campus communities as they developed their plans and reviewed their mission statements.
- *Engaging statewide, regional, and local groups in the creation of the invitation list for the regional forums.* A number of suggestions were made about the invitees to the regional forums, including the involvement of the AFL/CIO, Kentucky League of Cities, and the Association of Counties in the development of the invitation list.

- *Other Comments.* A number of other comments were made by the members, including:
  - Emphasis on regionalization in data presentation and goal-setting
  - Identification of changes in legislation desired in 2005 versus 2006

- Alignment of the planning process with the funding model review and budget recommendation for the next biennium
- Support for a very brief document outlining the broad public agenda
- Recognition of the role that for-profit providers play in the system

Next Steps:
The Council staff is making suggested changes to the planning timeline and will provide an update at the July Council meeting. Current thinking is to have all documents finalized and published in time for the September 2005 trusteeship conference. This end date also is consistent with the funding model review timeline, i.e., plans will be completed in time to guide the development of the Council's 2006-08 biennial budget recommendation.

The staff also is working with the local P-16 councils on arrangements for the regional forums. And they, along with other statewide and local business, community, advocacy, and labor groups, are being consulted on the invitation lists.

Phase 2: Data Analysis and Projections

By definition, a public agenda for postsecondary education requires a focus on people – the various populations that the postsecondary system is or should be serving. The 1997 reform legislation was preceded by such an assessment of demographic, economic, and education research to better understand what was needed to improve the standard of living and quality of life of Kentucky's citizens and the economic condition of the Commonwealth. These data formed the foundation of House Bill 1 and the Council's first public agenda, *2020 Vision*.

The Council staff is conducting a similar but more comprehensive analysis as background to the 2004-05 planning process. One added feature of the current analysis will be a focus on regional data (e.g., high school performance, participation in adult education, college-going and participation rates, and educational attainment rates). Both statewide and regional data will be presented at the regional forums slated for Phase 3 of the process.

A second addition to the current assessment will be a set of analyses and projections aimed at addressing these types of questions:

- How many students will be in the system by 2020 if Kentucky achieves its goal of being at or above the national average in education attainment?

- Does Kentucky currently produce enough degrees annually to close the gap by 2020? How many more degrees need to be produced above and beyond current levels of production? What increases in enrollment, retention, and graduation rates are needed?

- If these projections and goals are achieved, what impact will they have on Kentucky's personal income and tax base?

The Council staff is working with the National Center for Higher Education Management Systems and the Kentucky Long-Term Policy Research Center on these projections. The findings will be a

part of the data presented to state-level policy makers and regional forum participants in fall 2004, beginning with the Institute for Effective Governance annual trusteeship conference in September.

An additional piece of information, which did not exist during the Council's first planning process, is the national report card on postsecondary education – *Measuring Up* – published by the National Center on Public Policy and Higher Education. The 2004 report card will be released in mid-September. Kentucky's results will be presented at the trusteeship conference by Peter Ewell, one of the nation's leading accountability experts, to provide an understanding of both the progress of the system relative to the rest of the country and the challenges Kentucky faces in charting a course for the next several years.

Phase 3: Development of Public Agenda and Statewide Action Agenda

Another distinguishing feature of a public agenda is the active solicitation of community feedback in its development. The focus is on communities and their postsecondary needs, not on individual colleges or their budgets. It is about building vibrant communities through the development of an educated workforce and the creation of good jobs through research and technology transfer.

The series of regional forums being planned in fall 2004 will be designed to solicit such feedback. The primary purpose of the forums will be to ask business, labor, community, and education leaders as well as students, parents, and the general public about their aspirations for their communities and region and the challenges they face – and how Kentucky's postsecondary system can help. What are we doing right? What are we missing?

Eight forums are planned across the state. The attachment shows the preliminary dates and locations. The proposed format includes: 1) welcoming remarks from CPE members and the CPE president, 2) an open discussion about community/regional needs with the entire audience (facilitator-led), 3) a data presentation (see Phase 2 above), 4) either a facilitator-led discussion or group work at round tables (depending on the number of attendees), and 5) a closing session. Additional comments will be sought via comment cards, a Web survey, and an online chat room.

The Council and its staff also will seek the advice of state policy leaders, reform partners, and business and labor leaders throughout this phase of plan development. For example, the Council staff has been asked to make a presentation at the August 9 meeting of the legislature's Interim Joint Committee on Education. The annual trusteeship conference will provide another opportunity for discussion of the data assessment and public agenda. And planning will be a standing agenda item on all quarterly SCOPE meetings over the course of the next year. The master calendar being developed by the staff will provide more detail about these and other opportunities to solicit input and advice from key constituents.

From these discussions, and building on the analysis of both statewide and regional data, a public agenda and companion action agenda will be drafted and distributed widely for review and comment. In addition, a summary of regional issues and needs will likewise be distributed – both to forum participants as well as to the postsecondary providers within a particular region. These documents in their final form will guide: 1) the establishment of a set of key performance indicators to measure progress in advancing the public agenda; 2) the development of mission parameters,

plans, and performance indicators for the institutions across the system; 3) the development of the Council's 2006-08 biennial budget recommendation; and 4) the overall work of the postsecondary system in the coming years.

Phase 4: Development of Institutional Action Agenda, Mission Parameters, and Performance Goals

After consultation with the presidents, this final phase will be outlined in more detail for discussion at the September Council meeting.

Staff preparation by Sue Hodges Moore

DRAFT

**Council on Postsecondary Education
2004-05 Strategic Planning Process**

Regional Forums

Date	Time	City	Event	Site (tbd)
9-29-04	6:30-9 pm (ET)	Covington	Covington regional forum	
10-4-04	6:30-9 pm (ET)	Louisville	Louisville regional forum	
10-12-04	6:30-9 pm (ET)	Prestonsburg	Prestonsburg regional forum	
10-13-04	6:30-9 pm (ET)	Manchester	Manchester regional forum	
10-14-04	6:30-9 pm (ET)	Lexington	Lexington regional forum	
10-25-04	6:30-9 pm (CT)	Paducah	Paducah regional forum	
10-26-04	6:30-9 pm (CT)	Madisonville	Madisonville regional forum	
10-27-04	6:30-9 pm (CT)	Glasgow	Glasgow regional forum	

GED Testing Program Regulation

> Action: The staff recommends that the Council approve the proposed amendment to the administrative regulation titled *785 KAR 1:010 GED Testing Program* and file the administrative regulation with the Legislative Research Commission.

The only source of revenue for Kentucky's GED test centers is the test fee, which is currently $30 for the entire battery of five tests or $6 per individual test. The staff recommends increasing the test fee to $40 for the battery of five tests or $10 per individual test for the following reasons:

- The cost of test materials has increased from $40 per test battery in 1996 to $175 per battery in 2002. While each battery can be used up to 15 times, many test centers report a deficit. An expenditure/revenue analysis by test center in 2001 and 2002 confirmed the test fee is not covering costs. Test center fiscal agents (community colleges, universities, boards of education) absorbed a deficit of $263,934 in 2001 and $318,453 in 2002.
- The test fee in Kentucky has not increased since 1997.
- The average fee charged by states is $52. Test fees range from $12-$250. All states contiguous to Kentucky charge higher test fees, ranging from $35 to $65.

In fiscal year 2002-03, 13,319 individuals took one or more parts of the battery. In calendar year 2003, 13,707 individuals took one or more parts of the battery.

KYAE will continue to charge $5 for the issuance of a duplicate GED transcript. Postsecondary institutions, employers, and the military require the transcript as proof of education. KYAE proposes to increase the cost of a duplicate diploma from $5 to $25 for the following reasons:

- This document is not required by postsecondary institutions, employers, and the military. Issuing duplicate diplomas creates a security and fraud risk.
- This action would make the GED duplicate diploma fee comparable to that charged by high schools, colleges, and universities.

Staff preparation by Cheryl King and B.J. Helton

GED TESTING APPLICATION
(PLEASE TYPE OR PRINT)

Note: Applicants with a documented disability may qualify for special testing accommodations. Please contact your local testing center or the adult education provider for information.

Name (Last, First, Middle Initial or Maiden Name)

Date of Birth (Month, Day, Year)	Age at application	Social Security Number
		___ ___ ___ **-** ___ ___ **-** ___ ___ ___ ___

Address (Street/Number/Apartment)

City	**State***	Zip Code

Home Phone	Work Phone
___ ___ ___ **/** ___ ___ ___ **-** ___ ___ ___ ___	___ ___ ___ **/** ___ ___ ___ **-** ___ ___ ___ ___

*Only examinees with a Kentucky address will be issued a Kentucky diploma.

Name of last school attended

Address of last school attended

City	State	Zip Code

HIGH SCHOOL WITHDRAWAL

If applicant is less than 19 years of age documented proof of withdrawal from public or private school must be attached to this application.

Date of withdrawal from school _____

Certify the following by initialing beside each statement:

_____**I certify I have not received a high school credential from any jurisdiction.**

_____**I certify I have not previously earned GED scores sufficient to qualify for a high school credential in any jurisdiction.**

_____**I certify I have read and understand the testing misconduct policy.**

_____**I certify I have not already taken the GED tests more than twice during this calendar year.**

_____**I authorize release of my test results to the certifying providers.**

_____**I certify all information on this application is accurate.**

Signature of Applicant	**Date**

This signed application must be taken to the test center for admission to testing. Government issued photo identification with name, birth date, address, and signature must be taken to the test center for admission to testing.

You may need additional signatures on the back of this application if you meet one of the exemptions outlined in 785 KAR 1:130.

Complete only if filing for EXEMPTION

You will need an additional signature if you meet one of the following conditions:

1. If you are in a juvenile detention center or juvenile holding center, you must have the signature of the local school superintendent.

2. If you are a state agency child, you must have the signature of the child program administrator.

Name of Local School District or State Agency	City	County
Print Name	Date	Phone Number ___ ___ ___ / ___ ___ ___ - ___ ___ ___ ___
Authorized Signature		

TEST READINESS CERTIFICATION

Applicants are required to be certified as test-ready by a local adult education provider. This form must be completed by an approved Adult Education Professional.

This certifies the applicant has passed the Official GED Practice Test and is eligible to take the GED Test.

Signature of Adult Education Provider	Program Name
Print Name	Provider Code

Number of hours spent preparing for GED Test _____

Applicant Name (Last, First, Middle Initial or Maiden Name)

Date of Birth (Month, Day, Year)	Age at application	Social Security Number ___ ___ ___ - ___ ___ - ___ ___ ___ ___

Official Practice Test Scores

Language Arts, Reading	Language Arts, Writing	Math	Science	Social Studies	Date	Total Points	Average

1   COUNCIL ON POSTSECONDARY EDUCATION

2   (Proposed Amendment)

3   **785 KAR 1:010. GED Testing Program.**

4   RELATES TO: KRS 151B.125

5   STATUTORY AUTHORITY: KRS 151B.023, 151B.410, EO

6   NECESSITY, FUNCTION, AND CONFORMITY: KRS 151B.410(1) requires [the]

7   Kentucky [Department for] Adult Education [and Literacy] to promulgate necessary

8   administrative regulations and administer a statewide adult education and literacy system

9   throughout the state. KRS 151B.023 requires Kentucky [the Department for] Adult Education

10   [and Literacy] to implement the twenty (20) year state strategy to reduce the number of adults at

11   the lowest levels of literacy and most in need of adult education and literacy services. KRS

12   151B.125 recognizes the General Educational Development or GED test for high school

13   equivalency purposes in Kentucky. This administrative regulation establishes the procedure for

14   testing an adult for the GED diploma.

15   Section 1. Test Purpose [Subjects]. The GED test shall provide a valid means of

16   measuring the educational achievement of an adult who is a nonhigh school graduate and of

17   comparing the adult's competency with that of high school graduates. The test shall be a high

18   school level battery consisting of five (5) comprehensive examinations covering:

19   (1) Language arts, writing;

20   (2) Social studies;

21   (3) Science;

1   (4) Language arts, reading; and

2   (5) Mathematics.

3   Section 2. Test Centers. Official GED testing centers shall be established under contract

4   with the GED Testing Service. Kentucky [The Commissioner of the Department for] Adult

5   Education [and Literacy] shall authorize the location of these centers.

6   Section 3. Test Scores.

7   (1) Kentucky [The Department for] Adult Education [and Literacy] shall:

8   (a) Administer the scoring of the tests;

9   (b) Accept scores as official if reported by:

10   1. A state, territorial, or provincial department of education;

11   2. A GED testing center;

12   3. The GED Testing Service; or

13   4. DANTES (as the repository of score reports issued by the U.S. Armed Forces

14   Institute).

15   (2) An applicant shall score the minimum standard score on each subtest and the

16   minimum overall average score on the Official GED Test as set by GED Testing Service. If an

17   applicant passes the five (5) subtests with a minimum standard test score on each subtest, but

18   does not attain an overall average standard score, he shall be eligible to retake any subtest in an

19   attempt to raise the overall standard score.

20   Section 4. GED Diploma. Kentucky [The Department for] Adult Education [and

21   Literacy] shall provide a high school equivalency diploma to an applicant who meets all the

22   provisions of this administrative regulation and the eligibility requirements established by 785

23   KAR 1:130.

1   Section 5. Test Fees.

2   (1) The testing fee shall be a uniform fee of <u>forty (40)</u> [thirty (30)] dollars per test or <u>ten</u>

3   <u>(10)</u> [six (6)] dollars per subtest.

4   (2) <u>A request for a transcript or diploma shall be in writing and shall carry the signature,</u>

5   <u>birth date, and Social Security number of the examinee and shall be accompanied by the payment</u>

6   <u>of:</u>

7   <u>(a)</u> A five (5) dollar <u>processing</u> fee <u>assessed</u> [shall be collected] for the issuance of a

8   duplicate [GED diploma or] transcript <u>request; or</u> [.]

9   <u>(b) A twenty-five (25) dollar fee assessed for the issuance of a duplicate diploma</u> [A

10   request for a score shall be in writing and shall carry the signature, birth date, and Social Security

11   number of the examinee].

_____   _____
Thomas D. Layzell   Date
President
Council on Postsecondary Education

APPROVED AS TO FORM:

_____   _____
Dennis L. Taulbee   Date
General Counsel
Council on Postsecondary Education

PUBLIC HEARING: A public hearing on 785 KAR 1:010: GED Testing Program shall be held on August 26, 2004, at 10:00 a.m. at the Council on Postsecondary Education, Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing by August 19, 2004, five working days prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

B. J. Helton, Senior Associate, GED Administrator
Kentucky Adult Education
Council on Postsecondary Education
1024 Capital Center Drive, Suite 250
Frankfort, Kentucky 40601
Phone: 502-573-5114, ext. 102
Fax: 502-573-5436
Email: bj.helton@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation #: **785 KAR 1:010. GED Testing Program.**

Contact person: B. J. Helton, Senior Associate, GED Administrator
                         Kentucky Adult Education
                         Council on Postsecondary Education
                         1024 Capital Center Drive, Suite 250
                         Frankfort, KY 40601
                         502.573.5114, ext. 102
                         bj.helton@ky.gov

(1) Provide a brief summary of:
   (a) What this administrative regulation does: Amends 785 KAR 1:010 to increase fees
       related to the GED test and for duplicate diplomas.
   (b) The necessity of this administrative regulation: KRS 151B.023 authorizes the
       Kentucky adult education program to administer a statewide adult education program
       for Kentucky. Administration of the nationwide GED test is an integral part of the
       adult education program.
   (c) How this administrative regulation conforms to the content of the authorizing statutes:
        The administrative regulation conforms explicitly to the authorizing statutes.
   (d) How this administrative regulation currently assists or will assist in the effective
        administration of the statutes: The GED test is administered through test centers under
        contract to GED Testing Service. Increasingly, these test centers are declining to serve
        as GED test centers because the test fee they receive is not sufficient to offset the costs
        of providing the test services.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:
   (a) How the amendment will change this existing administrative regulation: Test fees are
       increased from $30.00 to $40.00 for the entire test series. The individual subject
       matter test fee increases from $6.00 to $10.00. The fee for a duplicate diploma
       increases from $5.00 to $25.00
   (b) The necessity of the amendment to this administrative regulation: The GED test is
       administered through test centers under contract to GED Testing Service.
       Increasingly, these test centers are declining to serve as test centers because the test fee
       they receive is not sufficient to offset the costs of providing the test services.
   (c) How the amendment conforms to the content of the authorizing statutes: The
       amendment conforms implicitly to the authorizing statute by providing a mechanism
       for the administration of GED tests.
   (d) How the amendment will assist in the effective administration of the statutes: The GED
       testing program is a critical element in providing adult education services. By ensuring
       that test centers are able to recapture costs, the number and distribution of test centers
       is increased and service is improved.

(3)   List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Test centers will be affected as well as adult education students.

(4)   Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment: The GED test centers have been unable to recapture the costs of administering the GED test. By increasing the fees, the adult education program is able to ensure that an adequate number of test centers remain open to serve adult education students.

(5)   Provide an estimate of how much it will cost to implement this administrative regulation:
       (a) Initially: No cost.
       (b) On a continuing basis: No cost.

(6)   What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Not applicable.

(7)   Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary with the implementation of this new administrative regulation.

(8)   State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: This proposed amendment increases two fees: the GED test fee is increased from $30.00 to $40.00 for the entire test and from $6.00 to $10.00 for each sub-test; and, the fee for a duplicate diploma is changed from $5.00 to $25.00.

(9)   TIERING: Is tiering applied? The agency investigated whether a tiered rate structure based on the ability of the individual to pay was appropriate. We determined that the cost of determining eligibility for a reduced rate was prohibitive in terms of the benefit that might be gained from a tiered fee structure.

Council on Postsecondary Education
July 19, 2004

GED Eligibility Requirements Regulation

Action: The staff recommends that the Council approve the proposed amendment to the administrative regulation titled *785 KAR 1:130 GED Eligibility Requirements* to conform with the passage of House Bill 178 and file the administrative regulation with the Legislative Research Commission.

House Bill 178, passed during the 2004 session of the Kentucky General Assembly and signed by the Governor, stipulates that students who drop out of high school and earn a GED by October 1 of the following school year will not count in that school's dropout rate. The current GED eligibility regulation does not allow students to test until they have been withdrawn from high school one year or the last enrolled class has graduated.

To conform to HB 178, the GED Eligibility Requirements regulation must be amended as outlined in the attached.

1   COUNCIL ON POSTSECONDARY EDUCATION

2   (Proposed Amendment)

3   **785 KAR 1:130. GED eligibility requirements.**

4   RELATES TO: KRS 151B.023, 151B.125

5   STATUTORY AUTHORITY: KRS 151B.023, 151B.410

6   NECESSITY, FUNCTION, AND CONFORMITY: KRS 151B.410(1) requires [the]

7   Kentucky [Department for] Adult Education [and Literacy] to promulgate necessary

8   administrative regulations and administer a statewide adult education and literacy system

9   through the state. KRS 151B.023 designates Kentucky [the Department for] Adult Education

10   [and Literacy] to carry out the statewide mission on adult education. Kentucky Adult Education

11   [The department] has the responsibility for all administrative functions of the state in relation to

12   the management, control, and operations of programs and services in adult education and

13   literacy. KRS 151B.125 recognizes the general educational development (GED) test for high

14   school equivalency purposes in Kentucky. This administrative regulation establishes the

15   eligibility requirements for taking the GED test.

16   Section 1. Eligibility Requirements. Except as provided in Section[s] 2 [and 3] of this

17   administrative regulation, the GED test shall be administered to an applicant with a Kentucky

18   address who:

19   (1) [Has reached his 19th birthday; or

20   (2)] Is at least sixteen (16) [seventeen (17)] years of age [,]and[:

1   (2) (a) The applicant] has officially withdrawn from public or private school as certified

2 by the local school district; and

3   (b) The applicant's last enrolled class has graduated; or

4   (c) The applicant has been out of formal instruction for a period of one (1) year].

5   Section 2. [Exigent Circumstance. An applicant at least sixteen (16) years of age who

6 believes exigent circumstances exist and who does not meet the conditions of Section 1 of this

7 administrative regulation may request an exemption from the local school superintendent or

8 designee in the district where the applicant resides. An exemption granted on the basis of exigent

9 circumstances or a denial shall be in writing. A copy of all exigent circumstance decisions shall

10 be mailed or faxed within five (5) working days of the decision to the state GED administrator.

11 An applicant may appeal a denial by the local school superintendent to the Commissioner of the

12 Department for Adult Education and Literacy.

13 Section 3.] Exemptions. An applicant at least sixteen (16) years of age with a Kentucky address

14 shall be eligible to take the GED test if the applicant is:

15   (1) Committed or placed in a state correctional facility;

16   (2) Enrolled in the Jobs Corps Program of Instruction;

17   (3) Considered a state agency child, as defined by KRS 158.135(1)(a) and receives

18 approval for the GED test from his interdisciplinary team; or

19   (4) Detained in a juvenile detention center or juvenile holding facility, and the applicant:

20   (a) Is at least one (1) year behind academically from his graduating class;

21   (b) Has a minimum stay in detention of thirty (30) days; and

22   (c) Is approved for the GED test by the local school superintendent.

1   Section 3 [4]. Test Readiness. An applicant shall be certified as test-ready by an entity

2   designated by Kentucky [a Department for] Adult Education [and Literacy designated entity].

3   (1) Before taking the official GED test, an applicant shall:

4   (a) Successfully complete the Official GED Practice Test with the same passing scores

5   required for the GED test or present a Kentucky Educational Television GED Connection

6   Voucher.

7   (b) Complete the GED Testing Application Form. This form shall be available from a

8   local adult education provider, local school superintendent, or Kentucky [the Department for]

9   Adult Education [and Literacy].

10   (2) Military personnel shall:

11   (a) Not be required to complete the GED Testing Application Form prior to taking the

12   test; and

13   (b) Complete the Military GED Application (Form 300-M) before a high school

14   equivalency diploma shall be issued.

15   Section 4 [5]. Incorporation by Reference. (1) The following material is incorporated by

16   reference:

17   (a) Kentucky Adult Education GED Test Application ["GED Testing Application

18   (DAEL-6)", revised 10/12/01 edition, Cabinet for Workforce Development, Department for

19   Adult Education program [and Literacy]; and

20   (b) "Application for High School Equivalency Diploma or Certificate (Military GED

21   Application) (Form 300-M)", revised 6/96 edition, GED Testing Service, Washington, D.C.

22   (2) This material may be inspected, copied, or obtained, subject to applicable copyright

23   law, at 1024 Capital Center Dr., Suite 250, [the Department for Adult Education and Literacy,

1   ~~Capital Plaza Tower, Third Floor, 500 Mero Street,~~] Frankfort, Kentucky 40601, Monday

2   through Friday, 8 a.m. to 4:30 p.m.

_____ _____
Thomas D. Layzell   Date
President
Council on Postsecondary Education

APPROVED AS TO FORM:

_____ _____
Dennis L. Taulbee   Date
General Counsel
Council on Postsecondary Education

PUBLIC HEARING: A public hearing on 785 KAR 1:130 GED Eligibility Requirements shall be held on August 26, 2004, at 10:00 a.m. at the Council on Postsecondary Education, Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing by August 19, 2004, five working days prior to the hearing, of their intention to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:
B.J. Helton, Senior Associate, GED Administrator
Council on Postsecondary Education
1024 Capital Center Drive, Suite 250
Frankfort, Kentucky 40601
Phone: 502-573-5114, ext. 102
Fax: 502-573-5436
Email: bj.helton@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation **785 KAR 1:130. GED Eligibility Requirements.**

Contact person: B. J. Helton, Senior Associate, GED Administrator
                     Kentucky Adult Education
                     Council on Postsecondary Education
                     1024 Capital Center Drive, Suite 250
                     Frankfort, KY 40601
                     502.573.5114, ext. 102
                     bj.helton@ky.gov

(1) Provide a brief summary of:
   (a) What this administrative regulation does: House Bill 178, (2004 REGULAR SESS.) would not count students as dropouts if they obtain a GED by the next October 1. The current administrative regulation does not permit dropouts to take the GED until they have been withdrawn from school for one year or the last enrolled class has graduated. There is a conflict between House Bill 178 and the current administrative regulation. This amendment eliminates the conflict.
   (b) The necessity of this administrative regulation: This regulation is mandated by KRS 151B.023 and KRS 151B.410.
   (c) How this administrative regulation conforms to the content of the authorizing statutes: The administrative regulation conforms explicitly to the authorizing statutes.
   (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation complies with the change of status of dropout students.

(2)   If this is an amendment to an existing administrative regulation, provide a brief summary of:
   (a) How the amendment will change this existing administrative regulation: It eliminates the time requirement before a dropout student may take the GED.
   (b) The necessity of the amendment to this administrative regulation: Under the current administrative regulation, a student may not take the GED within a year of dropping out or until the last enrolled class has graduated.
   (c) How the amendment conforms to the content of the authorizing statutes: This amendment conforms explicitly to the requirements of House Bill 178, (2004 REGULAR SESS.)
   (d) How the amendment will assist in the effective administration of the statutes: This amendment conforms the GED eligibility requirements to legislative changes made in the status of high school dropouts.

(3)   List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Local providers of adult education in each county will be affected as well as adult education students.

(4)   Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment: Students who dropout will be eligible to take the GED at an earlier date; this may increase the number of high school dropouts who get their GED by removing an artificial time barrier that restricted access to the GED for one year.

(5)   Provide an estimate of how much it will cost to implement this administrative regulation:
        (a) Initially: No cost.
        (b) On a continuing basis: No cost.

(6)   What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Not applicable.

(7)   Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary with the implementation of this new administrative regulation.

(8)   State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: Test fees are assessed but these are covered in another administrative regulation. No fees or fee increases are involved in the administration of this administrative regulation.

(9)   TIERING: Is tiering applied? Tiering is not appropriate under these circumstances.

P-16 Council Update

*At its June meeting, the P-16 Council reviewed a draft proposal for statewide
P-16 performance indicators, several approaches to improving high schools, the Council on
Postsecondary Education's strategic planning process, and updates on local P-16 council
initiatives. It also approved a proposal to expand the state P-16 Council membership and elected
a new chair for the coming year.*

At the June meeting of the P-16 Council, members reviewed the development of statewide
performance indicators addressing the three goals of the state council: teacher quality,
curriculum alignment, and successful student transition through education levels to the work
place. Council members were pleased with the measures of P-16 progress developed to date that,
when finalized, will guide the work of the Council, its partner agencies, and local councils. The
P-16 Council asked that the partner agencies and local councils develop performance goals based
on these measures and requested regular updates on goal achievement beginning with the
September 2004 meeting.

The staff of the Kentucky Department of Education and the Council on Postsecondary Education
reported on the steps they have taken to implement the recommendations of the American
Diploma Project. The KDE staff worked with the KDE content advisory teams to develop
crosswalks between the ADP benchmarks, Kentucky Core Content, and other national standards
in mathematics and English language arts. The CPE staff is working with representatives of the
public postsecondary institutions to develop a statewide public postsecondary placement policy,
using the ADP benchmarks as a foundation. A statewide placement policy will guarantee
students who are admitted and can demonstrate specific competencies in mathematics and
English placement in credit-bearing coursework. These groups will meet together in July to share
their findings and seek to align high school exit standards and postsecondary expectations.

The CPE and KDE staff gave an update on the use and current status of the high school feedback
report. The report provides high schools with detailed information on the college success of their
graduates. The CPE previously produced this report, contracting with ACT, Inc. Now, the KDE
is testing the capacity of the MAX data portal to provide high schools with the feedback report.
P-16 Council members saw tremendous value in the report and asked that the high school
feedback report be more widely disseminated and publicized to local school districts,
communities, postsecondary institutions, the CPE, and the KBE.

The KDE staff reported on their work to refocus secondary education. They are considering a
wide range of policy issues, including curriculum alignment with postsecondary expectations,
reassessing graduation requirements, exploring ways to tailor the high school experience to
address individual student needs more effectively, shifting emphasis from credit hours to
competencies, and revising accountability measures to include end-of-course assessments.

Education Cabinet Secretary Virginia Fox reported on her recent participation at a National Governors' Association meeting on education and economic development. Deputy Secretary Mardi Montgomery reported on Kentucky's participation in the Southern Governors' Association project funded by the Bill and Melinda Gates Foundation to visit high performing high schools to observe effective policies and practices that could be applied in southern rural high schools.

CPE President Tom Layzell outlined the CPE's strategic planning process in the coming year and identified the important role to be played by the local P-16 councils in obtaining regional input for revising postsecondary education's public agenda.

Alvin Moore, coordinator for institutional effectiveness at West Kentucky Community and Technical College, reported on the activities of the local P-16 council network, which meets quarterly prior to each state council meeting. Dr. Daniel Ash, executive director of the Greater Louisville Workforce Education Initiative, outlined two key initiatives of this council: (1) Project CREW (Connecting Resources, Education, and Workforce), an aggressive academic counseling initiative and (2) the development of an academic program resource and student inventory system that enables students to understand the academic pathways for career planning and employers to calculate regional workforce capacity in specific job areas.

The Council moved to expand its membership to better reflect the comprehensive economic, as well as educational, policy issues it is addressing (see the next agenda item beginning on page 49). The Council elected Richard Freed to chair the P-16 Council for the coming year. Dr. Freed then read a resolution commending retiring chair Gail Henson for her work. The Kentucky Board of Education has appointed Dorie Combs and Bonnie Freeman as its representatives on the P-16 Council.

Staff preparation by Dianne M. Bazell

P-16 Council Membership

At its June 15 meeting, the P-16 Council endorsed a recommendation to expand its membership to include a broader representation of education and workforce development stakeholders.

Action: The staff recommends that the Council approve the following appointments to the P-16 Council:

- Secretary of the Education Cabinet (ex officio, non-voting)
- Commissioner of Technical Education
- Commissioner of Workforce Investment
- CPE Vice President for Adult Education
- A business representative and a labor representative, each to be designated by the Kentucky Workforce Investment Board
- A representative of the local P-16 councils
- Executive Director of the Kentucky Higher Education Assistance Authority

The state P-16 Council was formed in April 1999 by agreement between the Kentucky Council on Postsecondary Education and the Kentucky Board of Education with the purpose of jointly discussing policy matters that affect the progress of students from P-12 into the postsecondary education system.

In 2001, the Kentucky Education Professional Standards Board became a separate agency. A representative was added to the P-16 Council shortly thereafter. Also in 2001, the director of the Governor's Office of Early Childhood Development and the secretary of the Workforce Development Cabinet were added.

Several developments suggest the need to reconsider the membership of the state P-16 Council. Some of the partner agencies have changed administrative location, and all current partners have been brought under the Education Cabinet. Local P-16 council representation on the state council will contribute to the alignment of state and local agendas. Furthermore, when the state P-16 Council approved guidelines for forming local councils, it followed national guidelines for best practice by stipulating that these local councils include representation from business and labor. The proposed changes align the state council membership with these criteria. Finally, the importance of providing affordable access to college and financial incentives to students entering the workforce in shortage areas argues for including representation from the Kentucky Higher Education Assistance Authority.

For these reasons, the P-16 Council endorsed the expansion of its membership to include these members. The appointments will be made upon approval of the Council on Postsecondary Education and the Kentucky Board of Education.

Staff preparation by Dianne M. Bazell

Go Higher Kentucky Web Portal

The Go Higher Kentucky Web portal (www.GoHigherKY.org) was launched on June 2, 2004. Formerly Kentucky Mentor, an online resource for Kentucky's independent colleges and universities, GoHigherKY.org now includes the state's public and licensed proprietary institutions, as well as adult and distance education providers. The site is sponsored by the Kentucky Higher Education Assistance Authority and maintained by Xap Corporation, which hosts Mentor systems in 25 other states. The Association of Independent Kentucky Colleges and Universities, the Kentucky Department of Education, and the Council are partners in this initiative.

The new, enhanced Web portal provides information, resources, and interactive tools to guide traditional and nontraditional students through the college planning process. On the site, users can complete career assessments, take virtual campus tours, submit financial aid forms, and apply for undergraduate admission at the University of Kentucky and 17 independent institutions. Eastern Kentucky University, Morehead State University, and the University of Louisville have signed partnership agreements with Xap; their undergraduate admission applications are expected to be online by fall 2004. The Council is working with the remaining institutions to secure their participation.

An interagency committee is planning the public launch of GoHigherKY.org in mid-August to coincide with back-to-school promotions. Radio and print advertisements, press releases, and an event hosted by the Governor are possible components of the campaign currently under development.

Staff preparation by Melissa McGinley

General Education Transfer Policy

The General Education Transfer Policy (1996) provides guidelines for the transfer of general education coursework between Kentucky's public postsecondary institutions. Enhancements to the statewide policy will improve the process by which students are able to receive credit for all or part of their general education program when they transfer.

Action: The staff recommends that the Council endorse the revised General Education Transfer Policy.

Student transfer, especially from two- to four-year colleges, is a vital part of Kentucky's effort to build a seamless postsecondary system and increase the number of Kentuckians holding a baccalaureate degree. A number of Council initiatives are focused on improving transfer, including the revision of the General Education Transfer Policy.

The General Education Transfer Policy adopted in 1996 is the foundation for Kentucky's transfer initiatives. It provides Kentucky students with guaranteed transferability of their general education coursework from one public postsecondary institution to another. Students who complete part or all of their general education coursework with a passing grade at one institution can transfer those courses to another institution without loss of credit.

Under the guidelines of the General Education Transfer Policy students can take coursework in categorical "blocks" that will transfer and be accepted at all public postsecondary institutions. Students can complete one, several, or all of these blocks (e.g., the mathematics component of general education) and receive transfer credit. Students who have completed the entire general education program are considered "Fully General Education Certified" and will have a total of 48 credit hours accepted by the receiving institution and their general education program will be considered complete. The "block transfer" approach of this policy addresses the various transfer patterns of community and technical college students by providing multiple avenues by which a student can maximize the transfer of credits.

The Council of Chief Academic Officers met in July 2003 to discuss enhancements to the General Education Transfer Policy. As a result of this meeting, a Statewide Transfer Committee was convened to recommend changes and provide ongoing monitoring of state transfer policies. Revisions to the policy include:

1. Changes to language regarding the treatment of transfer student grades to require institutions to treat transfer students' grades the same as they would treat native students' grades.

2. Revisions to the levels of certification of the General Education Transfer Policy to include a 48-hour block for transfer of the student's completed general education program.

3. Implementation of automatic transfer certification for all students requesting transcripts to be sent to one of Kentucky's public postsecondary institutions.

4. Institutions will accept the documented certifications of the sending institution and will not require additional coursework from the student in cases where the student is fully general education certified. (The only exception would be in cases where the receiving institution requires a *total* number of general education hours that exceeds the total amount required by the sending institution.)

The work of the Statewide Transfer Committee to recommend these improvements to the policy illustrates the degree of institutional support for seamless transfer. The revised General Education Transfer Policy is one of many initiatives underway designed to improve the transfer process and increase the total number of baccalaureate degree completions.

The revised General Education Transfer Policy is attached.

Staff preparation by Deborah Jackson

The General Education Transfer Policy
and Implementation Guidelines
~ Revised Policy 2004 ~

Introduction

Staff of the Kentucky Council on Postsecondary Education performed a review of state policies facilitating the transfer of credits between public colleges and universities in the Commonwealth. Through this process a series of recommendations for improvement of the statewide transfer policies were developed. The Council of Chief Academic Officers (CCAO) met in July 2003 to discuss and support these recommendations. Upon approval by the Council on Postsecondary Education (July 2004), the policy will take effect spring semester 2005. A Statewide Transfer Committee is charged with the implementation and annual review of the revised policy.

The following guidelines represent approved enhancements made to the General Education Transfer Policy (1996). The spirit of the original policy—emphasizing the professional integrity of all public institutions in the acceptance of general education coursework between institutions—remains a key element of the revised policy. The updated guidelines will be in effect for all students admitted in the spring semester 2005, at which time they will replace the existing General Education Transfer Policy and Implementation Guidelines.

The Policy on General Education Transfer:

- Emphasizes aspects of general education requirements that are common among public institutions in Kentucky and encourages completion of approved AA/AS transfer programs.

- Promotes the acceptability of general education credits as students transfer from one public institution to another.

- Enhances cooperation among institutions with respect to academic advising for undergraduates who plan to transfer from one public institution to another.

Basic Assumptions and Principles

1. The transfer of general education credits is predicated on the acquisition of competencies in broad academic areas, rather than on a comparison of individual courses taken at one institution or another. The issue is not how particular general education courses at the sending institution match up with general education courses at the receiving institution, but how the competencies in various general education programs are similar to one another.

2. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their general education program.

3. Universities will recognize the completion of AA/AS transfer degrees (meeting all required transfer components) by admitting students to junior level standing and accepting the corresponding general education credits as meeting institutionwide lower-division general education requirements at the receiving institution. Students are encouraged to complete an AA/AS prior to transferring.

4. The General Education Transfer Policy applies to students who are accepted for admission into one of Kentucky's public higher education institutions. Students should be aware of the admission requirements of the institution into which they intend to transfer.

5. The General Education Transfer Policy applies to students who transfer from one Kentucky public higher education institution to another Kentucky public higher education institution with the intention of completing their educational program at the receiving institution. Students who intend to transfer credits back to their home (degree-granting) institution must receive prior written approval from their home institution.

6. The general education requirements covered in this policy are not intended to fulfill general education requirements for particular majors. Requirements of a specific major will not be set aside by this policy. This is a most important distinction and should be noted by students and their advisors.

7. The transfer system at all institutions will include an audit process through which the sending institution will certify to the receiving institution the general education certification levels that have been completed by the student.

8. Close cooperation and communication among colleges and universities is essential for facilitating the transfer process for students and to enable the participating institutions to maintain timely and comprehensive information. Particular attention will be paid to academic advising on each campus and to interaction among campuses in order to inform students about the nuances of general education requirements at the various institutions.

9. Each receiving institution will provide a process for students to appeal decisions related to the transfer of general education credits.

10. The revised General Education Transfer Policy becomes effective for students admitted in the 2005 spring semester.

Certification of General Education Blocks

There are three levels of general education certification. Each level is based on the number and category of courses taken (see 33-hour general education core). Students can complete general education courses in categories (also referred to as blocks), as a core component, and as a complete general education program of 48 hours. Each level of certification is identified below:

1. Category Certified. Students in good academic standing who have completed some but not all of the five categories in the 33-hour Core Component will be "Category Certified" for purposes of transfer. Individuals in this situation must fulfill all of the remaining general education requirements of the receiving institution that have not been satisfied through "Category" certification.

2. Core Certified. Students in good academic standing who have completed all of the categories—the core component—for a total of 33 hours will be "Core Certified" for purposes of transfer. Individuals in this category must fulfill the remaining general education requirements of the receiving institution that have not been satisfied through the core component.

3. Fully General Education Certified. Students in good academic standing who have completed a general education program of 48 semester hours which includes the 33 hour core and all additional institutional-specific general education courses will be "Fully General Education Certified" for purposes of transfer.

   a. If the receiving institution's general education program requires a sum of hours that is more than that of the sending institution, the student may be required to earn additional general education credits as determined by the receiving institution.

   b. If the receiving institution's general education program requires a sum of hours that is less than the total the student has taken at the sending institution, the excess hours will be accepted for transfer by the receiving institution and evaluated for application toward degree requirements.

33-HOUR GENERAL EDUCATION CORE
SPRING 2005

Communications – 9
>   Written Communications - 6
>   Oral Communications - 3

Humanities - 6
The discipline(s) represented in this category must be different from those in Behavioral/Social Sciences. Courses may be chosen from, but not necessarily limited to, the following:
>   Fine Arts (excluding studio and performance)
>   Philosophy
>   Literature
>   History
>   Foreign Language (same language)
>   Cross-Cultural
>   Inter/Multi-disciplinary (e.g., courses which include literature, history, art, etc.)

Mathematics – 3
 Minimum: college algebra or approved general education mathematics course at sending institution

Natural Sciences - 6
Courses may be chosen from, but not necessarily limited to, the following disciplines:

Biology	Chemistry
Physics	Astronomy
Geology	Physical Science

Behavioral/Social Sciences - 9
At least two disciplines must be represented and must be different from those in Humanities. Courses may be chosen from, but not necessarily limited to, the following:

Psychology	Anthropology
Sociology	Economics
History	Geography
Political Science	Cross-Cultural
Inter/Multi-disciplinary	

CERTIFICATION LEVELS for SPRING 2005:

Category Certification:
Complete at least one, but not ALL of the categories listed above.

Core Certification:
Complete ALL of the categories listed above.

Full General Education Certification:
Complete ALL of the categories listed above PLUS any additional general education requirements of the sending institution.

Institutional Responsibility

Preparing Students for Transfer

Advising. Advising at both sending and receiving institutions and an interinstitutional network are essential to the successful implementation of this transfer policy. Academic advisors and other institutional staff concerned with transfer should enforce and strengthen, if necessary, policies and procedures, and should establish an interinstitutional communications link (e.g., through electronic mail for easier communication among institutional staff addressing similar issues).

Publicity. The general education transfer policy and the courses that meet general education requirements should be easily accessible to students. The transfer policy should be included in each institution's catalog for easy reference. The general education transfer policy and the courses designated for completion of general education requirements will be reviewed annually by a subcommittee of the Statewide Transfer Committee and institutional representatives.

Certification of Transcripts. The sending institution will indicate, either on the transcript or as an attachment to the transcript, whether the student is Category Certified, Core Certified, or Fully General Education Certified. Transfer certifications will be processed for all students requesting a transcript to be sent to a Kentucky public postsecondary institution (excluding students requesting transcripts for application to master's, doctorate, or professional degree programs).

Receiving Transfer Students

Transfer Certification. Transfer certification from any KCTCS college or Kentucky public university will be accepted as documented and analyzed according to transfer policies. This does not preclude an institution from evaluating the transcript for administrative errors.

Applying Credit. The general education transfer component and additional transfer articulations already in place should be supplemented by an institutional commitment that, to the extent possible, the transfer of any remaining credit hours beyond the general education transfer component to the receiving institution will be treated as liberally as possible to maximize the transferability of credit toward meeting degree requirements.

Transfer Student Grades. Receiving institutions will treat transfer students' grades in the same way they treat native student grades. Specifically, an institution that accepts "D" grades for native students will accept "D" grades for transfer students. While a "D" grade will be accepted as a course transferred, program requirements may prohibit a "D" grade from being accepted toward specific academic program requirements of the receiving institution. The treatment of transfer student grades also applies to students receiving pass/fail grades.

Student Appeals. A student appeals process will be in place on each institution's campus. It will provide for institutional review of transfer decisions governed by institutional policies and the Statewide Transfer Committee. A second state-level review will be available for transfer decisions governed by this committee.

Technical Course Transfer. Institutions will continue to recognize all technical course articulations between institutions.

Student Responsibility and Access to Transfer Information

Students are encouraged to complete their lower division general education requirements during the first two years of study and to plan their transfer by working with their advisor, reviewing institutional catalogs, and using the Course Applicability System to determine how their coursework will transfer (www.ky.transfer.org).

The General Education Transfer Policy applies to students who are accepted for admission into one of Kentucky's public higher education institutions. Students planning to transfer should be aware of the admission requirements of the institution into which they intend to transfer. Transfer certifications noted on a student's transcript will only be applicable upon admission into the receiving institution.

Since the provisions of this policy address only institutionwide lower division general education requirements, students are advised to be aware of the general education requirements of the college or school within the university and the general education requirements of the degree program to which they plan to transfer.

Additional Questions Related to Transfer

How will credits earned through CLEP, Advanced Placement, or other examinations be handled?

If the sending institution certifies such credits for application to its general education requirements (either with or without the granting of credit hours), the receiving institution will recognize these requirements as having been fulfilled.

How will credits earned in private or out-of-state institutions be treated? (Example: If a student transfers from Georgetown College to the University of Kentucky and has their credits accepted at UK and *then* transfers to Eastern Kentucky University).

If a public sending institution endorses the use of credits earned from institutions for satisfying a general education requirement (category, core, or fully certified), the receiving institution will accept this decision.

Will credits earned at colleges or universities not accredited by a regional accrediting agency be applicable to the General Education Transfer Policy?

The SACS standard on the transfer of credits must be followed, and each individual transfer is subject to evaluation in accordance with the SACS standard.

What information can a receiving institution expect from a sending institution regarding a student's general education certification?

The sending institution will indicate, either on the transcript or as an attachment to the transcript, whether the student is Full General Education Certified, Core Component Certified, or Category Certified in general education.

Will information about the completion of transfer credits at one institution be automatically sent to another institution, or must students request this service?

Recent changes to institutional practices include the documentation of transcript certification on ALL transcripts requested by students wishing to transfer to one of Kentucky's public postsecondary institutions. Some institutions have the capability to include general education certification on the transcript by using an automated process. Other institutions do not. Students should confirm with the registrar that a general education audit will be performed via their transcript request.

Who will receive the documentation certifying general education transfer?

A central office on each campus will receive the transfer information. Normally, the office of admissions would handle this task.

Does this policy affect general education requirements for specific majors?

No. The General Education Transfer Policy does not add to, subtract from, or change any general education courses required for a major. Students need to work closely with their advisors to determine what relationship, if any, exists between requirements for general education and requirements for a specific major. This is a most important issue and should be carefully noted.

What appeal do students have in the case of misunderstandings or disagreements?

Each institution has a process for appeals related to the General Education Transfer Policy. Also, each institution will appoint a person to serve as the official institutional liaison with respect to the policy. Students in need of assistance should contact that individual.

Who are considered transfer students?

Transfer students are those who transfer from one public higher education institution (sending institution) to another public higher education institution (receiving institution) with the intention of completing their educational program at the receiving institution.

Who are transient (or visiting) students?

Transient students are students in good standing in any recognized institution who enroll in another institution with the intention of transferring the credits earned to their home institution.

Does the transfer policy allow students to receive duplicate credit by taking courses at one institution and repeating equivalent or similar courses at another institution?

No. The General Education Transfer Policy does not impact the policies of the respective institutions with regard to duplicate course credit. Students should work closely with their academic advisors to make appropriate course selections before and after transferring from one institution to another.

THE GENERAL EDUCATION TRANSFER
POLICY AND IMPLEMENTATION GUIDELINES

Eastern Kentucky University
Kentucky Community and Technical College System
Kentucky State University
Morehead State University
Murray State University
Northern Kentucky University
University of Kentucky
University of Louisville
Western Kentucky University

Kentucky Council on Postsecondary Education

Revised July 2004

Council on Postsecondary Education
July 19, 2004

Spring 2004 Baccalaureate Degrees

Improving the educational attainment of Kentucky's population is a primary measure of the success of postsecondary education reform. The goal of reaching the national average of percent of adults with a baccalaureate degree by 2020 can be met as more students earn baccalaureate degrees. Since
1998-99 over half (52.9 percent) of the degrees conferred by the universities were granted in the spring semester. The remaining degrees were awarded in the fall and summer semesters. Spring semester figures are a helpful indication of mid-year degree productivity.

From the attached table it is evident that the universities awarded more degrees in spring 2004 than in spring 2003. The four-year institutions are making significant progress toward key indicator 4C, Degrees Conferred (see February 2004 CPE meeting materials) that measures degrees awarded during an entire year. Six of the eight institutions showed increases in the number of baccalaureate degrees conferred between spring 2003 and spring 2004. The system showed an increase of 5.7 percent in the number of baccalaureate degrees conferred since spring 2003. Complete degree data for all semesters of the 2003-04 year will be presented at the November Council meeting.

Staff preparation by Sherri Noxel

Baccalaureate Degrees Conferred, Spring 2004, with One-Year and Five-Year Change
State-Supported Institutions

	Spring 1999	Spring 2003	Spring 2004	One-Year Change		Five-Year Change	
				N	Percent	N	Percent
Eastern Kentucky University	762	821	801	-20	-2.4%	39	5.1%
Kentucky State University	149	140	220	80	57.1%	71	47.7%
Morehead State University	446	412	499	87	21.1%	53	11.9%
Murray State University	566	718	867	149	20.8%	301	53.2%
Northern Kentucky University	603	698	714	16	2.3%	111	18.4%
University of Kentucky	1,826	1,968	1,888	-80	-4.1%	62	3.4%
University of Louisville	880	938	962	24	2.6%	82	9.3%
Western Kentucky University	847	946	1,071	125	13.2%	224	26.4%
Total	6,079	6,641	7,022	381	5.7%	943	15.5%

Note: Official totals available in October 2004 may vary slightly.

Statewide Strategy for Public Health Education and Research

This agenda item recommends approval of a Statewide Strategy for Public Health Education and Research developed by the Council's Public Health Advisory Committee. If the strategy is approved, the advisory committee will oversee its implementation and provide annual progress reports to the Council.

Action: The staff recommends that the Council approve the attached Statewide Strategy for Public Health Education and Research developed by the Council's Public Health Advisory Committee.

In July 2003, the Council created the Public Health Advisory Committee to develop a plan to address Kentucky's public health education and research needs. The advisory committee included the senior public health administrators of the four institutions that currently offer graduate degrees in public health (EKU, UK, UofL, and WKU), the commissioner of the Kentucky Department for Public Health, and the Council's vice president for academic affairs. Over the past year, the committee developed the attached Statewide Strategy for Public Health Education and Research in consultation with the Council on Education for Public Health, the Association of Schools of Public Health, and public health educators in other states. The plan promotes collaboration among public health programs to address workforce needs and compete effectively for rapidly increasing pools of public health research funds.

The plan endorses the creation of separately accredited, but collaborative, schools of public health at UK and UofL. Each school brings particular strengths in public health practice and research to help solve public health problems. It also recognizes EKU and WKU as equal partners in the strategy. WKU has had an accredited master's of public health program since 2001, and EKU is currently seeking accreditation for its master's of public health. As documented in the plan, having institutions with accredited programs and schools enhances opportunities for extramural funding, collaboration in offering education programs to meet traditional student needs and workforce continuing education/credentialing needs, and transfer of credits between institutional programs. Funding for the schools of public health will be accomplished through the institutions' internal reallocation of funds and as a result of increased research funding made available, in part, by accreditation.

Increased focus on public health solutions to skyrocketing health costs and increased availability of extramural funding for public health programs has resulted in more states with multiple schools of public health and many more schools being established and pursuing accreditation.

(See Figure 2 in the Strategic Plan.) To compete effectively for public health funds and provide high-quality workforce programs, Kentucky needs strong collaboration among accredited programs. For example, the total number of public health faculty at all four of Kentucky's graduate programs (48 currently, with 104 anticipated when all are accredited) does not equal the number of faculty in many single accredited schools of public health in other states.

Collaboration among four accredited graduate programs, each with unique areas of focus (for example, UK's emphasis on public health practice, UofL's on health information systems and bioterrorism, EKU's on environmental health, and WKU's on health education and environmental health), will position Kentucky to better compete across an array of funding programs and provide more comprehensive educational offerings.

The plan calls for multi-institutional collaboration in making the core components of the master's in public health available online and in modularized form. This initiative will increase the number of students pursuing graduate degrees in public health and will make essential public health education modules available to the existing workforce in public health departments across the state. Many public health department employees, while well trained in clinical areas, do not have formal public health training. The plan encourages institutions with graduate programs to develop common tuition and fee schedules, joint admission requirements, full transfer of graduate credit, and equal access for all students to necessary library and student support services. (See appendix 2 of the Strategic Plan.)

The strategy encourages the Kentucky Department for Public Health to create incentives to reward public health workers who enroll in public health education programs. Conversations are in progress with KDPH and the Cabinet for Health and Family Services to begin developing these incentive programs. This work will position Kentucky to accommodate anticipated developments at the national level requiring credentialing of the public health workforce by accredited public health schools and programs.

The strategy calls for development of a P-16 initiative that includes an inventory of all public health postsecondary offerings across the state, including baccalaureate degrees, associate degrees, and certificate programs. Partnerships between postsecondary and P-12 education also are needed to support programs that promote health behavior and interest in public health careers. In addition, undergraduate programs in public health and public health-related fields must be a part of workforce development efforts and a pipeline to graduate training in public health.

A final major recommendation of the strategy is the continuation of the Statewide Public Health Advisory Committee to oversee implementation of the strategy. The committee will involve, as needed, other representatives from postsecondary and P-12 education, government, and the private and non-profit sectors.

Kentuckians have severe public health problems. This plan will greatly enhance the contribution of postsecondary education to solving these problems through collaborative public health education and research.

Staff preparation by Linda Linville, Larry Fowler, and Jim Applegate

Statewide Strategy for Public Health
Education and Research

In November 2001, the Council on Postsecondary Education authorized the University of Kentucky and the University of Louisville to take the initial steps necessary to create schools of public health, indicating it would revisit the public health issue no later than 2004. At its July 2003 meeting, the Council formed an advisory committee to develop a statewide strategy for public health education and research that would mobilize postsecondary resources to meet Kentucky's pressing public health needs and inform the Council's work in the public health area. The advisory committee included the four deans for graduate public health programs at the public postsecondary institutions (Eastern Kentucky University, University of Kentucky, University of Louisville, and Western Kentucky University), Kentucky's Commissioner of Public Health, and the Council's Vice President for Academic Affairs. In consultation with Dr. Harrison Spencer, President of the Association for Schools of Public Health (ASPH), the Council on Education for Public Health (CEPH, the public health accrediting body), and other state postsecondary and public health leaders, the advisory committee has developed this **Statewide Strategy for Public Health Education and Research**. The strategy focuses on postsecondary education's contribution to Kentucky's public health through meeting both current and future needs of the public health workforce and enhancing Kentucky universities' competitiveness in attracting extramural research funding to address health problems for both Kentucky and the nation. It calls for increased collaboration between public health programs in the academic sector, public health organizations, the private sector, and communities.

As a state, Kentucky is in the midst of launching a comprehensive program to improve public health and in doing so increase its economic competitiveness, enhance its quality of life, and reduce burgeoning health care costs that threaten the state's ability to provide other essential government services. This strategy aligns postsecondary education efforts with the state initiative.

The Public Health Challenge

Kentucky suffers from a number of public health problems. Poor nutrition, obesity, physical inactivity, diabetes, inadequate water and waste treatment systems in some communities, drug and alcohol abuse, domestic violence, environmental pollution, smoking, heart disease and strokes, and a variety of cancers are exacting a devastating toll on the Commonwealth. Nationally, Kentucky ranks 39th among states in negative health outcomes, 36th in health risk factors, and is among the bottom 10 states for 8 of the 17 individual measures of unhealthy behavior patterns. The relative rank of Kentucky on these public health indices has changed little in over a decade. Moreover, these rankings do not reflect the emerging threats to public health from SARS, influenza outbreaks, and sexually transmitted diseases including HIV/AIDS.

Medicare and Medicaid expenditures are so large and are growing so fast that without raising taxes to historic highs, today's spending rates will probably be unsustainable in coming decades (Congressional Budget Office, 2003). The Congressional Budget Office (CBO) lists three

options to restrain federal spending: reduce the number of people receiving benefits, reduce the share of the cost paid by the government, or reduce the total cost per beneficiary. Reducing the number of people receiving federal benefits and reducing the cost paid by the federal government may reduce federal expenditures, but will likely have no effect on total health care expenditures because state and local government or the individual must assume the former federal burden. It is only through improving population health status to reduce the consumption of health care services that total health care expenditures will be reduced. In order to reduce the consumption of health care resources, public health programs must play an active role by educating the public about known health risks, such as smoking and obesity, and by informing the health care community and the population about effective management of chronic disease.

Policy makers and the general public must understand that if these measures are not taken, the growing consumption of health care services will lead to a disproportionate increase in health care expenditures that will divert funding from other vital public services, such as education, roads, law enforcement, and critical public health functions such as emergency preparedness.

Kentucky Governor Ernie Fletcher summarized these realities effectively:

> *"The principles and strategies guiding my recommendations reflect a singular goal, to increase economic opportunity by making Kentucky competitive; a competitive Kentucky that provides a world class education and provides skills and lifelong learning that empower citizens to choose healthy lifestyles, where families and government are not overwhelmed with the cost of healthcare.*
>
> *A bold new plan of action is required. That plan will enable us to empower every participant to make meaningful choices which affect their own health . . . a new plan with health education programs and healthy lifestyle incentives, exercise programs, obesity, smoking and disease management, and drug cost controls."*

Although the rationale for investing in public health research is compelling from a human suffering and disease reduction standpoint, public health research also is about economic development. Investments in understanding the nature, extent, causes, and consequences of public health problems will result in healthier citizens and communities. Reductions in the statewide burden of health care costs will yield funds that can be better applied to other investments for economic development, such as P-16 education. The prize is a healthier population and significant reductions in the fiscal burden currently borne by the Commonwealth. This prize cannot be delivered without a well-prepared workforce, new collaborative research partnerships, and a research agenda focused on improving health and health care in the Commonwealth.

"Public health is the science of preventing disease, prolonging life, and promoting physical health and efficiency through organized community effort" (Hanlon, 1969). Since 1878, Kentucky's public and private health organizations have worked together to respond to a variety of communicable diseases, disasters, and other challenges to the public's health. While public health challenges began with fighting communicable disease, in the past century they have expanded to include injuries, chronic diseases, toxins, and more recently bioterrorism and emergency preparedness.

As the challenges to public health have changed:

- The resources to meet those challenges have declined relative to the demand.
- Health care costs as a percent of the Gross Domestic Product have risen threefold since 1966, from 5 percent to 15 percent in 2004 with the cost of family health insurance now over $5,000 per year.
- The resources available for acute care have expanded as medical science has contributed to more sophisticated and expensive individual treatment regimens. Both those with and without health insurance in emergency situations use these high-cost resources. The latter cases are frequently unreimbursed.
- The resources to educate and train a new public health workforce have become particularly critical due to the aging of the existing public health workforce and the need to improve proficiency in use of the technology and methods necessary to meet new public health challenges.
- Although resources devoted to personal health care have expanded, the collaborative relationships between public and private health care providers have suffered.

The good news is that the majority of these negative indicators are amenable to change and that the public health research infrastructure of Kentucky is already partially formed. Health indicators can be changed at the individual level, within families, schools, and neighborhoods, and across communities of the Commonwealth. A strategic plan for public health education and research that builds on the existing infrastructure to specifically target these indicators is feasible and necessary.

Meeting the Challenge: Educating the Public Health Workforce

In order to improve the health and quality of life of Kentuckians, the public health workforce must be ready to address existing and emerging public health problems in terms of practice and leadership. Current public health workers must have access to professional development. Kentucky also must expand the number of people prepared to perform essential public health services.

This strategic plan is designed to maximize postsecondary education's contribution to addressing public health education needs. It builds on recent national efforts to refocus funding and programmatic initiatives on public health solutions to health problems, such as the 2002-2003 Institute of Medicine (IOM) report.

<u>The National Context</u>

A 2003 draft report by the Committee on Workforce Development of the American Public Health Association and the Association of Schools of Public Health states that nationally:

a) Fifty percent of the public health workforce lacks formal academic training in public health.
b) Limited organized programs are available to help currently employed public health workers obtain formal training in public health.

c) Limited undergraduate offerings are available in public health to help train the workforce and assist in attracting individuals to a career in public health.

d) Efforts must be made to provide the public health workforce with the critical new content areas in public health (e.g., informatics, genomics, communication).

      a) The federal Department of Health and Human Services (DHHS) report, *The Public Health Workforce: An Agenda for the 21st Century* (1997), summarizes 25 years of studies that assess the composition, size, function, and adequacy of the public health workforce. The studies continuously encountered the following three problems as they sought to assess the public health workforce: lack of clear professional classification, absence of consistent credentialing requirements, and a preponderance of discipline-specific training in areas other than public health.

In two well-referenced reports, the Institute of Medicine has documented the nation's current and future health challenges. *The Future of the Public's Health in the 21st Century* (2002) addressed the general status of the nation's public health infrastructure and found it to be in disarray. The report identified the core functions of a public health system as assessment, policy development, and assurance. Epidemiology, biostatistics, environmental health, health services management, and social and behavioral science are the technical competencies needed to accomplish the core functions.

The second publication, *Who Will Keep The Public Healthy? Educating Public Health Professionals in the 21st Century* (2002*),* summarizes the history of the public health system, identifies changes in health risk factors, identifies changes in funding, and, most importantly, documents the general lack of public health training in the public health workforce, especially its leaders. It also identifies several additional competencies needed for modern day public health practitioners, teachers, and researchers. Those competencies are informatics, genomics, communication, cultural competence, community-based participatory research, policy and law, global health, and ethics.

The report goes on to recommend that schools and programs of public health should:

- Educate future educators, practitioners, and researchers, and prepare public health leaders and managers.
- Serve as a focal point for multi-school transdisciplinary research as well as traditional public health research.
- Contribute to policy that advances the health of the public.
- Work collaboratively with other professional schools to assure quality public health content in their programs.
- Assure access to life-long learning for the public health workforce.
- Engage actively with various communities to improve the public's health.

The report makes several recommendations for local, state, and federal health agencies that have implications for postsecondary public health education:

- Actively assess the public health workforce development needs in their own state or region, including the needs of both those who work in official public health agencies and those who engage in public health activities in other organizations.

- Develop plans, in participation with accredited schools of public health and accredited public health programs in the region, for assuring that public health education needs are addressed.
- Develop incentives to encourage continuing education and degree program learning.
- Engage in faculty and staff exchanges and collaborations with schools of public health and accredited public health education programs.
- Assure that those in public health leadership and management positions within federal, state, and local public health agencies are public health professionals with a master's in public health or higher-level education, or comparable public health skills.

Finally, *Healthy People 2010* (DHHS, 2000) identifies the competencies that must be developed to accomplish improved population health as follows:

> *"In addition to a basic knowledge of public health, all public health workers should have specific competencies in their areas of specialty, interest, and responsibility. Competent leaders, policy developers, planners, epidemiologists, funders, evaluators, laboratory staff, and others are necessary for a strong public health infrastructure. The workforce needs to know how to use information technology effectively for networking, communication, and access to information. A skilled workforce must be culturally and linguistically competent to understand the needs of and deliver services to select populations and to have sensitivity to diverse populations. Finally, technical competency in such areas as biostatistics, environmental and occupational health, the social and behavioral aspects of health and disease, and the practice of prevention in clinical medicine should be developed in the workforce. Although the disciplines in a particular agency will vary according to the resources, policies, needs, and populations served, individual public health employees must have certain competencies or levels of expertise. Their combined areas of expertise enable the organization to provide essential public health services."*

Meeting Kentucky's Workforce Needs

The condition of the public health workforce in Kentucky mirrors the national description in these IOM reports. These recommendations for the nation are relevant to state and local health departments and other Kentucky organizations involved in public health. They inform the recommendations offered here to improve public health education.

Public health workers have had access to training in the technical skills necessary to address clinical/individual health care needs in their localities. However, they have had very limited formal training in areas that the Institute of Medicine has defined as fundamental to public health: the traditional areas of epidemiology, statistics, health services management, social and behavioral science, and environmental health, and the newly significant areas of informatics, genomics, communication, cultural competence, community-based participatory research, policy, law, and ethics. All of these skills must be present in the public health workforce to ensure that the public is protected and that lay individuals acquire the necessary skills to participate in the management of their own health.

A significant investment in formal public health education is needed to address these deficits. Public health workers and others dealing with population health issues must be appropriately trained to perform the functions mandated for the public health organizations and to conduct research that helps determine the best public health approaches for Kentucky. The Commonwealth's public health workforce must not just collect data on health issues. They also must convert data into information, information into knowledge, and knowledge into effective public health interventions. The investment must be in the education of public health professionals so they can more efficiently and effectively provide information to individual citizens to protect their health and reduce the consumption of health services.

Building the Infrastructure

Kentucky currently has one accredited program in public health and three other universities offering graduate degrees (Appendix 1). Policy discussions at the national level are focused on developing credentialing requirements for the public health workforce involving graduating from an accredited public health program and continuing education from accredited graduate public health programs. The Health Professions Education Summit concluded, "Educators and accreditation, licensing, and certification organizations should ensure that students and working professionals develop and maintain proficiency in five core areas: delivery of patient-centered care, work as part of interdisciplinary teams, practice evidence-based medicine; focus on quality improvement; and use of information technology" (2003). This "bridge to quality" in healthcare must be the responsibility of institutions that are accredited to provide such credentialing. Creating accredited programs will position Kentucky to accommodate to national standards.

To better serve the public health student and provide workforce training and continuing education attainment, seamless transfer of courses from community and technical schools to bachelor and graduate programs that include online courses and common credentialing must be a priority. Expanding availability of accredited programs at the four graduate public health institutions will promote easy transfer, since the transfer of credits between accredited and non-accredited programs is difficult. Not only will this transfer of coursework assist public health students across the Commonwealth, but it also will serve the present and future workforce with credentialing and continuing education requirements.

Policies to promote access and collaboration among public health programs at the four institutions have been developed and are recommended by the advisory committee for Council approval as part of this strategy (Appendix 2). A P-16 strategy to inventory undergraduate programs and to create a seamless system to increase the pool of educated public health workers is recommended by the advisory committee (Recommendation 1.3.3). These recommendations include enhancement of current public health workforce professional development opportunities through creation of online modularized core courses required for a master's degree in public health (Recommendation 1.2).

Building Career Paths and Incentives

Providing easy access to public health education throughout the Commonwealth will provide career paths for the educational advancement of the present public health workforce and attract more people into public health careers. Having more offerings in public health education will help assure a competent public health and personal health care workforce. Incentives must be provided as well. The Kentucky Department for Public Health estimates the total cost of salary increases to pay an incentive for advanced degree attainment in 2004 dollars would be approximately $600,000 per year. If postsecondary education builds an accessible infrastructure providing public health education, this investment will be necessary to ensure utilization. (Recommendation 2.0)

Engaging the Greater Public Health Community

Public health education must reach a broad community in addition to those who participate directly in providing public health services. Members of boards of health, policy makers, public officials, human resource managers, personnel benefits managers, and students pursuing undergraduate degrees in the health sciences, law, and political science are among those who would benefit from a stronger understanding of public health issues. Finally, the general population benefits from broader public health education because individuals and families must play a role in promoting healthy lifestyles to prevent and control disease.

This strategic plan and the recommendations it offers are designed to better position Kentucky's postsecondary institutions to engage the public and private sector in programs to improve public health. Additionally, the plan addresses current and projected workforce needs through enhanced professional development and graduation from accredited programs of increased numbers of students with formal public health training.

Meeting the Challenge: Increasing Public Health Research & Scholarship

The plan includes recommendations that mobilize postsecondary resources around accredited postsecondary public health programs to increase the extramural funding, scope, and quality of public health research in Kentucky. The collaboration and combined resources of the four academic programs will permit Kentucky to be increasingly competitive for funding for public health research, consultation, and public health practice and application grants and contracts.

Three primary "traditional" sources fund public health research: 1) the National Institutes of Health (NIH) encompass 17 institutes and a number of centers, 2) the Centers for Disease Control and Prevention (CDC), and 3) the Health Resources Services Administration (HRSA). The Departments of Agriculture, Energy, Education, Labor, Homeland Security, and other large federal agencies also fund public health research. Private national, regional, and local foundations such as the Annie E. Casey Foundation, the Robert Wood Johnson Foundation, the Kellogg Foundation, and others have been extremely helpful in supporting Kentucky health research.

There is more funding available for public health research than ever before – by a large multiplier. In addition to significantly larger amounts of available funding, the more traditional funding streams have moved rather decisively away from research dominated by a single discipline to an emphasis, even a requirement, for interdisciplinary research. The IOM has recommended that schools of public health establish new relationships with other health science schools, community organizations, health agencies, and groups within their region.

The research component of this plan will attract additional funding for public health research conducted by the graduate public health related programs at Kentucky's universities, in collaboration with a variety of public health organizations, nongovernmental organizations (NGOs), and communities.

The accreditation of schools of public health at the University of Kentucky and the University of Louisville alone will permit academic public health programs in Kentucky to compete for $80 million in federal extramural funding reserved for accredited schools of public health.

Collaboration among faculty at the two schools and two accredited programs will provide the critical mass necessary to be competitive for national funding. Faculty members and administrators in the graduate public health programs must collaborate to effectively serve the health promotion needs of the Commonwealth. Developing collaboration between institutions strengthens Kentucky's competitiveness against larger institutions. Kentucky's aggregate faculty numbers, across the four programs, are still below the median number of faculty for individual schools of public health nationally. Kentucky's largest school would rank in the bottom third in the number of faculty. Figure 1 indicates the number of faculty and graduate degrees offered at each of the Kentucky institutions. Kentucky must create accredited schools and programs to facilitate collaboration in education and research initiatives to compete effectively for extramural funding.

Figure 1. Kentucky Programs/Schools of Public Health

Core Disciplines	EKU	WKU	UK	UofL
Biostatistics	1.5	2	5	6
Environmental Health	1.5	4.5	9	3
Epidemiology	3	5	7	4
Health Behavior	1	2	7	3
Health Services Management	2.5	3	8	3
Other	5.5	2	5	0
Total Faculty	**15**	**18.5**	**0*/41****	**19*/34****
Degrees				
Master's Degrees	3	2	1	2
Doctoral Degrees			2	2

* Current Faculty
** Faculty as accredited School of Public Health

Excellence in public health research provides the foundation for efforts to improve the health status and well being of individuals and communities in the Commonwealth and thereby to improve their economic and social condition. Stakeholders include the public health practice community, private business interests, health related associations, charitable organizations, medical and health professional organizations, primary and secondary school health educators, and the general public.

Building the Infrastructure

The plan for enhancing Kentucky's capacity to conduct public health research builds on the existing public health infrastructure in Kentucky.

- 120 county boards of public health
- Professional statewide health associations with historical partnerships with public health initiatives (Kentucky Medical Association, Kentucky Dental Association, Kentucky Pharmacy Association, Kentucky Nursing Association, Kentucky Public Health Association, Kentucky Hospital Association, etc.)
- A strong public television system and schools with high speed Internet connections
- 120 county Cooperative Extension Programs
- Nonhealth organizations with historical partnerships with public health (e.g., Kentucky League of Cities, Chambers of Commerce)
- Public health students requiring practical experience in research at the community level
- Collaborative relationships between the Kentucky Department for Public Health, four graduate public health programs, and the Council on Postsecondary Education
- Council on Postsecondary Education Research Challenge Trust Fund's enhancement of public health researchers statewide
- Faculty and administrators committed to collaborating to link teaching and research with public health problems

The plan's recommendations organize these resources around a restructured postsecondary public health program to increase the extramural funding, scope, and quality of public health research in Kentucky. As noted, the collaboration and combined resources of the four academic programs will permit Kentucky to be increasingly competitive for funding for public health research, consultation, and public health practice and application.

Already, other states are mobilizing to access the increased resources for public health research available only to accredited schools and programs. Currently there are 33 accredited schools of public health with nine additional ones in the process of becoming accredited. There are a number of states that have more than one accredited school of public health (California, New York, Massachusetts, and Texas) and five states have applications for additional schools currently under review (Louisiana, Florida, Pennsylvania, and Connecticut). The number of accredited schools of public health has increased in the last decade, and student applications have increased 51.3 percent since 1993 (Association of Schools of Public Health, 2003).

Figure 2

CEPH Schools of Public Health
Existing* - Seeking Accreditation** -
Interested in Accreditation***
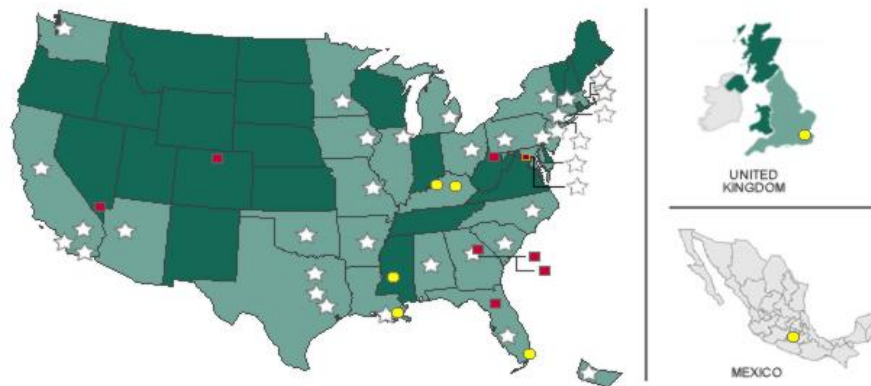
Source: Council on Education for Public Health, June 2004
  *White stars: Existing CEPH accredited Schools of Public Health.
 **Yellow stars: Those schools currently seeking accreditation.
***Red stars: Those schools interested in establishing School of Public Health.

Recommendations and Objectives

Kentucky's public health delivery system, funding priorities, training, and research policies need to reflect the changes in the state and the nation. The primary purpose of the plan is to elevate the public health system's ability to improve the state's health status. Consistent with the Centers for Disease Control and Prevention's "*Futures Initiative*" (2003), the public health delivery system must be restructured to provide services and activities that will help individuals manage their own health, particularly during public health emergencies. This plan is a first step.

The Council on Postsecondary Education's Public Health Advisory Committee, after reviewing the recommendations of the leading public health organizations, Association of Schools of Public Health (ASPH), American Public Health Association (APHA), the Institute of Medicine report, and the programs and resources available through the postsecondary system, makes the following specific recommendations:

RECOMMENDATION 1: Increase capacity of education programs to meet the state's needs for public health services.

Objectives

1.1. Pursue appropriate accreditation by the Council on Education for Public Health (CEPH) for the four graduate programs in public health (schools at UK and UofL, and program accreditation at EKU and WKU):

    1.1.1. Promote collaboration among academic programs and institutions.

    1.1.2. Enhance research at the four graduate programs in public health that addresses public health problems.

    1.1.3. Collaborate in the development and delivery of online courses for graduate students that address issues of full transfer of credit, common tuition, and common scheduling (Appendix 2).

1.2 Increase access to public health training and degree-granting programs.

    1.2.1. Establish competency-based curricula through an active partnership between the academic programs and the public health practice community.

    1.2.2. Encourage dual academic degrees between other professional schools and public health.

    1.2.3. Design loan forgiveness, scholarships, and grant programs for public health students.

    1.2.4. Develop and deliver modularized academic courses permitting multipurpose usage for continuing education, certification, and credentialing programs serving the current workforce.

    1.2.5. Improve distance learning systems with appropriate mentoring and contact with practice-based professionals.

    1.2.6. Utilize homeland security and other existing modules available online.

    1.2.7. Utilize existing resources such as mobile health units for both education and provision of service.

1.3. Strengthen collaboration among the educational community.

    1.3.1. Inventory undergraduate two- and four-year public health and related programs.

    1.3.2. Collaborate with other academic programs (public and school health nursing, health education, health communications, dental hygiene, social work, dietetics, communications, environmental health/environmental engineering, work site, health promotion, and other medical care providers) to ensure a competent entry-level public health workforce.

    1.3.3. Promote public health education and careers in K-12 schools, KCTCS, P-16 Councils, and Area Health Education Centers (AHEC).

    1.3.4. Provide seamless advancement from associate to baccalaureate to graduate degree programs in public health.

1.4. Train lay health workers and community residents to understand and contribute to the mission of public health.

1.5. Promote public-private partnerships with employers who rely on individuals educated in public health competencies such as manufacturers with on-site occupational health workers and biomedical research firms employing biostatisticians.

> **RECOMMENDATION 2: Strengthen coordination between academic institutions and the Kentucky Department for Public Health.**

Objectives

2.1. Encourage the Kentucky Department for Public Health to strengthen leadership, assessment, and planning efforts and to coordinate workforce development and planning activities with academic programs.

    2.1.1. Change certification and credentialing of public health workers tied to state public health competencies.

    2.1.2. Provide career development economic incentives.

> **RECOMMENDATION 3: Strengthen collaborative public health research within and across public/private universities and colleges.**

Objectives

3.1. Identify faculty at universities in public health programs willing to become involved in research partnerships that transcend discipline-specific departments.

3.2. Eliminate competitive barriers limiting cross-institutional research.

3.3. Market Kentucky as a collaborative public health transdisciplinary/collaborative laboratory to external funders.

> **RECOMMENDATION 4. Strengthen public health research partnerships with communities.**

Objectives

4.1. Emphasize community-based participatory research models, involving local public health officials and community members.

4.2. Select "sentinel communities" for integral research collaboration and establish and maintain bases of community health profiles.

> **RECOMMENDATION 5. Link public health research with public health practice.**

Objectives

5.1. Identify and link extramurally funded research centers to public health practice (e.g., Southeast Center for Agricultural Health /Injury Prevention, Kentucky Injury Prevention Research Center, Center for Prevention Research, Center for Deterrence of Bio-Warfare and Bioterrorism, Institute for Rural Health Research and Development, Institute for Bioethics, Health Policy, and Law, and others).

5.2.   Utilize the longstanding community influence of the Cooperative Extension Service.
5.3.   Emphasize public health practice that will reduce health disparities by race, gender, geography, and economic class.

RECOMMENDATION 6: Increase funding from traditional federal sources (NIH, CDC, and HRSA) and seek additional public/private funding resources.

Objectives
6.1.   Obtain and sustain accreditation for schools (UK and UofL) and programs (EKU and WKU).
    6.1.1. Gain access to $80 million of training and research funding through cooperative agreements with the Association of Schools of Public Health (ASPH).
    6.1.2. Provide the research infrastructure for UK and UofL to meet HB1 research funding goals for 2020.
    6.1.3. Develop the critical mass of public health investigators to compete effectively for extramural funds.
6.2.   Investigate other governmental funding sources through the Departments of Agriculture, Defense, Energy, Education, Homeland Security, Labor, etc.
6.3.   Connect public health research to other health-related professions, with collaboration particularly in biostatistics, epidemiology, and environmental health.
6.4.   Focus on securing funding addressing Kentucky public health issues that most affect quality of life.

RECOMMENDATION 7: Establish an on-going statewide public health advisory committee to advise the Council on Postsecondary Education on public health issues and implementation of the Statewide Strategy for Public Health.

Appendix 1. Institutional PH Descriptions

MPH/College of Health Sciences
Eastern Kentucky University

Eastern Kentucky University's College of Health Sciences has offered a baccalaureate degree in Public Health (formerly Community) since 1972 and a graduate program since 1975. The baccalaureate program is approved by the Society of Public Health Education (SOPHE) and the Association for the Advancement of Health Education (AAHE). Currently the program at the master's level has been incorporated into a Master of Public Health (MPH) with options in Community Health, Public Administration, and Alcohol and Drug Dependency. The options are available through these departments: Health Promotion and Administration, Environmental Health, and Government. Three classes of students have graduated from the MPH program currently seeking accreditation by the Council of Education for Public Health.

The MPH program is designed to meet the needs of traditional and nontraditional students with classes available on a wide range of subjects in a wide range of mediums to include: executive style, Saturday only, night, late afternoon, Internet, distance learning, and day classes.

Faculty and students participate in a wide range of research and service projects. Current research and service projects involving the program options in public health are with voluntary organizations, government agencies, and private corporations within the expertise of the faculty within the units in the College of Health Sciences.

Eastern Kentucky University's College of Health Sciences also operates grants from the Centers for Disease Control and Prevention, Kentucky Department of Education, and Kentucky Department of Public Health as well as contracts with foundations, state agencies, and private corporations.

The Master of Public Health degree prepares professionals for leadership positions in public health at local, state, and national levels. Graduates develop, plan, and implement health promotion and disease prevention programs, environmental health programs, and public administration programs with individuals, groups, and communities. The objective of the program is to educate and train a new public health workforce for the Commonwealth of Kentucky and the nation.

Kentucky Department for Public Health

The Kentucky Department for Public Health has statutory and budgetary requirements related to its mission to promote good health and prevent illness and injury. It accomplishes its mission through a variety of arrangements with local health departments, other public providers, and the private sector designed to enforce public health regulations, maintain surveillance (gather information) on the distribution of diseases and other conditions, provide public health education information, prevent the spread of communicable diseases, develop public health policy, identify ways to reduce health risks, and respond to disasters. Other arrangements provide for a variety

of personal preventive health services offered through public health departments and other providers in areas of maternal and child health, chronic disease management, etc.

The active involvement of the four graduate programs in public health offered by the state's universities has provided the skills, knowledge, and ability for the public health workforce to perform its tasks more effectively. Health educators from Western Kentucky University, environmental health scientists from Eastern Kentucky University, epidemiologists and health care managers from the University of Kentucky, and information system specialists and experts in bioterrorism from the University of Louisville have all strengthened the state's preparedness and performance. Opportunities to include the teaching and research faculty from these institutions as formal partners in the evaluation of programs funded by state and federal funds will surely lead to better decisions based on better analysis of existing data sets.

University of Kentucky College of Public Health

In addition to the University of Kentucky's Martin School which offers an MPH in public affairs and health administration, the University of Kentucky College of Public Health offers the Master of Public Health (MPH) and the Doctor of Public Health (DrPH) as practice oriented degrees in the five core disciplines of public health (biostatistics, environmental and occupational health, epidemiology, health behavior, and health services management), along with a research oriented PhD degree in gerontology. The two doctoral programs are the only such offerings in the Commonwealth. The college includes 41 primary appointment faculty along with 57 joint or associated faculty and a research and support staff of 46 individuals. The mission of the college reflects the university's land grant status, attention to rural community needs, and a service and research orientation in public health, as well as instruction. Addressing this focus, the College of Public Health has a current enrollment of over 110 MPH students, and 74 DrPH and PhD students. Over 40 percent of students are working and nontraditional students. Minorities represent 24 percent of the student population. Graduates are located in numerous local health departments statewide. Strong relationships including shared faculty and joint appointments have been established with other university colleges and departments including agriculture, engineering, and statistics. The college is located in the A.B. Chandler Medical Center and currently offers a dual MD/MPH degree with the College of Medicine, and is exploring other dual degree options. The enrollments in the MPH and DrPH degree programs, since fall 2000, have included 30 students who have health professional degrees (MD, DO, DMD, DVM). The college has over $17 million in active research funding and includes among its units the Kentucky Injury Prevention Center, the Center for Prevention Research, and the Southeast Center for Agricultural Health and Injury Prevention. In addition to the individual service endeavors of students and faculty, the college has partnered with the Kentucky Department for Public Health and the Centers for Disease Control and Prevention to offer the Kentucky Public Health Leadership Institute for current practitioners, is a partner with the University of North Carolina in the six state Southeast Public Health Training Center, and has collaborated with the Saint Louis University School of Public Health in bioterrorism preparedness. The college is scheduled for a Council on Education for Public Health (CEPH) accreditation site visit in September 2004.

University of Louisville
School of Public Health and Information Sciences

The University of Louisville School of Public Health and Information Sciences (SPHIS) offers the Master of Public Health (MPH), Master of Science (MSc) in Epidemiology and Clinical Investigation Sciences, Master of Science in Public Health (MSPH) in Biostatistics-Decision Science, PhD in Epidemiology and Clinical Investigation Sciences, and PhD in Biostatistics and Decision Science.

The MPH is a practice oriented degree in the five core disciplines in public health and will offer major concentration areas of study in epidemiology, biostatistics, environmental and occupational health, health knowledge and cognitive sciences, and health management systems sciences. Practicum experiences will be offered through the Metro Louisville Health Department and will provide a valuable contribution to the community. The initial MPH class will be enrolled in the fall of 2005.

The MSc in Epidemiology and Clinical Investigation Sciences is funded through an NIH Curriculum Development Award (K-30). The goal of the program is to provide support for the development of didactic training in the skills, methodology, theories, and conceptual framework needed by independent, clinical investigators. UofL program trainees have received over $6 million in research funding. The K-30 program is one of two training programs in the state of Kentucky.

The MSPH in Biostatistics-Decision Science (or formal decision analysis) is an emerging, cutting edge discipline that provides researchers with additional tools with which to develop the clinical and health care policies and guidelines that affect public health. The MSPH program at UofL goes beyond traditional decision science programs by providing a mathematically rigorous interdisciplinary approach to decision-making that is capable of adapting to the everchanging health care environment.   Students who complete the MSPH or who already possess the equivalent of an MSPH in Decision Science may apply for admission to the PhD program.

The PhD in Epidemiology is a research-oriented degree and offers two tracks – translational research and health services and outcomes research. Students who focus on the area of translational research will study the development and testing of new pharmaceutical agents and biomechanical devices (i.e., the historical definition of clinical research). They will be trained to become research scientists capable of participating in all phases of the development and testing of new investigational drugs and biomedical devices. They will be able to identify promising new chemical compounds or devices, conduct initial tests for safety, seek FDA approval for clinical use, conduct Phase IV clinical trials of health outcomes, and establish "clinical guidelines" for their use in practice. The health services and outcomes research concentration trains students to conduct patient oriented, population based clinical research, to assess the effectiveness and efficacy of alternative health service delivery systems or treatment modalities, and to design and/or evaluate federal and state health programs to improve the health status of specific populations. Because of the broad array of foci in health services and outcomes research, the curriculum for this concentration is designed with maximum flexibility in mind.

The PhD in Biostatistics-Decision Science has been designed to maximize student access to a much needed public health educational program and capitalize on the strengths and areas of expertise of current faculty. The program has been configured to meet the needs of two distinct groups of prospective students: post-baccalaureate students seeking a master's or doctoral degree in Biostatistics-Decision Science and post-doctoral students (DMDs, JDs, MDs, PhDs, etc.) seeking to enhance their clinical research abilities by earning a second advanced degree. The PhD provides advanced training in the theory and methods of formal decision analysis, with the goal of enabling the student to someday carry out their own original research.

The school is scheduled for a Council on Education for Public Health (CEPH) accreditation site visit in March 2006.

Western Kentucky University

Western Kentucky University has offered a baccalaureate degree in public health (formerly community health) since 1971 and a graduate program since 1975. The baccalaureate program is approved by the Society of Public Health Education and the Association for the Advancement of Health Education. The program offers options in public health education, school health, and environmental health. The Master of Public Health (MPH) program received accreditation by the Council on Education for Public Health in 2001 and offers options in public health education and environmental health.

The MPH program is designed to meet the needs of both traditional and nontraditional students, with evening, weekend, and Web-based courses available. The program also participates in the Kentucky Virtual University. Graduate assistantships are available for full-time students.

Faculty and students participate in a wide range of research activities. Current research projects include: analysis of water quality in rural water districts, assessment of weapons of mass destruction related knowledge among emergency medical personnel, evaluation of bioaerosols in the workplace, preparedness of Kentucky hospitals for mass casualty events, evaluating state level health care reform and access to health care, assessing pediatric obesity, and assessing bioterrorism preparedness in emergency medical services.

Western's Department of Public Health also operates the Environmental Health and Safety Resource Center, the Kentucky Emergency Medical Services Academy, and the Hazard and Emergency Awareness Mobile Training Unit. These services provide training and technical assistance to industry and health service organizations in the areas of hazardous materials management, disaster preparedness and management, and emergency medical services. Public health students participate in many of these activities.

Appendix 2. Council Recommended Institutional Agreements

To foster collaboration and promote creation of a cooperative structure for a partially online, modularized MPH to increase enrollment, effectively share resources, and meet workforce needs, the institutions offering the MPH should strongly consider implementation of the following recommendations for the 15 hours of coursework included in the cooperatively offered *core curriculum* (epidemiology, statistics, health services management, health behavior, and environmental health):

Tuition
- Provision of a common in-state and a common out-of-state tuition rate for public health students, based on the average of in-state or out-of-state tuition charges by the four institutions, including distance learning fees.
- Establish mutually agreed upon *continuing education fees* by the four institutions.

Joint Admissions
- Degree-seeking student admissions should be based on acceptance of application through each student's home institution.
- Degrees should be conferred by a student's home institution.
- Grades should be assigned by teaching institution and posted at the student's home institution.

Courses
- Course numbers should be common to all institutions or cross-listed, if offered for credit in multiple departments.

Library resources
- All students at all institutions should have full access to library resources.
- University of Kentucky, where the library resources' server is located, should assign individual student e-mail addresses for library access through UK.

Transfer
- Up to 15 hours can be transferred between institutions in the core public health curriculum. Students taking a "special topics" course must enroll in the institution offering the course.

Faculty load, pay, and credentials
- Teaching load and salaries should be determined by each institution.
- For public health instructors teaching in the core curriculum, credentials should be approved by all institutions.
- Each public health faculty member should hold a joint/adjunct faculty appointment at each institution.

Appendix 3. References

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Endowment Match Program Guideline Revisions

Action: The staff recommends that the Council revise the 2002-04 Endowment Match Program Guidelines 1) to enable the universities to support endowed research scholars, 2) to clarify the definition of applied research programs, and 3) to include a statement about program diversity in accordance with HB 269.

There are three proposed changes to the 2002-04 Endowment Match Program Guidelines:

1. Add a "Research Scholars" category, allowing funding for a limited number of nontenured medical faculty for a maximum of six years.
2. Clarify the definition of applied research programs for the comprehensive universities.
3. Add diversity language in accordance with HB 269.

Research Scholars
On May 18, 2004, the University of Kentucky submitted a request to the Council to make a change in the 2002-04 Endowment Match Program Guidelines (see Attachment A). If approved, the proposed change will allow participating universities to use interest earnings from match program endowments to support the research and salary expenses of nontenured medical school faculty, with the intent that these faculty receive tenure within six years and be awarded endowed chairs or professorships. The existing guidelines do not allow program funds to be used to support salary expenses of faculty who are not named chairs or professors.

The staff recommends adding a "Research Scholars" category to the "Uses of Program Funds" section of the guidelines (see Attachment B, page 100). This change will allow the University of Kentucky and the University of Louisville to support salaries, benefits, and other personnel expenses for a limited number of nontenured medical school faculty who exhibit the potential to assume endowed chairs or professorships. Such faculty must have a clearly defined research agenda that is related to the chair or professorship and must fill that position within six years.

UK officials believe the proposed change will facilitate the recruitment of talented, nontenured medical school faculty, provide a mechanism for supporting such faculty early in their careers, and allow rapid progress toward realizing the programmatic intent of the funds provided. UK's proposal and draft revisions to the guidelines were shared with the university presidents, chief budget officers, and chief academic officers. There were no objections to the proposed change.

Applied Research Program Criteria

In September, the Council approved several revisions to the 2002-04 Endowment Match Program Guidelines. One of those changes, prompted by a Program Review and Investigations Committee recommendation, requires the comprehensive universities to use at least 50 percent of program funds to support programs of distinction or "applied research programs" approved by the Council (see Attachment B, page 102). The staff recommends adding an addendum to the guidelines that specifies the criteria for determining applied research program eligibility, as well as procedures for Council approval (see Attachment B, page 105).

The staff also recommends adding academic disciplines contained within the five new economy clusters to the comprehensive university 50 percent requirement in the "Areas of Concentration" section of the guidelines (see Attachment B, page 102). This change brings the language of the comprehensive university requirement more in line with that of the research university 70 percent requirement.

Draft applied research criteria and proposed revisions to the guidelines were shared with the university presidents, chief budget officers, and chief academic officers. Suggestions for changes were discussed and, where appropriate, incorporated into the final document.

Diversity Statement

The 2003 budget bill (HB 269) directs the universities to develop and implement plans to achieve reasonable diversity in the recruitment and retention of women, African Americans, and other underrepresented minorities for positions funded by the Endowment Match Program, including scholarship and fellowship recipients. The bill further stipulates that the universities shall report annually to the Council on Postsecondary Education the race and gender of program faculty, professional staff, and financial aid recipients.

Both requirements of HB 269 have been met. Demographic information regarding Endowment Match Program faculty and financial aid recipients was reported to the Council at its February 2004 meeting, and university diversity plans for the program were presented at the March 2004 meeting. The staff recommends that a statement incorporating the diversity provisions of HB 269 be added to the guidelines (see Attachment B, page 103).

Staff preparation by Sandra Woodley, Jim Applegate, Bill Payne, and Ben Boggs

UK
UNIVERSITY OF KENTUCKY

May 18, 2004

Ms. Sandra K. Woodley
Vice President for Finance
Kentucky Council on Postsecondary Education
1054 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601-8204

Dear Sandy:

Enclosed is a proposal to amend the 2002-04 Research Challenge Trust Fund Endowment Match Program Guidelines. This proposal would allow the research universities to use endowment earnings generated from newly established endowed professorship positions to provide an immediate impact in strategic areas of research emphasis. This change would provide the research universities the opportunity to use the endowment earnings to support research of faculty working in the same scholarly focus envisioned by the endowment agreement prior to the appointment of a faculty member to the endowed position.
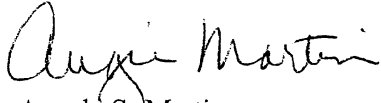
The proposal includes a provision that a qualified faculty member will be appointed to the endowed professorship within four years of the position's establishment. During the interim, the universities would be able to utilize the endowment earnings to support research efforts of other faculty with the same scholarly focus.

The donors would agree upon the time-limited alternative in advance, and wording to this effect would be included in the endowment agreement or subsequent addendum. This change will not affect the universities' continued commitment to meeting the new guidelines for the Endowment Match Program, but will allow a more rapid progress in realizing the programmatic intent of the funds.

I would be happy to discuss this further with you at your convenience.

Sincerely,

Angela S. Martin
Vice President for Planning,
Budget, and Policy Analysis

ASM:tbr

Enclosure

c: Lee T. Todd, Jr.
    Tom Layzell
    Dick Siemer
    Wendy Baldwin
    Dr. David Watt
    Ron Carson
    Bill Payne

PROPOSAL

Utilization of Research Challenge Trust Fund Endowment Match Program Endowment Earnings for Support of Untenured Faculty

Proposal: Revise the guidelines for utilization of Research Challenge Trust Fund Endowment Match Program endowment earnings generated from newly established endowed professorship positions to provide an immediate impact in strategic areas of research emphasis.

Rationale: The current guidelines mandate that the endowment earnings cannot be expended until a faculty member has been appointed to the endowed position. Only tenured faculty are appointed to endowed positions and may identify themselves as holders of the "endowed chair" or "endowed professorship" in a particular field. The proposal would provide the opportunity to use the endowment earnings to support the salary and the research of non-tenured faculty working within the scholarly focus defined by the endowment. These faculty would not be formally appointed to chairs and professorships but would be identified as "endowed scholars" in a particular field. The endowment funds would enable the University to support talented, non-tenured faculty early in their careers and provide a mechanism for recruiting such faculty who would be eligible for appointment to the endowed position once they achieved tenure. This approach meets the vision of the RCTF Endowment Match Program.

Implementation: A qualified, non-tenured faculty member would be identified through a national search process, appointed to the faculty, and provided with the income from the endowed professorship position until such time as the individual achieved tenure and was deemed worthy of appointment to the endowment. The initial appointment of a non-tenured faculty as an "endowed scholar" would occur within four years of the position's establishment.

Donors would agree to allow non-tenured faculty to hold these "endowed scholar" positions supported by the endowment income, and wording to this effect would be included in the endowment agreement or subsequent addendums. The change will not

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affect the commitment to meeting the new guidelines for RCTF Endowment Match Program but will allow a more rapid progress in realizing the programmatic intent of the funds provided.

Background: Non-tenured faculty in clinical medicine departments with research interests (called physician scientists) cannot earn sufficient clinical income to maintain a competitive laboratory program. These faculty either abandon their research or leave the University.

Example – A neurologist, appointed as an assistant professor, is appointed in a tenure-track position supported by limited state funding and clinical income.

State base	$33,500
Clinical income	$76,500
Total salary	$110,000

The assistant professor would be required to bill for $300,000 in services in order to generate $76,500 in salary. In order to generate this level of billing activity, the assistant professor would be required to spend a least three full days (60% effort) in the clinics each week. Only 40% of the assistant professor's time is available for teaching, research, and service assignments; and therefore, the assistant professor cannot maintain a competitive research program. Put simply, there is insufficient "protected time" for research. The result is the faculty member either abandons the research or leaves the University.

Changing the RCTF guidelines will provide "protected time" to non-tenured physician scientists in the College of Medicine and ensure their success by:

- Providing income from the endowment to be used to support the non-tenured faculty member during the probationary period or until such time as sufficient extramural funding is available to support their research effort;

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- Providing an incentive to the non-tenured faculty member, in the form of appointment to the endowed professorship or chair once the promotion and tenure process is complete;

- Coupling this mechanism for supporting non-tenured faculty with appropriate mentoring and milestones (e.g., submission of VA career awards, NIK K awards, etc.).

Why should this activity be supported? The following are examples of concerns that have a bearing on the future of the University, the Commonwealth, and the Nation.

- There is a need to provide essential interaction between observations in the clinic and laboratory research (so-called "translational" research). Programs are under active development at the NIH under the leadership of the current Director to facilitate this type of research (i.e., the so-called "Roadmap" programs).
- Long-term, failure to support this activity will imperil future medical discoveries.
- There is a growing national concern that the number of NIH grant applications from physicians will decline expeditiously if mechanisms are not implemented to support physician scientists early in their careers.
- Future leaders are needed to provide training to residents, fellows, medical students, and graduate students.
- Experience shows that departments that "grow their own" research leaders, have the best chance of long-term stability in their research and clinical portfolio.
- Other universities, with whom we compete for talented personnel and for research grants, are taking steps to solve this problem.

Council on Postsecondary Education

2002-04 Endowment Match Program Guidelines

Background

Kentucky recognizes the importance of research to the economic well being of its citizens. The Endowment Match Program encourages private investment in public higher education research activities to stimulate business development, generate increases in externally sponsored research, create better jobs and a higher standard of living, and facilitate Kentucky's transition to a knowledge-based economy. The program matches public money with private gifts to fund chairs, professorships, research staffs and infrastructure, fellowships and scholarships, and mission support at the public universities. This collaborative approach is critical to advancing Kentucky's research presence into national prominence.

State funds for the program are appropriated to the Research Challenge Trust Fund (RCTF) for the research institutions and to the Regional University Excellence Trust Fund (RUETF) for the comprehensive institutions. Both trust funds were created with the passage of the Postsecondary Education Improvement Act of 1997 (HB 1).

The Endowment Match Program received surplus General Fund appropriations of $110 million in 1998-99 and $120 million in 2000-01. The legislature debt funded another $120 million for the program in 2003-04.

Program Administration

The Council on Postsecondary Education oversees the Endowment Match Program. The Council establishes the areas of concentration within which program funds are used, develops guidelines for the distribution of program funds, and reviews reports from the institutions on the use of funds and the results achieved.

The boards of trustees and boards of regents of the Commonwealth's public universities are responsible for the Endowment Match Program on their campuses. The boards are to review and approve all donations, gifts, and pledges that will be used to establish new endowments or expand existing endowments for which matching state funds will be requested. The boards are to ensure that the purpose of the endowment and the source of funds comply with the Council's guidelines and serve the public good. Documentation of board approval must be submitted with each endowment request. In addition, the boards are to review and approve the Endowment Match Program reports that are to be submitted annually to the Council.

Allocation of Program Funds

The legislature appropriated $120 million for the Endowment Match Program in 2003-04. Of that amount, $100 million was appropriated to the RCTF and $20 million was appropriated to the RUETF. These funds will be allocated to the institutions as follows:

- The research university endowment match will be allocated two-thirds to the University of Kentucky ($66,667,000) and one-third to the University of Louisville ($33,333,000).

- The comprehensive university endowment match will be divided into two $10 million pools designated primary and secondary. Each pool will be allocated among the institutions based on their proportionate share of total net 2002-03 General Fund appropriations.

- The primary pool will be allocated to the institutions and will remain in the trust fund until matched. The secondary pool will be similarly assigned to the institutions until December 31, 2004. If not matched by that date, other comprehensive universities that have fully matched their allocations from both pools may submit requests for additional matching funds. Funds requested from January 1 to January 31, 2005 will be matched on a pro rata basis based on the dollar amount of requests received. For example, if the secondary pool contains $100,000 on January 1, and four institutions submit requests of $50,000 each to the Council between January 1 and January 31, then each institution would be eligible to receive $25,000 in state matching funds ($50,000 / $200,000 X $100,000). After January 31, requests will be

considered on a first-in basis until all funds are allocated. If multiple requests arrive simultaneously, then the pro rata method described above will apply.

Matching Requirements

The Endowment Match Program is conceived as a way to bring new money from external sources into the Commonwealth's system of postsecondary education. In order to receive state funds, the universities must provide dollar-for-dollar matching funds that satisfy the following requirements:

- Gifts and pledges must be newly generated to be eligible for state match. Newly generated contributions are those received by the university after June 1, 1997 (i.e., the approximate effective date of postsecondary education reform).

- Gifts and pledges must be from external sources to be eligible for state match. External source contributions are those that originate outside the university and its affiliated corporations. Eligible sources of funding include, but are not limited to, businesses, non-governmental foundations, hospitals, corporations, and alumni or other individuals. Funds received from federal, state, and local government sources are not eligible for state match (effective for gifts and pledges received after October 1, 2003).

- General Fund appropriations and student-derived revenues (e.g., tuition and fees revenue) are not eligible for state match.

- The minimum institutional request amount is $50,000. A university may combine smaller donations from businesses, nongovernmental foundations, hospitals, corporations, and alumni or other individuals to meet the $50,000 minimum.

- All funds, both state and private, must be endowed. "Endowed" means only the investment earnings are eligible for expenditure, not the principal.

- Requests for state funds must identify the matching funds that are cash and the matching funds that are pledges.

- Pledges, or promises of future payment, are eligible for state match provided they are based on a written contract or agreement and include a payment schedule, which does not exceed five years from the initial pledge date. Pledge payment schedules showing receipts to date and scheduled future payments are to be included in the audited financial statements of either the institution or the foundation.

- If pledged funds are not received within five years of the initial pledge date, the university must replace the portion of private funds not received with another eligible cash gift or the unmatched portion of the state funds plus an allowance for accrued interest will revert to the trust fund for reallocation. In such cases, time frame for the replacement or return of state funds will be negotiated between Council staff and institutional representatives.

- University officials must notify the Council staff of unpaid pledges six months before the end of the five-year deadline, or immediately when a gift has been revoked.

Uses of Program Funds

Investment earnings from the endowments can be used to support various activities including chairs, professorships, <u>research scholars</u>, research staff, graduate fellowships, undergraduate scholarships, research infrastructure, and mission support as described below.

Chairs: New faculty positions, salary supplements to existing faculty positions, and associated expenses for those positions, including start-up costs, salaries, benefits, travel, and other professional expenses as permitted by university policy.

Professorships: New faculty positions, salary supplements to existing faculty positions, and associated expenses for those positions, including start-up costs, salaries, benefits, travel, and other professional expenses as permitted by university policy.

Research Scholars: Salaries, benefits, and other personnel related expenses associated with non-tenured, medical school faculty who exhibit the potential to assume chair or professorship positions once tenure has been awarded. Research scholars should have clearly defined research agendas that relate specifically to the fields of study envisioned for the ultimate occupants of the chairs or professorships. Funding for this purpose is time limited. Each research scholar may be supported with endowment proceeds for a maximum of six years. At the end of that time, if the research scholar has not been appointed to the identified chair or professorship, university officials should fill the position with an appropriately qualified, tenured faculty member. Research scholar funding is permitted on a trial basis, for 2002-04 appropriated funds only. The results achieved will be evaluated to determine if research scholar funding will be continued or modified.

Research Staff: Salaries, benefits, and other personnel related expenses associated with full-time or part-time staff assistants who are directly linked to the research activities of an endowed chair or professor.

Graduate Fellowships: Fellowship stipends for outstanding graduate or professional students, which may include travel and other expenses as permitted by university policy.

Undergraduate Scholarships: At the comprehensive universities only, program funds can be used to support scholarships for outstanding undergraduate students, which may include travel and other expenses as permitted by university policy.

Research Infrastructure: Start-up and operating expenses that are directly linked to the research activities of an endowed chair or professor, including equipment, materials and supplies, and other research related expenses as permitted by university policy.

Mission Support: Program funds can be used to support research and graduate missions at all institutions, and programs of distinction or applied research programs approved by the Council at the comprehensive institutions. Consideration will be given to mission support activities such as: (1) expenditures that enhance the research capability of university libraries (i.e., books, journals, research materials, media, and equipment); (2)

start-up costs, equipment, and supplies that support faculty, graduate student, or undergraduate student research activities; (3) funding for visiting scholars, lecture series, and faculty exchange; and (4) expenditures for the dissemination of research findings (i.e., nationally prominent publications and presentations at conferences, symposiums, seminars, or workshops). However, priority will be given to mission support expenditures that encourage the research related activities of faculty and students. Expenditures for general personnel expenses that are not directly linked to an endowed chair or professor do not qualify as mission support activities.

Use of Funds Requirements

The following requirements apply to gifts and pledges received after October 1, 2003. However, requests submitted for unclaimed, secondary-pool comprehensive university funds will adhere to these requirements regardless of when the gifts and pledges contained in those requests were made.

- At the research universities only, at least 70 percent of program funds must be endowed for the purpose of supporting chairs, professorships, or research scholars, research staffs, infrastructure, or fellowships that are directly linked to the research activities of an endowed chair or professor. No more than 30 percent of program funds may be endowed for the purpose of supporting mission support activities or fellowships that are not directly linked to the research activities of an endowed chair or professor. In addition, the number of research scholars funded through the match program may not exceed 10 at the University of Kentucky and 5 at the University of Louisville. These numbers represent 20 percent of the number of filled match program chairs and professorships housed in each university's medical school as of July 1, 2004.

- At the comprehensive institutions only, at least 50 percent of program funds must be endowed for the purpose of supporting chairs, professorships, or research staffs, infrastructure, fellowships, or scholarships that are directly linked to the research activities of an endowed chair or professor. No more than 50 percent of program funds may be endowed for the purpose of supporting mission support activities or fellowships or scholarships that are not directly linked to the research activities of an endowed chair or professor.

Areas of Concentration

- At the research universities only, the Council expects state and private matching funds to be substantially directed toward supporting research that leads to the creation, preservation, or attraction of businesses that will increase the number of good jobs in Kentucky. For these purposes, "good jobs" are defined as jobs that yield income at or above the national per capita income.

- The Council recognizes that strong research programs are clustered around related academic disciplines and encourages campus officials to create a critical mass of scholars who can influence the nation's research and academic agenda.

- The Council recognizes that the boundaries of traditional disciplines are increasingly permeable and encourages the use of endowment funds for interdisciplinary, problem solving, or applied research activities.

- The Council recognizes the importance of cooperation between universities and corporations and encourages partnerships in the technologies, engineering, and applied sciences.

- At the research universities only, at least 70 percent of program funds must be endowed for the purpose of supporting <u>Research Challenge programs or</u> academic disciplines contained within five new economy clusters: (1) human health and development; (2) biosciences; (3) materials science and advanced manufacturing; (4) information technologies and communications; and (5) environmental and energy technologies. These areas are of strategic benefit to Kentucky and are core components of the knowledge-based economy

- At the comprehensive universities only, at least 50 percent of program funds must be endowed for the purpose of supporting Programs of Distinction or ~~applied research programs approved by the Council~~ <u>academic disciplines contained within the five new economy clusters (see paragraph above). Applied research programs outside the new economy areas that address</u>

local or regional economic and community needs will also be considered, subject to Council approval (effective for gifts and pledges received after October 1, 2003).

- The Council recognizes the contribution of arts and humanities to quality of life and to economic development in the Commonwealth and is receptive to limited use of endowment funds in this area.

- Program funds cannot be used for positions that are primarily administrative. However, researchers or scholars with an active research program who may have an appointment such as department chair, center director, or dean are eligible.

- Program funds cannot be used to fund capital construction projects.

Program Diversity

The Council on Postsecondary Education and participating universities are committed to ensuring the gender and ethnic diversity of Endowment Match Program faculty, professional staff, and financial aid recipients. The universities shall develop and implement plans calculated to achieve reasonable diversity in the recruitment and retention of women, African Americans, and other underrepresented minorities for positions funded by the Endowment Match Program, including scholarship and fellowship recipients. In addition, the universities shall report annually to the Council on Postsecondary Education the race and gender of program faculty, professional staff, and financial aid recipients.

Annual Reporting

Institutions will provide detailed annual reports describing how the state and matching funds are used by October 15 each year. These reports will include such items as the number of endowed chairs and professorships by name and incumbent, the specific support services attached to the chairs and professorships, the gender and race of program faculty, professional staff, and financial aid recipients, and the benefits of the program to the Commonwealth of Kentucky in

terms of jobs, revenue growth, creation of wealth, and improved standards of living. The reports should also identify institutional outcomes, such as increases in sponsored research directly attributed to the program, changes in the quality of students and measurable outcomes (retention, graduation, pursuit of advanced study, and employment), and the creation and profitable use of intellectual property.

The Council staff, working with the university presidents and their staffs, will devise and maintain reporting procedures that specify the content and format of Endowment Match Program annual reports.

Addendum

2002-04 Endowment Match Program Guidelines
Applied Research Program Criteria

Introduction:

The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) gives CPE the responsibility to develop the criteria and processes by which institutions may apply for funds appropriated to individual Strategic Incentive and Investment Trust Funds. In June 2004, the CPE staff, working in conjunction with university officials, developed the following set of criteria that can be used to determine if a program is eligible to receive "applied research" status through the Endowment Match Program.

Program Criteria:

- A proposed program should be a single disciplinary or interdisciplinary applied research program or a limited number of such programs in a related field of study.

- The number of applied research programs at each institution that receive funding through the match program should be limited. No more than three programs at each institution will be eligible to receive match program applied research status. Applied research programs contained within an institution's Program of Distinction will not count toward the three-program limit.

- A principal objective of the RUETF is to develop a complementary array of instructional and applied research programs across the state. Given this aim, a proposed program should complement existing programs of distinction and applied research programs at other comprehensive universities.

- The research produced by a proposed program should offer potential for innovation and commercialization, or address pressing needs of the community, the region, or the Commonwealth.

- Applied research is encouraged in areas that:
    o Raise the region's standard of living, education, and training
    o Address local or regional economic and community needs
    o Aid efforts to improve local government and services
    o Enhance public schools

- A proposed program should enhance the quality of education and the educational experience at the university, where possible involving students in research initiatives and community partnerships through internship, co-op, and service learning programs.

- The process for selecting an applied research program should provide for broad participation of the board of regents, faculty, and other university constituents, as appropriate.

- A proposed program should contribute to the university's overall mission and strategic plan.

Western Kentucky University
Renovate Van Meter Overlook and Construct Garden

The following interim project recommendation will authorize Western Kentucky University to use funds available from private and agency sources to renovate Van Meter Overlook and construct an arboretum (garden) at the entrance to the university's main campus.

Action: The staff recommends that the Council approve the request of Western Kentucky University to renovate the Van Meter Overlook and construct a garden with $1,400,000 of private funds.

Western Kentucky University proposes a project to renovate the Van Meter Overlook and construct an arboretum at the entrance to the main campus using $1,400,000 of private funds.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing $400,000 or more regardless of fund source. Since the estimated cost of this project exceeds the $400,000 threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, when the General Assembly is not in session, capital projects are evaluated under the requirements established by KRS 45.760(14) and KRS 45.763.

This project will reconstruct the existing historic Van Meter Overlook at the entry to the WKU campus and also construct an arboretum and garden area at the front of the overlook.

Project Financing: Western Kentucky University indicates that the private funds ($1,400,000) for the project will be made available from the WKU Foundation. The Foundation will receive private contributions to be used to secure funds for construction. The university indicates that all agreements will be between the WKU Foundation and the donors with no underlying agreement that requires the university to assume any financial responsibility should the donor(s) withdraw their pledge to the foundation. The contracts to complete the project will be awarded by WKU and will be consistent with prevailing wage rates. The project includes work by a local contractor, as a gift-in-kind. The gift-in-kind work will not entitle the contractor to any special privileges or other considerations by the university. Completing the reconstruction of the overlook and developing the arboretum will not increase the need for operations and maintenance costs from the state General Fund.

This project was not included in the university's six-year capital plan, the Council's 2004-06 capital recommendation to the Governor and General Assembly, or the Governor's 2004-06 capital recommendation to the 2004 General Assembly (HB 395). However, the project was

included in HB 395 as the General Assembly completed its biennial budget review and also is included in the Governor's Public Services Continuation Plan. Because the proposed 2004-06 Executive Branch Budget (HB 395) was not enacted, the university is requesting interim authority to complete the project.

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

Staff preparation by Sherron Jackson

University of Kentucky
Renovate/Expand Boone Faculty Center

The following interim project recommendation will authorize the University of Kentucky to use private funds to renovate and expand the Boone Faculty Center on the University of Kentucky main campus.

Action: The staff recommends that the Council approve the request of the University of Kentucky to renovate and expand the Boone Faculty Center with $4,377,000 of private funds.

The University of Kentucky proposes to renovate and expand the Boone Faculty Center using $4,377,000 of private funds.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing $400,000 or more regardless of fund source. Since the estimated cost of this project exceeds the $400,000 threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, when the General Assembly is not in session, capital projects are evaluated under the requirements established by KRS 45.760(14) and KRS 45.763.

This project will fully renovate the 19,561 square foot facility and construct a 3,300 square foot expansion. The facility, constructed in 1986, is located on Rose Street. The renovated facility will allow the university to accommodate requests from departments to host larger scale events (conferences and symposia) that require space for 300 to 400 persons.

Project Financing: The University of Kentucky states that funding for the total project ($4,377,000) will come from private gifts. The university has received sufficient written commitments to fund the entire project. The university has private donations on hand to fund over 50 percent (more than $2,188,500) of the project. The remaining private funds will be received over the next four years. Because of project timing and a need to begin construction by November 1, the university proposes to fund the remaining cost (less than $2,188,500) from university funds to be reimbursed as the remaining private donations are received. The university does not envision the debt financing of any portion of the project. UK's Capital Project Management Division will implement the project. The recurring costs of operations and maintenance of the facility are the responsibility of the University of Kentucky.

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

Staff preparation by Sherron Jackson

CEO Report

At its June 14 meeting, the Committee on Equal Opportunities approved a recommendation to extend the effective date of The Kentucky Plan and to begin developing a new plan, reviewed the status of the Partnership Agreement with the Office for Civil Rights, adopted the report of the committee's visit to WKU, received a report from President Tom Layzell regarding CPE's 2004 strategic planning process, discussed the October meeting and campus visit at NKU, and received several special and follow-up reports from the institutions.

Partnership Status: The Commonwealth has not received formal notice of its status regarding the partnership with the U.S. Department of Education's Office for Civil Rights. The OCR requested and was given additional information about progress toward enacting an executive branch budget for 2004-06 that included the Council's recommendations on renovation of KSU's Hathaway Hall classroom building and the Young Hall dormitory. Also, the OCR was given the most recent results of the PRAXIS certification for KSU's teacher education program.

Status of The Kentucky Plan: The committee approved a recommendation to extend the effective date of *The Kentucky Plan* (see agenda item beginning on page 119) and to immediately begin developing the next iteration of a statewide equal opportunities plan. The committee indicated that the 1997 plan should be revised regardless of the status of the partnership with the OCR. The Council staff was instructed to incorporate CEO comments into the draft outline and to begin the planning process.

Kentucky Plan Special Reports: The committee received reports on: 1) the impact of the FY 2004 general fund budget reduction on the equal opportunities programs at institutions, 2) institutional Offices of Public Safety, 3) the planned revisions to the NKU admission standards, and 4) the UofL Pathways to Success program. CPE President Tom Layzell discussed the Kentucky Postsecondary Education 2004 Strategic Planning process and asked CEO members for comments and suggestions. Comments were to be forwarded to CPE by July 1.

Campus Visits*:* The CEO received a report from Murray State University regarding the status of implementing the recommendations of the October 2003 campus visit report. The committee was pleased with the progress made by MuSU. Another progress report will be due at the October CEO meeting.

The committee adopted the April 2004 Western Kentucky University campus visit report (attached) and directed staff to forward the report to WKU officials with a request that a progress report be presented at the October CEO Meeting.

Activities: The Fourth Annual Governor's Minority Student College Preparation Program Conference was hosted by Northern Kentucky University June 9-10, 2004. Approximately 180

students and program directors from across the Commonwealth attended. The conference offered students in grades 6-8 an opportunity to attend sessions on financing postsecondary education through KEES, advanced placement courses and the pre-college curriculum, African American history and culture, support systems that work (GEAR UP, the Proficient Junior and Senior Conference, Upward Bound, the YMCA Black Achievers), and technology in the new millennium.

The 17th Annual Academically Proficient African American High School Junior and Senior Conference was hosted by Western Kentucky University June 18-19.   The goal of the conference was to offer information and support to students transitioning from high school to postsecondary education. Approximately 400 students, parents, and college representatives participated. Workshop topics included financing college education, choosing a college and career, developing coping skills, and strengthening communications skills. A parent workshop also was offered. The conference concluded with a college fair that allowed students and parents to talk with college representatives about admissions, scholarships, and financial aid.

Fall 2004 CEO Campus Visits: The CEO will conduct the first campus visit at Northern Kentucky University in conjunction with its regularly scheduled October meeting.

The Committee on Equal Opportunities will meet Monday, October 18, 2004, at 9:00 a.m. (ET) at Northern Kentucky University, Highland Heights, Kentucky.

Staff preparation by Sherron Jackson and Rana Johnson

Committee on Equal Opportunities
Visit to Western Kentucky University
Summary and Recommendations
April 20-21, 2004

Adopted by CEO: 6.14.04

Executive Summary

***Purpose and Process*:** The purpose of the visit was to allow CEO members to review institutional activities that support the objectives of *The Kentucky Plan*. The Committee on Equal Opportunities is charged with monitoring institutional progress toward implementing *The Kentucky Plan for Equal Opportunities* and the Partnership Agreement with the U. S. Department of Education's Office for Civil Rights. Monitoring is completed through data analysis and campus visits. The Committee on Equal Opportunities visited Western Kentucky University April 20-21, 2004, to meet with campus leaders, students, faculty, and other interested parties. The meetings are designed to give committee members an opportunity to hear from selected members of the university community. Campus visits are not meant to be scientific, empirical data gathering exercises. The CEO's intent is to learn first-hand about the success of equal opportunity plan implementation on campus.

Core Focus: The CEO visit report begins by identifying the general focus for review and discussion with the university administration and campus community. The committee was interested in learning about the university's strategies and leadership to implement the recommendations from the previous two campus visits and also to learn about the results of those efforts.

***Report Summary*:** Overall, Western Kentucky University has implemented a number of interesting and innovative approaches to equal opportunity planning in terms of mentoring programs, student assistance programs, hands-on approaches by the president, and opportunities for upward mobility for staff and faculty. The discussions within the focus groups and the general presentations to the committee reflected consistent performance, with notable improvements that have resulted in steady progress toward the commitments and objectives outlined in *The Kentucky Plan*. The committee is concerned that the university will not receive the full benefit of its efforts because of the lack of effective and consistent communication among the administration, faculty, staff, and students. Also, the effectiveness of the campus environment team, whose role is to provide recommendations on equal opportunity issues directly to the president and board of regents, is significantly lessened because it ceased normal operations (no meetings or communication with its members) from May 2003 until November 2003 when the president stepped in to establish a new task force to focus on the KY Plan and campus environment issues. The president's determination to create two committees, the Kentucky Plan Task Force (November 2003) charged with the responsibility of ensuring achievement of the commitments and objectives of the statewide equal opportunity plan, and the Diversity Environment Committee (March 2004) charged with addressing campus environment issues, show promise. These committees have not existed long enough to determine their effectiveness.

Strategies used to implement recommendations from the 1998 and 2000 reports reveal varying degrees of success. For example, enrollment of African American undergraduates since 1998 has steadily increased while graduate enrollment experienced a much smaller increase. In recent years, the university has increased funds for scholarships, developed programs for students transitioning from high school to college, provided more diversity and cultural workshops for incoming freshmen, and co-sponsored student forums to address diversity in the campus community. Each initiative has positively impacted the recruitment and enrollment of African American students. Student retention and graduation, however, remain a challenge. The retention of first-year Kentucky resident African Americans fluctuated between fall 1999 and fall 2002. The retention of all Kentucky resident undergraduate African Americans has steadily increased since fall 1999.

The university has shown a degree of success in increasing the representation of African Americans at the executive, administrative, and managerial levels; however, there is an absence of representation of African Americans at the highest level, particularly the vice presidential position. The committee recognizes that these positions do not frequently become available and encourage the university to pursue opportunities to add African American representation as positions become vacant or new positions are created. In comparison, the university has been more effective in attracting African Americans at the faculty level showing a numerical increase each year since 1999. The number of African Americans employed as professionals by WKU has decreased since 1999, going from a high of 38 in 1999 to a low of 35 in 2001-02 and now holding at 37. Discussions within the focus group point to a lack of opportunity to advance as being critical to attracting African Americans at this level.

Recommendations by CEO:

Communications:
1. The need exists to develop alternative channels or methods for communicating with administrators, faculty, staff, and students to ensure that members of the university community have access to important information. A common thread among focus group discussions was an apparent lack of consistency and clarity of information among administrators, faculty, staff, and students. The student group reported that individuals do not receive comparable information and that information transmitted through electronic mail does not always reach the intended audience. The faculty and professional staff voiced similar experiences.

2. The university should continue to review student services programs and consider streamlining, establishing a central location, and developing collaboration among the service units to better meet the needs of the students. Collaboration and coordination of services among the various programs and the students they serve should be encouraged. Many students reported that they were not fully aware of the array of services offered by several support units that appear to carry similar titles (the Equal Opportunity/504/ADA Compliance Office, and the Office of Diversity Programs). It would be less confusing for students if the roles of each of these divisions were clearly defined, thus allowing more effective collaboration and eliminating program duplication and confusion among students about where to obtain services.

3. The university should better organize and implement its recruitment efforts for faculty and professional staff including identification and communication of opportunities for advancement. A perception among faculty and professional staff is that employment

opportunities are not always open and fair "for all individuals." Underrepresented minorities are not well distributed across departments and colleges, and departments do not embrace creative solutions for career advancements or adding diversity to the workforce.

4. The university should consider identifying a central office to serve as a conduit for graduate school materials and information regarding opportunities. Opportunities for students, faculty, and professional staff to pursue graduate education, particularly the terminal degree, are not well understood, i.e., faculty and professional staff indicated a lack of awareness of the SREB Doctoral Scholars Program as an avenue for advancement. Also, follow up on communication is lacking; for example, information intended for minority faculty and staff members was erroneously sent to deans and department chairs and not the intended audience.

5. The university should implement an evaluation process that includes rewards that acknowledges the success of deans and chairs for the recruitment and retention of African American faculty and staff. A perception conveyed to the committee by focus groups is that there are no incentives for WKU deans and department chairs to view diversity of faculty and staff as a priority.

Mentoring Programs:

1. The university should strive to provide a general course of direction and guidance to all students. Students reported that the university offers great programs that are designed for incoming freshmen and sophomores to assist them with transitioning to the campus community. However, juniors and seniors stated that they have the greatest difficulty in obtaining proper academic advising to keep on track for graduation and having access to support services to further assist their efforts to transition. Upper-class students reported that support programs are seldom offered to students beyond their sophomore year. Students stated that some advisors appeared indifferent when asked for help and suggested that greater access to mentors and advisors is necessary. They stated that support programs similar to those experienced during their freshman and sophomore years would be appropriate.

2. The university should support junior faculty and staff members interested in pursuing programs and professional development opportunities. Faculty and staff reported that they were uncertain of the Junior Black Faculty Program, a grow-your-own type program that had been established at WKU, and questioned its status, funding, and their ability to access the program.

3. The university should better communicate professional development and career advancement opportunities for minority junior faculty and staff members. Faculty and staff members reported that opportunities for advancement are limited for African Americans at WKU, or, at the very least, there is a perception that opportunities are limited.

4. Currently, no African American professional staff members are employed in the Financial Aid Office. A lack of African American representation in select areas on campus should receive greater attention. A modest number of student workers are assigned to larger departments on campus; very few are African American. Their absence in this office impacts African American students' access to funding, as well as employment opportunities for both students and professional staff.

*Student Issues***:**
1. The university should immediately respond to concerns raised by students as identified on pages 71-72 of the WKU information booklet, provided to the CEO by university officials April 20, 2004. The university indicates that the questions and concerns are being revised, by the students, for formal submission to the administration, the students' perception as reported to the CEO is that the administration is slow to respond to their concerns. For example, students asked at the Black Student Alliance Forum (March 18, 2004), about the creation of a Black Culture Center? As of the date of the campus visit, the students said that the university had not responded.

2. The university should identify innovative ways to collaborate with the Bowling Green community to create a more attractive and hospitable environment for African American students. The university reported that when describing the Bowling Green/WKU campus to students, the response is not very good. The university should improve the town and gown relationship.

3. The university should assist students in the identification of mentors. The university should consider giving all incoming freshmen and transfer students a resource guide containing names, telephone numbers, email addresses, and office locations of African American faculty and staff members. The guide also may be made available to all minority students as a tool to assist in locating helpful community services.

*Coordination of Programs and Activities***:**
1. The university should review and collaboratively align the services and programs offered to the students. The Office of Diversity Programs and the Equal Opportunity Office each appear to provide assistance and support to minority students; however, students voiced concern regarding the uncertainty of services offered by each office. Students appear confused regarding how to avail themselves to the services provided for their benefit. The roles of each office should be clarified and communicated to students.

2. The university should clearly state to faculty and staff how communications regarding activities, programs, policies, etc., will be conveyed. These focus groups communicated a perception that the university does not have a coordinated approach to inform faculty and staff about changes in policy, programs, and other activities within the university community.

3. The university should follow-through with its commitment to relocate the Office for Diversity Programs to the newly renovated/expanded space in the Downing University Center to ensure that programs and services are centrally located and available to students in a convenient location.

*Employment, Upward Mobility, and Opportunity for Career Advancement***:**
1. The university should identify a way to more effectively communicate opportunities for career advancement to African American faculty and staff. Mentoring and opportunities for career development initiatives should be a high priority for promising junior staff. Members of the faculty and professional staff focus groups believe that the good news is that WKU employees are committed and remain in positions a long time; the bad news is that WKU employees are committed and remain in positions a long time, thereby making it almost impossible to have career advancement through traditional means. Faculty and staff reported that WKU has plenty of entry-level opportunities; unfortunately, limited

opportunities for advancement to mid-level and senior-level positions are available. Both groups reported that the best alternative for career advancement appears to be to leave the university and possibly return.

2. The university should act quickly to create opportunities for African American faculty to serve in the position of dean. Presently, WKU does not have an African American serving, in a permanent position, as dean in an academic department. However, WKU is to be commended for successfully recruiting an African American to serve as Director of the prestigious School of Journalism and Broadcasting (a program of distinction).

Recommendations or Concerns to CEO:
1. As the CEO develops a new statewide plan for equal opportunities, consideration should be given to incorporating opportunities to support innovative approaches to achieving the plan objectives.

2. The faculty requested that at the next campus visit, the CEO ask university officials to invite the same participants of the 2004 focus groups to participate again in discussions.

Discussions with Constituent and Focus Groups

Discussion with Student Representatives: The highest priority of *The Kentucky Plan* and *The Partnership* with the Office for Civil Rights is to create a campus and campus/community environment that is inviting and supportive of a diverse student, faculty, and staff population.

University administrators discussed strategies and programs that were implemented to directly influence the enrollment and retention of underrepresented minority students, including their impact on the welfare, growth, and development in all dimensions of student life at WKU. The university highlighted programs established specifically for African American students through the Office of Diversity Programs (ODP). The charge of ODP is to assist ethnic and minority students in acclimating to the university and the Bowling Green community, to advocate for minority students, and to assist the university in providing an environment that fosters acceptance and promotes self-discovery. The office offers educational, social and cultural support, outreach programs, and services that connect minority students to the campus community as well as to each other. ODP manages a resource room with books, publications, videos, magazines, and other materials that encourages personal and academic development, provides career and scholarship information, and promotes cultural awareness. The office also manages a small computer lab for students.

The university administrators and focus group participants noted that an African American admissions coordinator has been hired to help focus the institution's efforts to recruit students from select locations in Kentucky. African American students believe that the Office of Diversity Programs is effective in providing services for African American students and in assisting them with transitioning, providing tutoring services, and enabling them to feel a sense of community. Students credited the ODP staff for providing encouragement and support when they were having difficulty in their respective departments.

Students (Spirit Masters) are a critical resource in recruitment activities; five African Americans from the Spirit Masters program participated in student recruitment initiatives in FY 2003-04.

The university uses the "Master Plan" program as the primary tool to orient incoming freshmen to life at WKU. The plan gives incoming students the opportunity to meet with the president, faculty, administrators, and staff. The experience includes panel discussions that focus on the challenges of college life and concludes with social activities for students.

While students praise the university for its attention and support for freshmen and sophomores, upperclassmen stated that similar programs are lacking for them and many times the advising services provided for them are not efficient and they are forced to rely on advice from other upperclassmen. Also, students stated that there appears to be many services offered by WKU, but they are not clear where to go for the services because of an overlap in services and responsibility among the several offices that provide them.

The two committees established by the president to address the objectives of *The Kentucky Plan* and campus environment issues do not have sufficient student representation (there is only one student). The university should expand both groups to include a diverse group of students. While students are not denied services when they visit the Office of Diversity Programs, they noted that the office is understaffed. They said that many African Americans utilize the services of ODP because it addresses their needs quickly and directly – some students feel that they have nowhere else to go. The students said that the ODP is not centrally located and they believe more students would take advantage of the services if the ODP was relocated. Students indicated a preference for the Office of Diversity Programs to serve as the primary organization to address their concerns and issues.

African American Faculty and Staff: Recruitment and retention of African American faculty and professional staff remains one of the most difficult challenges that higher education institutions confront. An objective of *The Kentucky Plan* is to increase the number and proportion of African American faculty and professional staff employed by public postsecondary institutions. The Equal Opportunity/504/ADA Compliance Office (EO) staff provides information, support, and protocol to ensure compliance with the university's Affirmative Action Plan. The EO, Office of the Provost, and Academic Affairs also partner to provide resources to deans and department heads which include HBCU's; advertisements in *Black Issues in Higher Education*, *The Journal of Blacks in Higher Education*, and *The Voice: A Journal for Black Faculty;* mailing labels from the Minority and Women Doctoral Directory; and mailing lists from the SREB Doctoral Scholars Program. Faculty noted that both offices offer valuable resources but neither seems clear as to which should serve as the agent of change. They believe this lack of clarity should be resolved.

WKU highlighted several initiatives used to increase the presence of African Americans as faculty. The Junior Black Faculty Program was established approximately 15 years ago to address the shortage of African American faculty and staff but for various reasons has had limited success. The university stated that plans are underway to introduce a new program, Scholars-In-Residence, in academic year 2004-05 to help expand the level of success in this area. Also, there is a renewed emphasis on retaining African American faculty. Minority faculty, professional staff, and students are encouraged to participate in programs such as the SREB Doctoral Scholars Program. Dr. John Hardin, Assistant to the Provost for Diversity Enhancement, recently forwarded a SREB Information Sheet to faculty, staff, and students to introduce the program. When Mr. Hardin assumed this position, it was reported to the CEO that the primary intent was to impact the recruitment and retention of African American faculty.

However, based on the information shared by faculty and staff, the level of influence by the position is greatly diminished and had very little impact as first described by the university.

The president indicated that his office is more directly engaged in faculty searches. College deans are evaluated on diversity outcomes in their respective departments; however, there are no performance incentives associated with the evaluation results. African American faculty members reported that they are comfortable in their departments and with the campus environment; many believe that their department chairs and deans are supportive. Another incentive mentioned is the increased financial stipend for graduate students allowing WKU to become more competitive with other Kentucky institutions. A few members of the faculty noted that they either observed or experienced hostility in their departments but this seemed an exception rather than the rule.

Access to the university's "grow-your-own program" is deliberately limited to select disciplines and degrees; thus negatively impacting or severely limiting opportunities for career advancement for some faculty and staff. Several participants stated that it was not clear whether all junior faculty are permitted to participate in the program or if the program is open only to certain areas of study. Some faculty raised a concern about gender equity and salary compared to male employees and that in some departments student evaluations may have been used to punish faculty.

Academic Deans and Department Heads: The deans and department heads noted that the number of African American faculty at WKU has steadily increased; a total of 33 are currently employed. Of the total African American faculty at WKU, 15 are tenured, 11 are tenure track, 8 are ineligible, 2 have dual faculty and professional staff appointments, 2 are department heads, and 1 is a director. Of African Americans hired recently, 11 had terminal degrees. The university has a high retention rate with African American faculty; 76 percent of the African Americans hired since 1994 are still on staff.

To help focus on the diversity priority, the university attempts to bring in a wide applicant pool and rejects pools if they are not diverse. They stated that there is no standard formula or composition for search committees including no uniform definition for a "diverse" search committee. To ensure compliance, the search committee receives guidelines, a checklist for the applicant pool, and other advice and materials as needed. The applicant pool is evaluated for diversity. The search committee, at the department level, selects the candidates for the interview process. Some deans and department heads believe that the process for employment should be consistent across academic departments, i.e., establishment of a minimum standard such as use of resume/vita, references, and other information. The university should consider rotating chairs and deans in various departments as an innovative way to support career development.

The deans and department heads agree that a full-time graduate recruiter is needed to recruit African American students to WKU. However, the MBA Program made this a high priority and hired an African American to recruit students into that graduate program. They believe that the university lacks the resources to compete -- scholarships of greater dollar amounts to African Americans. The stipends and scholarships provided by WKU are less than other institutions. For example, recently the university received only 40 responses (out of 406 e-mails) from African American students regarding their interest in graduate study at WKU.

Admission, Recruitment, and Retention: The Office of Admissions, Recruitment, and Retention is responsible for providing students with accurate information to assist them in determining whether WKU will provide the type of environment that will enable them to successfully meet their educational and career goals in order to persist to graduation. The university has established various support programs to enable minority students to successfully transition into the university.

The university stated that Kentucky resident African American student enrollment at WKU has increased 36 percent (747 to 1,023) since 1998. The university targets specific areas to recruit students and provides special tuition discounts for students in those areas. A full-time admissions coordinator has been assigned to assist with minority student recruitment initiatives. WKU earmarked additional funds for scholarships for minority students. African American students have access to five scholarship programs including special scholarships by the president and provost. The recruitment process includes a Spring Preview Day for African American students with transportation provided for students, if needed. The team explains to parents and students that the university has several programs to assist freshmen with transitioning to the university (Master Plan, Career Services, and Freshman Seminar).

To assist the university in monitoring its success, a WKU Student Engagement Survey is distributed in each academic department across campus to juniors and seniors to examine the degree that students are engaged with faculty and other students in and outside of the classroom. The Office for Diversity Programs supports the recruitments efforts by providing numerous programs and interacting with African American students. One such program, the Black Faculty, Staff, and Student Social, is a transitional program designed to assist students in acclimating to the university community. There are two programs for students with deficiencies: STEPS and TOPS. WKU created an academic advising center, STEPS, for first-year students that require extra support. A second program, TOPS, supports second-semester freshmen who are on academic probation. The programs were developed to promote the success and retention of all students. A key element for these programs is the ability, if necessary, to forward information to students' parents regarding their progress and grades. The graduation rate for athletes is greater than the rest of the student body at WKU.

There are a number of challenges that impact the success of the recruitment program: a) absence of an African American professional in the financial aid office -this is seen as having a profound impact on access to funds and b) lack of trust by African American students and parents in the level of assistance from the financial aid office -in the past, students have been "dis-enrolled" if they did not complete the financial aid package. The location of the ODP office at a site inconvenient for most students is a disincentive for students to seek assistance. The office should be relocated.

Professional Staff: Focus groups at future campus visits should include some of the same individuals who participated in focus groups from prior visits. This focus group reported that the university has many entry-level opportunities to allow persons to become affiliated. However, there is a lack of an organized effort to create opportunities to support career advancement. Those efforts are left to the departments -- some are outstanding and others are nonexistent. Many administrators provide positive outreach and mentoring. African Americans feel pigeonholed because upward mobility appears nonexistent. An employee must be very creative to navigate the career advancement waters. A decision to become an employee of WKU is greatly influenced by her perception of the Bowling Green Community environment. Bowling

Green is a big "small" town in terms of the atmosphere and environment that sometimes is a challenge for professionals to accept. Bowling Green lacks an identifiable black community. The lack of an identifiable black community is viewed by staff as both positive and negative and suggests that the university pay more attention to the town and gown relationship.

Once employed, opportunities for advancement to higher-level positions are limited. The least amount of diversity is in upper level management. Some professional staff may feel isolated as the lone minority employee in specific areas or buildings. A concern was expressed that on several occasions it appeared that positions had been created and filled without posting advertisements or allowing a competitive process. Some professional staff stated that it appears that WKU does not have a priority to retain well-qualified African Americans by addressing their financial needs, but white employees seem to receive counteroffers from the university as a retention strategy. This perception gives rise to a belief that the institution lacks a commitment to diversity -- verbal statements by administrators often lack credibility among African Americans.

Campus Environment Team: The Campus Environment Team is charged with identifying strategies and making recommendations to the president and board of regents about ways to create a supportive and welcoming campus and community environment for faculty, staff, and students. The University Diversity Advisory Committee (the CET) ceased to function following its May 14, 2003, retreat. On November 20, 2003, President Ransdell created the Kentucky Plan Task Force to replace the CET and charged the new organization with initiating or implementing initiatives designed to achieve the eight objectives of the Kentucky Plan. The new task force was scheduled to conduct its first meeting January 14, 2004. The responsibility for campus environment issues assigned to the CET was assigned to the new task force along with its new focus.

The president decided to further define the responsibilities for campus environment issues. On March 14, 2004, the president created the Diversity Environment Committee, a new stand-alone campus environment team to address campus environment issues. The Kentucky Plan Task Force and the Diversity Environment Committee each has a distinct charge and area of responsibility. The two groups have not yet established a track record, thus their effectiveness is not known. The CEO should carefully scrutinize the effectiveness of and collaboration between the two groups. The committee concluded that the old CET suffered from benign neglect.

The president shouldered the responsibility for the failure of the old CET and expressed a renewed commitment and personal interest in achieving *The Plan's* objectives. His commitment is evidenced by the creation of the Kentucky Plan Task Force and the Diversity Environment Committee. The Kentucky Plan Task Force is given a charge to be a policy task force to achieve the objectives of *The Kentucky Plan*. The Diversity Environment Committee is to review ongoing campus environment issues and make recommendations for improvements to the president.

WKU earmarked $50,000 for the work of the Kentucky Plan Task Force. The Diversity Environment Committee may submit requests to the Kentucky Plan Task Force for funds to implement strategies or to complete a program. To ensure that the Diversity Environment Committee is able to operate independently and without interference from the Kentucky Plan Task Force, the CEO strongly suggests that the university consider separately funding this committee. Also, there should be a special effort to encourage better communication and

collaboration between the Diversity Environment Committee and the Kentucky Plan Task Force. If it is successful, the university will experience greater consistency in successfully implementing and achieving plan objectives.

The president is encouraged to expand the membership of both committees to include a representative sampling of a cross section of the student body. Currently no student serves on the Kentucky Plan Task Force Committee and one student serve on the Diversity Environment Committee. The CEO believes that student input is critical. The Diversity Environment Committee should have as a priority improving the town and gown relationship with the Bowling Green community. Faculty and professional staff assert that the community is segregated in certain areas -- minorities are welcome to attend meetings and other events, but participation is limited. The Bowling Green community seems to have difficulty adjusting to the presence of African Americans in certain areas.

CPE staff preparation by Sherron Jackson and Rana Johnson

Extension of 1997 Kentucky Plan
for Equal Opportunities

Action: The Committee on Equal Opportunities recommends that the Council extend the effective date of the 1997-2002 Kentucky Plan for Equal Opportunities until a new equal opportunities plan can be developed.

At its June 14 meeting, the Committee on Equal Opportunities agreed to begin developing a new postsecondary equal opportunities plan and to recommend to the Council on Postsecondary Education that the effective date of the 1997 Plan be extended until a new plan is completed.

The Council approved the *1997-2002 Kentucky Plan for Equal Opportunities* at its July 1997 meeting. After its adoption, the Commonwealth entered into a Partnership Agreement with the U. S. Department of Education's Office for Civil Rights to bring Kentucky into compliance with Title VI of the Civil Rights Act of 1964. *The Kentucky Plan* expired July 30, 2002, and the Council extended the effective date to run concurrently with the expiration of the Partnership Agreement and to provide time to develop a new plan (2004). The Partnership Agreement expired December 31, 2002. The OCR has not released Kentucky from the Partnership Agreement.

Members of the CEO agree that regardless of the action of the OCR on the Partnership Agreement, Kentucky continues to need an equal opportunities plan for postsecondary education.

Staff preparation by Sherron Jackson

Faculty Development Conference

The sixth annual Faculty Development Conference was held May 23-24 at the Lexington Marriott Griffin Gate. Approximately 330 participants representing nine public and six independent institutions attended. The annual conference is coordinated by the statewide Faculty Development Workgroup and sponsored by the Council. The theme was "The Scholarship of Teaching and Learning: Student Success for Kentucky's Future" and focused on the need to improve traditional and nontraditional student learning and graduation rates through innovative research-based approaches to teaching and course design.

A presentation by the Council's faculty representative, Richard Freed, opened the conference and assessed the challenges facing Kentucky's postsecondary education and reviewed the roles of the Council and the faculty in affecting change in education.

Drs. Margaret Miller of the University of Virginia, George Kuh of Indiana University at Bloomington, and Carolyn Jarmon of Rensselaer Polytechnic Institute led sessions describing new approaches to teaching and course design that produce better learning for more students more efficiently. They are all nationally recognized experts on improving and assessing student learning. Dr. Miller leads the National Forum on College-Level Learning. Dr. Kuh directs the National Survey of Student Engagement. Dr. Jarmon consults for a national PEW funded program to improve the design of college courses. Kentucky is an active participant in all of these national projects.

Council President Tom Layzell provided the dinner keynote. He focused on the importance of maintaining Kentucky's postsecondary progress during difficult economic and political times. The remarks can be found on the Council's Web site at http://www.cpe.state.ky.us/council/kfdw/dinnerremarks_2004.pdf.

Staff preparation by Bennett G. Boggs

2004-05 Agency Operating Budget

Action: The staff recommends that the Council approve the
Fiscal Year 2004-05 agency operating budget.

The 2004 General Assembly adjourned without approving a 2004-06 biennial budget; however, the Governor signed an executive order presenting a Public Services Continuation Plan for the first quarter of FY 2004-05. Franklin County Circuit Judge Roger Crittenden ruled on Wednesday June 30, 2004, that the continuation plan could proceed, but with limits. The Governor's Office does not know at this point how the order may affect the continuation plan. The information presented in this agenda item is based on the continuation plan as it is, but the plan may be revised based on court action.

The continuation plan for the Council's operating budget was different from the Governor's recommended FY 2004-05 budget as follows:

1. $8,775,000 was added to KEES because of increased lottery projections.
2. $221,300 was added to fully fund the contract spaces.
3. $10 million was added and designated for distribution to the institutions, the allocation and purpose to be determined within the first quarter by the Governor and the Council.

The FY 2004-05 Agency Operating Budget details revenues and expenditures proposed for FY 2004-05 and presents comparative information from FY 2003-04.

The Council operates four major budget areas:

> Operations
> Pass-Through Programs
> Strategic Initiative and Incentive Funding Programs
> Federal Programs

Within each of these areas, additional financial and narrative detail is provided. The Council operating budget is presented as a consolidated agency operating budget, which includes funding previously displayed separately as Agency Operations, KYVU/KYVL, and Adult Education. Strategic Initiative and Incentive Funding Programs include all trust funds and funding programs.

The proposed budget is divided into five sections:

    Section 1 - Agency Summary
    Section 2 - Operations
    Section 3 - Pass-Through Programs
    Section 4 - Strategic Initiative and Incentive Funding Programs
    Section 5 - Federal Funds

As a result of budget cuts, the Council will begin FY 2004-05 with $6.5 million less for its programs and operations than it had at the beginning of FY 2003-04.
During FY 2003-04, the Council budget was reduced by nearly $5.0 million through the 2004 Budget Reduction Executive Order. The Council operating budget was reduced by $520,500, Kentucky Adult Education balances were reduced by $2.8 million, accumulated interest earnings on the trust funds were reduced by $1.4 million, and the Science and Technology Funding Program was reduced by $224,500.

In addition to the reductions by executive order, the Council's budget was reduced by another $1.5 million in the development of the FY 2004-05 budget. The Council's operating budget for personnel costs was reduced by an additional $139,500; various pass-through programs were reduced by $336,000; recurring allotments to the Technology Initiative Trust Fund, Kentucky Adult Education, and the Science and Technology Funding Program were reduced by $784,500; and nonrecurring cuts to the KYVU/KYVL agency fund balance ($133,000) and Technology Initiative Trust Fund interest earnings ($132,900) also were made.

Detail of reductions:

Reduction Order 04-01

CPE General Fund personnel costs	$ 407,400
CPE Agency Fund operating costs	113,100
KYAE Agency Funds (former trust fund)	2,801,400
Interest earnings on the KYAE trust fund	698,600
Interest earnings on the Research Challenge Endowment Match Program	728,500
Science and Technology Trust Fund (unused ONE funds)	224,500
Total	$4,973,500

Reductions in the 2004-05 Budget Development

CPE General Fund personnel costs	$ 139,500
Pass-Through Programs	336,000
Technology Initiative Trust Fund (General Funds)	16,000
KYAE (General Funds)	487,800
Science and Technology Funding Program (General Funds)	280,700
KYVU/KYVL (agency fund carry-forward)	133,000
Technology Trust Fund (accumulated interest earnings)	132,900
Total	$1,525,900
Total Reductions	$6,499,400

The following highlights relate to agency operations in particular:

- Overall staffing levels are down from one year ago and responsibilities have increased. Positions cut include:
    - three positions in Academic Affairs
    - one position in Administrative Services
    - six positions in Information Technology
    - two positions in Adult Education
    - three positions in KYVU
- Certain technology and information projects have to be delayed, scaled down, or possibly eliminated.
- Budget reductions have resulted in the Council's nonrecurring fund balances providing less capacity to outsource needed activities and services.
- Budget reductions and uncertainty surrounding the budget for FY 2004-05 prompted a very conservative approach. Consequently, a 2 percent budget reserve was built into the calculations and will not be budgeted for activities until later in the year when more certainty exists regarding revenues and expenditures of the Council.

Staff preparation by Sandra Woodley, Diann Donaldson, and Ed Sergent

Creation of Non-Profit Corporation

The Council staff believes that a non-profit corporation needs to be established to receive private and corporate gifts in support of postsecondary education.

Recently the Council staff has been talking with the Louisville *Courier-Journal* and other individuals and corporations about sponsoring a number of postsecondary education initiatives. Donors reasonably expect that they will receive tax deductions for charitable giving as a result of any contributions. In order for such contributions to be tax exempt, the receiving organization must be recognized by the federal government as a charitable corporation under section 501(c)(3) of the Internal Revenue Code.

Currently the Council staff is in discussions with representatives of the Education Cabinet and the Fletcher administration to ascertain whether enabling legislation is required. There are a number of non-profit organizations established as extensions of state agencies. The corporation that finally emerges will be an affiliated corporation and, therefore, will be subject to the scrutiny of state officials.

There are a number of steps that must be taken to create the non-profit corporation:

- Determine the authority for the creation of a non-profit corporation including whether enabling legislation is required.

- Secure approval from the Finance and Administration Cabinet for the creation of the non-profit corporation.

- Determine restrictions under which the non-profit corporation will operate (purchasing, payroll, etc.).

- Establish the corporation.
    - Name the corporation
    - Finalize the charter and bylaws
    - Appoint the board of directors
    - File the corporate charter with the Secretary of State
    - Hold an organizational meeting

- File for federal status as a non-profit charitable corporation [501(c)(3) status under the federal internal revenue code].

Once the incorporation papers are filed with the Kentucky Secretary of State, the corporation may operate, receive, and disburse funds. It may not, however, acknowledge donations as charitable gifts until it is approved by the Internal Revenue Service.

The Council staff will keep the CPE chair informed as it proceeds through these steps.

Staff preparation by Dennis L. Taulbee