REVISED

AGENDA

Council on Postsecondary Education

Wednesday, April 4, 2007

8 a.m. (ET)

CPE Meeting Room A, Frankfort, Kentucky

Page

Roll Call

Approval of Minutes 1, 3

Focus on Reform: Statewide Facilities Condition Assessment Report 11

Cross-Cutting Issues

1. Budget and Finance Policy Group Report
2. Quality and Accountability Policy Group Report
   a. Action: Developmental Education Task Force Recommendations 15
   b. Action: Regional Stewardship Infrastructure Proposals (EKU, KSU, MoSU) 17
3. Research, Economic Development, and Commercialization Policy Group Report
   a. Action: STEM Task Force Recommendations 81
4. Legislative Summary 83
5. CPE 2008-2014 Capital Improvements Plan 85

Question 1 – Are more Kentuckians ready for postsecondary education?

6. High School Feedback Report 87
7. Commissioner of Education Report

Question 2 – Is Kentucky postsecondary education affordable for its citizens?

8. Action: 2007-08 Tuition and Fee Proposals (KSU, MuSU, NKU, UofL, WKU) 89
9. **NEW ITEM** Action: Kentucky/Indiana Reciprocity Agreement

Question 3 – Do more Kentuckians have certificates and degrees?

Question 4 – Are college graduates prepared for life and work in Kentucky?

10. CEO Report 91

Question 5 – Are Kentucky's people, communities, and economy benefiting?

The Council Business

11. Council Committee Appointments 95
12. Presidential Profile 97
13. Extension of President's Employment Agreement 99

CPE meeting materials are available on the Council Web site at http://cpe.ky.gov/about/cpe/meetings/.

Other Business
Next Meeting – May 20-21, 2007
Adjournment

MINUTES
Council on Postsecondary Education
Study Session
January 28, 2007

The Council on Postsecondary Education held a study session Sunday, January 28, 2007, at 3 p.m. (ET) at the Marriott Griffin Gate in Lexington, Kentucky. Chair Ron Greenberg presided.

ROLL CALL

The following members attended: Walter Baker, Peggy Bertelsman, Kevin Canafax, Dan Flanagan, Ron Greenberg, Phyllis Maclin, Alois Moore, Ryan Quarles, Jim Skaggs, John Turner, and Mark Wattier. John Hall, Kevin Noland, and Joan Taylor did not attend.

LEGISLATIVE UPDATE & ACCOUNTABLITY REPORT

The Council staff provided an update on bills pertaining to postsecondary education being considered by the 2007 General Assembly and a presentation on the findings of the 2005-06 accountability report.

TUITION & DEVELOPMENTAL ED REPORT

Discussion of the 2007-08 tuition and fee proposals and an update on the Developmental Education Task Force were on the agenda but time did not allow discussion of these items.

ADJOURNMENT

The study session adjourned at 6 p.m.

The Board of Student Body Presidents, presidents, and other institutional representatives joined the Council members and Council staff for dinner.

No action was taken at the study session or the dinner.

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Thomas D. Layzell
President

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Phyllis L. Bailey
Senior Associate, Executive Relations

MINUTES
Council on Postsecondary Education
January 29, 2007

The Council on Postsecondary Education met January 29, 2007, at 10:30 a.m. (ET) at the Council offices in Frankfort, Kentucky. Chair Ron Greenberg presided.

ROLL CALL

The following members attended: Walter Baker, Peggy Bertelsman, Kevin Canafax, Dan Flanagan, Ron Greenberg, Phyllis Maclin, Alois Moore, Ryan Quarles, Jim Skaggs, John Turner, and Mark Wattier. John Hall, Kevin Noland, and Joan Taylor did not attend.

INTRODUCTIONS

Mr. Greenberg thanked Secretary of Education Laura Owens for her attendance.

Mr. Greenberg welcomed Murray State University President Randy Dunn. President Dunn joined MuSU as its 11th president December 1, 2006. He was previously state superintendent of education for the Illinois State Board of Education.

Mr. Greenberg welcomed Dr. Rodney B. Piercey, the new provost and vice president for academic affairs at Eastern Kentucky University. Dr. Piercey previously served as dean of the College of Arts and Sciences and professor of physics at Embry-Riddle Aeronautical University.

Mr. Quarles introduced members of the Board of Student Body Presidents – Leonard Clemons from Kentucky State University, Darrell Messer from the University of Louisville, and Brian Gay from Morehead State University.

APPROVAL OF MINUTES

The minutes of the previous meeting were approved as distributed.

MIGRATION STUDY

The migration study recently released by the Council, *Brain Gain: Retaining Kentucky Graduates*, was discussed as the focus on reform item. Using a data match with the Kentucky Transportation Cabinet's driver's license and identification databases, the study analyzed how many people completing their degree at a public institution in 2001 were still residing in Kentucky in 2006. The study is a follow up to the 2000 Council study which looked at the migration of the 1993-94 and 1994-95 classes of Kentucky college graduates. Charles McGrew with the Council staff discussed the study highlights:

- 95 percent of in-state graduates from public colleges and universities stay in Kentucky after completing their degree or credential.

- Overall, between 2000 and 2006 the proportion of graduates

from public colleges and universities in Kentucky who choose to remain in the state increased from 73 to 86 percent.
- With the increase in the number of degrees and credentials being awarded, the number of graduates who choose to stay in Kentucky actually increased by 36 percent between 2000 and 2006.
- Roughly half (49 percent) of international students choose to remain in Kentucky after graduation.
- The proportion of out-of-state students who stay in Kentucky after graduation increased by more than 50 percent (37 percent in 2006 compared to 24 percent in 2000).
- The percent of students who earn doctorates and stay in Kentucky nearly doubled from 27 to 52 percent.

BUDGET & FINANCE POLICY GROUP

Mr. Flanagan reported that the Budget and Finance Policy Group met earlier in the day and discussed the guidelines for the comprehensive database, reviewed the Council's quarterly report of the agency budget, and continued a discussion with Dennis Jones on the funding policy development.

LEGISLATION

A list of bills relating to postsecondary education being considered by the 2007 session of the General Assembly was provided for information.

2005-06 ACCOUNTABILITY REPORT

Council President Tom Layzell said that the Council submits an annual accountability report to the Governor's Office, the members of the Strategic Committee on Postsecondary Education, and the Legislative Research Commission. The purpose of the report is to inform policymakers and the public of the statewide and institutional progress made in advancing the goals of House Bill 1 and the Public Agenda for Adult and Postsecondary Education. This year, the Council produced two reports – the accountability report summary and the full 2005-06 accountability report. The summary presents a snapshot of Kentucky's progress; the full report provides more detailed analysis of statewide and institutional performance on the Council's key indicators, as well as detailed descriptions of activities the Council and institutions are implementing to move the Public Agenda forward. The reports show that Kentucky has made progress on 12 of 19 statewide indicators, specifically related to postsecondary preparation, degree and credential production, learning, and economic and community development. The key findings are:

Question 1: Are more Kentuckians ready for postsecondary education? Kentucky's K-12 and adult education systems are ramping up to supply more graduates to the postsecondary pipeline. Still, too many college students require remediation, and Kentucky must make greater improvements to catch up with competitor states.

Question 2: Is Kentucky postsecondary education affordable for its citizens? Kentucky postsecondary education remains affordable

compared to other states but, even though need-based financial aid increased, rising costs are cause for concern, particularly for low-income families and working adults.

Question 3: Do more Kentuckians have certificates and degrees? Kentucky postsecondary institutions are enrolling and graduating more students than ever, despite tuition increases and declining state appropriations per student.

Question 4: Are college graduates prepared for life and work in Kentucky? Kentucky's college graduates perform well on licensure and professional examinations, but better data on graduate exams and other areas of college learning are still needed.

Question 5: Are Kentucky's people, communities, and economy benefiting? Kentucky is retaining more of its college graduates, increasing workforce training, and expanding its research and development capacity faster than surrounding states but remains well below the national average.

P-16 COUNCIL

A report of the activities of the P-16 Council was included in the agenda book for information.

COMMISSIONER OF EDUCATION REPORT

A written report from the Commissioner of Education about recent activities of the Kentucky Board of Education was distributed.

2007-08 TUITION PROPOSALS – UK, EKU, MOSU, KCTCS

RECOMMENDATION: The staff recommends that the Council approve 2007-08 tuition and mandatory fee charges for the University of Kentucky, Eastern Kentucky University, Morehead State University, and the Kentucky Community and Technical College System.

Dr. Layzell said that all four institutions submitted proposals that are within the maximum tuition parameters approved by the Council in November 2006. Per the Council's request, each institution submitted plans for increases in financial aid for students who have a demonstrated financial need. Detailed information was included in the agenda book. 2007-08 tuition increases are: University of Kentucky (9 percent), Eastern Kentucky University (9.4 percent), Morehead State University (8.4 percent), and the Kentucky Community and Technical College System (5.5 percent).

Representatives of each institution discussed the tuition increases, planned uses for the additional revenue, and new scholarship and financial aid initiatives.

Dr. Layzell said that the remaining institutions are expected to submit proposals to the Council in March.

Ms. Bertelsman encouraged the institutions to think of ways to provide financial incentives to part-time students.

MOTION: Mr. Turner moved that the tuition proposals be approved. Mr. Canafax seconded the motion.

VOTE: The motion passed.

QUALITY & ACCOUNTABILITY POLICY GROUP

Mr. Wattier reported that the Quality and Accountability Policy Group met earlier in the day and discussed the draft report of the Developmental Education Task Force, regional stewardship infrastructure plans from Murray State University and Western Kentucky University, the 2005-06 accountability report, and the comprehensive database policy.

STATEWIDE ENGINEERING STRATEGY REPORT 2001-2006

Mr. Wattier said that the policy group had a lengthy discussion about the statewide engineering strategy report. Due to concerns about rolling funds into institutional bases, the policy group voted to table action on the report at this time. The Council staff and institutional representatives will continue to work through the issues. It is expected that the report will be brought to the Council for action in March.

Ms. Maclin commented that the pre-engineering pipeline preparing students to enter these engineering programs needs to be examined and strengthened.

Ms. Bertelsman suggested that KCTCS representatives be invited to the meetings held periodically to discuss the engineering programs and pipeline issues.

DEVELOPMENTAL EDUCATION TASK FORCE

Dr. Layzell said that the Council's Quality and Accountability Policy Group formed the Developmental Education Task Force as a result of recent reports by the Council showing that in both 2002 and 2004 just over 50 percent of the first-time freshmen did not meet the Council's standard for preparation in math, English, and reading. Task force members began meeting in August 2006 to identify important issues and policy options. The draft report, *Securing Kentucky's Future: A Plan for Improving College Readiness and Success*, outlines six core recommendations to reduce the number of underprepared students entering postsecondary education and to better support and retain students who enter underprepared. The task force will hold an official signing ceremony February 12. The report and recommendations will be brought to the Council for action at its March meeting.

Mr. Turner, task force chair, thanked the presidents for their support by sending institutional representatives to each meeting. He also acknowledged the participation and help of Senator Jack Westwood and Representative Harry Moberly.

WORLD LANGUAGES

Representatives of Kentucky's public and independent postsecondary

WORK GROUP	institutions and the K-12 sector have formed a work group to assess the state's capacity for increasing among its students world language and international cultural competence and developing strategies to ensure more students graduate with those competencies. The work group is developing recommendations for increasing the supply of world language K-12 teachers and increasing the range of language options at the K-12 and postsecondary levels. More information was included in the agenda book.
FALL 2006 ENROLLMENT	Official fall 2006 postsecondary enrollment for the public institutions was reported. Undergraduate enrollments reached a record high for the ninth year in a row with 206,419 students enrolled at public institutions, up about 1.5 percent over fall 2005. Kentucky State University led the public universities in undergraduate increases with a 5.1 percent increase, followed by Northern Kentucky University at 4.6 percent. Enrollment information for each institution was included in the agenda book.
CEO REPORT	Mr. Baker, chair of the Committee on Equal Opportunities, reported that Kentucky has not yet been released from the partnership agreement with the U.S. Office for Civil Rights. Upon release from the agreement, Kentucky will engage in diversity planning. A request for proposals to conduct the study was issued in September and contract negotiations are underway with the selected vendor.
2007 DEGREE PROGRAM ELIGIBILITY	The annual report card describing institutional success in implementing strategies to achieve the objectives of the *1997-2002 Kentucky Plan for Equal Opportunities* was provided. Based on success in enrolling, retaining, and hiring African Americans, seven universities and 12 community and technical colleges automatically qualified to propose new degree programs in 2007. Sherron Jackson of the Council staff said that for the first time one institution, the University of Louisville, has in multiple years made progress on all eight plan objectives. Kentucky State has for multiple years made progress on all seven of its objectives. He commended the institutions for their significant effort and attention to access and equity for ethnic minority students in the postsecondary education system. Detailed information about each institution was included in the agenda book.
RESEARCH, ECONOMIC DEVELOPMENT, & COMMERCIALIZATION POLICY GROUP & STEM TASK FORCE	Mr. Canafax reported that the Research, Economic Development, and Commercialization Policy Group met earlier in the day and heard a report on the work of the STEM (science, technology, engineering, and mathematics) Task Force. The task force held its first meeting December 19, which represented a broad-based cross-section of key stakeholders throughout the Commonwealth. There are 110 task force members (including four members of the Kentucky General Assembly); it was encouraging that 80 members attended the first meeting. From that meeting, four sectors have been established – higher education, K-12, business, and government. Over the next few meetings the task force

will identify key issues. Recommendations to enhance Kentucky's STEM performance are expected in March.

RECOMMENDATION: The Research, Economic Development, and Commercialization Policy Group recommends that the Council commend the leadership of the state legislature for efforts to create and enact legislation aimed at enhancing Kentucky's performance in the STEM disciplines. In order to develop Kentucky's "talentforce" and create knowledge economy jobs, public policy needs to strengthen the STEM pipeline and encourage a greater number of graduates in STEM-related fields. CPE welcomes the opportunity to work collaboratively with the legislative and executive branches to advance Kentucky's educational attainment and to improve Kentucky's economic future.

MOTION: Mr. Canafax moved that the recommendation be approved. Ms. Maclin seconded the motion.

VOTE: The motion passed.

STATEWIDE FACILITIES CONDITION ASSESSMENT STUDY

A status report was provided on the statewide facilities condition assessment report. The assessment was completed by VFA, Inc., in December 2006, and the postsecondary institutions are currently reviewing and commenting on the draft report. VFA will present its findings to the Council at the March meeting.

REGIONAL STEWARDSHIP PROPOSALS – MUSU & WKU

RECOMMENDATION: The staff recommends that the Council approve regional stewardship program infrastructure plans for Murray State University and Western Kentucky University.

Dr. Layzell said that with approval of each respective report each university, according to House Bill 360 enacted by the 2006 General Assembly, will qualify to receive $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds to support the development and maintenance of organizational structures, personnel, information systems, and community relationships necessary to sustain a viable regional stewardship program. Dr. Layzell said that the plans were reviewed by the Quality and Accountability Policy Group at its meeting earlier in the day.

MOTION: Mr. Wattier moved that the plans be approved. Mr. Quarles seconded the motion.

VOTE: The motion passed.

Ms. Bertelsman commented that the universities are the fiscal agents for the funding and are not necessarily the parties to spend all of the money. She urged the institutions to carefully assemble their regional advisory committees and suggested that members of the General Assembly be asked to serve so that they understand that it is the role of the committees

to determine the regional needs. She cautioned the success of the plans if the efforts are entirely university-driven. The membership should be broad-based and represent every county in the institution's service region.

ELECTION OF OFFICERS

RECOMMENDATION: On behalf of the Nominating Committee, Mr. Canafax moved that John Turner serve as chair and Dan Flanagan serve as vice chair for the term February 1, 2007, through January 31, 2008. Ms. Bertelsman seconded the motion.

VOTE: The motion passed.

Mr. Greenberg said that he is an example of education being a life-changing experience. He is a first-generation college graduate in his family. His parents did not graduate high school. He said he truly learned over the years to value what education can provide. He had through the public system in New York the best education money could buy in the public system. His high school offered a rigorous high school curriculum. He attended a public university in New York and then went on to attend Columbia University. He said he truly values postsecondary education. As a result of that value and how good it has been to him, he wanted to serve on the Council on Postsecondary Education. He said that the first time he applied he was not accepted. He waited two years and again went through the application process. When he was finally appointed, he realized that it was a privilege to serve on the Council and wanted to collectively in some small way make a difference. He said that as he looks back 10 years later, Kentucky has made progress and is being recognized for that progress. He said it was a privilege and he has been humbled to serve as Council chair the past two years.

Mr. Turner thanked Mr. Greenberg for his service and said that he has learned a great deal from his leadership.

CEO APPOINTMENTS

Mr. Turner reappointed Wendell Thomas and Charles Whitehead to the Committee on Equal Opportunities; their terms will expire December 31, 2010. He appointed Margaret Daniel of Frankfort as a new member; her term also will expire December 31, 2010. Ms. Daniel replaces Hilma Prather.

STUDENT RALLY

Mr. Quarles announced that the Board of Student Body Presidents is holding a rally in the Capitol Rotunda February 7 at 1 p.m.

NEXT MEETING

The next Council meeting is March 5, 2007. *[The meeting was later rescheduled to April 4, 2007]*.

Thomas D. Layzell
President

Phyllis L. Bailey
Senior Associate, Executive Relations

Council on Postsecondary Education
April 4, 2007

Statewide Facilities Condition Assessment Report

On November 17, 2005, the Council issued a request for proposals (RFP) to conduct a statewide facilities condition assessment. Vanderweil Facility Advisors, Inc., (VFA) of Boston, Massachusetts, was selected as the prime contractor to implement the study. A contract with VFA was approved April 11, 2006. The cost of the project is $1.8 million and is shared among the institutions and the Council. Representatives of Paulien & Associates and the National Center for Higher Education Management Systems (NCHEMS) will discuss the findings and recommendations of the report as a part of the VFA presentation to the Council.

Based on available funding, the Council and institutions contracted with VFA to complete a Level I assessment of education and general facilities for the postsecondary education system, i.e., not all institutional space is included in the study. Therefore, the study results cannot be applied beyond the specific group of facilities identified for the study. Paulien & Associates of Boulder, Colorado, completed a condition and fit-for-continued-use and space need analysis as part of the assessment. The review addresses a group of specific facilities regarding their fit-for-continued-use for the purpose that they were constructed or are currently being used and provides projections of space needed over the next 15 years. Dennis Jones, NCHEMS, provided an assessment of a 15-year financing strategy.

Following is a summary of the space assessed by the study.

	# of Facilities	GSF	% of Space
Postsecondary System Total	2,016	47,897,298	100
VFA Study – Total Assessed	736	29,940,339	62.5
Paulien & Associates – Adequacy & Fit-for-Continued-Use	141	10,038,067	21.0

1. GSF is gross square feet.
2. Space not assessed includes auxiliary, housing, athletics, farms, parking garages, off-campus/ extended campus sites, and other public service facilities.
3. The Paulien study is a subset of the VFA, Inc., total space assessed.

The study's purpose was to address three critical capital infrastructure related questions:

Condition - What is needed to bring the condition of current facilities up to par?
Adequacy - How do we make sure the facilities fit their intended purposes?
Capacity - How much more space do we need between now and 2020 to succeed in reform?

What were the general findings?

Accepted "industry" Facilities Condition Index (FCI) standards indicate that an FCI less than 5 percent represents "good" condition, an FCI of 5 to 10 percent represents "fair" condition, and an FCI greater than 10 percent represents "poor" condition; thus, a lower score indicates a better building condition. Most of Kentucky's buildings are over 30 years old and their current condition is consistent with their age. Compared to the accepted industry standards, Kentucky's facilities are in poor condition with a current facility condition score of 22 percent; but if left unaddressed, it will be twice as high – 36 percent in five years compared to the average of 18 percent for other institutions reviewed by the consultant. Many of the systems in these aging buildings have exceeded useful life expectancies but now need attention. State investment will be needed over the next several years to improve the condition of existing space, to ensure enough new space is available for current and projected student enrollment, and to align existing space with modern educational standards.

What are some of the surrounding states doing to address the issue?

- *North Carolina* - Similar study estimated need for about $7 billion over 10 years; state passed statewide $3 billion bond issue in 2000 and also appropriated about an additional $100 million to date. At the time of the N.C. study, the University of North Carolina had an FCI of 11 percent (poor).
- *Arkansas, Florida, and Georgia* - All have systematic reinvestment plans to address facilities upkeep and capital renewal (1.5 percent, 1.5 percent, and $25 million annually, respectively).

How will the assessment results be used?

The report will be used to:

- Update the statewide facilities database that is maintained by the Finance and Administration Cabinet, Division of Facilities Management.
- Update the Council's comprehensive facilities database and the individual facilities databases of each institution.
- Form the primary basis for developing the postsecondary institution 2008-14 capital plans and biennial capital project requests.
- Present assessment findings and recommendations to the Capital Planning Advisory Board, the Capital Projects and Bond Oversight Committee, and other groups.

How were the institutions involved?

A kick-off and demonstration seminar was held May 10, 2006, at Kentucky State University. Invitations to attend the seminar were extended to each institution (three representatives), Capital Planning Advisory Board staff, Capital Projects and Bond Oversight Committee staff, Office of the State Budget Director staff, Finance and Administration Cabinet staff, Office of Facilities Management staff, and others.

Phase I of the project, VFA facility assessments, was completed in September 2006. Draft assessment reports (VFA only) were reviewed by institutions and the Council staff with comments provided to VFA in September and October 2006. The final draft report was provided by VFA in December 2006 with review and final comments by institutions and the Council forwarded to VFA in January 2007. The final report of the assessment is scheduled to be presented to the Council at its April 4, 2007, meeting.

Staff preparation by Sherron Jackson

Facility Condition Assessment & Space Study Project Presentation of Findings

KRS 164 / M-05468008

April 4, 2007

VFA

Paulien & Associates

NCHEMS

Facility Condition Assessment & Space Study Project

Presentation of Findings

- Facility Lifecycle Condition Needs
- Space Adequacy & Capacity
- Funding Options

Facility Lifecycle Condition Assessment Study

Peter Scanlon

Project Director

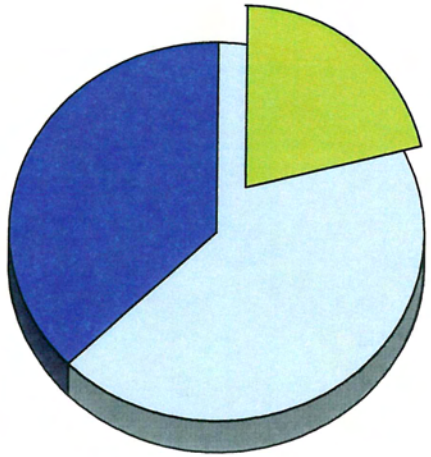
VFA

Boston, MA

Facilities Included in Study

	# of Facilities	Gross Square Feet	% of Space
Kentucky Postsecondary System Total	2,016	47,897,000	100%
VFA Condition Study – Lifecycle Condition Total Assessed [1]	736	29,940,000	62.5%
Paulien & Associates – Adequacy & Fit-for-Continued-Use [2]	141	10,038,000	21.0%

1. Space not assessed includes auxiliary, housing, athletics, farms, parking garages, off-campus/ extended campus sites, and other public service facilities.
2. The Paulien study is a subset of the VFA, Inc., total space assessed.



VFA Paulien & Associates NCHEMS

Condition Assessment examined the lifecycle of major building systems.

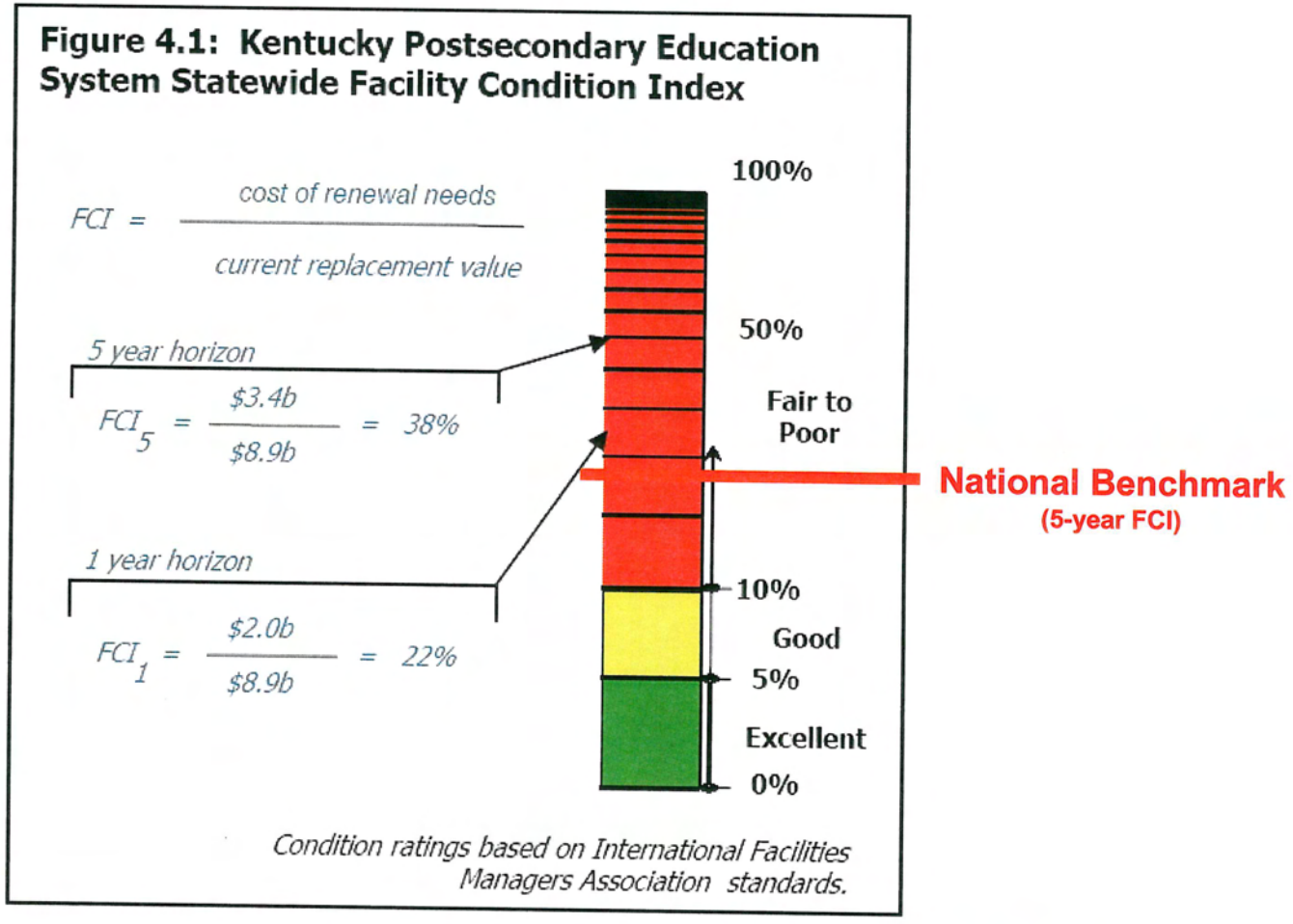
- E&G Facilities

- Building profile
- Systems profile
  - Type
  - Replacement cost
  - Expected life
  - Remaining life
  - Renewal year
  - Renewal cost

- Not detailed requirements
- Not deferred maintenance
- Not rating of maintenance operations

VFA Paulien & Associates NCHEMS

Rating Facilities: Facility Condition Index



VFA Paulien & Associates NCHEMS

How KPES facilities compare to national benchmark

Figure 4.2a: KY Doctoral Institutions Facility Condition Index

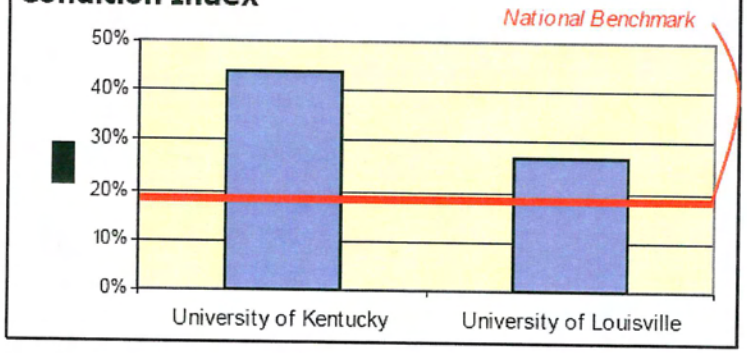


Figure 4.2b: KY Comprehensive Colleges Facility Condition Index

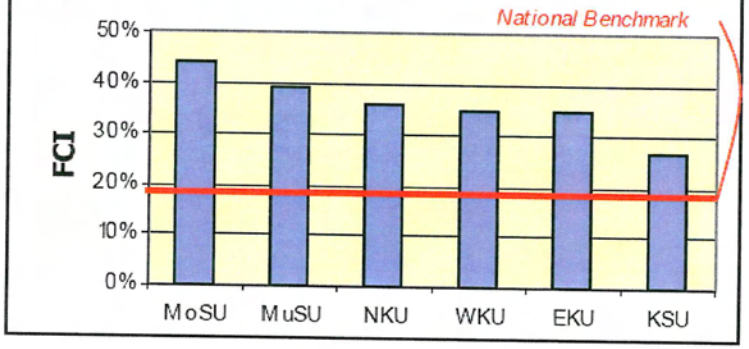
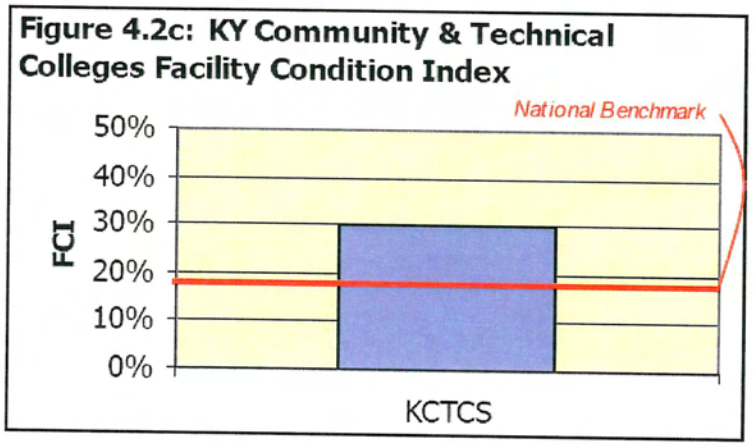
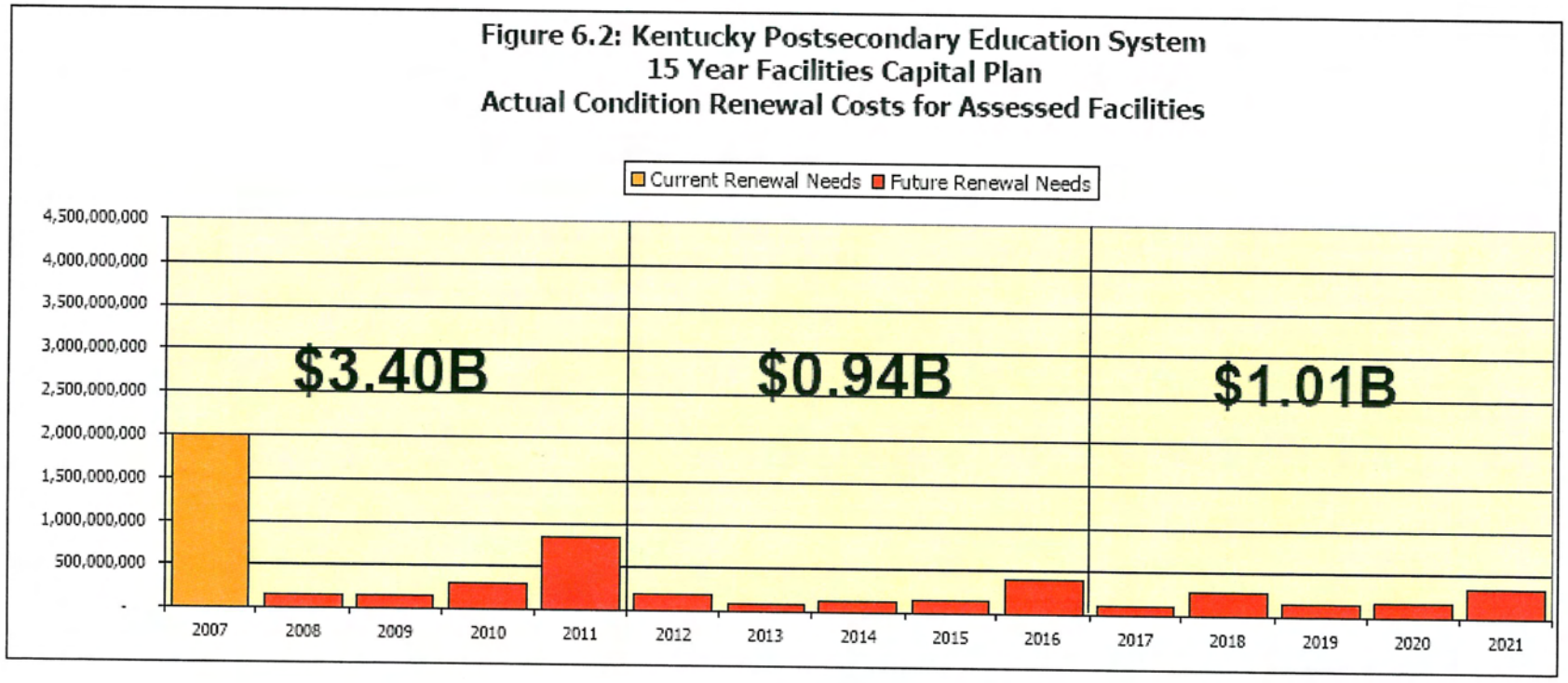


Figure 4.2c: KY Community & Technical Colleges Facility Condition Index



VFA Paulien & Associates NCHEMS

Summary of 15-year capital needs



VFA Paulien & Associates NCHEMS

Space Adequacy & Capacity Study

Daniel K. Paulien
Paulien & Associates
Denver, CO

Evaluation of Educational Adequacy and Fit for Continued Use

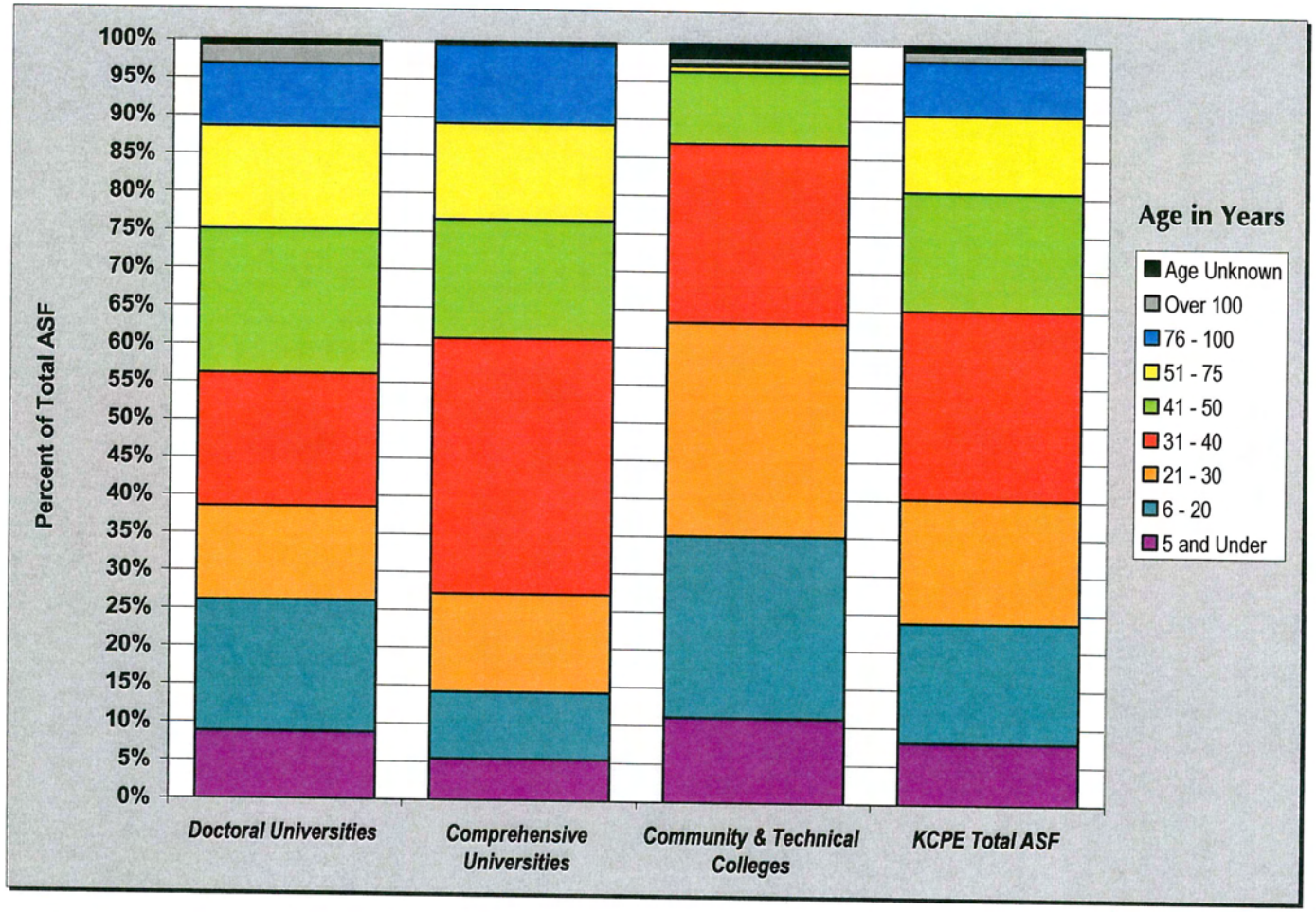
- Represents 21% of total GSF in portfolio

Summary of Fit for Continued Use Costs

Institution	No. of Buildings Assessed	Total Gross Square Feet	Total Renovation Costs
Doctoral Universities			
University of Kentucky	51	3,564,946	**$290,900,140**
University of Louisville	36	2,469,961	**$242,308,870**
Doctoral Universities Total	***87***	***6,034,907***	***$533,209,010***
Comprehensive Universities			
Eastern Kentucky University	10	867,593	**$48,661,565**
Kentucky State University	7	148,841	**$7,013,060**
Morehead State University	11	813,450	**$66,291,650**
Murray State University	3	203,667	**$22,557,550**
Northern Kentucky University	5	649,987	**$61,956,375**
Western Kentucky University	10	809,809	**$79,402,850**
Comprehensive Universities Total	***46***	***3,493,347***	***$285,883,050***
Community & Technical Colleges			
Elizabethtown Community and Technical College	2	144,009	**$7,200,450**
Hazard Community and Technical College	3	113,498	**$12,842,800**
Jefferson Community and Technical College	3	252,306	**$23,032,000**
Community & Technical Colleges Total	***8***	***509,813***	***$43,075,250***
TOTAL	**141**	**10,038,067**	**$862,167,310**

VFA Paulien & Associates NCHEMS

Age of Existing Facilities



VFA Paulien & Associates NCHEMS

Current and Future Space Needs
(in assignable square feet)

- 2020 KCPE Enrollment Projections are a 58% increase in Student FTEs

Space Needs Model

Space Category	Existing ASF	Fall 2004 Guideline ASF	Fall 2004 Surplus/ (Deficit)	Fall 2004 Percent Surplus/ (Deficit)	2020 Guideline ASF	2020 Surplus/ (Deficit)	2020 Percent Surplus/ (Deficit)
		Student FTE = 147,006			*Student FTE = 232,582*		
		Staffing FTE = 23,051			*Staffing FTE = 38,128*		
		Research Expenditures = $334,074,855			*Research Expenditures = $1,041,225,963*		
Classrooms & Service	2,089,321	1,836,599	252,722	12%	2,879,109	(828,839)	(40%)
Teaching Laboratories	2,290,520	2,400,186	(109,666)	(5%)	3,625,654	(1,371,738)	(61%)
Open Laboratories	926,457	1,125,601	(199,144)	(21%)	1,789,379	(882,334)	(97%)
Research Laboratories	1,279,609	2,057,969	(778,360)	(61%)	4,598,599	(3,330,400)	(263%)
Office Suites	4,826,247	4,376,970	449,277	9%	7,268,260	(2,475,543)	(52%)
Library	1,513,342	1,513,342	0	0%	1,509,218	0	0%
Physical Education & Recreation	958,774	1,136,112	(177,338)	(18%)	1,832,872	(874,098)	(91%)
Special Use & General Use Space	2,100,778	2,461,647	(360,869)	(17%)	3,947,373	(1,850,826)	(88%)
Support Space	1,267,565	1,072,424	195,141	15%	1,747,172	(482,184)	(38%)
TOTAL	**17,252,613**	**17,980,850**	**(728,237)**	**(4%)**	**29,197,636**	**(12,095,962)**	**(71%)**

ASF = Assignable Square Feet

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Space Needs Model Findings by Institution

Institution	Existing ASF	Fall 2004 Guideline ASF	Fall 2004 Surplus/ (Deficit)	Fall 2004 Percent Surplus/ (Deficit)	2020 Guideline ASF	2020 Surplus/ (Deficit)	2020 Percent Surplus/ (Deficit)
Doctoral Universities							
University of Kentucky	4,326,941	4,238,754	88,187	2%	7,556,381	(3,229,440)	(75%)
University of Louisville	2,476,144	3,120,784	(644,640)	(26%)	5,025,852	(2,549,708)	(103%)
Subtotal	*6,803,085*	*7,359,538*	*(556,453)*	*(8%)*	*12,582,234*	*(5,779,149)*	*(85%)*
Comprehensive Universities							
Eastern Kentucky University	1,634,906	1,411,177	223,729	14%	2,305,186	(670,280)	(41%)
Kentucky State University	482,227	379,125	103,102	21%	656,840	(174,613)	(36%)
Morehead State University	861,551	782,006	79,545	9%	1,196,076	(334,525)	(39%)
Murray State University	1,209,822	882,619	327,203	27%	1,440,950	(231,128)	(19%)
Northern Kentucky University	917,163	1,119,296	(202,133)	(22%)	2,067,303	(1,150,140)	(125%)
Western Kentucky University	1,272,008	1,556,789	(284,781)	(22%)	2,710,977	(1,589,908)	(142%)
Subtotal	*6,377,677*	*6,131,012*	*246,665*	*4%*	*10,377,332*	*(4,150,594)*	*(67%)*
Community & Technical Colleges							
Ashland Community and Technical College	250,594	225,617	24,977	10%	311,059	(60,465)	(24%)
Big Sandy Community and Technical College	332,669	269,508	63,161	19%	373,446	(40,777)	(12%)
Bluegrass Community and Technical College	451,201	716,548	(265,347)	(59%)	1,004,460	(553,259)	(123%)
Bowling Green Technical College	178,683	111,866	66,817	37%	156,304	22,379	13%
Elizabethtown Community and Technical College	240,066	278,833	(38,767)	(16%)	389,333	(149,267)	(62%)
Gateway Community and Technical College	143,145	123,459	19,686	14%	173,677	(30,532)	(21%)
Hazard Community and Technical College	316,686	252,367	64,319	20%	344,983	(28,297)	(9%)
Henderson Community College	97,924	106,543	(8,619)	(9%)	145,643	(47,719)	(49%)
Hopkinsville Community College	120,568	177,342	(56,774)	(47%)	244,798	(124,230)	(103%)
Jefferson Community and Technical College	451,330	677,078	(225,748)	(50%)	942,108	(490,778)	(109%)
Madisonville Community College	203,712	212,574	(8,862)	(4%)	295,466	(91,754)	(45%)
Maysville Community College	161,016	149,464	11,552	7%	208,352	(47,336)	(29%)
Owensboro Community and Technical College	212,660	259,499	(46,839)	(22%)	358,371	(145,711)	(69%)
Somerset Community College	355,698	341,717	13,981	4%	475,371	(119,673)	(34%)
Southeast Kentucky Community and Technical Colleg	261,096	253,011	8,085	3%	351,169	(90,073)	(34%)
West Kentucky Community and Technical College	294,803	334,874	(40,071)	(14%)	463,530	(168,727)	(57%)
Subtotal	*4,071,851*	*4,490,300*	*(418,449)*	*(10%)*	*6,238,070*	*(2,166,219)*	*(53%)*
TOTAL	17,252,613	17,980,850	(728,237)	(4%)	29,197,636	(12,095,962)	(71%)

ASF = Assignable Square Feet

Paulien & Associates

NCHEMS

Space Needs represented as Gross Square Feet

Space Model GSF Needs Findings

Institution	Base Year Total Gross Square Feet Needed	2020 Total Gross Square Feet Needed
Doctoral Universities		
University of Kentucky	749,295	5,295,180
University of Louisville	1,063,766	4,112,434
Doctoral Universities Total	***1,813,061***	***9,407,614***
Comprehensive Universities		
Eastern Kentucky University	16,761	1,081,866
Kentucky State University	74,864	340,574
Morehead State University	22,118	553,787
Murray State University	3,147	373,278
Northern Kentucky University	332,614	1,855,064
Western Kentucky University	624,261	2,564,368
Comprehensive Universities Total	***1,073,765***	***6,768,937***
Community & Technical Colleges		
Ashland Community and Technical College	21,105	114,443
Big Sandy Community and Technical College	25,011	88,218
Bluegrass Community and Technical College	456,980	892,353
Bowling Green Technical College	14,144	24,131
Elizabethtown Community College	62,527	240,753
Gateway Community and Technical College	42,600	82,748
Hazard Community and Technical College	0	101,189
Henderson Community College	40,330	91,251
Hopkinsville Community College	92,922	200,371
Jefferson Community and Technical College	364,111	791,576
Madisonville Community College	42,391	147,990
Maysville Community College	14,442	76,348
Owensboro Community and Technical College	81,897	235,018
Somerset Community College	41,840	195,242
Southeast Kentucky Community and Technical College	11,271	145,278
West Kentucky Community and Technical College	87,419	272,141
Community & Technical Colleges Total	***1,398,990***	***3,699,050***
TOTAL	**4,285,816**	**19,875,601**

Note: Assumes a 62% net to gross ratio.

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Capital Required to fulfill the Space Needs

Space Model Capital Needs Findings

Institution	Base Year Total Capital Needed	2020 Total Capital Needed
Doctoral Universities		
University of Kentucky	$274,921,100	$1,840,861,360
University of Louisville	375,280,750	1,444,510,340
Doctoral Universities Total	***$650,201,850***	***$3,285,371,700***
Comprehensive Universities		
Eastern Kentucky University	$4,693,080	$317,159,920
Kentucky State University	29,945,600	117,137,980
Morehead State University	8,106,470	166,350,540
Murray State University	881,160	109,632,110
Northern Kentucky University	98,095,230	544,590,170
Western Kentucky University	187,713,630	769,409,960
Comprehensive Universities Total	***$329,435,170***	***$2,024,280,680***
Community & Technical Colleges		
Ashland Community and Technical College	$5,909,400	$35,886,690
Big Sandy Community and Technical College	7,003,080	26,344,150
Bluegrass Community and Technical College	145,151,930	282,049,110
Bowling Green Technical College	3,960,320	6,756,680
Elizabethtown Community College	18,054,680	73,451,280
Gateway Community and Technical College	11,928,000	23,574,320
Hazard Community and Technical College	0	32,138,890
Henderson Community College	13,248,760	29,386,490
Hopkinsville Community College	31,270,050	64,768,760
Jefferson Community and Technical College	116,815,930	249,748,520
Madisonville Community College	14,109,130	47,662,090
Maysville Community College	4,043,760	22,663,970
Owensboro Community and Technical College	23,827,370	71,417,570
Somerset Community College	11,715,200	59,319,680
Southeast Kentucky Community and Technical College	3,155,880	45,058,790
West Kentucky Community and Technical College	28,218,470	86,486,680
Community & Technical Colleges Total	***$438,411,960***	***$1,156,713,670***
TOTAL	**$1,418,048,980**	**$6,466,366,050**

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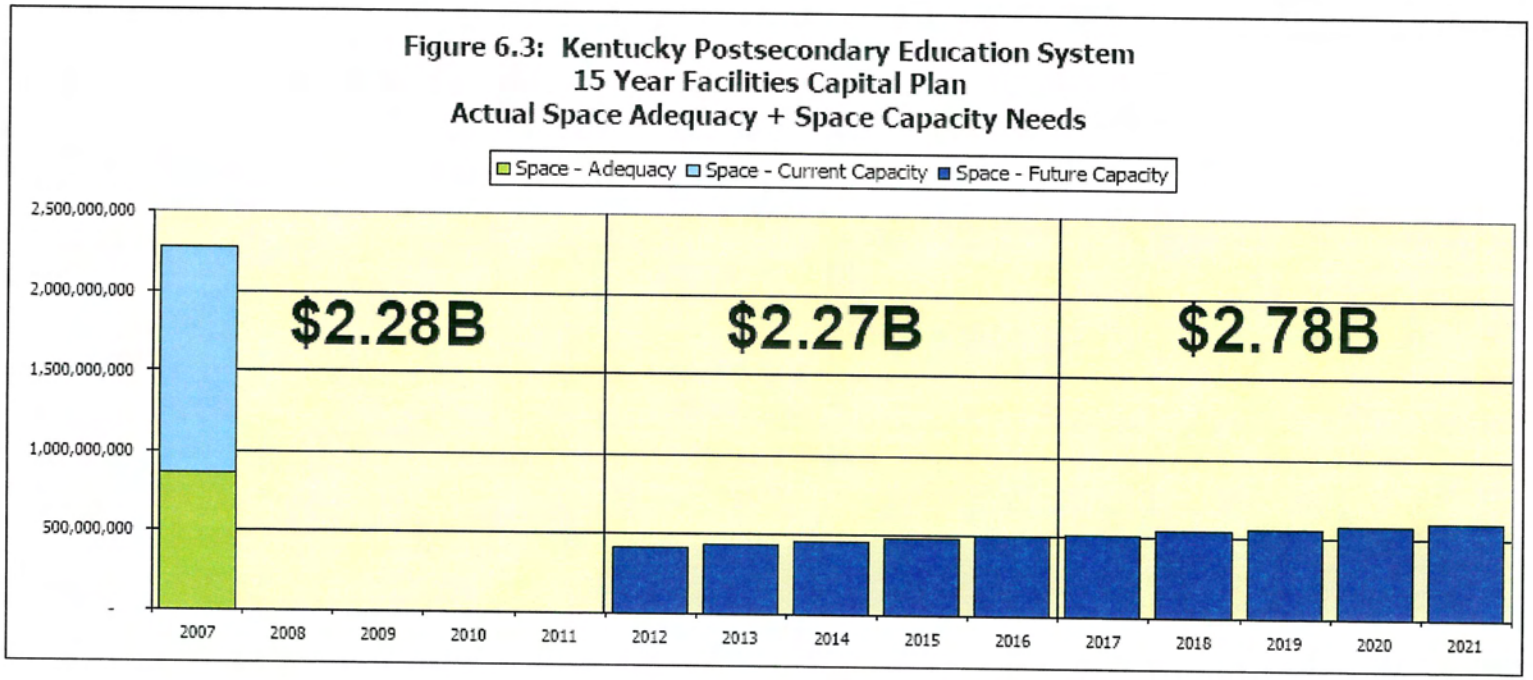
Summary of Capital Needed for Space Adequacy and Capacity



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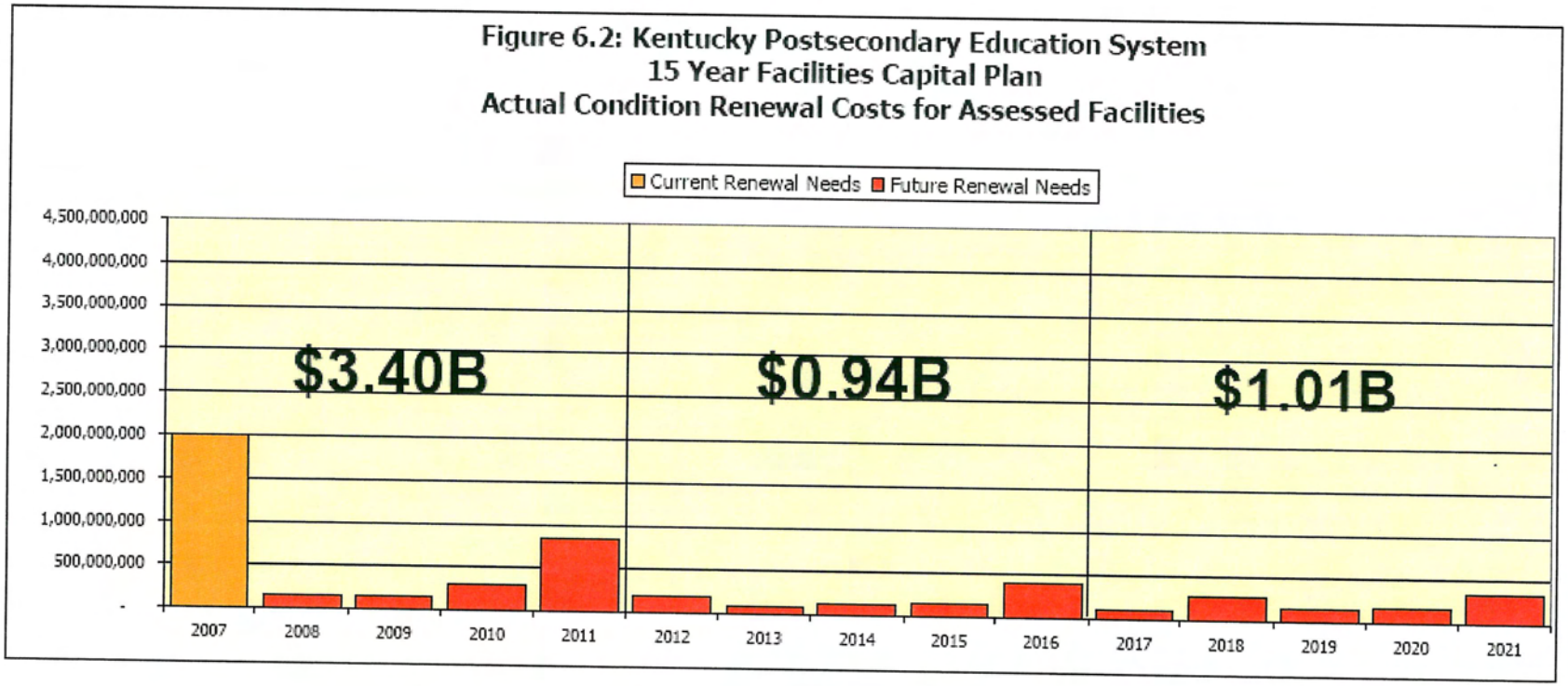
Total Needs for Study Portfolio

Summary of 15-year capital needs



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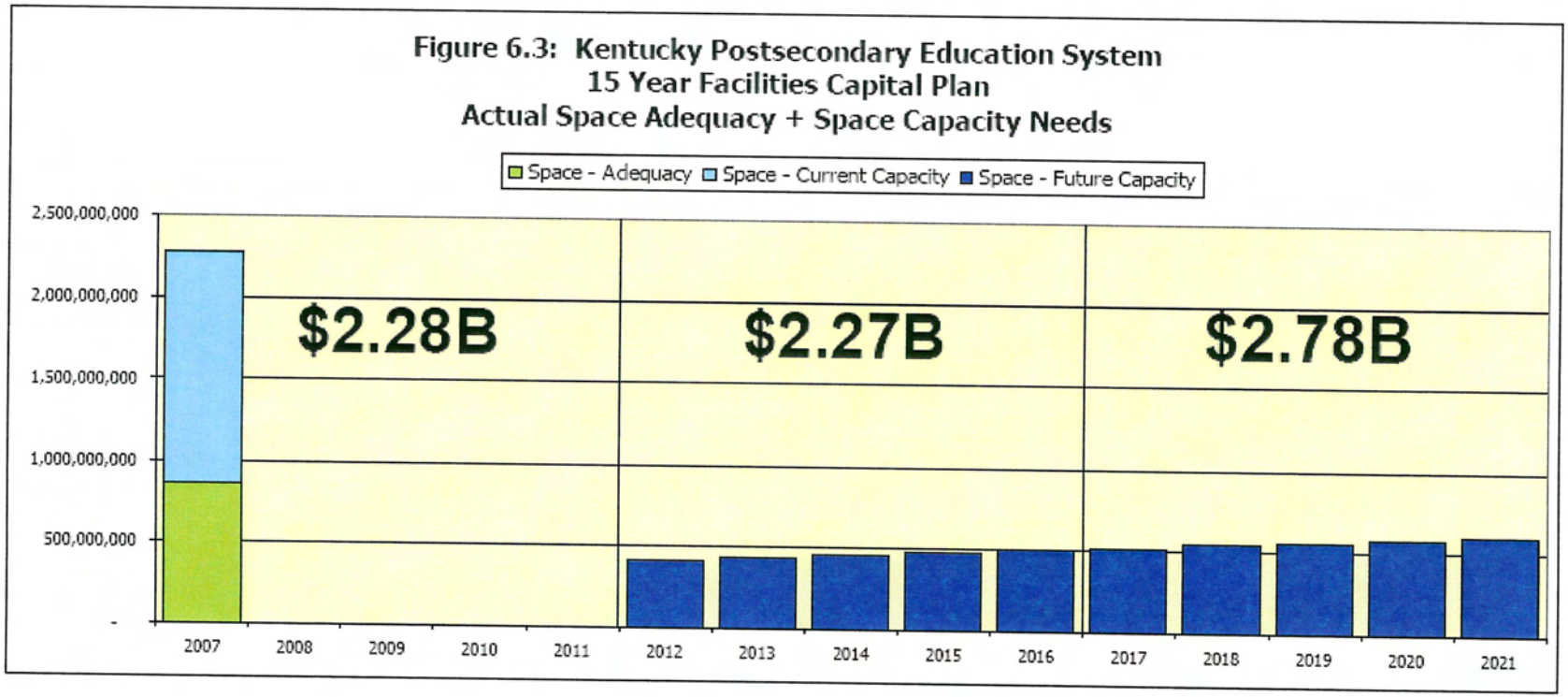
Summary of 15-year capital needs



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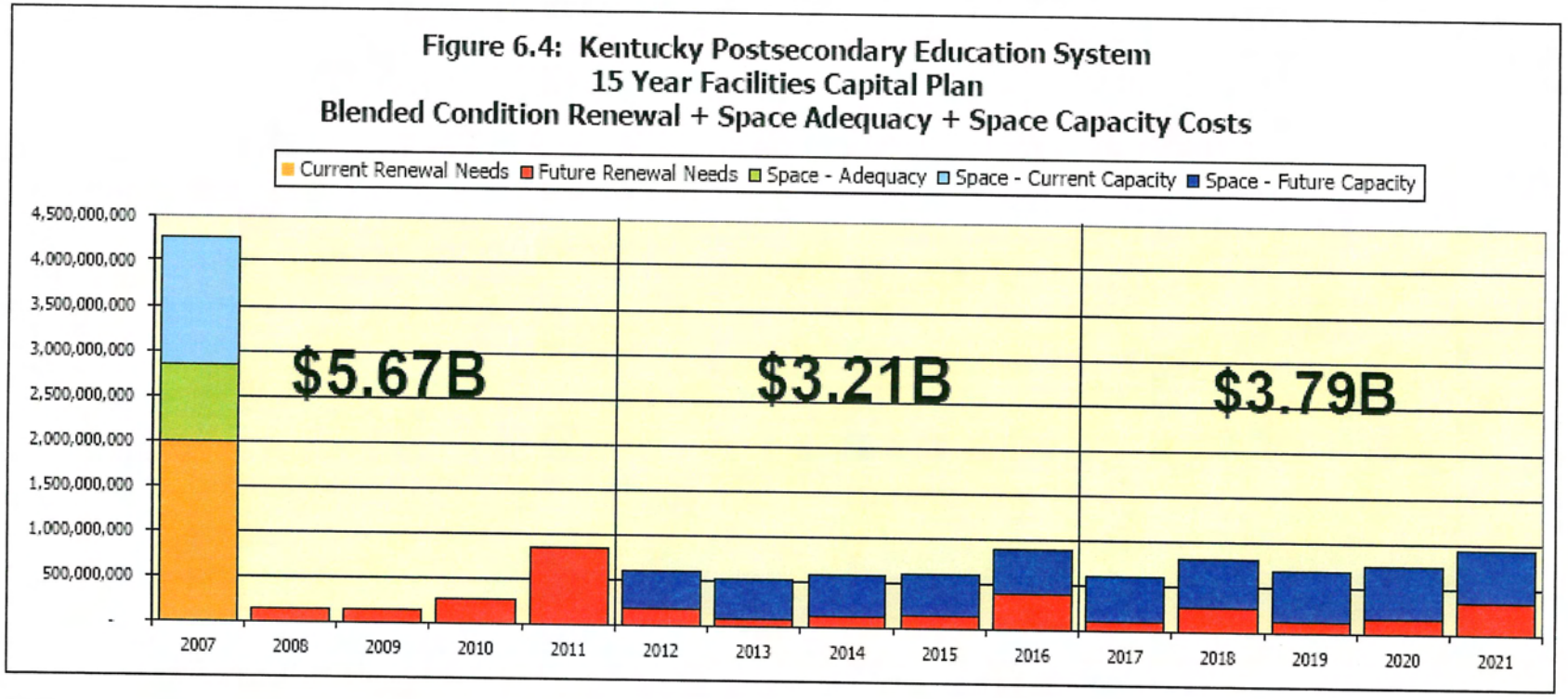
Summary of 15-year capital needs



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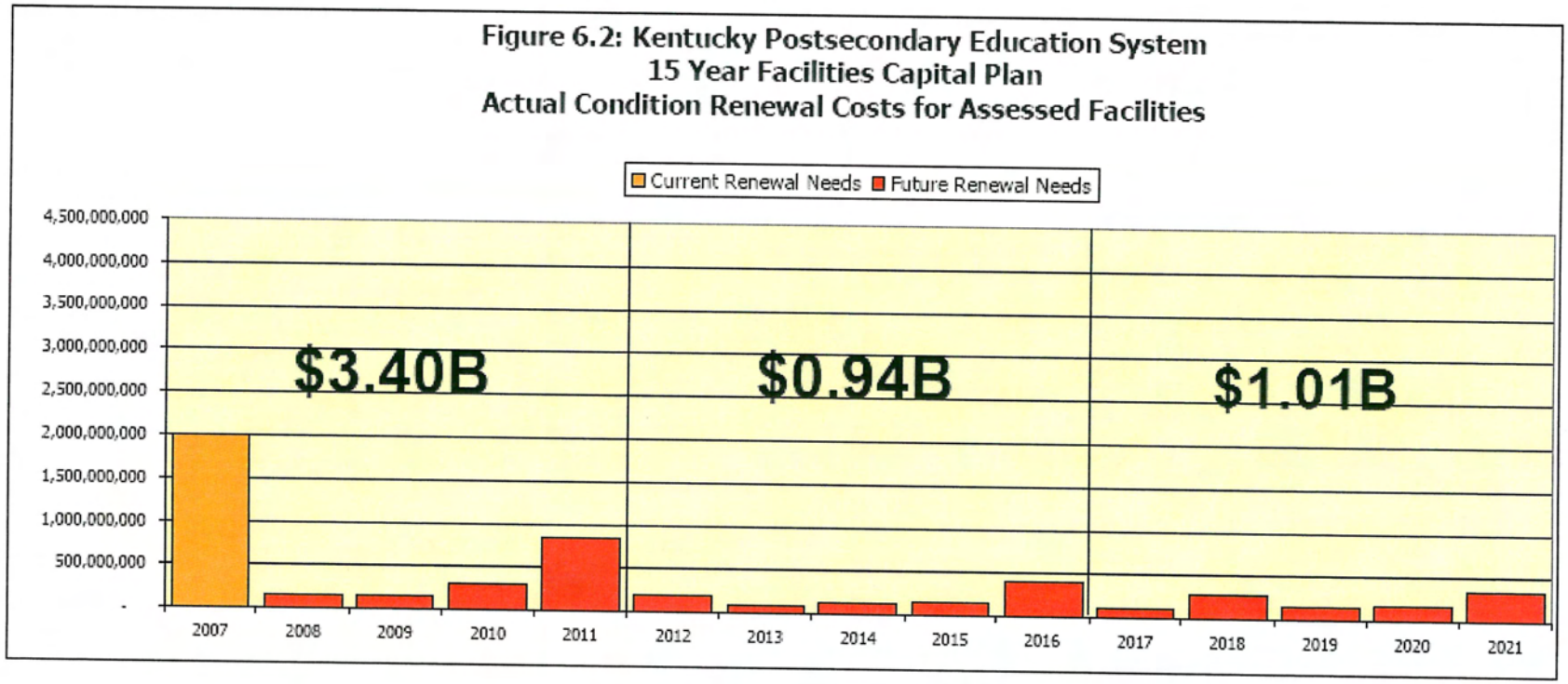
Summary of 15-year capital needs



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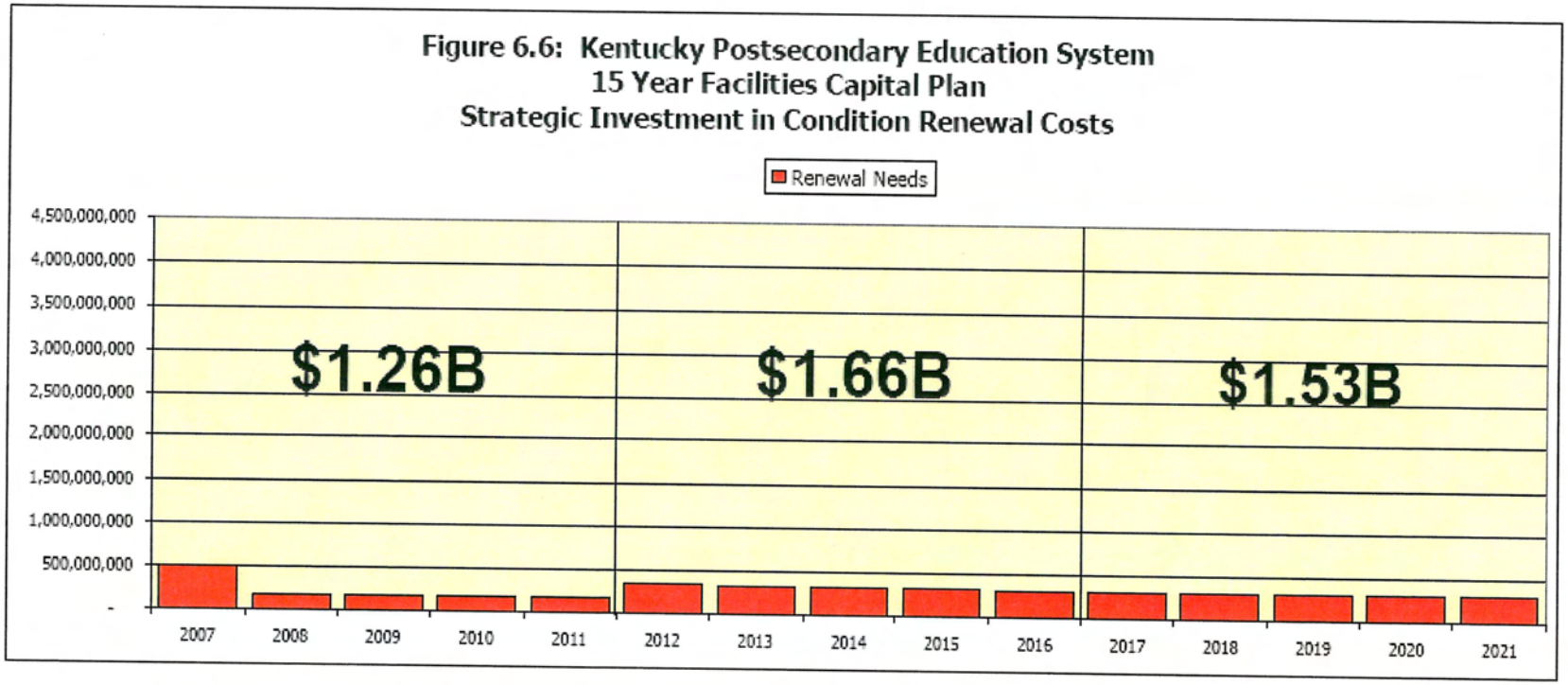
Capital plan to achieve "Good" condition rating



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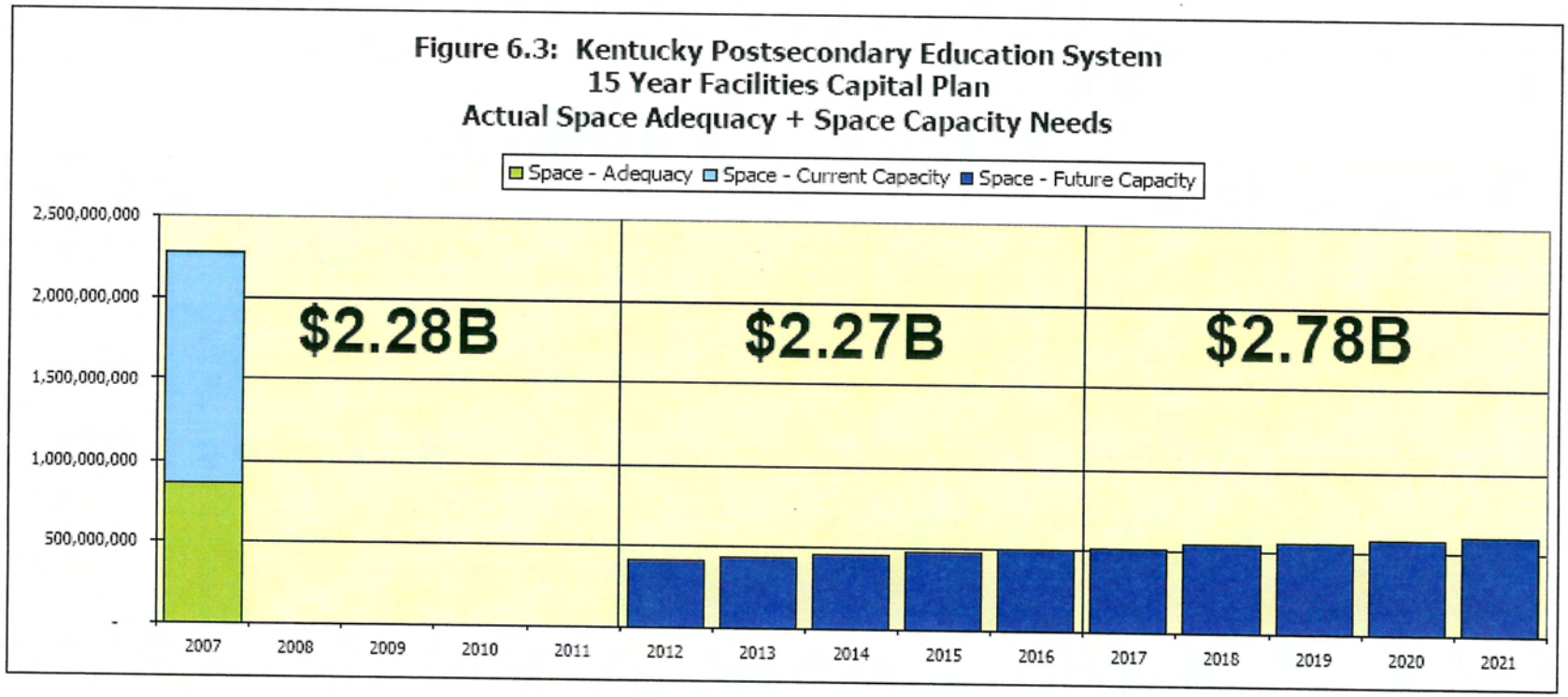
Summary of 15-year capital needs



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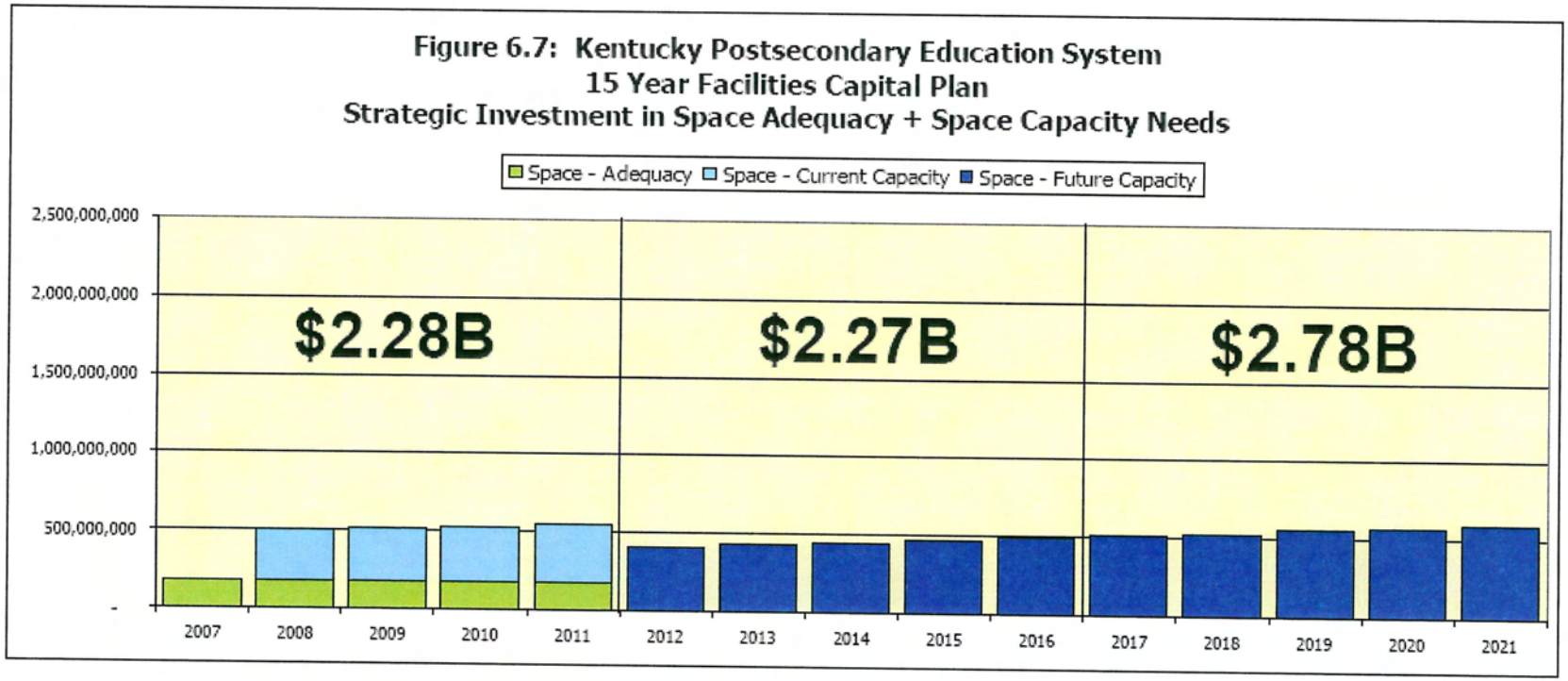
Capital plan to achieve "Good" condition rating



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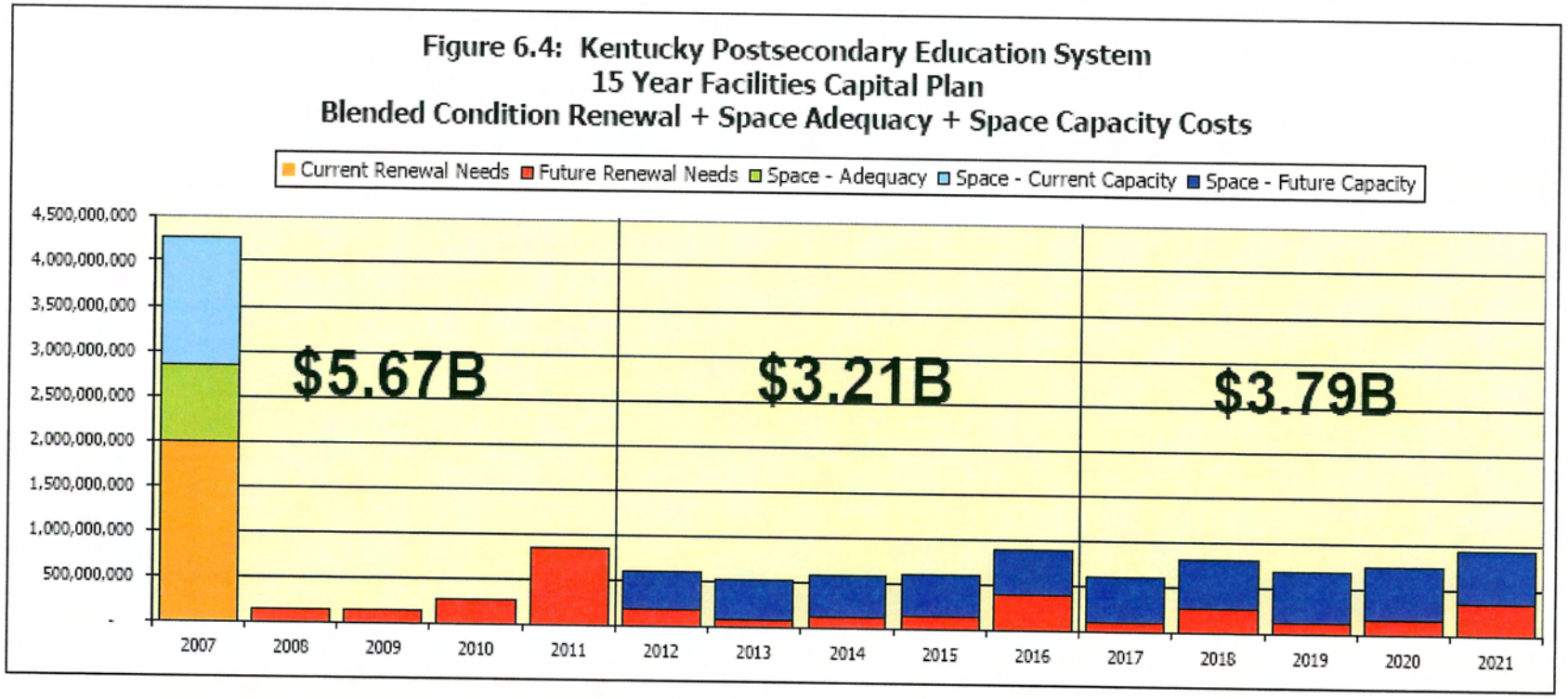
Summary of 15-year capital needs



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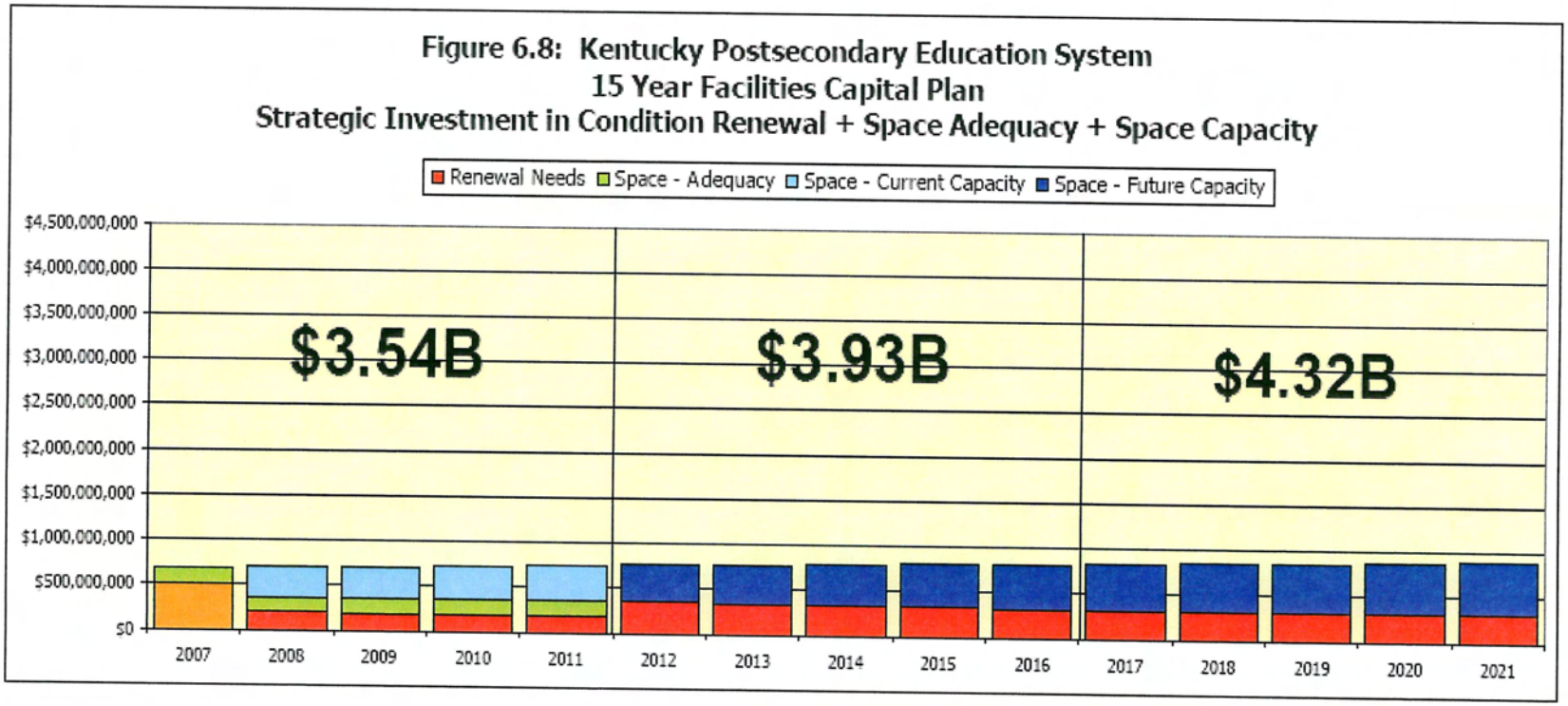
Capital plan to achieve "Good" condition rating



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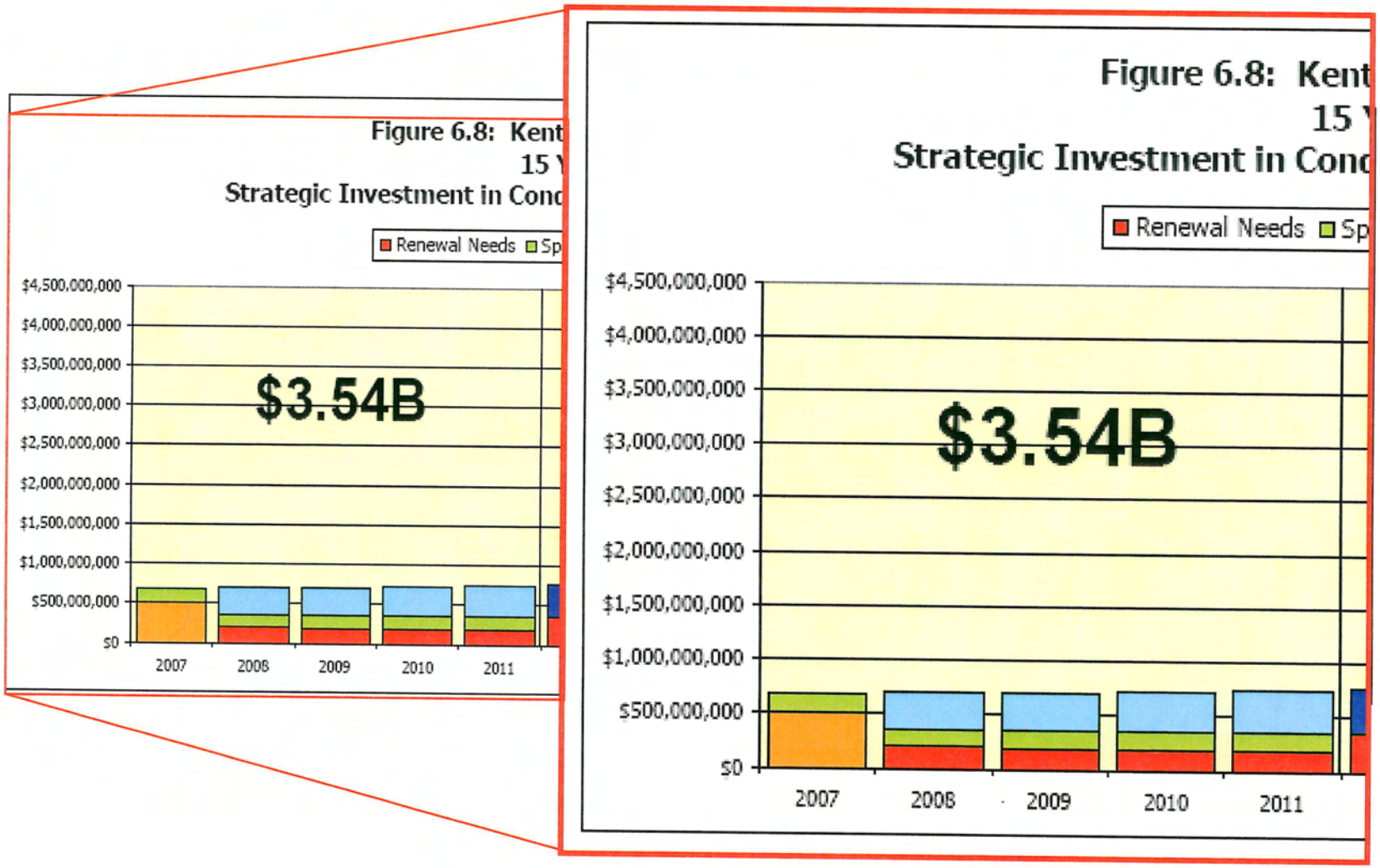
Capital plan to achieve "Good" condition rating



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Financing College and University Facilities

Dennis Jones

NCHEMS National Center for Higher Education Management Systems
3035 Center Green Drive, Suite 150 Boulder, Colorado 80301-2251

Financing of What?

- Renewal and Renovation Projects
- New Construction Projects
  - Auxiliaries
  - General Academic
  - Research

Funding Sources

- Students
- State Government
- Local Government
- Federal Government
- Donors
- Institutions

Primary Funding Patterns for Higher Education Facilities

Primary Funding Patterns for Higher Education Facilities

USES	SOURCES					
	Students	State	Local Govt.	Federal Govt.	Donors	Institutional Funds
Renewal and Renovation	—	Approp./debt	—	—	—	Approp./debt
New Construction						
• Auxiliary						
– Residential/dining	Use charges	—	—	—	—	—
– Recreation	Fees	Approp./debt	—	—	Gifts	—
• Academic facilities	Fees	Approp./debt	Debt	—	Gifts	Lease/purchase
• Research facilities	—	Approp./debt	—	Grants	Gifts	—

KPES Funding Patterns Worksheet for Higher Education Facilities

KPES Funding Patterns Worksheet for Higher Education Facilities

USES		SOURCES					
	Amount Needed, from 2006 Study	Students	State	Local Govt.	Federal Govt.	Donors	Institutional Funds
Renewal and Renovation							
• Condition/End of Life	$4.458m		Approp./debt				Approp./debt
• Space Adequacy	$862m		Approp./debt				Approp./debt
New Construction							
• Auxiliary	n/a						
2006 Capacity							
• Academic facilities	$902m	Fees	Approp./debt	Debt		Gifts	Lease/ purchase
• Research facilities	$515m		Approp./debt		Grants	Gifts	
2020 Capacity							
• Academic facilities	$3,415m	Fees	Approp./debt	Debt		Gifts	Lease/ purchase
• Research facilities	$1,633m		Approp./debt		Grants	Gifts	
TOTAL	$11,786m						

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Facility Condition Assessment & Space Study Project Presentation of Findings

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Council on Postsecondary Education
April 4, 2007

Developmental Education Task Force Recommendations

The Developmental Education Task Force was charged by the Council's Quality and Accountability Policy Group with developing a comprehensive plan to reduce the number of underprepared students and to better support and retain students who enter the institutions underprepared. The plan, "Securing Kentucky's Future: A Plan to Improve College Readiness and Success," was approved by the task force and released on February 12, 2007.

ACTION: The Quality and Accountability Policy Group recommends that the Council accept the six core recommendations identified in the Developmental Education Task Force 2007 report, *Securing Kentucky's Future: A Plan to Improve College Readiness and Success,* and refer the plan to the Budget and Finance Policy Group for review and implementation in the Council's 2008-2010 biennial budget request and to the Quality and Accountability Policy Group for programmatic implementation.

The task force recommended six core recommendations that will improve the college readiness and success of students in Kentucky. National and state leaders in developmental education were consulted and student preparation and outcome data were reviewed. The following six items are the priority actions recommended by the members:

1. **Update college admissions regulations** – Revise current guidelines for admission (13 KAR 2:020) to reflect best practices in student preparation and enrollment.

2. **Create an integrated accountability system tied to performance funding** – Develop accountability plans with educational partners that recognize important measures and targets for student success.

3. **Fund infrastructure improvement** – Fund infrastructure support and provide weighted funding for greater support for the enrollment of underprepared students.

4. **Align college readiness standards and tie to educator professional development** – Enhance student success through collaborative professional development programs.

5. **Better link educator preparation to college readiness** – Require the Education Professional Standards Board to include criteria for program approval that trains teachers and adult educators to diagnose and address learner problems.

6. **Develop early student interventions** – Use the implementation of the EPAS (Educational Planning and Assessment System) to develop collaborative interventions to improve college readiness.

Detailed descriptions, deliverables, and responsible partners are noted for each recommendation in the final report. A timeline for implementation of the core recommendations also is included. The report is available on the Council's Web site at http://cpe.ky.gov/committees/develop_ed/default.htm.

Council members will be asked to consider recommendations for changes to the college admissions regulations (13 KAR 2:020) at the May 2007 meeting in support of the recommendation of the Developmental Education Task Force.

Staff preparation by Jim Applegate and Sherri Noxel

Council on Postsecondary Education
April 4, 2007

Regional Stewardship Infrastructure Proposals

Eastern Kentucky University, Kentucky State University, and Morehead State University are seeking Council approval of their respective regional stewardship infrastructure plans. With that approval, each university will qualify to receive $200,000 in 2006-07 and $200,000 in 2007-08 infrastructure funds to support the development and maintenance of organizational structures, personnel, information systems, and community relationships necessary to sustain a viable stewardship program.

ACTION: The Quality and Accountability Policy Group recommends that the Council approve regional stewardship program infrastructure plans for Eastern Kentucky University, Kentucky State University, and Morehead State University.

On April 24, 2006, House Bill 380 was enacted by the 2006 General Assembly. The bill authorized funding of $1.2 million in 2006-07 and $3.6 million in 2007-08 for a Regional Stewardship Program. The Council approved guidelines governing the distribution and application of these funds at its May 2006 meeting. The guidelines stipulate that $1.2 million each year of the biennium will be used to bolster infrastructure at Kentucky's comprehensive universities in preparation for performing stewardship work. These funds are to be allocated among the six comprehensive universities in equal amounts of $200,000 per institution each year and will be used to develop and maintain organizational structures, personnel, information systems, advisory committees, and external partnerships necessary to sustain stewardship activities.

To qualify to receive infrastructure funds, each participating institution is required to submit a comprehensive plan to the Council for making regional stewardship a priority consistent with Council-approved guidelines and indicating how program funds will be used to support implementation of that plan. Council staff then provides detailed written feedback followed by meetings with the teams responsible for the plan at each campus. The university then provides a revised plan based on the written feedback and meeting discussion. All of this material is available on the Council Web site to support plan development at each university. Infrastructure plans for EKU (Attachment A), KSU (Attachment B), and MoSU (Attachment C) are presented for approval by the Council. A summary of each plan is provided below.

If approved, funds will be made available to each university to implement its regional stewardship plan according to the goals and timelines included in each. Funds will not be allocated to the institution on a recurring basis until the plan is fully implemented.

EKU's Infrastructure Plan

On October 2, 2006, EKU submitted its regional stewardship plan to the Council. A final revised plan was submitted February 2007. The plan includes a request for $200,000 in 2006-07 and $200,000 in 2007-08 Regional Stewardship Program funds. If approved, these distributions will fully utilize the university's 2006-08 infrastructure pool allocation.

About 80 percent of the requested funds will pay the salary and benefits for a full-time director and for reassigned faculty time to participate on the Regional Stewardship Faculty Committee. The remaining 20 percent of requested funds will support operating expenses, including travel and meeting costs for the Office of Regional Stewardship associated with the activities of the Regional Advisory Committee, and travel and professional development costs for each of the colleges. These proposed uses of infrastructure funds comply with guideline requirements for the stewardship program.

Listed below are selected components of EKU's stewardship implementation plan.

- EKU will establish an Office for Regional Stewardship with a full-time director.
- EKU will form a Regional Stewardship Advisory Committee (RSAC). The RSAC will be comprised of approximately 20 individuals, some of whom have existing ties with EKU through both formal and informal university advisory bodies. It is anticipated that the university president will convene the first meeting and attend regularly thereafter, as will other key university personnel.
- RSAC members will provide input into searches for key administrative personnel.
- EKU will partner with the region through the RSAC.
- A Regional Stewardship Faculty Committee will be created. It will consist of 12 quarter-time faculty reassignments representing each college. Committee members will serve as liaisons between the Office of Regional Stewardship and each of the colleges, provide information on funding opportunities for professional development activities, and monitor performance of regional stewardship projects in their respective colleges.
- Promotion and tenure policies will recognize and reward regional stewardship activities.
- RSAC will provide input to strategically focus service learning courses.
- The director of regional stewardship will serve on the EKU Service Learning Committee.
- The director of regional stewardship will monitor data collected from both campus and off-campus constituencies to identify and target areas of emphasis for regional stewardship activities.
- The director of regional stewardship will develop and implement a regional communication plan.

KSU's Infrastructure Plan

On November 15, 2006, KSU submitted a request to the Council for $200,000 in 2006-07 and $200,000 in 2007-08 Regional Stewardship Program funds. A revised plan was

submitted February 2007. If approved, these distributions will fully utilize the university's 2006-08 infrastructure pool allocation.

About 80 percent of the requested funds will be used to pay for the director, archivist, and administrative assistant for the newly created Regional Stewardship and Public Engagement Office. The remaining 20 percent of requested infrastructure funds will support center operating expenses, including travel for professional development and supporting stewardship initiatives, equipment and supplies, and costs or services associated with convening advisory group meetings, hosting public forums, and developing information/tracking systems. These proposed uses of infrastructure funds comply with guideline requirements for the stewardship program.

Selected components of the university's action plan are listed below.

- Regional stewardship and engagement will be incorporated into the campus five-year strategic plan.
- The mission statement will be revised to include the importance of regional stewardship.
- KSU will form a Regional Advisory Committee to guide the regional stewardship process. Representatives from campus leadership, administrators, and faculty will serve on subcommittees of the Regional Advisory Committee.
- The university will use its own funds for competitive grants and faculty release time to promote stewardship activities.
- The regional stewardship director will work with deans, chairs, the faculty senate, and other campus leaders to ensure that all campus bylaws, policies, and standard operating system manuals specify goals, criteria, standards, and performance measures related to stewardship.
- A plan for faculty release time to pursue regional stewardship activities will be devised.
- As part of the curriculum revision process, there will be a focus on incorporating service learning into core classes of the Integrative Studies Program.
- The regional stewardship director will work with campus officials to ensure that all recruitment materials reflect commitment to engagement.
- The university has already developed potential indicators of the effectiveness of engagement activities.

MoSU's Infrastructure Plan

On January 3, 2007, MoSU submitted a request to the Council for $200,000 in 2006-07 and $200,000 in 2007-08 Regional Stewardship Program funds. A revised infrastructure plan was submitted in March 2007. If approved, these distributions will fully utilize the university's 2006-08 infrastructure pool allocation.

About 60 percent of the requested funds will be used to pay salaries and benefits for a director, a service learning coordinator, a clerical support person, and five faculty/staff with .50 reassigned time (or equivalent) in the newly created Center for Regional Engagement.

The remaining 40 percent will be used for operating expenses, including computer equipment and software, marketing and public awareness, establishment of a Regional Advisory Council, faculty/staff professional development and travel, consulting/facilitator services, and survey processing. These proposed uses of infrastructure funds comply with guideline requirements for the stewardship program.

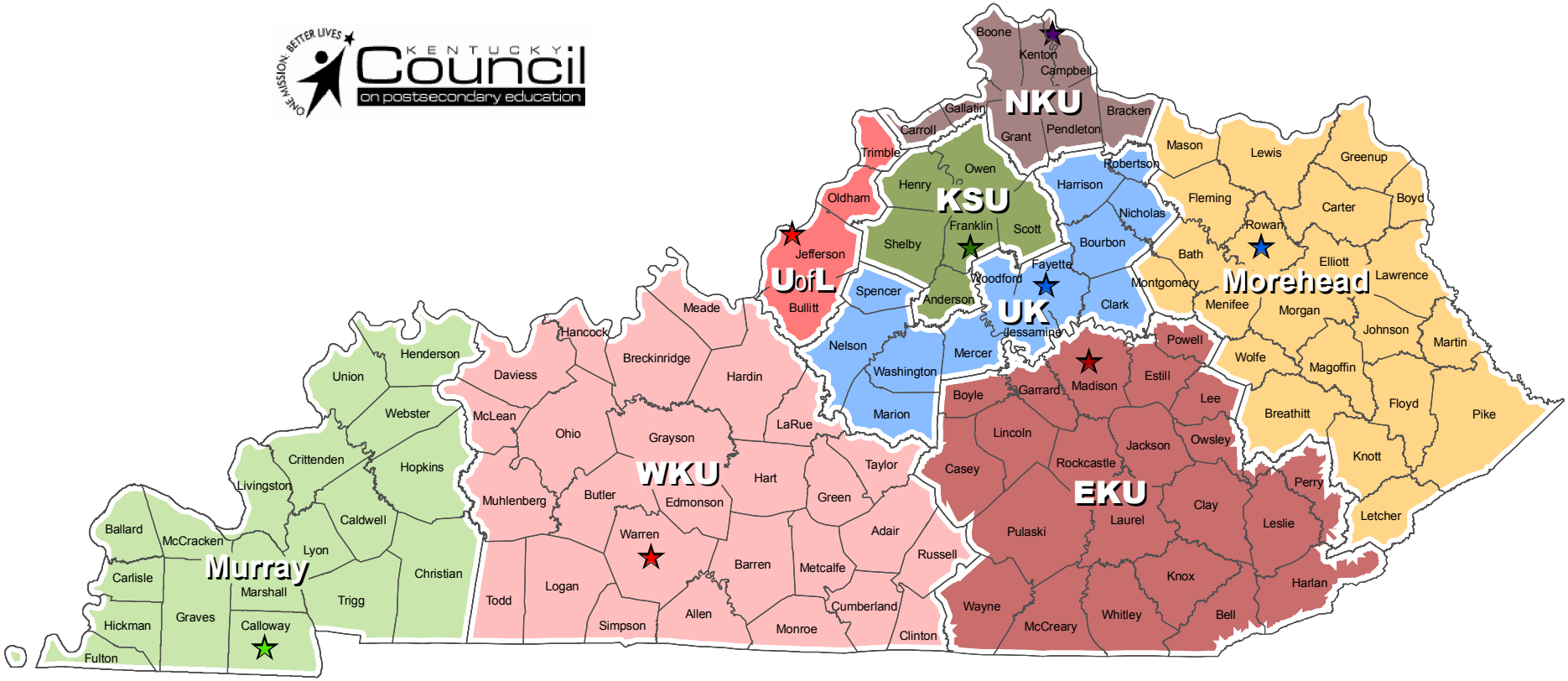
Selected components of the university's action plan are listed below.

- The Center for Regional Engagement will be created as a component of the Institute for Regional Analysis and Public Policy, which is the university's Program of Distinction.
- The university will form a Regional Advisory Committee to help identify regional needs and programming priorities for the Center for Regional Engagement and assist in assessing the center's effectiveness.
- MoSU will reallocate resources to facilitate the implementation of regional stewardship activities within the context of the university's strategic plan.
- The Center for Regional Engagement will be responsible for developing and securing extramural support for projects related to regional stewardship priorities and for encouraging collaboration between community needs and university expertise in various areas.
- The university will revise salary and promotion and tenure systems to provide more comprehensive rewards to faculty for public engagement activities.
- All departments will provide at least one service learning course or a course that incorporates public engagement as a major portion of course activities. The Regional Stewardship Program will provide resources to increase the range and scope of such offerings.
- MoSU will increase the amount of funding available for intramural faculty competitive grants related to regional stewardship.
- Faculty development activities related to regional stewardship will be substantially increased.
- The university will alter job announcement templates to include language reflecting interest in hiring professionals with expertise in regional partnerships and public engagement.

Staff preparation by Jim Applegate, Bill Payne, and Melissa Bell

Areas of Geographic Responsibility

Public Four-Year Postsecondary Institutions



August 15, 2006

Executive Summary

Located in Richmond, Kentucky, Eastern Kentucky University (EKU) has a distinguished record of one hundred years of educational service to the Commonwealth. EKU is a regional public institution of higher education that offers general and liberal arts programs and pre-professional and professional training in education and various other fields at both the undergraduate and graduate levels. While the primary mission of the University is dedicated to quality instruction, EKU also is strongly committed to utilizing the intellectual capital of its faculty and staff toward improving the lives of citizens in our service region.

Eastern Kentucky University is well poised to take advantage of the opportunity provided by the Regional Stewardship Initiative to better serve our region. The University just completed its 2006-2010 Strategic Plan and one of the cornerstones of the new plan is 'To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.' The specific and measurable objectives for community engagement are explicitly outlined in the Strategic Plan. In the proceeding months, all units within the University will revise their existing Action Plans to realign their objectives with the Strategic Plan and will include public engagement activities. Furthermore, the University has just completed a comprehensive review of its tenure and promotion policies to provide further assurances that the types of activities envisioned under the Regional Stewardship Initiative are suitably recognized in the promotion and tenure process.

This document spells out the Infrastructure Plan that will be adopted by EKU to foster the Regional Stewardship Initiative that consists of three key components. The plan calls for the appointment of a Director for Regional Stewardship, reporting to the Provost, within a newly established Office of Regional Stewardship. The second component is the formation of a Regional Stewardship Faculty Committee. At least one faculty member from each academic college will be assigned to this committee. The committee members will be responsible for coordinating stewardship activities within their own college as well as across other colleges and disciplines. The third component is the creation of the Regional Stewardship Advisory Committee. The members of the Committee will be selected from, but not limited to, community leaders in the areas of economic development, education, government, and public health.

The Regional Stewardship Advisory Committee will work with the Office of Regional Stewardship to establish a set of focus areas for the Regional Stewardship Initiative. The Faculty Committee will work closely with the Office of Regional Stewardship to develop projects designed to address the specific focus areas identified and defined by the University and the Regional Stewardship Advisory Committee. These projects, to be funded, in part, under Phase II of the Regional Stewardship Initiative, will be reviewed by the Advisory Committee to assure that they meet the establishing priorities set by the committee.

Mission/Vision/Strategic Plan

Eastern Kentucky University is engaged in an on-going strategic planning process involving the entire University community. The development of the Strategic Plan is a collaborative process that is driven by faculty, staff, and students, and includes input from our service region through focus groups.

The 2003-2006 Strategic Plan was just updated and the 2006-2010 plan approved (http://www.oie.eku.edu/spc/). Eastern Kentucky University campus leaders, in conjunction with the University community and external constituents, emphasize public engagement throughout the 2006-2010 Strategic Plan. The University mission statement reflects this commitment by recognizing service as a high priority. The mission statement follows:

> *Eastern Kentucky University is a student-centered, comprehensive public university dedicated to high-quality instruction, scholarship, and service.*

While the mission statement is intentionally broad, our commitment to public engagement, both through service and applied scholarship to meet regional needs, is clearly articulated through the University's Strategic Plan. The Strategic Plan is a hierarchical document consisting of five broad University Goals:

1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population.
2. To continuously assess and improve the services and infrastructure of the University to support and maintain high-quality programs.
3. To promote learning through high-quality programs, research and support services.
4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the university community.
5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

Under each goal are listed several Strategic Directions which define specific objectives. Finally, each Strategic Direction includes Key Performance Indicators (KPI's) that are measurable outcomes that guide us in our assessment processes.

The University's strategic planning process involves departmental planning, college planning, and administrative division planning. As part of the University's planning process, all units across campus are required to tie their action plans to the University's strategic plan and therefore are encouraged to incorporate service and public engagement into their goals and objectives, although the nature and scope of activities can vary from unit to unit. Regardless, all units are required to submit annual reports on their performance related to their action plans which are posted on a database management system (TracDat) that can be viewed across campus. The University's Strategic Planning Committee is charged with the responsibility of reviewing the annual reports to assure that performance outcomes are consistent with the unit's action plan that is aligned with the University's Strategic Plan.

The 2006-10 Strategic Plan is evaluated annually by the Strategic Planning Council based on feedback from the bottom-up. All planning groups (e.g. colleges, Graduate School, etc.) begin assessing their plans at the close of the fiscal year. In the early fall planning groups provide a report of their progress to the Strategic Planning Council who then review all these reports and provide individual units with feedback. Then the Strategic Planning Council identifies any areas of the Strategic Plan that are not adequately addressed by a majority of the appropriate units. During the spring semester the Strategic Planning Council meets to close the loop and make adjustments, as necessary, to the University's Strategic Plan.

Two of the five University Goals, Goal 3 and Goal 5, are directly related to public engagement. The strategic directions linked with Goal 3 include enhancing student learning through excellence in community service and implementing academic programs that meet the current and future workforce needs. Both of these strategic directions will be measured with key performance indicators directly linked to public engagement by requiring departments to involve students in community service and offer courses incorporating service learning and tracking activities through TracDat reporting.

The University's most direct link to the overarching objectives of the Regional Stewardship Initiative is articulated under Goal 5 of the Strategic Plan: "To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky." Related strategic directions set specific objectives for increasing collaborative projects and partnerships with business, community and educational entities as well as directing more of the University's research capacity to address specific regional needs. Additionally, the University has made a commitment under Goal 5 to develop and implement a marketing and public relations plan that will increase and enhance our engagement with external constituencies.

The 2006-2010 University Strategic Plan fully integrates service and applied scholarship into its vision, mission, and planning documents and, therefore, is broadly aligned with the goals and objectives of the Regional Stewardship Program with regard to public engagement. Since EKU's strategic planning process is both on-going and dynamic in nature, it is anticipated that the alignment of unit Key Performance Indicators will reflect the more specific Regional Stewardship Program goals as a result of implementing the program.

Although no significant changes in the University's strategic planning documents are immediately anticipated as a result of the Regional Stewardship Program, we recommend that the University strategic planning process be revised to include input from the Regional Stewardship Office and Regional Stewardship Advisory Committee that will be established under this program. This will provide the University Strategic Planning Committee with input for consideration with regard to needed modifications of the Strategic Directions and Key Performance Indicators in the plan.

With the establishment of an operational Office for Regional Stewardship as described below, the development and reporting of measurable goals and objectives related to regional stewardship will be integrated into the University's strategic planning infrastructure. The Office for Regional Stewardship will report to the Office of the Provost and the office's strategic plan will be incorporated into Academic Affairs' plan. The Advisory Committee, in conjunction with

appropriate University representatives, will be responsible for the development of the strategic plan for this initiative.

Planning/Budgeting

The University's budget contains regular allocations that directly support engagement activities through the Division of Continuing Education and Outreach and the Office of Graduate Education and Research. The University's Division of Continuing Education and Outreach supports community involvement in educational endeavors and provides a variety of programs supporting regional engagement. For the fiscal year ending June 30, 2006, total University expenditures related to engagement/community service was $4,581,469, of which $4,158,702 was through the Division of Continuing Education and Outreach. For the first quarter of the current fiscal year, total University expenditures related to engagement/community service stands at $1,334,196, of which $1,206,323 has been through the Division of Continuing Education and Outreach.

Engagement projects are frequently funded by external sources and EKU's infrastructure includes a unit to assist faculty and staff in securing funding. The Division of Sponsored Programs, administratively situated under the Office of Graduate Education and Research, helps faculty and staff in identifying and securing funds for sponsored research and service projects. Supporting an institutional focus in regional stewardship, service learning and a higher level of engagement, the Division of Sponsored Programs will assist interested faculty to identify sources of funding for projects that promote engagement within the Eastern Kentucky University service region, including engagement consistent with the goals and objectives of the Regional Stewardship Program.

What follows is information detailing sponsored research and service projects, by college or University administrative area, commencing since July 1, 2005. These projects are specifically related to the Eastern Kentucky University service region and the state of Kentucky because any sponsored activity that was clearly not related to these areas was removed from this analysis.

College Arts & Sciences:	$3,913,364
College of Business & Technology:	$1,599,066
College of Education:	$10,717,357
College of Health Sciences:	$5,297,387
College of Justice & Safety:	$59,001,101
Support & Administrative Areas:	$6,653,013
Total:	**$87,181,288**

The $87,181,288.00 total represents approximately 291 sponsored agreements. The funding sources for these sponsored projects include the Commonwealth of Kentucky (state funds), the United States Government (federal funds) and other entities (private funds). A small sampling of variety of work identified in the sponsored projects supporting regional stewardship includes agricultural and biological research, mental health and substance abuse training, rural hospital flexibility program, and rural community police training.

This $87M figure is particularly impressive because there are presently no identifiable University revenue streams that specifically provide incentives for individual faculty and departmental units to initiate engagement work. Despite the lack of faculty financial incentives for faculty to initiate engagement projects, clearly EKU is deeply engaged in the service region.

Sponsored programs involving regional engagement in our service region are supported through in-kind contributions and, to a lesser extent, through cash as project match. Additionally, institutional funds are used as the following examples illustrate:

- $141,660.00 in institutional funds will support the QEP initiative on Service Learning, beginning July 1, 2007;
- $150,000.00 in institutional funds is now supporting the operation of the Center for Economic Development, Entrepreneurship and Technology (CEDET) due to a loss in federal EDA funding beginning July 1, 2006.

Once sponsored program funds are secured, there are some financial rewards built into EKU's administrative structure. For instance, departments with faculty who are doing work on sponsored agreements may receive revenue from the sponsor in the form of indirect cost recovery agreements. Additionally, the QEP Service Learning Project, which will begin July 1, 2007, has incorporated some financial incentives. Faculty projects will be selected through a Request for Proposals process. Selected faculty projects will receive class release time, a project operations budget, student assistance, and a summer stipend to engage in scholarly work related to the project. These considerations are anticipated to fuel interest in submission of proposals for the competition.

The administrative process for making budgetary decisions links the strategic planning process to the budgeting process since budgetary priorities are identified through the Strategic Plan. The actual budget actions, however, are taken by the Budget Advisory Council, the group charged with making budgetary recommendations based on the Strategic Plan and administrative directives. The Regional Stewardship Program will follow this protocol. The Director of the Regional Stewardship Office will assume responsibility for assuring that regional stewardship budgetary priorities recommended by the Regional Stewardship Advisory Committee or other campus constituencies are includes in the budget process.

Funding provided by CPE to support the Regional Stewardship Initiative will be treated as a restricted account similar to other externally funded programs. As the Regional Stewardship funds are received by EKU, they will be segregated from other appropriations for budgetary tracking (including ROI) and accountability purposes. They will be loaded into the University's administrative system where appropriate monitoring and tracking mechanisms are in place. Regional Stewardship Program initiatives will be monitored within the restricted fund organization, program and activity codes.

Engagement Infrastructure

Eastern Kentucky University's public engagement infrastructure is distributed throughout the institution. Public engagement activities relating to teaching, research and service exist in every college, as do programs related to external engagement. Despite this distributed approach, formal organizational structures within EKU support public engagement in a number of ways. Most of these structural units are housed within Academic Affairs (http://www.academicaffairs.eku.edu/):

- The University's Service Learning Initiative is coordinated through the Office of Associate Vice President for University Programs (http://www.universityprograms.eku.edu/);
- Centralized support for Co-op and Applied Learning (Internship) opportunities are provided to the community through the Cooperative Education Program under the Office of the Associate Vice President for University Programs (http://www.coop.eku.edu);
- Assistance and support for faculty and staff seeking external funding for projects is provided by Sponsored Programs under the Associate Vice President for Research (http://www.gradschool.eku.edu/);
- Centralized support for a wide range of public engagement programs and activities is provided through the Division of Continuing Education and Outreach (http://www.eku.edu/campuses/):

In addition to the administrative units located within the Provost's Office are centers, programs and initiatives within each of the colleges. What follows are examples of these initiatives in each college, but this list is by no means complete.

The **College of Justice and Safety** (http://www.justice.eku.edu/), for example, operates two centers focused on external service: the Training Resource Center (http://www.trc.eku.edu/default2.php) and the Justice and Safety Center (http://www.justice.eku.edu/jscenter/). The Justice and Safety Center was formed by the College of Justice and Safety in response to the receipt of Program of Distinction status and works to advance public safety and security through research and evaluation, prototype development and testing, training, and technical assistance. It is at the forefront, nationally, in developing interdisciplinary approaches to the area of homeland security. The Training Resource Center is responsible for the management of a wide range of externally supported service projects including the Department of Corrections Training Project, the Juvenile Justice Training Center, the University Training Consortium, and the National Partnership for Juvenile Service.

The **College of Health Sciences** (http://www.health.eku.edu/) operates several programs with external focus, including the Bluegrass Farmworker Health Center. This project is a federally-funded migrant health center, located in Lexington, focused on optimizing the health of farm workers by providing affordable, culturally and linguistically competent, community focused primary health care (http://www.bfhc.eku.edu/).

The **College of Arts and Sciences** (http://www.cas.eku.edu/) operates numerous centers that are focused on external constituencies including the Center for the Study of Kentucky History and Politics (http://www.publicrelations.eku.edu/news/blanchard_center.htm), the Center for Economic Education (http://www.economics.eku.edu/CEE/), the English Language Instruction Program (http://www.eeli.eku.edu/), the Geographic Studies and Research Center (http://www.geography.eku.edu/), and the Institute for Government (http://www.instgov.eku.edu/). The Institute for Government is a public service branch of the University providing a wide range of contract or fee-for-services to state and local government and nonprofit organizations in the Commonwealth.

The **College of Education** (http://www.coe.eku.edu/) One example of a College of Education program that focuses on external service is the office is the Southeast/South-Central Educational Cooperative. The director of the office serves as the director of the Cooperative. The College of Education releases the director from his 6-hour teaching load to provide this leadership for the Cooperative. The COE, through its trust fund monies, fully funds the salary of an assistant director for the Cooperative. The Cooperative provides regular monthly meetings for its superintendents, the instructional supervisors/professional development coordinators, and the P-12 principals in the member districts. The Cooperative provides extensive professional development training for teachers, administrators, and non-certified staff in the 21 districts that hold membership in the Cooperative. Districts outside the Cooperative are invited to attend these professional development opportunities. The Cooperative also operates a Principals' Academy to address the job specific needs of the P-12 principals in its member districts. A menu of regular professional development opportunities for these building administrators is offered each year.

The **College of Business and Technology** (http://www.cbt.eku.edu/) operates two centers that are focused on external service: the Center for Economic Development, Entrepreneurship and Technology (CEDET) (http://www.cbt.eku.edu/cedet/) and the Small Business Development Center (SBDC) (http://www.eku.edu/siteindex/#C). CEDET links the resources of the University with the needs of businesses, industries, organizations and businesses to promote community and economic development. Functioning as a service unit of the University since 1989, CEDET's work has focused in secondary wood manufacturing, rural entrepreneurial business development, artisan-related economic development, and new economy business development. CEDET currently serves as the headquarters of the 46 county Eastern Innovation Region for the Department of Commercialization and Innovation with offices operated through contracts with Morehead State University, Ashland Community and Technical College and the City of Berea. The SBDC provides businesses with technical assistance and services targeting business growth and development. Serving fifteen counties in southern and eastern Kentucky, the SBDC operates offices in Richmond and Somerset.

While the University already makes significant contributions to the region through service and applied scholarship, the Regional Stewardship Program provides EKU with the opportunity to better orchestrate engagement inside and outside the University and further develop the service

activities in our region through this new source of funding. Perhaps most importantly, it provides a structure of engagement with our region to ensure that our focus reflects the region's identified need(s). EKU's administrative approach to infrastructure will be that of *centralized coordination* and *decentralized execution.*

Using this centralized coordination and decentralized execution approach, a new Office of Regional Stewardship will be formed, reporting to the Provost. The three key components responsible for coordinating Regional Stewardship activities will be the Office of Regional Stewardship, headed by the Director, The Regional Stewardship Advisory Committee, and the Regional Stewardship Faculty Committee. The Regional Stewardship Office will report to the Provost on administrative matters and have a dotted line reporting responsibility to the Regional Stewardship Advisory Committee. The Regional Stewardship Advisory Committee is the external group that drives the process by identifying needs and monitoring project performance. The Regional Stewardship Office will coordinate Regional Stewardship projects identified by the Advisory Committee through a workforce that may be located in any college or across multiple colleges. The selection of personnel will depend upon the nature of the problem to be address and the human resources required. There will be a Regional Stewardship Faculty Committee formed, with at least one representative from each college that will serve as an information conduit between the Regional Stewardship Office and each college and project.

Director for Regional Stewardship

The Regional Stewardship Director reports to the Provost regarding University administrative matters and to the Regional Stewardship Advisory Committee with regard to focus areas. The principal duties of the Director include:

- Serve as the full time senior administrator for the Regional Stewardship Program;
- Work closely with the Provost, the Regional Stewardship Advisory Committee, and the Regional Stewardship Faculty Committee to promote regional stewardship within the University Community and the region;

- Provide administrative support to the Advisory Committee and Faculty Committee;
- Develop and implement regional communication plan
- Manage the budget and administrative communications;
- Monitor the performance of RS projects;
- Work with the University Community to promote participation in RS activities;
- Serve as the liaison between the University and CPE with regard to RS;
- Engage in on-going public relations activities;
- Carry out recommendations on regional stewardship initiatives from the Provost or the Advisory Committees;
- Manage support staff;

Regional Stewardship Advisory Committee

To be truly effective, the new Regional Stewardship Program initiatives must represent a strong partnership between EKU and the region in addressing economic development, livable communities, social inclusion, improved P-12 schools, creative governance, and/or civic participation through public engagement activities initiative by EKU faculty and staff. In the best of circumstances the Regional Stewardship projects will pair existing capacity in the University with needs in the service region. EKU will partner with the region through the development of a Regional Stewardship Advisory Committee (RSAC). The members of the Regional Stewardship Workgroup will provide President Glasser with a list of proposed members and the President will extend the invitations to participate.

The RSAC will be comprised of approximately 20 individuals from the region representing a variety of interests including business, industry, education and politics. It is anticipated that the President of EKU will convene the first meeting and attend regularly thereafter, as will other key University personnel like the Provost, the Director of the Regional Stewardship Office, the Dean of Continuing and Outreach, the Associate Vice President for Research, and the Faculty Advisory Committee members.

The RSAC is an extremely important group because they will have the responsibility of identifying 2-3 Regional Stewardship focus areas the will drive our Regional Stewardship efforts. One of the key ways we plan to integrate the CPE Initiatives with existing regional stewardship activities is to draw upon existing regional advisory bodies – both formal and informal – in developing the Regional Stewardship Advisory Committee for the CPE-funded initiatives. For example, the Division of Continuing Education and Outreach has existing advisory boards composed of community leaders for each of the extended campuses in Corbin, Danville, Lancaster, Manchester and Somerset. Similarly, the College of Education maintains an advisory body composed of all of the school district superintendents throughout EKU's service region. Likewise, many academic programs including Nursing, Occupational Therapy, Business and Technology, Environmental Health Science, Communications, Women's Studies, Appalachian Studies, and the Office of Cooperative Education maintain active relationships with regional representatives for such ongoing efforts as placing intern and co-op students, developing student and faculty research projects, and guidance on curriculum development. Drawing upon these existing EKU engagement activities and relationships will increase the likelihood that the

CPE Regional Stewardship Initiatives can produce tangible success in both the short and long terms.

The principal duties of the Regional Stewardship Advisory Committee (RSAC) include:

- Serving as a representative of region;
- Identification of Regional Stewardship focus areas;
- Approving University proposals for the use of Stewardship funds in addressing regional stewardship focus areas;
- Participating in planning;
- Serving on committees;
- Liaison with region for project support;
- Public relations;
- Personnel and Program Performance Monitoring and Evaluation;
- Networking people and project ideas from region with RS Office.

Regional Stewardship Faculty Committee

Twelve quarter-time faculty reassignments will be available for faculty assigned to the Regional Stewardship Faculty Committee. However, each college will have at least one quarter-time participant on the Committee for a term of 2 academic years to assure cross-campus involvement and continuity. Time reassignment will be made on the basis of Regional Stewardship project need. Faculty assignments to the Committee will be made by the Dean of the College in consultation with the Regional Stewardship Office. The principal duties of the Regional Stewardship Faculty Committee (RSFC) include:

- Conduit of information between RS office and college;
- Attending monthly meetings of RSFC and quarterly meetings of the RSAC;
- Recruiting faculty;
- Assisting in proposal development;
- Serving as a clearinghouse for funding related professional development activities;
- Approval of proposals prior to forwarding to RSO;
- Cultivating and Leveraging opportunities;
- Monitoring performance of funded projects within college;
- Coordinating assessment efforts.

EKU anticipates launching a search for the Director by February 1, 2007. It is anticipated that the new Director will begin on or before July 1, 2007. The Regional Stewardship Workgroup will continue to move forward during this time by educating and informing the University Community about the initiative, developing a list of candidates to nominate to the Regional Stewardship Advisory Committee.

Recruitment/Professional Development

Recruitment

Eastern Kentucky University has approached Recruitment and Professional Development practices related to regional stewardship on a case-by-case basis, overall. However there are some notable exceptions. Regarding recruitment, every year EKU sponsors a New Faculty Orientation which includes a one-day bus trip into our service region. This orientation affords the opportunity to educate new faculty about the geography, the demographics, the economy, educational institutions and the assets of our 22 counties. We propose involving the Office of Regional Stewardship with the planning and execution of this annual event by inviting a member to serve on the New Faculty Orientation Committee.

Search Committees for key administrative positions (President, Provost, Associate Vice Presidents, Deans) are filled through a search process that typically includes an interface with external constituencies during the interview process. When candidates are interviewing on campus, forums are held to receive input from the University Community and external constituencies. This input is considered when the candidates are evaluated and a hiring recommendation made. With the establishment of the Regional Stewardship Advisory Committee, the University will revise its search procedures for key administrative personnel to specifically include input from this body through participation in open forums. The RSAC will then provide one collective evaluation of the candidate to the chair of the search committee. A similar process will be used for other administrative, faculty and/or staff positions when their work includes a significant regional stewardship component.

Advertisements and job descriptions for University positions for new positions engaged in regional stewardship will include language making clear that component. These advertisements and job descriptions will be developed on a case-by-case basis.

Professional Development

The principal on-campus source of professional development training and other activities regarding teaching is the Teaching and Learning Center (TLC) (http://www.tlc.eku.edu/). The TLC serves the University through a variety of faculty development activities, including one-on-one consultations, small-group workshops, learning communities, guest lectures, university-wide forums, and Center-sponsored conference trips. Through collaborations with Instructional Technology, Instructional Development Center, the Library, the Writing Center, Sponsored Programs, and the Training Resource Center, the TLC strives to answer the needs of the campus community across a wide spectrum; often serving as a conduit, bringing together faculty with just the right resource personnel. During the current academic year the TLC has been providing professional development training and forums on several topics related to regional stewardship including:

- Service Learning
- Grant Writing
- Campus Compact Program

EKU's Quality Enhancement Plan's (QEP) theme follows: "EKU will develop informed, critical and creative thinkers who communicate effectively". The QEP has embraced key concepts related to regional stewardship and has identified service learning as one of our campus-wide projects. The QEP will make professional development funding available in support of QEP-related activities, including service learning.

It is anticipated that the Office of Regional Stewardship will serve as a clearinghouse for funding additional professional development activities for faculty and staff.

Incentive/Reward System

At the present time, there is wide variation among academic departments regarding appropriate recognition of community service related activities within the University's tenure and promotion and merit review procedures. While most academic programs give consideration to appropriate community engagement activities, there is no uniform recognition of these activities. An effort to remedy this situation was initiated in 2003 with the publication of a report by the University's ad hoc Committee on Tenure and Promotion. The result of the report was a comprehensive review of the University's policy on tenure and promotion conducted by the Faculty Senate.

The Faculty Senate passed the new Tenure and Promotion policy in Fall 2006. The new policy explicitly recognizes the types of activities envisioned under the Regional Stewardship Initiative and formalizes on a University-wide level appropriate recognition of stewardship activities in the promotion, tenure, and merit review processes. The importance of formal recognition of civic engagement activities in the promotion and tenure process cannot be overstated. The new policies along with the University's increasing emphasis on scholarship in general, and the scholarship of application to regional issues under Goal 5 of the new Strategic Plan in particular, will provide greater incentives for faculty to engage in activities that support and strengthen our service region

With the passage of the new Tenure and Promotion policy by the Faculty Senate, academic colleges and departments have been charged with revising their own Tenure and Promotion guidelines to assure consistency with University policy. Thus, the Regional Stewardship Initiative comes at a very opportune time. The program will provide both visibility and focus to assure that public engagement activities are suitably recognized within the promotion and tenure guidelines of the academic departments. Members of the Regional Stewardship Faculty Committee from each College will conduct a review of the tenure and promotion guidelines of individual departments and provide input for the explicit recognition of these activities. Changes to the departmental promotion and tenure guidelines should be completed within the next 12 months.

Eastern Kentucky University, along with many other comprehensive institutions, already provides *implicit* recognition of engagement activities similar to those envisioned under the Regional Stewardship Initiative. The recognition of these activities follows from the Boyer Model that encourages institutions to include, as appropriate, the scholarship of integration, the scholarship of application, and the scholarship of teaching, within their faculty evaluation processes. These activities, along with other civic engagement activities that focus on

community service, are closely aligned with the objectives of the Regional Stewardship Initiative. However, an objective of the Regional Stewardship Office at Eastern Kentucky University will be to assure that these activities are *explicitly* identified in our promotion and tenure criteria. As indicated above, colleges and departments have already begun the process of revising promotion and tenure documents to meet the new guidelines established by Eastern Kentucky University. Once the Office of Regional Stewardship is established, it will utilize the expertise of the Regional Stewardship Faculty Committee to implement review of college and departmental promotion and tenure guidelines and provide an assessment to the Director of Regional Stewardship and the Provost. At the end of the process, the Regional Stewardship Faculty Committee will forward to the Director of Regional Stewardship copies of all promotion and tenure policies that, in their view, adequately incorporate regional stewardship activities. Departmental policies that fail to meet their criteria will be identified, along with either an appropriate plan for modification of the promotion and tenure guidelines or a suitable justification for the exclusion of these activities within the specific departmental promotion and tenure guidelines.

Beyond tenure and promotion and merit evaluation processes, there are currently no formal incentives at the departmental or individual level directly targeted to public engagement. It is clear however, from the breadth and depth of the University's activity in this arena, that departments and faculty members have taken it upon themselves to be actively involved in service to the region. Faculty and professional staff have sought and succeeded in obtaining external funding to support many of these activities. The University's Center for Economic Development, Entrepreneurship and Technology, the Environmental Research Institute and the Martin County Water Project are just a few examples of grant-supported projects that have played vital roles in addressing critical areas of need in Eastern Kentucky. The University supports many of these projects by providing matching funds for externally funded projects.

Learning Environment

Within the last year, public engagement learning activities have been embraced at EKU in new and exciting ways. This new area of emphasis is articulated in specific community service and service learning language in the new 2006-2010 EKU Strategic Plan; the elevation of an ad hoc service learning advisory committee to an officially recognized standing University Committee, the EKU Service Learning Committee; and the inclusion of service learning in the EKU Quality Enhancement Plan (QEP) of SACS reaccredidation. The timing of the Regional Stewardship Program is perfect to leverage these learning initiatives with the program's goals and objectives.

The EKU 2006-2010 Strategic Plan, Goal Three states:
To promote learning through high quality programs, research and support services.

The strategic directions associated with the goal are to:

- Enhance student learning through excellence in community service;
- Develop and implement methods to document number of university-sponsored community service activities;

- Develop and implement methods to document number of university-sponsored Service Learning* Courses;
- Increase the number of student participants in university-sponsored community service activities;
- Increase the number of student participants in university-sponsored Service Learning* Courses.

Service learning classes have been taught on EKU's campus for several years at the individual initiation of interested professors. Recognizing the benefit of becoming more intentional about its civic engagement activities, the EKU Service Learning (SL) Advisory Committee was formed in Fall 2005 as an ad-hoc group with representation from all areas of campus. This group met every two weeks during 2005/06 to "promote University-wide integration of service learning and civic engagement at Eastern Kentucky University through teaching, learning, research and service." The SL advisory committee established its vision, mission, and goals and proceeded with several activities including:

- Conducting a campus-wide survey to assess the level of service-learning and civic-engagement activities imbedded in the curriculum throughout he academic programs offered by the University;
- Establishing a Service Learning Website;
- Operationally defining service-learning and civic engagement for the EKU community;
- Forming a grant-writing team to submit the Learn and Serve America proposal;
- Conducting a campus-wide event "A Conversation on Service Learning" in Fall 2006 that discussed work of the EKU Service Learning Committee, a presentation by the Kentucky Campus Compact representative, and a panel of EKU faculty and students who have been involved in service learning activities.

Through survey research, the SL Advisory Committee learned that there was significant activity centered on civic engagement and service learning through its survey, identifying these activities in 29 of 36 academic departments and partnerships with over 70 community members. The Executive Summary of the survey can be found at: http://www.ir.eku.edu/web/survey&Studies/pdf/Service%20Learning/Service%20Learning%20Survey%20-%20Executive%20Summary.pdf

At the same time that the SL Advisory Committee was working to promote civic engagement activities, it successfully integrated a service learning program into the QEP with a financial commitment from the university of $141,660. This initiative will promote faculty engagement in service learning projects as an academic experiential educational method in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, develop critical thinking skills, and develop an enhanced sense of civic responsibility. The project goal is to enhance student development as informed, critical and creative thinkers who communicate effectively through service learning activities. Learning objectives for this initiative include:

- Students will demonstrate an understanding of a subject matter and how it applies to **real** problems;

- Students will demonstrate an appreciation of the complexity of a social problem through the synthesis and evaluation of various ideas;
- Students will demonstrate oral communication skills through reflective discussions and project presentations;
- Students will demonstrate communication skills through reflective written assignments;
- Students will demonstrate the basic skills necessary for critical and creative thinking.

Student learning objectives will be assessed through various assignments developed by the individual instructors, as well as an assessment tool developed by the Civic Engagement and Service Learning Advisory Committee, based on the widely used Service Experiences (SE) Survey.

Other public engagement learning activities in the last few years include:

- Becoming a participant in the American Democracy Project (ADP), a team effort between the New York Times and the American Association of State Colleges and Universities (AASCU) to "increase the number of undergraduates who are committed to and capable of engaging in meaningful civic actions."
- Joining the Kentucky Campus Compact (a coalition of college and universities who are committed to fulfilling the public purposes of higher education) and has met with the representative on a few occasions.
- Creating a new office, the Office of Community Service & Student Engagement, a division of Student Affairs.

The Regional Stewardship Program is occurring at a time that will have a significant impact on the learning environment at EKU. Given the focus on community service and service learning in the EKU Strategic Plan and the QEP, EKU is well poised to organize serious community service efforts that are linked to student learning.

The implementation of the Regional Stewardship Program will strengthen and broaden the University's ongoing activities in these areas. The Regional Stewardship Project funds will provide opportunities to formalize the relationship between the needs of the community and University resources, particularly in regards to student learning. The input from the Regional Stewardship Advisory Committee will strategically focus service learning and the Committee will provide a new conduit to regional constituents in need of assistance and interested in partnering with a service learning class. The connection between service learning and the Regional Stewardship Program will be reinforced by the membership of the Service Learning Committee because the Director of Regional Stewardship, representatives from the faculty coordinators in the academic colleges, and a member of the Regional Stewardship Advisory Committee (RSAC) will serve on the EKU Service Learning Committee. This inclusive structure will ensure that the RAC is kept up-to-date on learning initiatives related to service learning.

The Service Learning Quality Enhancement Plan begins July 2007. A coordinator and service learning consultant will be hired to implement the project—another demonstration of

institutional commitment to this initiative. The SL committee chairs will meet with the Director of Regional Stewardship as soon as s/he is hired to coordinate the inclusion of representatives from RSAC and academic departments.

Information/Reporting Systems

Identification of key indicators of engagement activity will be an important component for the success of EKU's Regional Stewardship Program. Eastern Kentucky University (EKU) has implemented a fully-functioning, comprehensive, and integrated process for planning, assessment, and reporting of academic programs and departments, and for administrative and educational support units. This process incorporates the setting of meaningful goals and objectives, development and implementation of multiple direct and indirect measures to ensure that objectives are being accomplished, and the use of the results of those measures to inform improvements in academic programs and educational support operations. The university has identified in its 2006-2010 Strategic Plan: Moving Forward Together, as one of its primary goals to increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern Region of Kentucky. To accomplish this goal several strategic objectives have been articulated. Two specific objectives to enhance regional stewardship have been identified: To enhance EKU's sense of stewardship of place by increasing its commitment to southeastern Kentucky, and to enhance partnerships with business, community and educational entities (2006-2010 EKU Strategic Plan). Through the university's planning, assessment, and reporting infrastructure, individual units are required to show linkages to each of the primary goals and strategic directions of the university, including those that enhance regional stewardship.

The Regional Stewardship Program Director will work with CPE staff and other identified partners to develop a uniform set of key indicators and will work to ensure these indicators are communicated to all units within the campus community. Specific data collection and reporting activities will be implemented for communication to the Regional Stewardship Advisory Committee, CPE, and other important constituency groups. The Regional Stewardship Director will also work to ensure that the data collection and reporting activities are institutionalized and that the already established goals and directions of the university, especially those specific to regional stewardship, will be enhanced by the data collection and reporting activities specific to this initiative.

EKU's mission focuses on high quality instruction, service, and scholarship, all of which center around student learning and student success. Every unit – both academic departments and educational support units – documents the degree to which it is achieving both educational objectives as well as planning objectives, and how it is using the results of its measures to improve student learning and support services. Both campus and community interactions that foster contributions to diversity initiatives, enhance constituency engagement, and enhance community and business partnerships are collected. The university utilizes a specific software application (Trac Dat) to maintain a centralized repository of information. Individual academic and administrative units submit data for review via this electronic repository.

In addition to Trac Dat, another database may prove to be effective for the purposes of tracking campus and community interactions. The College of Business & Technology in conjunction with Information Technology & Delivery Services, are piloting Digital Measures, a software program designed to assist faculty in tracking their research, scholarship, and service activities. Assuming the pilot is successful, this software will serve as another source in the gathering of faculty engagement activities with the community/region.

The Quality of Life indicators for EKU's service region are not all that different from the rest of the Commonwealth, or the nation as a whole. Key indicators include degree of educational attainment, per capita income, cost of living index, environmental quality, quality and strength of local governments and service organizations, availability of economic opportunities, and the health of its citizenry, to name a few. The Regional Stewardship Director will facilitate the collection and dissemination of environmental data necessary to identify regional needs and opportunities that will guide the development of a strategic plan specific for the Regional Stewardship Initiative. Environmental scanning activities will be conducted in conjunction with various stakeholders, including the advisory committee, faculty coordinators, and others members of the campus community.

With the implementation of the Regional Stewardship Initiative, the existing planning, assessment, and reporting infrastructure will be revised to incorporate specific reporting requirements to measure EKU's success in meeting needs as identified by CPE and the Regional Stewardship Advisory Committee.

One of the primary responsibilities of the Regional Stewardship Director will be to monitor the data collected from both campus and off-campus constituencies to identify and target areas of emphasis for regional stewardship activities.

The implementation of data tracking will occur upon approval by CPE of EKU's proposed infrastructure. Immediately upon approval staff will begin working with CPE, the Regional Stewardship Advisory Committee and other partners to establish baseline indicators that will incorporated into the university's current data collection and reporting structure. Data collection could begin as early as the start of the 2007 Fall Semester. The final set of indicators will be identified when program staff meet with the Advisory Committee and develop a plan for EKU's service region. It is anticipated that data collection could then begin during the 2007-2008 academic year.

Campus/Community Interaction

EKU has a rich history of commitment to the region and communities that we serve and EKU's faculty, staff and students engage frequently and purposefully with a variety of constituencies throughout the Commonwealth. Since "service" is clearly addressed in EKU's mission statement, participation in such engagement is part of the fundamental fabric of our institution. The six core values stated in EKU's "Moving Forward Together Strategic Plan 2006-10" are closely related to this service element of our mission. These include: 1) Civic Responsibility and Civility, 2) Dignity and Diversity, 3) Excellence and Innovation, 4) Opportunity and Access, 5) Shared Governance and Collaboration, and 6) Student Success. When examined even more

closely, these core values result in a wide variety of Key Performance Indicators that relate to the learning outcomes, curricula, student activities, faculty and staff participation, and administrative policies and procedures. This system assures that "service" is included and evaluated within every departmental and unit plan of our institution. Rather than detail each of these various activities, this response will focus upon two key types of EKU engagement with our surrounding communities: 1) seeking community inclusion in EKU's "internal" planning processes, and 2) having EKU faculty, staff, and administrators included in planning efforts of the "external" communities.

Prior to the development of EKU's "Moving Forward Together Strategic Plan 2006-10," several external "stakeholders" were invited to participate in a series of public forums to help us conduct a "360 SWOT" analysis. Members of the business and industry community, representatives from city, county, and state government agencies, and the public-at-large were invited to participate in these discussion sessions that were held at different times in each of the communities where EKU has a campus or center. The results of these discussions were then summarized and used in the strategic planning process. This quest for information went well beyond the more highly structured mechanisms such as the Board of Regents, program-specific advisory boards and councils, and other department-specific bodies that are composed of members of the communities served. EKU uses these structured advisory boards and councils to gain input and guidance as we develop plans on the departmental and unit level aimed at service to our region. In addition to the boards and councils currently existing, the EKU campuses in Corbin, Danville, Lancaster, Hazard, and Manchester are in the process of forming similar community-based advisory boards. It is through these and other contacts with the communities we serve that EKU is able to gain more accurate input relating to the needs of our communities. Then we can adapt our own plans to better meet these needs.

While gaining input from the communities served for EKU's "internal" planning is vital to making EKU responsive to community/regional needs, it is also incumbent upon the leadership of EKU to foster the strategic planning efforts of our constituents as well. Toward this end, many campus leaders participate in planning or advisory groups that transcend traditional governance boundaries to address regional problems. A representative listing of such involvement would include the following.

- Dr. Norman Powell is Director of KECSAC
- Dr. Dorothy Combs chairs the state level P-16 Council
- Dr. William Thames is the Director of SE/SC and the Kentucky Teacher Internship Program
- Dr. Nancy Thames is the Director of the Student Service Consortium Center for Americacorps
- Ms. Tammy Cole serves as an officer in the Bluegrass Business Consortium
- Dr. Byron Bond and Ms. Cheryl Stone serve on the Madison County Economic Development Commission
- President Joanne Glasser, Dr. Robert Rogow, and Dr. Byron Bond serve on the Richmond/Madison County Chamber of Commerce Board (Dr. Byron Bond is the Vice-President for Economic Development of the Chamber)

- Directors of the EKU campuses in Corbin, Danville, and Manchester serve on local P-16 Councils

The list of these sorts of involvement in community and regional planning groups could go on, but it may suffice to say that the above listing is only a small sample of such activity. In many of these cases, the agencies are striving to develop strategic plans to address specific or general needs of the region. In addition to leadership and involvement, EKU, often provides facilities/space for meetings, secretarial support and, in some cases, budget management for these efforts.

As can be concluded from the discussion above, EKU is clearly dedicated to providing appropriate leadership and stewardship for the region served. Campus leaders from nearly every segment of the University seek to build and deepen their relationships with the community/region served in an effort to positively impact the economy and quality of life within the region. While this involvement is purposeful and widespread, one element that appears to be lacking is an over-all coordinating agency/entity within the structure of EKU to coordinate and provide oversight to these efforts. The establishment of the Office or Regional Stewardship, and the close collaboration between that Office and the Regional Stewardship Advisory Committee, will provide the focus for a more coordinated approach between the University and region in assessing and addressing regional needs. One of the challenges will be to maintain the broad level of participation that the current system has produced. The absence of over-all coordination and oversight encourages direct involvement of many academic faculty and administrators since they seen "ownership" of the resulting plans, etc. However, one of the negative results is that many separate entities with very similar missions perform similar functions, resulting in duplication of efforts, fiscal inefficiencies, and, often, confusion of responsibilities. It will be necessary for EKU to shed this traditional model of engagement and outreach if we are to prepare our region to engage more-fully in a knowledge-based economy.

EKU intends to follow the national trend that is clearly in the direction of an academically decentralized and administratively centralized structure. This is very similar to what the majority of our peer institutions in Kentucky and EKU's benchmark institutions have moved to recently. It is seen that such a structure will retain/maintain the direct involvement of academic faculty and administrators while providing enhanced coordination of public service, continuing education, and all stewardship activities. This structure will enhance revenues by increasing efficiencies in the use of resources, including human resources, materials, and infrastructures. In short, this structure will provide each of the entities involved in stewardship with a more complete "portfolio" of services in order to better meet the needs of the communities served. Also, these entities will have a more unified "voice" for determining institutional strategic directions and appropriate institutional change and will provide for a more effective "focus" of our efforts. This structure will provide for a single point-of-contact for external constituencies seeking information and services from EKU. In addition, the establishment of the Regional Stewardship Advisory Committee will strengthen the ties between the University and the region and provide additional opportunities for dialog between key campus constituencies and community leaders.

It is anticipated that the new internal structure will be implemented immediately upon receipt of CPE funds. At that time, the Regional Stewardship Workgroup that has been charged by the President with initiating the program will begin screening candidates for the Regional Stewardship Advisory Committee. The Workgroup expects to compile a list of candidates for consideration by the President or her designee. Appointment of members to the Regional Stewardship Advisory Committee will be completed within two months. At that time, the detailed discussions will begin and appropriate planning timetables will be developed for each of the areas of most significant need.

Financial Information

a. Proposed Budget

Using the table below, please identify proposed infrastructure pool expenditures for 2006- 07 and 2007-08 by natural object category. Program guidelines specify that infrastructure pool funds may be used for two categories of expenditure: (a) personnel expenses for a stewardship coordinator and staff; and (b) operating expenses directly attributable to the support and operation of stewardship program activities. Each institution is eligible to receive a maximum allocation of $200,000 per year in infrastructure funds. It is anticipated that in subsequent biennia these funds will become recurring to the institution.

Category	2006-07	2007-08
Personnel (Director)	$85,000.00*	$87,550.00*
Personnel (Faculty)	$70,000.00	$70,000.00
Operating Expenses (Colleges)	$35,000.00	$35,000.00
Operating Expenses (Director)	$10,000.00	$7,450.00
TOTAL	$200,000.00	$200,000.00

* Includes fringe benefits

b. Budget Narrative

Personnel (Director)

The largest potion of the personnel budget will be for the new position of Director for Regional Stewardship. The Director will have responsibilities for coordinating regional stewardships activities on campus, including the faculty coordinators and the Regional Stewardship Workgroup. The Director will also serve as the point of contact and institutional representative to the Regional Stewardship Advisory Committee and will coordinate budget and strategic planning for Regional Stewardship initiatives. The salary of $85,000 per year is comparable to that of other Director positions within the University and includes all fringe benefits. There is an estimated 3% salary increase budgeted for the 2007-2008 fiscal year.

Personnel (Faculty)

The proposal requests additional funding to provide 12 units of reassigned time to be distributed among the faculty coordinators within the academic units. The units include the College of Arts & Sciences, the College of Business and Technology, the College of Education, the College of Health Sciences, the College of Justice and Safety, the Division of Continuing Education and Outreach, and University Libraries. The faculty coordinators will be responsible promoting regional stewardship activities within their respective units, building collaborative teams from across units directed at targeted stewardship activities, and working with the on- and off-campus advisory boards in setting specific objectives for stewardship initiatives.

Operating Costs (Colleges)

Each faculty coordinators will assume responsibility for managing an operating budget of $5,000 per college per year for regional stewardship activities. The use of funds will be primarily restricted to travel to meet with community leaders and potential funding agencies, and support for professional development for faculty and staff participating in the Regional Stewardship Program.

Operating Costs (Director)

The Director of Regional Stewardship will assume responsibility for the operating budget of the Director's office. Some of the funds during the first year are expected to be one-time start-up costs to establish the office (computer and software). The majority of the remaining budget is expected to go toward travel and meeting costs associated with the activities of the Regional Stewardship Advisory Committee.

Regional Stewardship Infrastructure Plan
Kentucky State University

Introduction

As an 1890 Land Grant Institution, Kentucky State University has incorporated public outreach, service and engagement activities for most of its 120 year history. The University's motto, "Enter to Learn – Go out to Serve," is imprinted boldly on Carver Hall, one of the main classroom buildings constructed during the 1960's. Doubtlessly, a commitment to service migrated to the institution from Berea College, the alma mater of several of the early presidents and many of the early faculty. A review of the school's early history shows clearly that service provided one of the main cornerstones for the evolving campus culture.

Throughout the first five to six decades of the institution's existence, each student was expected to provide a minimum of thirty hours of service per month. Such a requirement was necessary for practical, as well as moral reasons, given the hopes and aspirations prevalent among the early leaders. These leaders viewed education and service as the great equalizer.

Unfortunately, Kentucky State University was not able to insulate itself from the incessant winds of change that swept through higher education for most of the last half of the twentieth century. Although the value for public service was maintained for faculty and staff, the service requirements for students gradually diminished to the level of a voluntary type expectation, instead of a codified requirement.

Recognizing the special history and character of the University as the Commonwealth's only Historically Black University, Dr. Mary Sias has made a commitment to service-learning and community engagement one of the clarion calls of her administration. While campus leaders and faculty have remained dedicated to the initial guiding premises of the Institution, that is to provide access, instruction, research and public service, commitment to this premise has taken on a new significance with the Commonwealth's emphasis on regional stewardship. This draft of the University's Infrastructure Plan attempts to convey the direction in which the plan is being developed.

We ask readers to be aware that the University is currently engaged in a revision of its five-year Strategic Plan. That document, to be completed in draft form by the end of April, 2007, will reflect a total integration of *stewardship* and

engagement priorities throughout the University. The new mission and vision statements, as well as strategic goals and priorities, areas of responsibility and performance expectations for engagement, will be outlined clearly in the new strategic plan.

Further, the mission and vision statements developed for the new Office of Regional Stewardship and Public Engagement will reflect the institution's re-dedication to a campus culture where the fundamental values of *Stewardship of Place* are clearly visible. We expect that the Regional Stewardship Infrastructure Plan will be completed within the next ninety days and full implementation of the plan is to be implemented within a one year timeframe, and accelerated whenever possible. Initial objectives of the plan are:

- identifying the talents, resources, and expertise that exist at Kentucky State University that can be utilized in developing and implementing the plan;

- ascertaining and understanding the needs of the community, region and the state, through a Regional Advisory Committee, as well as collecting independent research/environmental scanning data collected by various city, state and regional offices – to include demographic, social, health, education and economic levels, housing and employment needs – while remaining open to other needs that might surface;

- establishing and staffing a program of work focused on matching Kentucky State University resources with community needs;

- developing and maintaining a Stewardship Information Repository/Archives, Research and Service-Learning component;

- developing an assessment tool(s) to monitor and measure the ongoing success of the program.

As with the creation of most new initiatives, an effective stewardship program must retain the information that is essential to its long-term responsibilities, and it must be stored in a manner accessible to several audiences; the stewardship personnel, faculty and staff users, and the general public. Environmental scanning and maintenance of data is important to the future understanding of needs, challenges and opportunities that exist in the various communities the

University, by tradition, serves, as well as for the planning and evaluation of the initial structure.

Thus, the Stewardship Repository and Archives will be the mainstay of the information retention system. Its primary purpose is the support of the Stewardship Office, but some of its components can be made available to the public. The system developed will have a simple but effective electronic access component that will enable users to locate the necessary information and retrieve it quickly. The Research and Service-Learning Component will enable faculty, staff and students to design and implement projects that will focus on their engagement activities. This unit also will seek to inspire faculty, through departmental and faculty senate curriculum committees, to address ways to enhance student engagement with service-learning through their courses.

In summary, KSU's mission and vision statements and its strategic priorities will be more reflective of the significance of stewardship and engagement. With collaboration between community partners, the University community, other stakeholders and Regional Advisory Committee, KSU will apply resources, both intellectual and fiscal, in an effort to help meet regional needs. Consensus about focus areas will be the outcome of public and formal forums, as well as informal forums, as it relates to university and regional strategic priorities. This speaks to the essence of stewardship of place.

1. Programmatic Plan Narrative

a. Mission/Vision/Strategic Priorities

i. Beginning with the "State of the University Address" delivered by President Mary Sias, in January 2006, prominent attention was given to the "inclusion of regional stewardship" as a priority activity for the campus. This message has been mentioned repeatedly during every public meeting in which the President has addressed the faculty and student body for the past year. The July 28, 2006 KSU Report Card includes a substantive "Presidential Perspective on Stewardship of Place and Higher Education" (See Appendix A). It is also included in Dr. Sias's Fall semester 2006 "State of the University" address. That message was disseminated widely throughout the campus and to alumni and friends of the University by inclusion in the Fall edition of a campus publication, *Onward and Upward* (See Appendix B).

Secondly, on January 8, 2007, at the annual Spring Faculty and Staff Institute, Dr. Sias included a presentation on Regional Stewardship on the agenda. Presented by Dr. Anne Butler, the designated Regional Stewardship director, the objective of the session was threefold: 1) to provide a detailed overview of CPE's Regional Stewardship Program; 2) to discuss common terms, such as the difference between traditional views of service and the criteria and meaning of public engagement, in an effort to get everyone on the same page, conceptually and linguistically; 3) to provide information that describes the Infrastructure Plan Format for the Regional Stewardship Program, and the necessary revisions and action needed by each unit. (A printed copy of the power point presentation entitled "Kentucky State University-Regional Stewardship & YOU!" is included in Appendix C.)

This type of focus and training will continue as an important component of the President's Office. Other indications of the direction in which the President is spreading the message about stewardship is through the solicitation of wide campus input into the strategic planning process. For instance, one Task Force, designated to collect data on attrition, persistence and retention, as well as to make recommendations for Student Success, worked throughout the summer and fall 2006, and has recently completed their report and submitted it to the President. This Task Force was comprised of representatives of the various interest groups (i.e. Faculty, staff, students, community, etc.) all charged with assisting with the development of a plan for increasing persistence and retention, thereby increasing student success rates.

The President has made it clear to all groups on campus through meetings with the faculty, the staff, and the student leadership (Student Government Association) that stewardship of place, student engagement and service learning will be a priority for the university. Task Force Recommendations are being reviewed by the President and Cabinet, and will be absorbed into the Budget and Planning Processes for FY '08. That process is now underway and will be completed by the March 2007 Regent's Meeting.

The KSU Board of Regents is updated about Stewardship implementation, during quarterly meetings, and is supportive of this initiative. Communications by the President and the KSU Cabinet are taking place through frequent discussions with the faculty senate on a weekly basis,

conversations with the KSU Staff Council at its meetings, discussions with SGA officials and at student forums. Also, informal discussions are taking place with various interest groups in the community.

ii. Vision. The revised KSU Vision statement will focus on regional stewardship, developing a strong regional advisory committee, and on engagement activities/requirements within the region. A tentative draft of the new vision statement currently reads as follows:

> KSU is committed to public engagement for purposes of increasing the educational and economic development of the communities it serves. Through development of a Regional Advisory Committee, and in consultation with University leadership, the University anticipates the following benefits of such efforts: a campus climate that envisions learning and teaching as a two-way process, and one that extends beyond the traditional paradigms of the campus physical and intellectual boundaries; a more engaged community (KSU) that leads sometimes, and facilitates in other instances, efforts to increase the educational, and economical capacity, as well as other areas of specified needs, within the communities it serves.

iia. Mission. The Kentucky State University Board of Regents, at its October 27, 2006, meeting adopted the following revised mission statement:

> Kentucky State University, building on its legacy of achievement as a historically black, liberal arts, and 1890 land-grant University, affords access to and prepares a diverse student population of traditional and non-traditional students to compete in a multifaceted, ever-changing global society by providing student-centered learning while integrating teaching, research, and service through high-quality undergraduate and select graduate programs.

This mission statement was forwarded to the Council for Post-Secondary Education for review and subsequent approval. During a meeting on December 19, 2007 with CPE Administrators, it was brought to the

University's attention that the above proposed mission statement needs to incorporate a statement that reflects "public engagement with a subset of targeted needs identified by a representative regional group." This recommendation will be followed and a statement regarding regional stewardship and engagement will be reflected in a revision of the mission statement.

The revised mission statement will be posted on the University's website and will be included in all printed documents, including the catalogue, University policy manuals, student handbooks, and faculty and staff recruitment materials. In a similar manner, the mission statement of all units will incorporate regional stewardship and engagement in the respective units. While inclusion of the principles of regional stewardship can be included fairly quickly, it seems prudent in the over-all scheme to collect and use targeted information received as outcomes from the regional advisory committee, where appropriate, in five-year departmental plans.

In most cases, the mission and vision statements for departments, as well as re-appointment, promotion and tenure guidelines for faculty and evaluations for staff, will only need minor revisions to include an emphasis on engagement, community service and regional stewardship. One example is the following Land Grant and Cooperative Extension Program. This mission statement does not incorporate the terms "regional stewardship and engagement," but does communicate that the KSU Land Grant Program works to "resolve agricultural, educational, economic and social problems of the people of the Commonwealth, especially limited resource persons and families." Where new areas are identified by the Regional Advisory Committee, appropriate language will strengthen and clarify principles of regional stewardship and engagement to this mission statement, as well.

Mission Statement for Land Grant

Kentucky State University (KSU) is a public, comprehensive 1890 land-grant institution. The Land Grant Program (LGP) works to uphold the mission of the University through its commitment to research, service, and teaching in the food and agricultural sciences. The various programs of Land Grant are supported by federal and state funds. **The KSU Land Grant Program works to resolve agricultural, educational, economic,**

and social problems of the people of the Commonwealth of Kentucky, especially limited resource persons and families. Its three distinct areas are the Community Research Service (CRS), the Cooperative Extension Program (CEP), and Aquaculture Research Center (ARC). Each works to fulfill the requirements of the Morrill Act of 1890 under which Land-Grant programs, nationwide, were founded. The Land Grant Program, with the University and the Kentucky Council on Higher Education, has worked to establish a graduate program in Aquaculture, and continues to employ numerous students in various fields of agriculture. Under the leadership of a diversified staff, the Kentucky State University Land Grant Program continues to move forward in achieving its goals statewide, regionally, nationally, and internationally.

iii. We expect to accomplish the revision of the University's mission statement within ninety days, pending the return of the proposed mission statement from the Council, with any other recommendations called for. All other mission and vision statements will be revised before or by the end of the 2007 calendar year.

As stated earlier, a mission and vision statement for the Regional Stewardship and Public Engagement Office will be included in the Strategic Planning Document.

Strategic Priorities

b. Planning/Budgeting

I. Each cost center within the university is responsible for developing strategic priorities that support University priorities. In preparing budgets for the 2008 Fiscal Year, all units were instructed to include public engagement in their planning and budgeting, and budget hearings held by the administration for individual units will serve as a check-point for allocations. This might include a revision of departmental requests if substantive plans fail to include a focus on stewardship and engagement activities.

ii. The University's current budgeting process serves its needs well. The process includes development of budgets at the unit or cost center level, and moves through the Departmental Chairs Office to the Dean and Vice-Presidents to the President and Cabinet. Budget hearings are held and each Unit has an opportunity to present their budget requests and provide a justification.

Ultimately, the President and Cabinet decide priorities and the budget then moves to the board of regents for consideration and adoption. (Budget calendar is included in Appendix D.)

In prior budget years, stewardship incentives were not available. However, the 2008 Budget allows for $30,000 allocated to the Regional Stewardship Office for development of small competitive grants to serve as incentives to work on engagement and stewardship projects. An additional $20,000 is included to pay for adjunct time where faculty-release time is needed for the engagement activities. These funds become available July 1, 2007 or thereabout.

Finally, as and extension of its engagement activities, the University will be funding the development of a Reading and Math Summer program for Elkhorn Elementary School in Frankfort, and the Shelbyville Schools. These projects take place during the months of June and July 2007. The university will continuously monitor potential revenue sources as a means of acquiring funding that will enhance its capacity to achieve its strategic priorities and to meet community and regional needs.

C. Engagement Infrastructure

i. The University's infrastructure is very supportive of public engagement activities. The majority of Land Grant Program initiatives are community oriented, and are developed based on needs identified by its various constituent groups. Most of the Land Grant initiatives are funded through federal dollars. In almost all cases, space and facilities services are provided. These include in-kind benefits of utilities, office furniture and equipment, maintenance and cleaning services. The University regularly grants release time to faculty and staff to support their participation in grant funded-programs that foster community engagement, as well as other grants such as applied or basic research grants that require collaboration with other partners. This is usually achieved through the reduction of teaching loads with adjunct replacement as necessary.

As indicated earlier, the University has designated a person in-house to spear-head the implementation of the Regional Stewardship and Public Engagement Office. This will become a full-time position upon receipt of the first installment of Stewardship funds. Organizationally, the position is at an Associate Provost level, and is housed in Academic Affairs with a reporting line to the Provost. The position will also work closely with the President and the Cabinet, meeting twice a month, initially, with the Cabinet, an on-going on a monthly basis to

update the Cabinet. Pending funding, a priority activity of the Regional Stewardship Director will be to work expeditiously with deans, chairs, the faculty senate and other campus leaders to insure that all campus by-laws, policies and standard operating system manuals specify requisite goals, criteria, standards and performance measures relative to regional stewardship and engagement. This will include reappointment, tenure and promotion policies, as well as recruitment materials. It is anticipated that this process will be completed by the end of the 2007 calendar year.

It is anticipated further that a Regional Advisory Committee will be appointed and have convened their first meeting by June 15, 2007. An orientation to Regional Stewardship Principles will be the agenda for the first meeting. Following that meeting, a schedule of Community Forums will be conducted throughout the remainder of the summer, and on a continuing, consensus-based schedule. These meetings will be used to gather public sentiment and priority concerns and needs about potential and/or real threats to positive quality of life indicators in the traditional service county areas, such as education, employment, housing, health, economic development, growth and development or other areas of concern that may arise.

The University offers strong, well-established programs directly dedicated to community engagement. In addition to Cooperative Extension, our Land Grant Program also houses and directs the Office of Community Outreach, which develops and implements the university's service-learning activities. (See organizational chart, Appendix E.)

Additionally, KSU will continue to identify and address needs of the larger and historical community to which it was founded to serve. The objective is to conduct environmental scanning, to gather information about the communities, threats, challenges, aspirations, needs and plans for their futures, and to work collaboratively with community stakeholders, including other state and regional agencies and universities when appropriate, in solving problems, and developing capacity leading to increased educational and employment opportunities, between and among the university and constituent groups within the region. As a part of the Strategic Planning Process, the University is reviewing all areas within the University with outreach and engagement functions and resources that may be subsumed under the Regional Stewardship Umbrella. Where feasible other programs or centers will be developed to

The Cooperative Extension and Land Grant Programs offer many engagement activities that are in sync with the Commonwealth's goals for Regional Stewardship. What follows is an example of a recent engagement activity:

As an employee in the Cooperative Extension Program, Gae Broadwater has worked with the Chamber of Commerce in Henry County on various activities for the past three years. On January 25, 2007, KSU, the Henry County Chamber of Commerce and the Henry County Extension Service coordinated and conducted a community forum on workforce development. The forum design and facilitation process were provided by the Southern Growth Policy Board (SGPB). Using the SGPB research-based materials, Ms. Broadwater facilitated a roundtable discussion with 17 members of the community that represented the school system, financial institutions, manufacturing, agriculture, fast food industry, civic organizations and the local leadership group.

As a result of the group's 2-hour deliberation, the business community and school system committed to working closely together to help prepare students for life after high school. Additionally, they formed a new workforce working group within the Chamber that will meet regularly to discuss issues and matters related to employing local people.

On Friday, February 2, 2007, Ms. Broadwater replicated the forum on the KSU campus with the Franklin County Chamber and members of the same segments within the community. This forum provides an opportunity for people from diverse areas to engage with each other in ways that had not happened before. These are on-going activities of KSU's Roundtable on Entrepreneurship.

In addition to being the campus's Distinguished Program, the Cooperative Extension and Land Grant Programs provide an ideal blueprint for assisting other parts of the University to set and meet goals for community engagement. Their expertise and guidance will be sought as the University moves forward with full implementation of its Regional Stewardship and Public Engagement mission. (A full range of Land Grant and Extension Public Service and Engagement Activities are available on KSU's website.)

Kentucky State University's Office of Educational Outreach strives to reach, teach and inspire members of the Franklin County Community about the value of community and service learning. This office takes the lead-role in matching KSU students with service-learning activities within the community. Each student, as a part of the semester-long Freshman Orientation class is required to

put in 10 hours of community service. The Office included After-School Tutorial Programs for public school students, Summer Youth Enrichment Programs, a Summer Transportation Institute, each of which has been developed in context with leaders of community and state agencies. Civic organizations, such as Big Brothers and Big Sisters and approximately 18 other organizations, including the Frankfort Soup Kitchen, Red Cross, YMCA, King's Center, Walter Todd Community Center, Habitat for Humanity, United Way, Junior Achievement of the Bluegrass, Elkhorn Elementary School, Downtown Frankfort, and Salvation Army, have long been collaborative partners with KSU.

Another center with a strong outreach and engagement component is Kentucky State University's Center of Excellence for the Study of Kentucky African Americans(CESKAA). CESKAA, now in its eleventh year of operation, is the major repository for the collection of books, records, and artifacts relative to the history and status of African American citizens of the Commonwealth and elsewhere. The university makes such materials available to the community and students for study and scholarly research. Moreover, CESKAA assists faculty and teachers in public schools in need of Multicultural materials, researchers, journalists and authors with research requests.

CESKAA has a strong outreach program and provides consultation across the state to groups seeking to preserve significant historical sites associated with African American heritage. Its focus on "Stewardship of Place," from an historic preservation perspective, is consistent with the goals outlined in the Kentucky Heritage Council State Plan for Historic Preservation. This plan promotes the blending of historic preservation principles and smart growth. Further, it promotes the practice of educating all Kentuckians about the significance of the state's historic properties and resources. On a routine basis, CESKAA works closely with staff of the Kentucky Heritage Council, the Kentucky History Center, the Kentucky Preservation Review Board, the Kentucky African American Heritage Commission and the Kentucky Tourism Cabinet, to name a few partners. Further, CESKAA is called upon frequently for assistance by local historical societies and community groups, along with individuals across the state.

During each of the past two-years, CESKAA has received 2 major grants for historic preservation of campus buildings through the U.S. Department of Interior – National Parks Services, in the amount of $400,000 (conservation of Jackson Hall- '05) and rehabilitation and preservation of the Kentucky Normal and Industrial Institute (KNII- one of KSU's former names; $287,000 – '06)

Springhouse. The KNII facility was one that provided water for the main campus prior to the 1920's. CESKAA, with its focus on the preservation of cultural resources provides unique service-learning experiences for KSU students. These include an archaeological dig, as well as research and preservation of documents.

With its strong repository of information, this Center will be a vital part of maintaining a research repository for the Stewardship of Place functions. Additionally, CESKAA is involved with the Integrative Studies Curriculum Revision Project included under section f., Learning Environment, of this plan.

ii. Describe how your university's engagement infrastructure will change with implementation of the regional stewardship program.

The Regional Stewardship and Public Engagement Office: Initially, the Office will have a full-time director, archivist, and administrative assistant. When fully operational, a Program Liasion Officer may be employed full-time as well. It is envisioned that a couple of faculty members will be hired on a part-time release basis, after the first year: one to work with furthering stewardship engagement within the University Community, and one to assist with the external communities. Students will be employed to work in this office as well.

The Regional Stewardship Director is charged with serving as a liaison with directors of all service units, deans and their faculties, regarding the necessary steps for full implementation of stewardship and engagement activities. Further, the director will meet, initially, twice a month with the President and her Cabinet to keep open lines of communication (share information about progress, challenges and opportunities relative to regional stewardship) at the forefront of campus priorities.

d. Recruitment/Professional Development

Currently, it is expected that administrative leaders, faculty, and staff will provide service that reflects KSU's commitment to public engagement. Traditionally, the advertisements for administrative and faculty positions have not specifically called for a commitment to service and engagement, but that is normally brought up in interviews. The administration will direct and assign specific responsibility for ensuring that requirements of public engagement are stipulated in all recruitment materials, position descriptions, personnel

performance evaluations, and professional development activities. These changes will be implemented as expeditiously as possible.

The Stewardship Director and the Campus Stewardship Committee will work with the Office of Human Resources, Deans and Department heads, as well as all other areas of the University to ensure that all recruitment materials reflect the University's commitment to Stewardship and Public Engagement. Currently this information is not posted. All position announcements will reflect the expectation for stewardship, community service and engagement. This information will be included as well in promotion and tenure policies. Discussions have started with the Professional Concerns Committee of the Faculty Senate and will continue with an expected revision of those documents in place by the end of the fall 2007 semester.

e. Incentive/Reward System

i., ii., iii. While small incentives, such as release time from teaching are available for faculty acquiring grants, and a cash award is made to the faculty member selected as the distinguished professor for the year, substantial work needs to be done in this area. These changes will need to be worked out with the President's Cabinet, Faculty Senate and other Administrative leaders. It is anticipated that a plan will be in place by the start of the Fall 2007 semester.

KSU accommodates release time for faculty under the following conditions: The activity is within the scope of the university stewardship of place plan as approved by CPE; a demonstrated benefit to KSU students/the community is presented; no KSU classes are altered because of the release time; and funding is not a problem for an adjunct or replacement faculty person as a replacement. As the Regional Stewardship and Public Engagement plan is implemented and matures, funding will be included in the budget to cover and anticipate the need for release time. The university recognizes that the fiscal impact of faculty release time may be an issue going forward. Because this is an important component of program that is valued by the university and the Council on Postsecondary Education, the impact of public engagement activities on faculty release time will be monitored closely. It will be at the top of the list of budgetary items that need to be funded at the university goes through its annual budget process.

Incentive programs that encourage civic engagement activity are already a part of the institution's policies. An annual performance review of the Deans,

Director of Land Grant, and Director of Graduate Studies is conducted by the Provost/Vice President for Academic Affairs. The review covers the goals of the Deans and Directors, some of which reflect on stewardship of place priorities. Non-academic units also conduct performance reviews. Part of the criteria for tenure and promotion is demonstrated evidence of public service. The administration will take an amendment of the Board of Regents to change the tenure and promotion police relating to tenure and promotion to include civic engagement. Currently there is a moratorium on tenure at Kentucky State pending a review of the process by the Board of Regents. The board is aware of the need to emphasize the importance of faculty participation in civic engagement activities involving the university. That importance will be seen in explicit language in the policy coming from the Board.

Deans, Chairs, Faculty, and Staff are rewarded according to the outcome of their respective performance evaluations. The Administration will ensure that all systems of evaluation contain public engagement criteria as a component of performance. If or when fiscally possible, the university will increase the monetary offerings to faculty and staff for outstanding service.

Starting with position announcements for summer and fall 2007, recruitment materials for faculty position will include public service and engagement as a criterion.

Performance Evaluations
The university envisions that each evaluation will look at the scope of effort that the employee being evaluated has put forth, and the value that the effort brought to the overall success of the activity. University employees have advance notice of what is expected of them through (written) goals and objectives set with their supervisors.

Ongoing professional development activities will be offered for faculty and students, in addition to activities planned for the Regional Advisory Committee. These may be in the form of lectures and workshops, as well as through departmental and faculty meetings.

e. Learning Environment

Incremental steps are being taken to strengthen the University's commitment to service learning. For the past several semesters, service learning has been a requirement for the freshmen orientation class. Effective Fall 2006, a 3-hr

freshmen orientation class was required for each new freshmen. The course is based on the *Master Student* curriculum and includes a requirement of 10 hours of service-learning activities for each student.

Curriculum Revisions and Service-Learning

The Integrative Studies Program, the centerpiece of KSU's liberal studies/general education program, is a 12 semester-hour block of interdisciplinary courses, required of virtually all students seeking the baccalaureate degree and organized chronologically, beginning with the ancient world and ending with modern times. Readings are drawn from a wide array of primary sources in literature, philosophy, history, political theory, history of science and other humanities fields. In the spring 2006 semester, a committee was formed by the Integrative Studies Program Steering Committee, the program's oversight committee, to review and propose revisions to the IGS curriculum. That committee committed itself to seek funds to support activities that would provide support for the curriculum review and revision efforts. We have been successful in securing a grant for this project from the National Endowment of the Humanities. Dr. Anne Butler, the designated stewardship director, is a member of the IGS Steering Committee. The focus of the curriculum revision will now include adapting service-learning within the core classes.

Training for the Intergrative Studies Project will take place between March and the end of May 2007. This will allow faculty opportunities to revise their curriculums in time for the fall 2007 Semester. Incentives are being provided faculty that participate in this curriculum revision project. (A summary of the Curriculum Revision initial proposal is included in Appendix F.)

Additionally, some professors, apart from freshman orientation, offer the opportunity for credit to students who perform community service projects. The university encourages all student clubs, fraternities, sororities, and other student groups to engage in public service projects. The administration has and continues to urge the faculty senate to adopt a policy that will further incorporate community service civic engagement in course curricula. Many students elect to participate in Internship Programs offered through various departments within the University. These are students who recognize and understand the benefits of being able to place an internship experience on their resumes or graduate school applications.

The University has just hired a new long-term interim Provost (for two and a half years). This individual is very familiar with requirements of the Regional

Stewardship Initiative and will be quite helpful in guiding Kentucky State's faculty to integrate public engagement activities and service-learning in their syllabi.

Additionally, the administration envisions that each student, as part of the senior exit-exam, will be required to submit a paper on their civic engagement and community service activities while at the university. This paper will likely include a description of the activity, the purpose, what was learned, and more importantly what the value was to both the community and the student. Submission of the paper will be a requirement for graduation. The paper will also be utilized as part of the university's efforts to assess learning outcomes – which are part of Southern Association of Colleges accreditation requirements.

The Office of Community Outreach works with all of these students to connect them with service-learning projects. Ongoing projects involve activities with several community groups, including:

- Big Brother/Big Sister Mentoring Project at Elkhorn Elementary School
- Frankfort Soup Kitchen
- The King's Center After-School Tutoring
- Salvation Army Food Baskets
- Habitat for Humanity

g. Information/Reporting Systems

Systems and mechanisms for collecting, analyzing, and reporting data reside within various components of the university as appropriate for ensuring compliance with internal and external entities. Primary responsibility for data collecting and reporting resides with the Office of Institutional Research and Effectiveness. The office will be responsible for any system development needed to document and account for civic engagement activities.

The Regional Institute for Civic Engagement will utilize the services of the Institutional Research and Effectiveness Office. This office will design the data collection and reporting systems utilized to account for the impact of the university's civic engagement programs. It is anticipated that this office will develop survey instruments that will help gauge the position of the community on a number of issues relative to improvements to the community. The

compilation and the analysis of the results of these surveys will be done by the Office for Institutional Research and Effectiveness. This office will assist the Office of Regional Stewardship and Public Engagement with the interpretation of the analysis, as a tool for the Regional Advisory Committee.

The University will monitor the effectiveness of the activities of the civic engagement activities utilizing several indicators. Recognizing the fact that most efforts of this type will not show immediate results, the university will first look to university and community officials for their assessment of how these activities are evolving. The university will seek comments on a periodic basis from leaders and members of the community through solicitations – letters and advertisements through new media. The second indicator will be developed from the activities in the regional stewardship plan. It is the universities plan to develop performance indicators specific to each activity, which will allow the university to measure the progress and effectiveness. A report will be developed on an annual basis, taking these performance indicators for each activity and gauging the progress. Public comments will also be included that have come from the solicitations talked about earlier in this section.

h. Campus/Community Interaction

Kentucky State University is viewed as an important entity in the Frankfort community and its service area. As such, the university has institutionalized its presence through active membership on various community boards and organizations. Through these relationships, the university provides resources and facilities that assist these various groups to achieve their service goals.

The university has several planning and advisory groups associated with its programs. These and other groups have participated in the processes used to select key university leaders. They have also been involved in past university planning endeavors.

Regional Advisory Committee

The committee membership selection will be handled utilizing several approaches. A pool of potential members will come from the following recruitment efforts: Suggestions from community leaders, and potential members that are known to the university based on previous and current associations with the community. The selection of the regional advisory committee membership from the assembled pool will be based on acquiring a

representative body of the community that possess the following: The ability to sincerely consider the ideas of other members of the committee; the willingness to participate in and contribute to the success of the committee; and commitment to support the consensus recommendations of the committee. As noted earlier, university officials have developed relationships with many members of the community through associations with community groups, civic committees, and other community bodies. Those associations include membership on the Frankfort-Franklin Chamber of Commerce, Frankfort-Franklin County Planning and Zoning Update committee, Thorn Hill Community Education Center, partnerships with regional school districts, and the various civic organizations.

Financial Information

a. Proposed Budget

Category	FY 2006-2007	FY 2007-2008
Personnel	165,000	165,000
Operating	35,000	35,000
IncentiveGrants*	30,000	30,000
Funds/adjuncts *	20,000	20,000
Total	**250,000**	**250,000**

* University funds

b. Budget Narrative

The Regional Institute for Civic Engagement's mission of ensuring full integration of stewardship responsibility throughout the university will require sufficient staff that possesses a broad set of skills. The proposed budget above will support two positions. Operating funds will be utilized to support the plans of the regional advisory council and to engage communities in programs and activities.

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OFFICE OF THE
PROVOST/VICE PRESIDENT
FOR ACADEMIC AFFAIRS

March 7, 2007

James L. Applegate, Ph.D.
Vice President for Academic Affairs
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601

Dear Jim,

Thank you for your review and response to our Regional Stewardship infrastructure plan. Let me reply to the questions you asked in the order that you presented them.

- What activities will be undertaken to incorporate regional stewardship into unit goals and performance measures? What is the timeline for these activities?

  Regional stewardship will be part of the strategic plan that we currently are developing. Subsequent to the approval of this new plan, we will be giving the units goals and performance measures that they need to reach in 2008.

- Ongoing professional development activities will be offered to faculty and students through lectures, workshops, and departmental and faculty meetings. What is the focus of this work? Will it clearly differentiate service and volunteer programs from those targeting service learning and engaged research?

  On January 8, 2007, we had a presentation on stewardship as part of our professional development program and to formalize our commitment to making it a basic part of KSU operations. This spring semester Dr. Anne Butler will be putting together a schedule of our timeline and activities as part of her initial responsibilities as our regional stewardship director. We will develop a program to record and differentiate the various types of engagement.

- The administration will ensure that all systems of evaluation contain engagement as a criterion for performance evaluations. What is the expected timeline?

  We will be developing targets and levels of expectations during the fall semester in order to fully integrate the engagement component in our activities beginning January 1, 2008.

- The proposal states that the administration has and continues to urge the Faculty Senate to adopt a policy that will further incorporate community service in course curricula. Is there a date by which you expect to effect these changes?

Kentucky State University is an equal educational and employment opportunity/affirmative action institution.

Service learning is already a component of our basic freshman course UNV 101. We will be working with the Faculty Senate during the spring semester and moving forward to have discussions in the fall semester about incorporating service learning and student engagement in more courses and to adopt the policy. After the new strategic plan is developed to incorporate regional stewardship as part of our formal activities, we will be giving targets to the various colleges to achieve during 2008.

- The administration envisions that each student will be required to submit a paper on their engagement activities as a graduation requirement. What is the time frame for instituting this requirement?

  We would like to replace the submission of the paper with the option to increase participation in NSSE as a means of determining the level of participation of students in engagement activities.

- What is the university's role in the regional advisory committee? Will campus leaders serve on the committee? Will faculty or administrators serve on subcommittees? Will university provide staff support for the committee?

  It is expected that the university will have a strong presence on the committee but not have undue influence over its operation. There will be representatives from the university campus leadership as well as faculty members and administrators on subcommittees. As part of the infrastructure funds, support will be provided for the committee.

If we can provide any further information or clarification, please contact Dr. Anne Butler or me.

Sincerely,

James P. Chapman, Ph.D.
Interim Provost and
Vice President for Academic Affairs

As a center for service, learning and scholarship in East Kentucky, Morehead State University has consistently demonstrated a strong commitment to the progress and quality of life in the region. We are seeking the approval of the Council on Postsecondary Education of our plan to develop the infrastructure of the **Center for Regional Engagement**, our unit intended to more formally organize and stimulate collaboration between the entire University and the citizens of our region.

Consistent with the Council's guidelines, we describe in the following pages current activities that show our university-wide commitment to regional stewardship and future programmatic and financial plans for the development of the **Center for Regional Engagement** between January 2007 and June 2008.

I. Programmatic Plan

I. (A) MSU's Regional Mission, Vision, and Strategic Priorities

The degree to which the University has integrated its commitment to regional stewardship is evident from its overall institutional mission statement through specific goals of academic and administrative units.

University Mission Statement

MSU completed its strategic plan in June of 2006. Entitled "Aspire to Greatness: MSU Strategic Plan 2006-2010," it demonstrates the priority placed on public engagement in its Mission Statement:

> We are a diverse community of learners committed to student success. MSU is accredited as a comprehensive University offering quality higher education opportunities in a collegial and open environment. MSU pursues academic excellence, research, *community engagement* and life-long learning. MSU is dedicated to *improving the quality of life while preserving and promoting the unique cultural heritage of East Kentucky*. (Italics added.)

University Strategic Goals

A goal of the MSU Strategic Plan for 2006-2010 is "Productive Partnerships," which includes five sub-goals: (1) "We will strengthen and expand relationships with public schools and KCTCS institutions to facilitate: alignment of the curriculum; enhanced student preparation and shared recruitment and student support services." (2) "We will collaborate with new and existing partners to achieve the following objectives: livable communities, innovative economy, social inclusion, collaborative governance." (3) "We will develop an infrastructure to support a more coordinated approach to building partnerships specifically focused on regional stewardship." (4) "We will expand business incubators to promote entrepreneurial activities such as: high-tech business linked to the University's Space Science Center, Small Business Development Center, MSU Innovation Center at West Liberty, and Morgan County Regional Technology Center." (5) We will build upon our partnership with The Center for Rural Development to strengthen the community and local economy through initiatives such as: CenterNET2, public health and wellness, tourism and economic development programs, and the Rogers Scholars Program."

Related to the strategic goal of "Academic Excellence," MSU: (1) "We will expand accessibility to academic programs through on-line and other distance learning technologies, on-site delivery of targeted programs, flexible scheduling, seamless progression for high school graduates and Kentucky Community and Technical College System (KCTCS) transfer students, and dual credit and early college opportunities for high school students." (2) "We will encourage and support academic innovation through technology to enhance learning, internship programs, field experiences and active learning opportunities, and co-curricular cultural and scholarly activities."

Finally, the strategic goal of "Enrollment and Retention" notes that: (1) "We will market student academic success and quality programs." (2) "We will expand access and academic outreach through partnerships with public schools and KCTCS institutions, and marketing programs available online and at regional campus locations." (3) "We will strengthen retention through effective student support programs and advising services for distance learners, students attending at a regional campus, part-time and adult learners, and opportunities for learning communities and peer support structures."

Administrative Unit Goals

While not a comprehensive listing, the following example shows the commitment of administrative units to regional cooperation and engagement:

> The Unit Plan for the Office of the Provost and Academic Affairs includes the following goals/objectives: Goal 2 – Objective 3: "Enhance the opportunities for student internships, field experiences and service learning." Goal 3 – Objective 1: "Each college/department will clearly articulate its role in meeting the university's mission in stewardship and will document a designated increase in external engagement activities, including courses with service learning components."
>
> The Division of University Relations, through the Kentucky Folk Art Center, has in its strategic plan: "To improve cultural opportunity and education in East Kentucky and throughout the commonwealth by collecting and conserving folk art, presenting exhibitions, and administering effective museum education program."
>
> The Office of Academic Outreach and Support states the following in its strategic plan: "Continue to collaborate with Family Resources Center, Youth Service Centers, public schools, and community agencies to provide tutoring and mentoring services to high risk students in the public schools."
>
> The Camden-Carroll Library's mission statement includes: "… to support the intellectual and entrepreneurial efforts of those outside the immediate University community with information resources and services…"

Academic and Research Unit Goals

All academic departments are required to have goals, similar to those listed above, focusing on community engagement. Examples of how Academic and Research units also reflect the University's regional stewardship mission include:

> One goal of Morehead State University's program of distinction, the Institute for Regional Analysis and Public Policy is "to integrate University resources (e.g. faculty specialization, student energy, and technical assistance) with regional resources (e.g. human capital, businesses, public agencies, and rich natural resources) to develop the region's many potentials. Specifically, academic programs, research initiatives, and service activities will connect MSU faculty and students in partnerships with citizens, educators, political leaders, and policymakers to develop action plans that promote the sustainable economic development of the region."
>
> The College of Business strategic plan contains the following goal: "Develop plan to seek strategic alliances with external stakeholders. Explore potential for collaborative plan with St. Claire Regional Medical Center and other regional or statewide partners to assist the healthcare industry with the move to electronic medical records."
>
> With the College of Science and Technology, a specific example is The Space Science Center's strategic plan that states that it will "Implement Educational Outreach Programs: Professional Development Programs for teachers, StarLab Planetarium Program, laboratory tours, public sky observing nights/events, talks to public schools."
>
> The Department of Communication and Theatre's strategic plan states that it "Presents public performances, media programming, educational endeavors and special programs that meet the cultural and educational needs of the service region and the Commonwealth."

University Expectations of Public Engagement

Consistent with a concept approved by the University President, during the current academic year the Provost has led an effort to articulate and implement an academic performance outcome indicator related to regional stewardship:
"1. Stewardship of Place: Each college/department will clearly articulate its role in meeting the university's mission in stewardship and will document an increase in external engagement activities, including courses with service learning components." As of this date, each College has submitted specific statements of how this performance outcome indicator will be implemented consistent with their mission and activities. President Andrews and Provost Moore have also communicated that regional engagement is a university-wide initiative and that all academic departments and colleges are expected to be involved and will be held accountable. The annual planning cycle and process will

include a directive to include a regional engagement initiative as part of the unit's action plan.

Communicating our Commitment to Regional Stewardship

President Andrews has endorsed and encouraged community engagement initiatives in each of the five major policy speeches he has delivered to the University community since taking office in January 2005. He has testified before legislative committees on the subject and always includes community engagement in his printed and Web-based messages to community leaders throughout the University's service region. Dr. Andrews was at the forefront of lobbying efforts in the 2006 legislative session that resulted in regional stewardship funding for Kentucky's six comprehensive universities. He also was deeply involved in the recent community planning efforts in Morehead and Rowan County through the NewCities Institute of the Kentucky League of Cities. Provost Michael Moore has publicly supported community engagement through the American Democracy Project, through the development of new service learning opportunities and by adding service learning as a performance criterion for colleges and academic departments. Vice President Keith Kappes has led efforts to expand the involvement of the University's staff and students in initiatives to give public school students and the general public more access to folk art, traditional music, and public radio. Vice President Madonna Weathers has a long history of encouraging student organizations to be engaged in the community. Director of Intercollegiate Athletics Brian Hutchinson has enthusiastically supported the involvement of the University's student-athletes in community-based organizations and events.

Electronic media, web-based, and print marketing materials include information about the University's commitment to community engagement in its service region. Moreover, we tell of our long, proud history of making the benefits of higher education available and accessible to the citizens of East Kentucky through our five regional campuses, the most of any institution in our state. Materials developed to support the University's 2006 legislative agenda were helpful in a successful effort to win approval of new "regional stewardship" funding for the first time in Kentucky. Our media relations office helped bring statewide, positive attention to our faculty, staff and students who gave up spring break last March to rebuild homes and lives on the Gulf Coast. The University's job posting materials are being revised to emphasize our expectation that all faculty and staff members will share the institution's commitment to community engagement. As service learning and volunteerism opportunities increase at the University, community engagement will receive even more visibility in institutional marketing programs.

In five major policy speeches since taking office in January 2005, President Wayne D. Andrews has strongly advocated expansion of the University's public engagement activities in the region served by Morehead State University. In his remarks to a faculty-staff convocation at the opening of the 2006 fall semester, Dr. Andrews said: "I've asked the Cabinet and a team of faculty and staff members – aided and advised by a group of citizens from our service region – to begin the process of preparing an application for this new funding and to develop plans for how we can best organize ourselves to reach out to individuals and organizations to identify and then address

problems in our service region by establishing clear priorities. For the first time, we will have dedicated resources to help us be more efficient and more effective in our efforts to help our fellow citizens improve their lives."

To further enhance the publicizing effort of the stewardship initiative MSU will develop brochures, news releases, and other publications that will highlight its role and activities in rural engagement. Since the submission of our proposal we have developed a web site (http://www.moreheadstate.edu/stewardship/) that overviews the initiative. The site includes the full plan and solicits input and comment from both internal and external constituencies.

Plans for further development

Since we have recently completed the strategic planning process, with the approval of the Board of Regents, for 2006-2010, and since the resulting plan clearly acknowledges our commitment to regional stewardship, we do not expect that its mission and goal statements will change as a result of implementing the regional stewardship program at MSU. However, we do expect that internal and extramural funding priorities and unit action plans for implementing the strategic plan will be affected. Specifically, we anticipate that our Regional Advisory Committee will suggest needs in the area that we can address within this initiative. Addressing these needs will form the basis of our Regional Engagement Action Plan. MSU anticipates internal reallocation of university resources to facilitate the implementation of regional activities, within the context of our overall university strategic plan.

Timetable for development**:** MSU completed its strategic planning process in June, 2006. Since the plan provides a clear indication of our commitment to Regional Stewardship, we feel that we are well underway in our efforts to create a governance approach that is conducive to regional stewardship activities. Consistent with our planning and implementation timetable, we anticipate that strategic priorities and resource allocations will be examined and modified as necessary prior to June 2007, and changes will be reflected in the University's 2007-2008 operating budget.

I. (B) Planning and Budgeting for Regional Stewardship

At the present time, approximately $2 million in institutional funds are allocated to support institutional engagement with the region. Further, MSU supports competitive intramural grant funding that requires faculty applicants to ground their proposal in the University's strategic goals. Thus, applicants can submit a project for consideration that is intended to strengthen "Productive Partnerships" between the University and region.
Approximately $3 million in external funding is dedicated to supporting institutional engagement within the region. The following is a representative list of activities receiving external funding:

West Liberty Innovation Center provides support to regional entrepreneurs who are looking to commercialize products, services or ideas. External Support $78,800.

Small Business Development Center provides support for small business owners and those interested in starting small businesses through training and one-on-one counseling. External Support $245,924.

Center for Economic Education – Runs the Economics for Kids Clubs program in Ashland that involves extension, pullout or after school economic education activity groups in the Ashland Independent and Boyd County school districts. Approximately 250 students are engaged in active learning about choice making, managing money, entrepreneurship and economic literacy. External Support $9,350.

Students in Free Enterprise (SIFE) – Developed a project located at Deming High School that focuses on practical living and entrepreneurial skill development of seniors from Robertson County, Kentucky. External Support $5,000.

Caudill College of Humanities - Little Company supports taking arts performances to over 60 public P-16 schools throughout the region and Commonwealth. External Support $45,000.

Morehead State University Music Clinics - are held annually and provide P-16 students throughout the Commonwealth the opportunity to participate in individual and group music performances, music clinics, juried performances and auditions. External Support $2,500.

Visiting Professors in Humanities - supports lectures, workshops, seminars, conferences, exhibits and performances for the campus, community and region sponsored by the following MSU Interdisciplinary programs: Women's Studies, Appalachian Heritage, Cultural Studies, and the Arts & Humanities Council. External Support $35,000.

HUD Community Outreach Partnership Center (COPC) - supports seven (7) community projects including a housing survey, oral history project, community diversity program, and other activities. The center also serves as a focal point for university/community contact. External Support $300,000.

HUD YouthBuild Project - connects 18 to 24 year old high school dropouts to affordable housing non-profits in Rowan County. Students learn carpentry skills and contribute to affordable housing projects with Habitat and the Morehead Housing Authority while also working on GEDs and learning citizenship and social values. External Support $400,000.

Gear Up Project - is based in the Floyd County Community of Allen, Kentucky and supports outreach efforts in three other east Kentucky counties to bring programmatic activities to students, parents and teachers that increase their likelihood to succeed in high school and to attend college and to be actively engaged in their communities. External Support $1,700,000.

In addition to external funding, The Center for Regional Engagement will fund competitive seed money grants for new and recent faculty to initiate regional engagement activities. The award pool of $25,000 will allow junior faculty to access up to $4,000 for targeted regional engagement work that is consistent with MSU's mission, the universities strategic plan, and the Regional Advisory Councils priorities. The Center for Regional Engagement will be funding these competitive seed money grants for new faculty (1-3 years) to initiate regional engagement activities. This category will be distinct to encourage younger faculty to become engaged with the process and not feel as if they have to compete against more established faculty who may be sitting in on their tenure decisions. There will be another category of funding that will be open to all faculty and staff, however, so that good ideas that have a stewardship aspect will have the opportunity of finding some initial funding, hopefully leveraging itself into further extramural funding. The awards will be up to $5,000, and proposals will be due annually in October to be eligible for funding. A committee, composed of the Associate Provost for Research, and the Associate Provost for Engagement will co-chair the committee.

Fundraising Activities

Further, several community engagement activities are supported by endowment funds, solicited and received, in direct support of those activities. Examples include:

W. Paul and Lucille Caudill Little Endowment for Theatre – supports the "Theatre in the Schools" program, providing theatre performances and arts education activities and materials to elementary, middle school and high school students and teachers throughout the region.

Hinkle, Buckner & Sally S. Endowment for Humanities – supports visiting artist/lecture series to which the public is invited.

Appalachian P-16+ Endowment – supports outreach to and collaboration with public schools, community organizations, businesses, etc. to enhance P-16 education throughout eastern Kentucky.

To secure support for community engagements of the Kentucky Folk Art Center, the Kentucky Center for Traditional Music and WMKY public radio station, each of the organizations conduct fund raising efforts. CRE will also work

with MSU's Colleges, IRAPP, the Office of Research and Sponsored Programs, the Regional Advisory Council, and regional partners to identify potential funding sources and to assist in proposal development in the pursuit of regional engagement projects.

Plans for budgetary refinement

With the implementation of the regional stewardship program, we intend to create a formal, dedicated category for expenditures within the University's operating budget. We also expect to increase the amount of funding available for intramural faculty competitive grants related to regional stewardship. We expect that the Center for Regional Engagement will become a focal point for developing and securing extramural support for a substantial number of regional collaborative programs, and also offer collaboration between community needs and university expertise in various areas.

Timetable for refinement**:** Reflecting our commitment to public engagement, decisions reached by the Regional Advisory Committee, in consultation with MSU's faculty and administrative staff, will be accommodated through revisions in MSU's 2007-08 fiscal year operating budget.

The budget for the Center for Regional Engagement will be placed under the organizational structure and control of the Institute for Regional Analysis and Public Policy, whose head will be both Dean of the Institute for Regional Analysis and Public Policy and the Associate Provost for Engagement. Separate budget subcategories as typically appropriate will be developed for personnel and operational subcategories. In addition, organizational control and budgets for the Residential Leadership College will also be placed under the IRAPP Organizational umbrella.

I. (C) Engagement Infrastructure

MSU currently has three major venues through which it engages the region. These are the Institute for Regional Analysis and Public Policy, the College of Business and the American Democracy Project. The Institute for Regional Analysis and Public Policy (IRAPP) was established at MSU in 1999 as a Kentucky Program of Distinction to help meet the university's responsibilities for providing applied research and organized public service to MSU's service region. In addition, IRAPP has broader goals to provide research, public service, and academic study for the larger Appalachian region.

The College of Business oversees the operations of the Small Business Development Center and the West Liberty Innovation Center. The Small Business Development Center provides workshop training and one-on-one counseling for current or aspiring small business owners. The West Liberty Innovation Center works with clients to help facilitate technology transfer, specifically providing assistance with potential new business discoveries.

As a founding institution in the American Association of State Colleges and Universities' American Democracy Project in 2004, we initiated the promotion and coordination of community engagement activities, including service learning within the curriculum, through the office of the Director of the Honors Leadership Residential

College. A director, a clerical staff member and a team of faculty volunteers support this initiative.

Plans for expanding and formalizing engagement infrastructure

We are in the process of establishing the Center for Regional Engagement to expand and coordinate the many and diverse community engagement activities and initiatives throughout the institution. The Center for Regional Engagement will have a director at the Associate Provost level, a Coordinator of Service Learning, a clerical support person and five faculty/staff with .50 reassigned time (or equivalent) to coordinate selected areas/types of collaborative regional engagement and outreach. As an integral part of the engagement infrastructure, our Regional Advisory Council of education, community, business, and political leaders will help identify regional needs and programming priorities for the Center for Regional Engagement and will assist in assessing the Center's effectiveness. CRE will focus, leverage, and organize MoSU's regional stewardship initiatives. CRE will be organizationally located within the Institute for Regional Analysis and Public Policy (IRAPP) but with the clear mandate and expectation that regional engagement is a campus-wide responsibility/opportunity. Since its inception in 1999 IRAPP has established relationships and projects with each of MSU's Colleges and has developed many collaborations with regional partners. IRAPP's challenge under HB 1 was to establish national reputation and impact quality of life and economic development of the region. Many of the activities in the pursuit of this ambitious charge have involved collaborations/partnerships with both external and internal constituents, and the experiences, relationships, and social networks of IRAPP will be distinct advantages to CRE as it develops**.** Organizational reassignment of Honors Residential Learning and Leadership programs to CRE will provide formal linkages to student capacity and interest that can be organized effectively in regional engagement and service learning opportunities. CRE is currently working with campus constituents to do mapping of inventory assets that will position MSU to more easily connect capacity and interest to regional opportunities**.**

The Current Dean of IRAPP, Dr. David Rudy, will lead center staff. His designation as Associate Provost for Regional Engagement will emphasize to the broader university community and to regional partners the high priority placed on engagement by MoSU. The remaining staffing positions, Coordinator and Secretary/Clerical will be developed during the approval process with CPE and during the MoSU budget development process for 2007-08. All staffing positions will be considered from the context that includes issues of internal/external staffing, full/part time, and considerations of internal resource allocation/engagement infrastructure allocation.

MoSU has preliminarily allocated up to half time reassignment of equivalency to coordinate and lead selected areas or types of regional engagement activities. The specific allocation will be developed as we move further along in developing the mapping of internal engagement assets and in developing the strategic priorities of the regional Advisory Council.

A Regional Advisory Committee will be formed, and the ideas, thoughts and concerns of the region will be addressed and discussed. A steering committee from this group will interact with a committee from the university to address best practices in bringing the resources of both partners into play.

To help insure that campus leaders will become engaged and kept abreast of stewardship activities, the Associate Provost for Engagement will be part of both the Dean's Council as well as the President's Council, allowing the dissemination of information in a timely manner to a critical audience. Furthermore, the Associate Provost for Engagement and the Associate Provost for Research will both serve on a steering committee that will be comprised of faculty and staff members from the university, and members of the Regional Advisory Council.

MoSU has always strongly believed that part of its mission was to serve the region it is in, and in pursuing this policy we have always tried to make sure that on-campus and off-campus voices play a part in shaping MoSU's strategic plans. Currently, input is sought from numerous parties both on and off campus when MSU undergoes its strategic planning process. Then, after input from numerous representatives and sources, a rough draft is posted on MSU's web site for feedback. Announcements are made about the posting, encouraging anyone who has any comments to post them. The feedback is then taken and reviewed for further consideration before the final strategic plan is released. With the advent of the Regional Advisory Council, it is expected that they will be a further source to help in the strategic planning process from the outset, as well as help publicize and promote the data gathering and understanding the needs and strengths of the region that go into shaping the strategic plan.

Internal environmental scanning will begin with a systematic inventory of assets along with the identification of public engagement activities. The results will be compiled in a systematic data base so that future opportunities for public engagement can be directed toward the appropriate unit and individual (s). With respect to external scanning, the Regional Advisory Council will serve the role as an initial focus group to identify regional assets as well as regional issues. Information and input will also be sought from strategically placed individuals in local/state/federal government, Area Development Districts, regional economic development organization and others with respect to determining regional issues and perceived priorities. Staff persons will also survey reports and documents produced by others who have worked on regional issues, for example the Appalachian Regional Commission, the Long Term Policy Center, etc.

As part of the strategic planning process the Center for Regional Engagement will work with the Regional Advisory Council to organize a plan to connect assets with prioritized regional opportunities and problems. The plan will also determine the appropriate indicators related to the regional priorities that will be used to assess progress as well as to measure quality of life in the region.

Timetable for infrastructure expansion and formalization: Our first priorities in this area are to establish the **Center for Regional Engagement** and then to establish our Regional Advisory Council (RAC).

The timeline for establishing the **Center for Regional Engagement** is:

April/May 2007: Have new Associate Provost for Regional Engagement in place.
May 2007: Solicit faculty/staff candidates that will serve as links to the colleges and units.

July 2007: Have coordinator of service learning, leadership and volunteerism in place, along with a clerical support person.

The timeline for establishing the RAC is:
July 2007: Have key Center for Regional Engagement personnel in place and oriented to the strategic planning process.
March/July 2007: Solicit names and ask selected nominees if they will be willing to serve on the Regional Advisory Council.
August/December 2007: Engage, with members of the RAC, in strategic planning activities.

I. (D) Recruitment/Professional Development

Consistent with our mission, public engagement has been an important consideration in recruitment and professional development activities at MSU. President Andrews has set as one of his personal goals for the current academic year to implement a comprehensive approach to "Stewardship of Place," including the recruitment of staff and faculty that have interest and expertise in regional collaboration.

The University has provided funding for professional development in public engagement, as well. One example is the awarding of $14,259 for a proposal entitled "Service Learning: Participatory Research, Community Development, and Citizen Action" to the MSU Interdisciplinary Appalachian Studies Program. This award will support a multi-day conference to assist faculty in the development of courses focused on service learning and community engagement. Well known faculty with considerable experience and expertise from several states will help us plan ways in which to better connect service learning with regional engagement. MoSU's Center for Teaching and Learning will also be involved in the planning and development of appropriate professional development programming. Finally, the annual orientation session for all new faculty will include a section highlighting opportunities and responsibilities for faculty in regional engagement**.**

Annual administrator and faculty assessments have routinely included public engagement activities as a portion of determining overall performance.

Plans to promote public engagement through recruiting, professional development, and performance assessment

Several activities are underway to further acknowledge the importance of public engagement in the recruitment of administrators, faculty and senior staff personnel. For example, Vice President Kappes has worked with the Office of Human Resources to alter job announcement templates to include language reflecting our interest in hiring professionals with expertise in regional partnership and public engagement. Starting in the spring of 2007, MoSU's advertisements for faculty positions have included the following statement: "Morehead State University is an equal opportunity/affirmative action educator and employer with a strong commitment to community engagement." There is also consideration under way to provide a more detailed statement in MoSU institutional profile in the Chronicle of Higher Education as well as in the yearly announcement in Higher Ed.com.

We anticipate with the implementation of the regional stewardship program that faculty development activities will be substantially increased.

Provost Moore is currently engaged with the current and past chairs of the Faculty Senate to develop of guidelines that more explicitly define the role of public engagement as a key criterion in faculty performance assessment.

Timetable for Refinement of Recruiting, Professional Development and Performance Assessment: Recruiting and hiring templates will incorporate language reflecting the importance of public engagement by January 1, 2007. Increased budget allocations for faculty development in the area of public engagement will be reflected in the 2007-2008 operating budget. Revisions to faculty performance assessment procedures will be completed by June 2007.

I. (E) Incentive/Reward System

The University has established awards and recognition systems that encourage public engagement activity for faculty and staff. It provides the annual Distinguished Faculty Service Award and the Distinguished Staff Service Award, consisting of a plaque (displayed in the University Center the first year and the faculty/staff member's home department thereafter) and a $2,500 award to each recipient. Of the many types of service that may qualify a candidate for the award, three include: (l) "Service as an official representative of the University." (2) "Development of relations/partnerships with external groups (business, civic, education and government.)" and (3) "Service which enhances Morehead State University and is rendered as a citizen, not as a representative of the University (e.g. Little League Coach, American Cancer Society Volunteer, etc.)." In addition, the Interfraternity/Panhellenic/National Pan-Hellenic Council provides an annual "Community Service Award."

In addition, as part of the university's "Septemberfest: A Celebration of the American Community," and in collaboration with the Chamber of Commerce and the support of The New York Times, seven "Excellence in Civic Engagement Awards" have been established. The awards are for Excellence in Civic Engagement: (1) by an Individual (contributions of a citizen of our community in service to the community); (2) by a Community Organization (contributions of a community organization in service to the local community); (3) by a Business (contributions of a local business in service to the local community); (4) Partnerships for Service Learning (contributions of an MSU class in service to a community organization); (5) by an MSU Student (service of an MSU student to the community); (6) by an MSU Faculty/Staff (service of an MSU faculty or staff member to the community); (7) by an MSU Student Organization (service of an MSU student organization to the community).

Also, The Leadership Development Program, now in its 13th year, was established to provide leadership skills to the University's top scholarship recipients. The curriculum relies heavily on civic engagement through service learning, servant leadership and civic responsibility. Morehead State University recently received two first place awards at the annual conference of the Southern Consortium of the American Democracy Project: Morehead State took top honors in the Curricular category for its Leadership Development Program, and in the Institutional category for Septemberfest: A Celebration

of the American Community. We expect to continue this pursuit of excellence, as well as add to it in any capacity that might be needed to further encourage the university's stewardship initiative.

Plans to refine incentives and rewards for public engagement

Discussions with the Faculty Senate are underway to revise salary, promotion and tenure systems to provide more comprehensive rewards to faculty for meritorious public engagement activities. Implementation of the regional stewardship program will increase the range of opportunities and support of programs that will allow faculty to engage in regional stewardship and collaboration, thereby increasing the scope and frequency of recognition of faculty for public engagement activities. At the request of Provost Moore, the MoSU faculty senate has established a working committee to consider adjustments of faculty review processes that would encourage and reward regional engagement. To become institutionalized these suggestions would be formalized in review, tenure, promotion, and merit pay policies**.** We anticipate that changes in these policies will be approved by June 2007.

I. (F) Learning Environment

Public engagement has been integrated into the learning environment at MSU, from several perspectives. All departments specify in each annual unit report specific learning outcomes for each academic program, with an increasing number of programs specifying learning outcomes based upon the students' engagement. Currently, over 140 courses, or 3% of the entire course offerings of the University, met the criteria for formal designation as service learning classes. These courses were distributed across 17 academic departments, which constitute 81% of all departments. Sixty-three members of the faculty (21% of all faculty) taught service learning courses, attended by 5,517 students, which comprises one-half of the MSU student body. For a course to earn designation as a service learning course:

- The course will provide students with the tools they need to be engaged in local and global communities and foster a stewardship of place.
- Service must strengthen community assets and address community needs.
- Knowledge of the discipline is broadened by the service experiences with which the students are involved.
- The service learning experience must fulfill the learning goals of the academic course.
- There must be adequate time for quality reflection on the service learning experience. This will be formative as well as summative.
- Students must have the opportunity to reflect on their experiences with each other, the instructor, and the community partner.
- Students must be formally evaluated on their service learning experience through tests, journals, papers, peer evaluation, community partner reviews, or other methods.

- The instructor must ensure that the service learning experience is a substantive part of the course and how the student is evaluated.
- The instructor and community partner will reflect on the experience at the conclusion of the course.

The process for identifying a service learning course is for the instructor to voluntarily submit the course to the Service Learning Task Force for evaluation and designation as a service learning course.

Public engagement opportunities are available to students in the areas of research, leadership, internships, and studies abroad.

Student Research

- The university sponsors approximately 60 undergraduate research fellowships (each worth approximately $3,000) in which each student engages in research with a faculty member. Research projects that involved community engagement have included: A study by a social work major, titled "Vital Actions," of whether social work professionals view themselves as change agents and the degree to which they impact the community they serve; A geography student completed the project titled "Remote Sensing-based Mapping of Impervious Surfaces and Forest Cover," with the goal of developing an approach that can be readily and inexpensively used by small cities to produce digital (GIS) maps showing impervious surfaces, urban tree cover, the locations of plantable areas, and changes in tree cover over the past 50 years.
- Undergraduate students participating in the academic program within the Institute for Regional Analysis and Public Policy have engaged in applied research projects with the U.S. Forest Service, Rowan County Circuit Court, Domestic Violence Shelter, and the Community Outreach Partnership Center leading to presentations of the research in such venues as the Appalachian Regional Commission in D.C., the Posters at the Capitol at the state capitol, and professional meetings in a variety of disciplines.

Student Leadership

Both the MSU Leadership Development Program and the Honors Leadership Residential College are based on principles of leadership through civic engagement. Students complete a sequence of eight courses, each of which focuses on the relational leadership model and the concept of "servant leader" and each course includes a service learning component. Students take a progressively larger leadership role as they progress through the sequence of courses in such community engagement projects as "Septemberfest: A Celebration of the American Community;" Rodburn Elementary Fall Festival; Earthfest; Get Out the Vote and other

voter registration initiatives; Operation Iraqi Children; Morehead Elementary Homework Helpers; and participation in builds for the Habitat for Humanity.

Internships

Nursing, Imaging Science, and Psychology students participate in internships and practicum programs that provide services to communities through health care initiatives at regional health clinics (New Hope Clinic, People's Clinic, Senior Citizens Center, etc.) community service facilities, and educational programs in regional schools. Students in Geology, Environmental Science, Physics and Industrial Technology participate in internship programs with state and federal agencies that engage in community-based initiatives (PRIDE, Kentucky River Properties LLC, EPA, Water Watch, etc.) in support of environmental awareness issues impacting the region.

Studies Abroad

MSU is a charter member of the Cooperative Center for Study Abroad (CCSA), a consortium that provides a number of study abroad experiences designated as service learning. In addition, we are seeing an increasing number of study abroad experiences that include a service learning experience, of which two of the more recent are:

- Our relationship with the Guangxi Department of Education and Guangxi University in Guangxi Province, China, has led to an opportunity each summer for teacher education majors to teach English to high school or college students in Guangxi. Students maintain daily journals and engage in group and individual discussions with their instructor and program host.
- Agreements we have with institutions in Costa Rica have led to a variety of community engagement opportunities, including a recent trip by our Concert Choir, during which the students performed and conducted workshops. A trip is being planned by the Department of Nursing during spring break, at which time nursing students will have an opportunity to participate in a variety of clinical settings.

At the present time, there are no University graduation requirements that require some level of student community involvement. An attitude of "one size fits all" seldom, if ever, works. Many students will be introduced or experience community service during their educational experience at MoSU, but using force for what really only works well through persuasion and example seems a sure way to harm rather than help the ideals of such a program. However, as mentioned earlier, MoSU is already recognized nationally for its excellent curriculum offerings regarding civic engagement through service learning, servant leadership, and civic responsibility. With the institutionalization of the stewardship initiative, it is expected that the number of service learning courses, as well as the quality, will grow. Trainings, such

as the upcoming Spring conference, "Service Learning: Participatory Research, Community Development, and Citizen Action" are examples of the commitment that MoSU is making towards this endeavor.

Plans to expand learning opportunities

Within the current academic year, all departments will provide at least one service learning course or a course that incorporates public engagement as a major portion of course activities. Implementation of the regional stewardship program will provide resources to support course development and implementation, thus increasing the range and scope of such offerings at MSU. We will also use program resources to adapt and diffuse lessons learned from the Honors Leadership Residential College to other academic programs throughout the University. Also, it has been our experience that instructors adapt their service learning orientation to other courses, which allows more students to be sensitized to the values of public engagement.

I. (G) Information/Reporting Systems

The primary data collection process that is currently in place to track activities and initiatives across the University is the annual unit planning and assessment report process. Annually, each academic and administrative budget unit is required to submit an on-line report which details progress with activities that have been identified by that unit in support of the University's strategic plan goals. Each activity is coded so that that database can be searched for activities that support a specific goal (i.e. productive partnerships) of the strategic plan. Detail is also provided in the report on how each activity is to be measured, timeline for implementation of the activity and finally what changes were implemented within the unit based on the results of the activity assessment.

The University is currently in the process of implementing a new ERP system which will require a change of the software currently used for the online unit planning and assessment report process. The new software selected to facilitate this process is the Weave Online application which was created by Virginia Commonwealth University. Weave Online is an Assessment Management System that will:

- Centralize data management
- Provide web-based access
- Streamline planning, assessment, and improvement processes
- Establish a work space that is available during accreditation, program reviews, and reporting

The migration from the current in-house developed system to the Weave Online system is scheduled for the spring 2007. Under the new system, the University will continue to be able to track specific initiatives and activities associated with regional stewardship across all University units. The system will also enable the newly formed Center for Regional Engagement to document the unit's strategic plan with detailed mission, goals, objectives, key indicators, and actions that will be implemented to

measure quality of life within the region and identify pressing regional problems and/or opportunities. The information will be collected in a main gathering point, but several different groups will be able to access and use the data, from the department level all the way through to the President's office and the Center for Regional Engagement.

I. (H) Campus/Community Interaction

MSU is a committed partner of "NewCity: Morehead," a major initiative in East Kentucky that has aided in the institutionalization of interactions between MSU and the surrounding community. The University is identified as a local strength for the initiative, and President Andrews serves as a member of the Local Initiative Committee. Developed by the NewCities Institute, the initiative incorporates twelve principles of community building including: (1) "Adapting to change by being informed," (2) "Steward the environment," (3) "Basic needs (education, arts and health)" that directly involve MSU.

Specifically, the NewCities Institute recommends that MSU should be utilized to:

- Coordinate curricula development of certificate, diploma, and degree programs that will meet the anticipated future economic and social needs of the community in addition to their primary missions of meeting the education needs of the community's youth (vertical and horizontal integration of the curricula.)
- Develop and implement an Entrepreneurship Degree Program.
- Focus on nurturing indigenous resource development such as timber industry sector (seedling to finished product industrial development programs) in conjunction with the Morehead-Rowan County Economic Development Council.
- Create innovative education/entrepreneur/economic opportunities such as art/wine/cuisine teaching lab on Main Street with retail outlets that will serve as a training ground for students and a tourist draw for downtown property/business owners.
- Foster and expand niche markets for Bluegrass and other traditional music and Folk Art through regional and national symposia and academic articles that spotlight local talent to a national audience in partnership with the Economic Development Council, Chamber of Commerce, tourism, and other local civic organizations.
- Emphasize business management and marketing education.

The University invited community input in its strategic planning process. Community groups were invited to provide input, and the University's website solicited electronic input from the community. Both approaches were successful in generating thoughtful comments that influenced the development of the final plan.

Planning for increased campus/community interaction

The implementation of the regional stewardship program will extend the number and scope of opportunities for interaction. We anticipate that the program will allow the University to engage in planning activities modeled after the NewCities initiative in other communities throughout East Kentucky, and provide more grassroots connection between students, faculty and staff from the University with residents in the region.

Timetable for building interaction. While we expect to continually expand our interaction with citizens and institutions in the region, our specific plan for engagement will be completed by June 2007, and we expect to increase engagement in the focused areas identified within that plan throughout 2007 and 2008.

II. Financial Information

II. (A) Proposed Budget

Category	2006-07	2007-08
Personnel	$77,000*	$154,000
Operating Expenses	$123,000	$46,000
Total	$200,000	$200,000

* salary line for 06-07 only represent half of the year because of start date

II. (B) Budget Narrative

The positions to be supported by the proposed infrastructure pool will include:

Job Title
Associate Provost / Director
Secretarial/Clerical
Coordinator of Service Learning, Leadership and Volunteerism
Faculty/Staff Reassignments (5 total)

With a mid-year start-up of the Center for Regional Engagement in 2006-07, approximately one-half of the total annual salary budget will be allocated for one-time start-up operating expenditures to include computer equipment and software, initial marketing/public awareness, establishment of the Regional Advisory Council, staff/faculty professional development and travel, consulting/facilitator services and survey processing. More of the stewardship resources will be able to be fed back into the program because an existing position currently budgeted within MSU's operating budget will be expanded and refocused to serve as the Associate Provost for Regional Engagement and Dean of the Institute for Regional Analysis and Public Policy.

Council on Postsecondary Education
April 4, 2007

STEM Task Force Recommendations

The STEM Task Force was charged by the Council's Research, Economic Development, and Commercialization Policy Group to review issues related to the support and enhancement of Kentucky's P-20 STEM (Science, Technology, Engineering, and Mathematics) pipeline and disciplines. Additionally, the Task Force is charged with developing a statewide P-20 strategic action plan to accelerate Kentucky's performance within the STEM disciplines.

ACTION: The Research, Economic Development, and Commercialization Policy Group recommends that the Council accept the eight recommendations of the STEM Task Force detailed in the March 2007 report *Kentucky's STEM Imperative: Competing in the Global Economy*.

1. Energize and fund a statewide public awareness campaign to help Kentuckians understand the critical importance of STEM to their own economic competitiveness and to that of the Commonwealth.

2. Create incentives and a supportive environment for students, teachers, and institutions that pursue, succeed, and excel in STEM disciplines throughout the P-20 pipeline.

3. Implement international best practices in professional development programs for P-16 STEM teachers to increase the intensity, duration, and rigor of professional development.

4. Improve teacher preparation programs and encourage people with undergraduate and graduate STEM degrees to enter the teaching profession.

5. Revolutionize how STEM subjects are taught, learned, and assessed and implement a statewide research-based STEM curriculum that is aligned with global workforce and academic standards.

6. Engage business, industry, and civic leaders to improve STEM education and skills in the Commonwealth and create incentives for Kentucky businesses that employ and invest in STEM educated students.

7. Develop an ongoing, coordinated statewide STEM initiative that maximizes the impact of resources among state agencies, schools, colleges and universities, and businesses and is focused on developing and attracting STEM-related jobs to Kentucky.

8. Target energy sustainability problems and opportunities in Kentucky and the nation as a primary objective of statewide STEM enhancements.

An electronic copy of the STEM Task Force report was distributed to Council members March 15, 2007, and is available on the Council's Web site at http://cpe.ky.gov/news/reports/cpe_reports/stem. The report was rolled out at a press conference March 20, 2007, at Tates Creek Senior High School in Lexington.

During April STEM Task Force members will have the opportunity to join study groups that are related to each of the eight recommendations. The STEM study groups will meet from April to August to develop more detailed implementation action plans associated with each of the eight recommendations. The implementation action plans will be released in September 2007 to be utilized in developing the 2008-10 biennial budget recommendations from the Council.

Staff preparation by Allyson Hughes Handley

Council on Postsecondary Education
April 4, 2007

2007 Kentucky General Assembly Legislative Summary

Capital Projects:

Despite early endorsement by the legislative and executive branches, measures to restore capital projects vetoed in the 2006 session stalled due to a stalemate over a proposed overhaul of the state's retirement system. Projects left in limbo include academic buildings, research facilities, community college buildings, and housing and dining improvements. Also left unaddressed were important state-level funding pools to support capital renewal and maintenance, research, and statewide technology upgrades. One postsecondary capital-related project did make it successfully through the process. During the final hours of the session UK was granted the authority to use its own funds to purchase Good Samaritan Hospital, a medical facility located adjacent to the university. A full listing of the postsecondary capital projects that received consideration during the session is attached.

Bills Delivered to the Governor:

HB 128 (Belcher) – Military benefits for educational expenses

- Extends age eligibility for tuition waiver for a person who is the child or spouse of a deceased veteran or permanently and totally disabled veteran from 23 to 26.
- Extends allowable time to receive tuition waiver for these students from 36 to 45 months.
- Clarifies that a student serving in active duty status in the U.S. Armed Forces may have his or her eligibility extended for KEES.
- Specifies that a student who has an injury received as a victim of a party to a crime and certified by an attending physician may have KEES eligibility extended.
- Provides that KEES awards may not be reduced based on grade point average if the eligible student demonstrates to the satisfaction of the authority on appeal that enrollment was interrupted during the award period for any reason specified in this section.

HB 185 (Moberly) – Cardiovascular Disease Initiative

- Establishes a collaborative initiative among state agencies, the legislature, the administration, business, health care entities, and the postsecondary institutions to address cardiovascular disease.
- Initiatives include research, outreach, education, early identification, and follow-up for persons affected by the disease.

HB 305 (Gray) – Minimum Wage

- Increases the state minimum wage from the current $5.15 an hour to $7.25 an hour in stages over the next two years.

- The first increase of 70 cents per hour will take effect this summer, followed by an increase to $6.55 an hour in 2008. By 2009, minimum wage workers in Kentucky will make $7.25.

HB 468 (Bell) – Economic Development
- Establishes incentives for private companies to locate adjacent to a postsecondary education center and employ full- or part-time nontraditional students enrolled at the center.

HB 490 (Yonts) – Construction Contracting
- Establishes parameters for litigating disputes rising from construction contracts and establishes specific restrictions for establishing payment provisions in a contract. Applies to all public projects, including postsecondary projects.

SB 130 (Stivers) – University/Employee Contracting
- Permits governing boards of a public postsecondary institution to adopt regulations establishing the conditions under which and the procedures whereby an employee may have an interest in a contract between the institution and a business.
- Requires that governing boards forward a copy of the regulations and any subsequent changes to the Legislative Research Commission.

HCR 287 – Postsecondary Nominating Committee Confirmation
- Confirms Jeff Mosley to the Postsecondary Nominating Committee.

SR 241(Kelly) and HR 224 (Pullin) – STEM resolutions
- Urges CPE to continue the work of the CPE Science, Technology, Engineering, and Mathematics Task Force in developing strategies to improve Kentucky's performance in the science, technology, engineering, and mathematics disciplines.
- Requests that CPE report to the Interim Joint Committees on Education and Appropriations and Revenue and the Strategic Committee on Postsecondary Education (SCOPE) regarding the progress and recommendations of the STEM Task Force.

Bills of interest that did not pass:

- **HB 1** - Reinstates appropriations struck from HB 380 by gubernatorial vetoes following the 2006 legislative session.
- **HB 5** - Encourages energy saving measures in new and existing state facilities. Senate action late in the session added provisions of SB 1 and SB 2 to the bill, and measures to encourage the development of alternative fuel facilities.
- **HB 23** - Requires governmental agencies, including higher education institutions, to purchase goods and services from prison industries, nonprofit agencies, and work centers serving the blind or severely disabled.

- **HB 40** - Increases funding for the equine industry program at UofL. Specifies use of funding for recruitment, scholarships, research, and an annual symposium.
- **HB 158**- Establishes an academic bill of rights for students, faculty, and instructors in public postsecondary education institutions; provides for a grievance procedure.
- **HB 175** - Expands forgery in the second degree to include forgery of an academic degree.
- **HB 208** - Permits public postsecondary education institutions to exempt work study students from criminal checks, except for those work study students who would be working with or have unsupervised contact with persons who are under the age of 18.
- **HB 213** - Requires public postsecondary institutions that collected tuition from an eligible dependent of a deceased veteran to reimburse the student if a request for reimbursement is made within eight years of the date that the last fee was paid.
- **HB 226** - Creates the Public Service Student Law School Loan Assistance Program to defray indebtedness incurred for law school for eligible attorneys.
- **HB 306** – Authorizes the establishment of the Academy of Mathematics and Science at Western Kentucky University.
- **HB 318** - Authorizes collective bargaining for eligible public employees including representation by an employee organization, but excludes the right to strike.
- **HB 327** – Includes the Governor's budget priorities for the session, including restoration of vetoed projects, funding for student financial aid, and state retirement system supplements.
- **HB 332** - Excludes auxiliary enterprises and other non-education and general revenue from the Commonwealth's calculation of the debt capacity for the general government.
- **HB 373** - Requires public postsecondary education institutions to provide undergraduates with credit cards and debt management information. Requires CPE to assist institutions in identifying appropriate materials.
- **HB 418** – Includes the Senate proposal to overhaul retirement system, including changing benefits for future employees and providing $750 million bond issue to shore up the retirement fund.
- **HB 457** - Exempts educational institutions from paying prevailing wages on construction projects during fiscal years 2007-08, 2008-09, and 2009-10; requires provisions to expire June 30, 2010.
- **HB 461** - Stabilizes employer contribution for Optional Retirement Plan (TIAA-CREF) participants to 5.1 percent a year through 2048.
- **HB 544** - Requires UK to provide a one-time $2,000 bonus to all staff employees.
- **HCR 19** - Directs the LRC to designate staff to study the cost of elementary, secondary, and postsecondary textbooks and related instructional materials.
- **SB 1** - Establishes the AP Incentive Fund to expand courses in calculus, physics, and chemistry; pays for the cost of all AP exams for public school students; provides a

supplemental KEES award to students who are eligible for free of reduced price lunch; and provide rewards for teachers of students scoring a three or above on the AP exam in calculus, physics, or chemistry.

- **SB 2** - Provides a salary supplement to teachers of chemistry, physics, or mathematics and to teachers of chemistry, physics, or mathematics employed in schools with a high concentration of students eligible for free or reduced lunch.
- **SB 46** - Permits students to use KEES to pay tuition for dual credit courses.
- **SB 152** - Defines "family member" as the employee's spouse, children, and children of the employee's spouse; requires public agencies (including postsecondary institutions) to only allow the employee to select health insurance coverage for the employee and family members of the employee.
- **SJR 24** - Directs KDE and CPE to establish and lead a task force on accelerated learning to develop strategies to expand accelerated learning opportunities for high school students and adults in the workforce.

Staff preparation by Lee Nimocks

Postsecondary Capital Projects
2007 Session of the General Assembly

Revised: April 02, 2007

Institution/Project Name	CPE Recommended	Vetoed (HB 380) State Bond	HB1/HB327 State Bond
Infrastructure Repairs/Replacement/Improvements (2 Projects)			
Capital Renewal, Replacement, and Maintenance Pool	$ 15,000,000	13,927,000	13,927,000
Information Technology/Instructional Equipment Purchase Pool	25,000,000	10,000,000	10,000,000
Total - Infrastructure, Repairs, Replacement, & Improvements	***$ 40,000,000***	***$ 23,927,000***	***$ 23,927,000***
E&G and Postsecondary Education Center Projects (38 Projects)			
WKU Renovate Science Campus, Phase III	7,000,000	9,000,000	9,000,000
EKU/UK Dairy Research Project (Meadowbrook)	5,300,000	5,300,000	5,300,000
KSU Expand & Renovate Betty White Nursing Building	-	4,900,000	4,900,000
WKU Replace Ford College Business - Grise Hall Building	-	5,800,000	5,800,000
Total - (E&G) General Fund Projects Requested	***$ 12,300,000***	***$ 25,000,000***	***$ 25,000,000***
Research & Economic Development Projects (7 Projects)			
WKU Construct Materials Characteristics, Phase II	4,500,000	4,500,000	4,500,000
Subtotal - (R&ED) General Fund Projects Requested	***$ 4,500,000***	***$ 4,500,000***	***$ 4,500,000***
System Total	***$ 56,800,000***	***$ 53,427,000***	***$ 53,427,000***
Research Support Funding Program			
CPE Research Support/Lab Renovation & Equipment	$ 18,000,000	$ 6,000,000	$ 6,000,000
Projects Not Reviewed or Recommended by CPE			
MoSU Business Continuance Datacenter Collaborative with NKU	-	2,500,000	2,500,000
MuSU New Breathitt Vet Center - Hopkinsville (planning/design)			1,000,000
UK Livestock Disease Diagnostic Center, Phase II	-	13,500,000	13,500,000
KCTCS Licking Valley Campus, Phase II - Maysville CTC	-	1,000,000	1,000,000
KCTCS Madisonville Energy/Advanced Technology Center	-	4,000,000	4,000,000
KCTCS JCTC Carrollton County Campus, Design	-	12,000,000	12,000,000
KCTCS Maysville Rowan County Campus - Planning & Design	-	1,500,000	1,500,000
KCTCS Owensboro Advanced Technology Center		14,055,000	14,055,000
Total New Projects- Not reviewed by CPE	*$ -*	*$ 48,555,000*	*$ 49,555,000*
Total E&G Projects - State Bonds	***$ 74,800,000***	***$ 107,982,000***	**$ 108,982,000**

Institution/Project Name	CPE Recommended	Vetoed (HB 380) Agency Bond	HB1/HB327 Agency Bond
EKU - New Student Housing	10,520,000	10,520,000	10,520,000
KSU- Construct Parking Structure	7,000,000	7,000,000	7,000,000
MoSU - Construct Student Recreation Center	17,000,000	17,000,000	17,000,000
MoSU - Renovate Student Housing	10,000,000	10,000,000	10,000,000
MuSU - Replace Franklin Hall	13,077,000	13,077,000	13,077,000
MuSU - Renovate Curris Center - T-Room	750,000	750,000	750,000
NKU - Construct Student Houisng	23,000,000	23,000,000	23,500,000
NKU - Expand Norse Commons	1,400,000	1,400,000	
UK - Replace HVAC Keeneland Hall	7,013,000	7,013,000	7,013,000
UK - Renovate Blazer Hall Cafeteria	3,010,000	3,010,000	3,010,000
UofL - Construct HSC Research Facility Ph III - additional			15,000,000
UofL - Construct HSC Parking Phase II	26,113,000	26,113,000	28,500,000
UofL - Renovate Miller Hall		11,541,000	11,541,000
WKU - Acquire Property for Parking Lots	4,000,000	4,000,000	4,000,000
WKU - Expand Preston Center	10,000,000	10,000,000	10,000,000
WKU - Renovate Van Meter Hall	16,000,000	16,000,000	16,000,000
WKU - Ivan Wilson Fine Arts Center, Expansion	8,000,000	8,000,000	8,000,000
Total Agency Bonds	**$ 156,883,000**	$ 168,424,000	$ 184,911,000
Total State and Agency Bonds	**$ 231,683,000**	**$ 276,406,000**	**$ 293,893,000**

Notes:

1 The list includes all postsecondary capital projects from HB1 and HB 327.

Council on Postsecondary Education
April 4, 2007

Council on Postsecondary Education
2008-14 Capital Improvements Plan

The Council's six-year capital plan will be submitted to the Capital Planning Advisory Board (CPAB) April 15, 2007. Refinements to the plan are expected over the next few months as the Council develops its funding priorities for the FY 2008-10 budget recommendation.

KRS 7A.120(3) directs that in odd-numbered years each state agency shall submit information about its facilities and facilities-related needs to the Capital Planning Advisory Board. The individual agency plans are used by the CPAB to develop a comprehensive statewide capital improvements plan, encompassing all state agencies and postsecondary institutions. The Governor, the Chief Justice, and the Legislative Research Commission begin reviewing the plans November 1 of each odd-numbered year.

The Council's 2008-14 Capital Improvements Plan will be submitted April 15, 2007. The plan will include a description of the agency, a list of capital-related needs, and strategies for addressing capital issues. Technology is the primary capital resource included in the Council's plan. Current technology is dated and upgrades are needed to support the current program demands and to meet the goals of HB 1 and the Public Agenda. (A draft project list is attached.)

The Capital Improvements Plan will enable the postsecondary system to provide services to students and the public in a coordinated and collaborative fashion. The Council's plan identifies major equipment, technology, and related projects to support agency and Public Agenda initiatives for a combined project scope of $43.9 million. The plan will include $43,930,000 of General Funds or bond funding and no projects requiring agency or federal funds. The Council's priorities will be considered along with other statewide priorities for the postsecondary system.

The Council staff anticipates that successful implementation of these projects will increase collaboration and efficiency, strengthen the postsecondary education system, and help to achieve the Public Agenda. The projects will extend the reach of Kentucky postsecondary education to students and citizens where needs have not been fully met.

Staff preparation by Sherron Jackson

Council on Postsecondary Education
2008-2014 Capital Improvements Plan

Priority/Project Name	State	Agency	Federal	Other	Total
Purchase KYVC/KYVL Electronic Data Bases	$ 7,000,000				$ 7,000,000
Purchase Knowledge Management System	2,500,000				2,500,000
Install Website ADA Compliance Restructuring	500,000				500,000
Purchase KYVL Integrated Library System	5,000,000				5,000,000
Purchase Statewide IP-based Interactive Video Conference System	2,000,000				2,000,000
Purchase Statewide Multimedia Streaming System	1,500,000				1,500,000
Purchase Portable Training Lab Hardware/Software	300,000				300,000
Purchase KYVL Interlibrary Loan System	700,000				700,000
Purchase KYVL Reference Desk Software	600,000				600,000
Purchase KYVL Portal - Statewide License Phase II	600,000				600,000
KYVC/KYVL Statewide Licenses Pool	3,000,000				3,000,000
Purchase Adult Education SkillMobile	500,000				500,000
Purchase Statewide Lifelong Learning Portal	1,000,000				1,000,000
Restructure Adult Education's AErin System & Its Infrastructure	400,000				400,000
Purchase Asset Management System	1,000,000				1,000,000
Complete Statewide Transfer System Including Course Applicability System and Degree Audit Report System	1,000,000				1,000,000
Learning Object Repository - Phase II	2,000,000				2,000,000
P-16 Data Warehouse	4,000,000				4,000,000
Purchase Mobile Learning Infrastructure	1,000,000				1,000,000
Install Assistive Technologies for Teaching & Learning	1,000,000				1,000,000
Create Infrastructure for Integrating Internet2 Applications into Curriculum	1,500,000				1,500,000
Library Resources Interactive Tools	125,000				125,000
Scholarly and Electronic Communications Repository	180,000				180,000
Kentuckiana Digital Library Mobile Scanning Lab	425,000				425,000
Remote Storage/Robotic Retrieval Facility	3,500,000				3,500,000
Kentuckiana Digital Library Expansion	350,000				350,000
Expand GoHigher Portal	500,000				500,000
Expand UCAN System Statewide	1,000,000				1,000,000
CPE Infrastructure Upgrade	750,000				750,000
Total Planned Capital Projects	**$ 43,930,000**	**$ -**	**$ -**	**$ -**	**$ 43,930,000**

Notes:

1 The draft priorities are suggested based on consensus that the highest priorities should be:

a) Projects required to meet federal standards (ADA).

b) Projects that help to centralize services and systems.

c) Projects that allow basic continuation of existing services.

d) Streamlining/upgrading services focused to meet the needs of constituents and general citizen users.

e) Establishing new services.

Council on Postsecondary Education
April 4, 2007

High School Feedback Report

The Kentucky Council on Postsecondary Education, the Kentucky Department of Education, and the Kentucky Higher Education Assistance Authority recently released the *High School Feedback Report for the Class of 2004*. Produced collaboratively with data collected by the CPE, KDE, and KHEAA, with test scores reported by ACT Inc. and The College Board, this year's report provides information about Kentucky high school graduates' performance during their first two years of college in Kentucky. District and statewide results are included to allow principals and superintendents to compare their graduates' performance with that of their peers.

Based on feedback from superintendents, staff made substantial changes in both the content and the format of the 2004 report. For example, the 2004 report uses the *highest* ACT scores of college-going graduates, as do postsecondary institutions in their admissions and placement decisions, rather than students' *most recent* scores or the scores for all 12th graders. The unprecedented collaboration involved in the production of this report allowed for extensive information tracking the performance of students from high school into their sophomore year of college. For the first time, the Kentucky High School Feedback Report includes the graduation rates of each high school and the average high school grade point average and the average KEES award for all 12th graders. This year's report also lists all the Kentucky public and most of the independent Kentucky colleges in which graduates of a school or district enroll – not just the top five – as well as their most popular majors. This year's report, unlike the report issued last year, includes data from most of the independent and proprietary institutions in Kentucky. Like last year's report, no student data are self-reported.

Postsecondary success is a goal for the entire Commonwealth. The CPE, KDE, and KHEAA will issue a joint press release to apprise the public of the importance and value of this high school feedback report and these results at the state and local levels. The results also are being shared with education stakeholders and business and political leaders throughout the Commonwealth, including the state P-16 Council and local P-16 councils in Kentucky. The URL for Web access to the embargoed report is http://www.cpe.ky.gov/news/reports/highschoolfeedback/. This page also will have a link to the 2000 and 2002 reports for comparison purposes.

Compilation of the feedback report for the class of 2008, which will include data from the class of 2006 and trend analysis from 2004, will begin shortly.

The goal of these reports is to stimulate community conversations about the support that school and district leaders need to continue to improve the college-going rates of Kentucky's

high school graduates and their success in college. Providing timely feedback on student achievement allows for data-based policy and decision making at both the state and local levels and illustrates the need for a statewide, comprehensive P-20 data warehouse.

Staff preparation by Dianne M. Bazell and Charles McGrew

COUNCIL ON POSTSECONDARY EDUCATION REPORT
4/4/07
FROM THE KENTUCKY BOARD OF EDUCATION
BY
INTERIM COMMISSIONER KEVIN M. NOLAND

March 28 and April 1-3 Commissioner's Search Committee Meetings

The Kentucky Board of Education Commissioner's Search Committee met on March 28 to review the applications of individuals who have applied for the commissioner of education's position. The committee also discussed possible interview questions for the semifinalists. They chose six semifinalists from the pool of candidates and interviewed them on April 1-3. The next step will be for the committee to identify the finalists and then interviews of these individuals will be scheduled to occur soon with the full board.

February 7-8, 2007, Kentucky Board of Education Meeting

Highlights of the meeting were as follows:

- ***FINAL CHANGES TO 703 KAR 5:020, THE FORMULA FOR DETERMINING SCHOOL ACCOUNTABILITY APPROVED***

At its February 7-8 meeting, the Kentucky Board of Education gave consideration to input from the January 25 public hearing and to written comments received through January 31 on 703 KAR 5:020, The Formula for Determining School Accountability. As a result of the additional input, the following substantive changes occurred:

- On part 4, line 20, the words “in grades 4, 5, 6, 7, 8, 10, 11 and 12” were inserted after the word “areas”. On page 4, line 21, the words in grades 4, 5, 7, 8, 10, 11, and 12 were deleted.

  Rationale: These changes correct a missing grade in the series by adding grade 6 to the list of grades where the scores derived from the Kentucky Core Content Test shall be based on a scoring method that assigns 50% of the weight of the scores from open-response items and 50% of the weight from multiple-choice items.

- On page 5, line 15, and on page 6, line 4, the words “with reporting” were inserted after the word “Beginning”.

  Rationale: Adding the phrase “with reporting” specifies when the changes in the regulation regarding graduation rate and transition to adult life will be visible in data releases. Since the non-academic data is collected in October and lagged a

year in the reporting of CATS and NCLB results, the addition of "with reporting" helps clarify the use of prior year data.

- On line 3, page 6, inserted the words "a system of base and bonus points. The points shall be" after the word "be". On page 6, line 10, deleted the phrase "divided by twice the number of graduates". On page 7, lines 2 and 3, inserted "Bonus and base points shall be divided by twice the number of graduates" before the word "and".

  Rationale: These changes related to the calculation of transition to adult life data add an introductory statement highlighting that the calculation is a system of base and bonus points and clarify that bonus and base points are "divided by twice the number of graduates" by moving the phrase from subsection 7 to subsection 9. The division of base and bonus points by twice the number of graduates occurs because every student may contribute two times to the calculation, once with base points and once with bonus points.

- On page 10, line 8, inserted "as follows" after the word "scores". After that new language, inserted the following chart:

PLAN Ranges	**0-3**	**4-6**	**7-9**	**10-12**	**13-15**	**16-17**	**18-24**	**25-32**
ACT Ranges	**0-3**	**4-7**	**8-11**	**12-14**	**15-17**	**18-20**	**21-27**	**28-36**
Weight	**0**	**13**	**26**	**40**	**60**	**80**	**100**	**140**

  Also, on page 10, deleted lines 7-12 in their entirety.

  Rationale: The addition of the chart provides schools and districts with the method to calculate an ACT index by valuing performance on PLAN at grade 10 and the ACT at grade 11. The chart lists the ranges of scores for both assessments based on ACT benchmarks and the associated weights or values that performance in each range will contribute to an ACT index.

The regulation, as amended in February, now proceeds through the legislative committee review process.

- ***701 KAR 5:110, USE OF LOCAL MONIES TO REDUCE UNMET TECHNOLOGY NEED GIVEN FINAL APPROVAL***

Final approval of 701 KAR 5:110, Use of Local Monies to Reduce Unmet Technology Need and the KETS Master Plan (2007-2012) were given final approval in February. The new master plan highlights the integration of instruction with educational technology to transform the way curriculum is taught and provides students with ready access to technology, both inside and outside of the classroom. The plan includes four areas of emphasis as follows:

- Anytime, Anywhere, Always Focusing on Differentiated Teaching and Learning
- Data Driven Decision Making for Teachers and Administrators
- Capacity Building and Enhancement of Staff and Resources
- Efficiency and Governance

More than any other prior master plan, this design received input from focus groups, including students, university admissions staff, district teachers and leaders, technology resource teachers, state agency leadership and the business community.

The regulation and the master plan now proceeds to a public hearing on March 22 before going through the legislative committee review process.

- ***BOARD REAFFIRMS SUPPORT OF RESOLUTION ON SYMBOLS/MASCOTS***

As part of the February meeting, the Kentucky Board of Education reaffirmed its support for the following resolution on symbols/mascots:

RESOLUTION ON SCHOOL SYMBOLS/MASCOTS
BY
THE KENTUCKY BOARD OF EDUCATION

WHEREAS, **The Kentucky Board of Education believes in the worth and dignity of all peoples;**

WHEREAS, **Schools and school districts should set an example and provide leadership in their communities in supporting and furthering human rights;**

WHEREAS, **Schools should be places where all students feel welcomed;**

WHEREAS, **Mascots, nicknames and other school symbols should represent the highest ideals of human dignity and help all students feel welcome and included in the life of the school;**

NOW, THEREFORE, be it resolved that the Kentucky Board of Education urges all schools to review the appropriateness of their symbols and mascots and recommends that all schools and school districts abandon the use of symbols and mascots that are offensive to any group of people.

The resolution has been sent to all school districts.

- ***707 KAR 1:280-380, REVISIONS OF THE KENTUCKY ADMINISTRATIVE REGULATIONS FOR SPECIAL EDUCATION PROGRAMS REVIEWED***

As part of its February meeting, the Kentucky Board of Education reviewed proposed changes to its series of special education regulations. Since Congress passed amendments to the Individuals with Disabilities Education Act in 2004 and the United States Department of Education issued its final regulations in August 2006, Kentucky must amend its state special education regulations in order to comply with the new federal law and conform to new federal regulations.

The recommended changes from Department staff are based on extensive input from constituent groups. A summary of the major changes is as follows:

Summary of Major Changes to
707 KAR Chapter 1 to conform to the Individuals with Disabilities Education Act (IDEA)

<u>707 KAR 1:280. Definitions</u>

1. Added definitions of:
    - "change of placement because of disciplinary removals" and "serious bodily injury" based on federal law in the area of discipline;
    - "core academic subjects", "course of study", "high school diploma" and "postsecondary goals" based on federal law in the area of transition services;
    - "functional" based on federal law in the area of individual education programs (IEPs),
    - "interpreting services" based on federal law in the area of related services; and
    - "services plan" based on federal law in the area of services to students in private schools.
2. Made changes to
    - "assistive technology device", "parent", "related services", and "specific learning disability" to conform to federal law: and
    - "hearing impairment" based on input from the field asking for clarification.

<u>707 KAR 1:290. Free, Appropriate Public Education</u>

1. Section 1, added language to clarify which students must receive a free appropriate public education (FAPE) based on changes in federal law.
2. Added a new Section 9 to prohibit local education agency (LEA) personnel from requiring parents to place students on medication as a condition of attendance in school or special education services based on federal law.
3. Added a new Section 10 regarding records of students who are migratory based on federal law.

707 KAR 1:300. Child find, evaluation, and reevaluation

1. Section 1, added new language to clarify responsibility for students placed in private schools by their parents based on federal law.
2. Added a new Section 2 to allow LEAs to conduct early intervening services for students prior to a referral for special education based on federal law.
3. Section 3, added language to prevent inappropriate over identification or disproportionate representation by race or ethnicity in special education and to explain early intervening services prior to a referral to special education based on federal law.
4. Section 4, added language to clarify evaluation and reevaluation processes based on federal law.

707 KAR 1:310. Determination of eligibility

1. Section 1, added language to clarify what types of information should be considered in making eligibility determinations based on federal law.
2. Section 2, added language that resulted in substantial changes to the criteria and method used to determine a specific learning disability based on federal law.

707 KAR 1:320. Individual education program

1. Section 2, added language based on federal law to state that minor non-programmatic changes may be made to an IEP without convening another admissions and release committee (ARC) meeting.
2. Section 2, added language based on federal law to clarify when the 60 school day timeline runs.
3. Section 3, added language based on federal law to clarify Admissions and Release Committee (ARC) membership for specific purposes such as transition from early intervention programs and for students who have a specific learning disability. (It was indicated that there will be further revisions to this language in April.)
4. Section 5, made some minor changes based on federal law to the IEP itself, such as benchmarks and short-term objectives being optional depending on LEA procedures.
5. Added a new Section 6 based on federal law to clarify processes to follow for transfer students to ensure smooth transitions.
6. Section 7, added language based on federal law concerning transition services to postsecondary life.

707 KAR 1:330. Comprehensive system of personnel development

Deleted entire regulation, as it no longer is addressed in federal law.

707 KAR 1:340. Procedural safeguards and state complaint procedures

1. Section 1, added language based on federal law to clarify how to convene an ARC meeting if the parent does not want to attend.
2. Section 5, added language based on federal law on obtaining parental consent and procedures to follow if the parent refuses to give consent for evaluations or services.
3. Section 6, added language based on federal law to clarify who can represent a child in this process if the biological or adoptive parent is not available.
4. Added a new Section 10 as allowed under federal law on dispute resolution meetings as an option for parents and LEAs to resolve disputes prior to requesting a due process hearing.
5. Section 13, made significant changes based on federal law to procedures for disciplinary actions.
6. Section 14, made significant changes based on federal law to the process to make manifestation determination decisions prior to disciplinary actions.
7. Added a new Section 15 based on federal law to explain parents' options if they disagree with disciplinary decisions.

707 KAR 1:350. Placement decisions

No significant changes were made.

707 KAR 1:360. Confidentiality of information

No significant changes were made.

707 KAR 1:370. Children with disabilities enrolled in private schools

1. Section 2, based on federal law changed the district that is responsible for students in private schools from the district where the child lives to the district where the private school is located.
2. Added a new Section 3 based on federal law on parental consent.
3. Added a new Section 4 based on federal law on the LEA's responsibility to provide services to students in private schools.
4. Added a new Section 5 based on federal law on how the LEA must consult with private schools in making decisions on services to provide.
5. Section 8, added language based on federal law to clarify what due process procedures are available if disputes with private school students arise.

707 KAR 1:380. Monitoring and recovery of funds

No significant changes were made.

These regulations will come back to the Board for final approval at its April 4-5 meeting.

- ***DROPOUT PREVENTION AND PERSISTENCE TO GRADUATION DISCUSSED***

As follow-up to discussion at its December meeting, the Kentucky Board of Education continued its exploration of dropout prevention and ways to increase students' persistence to graduation. Kentucky Department of Education staff proposed the following six strategies for the Board's consideration:

- Mandate high school graduation or equivalency as compulsory for everyone below the age of 18.

- Ensure that every student receives individualized supports and "rapid response" interventions focused on readiness for successful transition to the next level of learning, including expanded learning time and opportunity and access to non-traditional delivery systems.

- Expand student options and non-traditional pathways to graduation, including options to recover missing credits and pathways that compress time to credential and work.

- Expand reporting requirements at the state, district and school levels to accurately reflect disaggregated graduation rate data in ways that hold the system accountable for all students.

- Engage the entire community (parents, business, community) in communicating and developing strategies for persistence to graduation.

- Expand students' access to career and technical programs of study linked to applied academic learning beginning at grade 9 or before.

After exploring these strategies with the Board, Department staff will pursue in-depth work on how to proceed and bring more definitive plans back to the members for consideration.

Also as part of this agenda item, staff from the Corbin Independent District and Paris Independent District presented their effective strategies for addressing dropout prevention. Both of these outstanding programs focused on meeting the needs of individual students.

- ***PROPOSED CHANGES TO 702 KAR 7:065, DESIGNATION OF AGENT TO MANAGE HIGH SCHOOL INTERSCHOLASTIC ATHLETICS REVIEWED***

The Kentucky High School Athletic Association (KHSAA), as the Kentucky Board of Education's agent to manage high school interscholastic athletics, brought forward proposed changes to its bylaws and constitution for review in February. All of the

proposed changes were brought forward for consideration with approval by the KHSAA Board of Control. A summary of the proposals is as follows:

Proposal	Author	Purpose
1	KHSAA Board of Control	A proposal to clarify the language regarding the requirement of being a full-time student contained in Bylaw 4.
2	KHSAA Board of Control	Proposed by the Board of Control at the request of selected members of the 2005-2006 Task Force on Interscholastic issues. An amendment to Bylaw 4 to require each member school to have a defined athletic territory composed of students from feeder schools with defined restrictions and exceptions. Effective with the 7th grade class of 2008-2009.
5	Jim Sexton, Eastern HS	An amendment to Bylaw 8 to specify that if a student participates on a school team, the student may not also compete during that sports season on an outside team in the same sport. This provision would apply to baseball, basketball, football, soccer, softball and volleyball.
6	KHSAA Board of Control	An amendment to Bylaw 9 to specify that ineligible students may not be used in any school-based or school-funded competition during the period of ineligibility. Previously, competition was only specifically prohibited by ineligible students during the school year, but this change will ensure that school funding and resources are not expended for ineligible students.
7	KHSAA Board of Control	A technical amendment to Bylaw 10 to remove actions by school personnel dealing solely with already enrolled students from the restricted activities. Previously, there were specific restrictions precluding a school representative from addressing members of his/her own school about remaining at that school.
9	KHSAA Board of Control	A technical amendment to Bylaw 17 to take compliance provisions and assurances from the membership application to the body of Bylaw 17. This change compels member schools to comply with Board of Control mandated programs such as Title IX reporting and Sports Medicine initiatives even if they previously did not have bylaw coverage.

Proposal	Author	Purpose
10	KHSAA Board of Control	An amendment to Bylaw 25 to revise the manner in which contests/games are counted in baseball and eliminate the confusing language regarding double and single elimination tournaments. The net effect (maximum games) under this proposal would not differ from current wording.
12	KHSAA Board of Control	An amendment to Bylaw 25 to revise the manner in which contests/games are counted in fast pitch softball and eliminate the confusing language regarding double and single elimination tournaments. The net effect (maximum games) under this proposal would not differ from current wording.
13	Gale Travis, Madisonville North Hopkins High School	An amendment to Bylaw 25, to combine the limitations contained in Indoor and Outdoor Track Seasons into one rule.
14	KHSAA Board of Control	A technical amendment to Bylaw 25 to take the National Federation Stunt Limit Restrictions and codify them into the Bylaw. These restrictions have been contained in the insurance provisions and Board of Control policies and this amendment shifts them to the Bylaws for clarity and emphasis.
15	KHSAA Board of Control	An amendment to Bylaw 27 regarding coaches to maintain the pre-hire qualifications and post-hire requirements but remove the procedural hiring provisions. These procedural provisions are not under the jurisdiction of the KHSAA and have become outdated.
16	KHSAA Board of Control	An amendment to Bylaw 29 to add swimming to the list of sports in which licensed officials must be used.
17	Phil Rison, Montgomery County High School	An amendment to Bylaw 33 to clarify the appropriateness (or lack thereof) of fines for certain offenses, and reiterate the option of using additional provisions already contained in the regulations.

Proposal	Author	Purpose
18	KHSAA Board of Control	A technical amendment to the Constitution to reduce the number of mandatory Board of Control meetings from six (6) to four (4). While this change may have little impact under the current structure, this proposal would allow alternative planning should the size of the Board of Control ever be revised.
19	KHSAA Board of Control	An amendment to the Constitution to change the deadline date for proposed amendments to the Constitution and Bylaws to May 1 to allow for distribution, review, discussion and debate among all related constituencies prior to the Annual Meeting.
20	Arthur Ballard, Estill County High School	An amendment to the KHSAA Constitution to compel the publishing of the agenda and detailed minutes of the Board of Control in a timely manner for the membership to view via the KHSAA web site.

Referendum	Author	Purpose
1	KHSAA Board of Control on behalf of the Task Force on Interscholastic Athletics	A proposal to codify the restrictions on need based financial aid. These restrictions have previously been contained in the interpretations of KHSAA Bylaw 10 (Recruitment), but would now be listed as a new Bylaw 7. This rule makes it clear what types of aid are permissible in order to preserve interscholastic athletic eligibility. The previous Bylaw 7 will be merged with provisions within Bylaw 9.
2	KHSAA Board of Control on behalf of the Task Force on Interscholastic Athletics	A proposal to amend Bylaw 6 to apply the period of ineligibility following transfer (one year) to students who have played for a high school while enrolled below grade nine and then enter a different school upon entry into the 9th grade without meeting defined Bylaw 6 exceptions. This proposal addresses concerns about student-athletes “playing up” to the high school level and then not enrolling in that high school in the 9th grade, an issue that has caused considerable discussion within the membership of the association.

Proposal 2, that would require each member school to have a defined athletic territory composed of students from feeder schools with defined restrictions and exceptions, received the most discussion due to input received from various constituents. Several speakers, both pro and con, addressed the Board's Management Committee on Proposal 2.

Final action on the proposed bylaw and constitution changes will occur at the April 4-5, 2007, meeting.

Next Meeting: April 4-5, 2007, Frankfort, KY

Council on Postsecondary Education
April 4, 2007

2007-08 Tuition and Fee Proposals

ACTION: The staff recommends that the Council approve 2007-08 tuition and mandatory fee charges for Kentucky State University, Murray State University, Northern Kentucky University, and Western Kentucky University and approve 2007-08 tuition and mandatory fee charges for the University of Louisville contingent upon approval of the proposed increases by the UofL Board of Trustees at its April 5 meeting.

The Council revised its tuition policy in 2005 to reflect the following policy objectives:

- (Access) - College education in Kentucky should be accessible and affordable for all qualified Kentuckians.
- (Adequacy) - Tuition policy decisions should provide adequate total public funding levels necessary for institutions to meet the objectives of the Public Agenda.
- (Aid) - Tuition and student financial aid policies should be coordinated effectively to ensure sufficient financial aid for students with financial need.
- (Alignment) - The following three policies should be aligned with each other and the Public Agenda: (1) General Fund appropriations, (2) financial aid, and (3) the establishment of tuition and required fees at the institutions.

Pursuant to these objectives, the Council established maximum tuition parameters for resident undergraduate students for 2007-08 on November 11, 2006. In addition, the Council mandated that the published price for nonresident students be established at least 1.75 times higher than the resident rates.

The Council approved proposals for tuition and fees for 2007-08 for the following four institutions on January 29, 2007:

- University of Kentucky (UK)
- Eastern Kentucky University (EKU)
- Morehead State University (MoSU)
- Kentucky Community and Technical College System (KCTCS)

The remaining institutions are requesting Council approval for tuition and fees for 2007-08 as follows:

- Kentucky State University (KSU)
- Murray State University (MuSU)
- Northern Kentucky University (NKU)
- University of Louisville (UofL)
- Western Kentucky University (WKU)

Summary of Proposed 2007-08 Rates

All five remaining institutions submitted proposals that are within the maximum parameters approved by the Council. Attachment A provides the details for resident undergraduate tuition and fee charges, which are subject to the maximum parameters approved by the Council. A complete listing of the rates for all institutions is included and the five remaining institutional requests are shaded. Attachment B provides a complete listing of tuition and mandatory fee charges for all students including graduate programs, nonresident students, and online course offerings.

The 2006-07 tuition and fees and the maximum parameters for 2007-08 have been revised to reflect actual charges at Western Kentucky University for the current year and to reconcile 2007-08 increases within the maximum parameters. Additionally, Western Kentucky University implemented a new financial aid program (Top It Off Scholarship) as a part of the reconciliation.

A summary of annual tuition and required fees for undergraduate resident students is as follows:

Institution	Maximum	Proposed	Difference	$ Increase	% Increase
UofL	$7,002	$6,870	$132	$618	9.9%
KSU	5,420	5,320	100	370	7.5%
MuSU	5,473	5,418	55	420	8.4%
NKU	5,966	5,952	14	504	9.3%
WKU	6,416	6,416	0	464	7.8%

The proposals for nonresident undergraduate annual rates are summarized as follows:

Institution	Proposed Resident Undergrad	Proposed Nonresident Undergrad	$ Differential	% Required Differential	% Proposed Differential
UofL	$6,870	$17,664	$10,794	1.75	2.57
KSU	5,320	12,490	7,170	1.75	2.35
MuSU	5,418	14,718	9,300	1.75	2.72
NKU	5,952	10,776	4,824	1.75	1.81
WKU	6,416	15,470	9,054	1.75	2.41

Planned Uses of Public Funding Increases

Institution	Planned Use of Funding
UofL	▪ Funding for 4 percent faculty and staff performance-based salary increase, increase in student financial aid, increase in research funding, and additional faculty lines.
KSU	▪ Funding for 3 percent faculty and staff salary increase, fixed costs, new faculty positions, the new KCTCS transfer scholarship, developmental education programs, and increase need-based aid.
MuSU	▪ Funding for faculty and staff salaries, health insurance, new faculty position, need-based student financial aid - The Racer Advantage Grant, ERP Implementation.
NKU	▪ Funding for compensation increases, fixed costs, increases in student financial aid, and critical investments in the university's strategic priorities.
WKU	▪ Funding for 4 percent merit pool, minimum wage increase, fixed costs, and strategic priorities including libraries, extended campuses, honors, study abroad, regional stewardship, and nursing.

Institutional Planning for Financial Aid for Students with Financial Need

Attachment C details plans for increases in financial aid for students who have a demonstrated financial need. The table presents aid to be available for students who meet the federal definition of financial need (Pell Grant eligibility). The new proposals are shaded.

The Council requested additional financial assistance from institutional resources in 2007-08 above 2006-07 levels for students who have demonstrated financial need. All institutions submitted proposals that demonstrate an increased commitment ranging from about 4 percent of tuition revenue at Murray State University to over 15 percent at Morehead State University. In addition, information concerning the specifics of financial aid policies in 2007-08 for the five institutions is provided in Attachment D.

Staff preparation by Sandra Woodley and Jonathan Thompson

ATTACHMENT A

2007-08 Tuition and Fees: Comparison of Maximum Parameters and Institutional Proposals

Proposals for 2007-08 Tuition and Required Fees

Institution	Tuition & Fees 2007	Tuition and Fees as % of State Median Family Income $48,168	2007-08 Maximum Parameters				Institutional Proposals			
			Maximum Nominal Tuition & Mand. Fees	Max Tuition and Fees as % of MFI 2008 $49,420	% Change at Max	$ Change at Max	Maximum Nominal Tuition & Mand. Fees	Max Tuition and Fees as % of MFI 2008 $49,420	% Change	$ Change
Research Institutions										
UK (Average Lower and Upper)	$6,604	13.7%	$7,199	14.6%	9.0%	$594	$7,199	14.6%	9.0%	$595
UofL	6,252	13.0%	7,002	14.2%	12.0%	750	6,870	13.9%	9.9%	618
SECTOR AVERAGE	6,428	13.3%	7,101	14.4%	10.5%	672	7,035	14.2%	9.4%	607
Comprehensive Institutions										
EKU	5,192	10.8%	5,685	11.5%	9.5%	493	5,682	11.5%	9.4%	490
KSU	4,950	10.0%	5,420	11.0%	9.5%	470	5,320	10.8%	7.5%	370
MoSU	4,870	10.1%	5,333	10.8%	9.5%	463	5,280	10.7%	8.4%	410
MuSU	4,998	10.4%	5,473	11.1%	9.5%	475	5,418	11.0%	8.4%	420
NKU	5,448	11.3%	5,966	12.1%	9.5%	518	5,952	12.0%	9.3%	504
WKU* (revised)	*5,952*	*12.4%*	*6,416*	*13.0%*	*7.8%*	*464*	*6,416*	*13.0%*	*7.8%*	*464*
SECTOR AVERAGE	5,235	10.9%	5,715	11.6%	9.2%	480	5,678	11.5%	8.8%	443
Two-Year Institutions										
KCTCS	3,270	6.8%	3,570	7.2%	9.2%	300	3,450	7.0%	5.5%	180
KCTCS (Per Credit Hour)	109		119			10	115			6

* The maximum parameters for 2007-08 and the tuition and fee amount for 2006-07 have both been revised for Western Kentucky University to reflect actual 2006-07 charges and to reconcile increases in 2007-08 to the maximum parameters approved by the Council.

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
University of Kentucky			
Undergraduate (Lower Division)			
Resident			
Full-time	3,548	3,548	7,096
Per Credit Hour	282	282	
Nonresident			
Full-time	7,448	7,448	14,896
Per Credit Hour	607	607	
Undergraduate (Upper Division)			
Resident			
Full-time	3,651	3,651	7,302
Per Credit Hour	290	290	
Nonresident			
Full-time	7,547	7,547	15,094
Per Credit Hour	615	615	
Graduate			
Resident			
Full-time	3,835	3,835	7,670
Per Credit Hour	401	401	
Nonresident			
Full-time	8,079	8,079	16,158
Per Credit Hour	873	873	
Master in Business Administration (MBA)			
Evening and part-time students			
Resident			
Full-time	4,434	4,434	8,868
Per Credit Hour	468	468	
Nonresident			
Full-time	9,643	9,643	19,286
Per Credit Hour	1,046	1,046	
Master of Arts in Diplomacy and International Commerce and Master of Science in Physician Assistant Studies			
Resident	4,022	4,022	8,044
Nonresident	8,266	8,266	16,532
Master of Science in Radiological Medical Physics and Master of Science in Health Physics (College of Health Sciences, Division of Radiation Sciences)			
Resident	4,464	4,464	8,928
Nonresident	8,695	8,695	17,390
Law			
Resident	6,999	6,999	13,998
Nonresident	12,402	12,402	24,804
Medicine *			
Students - entering classes of Fall 2004 and earlier			
Resident	10,987	10,987	21,973
Nonresident	21,371	21,371	42,742
Students - entering classes of Fall 2005			
Resident	11,729	11,729	23,457
Nonresident	22,330	22,330	44,660
Students - entering classes of Fall 2006			
Resident	11,802	11,802	23,604
Nonresident	22,454	22,454	44,907
Students - entering classes of Fall 2007			
Resident	11,876	11,876	23,752
Nonresident	22,578	22,578	45,155
Dentistry			
Students - entering classes of Fall 2005, 2006, and 2007			
Resident	10,637	10,637	21,274
Nonresident	22,427	22,427	44,854
Other Returning Students			
Resident	10,355	10,355	20,710
Nonresident	22,041	22,041	44,082

* As a pilot program, beginning with fall 2007, the College of Medicine tuition and mandatory fee rates are 'locked in' for each entering class cohort. The rates will not change while students are enrolled in the program.

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
University of Kentucky Continued			
Pharmacy			
Students - entering classes of Fall 2005, 2006, and 2007			
Resident	8,888	8,888	17,776
Nonresident	16,549	16,549	33,098
Other Returning Students			
Resident	7,352	7,352	14,704
Nonresident	14,740	14,740	29,480
Professional Doctoral			
Resident	5,000	5,000	10,000
Nonresident	11,160	11,160	22,320
Master in Business Administration (MBA)			
Full-time students in the "Day" Program			
Resident	4,106	4,106	8,212
Nonresident	8,350	8,350	16,700
Doctorate of Physical Therapy			
Resident	6,235	6,235	12,470
Nonresident	13,935	13,935	27,870
**Subject to slight modification			
University of Louisville			
Undergraduate			
Resident			
Full-time	3,435	3,435	6,870
Per Credit Hour	287	287	
Nonresident			
Full-time	8,832	8,832	17,664
Per Credit Hour	736	736	
Distance Education			
Per Credit Hour	373.10	373.10	
Intensive English as a Second Language (IESL)			
Full-time Day Program	3,867	3,867	7,734
(Changing to a 16-week program from 10-week)			
Graduate			
Resident			
Full-time	3,729	3,729	7,458
Per Credit Hour	415	415	
Nonresident			
Full-time	9,010	9,010	18,020
Per Credit Hour	1,002	1,002	
Distance Education			
Per Credit Hour	539.50	539.50	
Traditional MBA (Being phased out)			
Resident			
Full-time	4,995	4,995	9,990
Per Credit Hour	555	555	
Nonresident			
Full-time	11,631	11,631	23,262
Per Credit Hour	1,293	1,293	
MBA (New Cohort Program Effective Fall 2007)			
Resident - $28,000 for 6 semesters including summer			
Full-time	4,667	4,666	14,000
Nonresident - $28,000 for 6 semesters including summer			
Full-time	4,667	4,666	14,000
** Annual rate includes summer semester in this new structured cohort program			
Traditional IMBA (Being phased out)			
Resident			
Full-time	4,995	4,995	9,990
Per Credit Hour	555	555	
Nonresident			
Full-time	11,631	11,631	23,262
Per Credit Hour	1,293	1,293	

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
University of Louisville Continued			
IMBA (New Cohort Program Effective Fall 2007)**			
Resident - $25,000 for 6 semesters including summer			
Full-time	4,167	4,166	12,500
Nonresident - $25,000 for 6 semesters including summer			
Full-time	4,167	4,166	12,500
** Annual rate includes summer semester in this new structured cohort program			
Traditional Master of Accountancy (Being phased out)			
Resident			
Full-time	3,729	3,729	7,458
Per Credit Hour	415	415	
Nonresident			
Full-time	9,010	9,010	18,020
Per Credit Hour	1,002	1,002	
Master of Accountancy (New Cohort Program Effective Fall 2007) **			
Resident - $16,000 for 3 semesters including summer			
Full-time	5,334	5,333	16,000
Nonresident - $16,000 for 3 semesters including summer			
Full-time	5,334	5,333	16,000
** Annual rate includes summer semester in this new structured cohort program			
Law			
Resident			
Full-time	6,270	6,270	12,540
Per Credit Hour	627	627	
Nonresident			
Full-time	12,943	12,943	25,886
Per Credit Hour	1,295	1,295	
Medicine			
Resident	11,202	11,202	22,404
Nonresident	21,375	21,375	42,750
Dentistry			
Resident	9,390	9,390	18,780
Nonresident	22,512	22,512	45,024
Eastern Kentucky University			
Undergraduate			
Resident			
Full-time	2,841	2,841	$5,682
Per Credit Hour	237	237	
Nonresident			
Full-time	7,691	7,691	15,382
Per Credit Hour	641	641	
Nonresident - Targeted Areas			
Full-time	4,442	4,442	8,884
Per Credit Hour	371	371	
Online Programs**			
Justice and Safety Online Courses (per credit hour)	350	350	
Other Online Courses (per credit hour)	260	260	
**Subject to slight modification			
Graduate			
Resident			
Full-time	3,070	3,070	6,140
Per Credit Hour	342	342	
Nonresident			
Full-time	8,419	8,419	16,838
Per Credit Hour	936	936	
Full-time - Incentive Grant Counties	4,801	4,801	9,602
Per Credit Hour - Incentive Grant Counties	534	534	
Online Programs **			
Justice and Safety Online Courses (per credit hour)	500	500	
Other Online Courses (per credit hour)	375	375	
**Subject to slight modification			

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
Kentucky State University			
Undergraduate			
Resident			
Full-time	2,660	2,660	5,320
Per Credit Hour	175	175	
Nonresident			
Full-time	6,245	6,245	12,490
Per Credit Hour	415	415	
Nonresident-Targeted Counties			
Full-time	4,655	4,655	9,310
Per Credit Hour	310	310	
Nonresident-Legacy			
Full-time	4,655	4,655	9,310
Per Credit Hour	310	310	
Online Programs			
Per Credit Hour	240	240	
Graduate			
Resident			
Full-time	2,700	2,700	5,400
Per Credit Hour	300	300	
Nonresident			
Full-time	6,300	6,300	12,600
Per Credit Hour	700	700	
Online Programs			
Per Credit Hour	265	265	
Morehead State University			
Undergraduate			
Resident			
Full-time	2,640	2,640	5,280
Per Credit Hour	220	220	
Nonresident			
Full-time	6,670	6,670	13,340
Per Credit Hour	560	560	
Nonresident -Targeted Counties			
Full-time	3,300	3,300	6,600
Per Credit Hour	275	275	
Online Programs			
Per Credit Hour	355	355	
Graduate			
Resident			
Full-time	2,865	2,865	5,730
Per Credit Hour	320	320	
Nonresident			
Full-time	7,275	7,275	14,550
Per Credit Hour	810	810	
Online Programs			
Per Credit Hour	355	355	
Murray State University			
Undergraduate			
Resident			
Full-time	2,709	2,709	5,418
Per Credit Hour	226	226	
Nonresident			
Full-time	7,359	7,359	14,718
Per Credit Hour	613	613	
Graduate			
Resident			
Full-time	3,078	3,078	6,156
Per Credit Hour	342	342	
Nonresident			
Full-time	8,658	8,658	17,316
Per Credit Hour	962	962	

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
Northern Kentucky University			
Undergraduate			
Resident			
Full-time	2,976	2,976	5,952
Per Credit Hour	248	248	
Nonresident			
Full-time	5,388	5,388	10,776
Per Credit Hour	449	449	
Nonresident - PACE Program			
Full-time	3,216	3,216	6,432
Per Credit Hour	268	268	
Graduate			
Resident			
Per Credit Hour	337	337	N/A
Nonresident			
Per Credit Hour	617	617	N/A
Metro - Nonresident			
Per Credit Hour	457	457	N/A
Business			
Resident			
Per Credit Hour	398	398	N/A
Nonresident			
Per Credit Hour	729	729	N/A
Metro - Nonresident			
Per Credit Hour	499	499	N/A
Law			
Resident			
Full-time	6,060	6,060	12,120
Per Credit Hour	505	505	
Nonresident			
Full-time	13,212	13,212	26,424
Per Credit Hour	1,101	1,101	
Metro - Nonresident			
Full-time	9,984	9,984	19,968
Per Credit Hour	832	832	
Western Kentucky University			
Undergraduate			
Resident			
Full-time - Main Campus	3,208	3,208	6,416
Part-time - Main Campus (per credit hour)	267	267	
Part-time - Distance Learning (Online Courses)	320	320	
Nonresident			
Full-time - Main Campus	7,735	7,735	15,470
Full-time - Incentive	3,967	3,967	7,934
Part-time - Main Campus (per credit hour)	645	645	
Part-time - Incentive (per credit hour)	331	331	
Part-time - Distance Learning (Online Courses)	320	320	
Graduate			
Resident			
Full-time	3,507	3,507	7,014
Part-time (per credit hour)	351	351	
Part-time - Distance Learning (Online Courses)	421	421	
Nonresident			
Full-time - Domestic	3,839	3,839	7,678
Full-time - International	8,487	8,487	16,974
Part-time (per credit hour) - Domestic	384	384	
Part-time (per credit hour) - International	434	434	
Part-time - Distance Learning (Online Courses)	421	421	
Kentucky Community and Technical College System (KCTCS)			
Resident			
Full-time	1,725	1,725	3,450
Per Credit hour	115	115	
Nonresident - Contiguous Counties			
Full-time	2,070	2,070	4,140
Per Credit hour	138	138	
Nonresident - Other			
Full-time	5,175	5,175	10,350
Per Credit hour	345	345	

ATTACHMENT C

ESTIMATED FINANCIAL AID FOR STUDENTS ELIGIBLE FOR A PELL GRANT

	Tuition and Fee Revenue and Institutional Financial Aid						Estimated Total Student Financial Aid				
	One-Year Increase (Incremental Revenue)			Comparison of Totals 2007-08			Per Pell-eligible Student				
Institution	**Increase Revenue Tuition & Fees 2007 to 2008**	**Increase Institutional Student Aid* 2007 to 2008**	**Institutional Aid as % Increase in Revenue 2007 to 2008**	**Total Revenue Tuition & Fees 2007-08**	**Total Institutional Student Aid* 2007-08**	**Total Institution Aid As % of Total Tuition Revenue 2007-08**	**Estimated Total Student Financial Aid for Pell-eligible Students* 2007-08**	****Enrollment for Undergraduates Enrolled in Six or More Hours Fall 2006**	**Estimated Pell-eligible Students 2007-08**	**Pell-eligible as % of Undergraduate Enrollment**	**Estimated Student Aid per Pell-eligible Student* 2007-08**
Research Institutions											
UK	$17,621,400	$2,350,700	13.3%	$237,580,700	$9,358,200	3.9%	$26,947,193	18,354	3,475	18.9%	$7,755
UofL	13,140,000	711,840	5.4%	150,004,400	7,373,600	4.9%	27,018,900	13,302	3,408	25.6%	7,928
Comprehensive Institutions											
EKU	8,162,000	500,000	6.1%	94,385,002	5,002,000	5.3%	26,850,000	12,313	5,175	42.0%	5,188
KSU	1,266,528	150,000	11.8%	18,932,530	861,497	4.6%	3,257,208	1,158	401	34.6%	1,777
MoSU	3,092,678	470,589	15.2%	46,285,428	6,215,004	13.4%	25,792,241	6,469	3,418	52.8%	7,546
MuSU	5,631,500	200,000	3.6%	72,646,800	8,221,400	11.3%	16,780,300	7,477	2,326	31.1%	7,214
NKU	5,223,900	250,000	4.8%	91,240,038	1,520,000	1.7%	22,230,000	11,527	3,100	26.9%	7,171
WKU	7,949,000	597,500	7.5%	120,076,000	3,345,000	2.8%	27,895,000	14,812	5,036	34.0%	5,539
Two-Year College System											
KCTCS	6,600,000	573,000	8.7%	162,833,300	10,992,800	6.8%	131,195,400	49,264	36,863	74.8%	3,559
TOTAL	**$68,687,006**	**$5,803,629**	**8.4%**	**$993,984,198**	**$52,889,501**	**5.3%**	**$307,966,242**	**134,676**	**63,202**	**46.9%**	**$4,873**

* Student financial aid presented above for needy students is defined by the federal government (students who are eligible for a Pell Grant). Institutions provide other need-based financial aid for students who are not eligible for a Pell Grant and that information is not incorporated in this analysis.

**Includes only undergraduate degree-seeking students enrolled for six or more credit hours.

***Student financial aid does not include loans or workstudy, only grant aid.

ATTACHMENT D

2007-08 Financial Aid Policies
(KSU, MuSU, NKU, UofL, and WKU)

Kentucky State University

2007-2008 Scholarship/Financial Aid Program Investments

The University offers a variety of academic Scholarships for incoming Freshmen (graduating high school seniors) and transfer students. Details of these scholarships are provided below:

The Presidential Scholarship

Graduating high school seniors with a minimum 3.5 cumulative GPA and a 26 ACT score or SAT equivalent. The Presidential Scholarship provides full tuition, room, board, a $500 book stipend, and fees.

The Excellence Scholarship

Graduating high school seniors with a minimum 3.2 cumulative GPA and a 24 ACT score or SAT equivalent. The Excellence Scholarship provides the value of in-state tuition, ½ room, and ½ board costs.

The Thorobred Scholarship

Graduating high school seniors with a minimum 3.0 cumulative GPA and a 21 ACT score or SAT equivalent. The Thorobred Scholarship provides the value of in-state tuition

The Service County Scholarship

Graduating high school seniors who are residents of Anderson, Franklin, Henry, Owen, Scott, Shelby, or Woodford counties with a minimum 3.0 cumulative GPA. The Service County Scholarship provides the value of tuition.

The Commonwealth Scholars Program

Graduating high school seniors who are Kentucky residents, rank within the top 10% of their graduating class, demonstrated participation in at least 3 extra-curricular activities, with a minimum 3.2 cumulative GPA. The Commonwealth Scholars Program provides the value of tuition, room, board, a $500 book stipend, and tuition for two summer sessions.

The Louisville/Lexington Black Achievers Scholarship

Graduating high school seniors who are participants in the YMCA Black Achievers Program, Kentucky residents, with a minimum 3.0 cumulative GPA and a 21 ACT or SAT equivalent. The Louisville/Lexington Black Achievers Scholarship provides the value of tuition, room, board, and a $500 book stipend.

The USDA 1890 National Scholars Program

Graduating high school seniors who pursue a degree in a discipline related to agriculture or natural resource sciences, demonstrates leadership and community service, with a minimum 3.0 cumulative GPA and a 21 ACT or SAT equivalent. The USDA 1890 National Scholars Program provides the value of tuition, room, board, books, a personal computer, and software.

The KCTCS Transfer Scholarship

Applicants must be admitted to Kentucky State University as a transfer student from any KCTCS institution, have completed at least 12 semester hours of college work, and earned a minimum 3.0 G.P.A. (4.0 scale). Awards range from $1,000 - $2,000 and are renewable for each academic year.

Northern Kentucky University

2007-08 Planned Financial Assistance Strategies

1. The Northern Difference

In the Fall of 2006 NKU increased institutional need-based aid by $250,000. Beginning in Fall 2007 NKU will further increase this budget by implementing a new need-based aid program that will make up the differential between the direct costs of attendance (tuition, fees, room, board, and books) and federal, state, and institutional grants. Students may renew the award for a total of 8 semesters (4 years) provided they successfully complete all requirements. Participation in the federal work study program will also be encouraged.

Qualifications:

- Must be Pell grant eligible
- Must be a Resident of Kentucky
- Must be a First-time freshmen
- Must meet NKU's regular admission standards
- Family income falls at 150% or below the national poverty level

Requirements:

- Must complete the FAFSA by April 1, 2007 (by March 1 in all subsequent years)
- Must apply for and be granted admission to NKU by April 1, 2007 (by March 1 in all subsequent years)
- Maintain required minimum eligibility for all awarded federal, state, institutional grants
- Maintain a college GPA of 2.5 in order to renew
- Maintain full-time enrollment status in good standing with satisfactory academic progress
- Maintain continuous enrollment at NKU (both Fall and Spring semesters)

NKU will focus its attention on students in the 7th grade and below working closely with the school and the community to help students adequately prepare for college. Based on ACT data, NKU has learned that approximately 2/3 of the students in our service region who report a family income below $36,000 have at least one area of academic deficiency. The implementation of a need based aid program by itself is not enough. NKU believes it is equally important to emphasize the importance of sound academic preparation.

NKU has set the following goal:

Academic Year	Number of students	Projected Costs
2007-2008	100	$350,000
2010-2011	400	$1,400,000 (*does not account for tuition increases)*

Note: The Northern Difference will supplement the current need-based aid program, funded at $1 million in 2006-2007. That program provides mostly partial scholarships to both full and part-time students, based on their financial need. It also includes financial aid for transfer students and adult learners.

2. Strive

Educators in the Northern Kentucky and Cincinnati region are partnering under the coordination of the Knowledge Works Foundation to support college access and success in the urban core of our region. The program seeks to enhance access and success at the post-secondary education level through the coordination of support resources and the offering of corporate funded scholarships. Strive aims to provide academic and financial support to students and families who reside in Newport, Covington and Cincinnati Public School districts.

3. KCTCS Scholarship Program

In the fall of 2007 NKU will increase the amount of the competitive scholarship for KCTCS transfers from $2,000 to $2,500 per year. The award can be renewed for up to 6 semesters and will be awarded on a competitive basis.

Qualifications:

- Must complete at least 36 hours at a KCTCS institution
- Must have a minimum college GPA of 2.5 to be considered

Requirements:

- Must apply for the scholarship by May 15, 2007
- Must apply for admission to NKU by May 15, 2007
- Must remain in good academic standing as defined by the satisfactory academic progress guidelines
- Must maintain full-time enrollment (completing at least 12 hours each Fall and Spring semester)

4. Informatics Scholarship

In the fall of 2007 NKU will offer a special $5,000 renewable scholarship to undergraduate, full-time, first-time freshmen. NKU will offer 10 awards for students pursuing majors in the new College of Informatics. The award can be renewed for up to 8 semesters (4 years).

Qualifications:

- This is a competitive scholarship for students with a high school GPA of 3.0 or higher and an ACT composite of 26 or higher
- Must declare and maintain a major in the College of Informatics in the areas of computer science, computer information technology, business informatics or media informatics
- Must meet NKU's regular admission requirements

Requirements:

- Apply for scholarships at NKU by the February 1 deadline
- Apply for admission and gain admission to NKU by February 1
- Maintain full-time enrollment and a 3.25 GPA in order renew the award

5. Math and Science Scholarship

In the fall of 2007 NKU will offer a special $5,000 renewable scholarship to undergraduate, full-time, first-time freshmen. NKU will offer 10 awards for students pursuing math or science majors. The award can be renewed for up to 8 semesters (4 years).

Qualifications:

- This is a competitive scholarship for students with a high school GPA of 3.0 or higher and an ACT composite of 26 or higher
- Must declare and maintain a math or science major
- Must meet NKU's regular admission requirements

Requirements:

- Apply for scholarships at NKU by the February 1 deadline
- Apply for admission and gain admission to NKU by February 1
- Maintain full-time enrollment and a 3.25 GPA in order renew the award

Murray State University

Need Based Aid Initiative Beginning 2007-08

THE RACER ADVANTAGE GRANT

(Revised March 16, 2007)

Murray State University will allocate revenue from 2007-08 tuition increases for a new Need Based Aid Grant. Funding will not be reallocated from existing merit or need based grant or scholarship programs to supplement this new grant.

Funding Allocation:

- $200,000 for 2007-08 with funding available for awards in Fall, 2007. An additional $200,000 will be available each year for new students. The funding source will be capped at $800,000 at the end of four years.
- Of the $200,000 allocated for 2007-08, 70% ($140,000) will be for new freshmen and 30% ($60,000) will be for new transfer students.
- The largest individual award will be $1,500 for the academic year.

Qualifications:

- Will be used only for FULL TIME Kentucky residents, undergraduate new freshmen and new transfer students entering in Fall, 2007 and will not be retroactive to currently enrolled students. A portion of the grant funds will be available for need based retention purposes.
- Students must be Pell Grant eligible (funds going to students with the greatest need).
- Awards will be based on unmet financial need (as defined by Federal regulations) after other grants and scholarships are considered.

Requirements:

- Students must complete the FAFSA and the MSU financial aid application each year to receive the grant.
- The Racer Advantage Grant may be renewed dependent on unmet financial need up to a total of eight semesters or until first undergraduate degree is complete, whichever comes first. Students must maintain a cumulative 2.0 GPA for The Racer Advantage Grant to be renewed.
- Students must maintain satisfactory academic progress as defined by Federal and State guidelines.

Procedures for Awarding The Racer Advantage Grant:

- A priority of award list will be developed based on the amount of unmet need after all other Federal, State, and University financial assistance is awarded.
- Grants will be awarded in the Fall and Spring semesters. If funds are still available, grants may be awarded for the Spring semester only.
- Grants will be awarded on a priority basis after all documentation is available.
- It is anticipated that awards will be made beginning April 1 and continuing until allocated funds are exhausted. All awards will be made by the beginning of the Fall semester.
- The total of all awards can not exceed the total cost of attendance (tuition, room, meals, books, transportation, and miscellaneous.
- The grant is not refundable to the student. The student may only use the grant to cover direct University billing items (tuition, room, and meals).
- Priority will be given to students with unmet financial need after other grants and scholarships have been awarded. Loans are not part of the priority consideration.

University of Louisville

Scholarship and Financial Aid Initiatives
2007-08 Academic Year

In response to rising tuition, the University of Louisville has implemented several noteworthy scholarship and financial aid initiatives for the 2007-08 academic year. They include:

1. The University of Louisville created "The Cardinal Covenant Program". This innovative program will make college affordable, and thus attainable, for the 22.6% of Kentucky families living at or below 150% of the federal poverty level. UofL was the first public university in Kentucky to implement a covenant or promise program. It essentially will fill the gap between federal, state and other need-based financial aid programs so that students falling into this category will graduate from UofL "debt free." The program will cost approximately $250,000 in its first year of implementation and will rise to over $1.2 million annually after a 5 year phase-in of the program. An additional $100,000 is also allocated in the FY 2008 operating budget for academic support of students participating in the Cardinal Covenant program.

2. The University of Louisville implemented a so called "stacking policy" for students receiving institutional scholarship funds. As a result of this policy, the maximum total annual award of institutional aid to any individual student will be no more than the sum of the annual direct costs, which include the cost of tuition, room and board, books and a minimum stipend of $1000. The amount of the direct costs and stipend will be adjusted each year to cover normal cost increases at the University. The purpose of this policy is to limit awards to any one student thereby allowing the cost savings to be spread among additional first year students to help ease the added financial burden of transiting to college.

3. The University of Louisville recently implemented more effective financial aid policies and procedures aimed at leveraging all available scholarship dollars -- regardless of fund source -- to include University endowments. Colleges, schools and other department-based scholarships will be closely monitored and leveraged to insure the maximum utilization of funds to meet the University's enrollment and retention goals. By attracting students of high academic ability, it follows that these "best and brightest" students can contribute to the University's enrollment and graduation goals in a tangible way and at the same time add diversity to the student population. University procedures were further streamlined, and in some cases clarified, to enhance the overall coordination of scholarship awards with the academic schools, departments and among senior level personnel involved in the scholarship awarding process.

4. In the FY 2008 Operating Budget, the University of Louisville created a new Transfer Scholarship Program and added new funds for the scholarship escalator to support continuing student need-based grants. The transfer scholarship program, mostly aimed at students from the Community Colleges is designed to work hand-in-hand with the continuing student need-based grant program. An infusion of $100,000 of new funds was allocated to support transfer scholarship programs with another $250,000 of new funds

being allocated to support need-based financial aid programs. UofL has committed a total of 1.5 million dollars to need-based financial aid programs.

5. Additionally, UofL is now requiring continuing scholarship students who do not maintain minimum academic standards to complete the federal FAFSA form in order to appeal for scholarship reinstatement.

6. UofL also is providing funds totaling $3.17 million to the escalator for all General Fund financial aid programs at the same percent increase as the increase in the tuition rate. This includes all merit and need-based scholarship programs.

Western Kentucky University

Summary of 2007-2008 Scholarship Programs

Presidential Scholarship

Eligibility Criteria: Undergraduate, full-time students with a minimum ACT of 33 and high school GPA of 4.0. Renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
49	$11,416	$559,400	$2,237,600

Award of Excellence Scholarship

Eligibility Criteria: Undergraduate, full-time students with a minimum ACT of 30 and high school GPA of 3.9 (or product formula of GPA/ACT at least 117). Renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
166	$9,916	$1,646,100	$6,584,400

Regents Scholarship

Eligibility Criteria: Undergraduate, full-time students with a minimum ACT of 28 and high school GPA of 3.85. Renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
363	$6,416	$2,329,000	$9,316,000

Hallmark Scholarship

Eligibility Criteria: Undergraduate, full-time National Merit or Achievement Semi-Finalists with a high school GPA of 3.0. Renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
10	$9,916	$99,200	$396,800

Kentucky Governor's Scholar Scholarship

Eligibility Criteria: Undergraduate, full-time students that participated in the Governor's Scholars program with a minimum ACT of 25 and high school GPA of 3.50 (in-state tuition). Participants not meeting the minimum ACT/GPA requirements, are eligible to receive a $1500 scholarship. Both scholarships are renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
130	$6,416	$834,100	$3,336,400
30	$1,500	$45,000	$180,000

Kentucky Scholar Scholarship

Eligibility Criteria: Undergraduate, full-time students with 1st or 2nd rank in class at a Kentucky high school (non-renewable).

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
35	$1,500	$52,500	$210,000

Transfer Scholarship

Eligibility Criteria: Transfer students from a community/junior college with an Associate Degree or 60 hours and a cumulative transfer GPA of 3.8. Renewable for up to two academic years with a cumulative GPA of 3.5. This award is capped at 15 awards per year.*

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
15	$1,500	$22,500*	$90,000

KCTCS Transfer Scholarship

Eligibility Criteria: Transfer students from KCTCS with an Associate Degree and a cumulative transfer GPA of 3.5. Full time students will receive a $2500 scholarship and part-time students will receive a $1500 scholarship. Renewable for up to two academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
10	$2,500	$25,000	$175,000
9	$1,500	$13,500	$94,500

Top It Off Scholarship

Eligibility Criteria: Undergraduate, full-time, first-year Kentucky residents, with a minimum ACT of 20 and high school GPA of 2.5, who are Pell eligible, with an Estimated Family Contribution of 3000 or less, and completed 2007-2008 FAFSA received by April 1. Renewable for up to four academic years with a cumulative GPA of 2.5 at the end of their 1st academic year and 3.0 at the end of their 2nd academic year.

Estimated # of Awards 2007-2008	*Estimated Average Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
120	$2700	$320,000	$1,500,000

Diversity Scholarship

Eligibility Criteria: Undergraduate, full-time, first-year students with a minimum ACT of 20 and high school GPA of 3.0. Applicants must submit an essay demonstrating their contributions to cultural diversity in the past and anticipated contributions as a student at WKU.

Estimated # of Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
Varies	Varies	$260,600	$1,042,400

Endowed Scholarships

Eligibility Criteria: Specific criteria are identified on a per-fund basis.

Scholarship Type	*Number of Scholarship Funds*	*Appropriated Awards 2007-2008*	*Endowment Amount*
Merit-Based	257	$585,900	$14,068,400
Need-Based	13	$45,400	$1,475,500
Hybrid (Merit/Need)	210	$1,001,200	$20,517,000

ATTACHMENT A

2007-08 Tuition and Fees: Comparison of Maximum Parameters and Institutional Proposals

Proposals for 2007-08 Tuition and Required Fees

Institution	Tuition & Fees 2007	Tuition and Fees as % of State Median Family Income $48,168	2007-08 Maximum Parameters				Institutional Proposals			
			Maximum Nominal Tuition & Mand. Fees	Max Tuition and Fees as % of MFI 2008 $49,420	% Change at Max	$ Change at Max	Maximum Nominal Tuition & Mand. Fees	Max Tuition and Fees as % of MFI 2008 $49,420	% Change	$ Change
Research Institutions										
UK (Average Lower and Upper)	$6,604	13.7%	$7,199	14.6%	9.0%	$594	$7,199	14.6%	9.0%	$595
UofL	6,252	13.0%	7,002	14.2%	12.0%	750	6,870	13.9%	9.9%	618
SECTOR AVERAGE	6,428	13.3%	7,101	14.4%	10.5%	672	7,035	14.2%	9.4%	607
Comprehensive Institutions										
EKU	5,192	10.8%	5,685	11.5%	9.5%	493	5,682	11.5%	9.4%	490
KSU	4,950	10.0%	5,420	11.0%	9.5%	470	5,320	10.8%	7.5%	370
MoSU	4,870	10.1%	5,333	10.8%	9.5%	463	5,280	10.7%	8.4%	410
MuSU	4,998	10.4%	5,473	11.1%	9.5%	475	5,418	11.0%	8.4%	420
NKU	5,448	11.3%	5,966	12.1%	9.5%	518	5,952	12.0%	9.3%	504
WKU* (revised)	*5,952*	*12.4%*	*6,416*	*13.0%*	*7.8%*	*464*	*6,416*	*13.0%*	*7.8%*	*464*
SECTOR AVERAGE	5,235	10.9%	5,715	11.6%	9.2%	480	5,678	11.5%	8.8%	443
Two-Year Institutions										
KCTCS	3,270	6.8%	3,570	7.2%	9.2%	300	3,450	7.0%	5.5%	180
KCTCS (Per Credit Hour)	109		119			10	115			6

* The maximum parameters for 2007-08 and the tuition and fee amount for 2006-07 have both been revised for Western Kentucky University to reflect actual 2006-07 charges and to reconcile increases in 2007-08 to the maximum parameters approved by the Council.

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
University of Kentucky			
Undergraduate (Lower Division)			
Resident			
Full-time	3,548	3,548	7,096
Per Credit Hour	282	282	
Nonresident			
Full-time	7,448	7,448	14,896
Per Credit Hour	607	607	
Undergraduate (Upper Division)			
Resident			
Full-time	3,651	3,651	7,302
Per Credit Hour	290	290	
Nonresident			
Full-time	7,547	7,547	15,094
Per Credit Hour	615	615	
Graduate			
Resident			
Full-time	3,835	3,835	7,670
Per Credit Hour	401	401	
Nonresident			
Full-time	8,079	8,079	16,158
Per Credit Hour	873	873	
Master in Business Administration (MBA)			
Evening and part-time students			
Resident			
Full-time	4,434	4,434	8,868
Per Credit Hour	468	468	
Nonresident			
Full-time	9,643	9,643	19,286
Per Credit Hour	1,046	1,046	
Master of Arts in Diplomacy and International Commerce and Master of Science in Physician Assistant Studies			
Resident	4,022	4,022	8,044
Nonresident	8,266	8,266	16,532
Master of Science in Radiological Medical Physics and Master of Science in Health Physics (College of Health Sciences, Division of Radiation Sciences)			
Resident	4,464	4,464	8,928
Nonresident	8,695	8,695	17,390
Law			
Resident	6,999	6,999	13,998
Nonresident	12,402	12,402	24,804
Medicine *			
Students - entering classes of Fall 2004 and earlier			
Resident	10,987	10,987	21,973
Nonresident	21,371	21,371	42,742
Students - entering classes of Fall 2005			
Resident	11,729	11,729	23,457
Nonresident	22,330	22,330	44,660
Students - entering classes of Fall 2006			
Resident	11,802	11,802	23,604
Nonresident	22,454	22,454	44,907
Students - entering classes of Fall 2007			
Resident	11,876	11,876	23,752
Nonresident	22,578	22,578	45,155
Dentistry			
Students - entering classes of Fall 2005, 2006, and 2007			
Resident	10,637	10,637	21,274
Nonresident	22,427	22,427	44,854
Other Returning Students			
Resident	10,355	10,355	20,710
Nonresident	22,041	22,041	44,082

* As a pilot program, beginning with fall 2007, the College of Medicine tuition and mandatory fee rates are 'locked in' for each entering class cohort. The rates will not change while students are enrolled in the program.

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
University of Kentucky Continued			
Pharmacy			
Students - entering classes of Fall 2005, 2006, and 2007			
Resident	8,888	8,888	17,776
Nonresident	16,549	16,549	33,098
Other Returning Students			
Resident	7,352	7,352	14,704
Nonresident	14,740	14,740	29,480
Professional Doctoral			
Resident	5,000	5,000	10,000
Nonresident	11,160	11,160	22,320
Master in Business Administration (MBA)			
Full-time students in the "Day" Program			
Resident	4,106	4,106	8,212
Nonresident	8,350	8,350	16,700
Doctorate of Physical Therapy			
Resident	6,235	6,235	12,470
Nonresident	13,935	13,935	27,870
**Subject to slight modification			
University of Louisville			
Undergraduate			
Resident			
Full-time	3,435	3,435	6,870
Per Credit Hour	287	287	
Nonresident			
Full-time	8,832	8,832	17,664
Per Credit Hour	736	736	
Distance Education			
Per Credit Hour	373.10	373.10	
Intensive English as a Second Language (IESL)			
Full-time Day Program	3,867	3,867	7,734
(Changing to a 16-week program from 10-week)			
Graduate			
Resident			
Full-time	3,729	3,729	7,458
Per Credit Hour	415	415	
Nonresident			
Full-time	9,010	9,010	18,020
Per Credit Hour	1,002	1,002	
Distance Education			
Per Credit Hour	539.50	539.50	
Traditional MBA (Being phased out)			
Resident			
Full-time	4,995	4,995	9,990
Per Credit Hour	555	555	
Nonresident			
Full-time	11,631	11,631	23,262
Per Credit Hour	1,293	1,293	
MBA (New Cohort Program Effective Fall 2007)			
Resident - $28,000 for 6 semesters including summer			
Full-time	4,667	4,666	14,000
Nonresident - $28,000 for 6 semesters including summer			
Full-time	4,667	4,666	14,000
** Annual rate includes summer semester in this new structured cohort program			
Traditional IMBA (Being phased out)			
Resident			
Full-time	4,995	4,995	9,990
Per Credit Hour	555	555	
Nonresident			
Full-time	11,631	11,631	23,262
Per Credit Hour	1,293	1,293	

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
University of Louisville Continued			
IMBA (New Cohort Program Effective Fall 2007)**			
Resident - $25,000 for 6 semesters including summer			
Full-time	4,167	4,166	12,500
Nonresident - $25,000 for 6 semesters including summer			
Full-time	4,167	4,166	12,500
** Annual rate includes summer semester in this new structured cohort program			
Traditional Master of Accountancy (Being phased out)			
Resident			
Full-time	3,729	3,729	7,458
Per Credit Hour	415	415	
Nonresident			
Full-time	9,010	9,010	18,020
Per Credit Hour	1,002	1,002	
Master of Accountancy (New Cohort Program Effective Fall 2007) **			
Resident - $16,000 for 3 semesters including summer			
Full-time	5,334	5,333	16,000
Nonresident - $16,000 for 3 semesters including summer			
Full-time	5,334	5,333	16,000
** Annual rate includes summer semester in this new structured cohort program			
Law			
Resident			
Full-time	6,270	6,270	12,540
Per Credit Hour	627	627	
Nonresident			
Full-time	12,943	12,943	25,886
Per Credit Hour	1,295	1,295	
Medicine			
Resident	11,202	11,202	22,404
Nonresident	21,375	21,375	42,750
Dentistry			
Resident	9,390	9,390	18,780
Nonresident	22,512	22,512	45,024
Eastern Kentucky University			
Undergraduate			
Resident			
Full-time	2,841	2,841	$5,682
Per Credit Hour	237	237	
Nonresident			
Full-time	7,691	7,691	15,382
Per Credit Hour	641	641	
Nonresident - Targeted Areas			
Full-time	4,442	4,442	8,884
Per Credit Hour	371	371	
Online Programs**			
Justice and Safety Online Courses (per credit hour)	350	350	
Other Online Courses (per credit hour)	260	260	
**Subject to slight modification			
Graduate			
Resident			
Full-time	3,070	3,070	6,140
Per Credit Hour	342	342	
Nonresident			
Full-time	8,419	8,419	16,838
Per Credit Hour	936	936	
Full-time - Incentive Grant Counties	4,801	4,801	9,602
Per Credit Hour - Incentive Grant Counties	534	534	
Online Programs **			
Justice and Safety Online Courses (per credit hour)	500	500	
Other Online Courses (per credit hour)	375	375	
**Subject to slight modification			

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
Kentucky State University			
Undergraduate			
Resident			
Full-time	2,660	2,660	5,320
Per Credit Hour	175	175	
Nonresident			
Full-time	6,245	6,245	12,490
Per Credit Hour	415	415	
Nonresident-Targeted Counties			
Full-time	4,655	4,655	9,310
Per Credit Hour	310	310	
Nonresident-Legacy			
Full-time	4,655	4,655	9,310
Per Credit Hour	310	310	
Online Programs			
Per Credit Hour	240	240	
Graduate			
Resident			
Full-time	2,700	2,700	5,400
Per Credit Hour	300	300	
Nonresident			
Full-time	6,300	6,300	12,600
Per Credit Hour	700	700	
Online Programs			
Per Credit Hour	265	265	
Morehead State University			
Undergraduate			
Resident			
Full-time	2,640	2,640	5,280
Per Credit Hour	220	220	
Nonresident			
Full-time	6,670	6,670	13,340
Per Credit Hour	560	560	
Nonresident -Targeted Counties			
Full-time	3,300	3,300	6,600
Per Credit Hour	275	275	
Online Programs			
Per Credit Hour	355	355	
Graduate			
Resident			
Full-time	2,865	2,865	5,730
Per Credit Hour	320	320	
Nonresident			
Full-time	7,275	7,275	14,550
Per Credit Hour	810	810	
Online Programs			
Per Credit Hour	355	355	
Murray State University			
Undergraduate			
Resident			
Full-time	2,709	2,709	5,418
Per Credit Hour	226	226	
Nonresident			
Full-time	7,359	7,359	14,718
Per Credit Hour	613	613	
Graduate			
Resident			
Full-time	3,078	3,078	6,156
Per Credit Hour	342	342	
Nonresident			
Full-time	8,658	8,658	17,316
Per Credit Hour	962	962	

2007-08 TUITION & MANDATORY FEE RATES
(Fall 2007 and Spring 2008)

	Fall 2007 Rates	Spring 2008 Rates	Annual 2007-08 Rates
Northern Kentucky University			
Undergraduate			
Resident			
Full-time	2,976	2,976	5,952
Per Credit Hour	248	248	
Nonresident			
Full-time	5,388	5,388	10,776
Per Credit Hour	449	449	
Nonresident - PACE Program			
Full-time	3,216	3,216	6,432
Per Credit Hour	268	268	
Graduate			
Resident			
Per Credit Hour	337	337	N/A
Nonresident			
Per Credit Hour	617	617	N/A
Metro - Nonresident			
Per Credit Hour	457	457	N/A
Business			
Resident			
Per Credit Hour	398	398	N/A
Nonresident			
Per Credit Hour	729	729	N/A
Metro - Nonresident			
Per Credit Hour	499	499	N/A
Law			
Resident			
Full-time	6,060	6,060	12,120
Per Credit Hour	505	505	
Nonresident			
Full-time	13,212	13,212	26,424
Per Credit Hour	1,101	1,101	
Metro - Nonresident			
Full-time	9,984	9,984	19,968
Per Credit Hour	832	832	
Western Kentucky University			
Undergraduate			
Resident			
Full-time - Main Campus	3,208	3,208	6,416
Part-time - Main Campus (per credit hour)	267	267	
Part-time - Distance Learning (Online Courses)	320	320	
Nonresident			
Full-time - Main Campus	7,735	7,735	15,470
Full-time - Incentive	3,967	3,967	7,934
Part-time - Main Campus (per credit hour)	645	645	
Part-time - Incentive (per credit hour)	331	331	
Part-time - Distance Learning (Online Courses)	320	320	
Graduate			
Resident			
Full-time	3,507	3,507	7,014
Part-time (per credit hour)	351	351	
Part-time - Distance Learning (Online Courses)	421	421	
Nonresident			
Full-time - Domestic	3,839	3,839	7,678
Full-time - International	8,487	8,487	16,974
Part-time (per credit hour) - Domestic	384	384	
Part-time (per credit hour) - International	434	434	
Part-time - Distance Learning (Online Courses)	421	421	
Kentucky Community and Technical College System (KCTCS)			
Resident			
Full-time	1,725	1,725	3,450
Per Credit hour	115	115	
Nonresident - Contiguous Counties			
Full-time	2,070	2,070	4,140
Per Credit hour	138	138	
Nonresident - Other			
Full-time	5,175	5,175	10,350
Per Credit hour	345	345	

ATTACHMENT C

ESTIMATED FINANCIAL AID FOR STUDENTS ELIGIBLE FOR A PELL GRANT

	Tuition and Fee Revenue and Institutional Financial Aid						Estimated Total Student Financial Aid				
	One-Year Increase (Incremental Revenue)			Comparison of Totals 2007-08			Per Pell-eligible Student				
Institution	**Increase Revenue Tuition & Fees 2007 to 2008**	**Increase Institutional Student Aid* 2007 to 2008**	**Institutional Aid as % Increase in Revenue 2007 to 2008**	**Total Revenue Tuition & Fees 2007-08**	**Total Institutional Student Aid* 2007-08**	**Total Institution Aid As % of Total Tuition Revenue 2007-08**	**Estimated Total Student Financial Aid for Pell-eligible Students* 2007-08**	****Enrollment for Undergraduates Enrolled in Six or More Hours Fall 2006**	**Estimated Pell-eligible Students 2007-08**	**Pell-eligible as % of Undergraduate Enrollment**	**Estimated Student Aid per Pell-eligible Student* 2007-08**
Research Institutions											
UK	$17,621,400	$2,350,700	13.3%	$237,580,700	$9,358,200	3.9%	$26,947,193	18,354	3,475	18.9%	$7,755
UofL	13,140,000	711,840	5.4%	150,004,400	7,373,600	4.9%	27,018,900	13,302	3,408	25.6%	7,928
Comprehensive Institutions											
EKU	8,162,000	500,000	6.1%	94,385,002	5,002,000	5.3%	26,850,000	12,313	5,175	42.0%	5,188
KSU	1,266,528	150,000	11.8%	18,932,530	861,497	4.6%	3,257,208	1,158	401	34.6%	1,777
MoSU	3,092,678	470,589	15.2%	46,285,428	6,215,004	13.4%	25,792,241	6,469	3,418	52.8%	7,546
MuSU	5,631,500	200,000	3.6%	72,646,800	8,221,400	11.3%	16,780,300	7,477	2,326	31.1%	7,214
NKU	5,223,900	250,000	4.8%	91,240,038	1,520,000	1.7%	22,230,000	11,527	3,100	26.9%	7,171
WKU	7,949,000	597,500	7.5%	120,076,000	3,345,000	2.8%	27,895,000	14,812	5,036	34.0%	5,539
Two-Year College System											
KCTCS	6,600,000	573,000	8.7%	162,833,300	10,992,800	6.8%	131,195,400	49,264	36,863	74.8%	3,559
TOTAL	**$68,687,006**	**$5,803,629**	**8.4%**	**$993,984,198**	**$52,889,501**	**5.3%**	**$307,966,242**	**134,676**	**63,202**	**46.9%**	**$4,873**

* Student financial aid presented above for needy students is defined by the federal government (students who are eligible for a Pell Grant). Institutions provide other need-based financial aid for students who are not eligible for a Pell Grant and that information is not incorporated in this analysis.

**Includes only undergraduate degree-seeking students enrolled for six or more credit hours.

***Student financial aid does not include loans or workstudy, only grant aid.

ATTACHMENT D

2007-08 Financial Aid Policies
(KSU, MuSU, NKU, UofL, and WKU)

Kentucky State University

2007-2008 Scholarship/Financial Aid Program Investments

The University offers a variety of academic Scholarships for incoming Freshmen (graduating high school seniors) and transfer students. Details of these scholarships are provided below:

The Presidential Scholarship

Graduating high school seniors with a minimum 3.5 cumulative GPA and a 26 ACT score or SAT equivalent. The Presidential Scholarship provides full tuition, room, board, a $500 book stipend, and fees.

The Excellence Scholarship

Graduating high school seniors with a minimum 3.2 cumulative GPA and a 24 ACT score or SAT equivalent. The Excellence Scholarship provides the value of in-state tuition, ½ room, and ½ board costs.

The Thorobred Scholarship

Graduating high school seniors with a minimum 3.0 cumulative GPA and a 21 ACT score or SAT equivalent. The Thorobred Scholarship provides the value of in-state tuition

The Service County Scholarship

Graduating high school seniors who are residents of Anderson, Franklin, Henry, Owen, Scott, Shelby, or Woodford counties with a minimum 3.0 cumulative GPA. The Service County Scholarship provides the value of tuition.

The Commonwealth Scholars Program

Graduating high school seniors who are Kentucky residents, rank within the top 10% of their graduating class, demonstrated participation in at least 3 extra-curricular activities, with a minimum 3.2 cumulative GPA. The Commonwealth Scholars Program provides the value of tuition, room, board, a $500 book stipend, and tuition for two summer sessions.

The Louisville/Lexington Black Achievers Scholarship

Graduating high school seniors who are participants in the YMCA Black Achievers Program, Kentucky residents, with a minimum 3.0 cumulative GPA and a 21 ACT or SAT equivalent. The Louisville/Lexington Black Achievers Scholarship provides the value of tuition, room, board, and a $500 book stipend.

The USDA 1890 National Scholars Program

Graduating high school seniors who pursue a degree in a discipline related to agriculture or natural resource sciences, demonstrates leadership and community service, with a minimum 3.0 cumulative GPA and a 21 ACT or SAT equivalent. The USDA 1890 National Scholars Program provides the value of tuition, room, board, books, a personal computer, and software.

The KCTCS Transfer Scholarship

Applicants must be admitted to Kentucky State University as a transfer student from any KCTCS institution, have completed at least 12 semester hours of college work, and earned a minimum 3.0 G.P.A. (4.0 scale). Awards range from $1,000 - $2,000 and are renewable for each academic year.

Northern Kentucky University

2007-08 Planned Financial Assistance Strategies

1. The Northern Difference

In the Fall of 2006 NKU increased institutional need-based aid by $250,000. Beginning in Fall 2007 NKU will further increase this budget by implementing a new need-based aid program that will make up the differential between the direct costs of attendance (tuition, fees, room, board, and books) and federal, state, and institutional grants. Students may renew the award for a total of 8 semesters (4 years) provided they successfully complete all requirements. Participation in the federal work study program will also be encouraged.

Qualifications:

- Must be Pell grant eligible
- Must be a Resident of Kentucky
- Must be a First-time freshmen
- Must meet NKU's regular admission standards
- Family income falls at 150% or below the national poverty level

Requirements:

- Must complete the FAFSA by April 1, 2007 (by March 1 in all subsequent years)
- Must apply for and be granted admission to NKU by April 1, 2007 (by March 1 in all subsequent years)
- Maintain required minimum eligibility for all awarded federal, state, institutional grants
- Maintain a college GPA of 2.5 in order to renew
- Maintain full-time enrollment status in good standing with satisfactory academic progress
- Maintain continuous enrollment at NKU (both Fall and Spring semesters)

NKU will focus its attention on students in the 7th grade and below working closely with the school and the community to help students adequately prepare for college. Based on ACT data, NKU has learned that approximately 2/3 of the students in our service region who report a family income below $36,000 have at least one area of academic deficiency. The implementation of a need based aid program by itself is not enough. NKU believes it is equally important to emphasize the importance of sound academic preparation.

NKU has set the following goal:

Academic Year	Number of students	Projected Costs
2007-2008	100	$350,000
2010-2011	400	$1,400,000 (*does not account for tuition increases)*

Note: The Northern Difference will supplement the current need-based aid program, funded at $1 million in 2006-2007. That program provides mostly partial scholarships to both full and part-time students, based on their financial need. It also includes financial aid for transfer students and adult learners.

2. Strive

Educators in the Northern Kentucky and Cincinnati region are partnering under the coordination of the Knowledge Works Foundation to support college access and success in the urban core of our region. The program seeks to enhance access and success at the post-secondary education level through the coordination of support resources and the offering of corporate funded scholarships. Strive aims to provide academic and financial support to students and families who reside in Newport, Covington and Cincinnati Public School districts.

3. KCTCS Scholarship Program

In the fall of 2007 NKU will increase the amount of the competitive scholarship for KCTCS transfers from $2,000 to $2,500 per year. The award can be renewed for up to 6 semesters and will be awarded on a competitive basis.

Qualifications:

- Must complete at least 36 hours at a KCTCS institution
- Must have a minimum college GPA of 2.5 to be considered

Requirements:

- Must apply for the scholarship by May 15, 2007
- Must apply for admission to NKU by May 15, 2007
- Must remain in good academic standing as defined by the satisfactory academic progress guidelines
- Must maintain full-time enrollment (completing at least 12 hours each Fall and Spring semester)

4. Informatics Scholarship

In the fall of 2007 NKU will offer a special $5,000 renewable scholarship to undergraduate, full-time, first-time freshmen. NKU will offer 10 awards for students pursuing majors in the new College of Informatics. The award can be renewed for up to 8 semesters (4 years).

Qualifications:

- This is a competitive scholarship for students with a high school GPA of 3.0 or higher and an ACT composite of 26 or higher
- Must declare and maintain a major in the College of Informatics in the areas of computer science, computer information technology, business informatics or media informatics
- Must meet NKU's regular admission requirements

Requirements:

- Apply for scholarships at NKU by the February 1 deadline
- Apply for admission and gain admission to NKU by February 1
- Maintain full-time enrollment and a 3.25 GPA in order renew the award

5. Math and Science Scholarship

In the fall of 2007 NKU will offer a special $5,000 renewable scholarship to undergraduate, full-time, first-time freshmen. NKU will offer 10 awards for students pursuing math or science majors. The award can be renewed for up to 8 semesters (4 years).

Qualifications:

- This is a competitive scholarship for students with a high school GPA of 3.0 or higher and an ACT composite of 26 or higher
- Must declare and maintain a math or science major
- Must meet NKU's regular admission requirements

Requirements:

- Apply for scholarships at NKU by the February 1 deadline
- Apply for admission and gain admission to NKU by February 1
- Maintain full-time enrollment and a 3.25 GPA in order renew the award

Murray State University

Need Based Aid Initiative Beginning 2007-08

THE RACER ADVANTAGE GRANT

(Revised March 16, 2007)

Murray State University will allocate revenue from 2007-08 tuition increases for a new Need Based Aid Grant. Funding will not be reallocated from existing merit or need based grant or scholarship programs to supplement this new grant.

Funding Allocation:

- $200,000 for 2007-08 with funding available for awards in Fall, 2007. An additional $200,000 will be available each year for new students. The funding source will be capped at $800,000 at the end of four years.
- Of the $200,000 allocated for 2007-08, 70% ($140,000) will be for new freshmen and 30% ($60,000) will be for new transfer students.
- The largest individual award will be $1,500 for the academic year.

Qualifications:

- Will be used only for FULL TIME Kentucky residents, undergraduate new freshmen and new transfer students entering in Fall, 2007 and will not be retroactive to currently enrolled students. A portion of the grant funds will be available for need based retention purposes.
- Students must be Pell Grant eligible (funds going to students with the greatest need).
- Awards will be based on unmet financial need (as defined by Federal regulations) after other grants and scholarships are considered.

Requirements:

- Students must complete the FAFSA and the MSU financial aid application each year to receive the grant.
- The Racer Advantage Grant may be renewed dependent on unmet financial need up to a total of eight semesters or until first undergraduate degree is complete, whichever comes first. Students must maintain a cumulative 2.0 GPA for The Racer Advantage Grant to be renewed.
- Students must maintain satisfactory academic progress as defined by Federal and State guidelines.

Procedures for Awarding The Racer Advantage Grant:

- A priority of award list will be developed based on the amount of unmet need after all other Federal, State, and University financial assistance is awarded.
- Grants will be awarded in the Fall and Spring semesters. If funds are still available, grants may be awarded for the Spring semester only.
- Grants will be awarded on a priority basis after all documentation is available.
- It is anticipated that awards will be made beginning April 1 and continuing until allocated funds are exhausted. All awards will be made by the beginning of the Fall semester.
- The total of all awards can not exceed the total cost of attendance (tuition, room, meals, books, transportation, and miscellaneous.
- The grant is not refundable to the student. The student may only use the grant to cover direct University billing items (tuition, room, and meals).
- Priority will be given to students with unmet financial need after other grants and scholarships have been awarded. Loans are not part of the priority consideration.

University of Louisville

Scholarship and Financial Aid Initiatives
2007-08 Academic Year

In response to rising tuition, the University of Louisville has implemented several noteworthy scholarship and financial aid initiatives for the 2007-08 academic year. They include:

1. The University of Louisville created "The Cardinal Covenant Program". This innovative program will make college affordable, and thus attainable, for the 22.6% of Kentucky families living at or below 150% of the federal poverty level. UofL was the first public university in Kentucky to implement a covenant or promise program. It essentially will fill the gap between federal, state and other need-based financial aid programs so that students falling into this category will graduate from UofL "debt free." The program will cost approximately $250,000 in its first year of implementation and will rise to over $1.2 million annually after a 5 year phase-in of the program. An additional $100,000 is also allocated in the FY 2008 operating budget for academic support of students participating in the Cardinal Covenant program.

2. The University of Louisville implemented a so called "stacking policy" for students receiving institutional scholarship funds. As a result of this policy, the maximum total annual award of institutional aid to any individual student will be no more than the sum of the annual direct costs, which include the cost of tuition, room and board, books and a minimum stipend of $1000. The amount of the direct costs and stipend will be adjusted each year to cover normal cost increases at the University. The purpose of this policy is to limit awards to any one student thereby allowing the cost savings to be spread among additional first year students to help ease the added financial burden of transiting to college.

3. The University of Louisville recently implemented more effective financial aid policies and procedures aimed at leveraging all available scholarship dollars -- regardless of fund source -- to include University endowments. Colleges, schools and other department-based scholarships will be closely monitored and leveraged to insure the maximum utilization of funds to meet the University's enrollment and retention goals. By attracting students of high academic ability, it follows that these "best and brightest" students can contribute to the University's enrollment and graduation goals in a tangible way and at the same time add diversity to the student population. University procedures were further streamlined, and in some cases clarified, to enhance the overall coordination of scholarship awards with the academic schools, departments and among senior level personnel involved in the scholarship awarding process.

4. In the FY 2008 Operating Budget, the University of Louisville created a new Transfer Scholarship Program and added new funds for the scholarship escalator to support continuing student need-based grants. The transfer scholarship program, mostly aimed at students from the Community Colleges is designed to work hand-in-hand with the continuing student need-based grant program. An infusion of $100,000 of new funds was allocated to support transfer scholarship programs with another $250,000 of new funds

being allocated to support need-based financial aid programs. UofL has committed a total of 1.5 million dollars to need-based financial aid programs.

5. Additionally, UofL is now requiring continuing scholarship students who do not maintain minimum academic standards to complete the federal FAFSA form in order to appeal for scholarship reinstatement.

6. UofL also is providing funds totaling $3.17 million to the escalator for all General Fund financial aid programs at the same percent increase as the increase in the tuition rate. This includes all merit and need-based scholarship programs.

Western Kentucky University

Summary of 2007-2008 Scholarship Programs

Presidential Scholarship

Eligibility Criteria: Undergraduate, full-time students with a minimum ACT of 33 and high school GPA of 4.0. Renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
49	$11,416	$559,400	$2,237,600

Award of Excellence Scholarship

Eligibility Criteria: Undergraduate, full-time students with a minimum ACT of 30 and high school GPA of 3.9 (or product formula of GPA/ACT at least 117). Renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
166	$9,916	$1,646,100	$6,584,400

Regents Scholarship

Eligibility Criteria: Undergraduate, full-time students with a minimum ACT of 28 and high school GPA of 3.85. Renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
363	$6,416	$2,329,000	$9,316,000

Hallmark Scholarship

Eligibility Criteria: Undergraduate, full-time National Merit or Achievement Semi-Finalists with a high school GPA of 3.0. Renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
10	$9,916	$99,200	$396,800

Kentucky Governor's Scholar Scholarship

Eligibility Criteria: Undergraduate, full-time students that participated in the Governor's Scholars program with a minimum ACT of 25 and high school GPA of 3.50 (in-state tuition). Participants not meeting the minimum ACT/GPA requirements, are eligible to receive a $1500 scholarship. Both scholarships are renewable for up to four academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
130	$6,416	$834,100	$3,336,400
30	$1,500	$45,000	$180,000

Kentucky Scholar Scholarship

Eligibility Criteria: Undergraduate, full-time students with 1st or 2nd rank in class at a Kentucky high school (non-renewable).

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
35	$1,500	$52,500	$210,000

Transfer Scholarship

Eligibility Criteria: Transfer students from a community/junior college with an Associate Degree or 60 hours and a cumulative transfer GPA of 3.8. Renewable for up to two academic years with a cumulative GPA of 3.5. This award is capped at 15 awards per year.*

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
15	$1,500	$22,500*	$90,000

KCTCS Transfer Scholarship

Eligibility Criteria: Transfer students from KCTCS with an Associate Degree and a cumulative transfer GPA of 3.5. Full time students will receive a $2500 scholarship and part-time students will receive a $1500 scholarship. Renewable for up to two academic years with a cumulative GPA of 3.5.

Estimated # of Accepted Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
10	$2,500	$25,000	$175,000
9	$1,500	$13,500	$94,500

Top It Off Scholarship

Eligibility Criteria: Undergraduate, full-time, first-year Kentucky residents, with a minimum ACT of 20 and high school GPA of 2.5, who are Pell eligible, with an Estimated Family Contribution of 3000 or less, and completed 2007-2008 FAFSA received by April 1. Renewable for up to four academic years with a cumulative GPA of 2.5 at the end of their 1st academic year and 3.0 at the end of their 2nd academic year.

Estimated # of Awards 2007-2008	*Estimated Average Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
120	$2700	$320,000	$1,500,000

Diversity Scholarship

Eligibility Criteria: Undergraduate, full-time, first-year students with a minimum ACT of 20 and high school GPA of 3.0. Applicants must submit an essay demonstrating their contributions to cultural diversity in the past and anticipated contributions as a student at WKU.

Estimated # of Awards 2007-2008	*Estimated Value of Each Award 2007-2008*	*University Investment 2007-2008*	*University Investment 4-year Period*
Varies	Varies	$260,600	$1,042,400

Endowed Scholarships

Eligibility Criteria: Specific criteria are identified on a per-fund basis.

Scholarship Type	*Number of Scholarship Funds*	*Appropriated Awards 2007-2008*	*Endowment Amount*
Merit-Based	257	$585,900	$14,068,400
Need-Based	13	$45,400	$1,475,500
Hybrid (Merit/Need)	210	$1,001,200	$20,517,000

Council on Postsecondary Education
April 4, 2007

Kentucky/Indiana Reciprocity Agreement

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

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

In general, the advantages of reciprocity agreements include:

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

Currently, Kentucky is a partner in a statewide tuition reciprocity agreement with Indiana. The current agreement expires June 30, 2007. The Council staff has worked with Indiana and the participating institutions to renegotiate this agreement in compliance with the policies adopted by the Council.

The Kentucky institutions included in the agreement are Henderson Community College, Owensboro Community and Technical College, Jefferson Community and Technical College, Gateway Community and Technical College, University of Louisville, and Northern Kentucky University. The Indiana institutions included in the agreement are the University of Southern Indiana, Indiana University Southeast, Purdue Statewide Technology, and Ivy Tech State College Regions 11(Madison/Lawrenceburg), 12 (Evansville), and 13 (Sellersburg). In fall 2006, Kentucky residents earned 21,414 credit hours at Indiana institutions while Indiana residents earned 25,218 credit hours at Kentucky institutions.

The agreement between Kentucky and Indiana is attached. The negotiated rates are different from regular reciprocity rates based on unique market conditions.

Staff preparation by Sandra Woodley and Jonathan Thompson

MEMORANDUM OF UNDERSTANDING
BETWEEN INDIANA AND KENTUCKY
REGARDING TUITION RECIPROCITY
2007-2013

I. Parties

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

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

II. Purpose

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

This agreement describes how both states will provide such opportunities.

III. Period Covered By Agreement

July 1, 2007 – June 30, 2013

IV. Eligible Students

A. To be eligible under the terms of this agreement, students must (1) be legal residents of one of the counties designated by both states as an eligible county, (2) be accepted by the eligible institution, and (3) enroll at that institution.

B. Eligible students may enroll in any undergraduate or graduate degree program offered by the eligible institution with one exception. Dental, Medical, and Law programs are not included.

C. Eligible students may enroll on a full-time or part-time basis.

D. Eligible students shall be subject to the same general or selective program admission standards as resident students.

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

F. Under this agreement, eligible students will be assessed tuition and fees at the enrolling institution's resident rate, unless otherwise specified in this agreement.

V. Terms Of Agreement

A. The states of Indiana and Kentucky agree:

1. That eligible counties shall consist of counties bordering the other state and lying wholly, or in part, within 30 miles of the county of the eligible institution except that additional counties may be identified elsewhere in the agreement. For the duration of this agreement, eligible counties shall consist of those counties listed in Appendix A.

2. That the public postsecondary institutions that will participate in this agreement are those listed in Appendix A. Each state will publicize the other state's eligible institutions.

3. That the terms of the agreement for Northern Kentucky University are contained in Appendix B.

4. To treat reciprocity students as resident students when determining appropriations for higher education.

5. To encourage the University of Louisville and Indiana University Southeast to continue identifying and making available to eligible students reciprocity programs. Programs mutually identified by the institutions will be reviewed for recognition by the Indiana Commission for Higher Education and the Kentucky Council on Postsecondary Education.

6. That, in the event that this agreement is not renewed, enrolled reciprocity students may complete their degree programs with state support at reciprocal rates of tuition or at the then-current rate as otherwise specified in this agreement so long as they maintain continuous enrollment.

7. To jointly monitor cross-border student flows under this agreement.

8. To meet periodically to assess the progress of this agreement and to consider changes as might be appropriate.

B. Each participating institution will:

1. Treat eligible students as resident students for admission and placement purposes.

2. Treat eligible students as resident students with respect to registration, refunds, student records, and academic advising.

3. Report eligible student headcount, FTE, and credit hours each academic term to its state agency for higher education.

4. Report eligible students as separately identifiable out-of-state students when reporting enrollment data to its state agency for higher education.

5. Meet periodically with the appropriate state higher education agency to discuss the agreement and its impact, and to recommend changes as might be appropriate.

VI. Amendment, Renewal, Or Termination Of Agreement

A. This agreement will begin on July 1, 2007, and end on June 30, 2013.

B. The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.
   1. The parties may amend the agreement in the following manner: Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After 60 days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

C. The renewal or termination of this reciprocity agreement, effective July 1, 2013, will be announced no later than July 1, 2012.

D. Prior to July 1, 2012, this agreement may be terminated by any of the participating institutions, by the Indiana Commission for Higher Education, or by the Kentucky Council on Postsecondary Education, on June 30 of any year, provided that each of the parties to the agreement has received written notice of the intention to terminate by the preceding January 1.

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

VII. Counterparts

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

Appendix A
ELIGIBLE INSTITUTIONS AND COUNTIES

Indiana Institutions and Kentucky Counties

University of Southern Indiana (Evansville)
- Daviess County
- Hancock County
- Henderson County
- Union County

Ivy Tech State College Region 12 (Evansville)
- Daviess County
- Hancock County
- Henderson County
- Union County

Indiana University-Southeast including Purdue Statewide Technology
- Bullitt County
- Jefferson County
- Oldham County
- Trimble County

Ivy Tech State College Region 13 (Sellersburg)
- Bullitt County
- Jefferson County
- Oldham County

Ivy Tech State College Region 11 (Madison)[*]
- Boone County
- Carroll County
- Gallatin County
- Trimble County

Kentucky Institutions and Indiana Counties

Henderson Community College
- Perry County
- Posey County
- Spencer County
- Vanderburgh County
- Warrick County

Owensboro Community and Technical College
- Perry County
- Posey County
- Spencer County
- Vanderburgh County
- Warrick County

University of Louisville
- Clark County
- Crawford County
- Floyd County
- Harrison County
- Scott County
- Washington County

Jefferson Community and Technical College
- Clark County
- Crawford County
- Floyd County
- Harrison County
- Scott County
- Washington County

Gateway Community and Technical College (Formerly Northern Kentucky Technical College)
- Dearborn County
- Franklin County
- Jefferson County
- Ohio County
- Ripley County
- Switzerland County

Northern Kentucky University
- Dearborn County
- Franklin County
- Jefferson County
- Ohio County
- Ripley County
- Switzerland County

[*] Includes the two-plus-two completion program in Business offered by Ivy Tech State College and Indiana University East on the Ivy Tech State College Region 11 (Lawrenceburg) campus.

Appendix B

NORTHERN KENTUCKY UNIVERSITY

1. The state of Indiana will pay Northern Kentucky University $207,000 annually in partial reimbursement for the enrollment of students from eligible Indiana counties throughout the term of this agreement.

2. The annual tuition and required fees charged to participating Indiana undergraduate students shall not exceed 1.12 times the annual Northern Kentucky University resident undergraduate tuition and required fees.

3. Any increase in the partial reimbursement provided by the State of Indiana will be taken into consideration as the annual tuition and required fee increase for participating Indiana students is set each year.

For example:

Assuming the resident student tuition and fee charges at NKU are $5,952 for 2007-08, the annual charges to Indiana students shall not exceed $6,666.

VII. Signatures

Stanley G. Jones — Date
Commissioner
Indiana Commission for
Higher Education

Thomas D. Layzell — Date
President
Kentucky Council on
Postsecondary Education

H. Ray Hoops — Date
President
University of Southern Indiana

James Ramsey — Date
President
University of Louisville

Gerald I. Lamkin — Date
President
Ivy Tech State College

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

Adam Herbert — Date
President
Indiana University

James C. Votruba — Date
President
Northern Kentucky University

Martin C. Jischke — Date
President
Purdue University

Council on Postsecondary Education
April 4, 2007

Committee on Equal Opportunities Report

Kentucky entered into a partnership with the U. S. Department of Education's Office for Civil Rights to bring the Commonwealth into compliance with Title VI of the Civil Rights Act of 1964. The partnership is a joint, cooperative effort between the Commonwealth, the institutions, and the OCR. *The Kentucky Plan*, established by postsecondary education to accomplish the same objectives as the partnership, is folded into this agreement with the OCR.

Following is a summary of recent CEO activities.

The Council has reached agreement with the presidents and fellows of Harvard College on behalf of their Civil Rights Project, effective March 5, 2007, to conduct a statewide diversity study for public postsecondary education in the Commonwealth to be completed March 1, 2008. The cost of the contract is $200,000 funded by a contribution of $20,000 from each institution and the Council. The study is intended to produce targeted research that translates into policies for diversity planning. The study will result in recommendations on policies or changes in policy necessary at the Council and each institution to ensure that Kentucky complies with the standards articulated by the Supreme Court in the Michigan cases *Grutter* and *Gratz*, Kentucky, and federal law. Further, the study will:

1. Identify the mission-based governmental interest that the Commonwealth, the Council, and each public postsecondary education institution has in developing and implementing a diversity plan, including a clear statement of the value of diversity and supporting facts that are sufficient to meet the requirements of the Michigan cases, Kentucky, and federal law.
2. Assess the extent to which race-neutral alternatives would be workable in implementing each component of a diversity plan, tied directly to Kentucky results.
3. To the extent that actions taken under a diversity plan may include the necessary use of race or national origin, articulate the policies and policy changes necessary to ensure that the diversity plan is narrowly tailored as required by the Supreme Court, Kentucky, and federal law.
4. Identify the appropriate characteristics for Kentucky's diversity plan, i.e., the areas to be evaluated, measured, and acted upon. Without being limited to these activities, the diversity plan should address the role of recruitment, admissions, financial aid, retention, support services, and integration of diversity values with academic, residential life, extracurricular activities, and other campus-based programs. It should also address the role of Kentucky public postsecondary education in improving the K-12 public school system, closing achievement gaps among groups of students, increasing the development and graduation of highly qualified teachers for work in

Kentucky schools, and improving the readiness of public school graduates for postsecondary education.

The Civil Rights Project will use a single team of researchers to conduct the analyses and develop the report and recommendations. The team is comprised of:

Dr. Gary Orfield (CRP director and the principal in charge)
Dr. Patricia Marin (CRP)
Professor Catherine L. Horn (University of Houston)
William Kidder, Esq. (University of California at Davis)
Professor Jose F. Moreno (California State University at Long Beach)
Professor William T. Trent (University of Illinois at Urbana–Champaign)
Professor John T. Yun (University of California at Santa Barbara)

The CEO conducted a campus visit at Kentucky State University in conjunction with its regular meeting February 20-21, 2007. The committee will act on the KSU campus visit report at its April 16 meeting. The report will then be shared with the CPE.

There is no change in the status of the partnership with the U.S. Department of Education, Office for Civil Rights. Kentucky is not yet released from the agreement.

The committee received a report by MoSU President Wayne Andrews regarding the implementation of the recommendations from the campus visit. The committee commended President Andrews for taking a personal interest in developing and implementing strategies that will attract a more diverse student and faculty to the university.

The committee adopted a resolution expressing concern about stacking of scholarships and support for the Council to review and develop, if needed, a consensus policy position on the matter among the institutions.

The committee adopted a resolution expressing appreciation for the service of Hilma Prather. A copy of the resolution is attached.

At its April 16 meeting, the committee will receive reports from the University of Kentucky and Jefferson Community and Technical College regarding their efforts to implement the recommendations of the campus visit reports.

The remaining Committee on Equal Opportunities meeting dates for 2007 are April 16 (Jefferson Community and Technical College, Louisville), June 18, August 13-14 (meeting and retreat, location TBD), and October 15. All meetings are scheduled to be held in Frankfort unless otherwise noted.

Staff preparation by Sherron Jackson and Rana Johnson

ONE MISSION: BETTER LIVES

KENTUCKY Council on postsecondary education

A
RESOLUTION
HONORING AND COMMENDING

HILMA S. PRATHER

for service to the Committee on Equal Opportunities and Council on Postsecondary Education

WHEREAS, the Council's Committee on Equal Opportunities has greatly benefited from the service of Hilma S. Prather since 1993 because of her insight, passion, timely observations, knowledge and commitment to the Commonwealth and to Postsecondary education; and

WHEREAS, Hilma S. Prather's service ended December 31, 2006; and

WHEREAS, her service to the Committee on Equal Opportunities is just one example of a career dedicated to enriching the dreams of the people of Kentucky; and

WHEREAS, Hilma S. Prather has committed her professional and personal life to education and the cause of equity and access at all levels of education and has inspired countless Kentuckians, often by the simple eloquence of her example; and

WHEREAS, few Kentuckians have contributed so much of their time, energy, and passion to the entire expanse of Kentucky's mosaic of education, P-16 Education, Somerset Independent and Pulaski County, the Kentucky School Board; and the Kentucky Education Television, and

WHEREAS, Hilma is strong advocate for access and equity inspiring others to rise to the new challenges, and her patience, although challenged at times, was never found lacking; and

WHEREAS, the people of Kentucky are deeply indebted to her for choosing to use her gifts to solve problems, lift hopes, and build futures in the education arena; and

WHEREAS, the members of the Committee on Equal Opportunities will miss her passion as well as her calm and steady presence; and

WHEREAS, the Committee on Equal Opportunities is heartened by the knowledge that even though her formal service has ended, Hilma S. Prather always will be a trusted and valued colleague in the cause of access and equity;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education and its Committee on Equal Opportunities hereby adopt this resolution February 20, 2007 thanking Hilma S. Prather for her tireless dedication and service to the Committee on Equal Opportunities and her commitment to improving the lives of Kentuckians.

Walter A. Baker, Chair

Thomas D. Layzell, President

Council on Postsecondary Education
April 4, 2007

Council Committee Appointments

Chair Turner will announce recent appointments to several Council committees.

Staff preparation by Phyllis Bailey

Council on Postsecondary Education
April 4, 2007

Presidential Profile

The staff will provide information to the Council members about the presidential profile document prepared by the Presidential Search Committee.

THIS ITEM WAS REMOVED FROM THE AGENDA.

Staff preparation by Dennis L. Taulbee

Kentucky Council on Postsecondary Education
President Position Profile

On behalf of the people of the Commonwealth of Kentucky, the Council on Postsecondary Education (Council or CPE) invites nominations and applications for the position of president. The Council seeks a strong, experienced, and collaborative educational leader to move Kentucky's colleges and universities vigorously forward in meeting Kentucky's goal of significantly increasing the number of college-educated citizens, thereby positioning the state for greater economic growth. Simply stated, postsecondary education has one mission in Kentucky: Better lives for Kentucky's people.

For the higher education policy leader committed to positive change, there is no more interesting place today than the Commonwealth of Kentucky.

Postsecondary Education in Kentucky

Home to over four million residents, the Commonwealth of Kentucky enacted progressive postsecondary education reform legislation in 1997 to position the state for competitive success in a globalized world economy. The postsecondary education system, working closely with business and industry, is to be the prime mover in the state's economic transformation. With over 235,000 students enrolled in eight public universities, 16 community and technical colleges, and 20 independent four-year colleges and universities, as well as 55,000 students served by the Kentucky Virtual Campus and 125,000 Kentucky Adult Education students, Kentucky reaches out broadly to educate its citizens. Yet, it must do more to meet at least the national average in college enrollment and attainment.

Policy leaders, convinced of the crucial relationship between higher attainment of education and economic development, have been restructuring aspects of government and education to improve significantly the education levels and quality of life of its citizens. Beginning in 1997 with the passage of the Kentucky Postsecondary Education Improvement Act (House Bill 1), and following in 2000 with the Adult Education Act and the Kentucky Innovation Act, key goals were established for the postsecondary education system:

- Provide a seamless, integrated, strategically planned, and adequately funded system of postsecondary education to enhance economic development and quality of life.

- Make the University of Kentucky a top 20 nationally ranked research institution and the University of Louisville a nationally recognized metropolitan research university.

- Develop at least one nationally recognized program of distinction or one nationally applied research program at each regional institution: Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, and Western Kentucky University.

- Design a Kentucky Community and Technical College System (KCTCS) that provides access to two-year general studies programs for transfer to a baccalaureate program, technical skills programs designed to help Kentucky workers find better jobs and that attracts employers to the Commonwealth, and remedial and continuing education to improve the employability of students.

- Promote cooperation among the regional universities and other postsecondary institutions to give all Kentuckians access to high quality bachelors and masters degree programs across the state.

- Develop an efficient, coordinated, and responsive system that delivers services to adult learners of a quality and a quantity that is comparable to the national average.

(See http://www.cpe.ky.gov/planning/legislation.)

These landmark acts created a Council on Postsecondary Education to provide coordination and oversight to all of Kentucky's postsecondary education institutions, advance adult education, and facilitate a transformation of Kentucky's economy and thus improve the well being of Kentucky citizens.

Empowered as a strong board for all postsecondary education in Kentucky, the Council has significant responsibilities, including strategic plan development in collaboration with the Strategic Committee on Postsecondary Education (SCOPE), institutional mission clarification, biennial budget formulation, facilitation of articulation and transfer among all sectors of education, development of an accountability system to measure progress in meeting the state's goals and efficiency expectations, tuition-setting authority, facilitation of an academically responsive two-year system, academic program approval and review capacity, optimal utilization of technology, operation of the Kentucky Virtual Campus and Kentucky Virtual Library, promotion of employee and faculty development statewide, and implementation of a statewide adult education system.

The majority of the 16-member Council is appointed by the Governor and confirmed by the Senate and House of Representatives; members serve a six-year term limited to one additional consecutive reappointment. There also are faculty and student representatives on the Council.

Each university has its own board of trustees or regents, the majority of whom are appointed by the Governor. Community and technical colleges are led by the KCTCS board of regents.

State postsecondary education institutions operate with a $4.2 billion overall annual budget, including $1.1 billion in state funds. The state approved $480.0 million for campuses in its most recent capital budget. Recent tuition increases have raised concerns given Kentucky's low per capita income levels and resulting challenge in personal ability to pay.

The 2000 Adult Education and Kentucky Innovation Acts further specified goals for postsecondary education in Kentucky. The first focused attention on broad-based means to

address the low level of education of adults in the Commonwealth; adult education is under the purview of the CPE. The second, the Kentucky Innovation Act, envisions an entrepreneurial economy characterized by knowledge, innovation, and speed**;** the legislation empowers the Council to lead the economic transformation (see http://www.cpe.ky.gov/planning/legislation) by giving the Council a key role in stimulating business-related research and facilitating partnerships between and among postsecondary education institutions, existing businesses and industry, and prospective businesses.

The president of the Council on Postsecondary Education leads an experienced and highly qualified staff of 95 and has an annual operating budget of $137.0 million, including strategic trust fund initiatives ultimately intended for the postsecondary education institutions, adult education, and the new economy.

In 2007, the Commonwealth will elect a Governor. Currently, the Senate has a Republican majority, while the House is predominantly Democratic.

The offices of the Council on Postsecondary Education are located in Frankfort, an historic city and capital of Kentucky, in the heart of the state's beautiful bluegrass horse farms.

Opportunities and Challenges

Kentucky's ambitious agenda makes it one of postsecondary education's most exciting policy leadership venues. It is a place where the body politic has clearly stated its expectations of postsecondary education and put them into law in a way that is equal in scope to the state's challenges. Importantly, this legislation is based on a long-term view of what the state needs of its colleges and universities and pledges continued engagement of elected leadership through the Strategic Committee on Postsecondary Education (SCOPE).

Throughout the ranks of political, educational, and private sector leadership, there is deep commitment to improving the number of educated Kentuckians to achieve a competitive future for the Commonwealth. Under the leadership of a highly capable cadre of university and college presidents, there is measurable progress in Kentucky's college-going rate that now exceeds the national average even though the overall number of high school graduates clearly needs to increase.

There was a 12 percent increase in the number of baccalaureate degrees awarded in spring 2006 by Kentucky's public universities. Research activity has increased notably in the universities. KCTCS is reaching out to nontraditional students in innovative and productive ways. Efforts of the Kentucky Virtual Campus and Kentucky Adult Education continue to make inroads in reaching greater numbers of Kentuckians wherever they may live. Kentucky's independent universities contribute to the needs of the state through their vigorous outreach to students.

The CPE has led efforts to implement House Bill 1, conducting an affordability study as well as a statewide facilities condition assessment study, initiating a statewide diversity study, and implementing the first statewide regional stewardship program in the nation. Its partnership with

the Kentucky Department of Education yielded the first joint budget request, supporting the goal of a seamless P-16 model of education. The CPE's examination of college-going rates projects that Kentucky must double the number of residents with bachelor's degrees by the year 2020 to get to the national average of college-educated adults.

Current CPE priority initiatives include developing a translational research and economic development policy, developing a comprehensive funding approach for postsecondary education, improving quality and accountability, strengthening the roles and responsibilities of board members, and developing communication programs for state and federal legislators and public officials.

The Leadership Challenge

The postsecondary agenda in Kentucky is demanding and large, requiring exceptional strategic capabilities, outstanding communication skills, and political savvy on the part of the Council president along with commitment and good will from all those engaged. Even as people agree strongly on goals for postsecondary education, achieving a unified, mutually supportive implementation has proven more elusive. Few states have tried to shape their preferred future in the way Kentucky has, and each step requires the coordination of a highly complex and interactive system. The primary challenge for the next Council president lies in the ability to lead the Council, the presidents, the body politic, the P-16education system, and public opinion leaders toward the full realization of the clearly identified and legislated goals for postsecondary education in Kentucky. Kentucky is on a long, challenging path which requires freshness of thought, creative understanding of postsecondary education, persuasive skills, persistence, and enthusiasm on the part of the president of the CPE.

The next Council president will need to shape broad policy initiatives to help the campuses and the legislature find balanced approaches to achieving the goals of reform.

Advocacy and Accountability

The role of the Council on Postsecondary Education is an evolving one in a very dynamic environment. Its coordinating authority is broad, yet requires constant collaboration among a variety of stakeholders. In some instances the CPE may find some calling for more accountability to the state while others want greater advocacy for higher education. It will be important for the new president to be a master of incentive-driven strategies that coalesce campuses around a common agenda.

Funding Mechanisms

With the passage of the reform act, the old formula for distribution of state funds to the institutions was set aside. The Commonwealth since has struggled to reach consensus on a funding approach that will meet everyone's expectations. Consequently, the operating budget process has, in the past, advanced into the executive and legislative arenas with unpredictable

outcomes. The CPE is currently developing another approach to funding for the 2008-10 biennial budget cycle and is engaging the campus presidents in these planning discussions. It is very important that the distribution mechanism for state funding recommended by the CPE be one which offers both fairness and stimulation of change in order to meet the Commonwealth's postsecondary education reform goals. The timing of the CPE presidential appointment is such that his or her input will be made before the budget request is submitted to the Governor.

Unity of Purpose and Voice

Kentucky is a state defined by regions and in postsecondary education this remains true as well. Each campus is seen as a critical component of the regions it serves. Even as he or she understands this regional role of Kentucky's campuses, the president of the CPE is the leading voice for all the people of Kentucky insofar as their needs for postsecondary education are concerned. The president is the principal advocate for the public postsecondary education agenda and for the promise it holds for Kentucky's future. It is his or her responsibility to fashion ideas, methods, incentives, and programs that are congruent with both the needs of the state and the individual regions. To the degree that he or she can unify these diverse needs and speak for one and all, the chances for garnering political and public endorsement grow.

Seamlessness

The long-term success of Kentucky's ambitious goals fundamentally rests in the ability of all its education systems to work together in highly synergistic ways. Strengthening teacher education, encouraging greater collegiate participation, easing transferability of credits from two-year to four-year campuses, improving the skills of adult learners, and reducing the need for remedial education are all ongoing issues both for the CPE and for all of education. Political leaders expect expeditious progress in these important areas.

Leadership Characteristics

House Bill 1 delegated to the Council the authority to set the qualifications for the position of president. The Council on Postsecondary Education seeks a president with the following characteristics:

- A visionary, open-minded leader who can work with the Council to achieve educational reform.

- A convincing, politically astute communicator who can listen as well as advocate and persuade.

- A consensus builder capable of marshaling support from individuals and groups with divergent viewpoints and needs, including campus, community, and business leaders and elected leadership, both legislative and executive.

- A transformational leader whose understanding of change strategies and incentives will help achieve Kentucky's educational and economic goals.

- An experienced professional whose understanding of large, complex budgeting systems can help formulate a credible financial model which uses appropriate and accountable strategies to reach the state's goals.

- A highly skilled executive who can ably lead CPE staff and who possesses essential presidential skills in planning, management, personnel, and budgeting.

- A strong decision maker who has a deep commitment to facilitating postsecondary education's role in strengthening Kentucky's economic future.

Application Process

While the search will remain open until the position is filled, for best consideration, candidates should submit their applications by March 19, 2007. Applications should include a letter describing the candidate's interest in the position and how his or her qualifications match those described in this position profile, along with the candidate's resume and a list of at least six references with all necessary contact information. All names of candidates will remain confidential except those who become finalists.

All applications should be submitted in Microsoft Word format. They should be filed electronically, addressed to Search Chair, Mrs. Peggy Bertelsman, at**:**

KYCPEPresident@academic-search.com

Preliminary inquiries may be directed to:

Elaine H. Hairston, Ph.D., Senior Consultant
Academic Search, Inc.
Elaine.Hairston@academic-search.com
740.964.0905

Prospective candidates are encouraged to visit the Web site of the Kentucky Council on Postsecondary Education at **www.cpe.ky.gov.** Additional information may be found at **www.academic-search.com** under "Current Searches."

The Kentucky Council on Postsecondary Education is an equal opportunity employer.

Council on Postsecondary Education
April 4, 2007

Extension of President's Employment Agreement

President Thomas D. Layzell's contract expires April 15, 2007. Since the search for a new president will not be complete by that date, an extension of the president's employment agreement is necessary.

ACTION: The Council chair recommends that the Council extend President Thomas D. Layzell's employment agreement from April 16, 2007, to September 30, 2007, and authorize the Council chair to execute an addendum to the employment agreement.

President Layzell's employment agreement is for four years, from April 16, 2003, through April 15, 2007. Because the presidential search will not be complete by April 15, the existing employment agreement needs to be extended.

The presidential search process schedule anticipates that a new president could be on board by August or September 2007. Currently, the plan is to have an overlap between President Layzell and the new president during the critical period of preparation for the 2008-10 biennial budget. The action item authorizes the Council chair to execute an addendum to the employment agreement and report back to the Council.