



FIVE QUESTIONS – ONE MISSION
Better Lives for Kentucky's People

MEETING AGENDA

Council on Postsecondary Education

February 3, 2011
Council on Postsecondary Education
Frankfort, KY



Thursday, February 3, 2011

- 1-2:30 p.m. **CPE Member Strategic Agenda Work Group Meeting**
Council Offices, Meeting Room A

- 2:45-3 p.m. **CPE Nominating Committee**
Council Offices, Meeting Room B

- 3-5:30 p.m. **CPE Meeting**
Council Offices, Meeting Room A

- 6 p.m. **CPE Member Dinner**
Johnny Carino's Italian Restaurant

Friday, February 4, 2011

- 8:30-2 p.m. **CPE Member Retreat**
Kentucky Chamber of Commerce, Board Room

Members, Council on Postsecondary Education

- Ellen Call, Louisville
- Glenn D. Denton, Paducah
- Dan E. Flanagan, Campbellsville
- Joe Graviss, Versailles
- Terry Holliday, Commissioner of Education (*ex officio, nonvoting*)
- Dennis M. Jackson, Paducah
- Nancy J. McKenney, Lexington (*faculty member*)
- Pam Miller, Lexington (*vice chair*)
- Donna Moore, Lexington
- Lisa F. Osborne, Carrollton
- Paul E. Patton, Pikeville (*chair*)
- Aaron Price, Louisville (*student member*)
- Marcia Milby Ridings, London
- Jim D. Skaggs, Bowling Green
- Joseph S. Weis, Louisville
- Joseph B. Wise, Louisville

- Robert L. King, CPE President

AGENDA

Council on Postsecondary Education
Thursday, February 3, 2011
3 p.m. (ET)
CPE Meeting Room A, Frankfort, Kentucky

Welcome

Roll Call

Approval of Minutes 1

1. Action: Election of CPE Chair and Vice Chair..... 9
2. CPE President’s Report to the Council
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13. CPE Committee Appointments 93

Reports from the Institutions 95

Other Business

Next Meeting – April 28, 2011, University of Kentucky

Adjournment

- o Staff is nearing completion of a contract with the Association of Independent Kentucky Colleges and Universities to ensure this information also is available to the faculty at the independent institutions.
- Governor Patton was presented with the 2010 Kentucky Fairness Alliance Community Service Award honoring the Council's Committee on Equal Opportunities at the October 14 CEO meeting held in conjunction with the Kentucky Commission on Human Rights 50th Anniversary Conference. The award recognized the CEO and Council for expanding the scope of its work in the area of diversity to ensure that education across the Commonwealth is more inclusive and accessible to all Kentuckians.
- The Kentucky Virtual Campus, in partnership with KCTCS, has won the 2010 WOW Award. The WOW Award is a national competition sponsored by the Western Interstate Commission for Higher Education's Cooperative for Educational Technology. The award recognizes the highly innovative delivery model of the KCTCS Online Learn On Demand degree programs.
- CPE, AIKCU, KDE, the State-Assisted Academic Library Council, and the Center for Rural Development have once again joined forces to sponsor the Kentucky Convergence Conference 2010 at the NKU METS Center in Erlanger, Kentucky. This is the seventh consecutive year for this exciting statewide conference. Conference themes include information technology, e-learning, library information services, and faculty development. The opening keynote speaker, Dr. Curtis Bonk from Indiana University, is presenting in Kentucky for the third time this year.
- On October 30 the Southern Regional Education Board recognized Kentucky for having nine African American scholars receive their Ph.D. from the University of Kentucky or the University of Louisville in a STEM or related field. Kentucky had the highest number of scholars recognized at the 17th Annual Institute on Teaching and Mentoring. Also, Kentucky received recognition for having the second highest number of African American scholars in the category of "all but dissertation."
- Mr. King reported on a series of meetings taking place with legislators and caucus groups allowing him an opportunity to expand the understanding of the Council's role and how its budget is being used to keep postsecondary education moving forward.

IMPROVING
EDUCATOR
QUALITY STATE
GRANT PROGRAM

RECOMMENDATION: The staff recommends that the Council on Postsecondary Education award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$1,261,491 for January 1, 2011–June 30, 2012, to support nine projects.

The Improving Educator Quality State Grant Program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences and its teacher preparation program, as well as at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject.

The Council is focusing Year Nine of the Improving Educator Quality State Grant Program on projects that fully integrate the new Common Core Standards in a way that assists teachers in providing intervention in content areas for students in need of accelerated learning, thus directly goes to SB 1.

MOTION: Ms. Miller moved that the request be approved. Ms. Osborne seconded the motion.

VOTE: The motion passed.

NURSE
PRACTITIONER
POST-MASTER'S
CERTIFICATE, UofL

RECOMMENDATION: The staff recommends that the Council approve the post-master's certificate in Family Practice Nurse/Nursing (CIP 51.3805) proposed by the University of Louisville.

The University of Louisville proposes a post-master's certificate for nurse practitioners to provide specialty training for nurses who already have a master of science in nursing degree but wish to specialize further.

The program is designed to train nurses to become nurse practitioners while allowing them to continue working in their current positions. For those who are already nurse practitioners but need an additional skill set, the post-master's certificate allows these individuals to quickly come up to speed in a second specialty area.

MOTION: Mr. Flanagan moved that the recommendation be approved. Ms. Call seconded the motion.

VOTE: The motion passed.

COMMITTEE ON
EQUAL
OPPORTUNITIES
REPORT

Mr. Sherron Jackson, CPE's assistant vice president for EEO and finance, said Dr. Rana Johnson, CPE's chief diversity officer, will take the Council staff lead in the area of equal opportunities under the guidance of Dr. Aaron Thompson, CPE's senior vice president for academic affairs, beginning in January.

Mr. Jackson provided the CEO meeting schedule for 2011.

Mr. Jackson reported on the statewide diversity policy implementation. He said Council staff and institutional representatives will meet November 29 at ECU to begin discussions on institutional diversity policies and the components of the policies. He said the CEO will review the policies at its March meeting and will be brought for Council action at the September meeting. The CEO received a briefing at its October 14 meeting on the progress of staff and institutional representatives to revise the existing administrative regulation to reflect the requirements for diversity planning. The draft regulation also was shared with institutional presidents, institutional legal counsels, chief diversity officers, and EEO representatives. Following receipt of comments, it is anticipated that the administrative regulation will undergo additional change.

The process for revision entails review and action by CEO and CPE, public hearings and a public comment period, evaluation of regulatory impact and fiscal impact, and review by the Administrative Regulation Review Subcommittee and the appropriate jurisdictional legislative subcommittee. Council staff will present the administrative regulation to the Council at its February meeting for approval.

Mr. Jackson reported on the impact the 2010-12 Executive Budget had on the two equal opportunity support programs. The enacted budget includes a 1.5 percent reduction in the General Funds support for pass-through programs which included the Governor's Minority Student College Preparation Program and the SREB Doctoral Scholars Program. Also, the elimination by HB 1 of certain nonrecurring funds from the CPE 2010-12 budget cuts funding for GMSCP programs at Eastern Kentucky University, the Kentucky Community and Technical College System, and Northern Kentucky University. These programs were funded using a nonrecurring fund source (interest income) which is no longer included in the CPE budget; thus, the three programs are no longer funded and may no longer provide services unless the institutions pick up the associated costs.

CAPITAL PROJECTS STATUS REPORT

Mr. Jackson reported on the 2008-10 Research Challenge Trust Fund and Comprehensive University Excellence Trust Fund Program activities.

The 2008 General Assembly authorized \$50 million in General Fund supported bonds in 2008-09 for the Research Challenge Trust Fund (RCTF) to support the Endowment Match Program and a newly created Research Capital Match Program. In accordance with KRS 164.7917, these funds are allocated two-thirds to the University of Kentucky (\$33.3 million) and one-third to the University of Louisville (\$16.7 million).

As reported at the July 2009 Council meeting, the University of Kentucky dedicated \$21.9 million of its total \$33,333,000 Bucks for Brains allocation to be spent on capital projects. Approximately \$9.5 million was allocated to four projects: Digital Village Building #2, Equine Mare Reproductive Biology Program/Stallion Research Facility, Bio-Pharmacy Facility, and the Animal Bio-

Safety Level 2 Facility. This report confirms that the remaining \$12.5 million is allocated to complete the fit-up of the fourth and fifth floors of the new pharmacy building.

Mr. Jackson reported on the SB 189 Report to the Legislative Research Commission. The General Assembly directed the Council on Postsecondary Education and the Office of the State Budget Director to produce and present to the Legislative Research Commission a report with recommendations addressing the establishment and implementation of a process for funding deferred and future major capital renewal, maintenance, and renovation needs costing \$600,000 or more each for facilities owned by the Commonwealth and operated by the postsecondary institutions.

The requested report was submitted to the Capital Planning Advisory Board and discussed at its October 29, 2010, meeting.

2011-15
STRATEGIC
AGENDA
DEVELOPMENT
UPDATE

Ms. Osborne provided an update on the 2011-15 Strategic Agenda development. The current draft includes the most recent versions of the mission, vision, and value statements for the postsecondary system, as well as performance metrics and statewide objectives and strategies to guide work in four areas of focus: college readiness, student success, research and economic competitiveness, and efficiency and innovation.

As a next step, the Council staff will engage Directors of Institutional Research, Chief Academic Officers, Chief Budget Officers, and other statewide partners to negotiate performance targets and begin crafting statewide implementation plans for achieving the key strategies.

The Council is scheduled to take final action on the 2011-15 Strategic Agenda package at its February 2011 meeting; statewide and institution-level performance targets are scheduled for CPE approval in April 2011.

TUITION AND
MANDATORY FEE
POLICY AND 2011-
12 TUITION
SETTING PROCESS
UPDATE

Dr. John Hayek, CPE's senior vice president for budget, policy, and planning, reviewed the current tuition setting process, discussed the potential changes to the 2011-12 tuition setting process, and reviewed the current tuition policy.

Dr. Hayek reviewed the preliminary timeline containing broad categories of activities and anticipated completion dates for the 2011-12 tuition setting process. At this time, it is anticipated that the Council will review and discuss draft tuition and fee policy and timeline documents at the November 5, 2010, meeting, approve any revisions to these documents at the February 3, 2011, meeting, take action on recommended tuition parameters at the April 28 meeting, and approve each institution's proposed tuition and mandatory fee rates at the June 10 meeting.

Mr. King said the mandatory fees policy will be reviewed during the 2011-12 process to address concerns from the institutions. A revised policy will be provided to the CPE for action at a future meeting.

KENTUCKY ADULT EDUCATION

Dr. B.J. Helton, CPE's senior associate, adult education, reported on the Kentucky Adult Education Outreach Initiatives.

Kentucky Adult Education (KYAE) has partnered with McDonald's of Central and Southeastern Kentucky to encourage GED attainment in 33 counties. Each September in the past five years, customers at 66 restaurants represented by the Bluegrass Purchasing Association, a cooperative of McDonald's restaurants, saw tray liners featuring successful and motivational Kentucky GED graduates. The in-store promotions are funded by the restaurant owners.

The McDonald's initiative is possible due to the support of Council member Joe Graviss who piloted the program in his restaurants in 2005 and took the concept to the Bluegrass Purchasing Association, which enthusiastically adopted it as an annual promotion.

KYAE is working to expand this effort to other McDonald's cooperatives as well as other franchise restaurants.

Dr. Helton said Kentucky is one of 11 states to receive a federal Workforce Investment Act (WIA) incentive grant based on KYAE and the Office of Employment and Training exceeding performance measures in 2007-08.

The \$964,785 grant is being invested in the Commonwealth's workforce system to target customers in adult education and secondary vocational/technical education who need career counseling and information to pursue higher education and training particularly in careers that are in high demand.

A segment of the outreach is a media campaign with the University of Kentucky Big Blue Sports Network, which provides TV and radio coverage statewide as well as coverage into Indiana, Ohio, and Tennessee. TV and radio spots are aired on the Big Blue Sports Network during football and men's basketball games and the weekly radio and television shows of Coach Joker Phillips and Coach John Calipari.

Dr. Helton said the Ad Council and Dollar General Literacy Foundation partnered to create the GED Achievement Campaign, which features radio and TV public service spots distributed nationwide. Print materials for use by local adult education programs are available at the Ad Council's website. The campaign is designed to demonstrate that the GED credential breaks down barriers to more education, a better job, and increased self-esteem.

Dr. Helton said the GED Information Bulletin published by GEDTS provides details about the tests and format and includes sample questions. KYAE shipped these news bulletins to each adult education program for distribution in their communities.

Dr. Helton shared with the Council a sample of the web and radio ads described in the adult education outreach initiatives.

Mr. Reecie Stagnolia, CPE's vice president for adult education, provided a comprehensive overview of the adult education system, including adult education target population statistics, adult student demographics, and student outcome trend data, plus an update on innovative activities designed to raise the educational attainment levels of the Commonwealth's adults.

COLLEGE
READINESS

Dr. Heidi Hiemstra, CPE's assistant vice president, information and research, reported on the class of 2008 College and Career Readiness High School Feedback Report.

The Kentucky College and Career Readiness High School Feedback Report is collaboratively produced by Kentucky's Council on Postsecondary Education, the Kentucky Department of Education, the Kentucky Higher Education Assistance Authority, and the P-20 Data Collaborative.

The purpose of the high school feedback report is to provide comparative information about Kentucky's 2008 class of high school seniors, including the number who graduated and subsequently enrolled in postsecondary institutions and their level of college and career readiness.

COMMISSIONER
OF EDUCATION
REPORT

Commissioner Holliday reported on activities underway at the Kentucky Department of Education, including information on KDE's proposed accountability model and the approval of the strategic plan goals. He also stated the Kentucky Board of Education has chosen to emphasize one item on its legislative agenda for the 2011 legislative session because of the importance of reducing dropouts. The item focuses on compulsory school attendance to raise the compulsory school age to 17 in 2011-12 and 18 in 2012-13.

COMMITTEE
APPOINTMENTS

Governor Patton appointed a nominating committee to present recommendations for Council chair and vice chair at the February meeting. Glenn Denton, Lisa Osborne, and Marcia Ridings were appointed with Mr. Denton serving as chair.

The executive committee appointments will be made at the February 3, 2011, CPE meeting.

Governor Patton appointed Dan Flanagan as chair of the 2012-14 budget development work group. Governor Patton asked Council members to contact Council staff if interested in being a member of the work group.

REPORTS FROM
INSTITUTIONS

Governor Patton called attention to the reports from the institutions included in the agenda book.

RESOLUTION OF SERVICE

A resolution was presented thanking Phyllis Bailey for her work with the Council. Phyllis is retiring from the Council after 39 years of service.

MOTION: Mr. Flanagan moved that the resolution be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

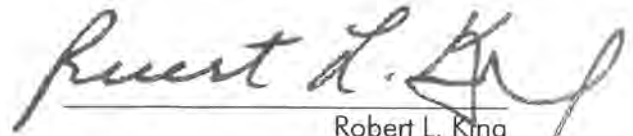
NEXT MEETING

The next Council meeting is February 3 at the Council offices in Frankfort, Kentucky.

Governor Patton thanked President Whitlock and ECU for hosting the meeting.

ADJOURNMENT

The meeting adjourned at 12:40 p.m.



Robert L. King
CPE President



Tammie L. Clements
Associate, Executive Relations

CPE MEMBER WORK SESSION

The Council members met in a work session at 8:30 a.m. on November 5. The members discussed the CPE president's plan of work and 2011 key activities.

**Council on Postsecondary Education
February 3, 2011**

Election of CPE Chair and Vice Chair

The Nominating Committee will present the slate of officers to serve until January 31, 2012.

Staff preparation by Tammie Clements

Council on Postsecondary Education
February 3, 2011

2011-15 Strategic Agenda

ACTION: The CPE Strategic Agenda Work Group recommends that the Council approve the 2011-15 Strategic Agenda for Postsecondary and Adult Education.
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KRS 164.020 lays out 37 distinct powers and duties for the Council on Postsecondary Education, the first of which is that the Council develop and implement a strategic agenda for postsecondary and adult education. KRS 164.0203 elaborates on the purpose of the agenda and its critical role in achieving the vision articulated in the Postsecondary Education Improvement Act of 1997 (HB1):

The purpose of the strategic agenda is to further the public purposes under KRS 164.003 by creating high-quality, relevant, postsecondary education and adult education opportunities in the Commonwealth. The strategic agenda shall:

- 1. Serve as the public agenda for postsecondary education and adult education for the citizens of the Commonwealth, providing statewide priorities and a vision for long-term economic growth;*
- 2. State those important issues and aspirations of the Commonwealth's students, employers, and workforce reflecting high expectations for their performance and the performance of the educational institutions and providers that serve them; and*
- 3. Sustain a long-term commitment for constant improvement, while valuing market-driven responsiveness, accountability to the public, technology-based strategies, and incentive-based motivation.*

The Council has embraced this charge, and since 1997 the strategic agenda has been reviewed and updated twice. The attached document represents the third iteration and is the result of over a year of work and numerous contributors including CPE members and staff, institutional planners, provosts, campus presidents, chief business officers, representatives from the business community, KDE, the Economic Development Cabinet, and other agencies and organizations.

The theme of the new agenda is Stronger by Degrees, which recognizes that increasing degree production and improving the educational attainment of the population is critical to Kentucky's economy and quality of life. The agenda highlights four key policy areas that will demand sustained attention over the next four to five years if Kentucky is to make significant progress toward the goals and vision articulated in the 1997 reform legislation. They are: college readiness; student success; research, economic, and community development; and efficiency and innovation.

The proposed agenda also includes updated mission, vision, and value statements for postsecondary and adult education, as well as performance metrics and statewide objectives and strategies to guide work in each of the four areas of policy focus.

While the Council is being asked to formally approve only the Strategic Agenda which includes the state, regional, and institutional performance metrics, other supporting documents will be available for review and discussion at the meeting, including:

- An overview of the proposed comprehensive accountability process.
- State level implementation plans for each of the strategies.

Over the next several months, CPE staff and institutional representatives will meet regularly to negotiate statewide and institution-level performance targets based on the metrics adopted at the February 3 meeting. The targets are scheduled for CPE approval in April 2011.

**UPDATE ON ACTIONS OF THE KENTUCKY BOARD OF EDUCATION
FROM COMMISSIONER TERRY HOLLIDAY
FOR THE
FEBRUARY 3, 2011, COUNCIL ON POSTSECONDARY EDUCATION MEETING**

Highlights of the December 7-8 Kentucky Board of Education meeting were as follows:

COMMENTS FROM DAVID KAREM, KENTUCKY BOARD OF EDUCATION CHAIR

The board continued its discussion of the new accountability model required by Senate Bill 1 (2009) at the December meeting. This was a much more in-depth session where we provided guidance to department staff on components within the model. Major areas of discussion included school and district classification, weights, achievement, gap, college- and career-readiness, definition of full academic year and program reviews.

If you were not able to view the board's study session on accountability, I urge you to view the recording of it at: mms://video1.education.ky.gov/On-Demand2010/KBE_Meetings/kbemtg_12-07-2010.wmv

In February, we will do the first review of the regulations that will define the accountability model with the goal of giving final approval at the April meeting.

I urge you to keep informed as the model progresses through the board's process and to offer any input to department staff and/or us during this time as the decisions are being shaped.

Input should be forwarded to Ken Draut at (502) 564-2256 or via e-mail at Ken.Draut@education.ky.gov.

BOARD ADOPTS WHITE PAPER ON ACCOUNTABILITY SYSTEM

At the December 7 study session on the new accountability model, the Kentucky Board of Education adopted a white paper titled "Goals and Guiding Principles for Accountability in Kentucky's Public Education System". This paper will serve as the foundation for making specific decisions relative to the design of the new system.

Amendments were made to the white paper related to the importance of attaining national and international benchmarks, reinforcing differentiated teaching and learning and transitioning to postsecondary education. The white paper can be found at:

<http://www.education.ky.gov/Users/spalmer/December%202010%20accountability%20white%20paper%20AMENDED.pdf>

Questions on the paper can be directed to Ken Draut at (502) 564-2256 or via e-mail at Ken.Draut@education.ky.gov.

UPDATE PROVIDED ON PROGRAM REVIEWS

Kentucky Department of Education staff presented an update on the status of Program Reviews at the December meeting. Staff noted that these have been written for three areas: arts and humanities, practical living and career studies and writing.

It was shared with the board that the Program Reviews have been piloted in 48 schools in 34 districts, with the goal of looking at the effectiveness of school-wide programs. Due to feedback from the pilot schools, a rubric is under development that will help schools and districts rate a program as to its degree of proficiency to provide information for and stimulate improvement.

A fourth area came forward at the December meeting for consideration as a Program Review, world language. Several constituent groups urged the board to make world language a separate Program Review rather than part of the arts and humanities area. No final decision was made on this at the December meeting and the specific weights for the Program Reviews in the accountability system must also be determined.

For more information on Program Reviews, contact Felicia Smith at (502) 564-9850 or via e-mail at Felicia.smith@education.ky.gov.

Next Meeting: February 2, 2011, Frankfort

**Council on Postsecondary Education
February 3, 2011**

Improving Teacher Quality in Kentucky

Dr. Phil Rogers, Executive Director, Education Professional Standards Board, will provide information to the CPE about Kentucky's efforts to improve the quality of K-12 teachers and school leaders.

Staff preparation by Tammie Clements

Educator Preparation in Kentucky: Collective Change and Improvement

Council on Postsecondary Education
February 3, 2011

Education Professional Standards Board

- One of 13 independent standards boards across the nation
 - 17 board members, majority are practicing teachers
 - Responsible for teacher preparation, certification, prosecution of educator misconduct, programs mandated by the legislature
-

EPSB Mission Statement

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

Education Professional Standards Board

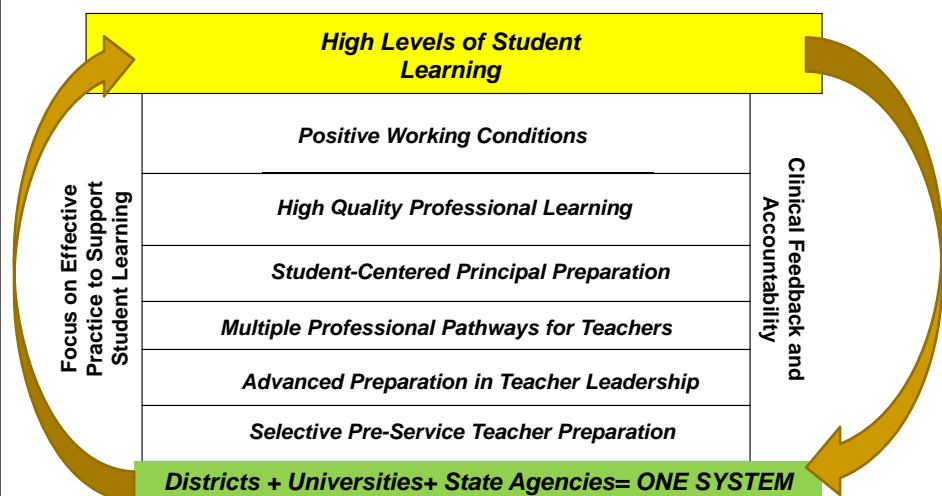
- 30 institution-based teacher preparation programs in Kentucky
- Eight alternative routes to teacher certification (since 1995)
- Option 8 is the newest: Teach for America
- 42,796 practicing teachers in 2009-2010 (44,790 in 2005-2006 school year)
- 2,168 persons currently hold the position of principal or assistant principal

Teacher Preparation in Kentucky: A Model for Collective Change and Improvement

“70% of all change initiatives fail. But the odds turn in your company's favor once you understand that change is a multi-stage process--not an event--and that persuasion is key to establishing a sense of urgency, winning support, and silencing naysayers.”

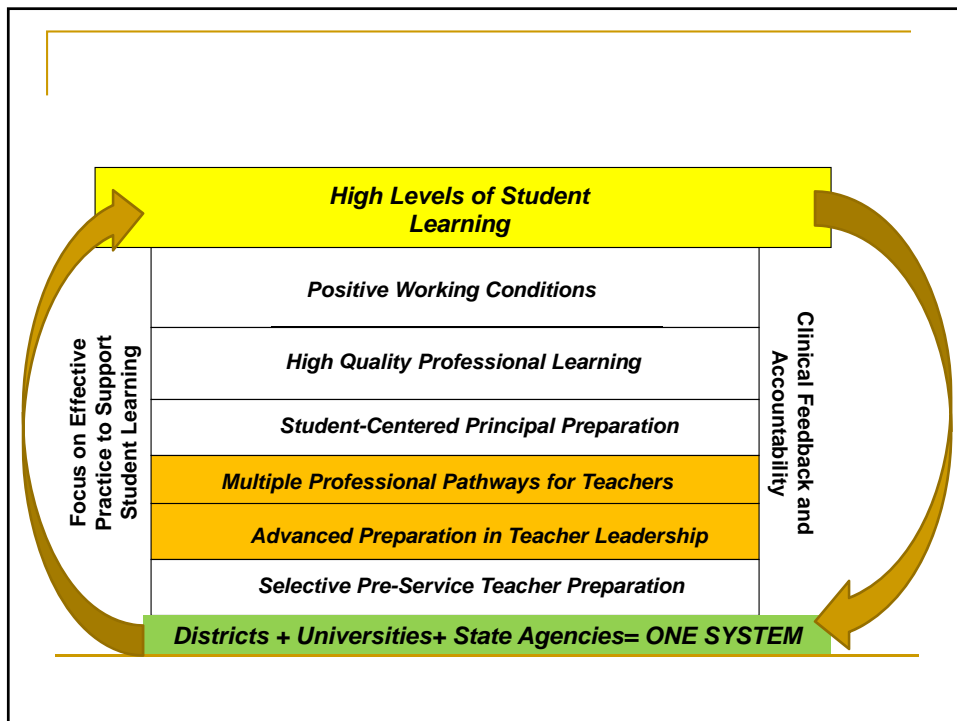
--- Harvard Business Review
June 7, 2010

Model for Improving P-12 Student Achievement



Step I: Redesign of Master's Programs

Work started Summer 2005



Why Redesign is Necessary

- EPSB requirement for Rank II
- Research on value of having a Master's degree
- Need for additional professional pathways
- Need for advanced skills
 - New Teacher Survey results
 - Assessment of student learning
 - Use of technology
 - Differentiated instruction

Redesign of Master's Degree Programs

I. Program Design

- Collaboration with districts in design of programs
- Focus on student achievement
- Differentiated program based upon candidate interests and needs
- Endorsements and enriched permissions
- Professional learning communities
- Utilization of assessment data
- Job-embedded professional experiences for candidates
- Multiple career pathways
- Ease of transferability across institutions

Redesign of Master's Degree Programs

II. Program Curriculum

- Evaluate high-quality research on student learning
 - Emphasize differentiated learning and classroom management
 - Provide opportunities for candidates to increase content knowledge
 - Emphasize reflections that inform practice
 - Emphasize leadership development
-

Redesign of Master's Degree Programs

II. Program Curriculum (cont'd)

- Provide clinical experiences that enhance student achievement
 - Align curriculum with state and national standards
 - Utilize mixed delivery methods that might include:
 - Face-to-Face
 - Workshops/seminars/symposia
 - On-line or distance learning
 - Practicum
 - Weekend/night
 - District locations
-

Redesign of Master's Degree Programs

III. Continuous monitoring and evaluation of candidate progress in demonstrating the ability to affect P-12 student learning

- Evaluate the candidate's practicum/clinical experiences
 - Evaluate the candidate's ability to design and conduct action research projects
 - Administer a culminating performance-based assessment prior to making recommendation to the EPSB for rank change
-

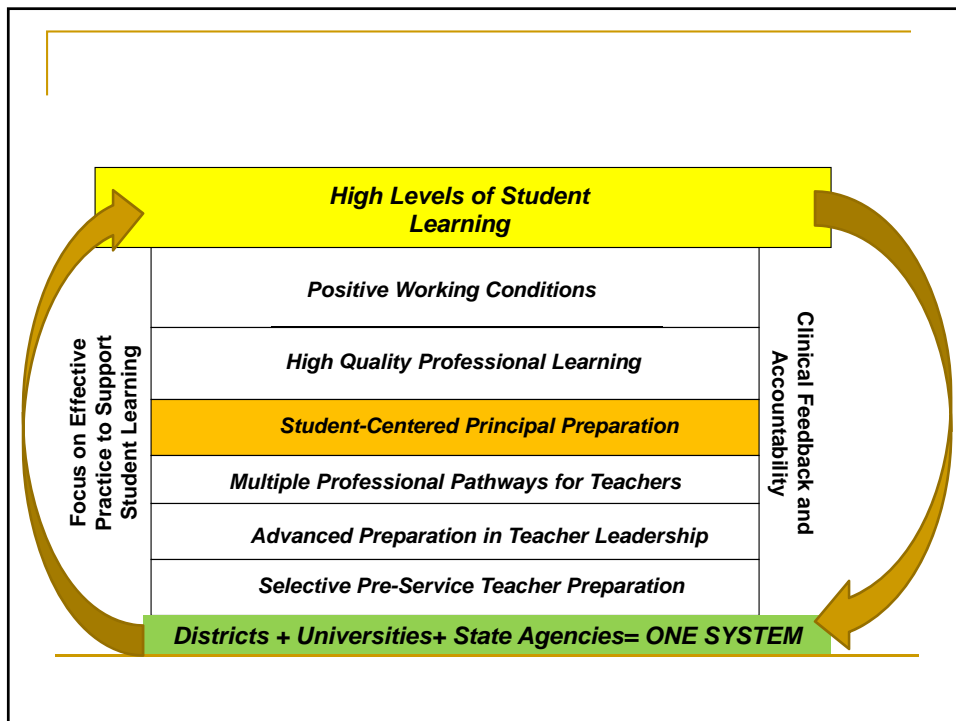
Redesign of Master's Degree Programs

Implementation Update:

- Master's Degree Program Committee has proved to be a good model and will be used for follow-up evaluations.
 - 10 universities have received EPSB approval for teacher leader master's degree programs.
 - All existing programs sunset on December 31, 2010.
 - Currently four universities do not have approved teacher leader master's degree programs and cannot admit students.
 - All principal preparation programs are now post-master's.
-

Step II: Redesign of Principal Preparation Programs

Work Started Spring 2006



Why Redesign is Necessary

- The need for effective 21st century school leaders is critical.
 - The 21st century school leader is being held to a different standard.
 - The 21st century school leader requires an additional skill set.
-

Principal Preparation Program Redesign

I. Collaborative Selection of Program Applicants

- Demonstrated ability to do graduate level work
 - Three years of teaching experience and evidence of success in improving P-12 student learning
 - Evidence of instructional leadership skills and experience in current position
 - Professional teacher work sample (observations, professional development and leadership, and an instructional unit)
 - Demonstrated proficiency in use of technology
 - Demonstrated proficiency in oral and written communication skills
 - Demonstrated dispositions of a successful school leader
-

Principal Preparation Program Redesign

II. Program Design

- ❑ Two-tiered certificate model
 - ❑ Program focus: instructional leadership, student achievement, gap closure
 - ❑ Structure that provides curriculum coherence across institutions
 - ❑ Co-design and co-delivery of instruction
 - ❑ Access to ongoing mentoring services from successful school leaders
-

Principal Preparation Program Redesign

II. Program Design (Cont'd)

- ❑ Continuous monitoring and evaluation of candidate's progress
 - ❑ A culminating performance-based assessment
 - ❑ Inclusion of successful school and district practitioners as faculty members
 - ❑ Ongoing professional development plan for program faculty
-

Principal Preparation Program Redesign

III. Program Delivery

- Co-design and co-teaching of courses with successful district practitioners
 - Emphasis on research-based best practices
 - Agreement between universities and district partners to provide candidates with release time for clinical experiences
 - On-site visits, observations, and evaluation of fieldwork
-

Principal Preparation Program Redesign

IV. Program Review

- Universities will provide a structure for continuous program review and monitoring of graduates' success as school leaders.
-

Update on Redesign of Principal Preparation Programs

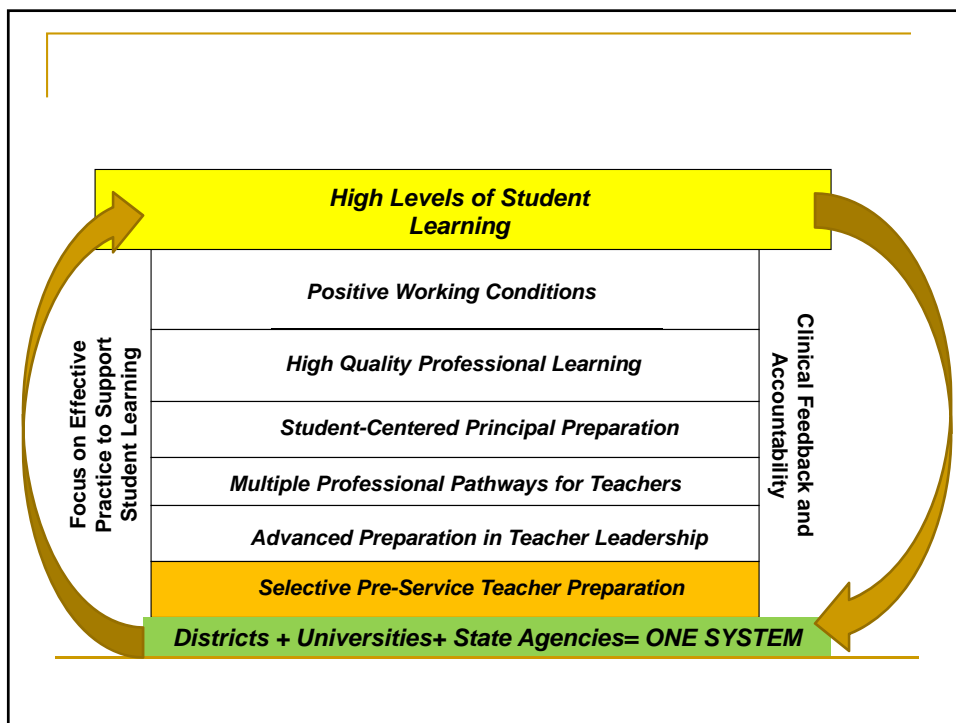
- The Committee for Review of Redesigned Principal Preparation Programs has approved four proposals:
 - Asbury University (Approved January 2010)
 - Spalding University (Approved May 2010)
 - Western Kentucky University (Approved January 2011)
 - Murray State University (Approved January 2011)
 - All current principal preparation programs will sunset on December 31, 2011.
-

Redesign of Superintendent Preparation

- January 11, 2011 EPSB received final report on recommendations to update superintendent preparation programs.
-

Step III: Selective Admission Standards

Work Started January 2010



Raising Admission Standards to Teacher Preparation Programs

- Require that all new teacher candidates pass a rigorous basic skills test in math, reading, and writing
 - Raise the required GPA
 - Require teacher candidates to demonstrate the essential teacher dispositions and 21st Century Skills, including critical thinking, collaboration, creativity, and communication
 - Ensure that all new teachers have the benefit of a supportive induction into the teaching profession by adequately funding the Kentucky Teacher Internship Program (KTIP)
-

Raising Admission Standards to Teacher Preparation Programs (Continued)

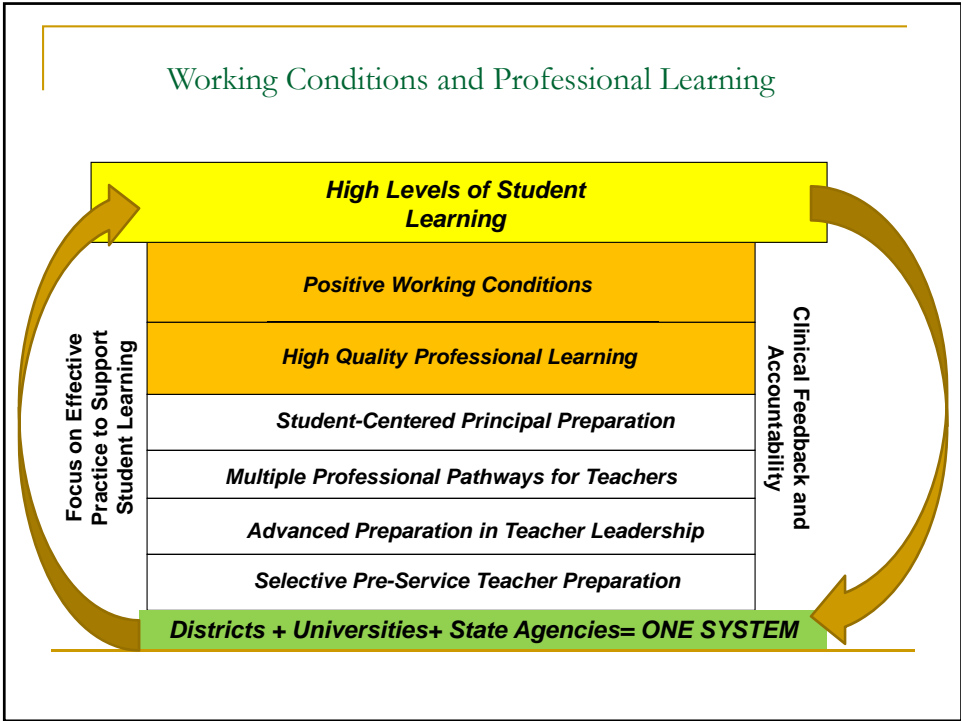
- Ensure a sufficient number of high-quality clinical experiences across the program (earlier the better)
 - Document during student teaching candidate's ability to increase K-12 student learning.
 - Offer high quality mentoring for those entering the teaching profession via an alternative pathway.
 - Explore how to expand paid, year-long pre-teaching residency experiences such the SKY-Teach model at Western Kentucky University.
-

Step IV: Supporting Continuous Improvement of Teacher Preparation Programs

Work to Start Spring 2011

Supporting Continuous Improvement of Teacher Preparation Programs

- Redesign the current seven-year cycle of accreditation and program review to provide a continuous electronic program review and approval of all preparation programs.
- Develop and publish a Quality Performance Index (QPI) for all of Kentucky's teacher preparation programs.
- Include in the QPI a value-added measure of teacher preparation programs that uses K-12 student performance data.
- Evaluate the effectiveness of Teacher Leader and principal preparation programs.



Thanks

Phillip S. Rogers
phillip.rogers@ky.gov
502.564.4606

**Council on Postsecondary Education
February 3, 2011**

2011-12 Tuition Setting Process

ACTION: The staff recommends that the Council approve the attached Tuition and Mandatory Fee Policy and 2011-12 Tuition Setting Process documents that provide a framework for establishing public postsecondary tuition and fees for AY 2011-12.

At the November 5, 2010, Council meeting, staff submitted draft Tuition and Mandatory Fee Policy and 2011-12 Preliminary Tuition Setting Timeline documents to Council members for review and discussion. Since that time, staff has continued to work with institutional chief budget officers to finalize the tuition policy, process, and timeline documents.

Attached for Council review and action are recommended Tuition and Mandatory Fee Policy (Attachment A) and 2011-12 Tuition Setting Process (Attachment B) documents that, once approved, will be used to guide the 2011-12 tuition and fee setting process.

The proposed tuition and fee policy is the same version that was submitted to the Council at its November 5 meeting and is the same one (with a few minor changes) that was used in 2010-11. The fundamental objectives of the tuition policy include funding adequacy, shared benefits and responsibility, affordability and access, attracting and importing talent, and effective use of resources.

The process for determining tuition and fee parameters and bringing rate proposals for Council approval will be similar to the process used in 2010-11. A major goal of the process is to provide ample time for stakeholder discussion and for exchange of policy relevant information among Council staff, institutional presidents, chief budget officers, and Council members. This exchange of data and information will lead to a better understanding of key tuition issues and provide increased opportunity for feedback and direction, before taking final action on tuition rates.

A revised timeline of activities and anticipated completion dates for the 2011-12 tuition setting process is attached (Attachment C).

At this time, it is anticipated that the Council will review and approve tuition policy and process documents at the February 3 meeting, take action on recommended tuition parameters at the April 28 meeting, and approve each institution's proposed tuition and mandatory fee rates at the June 10 meeting.

Special Use Fee Exception Policy Update

During the 2010-11 tuition setting process, campus officials requested that the Council consider excluding student approved fees from its mandatory fee definition, thus excluding consideration of such fees when assessing institutional compliance with Council approved rate ceilings. Based on feedback received from postsecondary institution chief budget officers (CBOs), there is general interest in treating student approved fees differently from other mandatory fees.

A Special Use Fee Workgroup comprised of CPE staff and CBOs has been formed to discuss issues related to development of a Special Use Fee Exception Policy, including defining characteristics of student approved fees, extent of student involvement in endorsing a fee, types of facilities that qualify for an exemption, possible limits on the magnitude and frequency of exemptions, acceptable uses of fee revenue, and conditions for fee reduction upon debt retirement.

CPE staff is continuing discussions with Special Use Fee Workgroup members as well as the full CBO group regarding treatment of student approved fees. The product of these discussions will be a draft Special Use Fee Exception Policy.

Council on Postsecondary Education Tuition and Mandatory Fee Policy

The Council on Postsecondary Education is vested with authority under KRS 164.020 to determine tuition at public postsecondary education institutions in the Commonwealth of Kentucky. Kentucky's goals of increasing educational attainment, promoting research, assuring academic quality, and engaging in regional stewardship must be balanced in the context of current needs, effective use of resources, and economic conditions. For the purposes of this policy, mandatory fees are included in the definition of tuition. During periods of relative austerity, the proper alignment of the state's limited financial resources requires increased attention to the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) and the Strategic Agenda for Kentucky Postsecondary and Adult Education.

Fundamental Objectives

- Funding Adequacy

HB 1 states that Kentucky shall have a seamless, integrated system of postsecondary education, strategically planned and adequately funded to enhance economic development and quality of life. In discharging its responsibility to determine tuition, the Council, in collaboration with the institutions, seeks to balance the affordability of postsecondary education for Kentucky's citizens with the institutional funding necessary to accomplish the goals of HB 1 and the Strategic Agenda.

- Shared Benefits and Responsibility

Postsecondary education attainment benefits the public at large in the form of a strong economy and an informed citizenry, and it benefits individuals through elevated quality of life, broadened career opportunities, and increased lifetime earnings. The Council and the institutions believe that funding postsecondary education is a shared responsibility of the state and federal government, students and families, and postsecondary education institutions.

- Affordability and Access

Since broad educational attainment is essential to a vibrant state economy and to intellectual, cultural, and political vitality, the Commonwealth of Kentucky seeks to ensure that postsecondary education is broadly accessible to its citizens. The Council and the institutions are committed to ensuring that college is affordable and accessible to all academically qualified Kentuckians with particular emphasis on adult learners, part-time students, minority students, and students from low and moderate income backgrounds. The Council believes that no citizen of the Commonwealth who has the drive and ability to succeed should be denied access to postsecondary education in Kentucky because of inability to pay. Access should be provided through a reasonable combination of savings, family contributions, work, and financial aid, including grants and loans.

In developing a tuition and mandatory fees recommendation, the Council and the institutions shall work collaboratively and pay careful attention to balancing the cost of attendance, including tuition and mandatory fees, room and board, books, and other direct and indirect costs, with students' ability to pay by taking into account (1) students' family and individual income; (2) federal, state, and institutional scholarships and grants; (3) students' and parents' reliance on loans; (4) access to all postsecondary education alternatives; and (5) the need to enroll and graduate more students.

- Attracting and Importing Talent to Kentucky

It is unlikely that Kentucky can reach its 2020 postsecondary education attainment goals by focusing on Kentucky residents alone. Tuition reciprocity agreements, which provide low-cost access to out-of-state institutions for Kentucky students that live near the borders of other states, also serve to attract students from surrounding states to Kentucky's colleges and universities. In fact, according to the Council's 2007 Brain Gain report, four out of every ten (37 percent) out-of-state graduates were still in Kentucky five years after receiving their degrees.

The Council and the institutions are committed to making Kentucky's institutions financially attractive to nonresident students while recognizing that nonresident undergraduate students should pay a significantly larger proportion of the full cost of their education. Any proposed policy on nonresident tuition and mandatory fees should also be evaluated based on its potential impact on attracting and retaining students which directly enhance diversity and Kentucky's ability to compete in a global economy.

- Effective Use of Resources

Kentucky's postsecondary education system is committed to using the financial resources invested in it as effectively and productively as possible to advance the goals of HB 1 and the Strategic Agenda, including undergraduate and graduate education, engagement and outreach, research, and economic development initiatives. The colleges and universities seek to ensure that every dollar available to them is invested in areas that maximize results and outcomes most beneficial to the Commonwealth and its regions. The Council's performance metrics shall be used to monitor both statewide and institutional performance toward HB 1 and Strategic Agenda goals.

The institutions also recognize their responsibility to demonstrate that they are good stewards of limited public resources by providing annual reports to their governing boards and the Council on their efforts to contain costs, improve efficiencies and productivity, and reallocate existing resources to high priority activities.

Council on Postsecondary Education 2011-12 Tuition Setting Process

Determining public postsecondary institution tuition and mandatory fees for academic year 2011-12 will be a collaborative process in which all stakeholders participate. The process began with review and discussion of the Council's 2010-11 tuition policy and process documents and a preliminary tuition-setting timeline for 2011-12 at meetings and during conference calls involving CPE staff, institutional presidents, and chief budget officers in November and early December. The Council was provided with draft policy and timeline documents at its November 5, 2010, meeting. It is anticipated that the Council will approve any revisions to these documents at the February 3, 2011, meeting, take action on recommended tuition parameters at the April 28, 2011, meeting, and approve each institution's proposed tuition and mandatory fee rates at the June 10, 2011, meeting.

- CPE staff and institutional representatives reviewed and discussed tuition policy, process, and timeline documents during the months of November and December, and began gathering information relevant to the tuition-setting process in December and January.
- The CPE president will report to the Council on the status of these discussions and the data collection effort throughout the process.
- The Council may, by direct action or by consensus, convey general direction to CPE staff or the institutions throughout the process.
- Council staff and institutional representatives will work collaboratively during February, March, and April 2011 toward the goal of developing consensus on recommended tuition and mandatory fee parameters.
- CPE staff will provide the Council with policy relevant information related to funding adequacy, affordability, access, financial aid, and productivity in April 2011.
- The Council expects that nonresident undergraduate tuition and mandatory fee charges shall not be less than two times higher than Council approved resident rates for the 2011-12 academic year. Any institution desiring to assess a nonresident rate that is less than two times the resident rate should request an exception to this policy.
- CPE staff will recommend tuition and mandatory fee parameters to the Council for approval in April 2011.
- CPE staff will recommend tuition and mandatory fee rates for each public postsecondary institution to the Council for approval in June 2011.

The Council and the institutions are committed to engaging in a process that is rational, transparent, fair, and evidence-based.

- A rational approach is one that is well aligned with state goals for public postsecondary education in Kentucky.
- A transparent approach is one that clearly articulates the rationale for its selection, is explicit about any underlying assumptions related to its function, and provides ample opportunity for stakeholder comment during its development.
- A fair approach is one that is impartial and recognizes that tuition rates and rate increases need not be the same for all institutions.
- An evidence-based approach is one that considers both relevant historical information as well as prospective institutional strategies for addressing fundamental tuition objectives set forth in the Council's tuition and mandatory fee policy.

Relevant information to be reviewed and discussed throughout the tuition-setting process may include, but is not limited to, the following:

- Historical and comparative funding patterns and tuition and fee rates.
- Effective use of institutional resources.
- College affordability, financial aid, student debt, and ability to pay.
- Student access, enrollment patterns, impact on academic quality, and other market factors.
- Fixed costs and priority strategic investments.
- Funding adequacy and tuition revenue estimates.

Council on Postsecondary Education 2011-12 Tuition Setting Timeline

- Nov 5, 2010 CPE Meeting – The staff provides Council members an update regarding the 2011-12 tuition setting process. Council staff shared the Tuition and Mandatory Fee Policy and the Preliminary 2011-12 Tuition Setting Timeline with the Council.
- Nov-Dec 2010 Initiate discussions with institutions and generate draft tuition policy and tuition setting process documents for 2011-12.
- Jan-Feb 2011 Council staff begins collecting data and generating information related to funding adequacy, affordability, access, financial aid, and productivity.
- Institutional staffs begin collecting data and generating information related to fixed cost increases, potential impacts of tuition increases, anticipated uses of additional tuition revenue, financial aid, and student debt.
- Feb 3, 2011 CPE Meeting – The Council takes action on Tuition and Mandatory Fee Policy and 2011-12 Tuition Setting Process and Timeline documents.
- Feb-Apr 2011 Council and institutional staffs exchange information from respective data collection efforts and work together to finalize for distribution to Council members.
- The staff provides Council members with policy relevant information related to funding adequacy, affordability, access, financial aid, and productivity. Institutions share information regarding potential impacts of tuition increases and anticipated uses of additional tuition revenue.
- Council and institutional staffs discuss policy relevant information and preliminary tuition parameters. The Council president updates Council members regarding these discussions.
- Apr 28, 2011 CPE Meeting – The Council takes action on recommended tuition and mandatory fee parameters.
- May 2011 Institutional staffs share proposed 2011-12 tuition and mandatory fee rates with the Council president. The Council president updates Council members regarding the proposed rates.
- Jun 10, 2011 CPE Meeting – The Council takes action on each institution’s proposed 2011-12 tuition and mandatory fee rates.

**Council on Postsecondary Education
February 3, 2011**

Fall 2010 Final Enrollment

As predicted by the preliminary fall 2010 enrollment numbers released in September, Kentucky's public colleges and universities continue to grow in enrollment during the 2010-11 academic year. A total of 232,318 students enrolled, an increase of 4 percent over last year and 40 percent since 2000.

- KCTCS led the public sector with growth of 6 percent in one year, for a total of 106,664 students. Over the past 10 years, KCTCS enrollment has grown by 80 percent.
- Public universities experienced modest total enrollment growth of 2 percent over last year. The University of Kentucky and Murray State University are currently pursuing a growth strategy, and both institutions saw overall enrollment increases of 3 percent – the largest of the public universities.
- At the graduate level, Kentucky State University and Murray State University experienced the largest one-year growth in enrollment among public universities.
- The Universities of Kentucky and Louisville expanded their research programs with 17 percent growth in post-doctoral students over last year.
- Western Kentucky University, Northern Kentucky University, and Kentucky State University reported the largest enrollment growth over the past 10 years.

Total Headcount Enrollment by Level
 Kentucky Public Institutions
 Fall 2000 - Fall 2010

Institution/Level	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	One Year (09-10)		Ten Year (00-10)	
												Percent Change	Percent Change		
Universities															
Eastern Kentucky University															
Undergraduate	12,909	13,023	13,053	13,567	13,837	13,942	13,623	13,659	13,839	13,991	14,396	14,396	2.9	2.9	11.5
Graduate	1,748	1,890	2,195	2,384	2,346	2,277	2,140	2,180	2,192	2,277	2,171	2,171	(4.7)	(4.7)	24.2
Total Headcount	14,657	14,913	15,248	15,951	16,183	16,219	15,763	15,839	16,031	16,268	16,567	16,567	1.8	1.8	13.0
Kentucky State University															
Undergraduate	2,129	2,165	2,107	2,138	2,183	2,228	2,341	2,510	2,497	2,638	2,606	2,606	(1.2)	(1.2)	22.4
Graduate	125	149	146	168	152	158	159	186	162	196	245	245	25.0	25.0	96.0
Total Headcount	2,254	2,314	2,253	2,306	2,335	2,386	2,500	2,696	2,659	2,834	2,851	2,851	0.6	0.6	26.5
Morehead State University															
Undergraduate	6,755	7,268	7,712	7,929	7,762	7,549	7,515	7,625	7,487	7,550	7,399	7,399	(2.0)	(2.0)	9.5
Graduate	1,572	1,759	1,678	1,580	1,531	1,513	1,510	1,441	1,494	1,496	1,443	1,443	(3.5)	(3.5)	(8.2)
Total Headcount	8,327	9,027	9,390	9,509	9,293	9,062	9,025	9,066	8,981	9,046	8,842	8,842	(2.3)	(2.3)	6.2
Murray State University															
Undergraduate	7,492	7,776	8,088	8,385	8,371	8,585	8,607	8,361	8,179	8,249	8,429	8,429	2.2	2.2	12.5
Graduate	1,649	1,872	1,832	1,715	1,757	1,689	1,697	1,795	1,843	1,829	1,987	1,987	8.6	8.6	20.5
Total Headcount	9,141	9,648	9,920	10,100	10,128	10,274	10,304	10,156	10,022	10,078	10,416	10,416	3.4	3.4	13.9
Northern Kentucky University															
Undergraduate	10,859	11,288	12,164	12,223	12,070	12,107	12,668	12,725	13,030	13,206	13,517	13,517	2.4	2.4	24.5
Graduate	1,242	1,260	1,579	1,722	1,851	1,918	1,970	2,082	2,079	2,199	2,231	2,231	1.5	1.5	79.6
Total Headcount	12,101	12,548	13,743	13,945	13,921	14,025	14,638	14,807	15,109	15,405	15,748	15,748	2.2	2.2	30.1
University of Kentucky															
Undergraduate	16,899	17,284	17,878	18,190	18,492	18,732	19,328	18,830	18,988	19,217	19,988	19,988	4.0	4.0	18.3
Graduate	6,217	6,764	7,155	7,289	7,252	6,970	7,090	7,086	7,112	7,112	7,181	7,181	1.0	1.0	15.5
Post-Doctoral	256	240	232	284	295	224	282	228	248	257	309	309	20.2	20.2	20.7
House Staff	480	503	476	497	506	513	509	504	565	585	559	559	(4.4)	(4.4)	16.5
Total Headcount	23,852	24,791	25,741	26,260	26,545	26,439	27,209	26,648	26,913	27,171	28,037	28,037	3.2	3.2	17.5
University of Louisville															
Undergraduate	14,477	14,131	14,475	14,724	14,933	15,057	15,103	15,125	15,495	15,619	15,818	15,818	1.3	1.3	9.3
Graduate	5,627	5,573	5,958	6,101	6,103	5,996	6,005	5,841	5,557	5,704	5,757	5,757	0.9	0.9	2.3
Post-Doctoral	84	136	87	90	124	126	145	149	118	117	127	127	8.5	8.5	51.2
House Staff	580	554	569	549	565	581	588	574	591	591	588	588	(0.5)	(0.5)	1.4
Total Headcount	20,768	20,394	21,089	21,464	21,725	21,760	21,841	21,689	21,761	22,031	22,290	22,290	1.2	1.2	7.3

Total Headcount Enrollment by Level
 Kentucky Public Institutions
 Fall 2000 - Fall 2010 (continued)

Institution/Level	2,000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	One Year (09-10)		Ten Year (00-10)		
												Percent Change	Percent Change	Percent Change	Percent Change	
Western Kentucky University																
Undergraduate	13,272	14,135	15,234	15,798	15,846	15,978	16,067	16,508	16,966	17,645	17,827	1.0	1.0	34.3		
Graduate	2,244	2,444	2,584	2,593	2,667	2,667	2,597	2,757	2,795	3,067	3,076	0.3	0.3	37.1		
Total Headcount	15,516	16,579	17,818	18,391	18,513	18,645	18,664	19,265	19,761	20,712	20,903	0.9	0.9	34.7		
Total Universities																
Undergraduate	84,792	87,070	90,711	92,954	93,494	94,178	95,252	95,343	96,481	98,115	99,980	1.9	1.9	17.9		
Graduate	20,424	21,711	23,127	23,552	23,659	23,188	23,168	23,368	23,234	23,880	24,091	0.9	0.9	18.0		
Post-Doctoral	340	376	319	374	419	350	427	377	366	374	436	16.6	16.6	28.2		
House Staff	1,060	1,057	1,045	1,046	1,071	1,094	1,097	1,078	1,156	1,176	1,147	(2.5)	(2.5)	8.2		
Total Headcount	106,616	110,214	115,202	117,926	118,643	118,810	119,944	120,166	121,237	123,545	125,654	1.7	1.7	17.9		

Kentucky Community and Technical College System	59,415	70,913	76,082	80,695	81,990	84,931	86,475	92,828	89,942	100,348	106,664	6.3	6.3	79.5		
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Total Public Institutions																
Undergraduate	144,207	157,983	166,793	173,649	175,484	179,109	181,727	188,171	186,423	198,463	206,644	4.1	4.1	43.3		
Graduate	20,424	21,711	23,127	23,552	23,659	23,188	23,168	23,368	23,234	23,880	24,091	0.9	0.9	18.0		
Post-Doctoral	340	376	319	374	419	350	427	377	366	374	436	16.6	16.6	28.2		
House Staff	1,060	1,057	1,045	1,046	1,071	1,094	1,097	1,078	1,156	1,176	1,147	(2.5)	(2.5)	8.2		
Total Headcount	166,031	181,127	191,284	198,621	200,633	203,741	206,419	212,994	211,179	223,893	232,318	3.8	3.8	39.9		

NOTE: Graduate data include doctoral and first-professional students.

Source: Council on Postsecondary Education Comprehensive Database.
 January 24, 2011

**Council on Postsecondary Education
February 3, 2011**

**SACS-like Reviews of Colleges for
Kentucky Tuition Grant Eligibility**

In 2008, the Kentucky General Assembly adopted legislation requiring out-of-state institutions operating in Kentucky that wish to have their students be eligible for the Kentucky Tuition Grant Program (KTG) to either be accredited by the Southern Association of Colleges and Schools (SACS) or undergo a review conducted by the Council on Postsecondary Education that mirrors a SACS accreditation process.

This legislation was codified as KRS 164.785(7)(c). The Council promulgated an administrative regulation, 13 KAR 1:050, that clarifies the review process. The legislation is effective with the 2011-12 academic year. Three institutions requested the Council perform a SACS-like review so their students would remain eligible for KTG.

The team of consultants has completed reviews of three universities:

1. Northwood University (main campus in Michigan, with a site in Louisville, Kentucky)
2. Indiana Wesleyan University (main campus in Indiana, with several sites in Kentucky)
3. McKendree University (main campus in Illinois, with several sites in Kentucky)

The teams reviewed applications and supporting documents and visited each university at a site in Kentucky. The site visits included interviews with key university administrators and faculty. In each case, the team produced a site visit report, which identified the criteria that each college failed to meet. The site team reviewed with CPE staff the content of the report and the levels of deficiencies. CPE sent a letter to each university identifying the deficiencies along with a copy of the site visit report. A deficiency noted for all three universities was related to qualifications of some faculty who would not be eligible to teach under the current SACS-COC standards.

Each university was given approximately one month to remedy the deficiencies and remain eligible for the KTG program for the 2011-12 academic year. Northwood University and Indiana Wesleyan University both remedied their deficiencies and were approved on December 17, 2010. McKendree University was the last site visit conducted, and the university has been given until January 28, 2011, to respond to the deficiencies identified. If McKendree University submits evidence it has remedied the deficiencies, then it will be approved for the 2011-12 academic year as well.

Each approved university is required to submit a six-month monitoring report to CPE by August 1, 2011, to ensure continued compliance.

Staff preparation by Sarah Levy

**Council on Postsecondary Education
February 3, 2011**

**Master of Arts in Religious Studies
Western Kentucky University**

ACTION: The staff recommends that the Council approve the Master of Arts in Religious Studies (CIP 38.0201) proposed by Western Kentucky University.

As the only state institution in Kentucky offering an undergraduate major in Religious Studies, Western Kentucky University is uniquely positioned to offer this graduate degree program.

The program will require a minimum of 35 graduate credit hours, of which no more than 12 hours may be in 400G courses. Students may take up to six hours in graduate courses in other departments. Students must complete either a thesis or a culminating project.

All students are required to complete RELS 500 (Theory and Method in the Study of Religion, four credit hours), two offerings of RELS 601 (Graduate Seminar in Religious Studies, four credit hours), RELS 602 (Thesis and Project Development Seminar, one credit hour), and RELS 603 (Thesis and Project Colloquium, one credit hour). These required courses total 14 credit hours. Students on the thesis track may take up to six credit hours of Thesis Writing (RELS 599). Students completing an alternative project will take additional coursework in lieu of RELS 599. The student's remaining credit hours may be taken in further RELS 601 courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in other departments.

Appropriate language work in the student's area of emphasis is recommended. Graduate level language courses may count for as many as six credits toward completing the degree. If not completing the research tool requirement in any other way, students must pass a reading examination in either French or German.

**Council on Postsecondary Education
February 3, 2011**

**2011-15 Kentucky Public Postsecondary Education Diversity
Policy and Framework for Institution Diversity Plan Development
Revised Kentucky Administrative Regulation 13 KAR 2:060**

The Council directed the Committee on Equal Opportunities to develop a diversity policy and to revise the existing administrative regulation to implement the policy. The institutions and organizations within the public arena have reviewed and support the Kentucky Administrative Regulation (KAR) that is recommended by the Committee on Equal Opportunities for Council review and action. Upon approval by the Council, the KAR will be filed with the Legislative Research Commission. Upon approval by the LRC, the KAR will be effective until a new policy is adopted or another event occurs that requires modifications.

ACTION: The CEO and staff recommend that the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:060 implementing the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.

At its January 16, 2009, meeting, the Council directed the Committee on Equal Opportunities (CEO), in collaboration with the universities and the community and technical college system, to develop a state level diversity plan. At its April 23, 2010, meeting, the Council modified its earlier action and directed the CEO, in collaboration with the universities and the community and technical college system, to develop a state level policy to guide development of institutional diversity plans.

The Council approved the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development at its September 2010 meeting, and directed staff to revise the existing Kentucky Administrative Regulation (KAR) to comply with the new policy. This revised administrative regulation, as recommended by the CEO, complies with the requirements for policy implementation.

The CEO reviewed and acted on the revised KAR at its January 24, 2011, meeting. The CEO action is attached and provides additional background related to the new policy, the process for institutional plan development, and next steps for completion of the process. The Council staff recommends approval of the revised administrative regulation as adopted and submitted by the CEO.

Administrative Regulation

The proposed revised regulation focuses on numerous factors that should be considered by institutions in establishing their student diversity goals. The regulation does not authorize, and in fact rejects, any attempt to allow special consideration for race or ethnicity. It does recognize race as an existing diversity factor, but treats it only as one factor that may be present. It recognizes that student body diversity is important to the student, the institution, the Commonwealth, and the area served by the institution. The CPE's interest in student diversity, embraced in the diversity policy and the proposed regulation, is a compelling one for Kentucky.

Diversity Policy

Diversity planning allows the Commonwealth to take a new approach to a decades-old challenge of how best to make the postsecondary education system more appealing to more people from varying backgrounds and ethnicities. Successful implementation of the institutional plans will help make a compelling case to employers that Kentucky institutions produce culturally competent graduates who are able to function effectively in multicultural environments.

Revised Kentucky Administrative Regulation (KAR)

The revised KAR provides clear guidance for developing an institutional diversity plan, the accountability standards, metrics to determine progress, and requirements to obtain a waiver.

Changes to the KAR include:

- Requiring postsecondary institutions to develop and maintain institution diversity plans.
- Setting out the process for goal setting, measurement of progress, and securing a temporary waiver.
- Defining the diversity policy as the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.
- Defining institution diversity plans as plans developed by institutions in conjunction with the CPE to achieve diversity in student enrollment and the campus workforce and to eliminate gaps in retention and graduation rates.
- Requiring postsecondary institutions to set and attempt to meet their goals.
- Providing five areas of goal development: student body diversity, student success, achievement gaps, workforce diversity, and campus climate.

Next Steps

Following action by the Council, the regulation will be filed with the Legislative Research Commission Administrative Regulation Review Subcommittee. Institution draft diversity plans are to be submitted to CPE staff for review March 15, 2011, with anticipated CPE action in September 2011.

Staff preparation by Sherron Jackson and Rana Johnson

1 **13 KAR 2:060. Degree program approval; equal opportunity goals.**

2 RELATES TO: KRS 164.001, 164.020

3 STATUTORY AUTHORITY: KRS 164.020(19) [(48)]

4 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(19) requires the Council on
5 Postsecondary Education to postpone the approval of new academic programs for those institutions
6 who fail to meet equal opportunity goals established by an institution and approved by the Council.
7 The statute further requires that institutions be able to secure a temporary waiver, if an institution
8 has made substantial progress toward meeting goals. This administrative regulation sets out the
9 process for goal setting, measurement of progress, and how to secure a temporary waiver.

10 ~~[Responsibility for the development of a system-wide equal opportunity plan is assigned to the~~
11 ~~Council on Postsecondary Education pursuant to KRS 164.020(18). The statute connects an~~
12 ~~institution's eligibility for new academic programs to its performance in implementing equal~~
13 ~~opportunity objectives. The Council on Postsecondary Education approves the offering of~~
14 ~~academic programs at each state-supported postsecondary education institution pursuant to KRS~~
15 ~~164.020(14) but an institution's eligibility for new academic programs is limited by the~~
16 ~~requirement of KRS 164.020(18) that an institution meet its equal opportunity objectives. The~~
17 ~~statute does grant the Council on Postsecondary Education authority to grant a temporary waiver if~~
18 ~~an institution demonstrates progress in meeting equal opportunity objectives. This administrative~~
19 ~~regulation establishes the criteria used to determine an institution's compliance with equal~~
20 ~~opportunity objectives, and for the granting of a temporary waiver to a state-supported~~
21 ~~postsecondary education institution which has not met its objectives].~~

22 Section 1. Definitions. (1) "Continuous progress" means that an institution shows an increase in
23 the

1 number of students or employees over the previous year for a category.

2 (2) "Council" is defined by KRS 164.001(7).

3 (3) "Diversity Policy" means The Kentucky Public Postsecondary Education Diversity Policy
4 and Framework for Institution Diversity Plan Development.

5 [~~"Goal" or "objective" means a flexible target in enrollment retention, graduation or~~
6 ~~employment developed by the Council on Postsecondary Education and the state-supported~~
7 ~~postsecondary education institutions and included in the Kentucky Plan].~~

8 [(4) ~~"Kentucky Plan" means the "Kentucky Plan for Equal Opportunities" which is a five (5)~~
9 ~~year plan developed by the Council on Postsecondary Education.~~

10 (~~5) "State-supported"] (4) "Institution" means a state-supported postsecondary education [an]
11 institution listed in KRS 164.001(17) [within the postsecondary education system as defined by
12 ~~KRS 164.001(15)].~~~~

13 (5) Institution Diversity Plan" means a plan developed by an institution in conjunction with the
14 Council on Postsecondary Education to achieve diversity in student enrollment, to eliminate gaps
15 in retention and graduation rates, and to achieve workforce diversity.

16 Section 2. Creation of Institution Diversity Plan [Scope]. (1) The Council on Postsecondary
17 Education shall maintain The Kentucky Public Postsecondary Education Diversity Policy and
18 Framework for Institution Diversity Plan Development to provide a framework and guidelines to
19 assist an institution in developing an institution diversity plan. [a Kentucky Plan for Equal
20 Opportunities to assist in ensuring equal opportunity of access to higher education for all citizens
21 of Kentucky. The Kentucky Plan establishes flexible objectives for each state-supported
22 postsecondary education institution in broad categories of student enrollment, retention, graduation
23 and employment of African Americans].

- 1 (2) A four-year institution shall develop an institution diversity plan that includes goals for these
2 areas of interest:
- 3 (a) Student enrollment;
- 4 1. Undergraduate;
- 5 2. Graduate students at the four-year institutions;
- 6 (b) Student success including;
- 7 1. First year to second year retention of undergraduate students;
- 8 2. Second year to third year retention of undergraduate students;
- 9 3. Associate and baccalaureate degrees and credentials awarded; and
- 10 4. Graduation rates for undergraduate students;
- 11 (c) Achievement gap closure for undergraduate students including:
- 12 1. First year to second year retention rate;
- 13 2. Second year to third year retention rate; and
- 14 3. Graduation rate.
- 15 (d) An institution shall include a workforce diversity component in its institution diversity plan
16 using these employment categories:
- 17 1. Executive managerial;
- 18 2. Faculty;
- 19 3. Other professional;
- 20 4. Secretarial/clerical;
- 21 5. Technical/paraprofessional;
- 22 6. Skilled crafts; and
- 23 7. Service/maintenance.

1 (e) An institution shall develop a campus climate component in its institution diversity plan
2 including:

3 1. Creation of a campus environment team;

4 2. A comprehensive report on strategies and best practices implemented; and

5 3. A review of the effectiveness of employment, retention, and promotion policies.

6 (3) An institution, in developing an institution diversity plan, shall consider the institution's
7 service region or statewide demographic data. This provision shall not apply to Kentucky State
8 University.

9 (4) An institution, in developing goals for areas of interest in Section 2(2) of this
10 administrative regulation, shall reference the racial and ethnic groups listed in the U. S. Census and
11 the U. S. Department of Education's Integrated Postsecondary Education Database System
12 (IPEDS)

13 ~~[Five (5) categories of African American, resident students are included in the Kentucky Plan and~~
14 ~~in Section 3 of this administrative regulation with objectives established and measured for each~~
15 ~~category:~~

16 ~~(a) Undergraduate enrollment;~~

17 ~~(b) Retention of first-year undergraduate enrollment;~~

18 ~~(c) Retention of total undergraduate enrollment;~~

19 ~~(d) Award of baccalaureate degrees; and~~

20 ~~(e) Graduate enrollment.~~

21 ~~(3) Seven (7) categories of African American employment are included in the Kentucky Plan.~~

22 ~~(a) Objectives are established and measured for three (3) of those categories in the Kentucky~~
23 ~~Plan and in Section 4 of this administrative regulation:~~

1 1. Executive, administrative and managerial;

2 2. Faculty; and

3 3. Professional nonfaculty.

4 (b) ~~The four (4) categories of African American employment included in the Kentucky Plan~~
5 ~~that are not measured are:~~

6 1. Secretarial/clerical;

7 2. Technical/paraprofessional;

8 3. Skilled crafts; and

9 4. Service/maintenance.

10 (4) ~~The Kentucky Plan includes enhancement provisions for Kentucky State University~~
11 ~~including the following categories which shall be reported on by the university:~~

12 (a) ~~Identification by the university, subject to agreement by the council, of new and continuing~~
13 ~~academic programs which promote and build on the university's strength as a historically black~~
14 ~~institution;~~

15 (b) ~~Evidence of marketing or showcasing programs which are developed and implemented as~~
16 ~~part of paragraph (a) of this subsection;~~

17 (c) ~~Evidence of funding by the university of programs identified in paragraph (a) of this~~
18 ~~subsection including identification of private funding; and~~

19 (d) ~~Identification of quality assurance assessment activities for programs identified in paragraph~~
20 ~~(a) of this subsection.~~

21 (5) ~~The council may substitute objectives contained in subsection (4) of this section for~~
22 ~~objectives contained in Sections 3 and 4 of this administrative regulation based on a plan submitted~~
23 ~~by Kentucky State University, reviewed by the Committee on Equal Opportunities, and approved~~

1 by the council.

2 ~~(6) The Council on Postsecondary Education shall evaluate institutional progress in~~
3 ~~implementing the flexible objectives established in the Kentucky Plan in order to determine:~~

4 ~~(a) An institution's automatic eligibility for a new academic program; or~~

5 ~~(b) An institution's eligibility for a waiver].~~

6 Section 3. Measurement Of An Institution's Performance In Demonstrating Continuous
7 Progress, and Automatic Eligibility For New Academic Programs. (1)(a) A four-year institution
8 shall demonstrate continuous progress or meet the goals established for the eight (8) areas of
9 interest described in Section 2(2)(a), (b)1.,2.,and 3, and (d)1., 2., and 3.; or

10 (b) The Kentucky Community and Technical College System (KCTCS) shall demonstrate
11 continuous progress or meet the goals established for the seven (7) areas of interest described in
12 Section 2(2)(a)1., (b)1., 2., and 3., and (d) 1., 2., and 3.

13 (2) An institution shall submit a written report annually to the Council or its designee describing
14 the institution's progress in meeting goals set forth in the Institution Diversity Plan, and describing
15 whether an institution has demonstrated continuous progress in the areas of interest described in
16 Section 2(2) of this administrative regulation.

17 (3) To be automatically eligible for new academic programs:

18 (a) A four-year institution shall meet the goal or demonstrate continuous progress in six (6) of
19 the eight (8) areas of interest or meet the goal listed in Section 2 of this administrative regulation;

20 or

21 (b) A community college shall meet the goal or demonstrate continuous progress in five (5) of
22 the seven (7) areas of interest listed in Section 2 of this administrative regulation and selected by
23 the Kentucky Community and Technical College System.

1 (4) For the campus climate component, an institution shall demonstrate continuous progress by
2 completing a report addressing the issues described in Section 2(2)(e) of this administrative
3 regulation. [~~Enrollment, Retention and Graduation Objectives. (1)(a) An institution's objective for~~
4 ~~the enrollment of undergraduate, Kentucky resident African American students shall be the~~
5 ~~percentage of African American high school graduates within the institution's market area.~~

6 ~~(b) The market area shall be the geographic area of Kentucky contributing ninety (90) percent~~
7 ~~of the entering Kentucky resident undergraduate enrollment at an institution as measured by the~~
8 ~~base year of the Kentucky Plan.~~

9 ~~(2)(a) Except as provided in paragraph (b) of this subsection, an institution's objective for~~
10 ~~retention of first-year undergraduate Kentucky resident African American students shall be equal~~
11 ~~to the institution's retention rate for first-year undergraduate Kentucky resident white students as~~
12 ~~measured by the base year of the Kentucky Plan.~~

13 ~~(b) The community colleges shall be exempt from the requirement established in paragraph (a)~~
14 ~~of this subsection.~~

15 ~~(3)(a) Except as provided in paragraph (b) of this subsection, an institution's objective for the~~
16 ~~retention of total undergraduate Kentucky resident African American undergraduate students shall~~
17 ~~be equal to the institution's retention rate for all Kentucky resident white undergraduate students as~~
18 ~~measured by the base year of the Kentucky Plan.~~

19 ~~(b) The community colleges shall be exempt from the requirement established in paragraph (a)~~
20 ~~of this subsection.~~

21 ~~(4)(a) Except as provided in paragraphs (b) and (c) of this subsection, an institution's objective~~
22 ~~for the awarding of baccalaureate degrees to Kentucky resident African American students shall be~~
23 ~~equal to the institution's rate for awarding baccalaureate degrees to Kentucky resident white~~

1 students.

2 ~~(b) For Kentucky State University, the institution's objective shall be that the rate of award of~~
3 ~~baccalaureate degrees to Kentucky resident white students be equal to that of Kentucky resident~~
4 ~~African American students as measured by the base year of the Kentucky Plan.~~

5 ~~(c) The community colleges shall be exempt from the requirements established in paragraphs~~
6 ~~(a) and (b) of this subsection.~~

7 ~~(5)(a) Except as provided in paragraph (b) of this subsection, an institution's objective for the~~
8 ~~enrollment of Kentucky resident African American graduate students shall be the same proportion~~
9 ~~as the institution's percentage of enrollment of Kentucky resident white graduate students~~
10 ~~expressed as a proportion of total resident white undergraduate degrees awarded.~~

11 ~~(b) Kentucky State University and the community colleges shall be exempt from the~~
12 ~~requirement established in paragraph (a) of this subsection.~~

13 ~~Section 4. Employment Objectives. (1) Pursuant to Section 2(3) of this administrative~~
14 ~~regulation, the Kentucky Plan provides for the measurement and evaluation of each of the three (3)~~
15 ~~following categories of employment:~~

16 ~~(a) Executive, administrative, and managerial;~~

17 ~~(b) Faculty; and~~

18 ~~(c) Professional nonfaculty.~~

19 ~~(2) Employment objectives for an institution shall be based on an institution's plan developed in~~
20 ~~compliance with the U.S. Department of Labor or the U.S. Department of Education as appropriate~~
21 ~~for that institution.~~

22 ~~Section 5. Evaluation of Annual Progress. (1) Progress toward achievement of an objective shall~~
23 ~~be measured annually for the purpose of determining an institution's eligibility to submit a request~~

1 ~~for a new academic program or for a waiver.~~

2 ~~(2) An institution shall have met its annual plan implementation objective for undergraduate~~
3 ~~enrollment if the following conditions have been fulfilled:~~

4 ~~(a) For Kentucky State University:~~

5 ~~1. The university maintains the current level of Kentucky resident African-Americans as a~~
6 ~~percentage of total enrollment; and~~

7 ~~2. The university increases the number of entering Kentucky resident freshmen with ACT~~
8 ~~scores at or above the statewide average.~~

9 ~~(b) For all other institutions:~~

10 ~~1. Enrollment of African-American students within the system of state-supported higher~~
11 ~~education is .073 percent or greater excluding African-American students enrolled at Kentucky~~
12 ~~State University; and~~

13 ~~2. An institution's enrollment of Kentucky resident African-American students is greater than~~
14 ~~the actual enrollment of African-American students in the prior year.~~

15 ~~(3) An institution shall have met its annual plan implementation objectives for:~~

16 ~~(a) Retention of first year undergraduate students;~~

17 ~~(b) Retention of total undergraduate students;~~

18 ~~(c) Award of baccalaureate degrees;~~

19 ~~(d) Enrollment of graduate students; and~~

20 ~~(e) In employment of African-Americans by demonstrating continuous progress each year in~~
21 ~~each category or by meeting the plan objectives in each category. The council may, upon request~~
22 ~~by an institution, determine that an employment category has too few positions in order to evaluate~~
23 ~~continuous progress, and may indicate that the institution has met its annual implementation plan~~

1 objectives for the year.

2 Section 6. Automatic Eligibility. (1) An institution shall be eligible for the consideration of a
3 new academic program if:

4 (a) For Kentucky State University, the institution exhibits continuous progress:

5 1. In five (5) of seven (7) annual plan implementation objectives established in Sections 3 and 4
6 of this administrative regulation; or

7 2. As required by Section 2(4) of this administrative regulation, if substituted by the council in
8 accordance with Section 2(5) of this administrative regulation;

9 (b) For a community college, the institution exhibits continuous progress in three (3) of four (4)
10 annual plan implementation objectives established in Sections 3 and 4 of this administrative
11 regulation; and

12 (c) For other institutions, an institution exhibits continuous progress in six (6) of the eight (8)
13 annual plan implementation objectives established in Sections 3 and 4 of this administrative
14 regulation.

15 (2) Automatic eligibility for a new academic program shall be for the calendar year immediately
16 following the certification of eligibility.

17 (3) Certification of automatic eligibility and for a quantitative or qualitative waiver shall occur
18 prior to the end of each calendar year and shall be reported to the Council on Postsecondary
19 Education and the Committee on Equal Opportunities.]

20 Section 4 [7]. Waivers. (1) If an institution is not automatically eligible under Section 3 [6] of
21 this administrative regulation [and is eligible for a quantitative or qualitative waiver,] the institution
22 may request a one (1) year waiver [which shall be either:

23 (a) Quantitative; or

1 ~~(b) Qualitative~~].

2 (2) A waiver request by an institution shall include a resolution submitted to the Council on
3 Postsecondary Education approved by the institution's governing board describing ~~[and shall~~
4 ~~include either a quantitative or qualitative assessment, as appropriate, of]~~the institution's efforts to
5 achieve the institution's diversity goals ~~[objectives as set forth in the Kentucky Plan]~~.

6 (3) A four-year ~~[An]~~ institution shall be eligible to receive a ~~[quantitative]~~ waiver if:

7 (a) the institution demonstrates continuous progress or meets the goals in five (5) of the eight
8 (8) areas of interest listed in Section 2(2) of the this administrative regulation; or

9 (b) Where an institution demonstrates continuous progress or meets the goals in less than five
10 (5) of the areas of interest shows in a written report that:

11 1. Outstanding efforts to achieve diversity were attempted which have not yet proven to be
12 successful; or

13 2. Extraordinary circumstances precluded success; and

14 3. How the institution's revised plans for recruitment and retention of a diverse student body,
15 and workforce diversity show promise of future success.

16 (4) A community college shall be eligible for a waiver if:

17 (a) The community college demonstrates continuous progress or meets the goals in four (4) of
18 the seven (7) areas of interest listed in Section 2(2) of the this administrative regulation; or

19 (b) Where a community college has achieved continuous progress or meets the goals in less
20 than four (4) of the areas of interest, the community college shows in a written report that:

21 1. Outstanding efforts to achieve diversity were attempted which have not yet proven to be
22 successful; or

23 2. Extraordinary circumstances precluded success; and

1 3. How the institution's revised plans for recruitment and retention of a diverse student body,
2 and workforce diversity show promise of future success.[:

3 (a) ~~For Kentucky State University, the institution exhibits continuous progress:~~

4 ~~1. In four (4) of seven (7) annual plan implementation objectives established in Sections 3 and 4~~
5 ~~of this administrative regulation; or~~

6 ~~2. As required by Section 2(4) of this administrative regulation, if substituted by the council in~~
7 ~~accordance with Section 2(5) of this administrative regulation;~~

8 (b) ~~For a community college, an institution exhibits continuous progress in two (2) of four (4)~~
9 ~~objectives established in Sections 3 and 4 of this administrative regulation;~~

10 (c) ~~For an institution other than Kentucky State University or a community college, if an~~
11 ~~institution exhibits continuous progress in five (5) of eight (8) annual plan implementation~~
12 ~~objectives established in Sections 3 and 4 of this administrative regulation.~~

13 ~~A qualitative waiver may be approved for the institution failing to meet annual objectives if an~~
14 ~~institution can demonstrate]:~~

15 [(a) ~~1. a. Outstanding efforts that were attempted which have not yet proven to be successful; or~~

16 ~~2. Extraordinary circumstances that precluded success; and~~

17 ~~3. [(b)] How the institution's revised plans for recruitment and retention of African-American~~
18 ~~students or employees show promise of future success.~~

19 (5) ~~The written request for a qualitative waiver shall include specific and quantifiable aspects of~~
20 ~~the institution's efforts to meet equal opportunity objectives including:~~

21 (a) ~~Commitment of funds to equal opportunity related activities;~~

22 (b) ~~Financial aid distribution;~~

23 (c) ~~Student services activities;~~

- 1 ~~(d) High school visitations and results;~~
- 2 ~~(e) Academic support services;~~
- 3 ~~(f) Number of interviews granted to African-American applicants for a position;~~
- 4 ~~(g) Offers of employment made that are accepted or rejected;~~
- 5 ~~(h) Utilization of funds to stimulate a unit to improve its employment data;~~
- 6 ~~(i) Special actions for a unit within an institution if additional efforts are required; and~~
- 7 ~~(j) An evaluation of long range data trends for those objectives that fell below expectations.~~

8 ~~(6)~~ (5) An institution's written request for a [qualitative] waiver shall be reviewed by the
9 Council on Postsecondary Education's Committee on Equal Opportunity which shall make a
10 recommendation to the council on whether to grant a [qualitative] waiver.

11 ~~[(7) The council shall consider an institution's request for a qualitative waiver at a subsequent~~
12 ~~meeting of the council:~~

- 13 ~~(a) Following submission of the information by the institution in support of its request; and~~
- 14 ~~(b) After a recommendation is forwarded from the Committee on Equal Opportunities.]~~

15 (6) ~~[(8)]~~ An institution shall not be eligible for a waiver in consecutive years [regardless of the
16 type of waiver].

17 Section 5. Action Following Receipt of Institution Report. The Council, or its designee shall
18 upon receipt of an institution's annual report described in Section 3(2) of this administrative
19 regulation:

- 20 (1) Review the report in public session;
- 21 (2) Recommend, as appropriate, that an institution modify its diversity plan goals; or
- 22 (3) Recommend, as appropriate, that an institution modify strategies and activities to better
23 ensure success in meeting goals.

1 ~~[(9)(a) Except as provided in paragraph (b) of this subsection, an institution that has received a~~
2 ~~quantitative or qualitative waiver shall submit a new academic program under the waiver provision~~
3 ~~in the calendar year for which the waiver is granted. An institution's request for a new academic~~
4 ~~program, advanced under authority of an approved waiver, shall be considered at the next regularly~~
5 ~~scheduled meeting of the council after an institution has submitted a complete program application.~~

6 ~~(b) If the council postpones or delays action on an academic program approval, it may extend~~
7 ~~the period of consideration of a new academic program.~~

8 Section 6 [8]. Incorporation by Reference. The Kentucky Public Postsecondary Education
9 Diversity Policy and Framework for Institution Diversity Plan Development [~~(1) "The 1997-2002~~
10 ~~Kentucky Plan for Equal Opportunities in Postsecondary Education", Council on Postsecondary~~
11 ~~Education,~~] is incorporated by reference.

12 (2) It may be inspected, copied, or obtained at the Council on Postsecondary Education, 1024
13 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to
14 4:30 p.m.

Date

Paul E. Patton, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Dennis L. Taulbee, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on March 21, 2011 at 10:30 a.m. at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

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

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted until March 31, 2011.

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

CONTACT PERSON:

Sherron Jackson, Assistant Vice President
Council on Postsecondary Education
1024 Capital Center Dr.
Suite 320
Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 224
Fax: 502.573.1535
Email: sherron.jackson@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation 13 KAR 2:060. *Degree program approval; equal opportunity goals.*

Contact person: Sherron Jackson, Assistant Vice President
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
502.573.1555 ext. 224
sherron.jackson@ky.gov
FAX: 502.573.1535

- (1) Provide a brief summary of:
 - (a) What this administrative regulation does: Sets out the requirements for institutions in regard to equal opportunity goals, and establishes the basis for compliance with KRS 164.020(19).
 - (b) The necessity of this administrative regulation: This administrative regulation because KRS 164.020(19) requires that the Council on Postsecondary Education not approve new academic programs for institutions that fail to meet equal opportunity goals. The statute requires implementation to be through an administrative regulation.
 - (c) How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.
 - (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The public postsecondary education institutions need information on how the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval for new academic programs.
- (2) If this is an amendment to an existing administrative regulation, provide a brief summary of:
 - (a) How the amendment will change this existing administrative regulation: The Commonwealth of Kentucky has been released from the requirements of a U. S. Department of Education finding that it maintained the vestiges of a de jure segregated system of higher education. The current administrative regulation was designed to assist the Council with its oversight of the required statewide remedial plan. Now that the Commonwealth has been released by the U. S. Department of Education from further remedial action, the administrative regulation needs to be updated to recognize the

standard for equal opportunity goals, a diversity-based effort.

- (b) The necessity of the amendment to this administrative regulation: The Commonwealth of Kentucky has been released by the U. S. Department of Education from further remedial efforts in regard to equal opportunity. The administrative regulation needs to be altered to accommodate a diversity-based standard.
 - (c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms exactly to the authorizing statute.
 - (d) How the amendment will assist in the effective administration of the statutes: The public postsecondary education institutions need information on how the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval for new academic programs.
- (3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Eight state-supported postsecondary education institutions and the Kentucky Community and Technical College System (KCTCS) are affected.
- (4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:
- (a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions, by Council policy, are required to develop and implement a campus diversity plan that contains measurable goals. The administrative regulation provides for a means of determining whether an institution qualifies each year for new academic programs.
 - (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): No additional costs are anticipated as a result of the change in the administrative regulation.
 - (c) As a result of compliance, what benefits will accrue to the entities identified in question 3: the institutions will be in compliance with state law and will be able to develop new academic programs.
- (5) Provide an estimate of how much it will cost to implement this administrative regulation:
- (a) Initially: Some of the affected institutions currently receive funds that can be applied to the implementation of this regulation. The Council does not anticipate requesting additional

state funds to assist in the implementation of this regulation.

(b) On a continuing basis: See (5)(a) above.

- (6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Institutions have general fund appropriations to assist with implementation of this regulation.
- (7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No fees or revenue are associated with this regulation.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: No.
- (9) TIERING: Is tiering applied? Tiering is not appropriate in these circumstances.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 2:060. Degree program approval; equal opportunity goals. Contact Person: Sherron Jackson

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes No

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? State-supported colleges and universities.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.020(19)

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. This change will have minimal impact.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? None

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? None

(c) How much will it cost to administer this program for the first year? Institutions have previously received appropriations to implement equal opportunity activities; the Council does not anticipate requesting new funds.

(d) How much will it cost to administer this program for subsequent years? See 4.(c) above.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-): This is a revenue neutral proposal

Expenditures (+/-):

Other Explanation: N/A

**Council on Postsecondary Education
Committee on Equal Opportunities
January 24, 2011**

**2011-15 Kentucky Public Postsecondary Education Diversity
Policy and Framework for Institution Diversity Plan Development
Kentucky Administrative Regulation 13 KAR 2:060**

ACTION: The staff recommends that the revised Kentucky Administrative Regulation 13 KAR 2:060 implementing the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development be approved and forwarded to the Council on Postsecondary Education for review and action.

The 1992 Session of the General Assembly enacted KRS 164.020(19) which requires the Council on Postsecondary Education to postpone the approval of new academic programs for those institutions who fail to meet equal opportunity goals established by an institution and adopted by the Council. The 1997 Special Session of the General Assembly which reorganized postsecondary education left unchanged the authority of the Council related to implementation of new academic programs. The Kentucky Revised Statutes establish the Council's responsibility to approve the offering of new academic degree programs, KRS 164.020(15) and also limits an institution's eligibility for new academic degree programs, KRS 164.020(19) by the requirement that an institution meet its equal opportunity goals.

Adoption of the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development by the Council, September 2010, requires revision of the Kentucky Administrative Regulation 13 KAR 2:060. (See Attachment 1A)

Legal Considerations

It is the opinion of outside legal counsel that the proposed administrative regulation and the policy adopted by reference are so narrowly tailored as to withstand constitutional scrutiny under existing laws.

Following adoption of the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development by the Council, Council staff sought confirmation of the CPE position that the policy, KRS 164.020(19), and subsequent administrative regulation could pass constitutional scrutiny. CPE sought outside review of the policy and proposed administrative regulation. Also, included in the inquiry was whether a race conscious policy is necessary to allow an institution to garner a critical mass of diversity among the student body.

Findings of outside counsel:

- Will the proposed regulation pass constitutional scrutiny? Their answer, yes.
- The regulation proposed by the CPE is narrowly tailored to focus on numerous factors that should be considered by institutions in establishing goals to achieve diversity of the student body. The regulation does not authorize, and in fact rejects, any attempt to allow special consideration for race or ethnicity. It does recognize race as an existing factor, but treats it only as one factor that may be present. It recognizes that student body diversity is important to the student, the institution, the Commonwealth, and the area served by the institution.
- CPE has legal authority to establish equal opportunity educational goals for public postsecondary education in Kentucky. A diversity policy requiring measurable goals associated with institutional demographics and the institutional service area does not amount to the imposition of racial quota or racial balancing.
- The CPE's interest in student body diversity, embraced in the diversity policy and the proposed regulation, is a compelling one for Kentucky, capable of supporting narrowly-tailored means, i.e., diversity plans.
- Neither the diversity policy nor the proposed regulation contain any language where the CPE fixes, reserves, or guarantees a specified percentage of the student body for members of a select ethnic group.

Background

The Council's decision to advocate student body diversity at public postsecondary institutions in Kentucky is consistent with the practices and policies around the country. The authority of CPE to engage in diversity planning is also derived from KRS 164.003 which describes the legislative findings and goals for achievement by 2020, including a well educated and highly trained workforce and development of a society; KRS 164.0203(5) which grants CPE authority to develop and implement a strategic agenda (strategic implementation plan, benchmarks, and review goals and plan) in furtherance of the long-term goals established in KRS 164.003(2) (the CPE strategic agenda includes the statewide diversity policy); and KRS 164.095(3) which outlines the postsecondary education accountability process calling for an ongoing evaluation of quality and effectiveness in Kentucky postsecondary educational institutions and provides a method for evaluating each institution's progress toward meeting specific goals, principles, strategies, objectives, and benchmarks as set forth in the strategic agenda.

The statutory requirement imposed by KRS 164.020(19) is implemented by Kentucky Administrative Regulation 13 KAR 2:060 which establish criteria for determining an institution's compliance with equal opportunity goals and for the granting of a temporary waiver to a state-supported postsecondary education institution that has not met its equal opportunity goals. The statutory provision presupposes that equal opportunity goals exist and that there is a means to measure those goals.

The diversity policy and framework guide development of institution plans and the revision of the Kentucky Administrative Regulation that implements those plans. The KAR is revised to reflect the requirements for diversity planning, will be reviewed and acted on by CPE, will be subjected to a public hearing and public comment period, will provide information relative to the regulatory impact and the fiscal impact, will be reviewed by the Administrative Regulation

Review Subcommittee, and, finally, will be heard by the appropriate jurisdictional legislative subcommittee.

Revised Kentucky Administrative Regulation (KAR)

The Council's interest in student body and workforce diversity is compelling and capable of supporting narrowly-tailored means, i.e., institution diversity plans. To the extent possible, the revised KAR provides clear guidance for developing an institutional diversity plan, the accountability standards, metrics to determine progress, and requirements to obtain a waiver. The following changes are incorporated to implement the statewide diversity policy and framework:

- The KAR requires an institution to develop and maintain an institution diversity plan.
- The KAR sets out the process for goal setting, measurement of progress, and how to secure a temporary waiver.
- The KAR defines the diversity policy as the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.
- The KAR defines an institution diversity plan as a plan developed by an institution in conjunction with the CPE to achieve diversity in student enrollment and in the workforce and to eliminate gaps in retention and graduation rates.
- The KAR requires a postsecondary institution to set and attempt to meet their goals.
- The KAR provides five areas of goal development: student body diversity, student success, achievement gaps, workforce diversity, and campus climate.
- The KAR retains the metrics currently used to establish progress for each goal.
- The KAR retains the criteria for an institution (two-year or four-year) to achieve automatic eligibility for new academic programs.
- The KAR defines the period of waiver eligibility as one year.
- The KAR defines the time frame for a waiver as one year.

Process

The Legislative Research Commission established a model administrative regulation drafting and process requirements that must be adhered to when creating or revising an administrative regulation. After action by the CPE the KAR will be filed with the Legislative Research Commission. The process for KAR approval is approximately six months from beginning to conclusion.

Next Steps

Following action by the Committee on Equal Opportunities, staff will forward the recommendation to the Council on Postsecondary Education for review and action at its meeting February 3-4, 2011. Upon review and action by CPE the regulation will be filed with the Legislative Research Commission and appropriate hearings will be held as required by current procedures. Institution draft diversity plans are to be submitted to CPE staff for review March 15, 2011, and are projected to be acted on by the CPE at the September 2011 meeting.

1 **13 KAR 2:060. Degree program approval; equal opportunity goals.**

2 RELATES TO: KRS 164.001, 164.020

3 STATUTORY AUTHORITY: KRS 164.020(19)

4 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(19) requires the Council on
5 Postsecondary Education to postpone the approval of new academic programs for those institutions
6 who fail to meet equal opportunity goals established by an institution and approved by the Council.
7 The statute further requires that institutions be able to secure a temporary waiver, if an institution
8 has made substantial progress toward meeting goals. This administrative regulation sets out the
9 process for goal setting, measurement of progress, and how to secure a temporary waiver.

10 **Section 1.** Definitions. (1) "Continuous progress" means that an institution shows an increase in
11 the number of students or employees over the previous year for a category.

12 (2) "Council" is defined by KRS 164.001(7).

13 (3) "Diversity Policy" means The Kentucky Public Postsecondary Education Diversity Policy
14 and Framework for Institution Diversity Plan Development.

15 (4) "Institution" means a state-supported postsecondary education institution listed in KRS
16 164.001(17).

17 (5) Institution Diversity Plan" means a plan developed by an institution in conjunction with the
18 Council on Postsecondary Education to achieve diversity in student enrollment, to eliminate gaps
19 in retention and graduation rates, and to achieve workforce diversity.

20 **Section 2.** Creation of Institution Diversity Plan. (1) The Council on Postsecondary Education
21 shall maintain The Kentucky Public Postsecondary Education Diversity Policy and Framework for
22 Institution Diversity Plan Development to provide a framework and guidelines to assist an
23 institution in developing an institution diversity plan.

1 (2) A four-year institution shall develop an institution diversity plan that includes goals for these
2 areas of interest:

3 (a) Student enrollment;

4 1. Undergraduate;

5 2. Graduate students at the four-year institutions;

6 (b) Student success including;

7 1. First year to second year retention of undergraduate students;

8 2. Second year to third year retention of undergraduate students;

9 3. Associate and baccalaureate degrees and credentials awarded; and

10 4. Graduation rates for undergraduate students;

11 (c) Achievement gap closure for undergraduate students including:

12 1. First year to second year retention rate;

13 2. Second year to third year retention rate; and

14 3. Graduation rate.

15 (d) An institution shall include a workforce diversity component in its institution diversity plan
16 using these employment categories:

17 1. Executive managerial;

18 2. Faculty;

19 3. Other professional;

20 4. Secretarial/clerical;

21 5. Technical/paraprofessional;

22 6. Skilled crafts; and

23 7. Service/maintenance.

1 (e) An institution shall develop a campus climate component in its institution diversity plan
2 including:

- 3 1. Creation of a campus environment team;
- 4 2. A comprehensive report on strategies and best practices implemented; and
- 5 3. A review of the effectiveness of employment, retention, and promotion policies.

6 (3) An institution, in developing an institution diversity plan, shall consider the institution's
7 service region or statewide demographic data. This provision shall not apply to Kentucky State
8 University.

9 (4) An institution, in developing goals for areas of interest in Section 2(2) of this administrative
10 regulation, shall reference the racial and ethnic groups listed in the U. S. Census and the U. S.
11 Department of Education's Integrated Postsecondary Education Database System (IPEDS)

12 **Section 3.** Measurement Of An Institution's Performance In Demonstrating Continuous
13 Progress, and Automatic Eligibility For New Academic Programs. (1)(a) A four-year institution
14 shall demonstrate continuous progress or meet the goals established for the eight (8) areas of
15 interest described in Section 2(2)(a), (b)1.,2.,and 3, and (d)1., 2., and 3.; or

16 (b) The Kentucky Community and Technical College System (KCTCS) shall demonstrate
17 continuous progress or meet the goals established for the seven (7) areas of interest described in
18 Section 2(2)(a)1., (b)1., 2., and 3., and (d) 1., 2., and 3.

19 (2) An institution shall submit a written report annually to the Council or its designee describing
20 the institution's progress in meeting goals set forth in the Institution Diversity Plan, and describing
21 whether an institution has demonstrated continuous progress in the areas of interest described in
22 Section 2(2) of this administrative regulation.

23 (3) To be automatically eligible for new academic programs:

1 (a) A four-year institution shall meet the goal or demonstrate continuous progress in six (6) of
2 the eight (8) areas of interest or meet the goal listed in Section 2 of this administrative regulation;

3 or

4 (b) A community college shall meet the goal or demonstrate continuous progress in five (5) of
5 the seven (7) areas of interest listed in Section 2 of this administrative regulation and selected by
6 the Kentucky Community and Technical College System.

7 (4) For the campus climate component, an institution shall demonstrate continuous progress by
8 completing a report addressing the issues described in Section 2(2)(e) of this administrative
9 regulation.

10 **Section 4.** Waivers. (1) If an institution is not automatically eligible under Section 3 of this
11 administrative regulation the institution may request a one (1) year waiver.

12 (2) A waiver request by an institution shall include a resolution submitted to the Council on
13 Postsecondary Education approved by the institution's governing board describing the institution's
14 efforts to achieve the institution's diversity goals.

15 (3) A four-year institution shall be eligible to receive a waiver if:

16 (a) a the institution demonstrates continuous progress or meets the goals in five (5) of the eight
17 (8) areas of interest listed in Section 2(2) of the this administrative regulation; or

18 (b) Where an institution demonstrates continuous progress or meets the goals in less than five
19 (5) of the areas of interest shows in a written report that:

20 1. Outstanding efforts to achieve diversity were attempted which have not yet proven to be
21 successful; or

22 2. Extraordinary circumstances precluded success; and

23 3. How the institution's revised plans for recruitment and retention of a diverse student body,

1 and workforce diversity show promise of future success.

2 (4) A community college shall be eligible for a waiver if:

3 (a) The community college demonstrates continuous progress or meets the goals in four (4) of
4 the seven (7) areas of interest listed in Section 2(2) of the this administrative regulation; or

5 (b) Where a community college has achieved continuous progress or meets the goals in less than
6 four (4) of the areas of interest, the community college shows in a written report that:

7 1. Outstanding efforts to achieve diversity were attempted which have not yet proven to be
8 successful; or

9 2. Extraordinary circumstances precluded success; and

10 3. How the institution's revised plans for recruitment and retention of a diverse student body,
11 and workforce diversity show promise of future success.

12 (4) An institution's written request for a waiver shall be reviewed by the Council on
13 Postsecondary Education's Committee on Equal Opportunity which shall make a recommendation
14 to the council on whether to grant a waiver.

15 (5) An institution shall not be eligible for a waiver in consecutive years.

16 **Section 5.** Action Following Receipt of Institution Report. The Council or its designee shall
17 upon receipt of an institution's annual report described in Section 3(2) of this administrative
18 regulation:

19 (1) Review the report in public session;

20 (2) Recommend, as appropriate, that an institution modify its diversity plan goals; or

21 (3) Recommend, as appropriate, that an institution modify strategies and activities to better
22 ensure success in meeting goals.

23 **Section 6.** Incorporation by Reference. The Kentucky Public Postsecondary Education

Revised: January 24, 2011

1 Diversity Policy and Framework for Institution Diversity Plan Development is incorporated by
2 reference.

3 (2) It may be inspected, copied, or obtained at the Council on Postsecondary Education, 1024
4 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to
5 4:30 p.m.

Revised: January 24, 2011

Date

Paul E. Patton, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Dennis L. Taulbee, General Counsel
Council on Postsecondary Education

Revised: January 24, 2011

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on March 21, 2011, at 10:30 a.m. at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

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

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted until March 31, 2011.

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

CONTACT PERSON:

Sherron Jackson, Assistant Vice President
Council on Postsecondary Education
1024 Capital Center Dr.
Suite 350
Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 224
Fax: 502.573.1535
Email: sherron.jackson@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation 13 KAR 2:060. *Degree program approval; equal opportunity goals.*

Contact person: Sherron Jackson, Assistant Vice President
Council on Postsecondary Education
1024 Capital Center Drive, Suite 350
Frankfort, KY 40601
502.573.1555 ext. 224
sherron.jackson@ky.gov
FAX: 502.573.1535

- (1) Provide a brief summary of:
 - (a) What this administrative regulation does: Sets out the requirements for institutions in regard to equal opportunity goals, and establishes the basis for compliance with KRS 164.020(19).
 - (b) The necessity of this administrative regulation: This administrative regulation is required because KRS 164.020(19) requires that the Council on Postsecondary Education not approve new academic programs for institutions that fail to meet equal opportunity goals. The statute requires implementation to be through an administrative regulation.
 - (c) How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.
 - (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The public postsecondary education institutions need information on how the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval for new academic programs.
- (2) If this is an amendment to an existing administrative regulation, provide a brief summary of:
 - (a) How the amendment will change this existing administrative regulation: The Commonwealth of Kentucky has been released from the requirements of a U. S. Department of Education finding that it maintained the vestiges of a de jure segregated system of higher education. The current administrative regulation was designed to assist the Council with its oversight of the required statewide remedial plan. Now that the Commonwealth has been released by the U. S. Department of Education from further remedial action, the administrative regulation needs to be updated to recognize the

standard for equal opportunity goals, a diversity-based effort.

- (b) The necessity of the amendment to this administrative regulation: The Commonwealth of Kentucky has been released by the U. S. Department of Education from further remedial efforts in regard to equal opportunity. The administrative regulation needs to be altered to accommodate a diversity-based standard.
 - (c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms exactly to the authorizing statute.
 - (d) How the amendment will assist in the effective administration of the statutes: The public postsecondary education institutions need information on how the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval for new academic programs.
- (3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Eight state-supported postsecondary education institutions and the Kentucky Community and Technical College System (KCTCS) are affected.
- (4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:
- (a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions, by Council policy, are required to develop and implement a campus diversity plan that contains measurable goals. The administrative regulation provides for a means of determining whether an institution qualifies each year for new academic programs.
 - (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): No additional costs are anticipated as a result of the change in the administrative regulation.
 - (c) As a result of compliance, what benefits will accrue to the entities identified in question 3: the institutions will be in compliance with state law and will be able to develop new academic programs.
- (5) Provide an estimate of how much it will cost to implement this administrative regulation:
- (a) Initially: No additional cost for administration of the administrative regulation is

anticipated.

(b) On a continuing basis: No additional cost for implementation is anticipated.

- (6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Not applicable.
- (7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No additional fees or revenue are necessary.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: No.
- (9) TIERING: Is tiering applied? Tiering is not appropriate in these circumstances.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 2:060. Degree program approval; equal opportunity goals. Contact Person: Sherron Jackson

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes X No

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? State-supported colleges and universities.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.020(19)

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. This change will have minimal impact.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? None

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? None

(c) How much will it cost to administer this program for the first year? Some of the institutions affected by this regulation currently receive funds that can be applied to the implementation of this regulation. The Council anticipates that no additional appropriations will be required as a result of these changes.

(d) How much will it cost to administer this program for subsequent years? Some of the institutions affected by this regulation currently receive funds that can be applied to the implementation of this regulation. The Council anticipates that no additional appropriations will be required as a result of these changes.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-): This is a revenue neutral proposal

Expenditures (+/-): Institutions currently conduct these activities.

Other Explanation: N/A

**Council on Postsecondary Education
February 3, 2011**

Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Monday, January 24, 2011, in Frankfort, Kentucky. Following is the status of initiatives, recurring activities, and discussions related to the Committee on Equal Opportunities.

2011 Meeting Schedule: The Committee adopted the following schedule of meetings: January 24, March 28, May 26, and October 17, 2011. It may be necessary to hold a special meeting of the Committee to take action on the institution diversity plans.

Revised Kentucky Administrative Regulation Implementing Diversity Policy: The Council adopted the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The diversity policy establishes guidelines for development of institutional diversity plans that contain goals that are to be measured for compliance under KRS 164.020(19). The CEO recommended the revised KAR to the Council for review and action and subsequent filing with the Legislative Research Commission. The process for revision entails review and action by CEO and CPE, public hearings and public comment period, evaluation of regulatory impact and fiscal impact, review by the Administrative Regulation Review Subcommittee, and the appropriate jurisdictional legislative subcommittee. The estimated timeframe to complete the entire approval process is five to six months.

2011 Degree Program Eligibility: All institutions are determined eligible to implement new academic programs in calendar year 2011. A status report will be shared with the institutional presidents regarding their institution's status for calendar year 2011. Following implementation of the revised administrative regulation implementing the diversity policy and institutional diversity plans, institutional status under KRS 164.020(19) will be established using the new race/ethnicity codes as reported in IPEDS. The assessment protocol remains unchanged and is described in the revised administrative regulation.

Governor's Minority Student College Preparation Program: Planning is underway for the 11th Annual GMSCPP Statewide Conference, to be hosted by Western Kentucky University at the Bowling Green campus June 2011. Morehead State University will host the 24th Annual Academically Proficient African American High School Junior and Senior Conference June 2011.

SREB Doctoral Scholars Program: Planning for the fall 2011 Teaching and Mentoring Institute will take place during a meeting of the state Doctoral Scholars Regional Advisory Committee, January 27-28, 2011. The Kentucky program is implemented collaboratively by the Council, the University of Kentucky, and the University of Louisville to help students complete the doctorate more quickly and to encourage them to go into the professoriate. As of January 19, 2011, 37 students are currently matriculating at Kentucky institutions, 33 percent of these students are in the STEM areas, and there are 56 graduates.

Staff preparation by Rana Johnson

**POSTSECONDARY SYSTEM SUMMARY
INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY STATUS
CALENDAR YEAR 2011**

The eligibility status of the institutions is determined through the application of administrative regulation 13 KAR 2:060.

Postsecondary System Status

Eligibility Category	Universities		Community & Technical Colleges		Total	
	2011	2010	2011	2010	2011	2010
Automatic	8	7	16	13	24	20
Quantitative Waiver	0	0	N/A	2	N/A	2
Qualitative Waiver	0	0	N/A	1	N/A	1
Not Eligible	0	1	N/A	0	N/A	1
Total	8	8	16	16	24	24

Status of Universities

Institution	Objectives Showing Continuous Progress	Total Objectives	Degree Program Eligibility Status	
			2011	2010
Eastern Kentucky University	7	8	Automatic	Automatic
Kentucky State University	5	7	Automatic	Automatic
Morehead State University	6	8	Automatic	Not Eligible
Murray State University	7	8	Automatic	Automatic
Northern Kentucky University	7	8	Automatic	Automatic
University of Kentucky	8	8	Automatic	Automatic
University of Louisville	8	8	Automatic	Automatic
Western Kentucky University	8	8	Automatic	Automatic

Notes:

Universities (except Kentucky State University) have eight equal opportunity objectives. Kentucky State University has seven objectives (the objective related to enrollment of graduate students does not apply to KSU).

Automatic eligibility equals continuous progress in at least six of eight objectives. KSU is at least five of seven objectives.

Quantitative waiver equals continuous progress in five of eight objectives. New degree programs must be implemented under the waiver provisions during calendar year 2011. KSU is four of seven objectives.

Qualitative waiver equals continuous progress in four or fewer of eight objectives. New degree programs must be implemented under the waiver provisions during calendar year 2011. KSU is three or fewer of seven objectives.

INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY CALENDAR YEAR 2011

The eligibility status of the institutions is determined through the application of administrative regulation 13 KAR 2:060.

Status of KCTCS Colleges

Institution	Objectives Showing Continuous Progress	Total Objectives	Degree Program Eligibility Status	
			2011	2010
Kentucky Community and Technical College System			2011	2010
Ashland Community & Technical College	3	4	Automatic	Automatic
Big Sandy Community & Technical College	4	4	Automatic	Quantitative
Bluegrass Community & Technical College	4	4	Automatic	Automatic
Bowling Green Technical College	4	4	Automatic	Automatic
Elizabethtown Community & Technical College	4	4	Automatic	Automatic
Gateway Community & Technical College	4	4	Automatic	Automatic
Hazard Community & Technical College	3	4	Automatic	Qualitative
Henderson Community College	4	4	Automatic	Automatic
Hopkinsville Community College	4	4	Automatic	Automatic
Jefferson Community & Technical College	4	4	Automatic	Automatic
Madisonville Community College	3	4	Automatic	Automatic
Maysville Community & Technical College	3	4	Automatic	Quantitative
Owensboro Community & Technical College	4	4	Automatic	Automatic
Somerset Community College	4	4	Automatic	Automatic
Southeast KY Community & Technical College	3	4	Automatic	Automatic
West KY Community & Technical College	4	4	Automatic	Automatic

Notes:

The community and technical colleges have four equal opportunity objectives.

Automatic eligibility equals continuous progress in at least three of four objectives.

Quantitative waiver equals continuous progress in two of four objectives. New degree programs must be implemented under the waiver provisions during the 2011 calendar year.

Qualitative waiver equals continuous progress in zero or one of four objectives. New degree programs must be implemented under the waiver provisions during the 2011 calendar year.

January 14, 2011

**Council on Postsecondary Education
February 3, 2011**

2011 Legislative Session

A report on actions related to postsecondary education resulting from the 2011 legislative session will be available at the February 3 meeting. The Council staff will be available for discussion.

Staff preparation by Ron Carson and Melissa Young

**Council on Postsecondary Education
February 3, 2011**

CPE Committee Appointments

Governor Patton will appoint members to the Council's Executive Committee. The membership of this committee consists of the Council chair and vice chair plus three additional members appointed by the chair. The three appointed members serve one-year terms, ending January 31 of each year.

Staff preparation by Tammie Clements



1,202 Degree Candidates Honored at Fall Commencement

U.S. Secretary of Veterans Affairs Eric Shinseki, above, and former ECU football coach Roy Kidd addressed 1,202 degree candidates at Eastern Kentucky University's annual fall commencement on Saturday, Dec. 18.



Economic Education Program Shows Positive Results in Local Schools

An economic education program established to help Madison County schoolchildren learn how to make wise financial decisions has proven successful in its inaugural year.

EKU's Center for Economics Education, Central Bank, the Kentucky Council on Economic Education and Madison County Schools partnered to implement "Economics: Math in Real life" in grades K-5 throughout the local school district. The initiative included economics and finance curriculum training for K-5 teachers throughout the local school district, and lessons then were integrated into mathematics and social studies content areas so students could learn real-life applications of the subjects.

A comparison of test scores before and after implementation shows that both teachers and students benefited from the curriculum. According to Dr. Cynthia Harter, director of EKU's Center for Economics Education, students in grades 2-5 performed better on economics post-tests after teachers taught the relevant lessons than they had on economics pre-tests. Also, students in grades 3-5 performed better on math post-tests after the lessons than they had on math pre-tests.

"So, teachers learned economics, and students learned both economics and math," Harter concluded. "We were able to provide teachers not only with training but also with a superb set of curriculum and materials not only to use in teaching the lessons we presented but to keep in the classroom and use for other lessons and activities in the future. This is the most effective teacher program we have implemented in terms of training, test scores, community involvement, and resources provided to the teachers."

Kathie Hickey, president and chief executive officer of the Kentucky Council on Economic Education, called "Economics: Math in Real Life" a "model for the state and nation to follow."

EKU Works with Local Schools to Offer English Transition Course

A collaborative project to offer an English transition course with area school districts continues EKU's commitment to developing high school partnerships to promote the college and workforce readiness of Kentucky's youth.

Four schools are participating with EKU's College of Education and Department of English and Theatre in the pilot year of a three-year project that will offer both reading and composition instruction designed to promote college and career readiness to high school seniors who did not meet ACT benchmarks for college freshman English.

High school teachers determine course design with the assistance of postsecondary faculty and the guidance of core standards released by the Kentucky Department of Education. This year, the course is offered at Madison Central, Madison Southern, Berea Independent and Somerset Independent High Schools.

Members of EKU's Department of English and Theatre are working as Professional Education Fellows with participating schools. The College of Education is providing funding assistance, as well as guidance, for the three-year project.

Bechtel Parsons Assists Student Veteran Relief Fund

EKU has received more than \$7,000 in employee donations and matching funds from Bechtel Parsons Blue Grass for the University's Student Veteran Relief Fund endowment project.

The Fund is being developed as part of Operation Veteran Success, a series of initiatives designed to make Eastern an even more veteran-helpful campus.

The goal for the endowed fund project is to generate enough annual revenue to provide short term loans to student veterans who find themselves in a financial crisis through no fault of their own.

"Through the generous donation of \$1,000, Bechtel Parsons Blue Grass helped us kick off the fundraising drive to create the endowment," explained Lt. Col. Brett Morris, Ret., associate director of veterans affairs in the University's Student Outreach and Transition Office. "The employees decided to kick in with their own fund raising effort, so they created a challenge to raise \$3,000 for the endowment drive and to get their corporate offices to match those funds."

In less than three months, the employees exceeded their goal and, with the company's matching funds, donated \$6,102 to EKU's initiative.

EKU Joins "Best Should Teach" Initiative

EKU has become only the fourth educational institution in the nation to join the "Best Should Teach" initiative.

The College of Education received, and matched, a \$5,000 grant from the program, which promotes teaching as the highest profession because it nourishes all other professions and human endeavors, according to Dr. Sherwood Thompson, assistant dean of the College and principal investigator for the grant.

The grant will enable EKU's College of Education to:

- present an annual "Best Should Teach" lecture featuring a well-known speaker. The audience would be composed of high school teachers, graduate student teaching assistants, and faculty selected from the College of Education, College of Arts and Sciences, and Graduate School.

- sponsor a "Best Should Teach" Award in recognition of outstanding teaching ability. Awardees will be selected by faculty committees from the College of Education, College of Arts and Sciences and Graduate School and by local school districts. Gold Flame of Enlightenment lapel pins will be awarded to University recipients as well as local K-12 teachers. The honorees will be recognized at the lecture.

- place a bronze plaque outside the Combs Building featuring a "Best Should Teach" poem by the noted teacher educator/author who coined the phrase, the late Dr. Lindley Stiles, and a representation of the Best Should Teach Flame of Enlightenment.

"The 'Best Should Teach' program highlights our efforts to seek high-ability students who are capable of meeting the highly rigorous standards of our teacher education program," Thompson said, noting the many hurdles pre-service teachers must clear before even entering the classroom as full-time teachers. "This is one way to combat the perception that students only look at education because their other goals aren't working out. 'Best Should Teach' seeks individuals who list teaching as their primary interest and who have passion to serve in our nation's schools."



Eastern Plays Role in Selection of National Historic Site in Journalism

The Society of Professional Journalists has named White Hall State Historic Site, home of newspaper publisher Cassius Marcellus Clay, as the 2011 National Historic Site in Journalism thanks in large part to the efforts of EKU's Department of Communication, which nominated Clay's historic home for the honor.

Clay published an anti-slavery newspaper, *The True American*. He began printing in June 1845 in the heart of pro-slavery Kentucky despite threats to his life and business. Clay's objective was "to use a state and National Constitutional right – the freedom of the press – to change national and state laws, so as, by a legal majority, to abolish slavery."

On Tuesday, April 12, a year after the bicentennial of Clay's birth, EKU's Department of Communication and the University's campus chapter of SPJ will host a special recognition ceremony at White Hall. National SPJ President Hagit Limor will speak at the 11 a.m. event, followed by a reception.

Through the paper, printed in Lexington, Clay anticipated the reaction anti-slavery editorial matter in his paper would bring. He fortified the newspaper office with Mexican lances, guns and two brass cannons. He continued to publish the newspaper from Cincinnati after a mob seized his press, type and equipment.

SPJ's Historic Sites in Journalism program honors the people and places that have played important roles in U.S. journalism history. White Hall becomes only the second site in Kentucky, following the 1965 honor in Louisville for Henry Watterson.

Home School Choir Program Established

EKU's Stephen Collins Foster Academy for Musical Excellence (FAME) has created a Home School Choir program, which is open to home school students at elementary school-level (grades 4-8) throughout the central Kentucky region.

"We are very excited about the Home School Choir," said Dr. Rachel Taylor, who coordinates FAME programs and activities. "This program will provide an important resource to the home school community by offering an excellent musical experience for the students."

The mission of FAME, an outreach program of EKU's Department of Music, is to provide high-quality musical education to pre-college age students in Eastern's service area.

KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

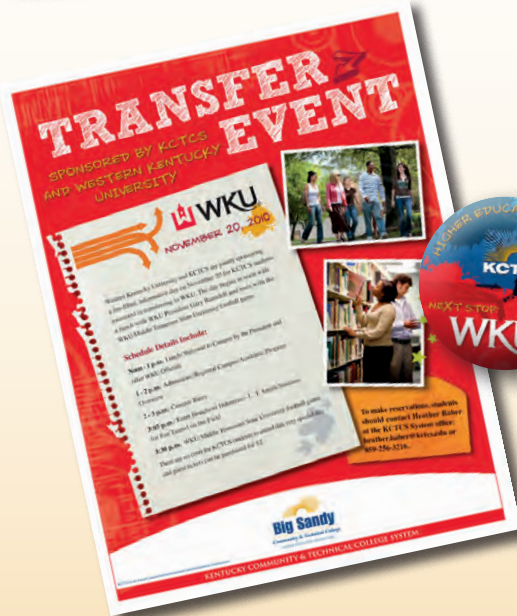
JANUARY 2011

WKU Hosts Potential KCTCS Transfer Students



Sixty KCTCS students attended a transfer event at Western Kentucky University (WKU) Saturday, November 20 that featured a welcome from WKU President Gary Ransdell, an admissions workshop, campus tour and the WKU/Middle Tennessee State University football game. The university's admission staff escorted the group throughout the entire day ensuring everyone received a real Hilltoppers welcome.

The WKU athletic staff extended their own unique welcome to the group by inviting them to participate in the football game's opening ceremony and featuring KCTCS signage on the stadium video board. One student was so impressed with the campus he asked if could transfer in January.



KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM



Kentucky State University

January 2011

KSU School of Business Receives Reaffirmation of Accreditation



Dr. Gashaw Lake

Kentucky State University's School of Business recently received reaffirmation of its accreditation by the Accreditation Council for Business Schools and Programs. KSU's undergraduate business programs are accredited through 2020.

"I am happy because we have continued the legacy here. We have not failed the students," says Dr. Gashaw Lake, dean of the College of Professional Studies, where the School of Business resides.

KSU was accredited in November by the ACBSP to offer the Bachelor of Arts in Business degree specializing in the following programs: accounting, finance, general business, management, management information systems and marketing.

ACBSP is one of two major accrediting organizations that support and reward teaching excellence in business programs. Its mission is to develop, promote and recognize best practices that contribute to continuous improvement of business education and accredit qualified business programs.

Led by assistant professor of accounting Kim Sipes and School of Business interim chair Dr. Stephen Graham-Hill, the team of business professors began working earnestly toward ACBSP reaffirmation since the 2008-2009 school year. Lake says the business school is continuing to assess its programs with plans to add more faculty, online courses and smart classrooms.

The improvement plans include applying for accreditation of the business school's Master of Business Administration program for the first time. The university also will add an executive MBA program.

"We plan to be more competitive, and we plan to put the School of Business on the map," Lake says. "Accreditation helps us to recruit and retain good students and faculty. It helps us to continue our heritage of excellence."

Lake says he appreciates the leadership and support of KSU President Mary Evans Sias and interim Provost James Chapman for the success of the school's reaffirmation efforts.

"Business has been one of the strongest areas because of the number of students it attracts," Sias says. "This affirms our desire to produce professionals who will be leaders in a global society."

"It is clear that the faculty in the School of Business take a lot of pride in what they do and how they do it. That was evident in the outstanding job done on the reaffirmation visit," she says further.

"This is a major milestone," Chapman said when thanking the business faculty. "Thank you all for your diligence and hard work in making this happen. I applaud Dean Lake's leadership along with the faculty and staff who participated."

The business school's reaccreditation comes in addition to reaffirmation of the university's overall accreditation in 2009 by the Southern Association of Colleges and Schools.

Kentucky State University President Assumes Chair of APLU Board of Directors



President Mary Evans Sias

During the 2010 annual meeting of the Association of Public and Land-grant Universities, Dr. Mary Evans Sias, president of Kentucky State University, officially assumed the role of chair of the association's Board of Directors. Upon accepting her new role on Nov. 15 in Dallas, Texas, Sias challenged APLU members to be instruments for change.

APLU is a non-profit association of public research universities, land-grant institutions and state university systems with member campuses in all 50 states, U.S. territories and the District of Columbia. The association is governed by a chair and a board of directors elected from the member universities and university systems.

The association's membership comprises 218 institutions, consisting of state universities, land-grant universities and state-university systems. The total includes 76 U.S. land-grant institutions, of which 18 are the historically black institutions. In addition, APLU represents the interests of the nation's 33 American Indian land-grant colleges.

Sias has served on the executive committee for the APLU Commission on Access, Diversity and Excellence, whose primary focus is to develop a comprehensive agenda regarding the relationships between public higher education and the issues of human resources and social change.

KSU Celebrates International Education Week With Cultural Events

Kentucky State University's Office of Global Programming, the International Student Association and the Scholarships for Education and Economic Development program hosted a number of events in November in honor of International Education Week.

The celebration is an initiative of the U.S. Department of State and the U.S. Department of Education to show the importance and benefits of international education and exchange. It is also part of a national effort to prepare Americans for a global environment and attract future leaders from abroad to study, learn and exchange experiences in the United States.

The celebration included a Parade of Flags, which proceeded down the campus' main drive, showing the community the various countries and ethnicities represented on campus. The week also included Latin cultural presentations and a series of lectures and discussions, engaging the campus and general public in discussion about diversity.



Famed Baritone William Ray Holds Vocal Master Class At KSU

William Ray has traveled throughout the United States and Europe headlining operas and orchestras, but he returned home to Kentucky State University in November to give a vocal master class to aspiring musicians.

He began his musical training in his hometown of Lexington. There he studied music and furthered his training at KSU, Oberlin College, where he earned his bachelor's degree, Case Western Reserve, Boston University, where he earned his master's, the Academy of Music in Vienna, Austria, and Heidelberg University in Germany.

His professional career spans more than 25 years, beginning at the Karamu Theater in Cleveland, Ohio, with the majority of his time spent in Austria and Germany singing for opera houses and orchestras. His knowledge of various languages helped win him roles as an actor and singer in German and Austrian theatrical productions as well as radio and television

work. He also has performed in Italy, France, Scandinavia, the Netherlands and Russia.



Baritone William Ray stands with (from left) Brandi Bonner, Qiana Young and Arielle Crosby, the three sopranos he evaluated during his master class.



We aspire to be the best public regional university in the South.

January 2011



Bob Twiggs

MSU Professor, Twiggs, named Space News' top 10 who made a difference

The international Space News authority "Space News" has named the top 10 space professionals in the world. On the list, President Barack Obama and Paypal/SpaceX founder Elon Musk along with Morehead State University's Space Science professor Bob Twiggs.

"It is unbelievable," said Twiggs. "To be ranked among those professionals, who are on the list, it is very humbling."

President Obama's national space policy is transforming NASA by revamping the manned spaceflight program and moving a significant portion of the U.S. space services component to private industry. SpaceX, called the "poster child for the Obama plan," has won the largest private contract from NASA to develop its commercial orbital transport system—the Falcon 9 rocket and Dragon capsule that will ultimately ferry astronauts to the International Space Station and beyond.

"Professor Twigg's recognition as one of the top 10 space professionals by Space News is a remarkable achievement. When Bob invented the CubeSat in 2001, I do not believe anyone imagined that it would revolutionize the small satellite industry--but it certainly has. Advances in micro-miniaturization and MEMS devices have driven the evolution of satellite systems to smaller but very capable form factors and the CubeSat has dominated," said Dr. Ben Malphrus, chair of the Department of Earth and Space Science and director of the Space Science Center.

Twiggs, according to Space News, has witnessed a big development on the realm of small satellites. "After years of gestation, CubeSats—standardized space platforms measuring 10 centimeters on a side and weighing all of 1 kilogram—are being embraced like never before."

Twiggs helped found the Kentucky Space Program in 2004 and became a professor at MSU in 2009. He has helped lead the Space Science program in its goal of becoming a nationally recognized center for education and research in space systems development and operation.

The Kentucky Space program, of which MSU is a lead institution (along with the University of Kentucky), has developed its own CubeSat, KySat-1 which will fly as a secondary payload on NASA's Glory mission on Feb. 23.

MSU to be tobacco-free

MSU announced that it will become tobacco-free July 1, 2011, joining more than 400 colleges and universities throughout the country that have similar policies. Chewing and smokeless tobacco products also will be included in the ban.

"It is the policy of this University to promote the health, well-being and safety of our students, faculty and staff, as well as visitors to the campus. The University has an opportunity to dramatically impact the health and welfare of the members of our community and guests by making a change in the current campus tobacco practices," said Dr. Andrews.

Students, faculty and staff will be offered help to quit smoking before the new policy goes into effect. Students can contact the Caudill Health Clinic to begin a cessation program while faculty and staff will be able to receive information on smoking cessation assistance from MSU's Office of Human Resources.



MSU announces Eagle Excellence Award

Morehead State University announced a new scholarship program that will enable Kentucky first time freshmen to get “much more” from their Kentucky Education Excellence Scholarship (KEES) monies. The Eagle Excellence Award will begin in Fall 2011 and provide students the opportunity to double their earned KEES value.

“We are very excited to be able to offer this new award to Kentucky students who have worked hard in high school to earn valuable KEES money to attend college,” said MSU President Wayne D. Andrews.

“At MSU, we believe the KEES scholarship program established in 1998 by the General Assembly continues to be an excellent investment made by the Commonwealth to support Kentucky students and we are willing to match that investment by doubling the KEES award for qualifying students enrolling at Morehead State University. This new scholarship is an example of MSU’s strong commitment to maintaining access to higher education for all Kentucky students.”

MSU at Mt. Sterling host celebration to honor Billy Joe Hall

Morehead State University at Mt. Sterling recently held a celebration in honor of MSU alumnus and Montgomery County businessman Billy Joe Hall.

Hall was an avid supporter of MSU and its Mt. Sterling campus. He worked with former MSU president Dr. C. Nelson Grote during the initial planning phases of establishing regional campus locations. According to many, he was instrumental in bringing the campus to the community.

After Hall passed away in spring 2010, his family approached MSU about starting a fundraising campaign in his memory. They pledged to be lead supporters of the fundraising efforts. Several individuals and business also contributed lead gifts ranging from \$1,000 to \$10,000.

A total of \$60,000 has been pledged or contributed in Hall’s memory.

The proceeds raised will be used to support MSU Mt. Sterling and MSU’s College of Business and Public Affairs.



MSU President Wayne D. Andrews, left, signed the documents Nov. 1 to acquire the old Rowan County library building from the library board. Also taking part in the ceremony were Helen Northcutt, library board president, and Kay Freeland, board secretary.

MSU acquires old library for KCTM

MSU will have a new home for its Kentucky Center for Traditional Music. MSU has agreed to acquire the old Rowan County Public Library, located at 185 E. Main Street, from the Library Board.

“The Traditional Music Program is among the fastest growing academic traditional music programs at any school of higher education. We are fortunate here that MSU wants to support a dynamic environment in which students have an exceptional opportunity to study this aspect of our cultural traditions. The right time is now and the place is MSU for this remarkable program,” said Raymond W. McLain, director.

Funding for the acquisition was made possible by a \$1 million matching grant commitment from the W. Paul and Lucille Little Foundation that was received in 2009 to support the Kentucky Center for Traditional Music’s and its “Classroom to the Community” program. The grant was matched dollar-per-dollar by the state from the Regional University Excellence Trust Fund.

Dr. John P. Ernst named chair

Dr. John P. Ernst has been named chair of MSU’s Department of History, Philosophy, Religion and Legal Studies. He had served as the department’s interim chair since March 2008. A Louisville native, Dr. Ernst first came to Morehead State in 1994 as a fixed-term instructor of history. He earned his doctorate from the University of Kentucky, where he worked with Dr. George C. Herring, the leading Vietnam War scholar in America.

Dr. Ernst is an expert on the Vietnam War with two book authorships, including “Forging a Fateful Alliance: Michigan State University and the Vietnam War” and “The War that Never Ends: New Perspectives on the Vietnam War” co-edited with Dr. David L. Anderson.



Six-year graduation rates lead Kentucky public regionals

A recently published report on six-year graduation rates found that Murray State University scored high marks when comparing its six-year graduation rates to other public institutions in Kentucky. The Integrated Postsecondary Education Data System (IPEDS) used federal data as its source. The most recent IPEDS (2008-09) reported Murray State with the highest six-year graduation rate of the regional public universities in the Commonwealth. The data also tracked the university's success in the past 10 years, showing Murray with the highest six-year graduation rate increase among the regional publics since the year 2000.

School of Agriculture gets new name

Murray State University recently changed the name of its School of Agriculture to the Hutson School of Agriculture, marking the first time in the university's history that an MSU school or college was named for an individual or family. The school was named in recognition of the Hutson family's support of, and contributions to, agriculture in western Kentucky and the surrounding region, and for the Hutsons' substantial financial support of the university and, specifically, its school of agriculture. Cumulative gifts from the Hutson family total \$3 million.

Invention by MSU alumna Lisa Crites easing recovery trauma for women

MSU alumna Lisa Crites appeared on Lifetime Television to talk about her invention aimed at easing recovery trauma for breast cancer mastectomy patients. Crites' "Shower Shirt" is the first FDA-approved post-mastectomy garment that is used during showering to prevent post-surgical infections.



Johnson selected to participate in special Korean festival

Dennis L. Johnson, director of bands and symphony orchestra at Murray State, was invited to give master classes and serve as the principal guest conductor for the first Korean International Wind Band Festival in Seoul in commemoration of the 60th anniversary of the Korean War and the celebration of the recapture of the city during that conflict.



Flying squid caught in the act by Murray alumnus

Photos taken by Murray State alumnus Bob Hulse were featured in Scientific American. Hulse captured 14 photos in burst mode of flying squid while aboard the National Geographic Explorer cruise ship with his wife, Deb. His are the first photos of the squid actually flying to be taken in the past 35 to 40 years; they were circulated throughout the scientific community.

RBIC client receives top honor

StarGaze Energy, a client of the Murray State University Regional Business and Innovation, received the 2010 Micro-Enterprise Business Center of the Year award in Kentucky. The award was presented by the Partners for Entrepreneurial Advancement in Kentucky. StarGaze Energy provides clean energy solutions to commercial and industrial businesses with a high energy demand, both locally and nationwide.

Miller publishes book, receives international award

Dr. Fred Miller, Hutchens Distinguished Professor of Marketing and Business GIS (Geographic Information Systems) in Murray State University's college of business, received two recognitions. First, ESRI Press has just published *Getting to Know ESRI Business Analyst*, his second book dealing with GIS applications in business. Miller's *GIS Tutorial in Marketing* was the first text designed to integrate GIS applications into business decision-making. His second recognition came at the opening day (Academic Day) ceremonies at the University of Regensburg in Germany. Miller received the Bene Merenti Award for outstanding contribution to internationalization at the University of Regensburg. He has been Murray State's director of Regensburg programs since the partnership was formed in 1991.

Carter named executive committee officer for Friends of KET

Jim Carter, MSU vice president for institutional advancement, was named president-elect of the Friends of KET board of directors. A volunteer network, the board assists in the advancement of KET's mission in a number of ways, including advocacy on behalf of KET's programs and services, promotion of KET in their own communities, and strengthening KET's financial support.

Murray State MBA program enjoys enrollment record

The fall semester 2010 marked the highest enrollment ever for the Murray State University college of business master of business administration (MBA) degree program. Several factors contributed to the 16.7 percent increase, including a highly ranked online MBA program and a new PMBA course of study at the university's Henderson campus.

National student enrollment record set by MSU program

The American Humanics/Youth and Nonprofit Leadership program at Murray State set a national student enrollment record for 2009-10 with 514 students, and has led the nation in student enrollment for 19 consecutive years. AH/YNL is the recipient of 35 local awards and 10 national awards, and has generated more than \$1,744,000 through fundraising, grants and scholarships to address campus and community needs.

Student wins national award with "freedom of speech" PSA

Murray student Christopher Bryant won second place from the National Association of Broadcasters Education Foundation competition for his television public service announcement on "What freedom of speech means to me." His winning entry can be viewed online at www.nabef.org/initiatives/2010FOS.asp.

Wallace & Gromit and MSU professor test local invention

Dr. Bob Lochte's research on Nathan B. Stubblefield's invention from 100-plus years ago was featured on an episode of *Wallace & Gromit's World of Invention*. Lochte, chair of the department of journalism and mass communications, is a noted expert on the experiments of Stubblefield and aided a production crew from Aardman Animations, the British company that produces *Wallace & Gromit*, in building and testing a replica of Stubblefield's 1902 earth conduction wireless telephone system. End result: it worked.

MSU student wins big with his word skills on *Wheel of Fortune*

Murray State University student Hunter York from Hardin, Ky., showed off his skill with words and phrases on the long-running TV game show *Wheel of Fortune*. He was the big winner, earning \$24,000+ and a trip to Hawaii. York is a junior chemistry/pre-medicine major.





NKU Institute for Talent Development and Gifted Studies Will Help Local Students, Teachers and Parents

NKU recently announced the establishment an Institute for Talent Development and Gifted Studies that will seek to maximize learning opportunities for gifted and talented students in the region and beyond.

To achieve this mission, the institute will offer a quality gifted and talented education program that focuses on talent identification, talent development, research and advocacy. The institute will increase local preparedness for postsecondary education, increase

the number of Kentuckians with certificates and degrees, prepare graduates for life and work in Kentucky and benefit the Kentucky economy.

One of the institute's most popular activities is the ExploreMore! enrichment program, which offers opportunities for gifted K-8 students a broad range of enrichment courses. Students have an opportunity to select interactive, hands-on courses that match their interests and abilities.

In addition to providing services for youth, the institute offers a master's degree in gifted education, professional development workshops to area teachers and educational resources to local educators.

The institute will also serve as an advocate, hosting a Parent Lecture Series which will help parents of gifted children as they navigate through the experiences of raising a gifted and talented youth.

NKU men's soccer wraps up historic season

The NKU men's soccer team had a historic season in 2010.

The year started with the grand opening of a new campus soccer stadium.

Throughout the season, NKU was led by senior forward Steven Beattie, who posted a school record 26 goals in leading the Norse to a 20-2-3 record and a Division II national championship.

Along the way, head coach John Basalyga was named national coach of the year and Beattie was named national player of the year.

Beattie was then selected by Toronto FC in January's MLS draft.

NKU Partnership to Engage Public in Dialogue on Growing Obesity Problem in Northern Kentucky

The NKU Wellness Center and the NKU Scripps Howard Center for Civic Engagement have partnered to engage public dialogue and feedback on a number of influencing factors and proposed strategies to address the growing obesity problem in Northern Kentucky. The initiative, titled "Healthy Monday: Let's Talk," invites members of the NKU community to engage in weekly discussions on a variety of issues related to obesity.

Specifically, through utilization of both Facebook and NKU's existing Democracy Square (a large whiteboard located on campus soliciting public feedback on various issues), the campus community will be encouraged every Monday to share ideas and opinions on obesity-related issues that have received recent attention in the national press.

The goal for Healthy Monday: Let's Talk is to develop a vast and local repository of grassroot suggestions and opinions that can be utilized to support the efforts of those actively involved in working toward finding and implementing solutions to curb the obesity epidemic throughout the region, along with raising the community's overall awareness to the issue of obesity itself.

Over the past four years, the NKU Wellness Center has been a strong advocate of the Healthy Monday campaign and is currently promoting a number of initiatives on campus, including both Meatless Monday and The Monday Mile. These NKU initiatives were recently highlighted on National Public Radio.

Recently, with the formation of the NKY Healthy Monday coalition, a number of Healthy Monday programs have been launched throughout the community involving schools, neighborhood associations, restaurants and worksites. Community partners such as the NKHD and the City of Covington have been involved in these efforts.

Healthy Monday: Let's Talk will also include a classroom component designed to engage students in a setting in which they can exchange their ideas and discuss how their field of study can directly and indirectly affect the issue of obesity. For example, a construction management class might discuss how a lack of sidewalks affects obesity.

DID YOU KNOW?

The NKU Mayerson Student Philanthropy Project recently reached a milestone, topping the half-million dollar mark for grants awarded during the programs 10.5 years. The project turns NKU classes from various disciplines into boards of philanthropy that evaluate local nonprofit need and award real money to worthy agencies.



UK Honors, Partners with Civil Rights Leader

Georgia Powers, the pioneering Kentucky State Senator who fought for civil rights for all Kentuckians, was recognized on campus during the fall semester. The University of Kentucky announced that it will house important papers and interviews related to Powers' extraordinary career. UK also will endow a chair in the name of this trailblazing legislator as part of UK's Center for Research on Violence Against Women.

Powers became the first African-American and woman to hold a seat in the Kentucky State Senate in 1968. Starting with her first bill - a statewide fair housing law - Powers carved out a 21-year career fighting for civil rights legislation that prohibited sex, job, and age discrimination.

Researchers for years to come will be able to study the impact Powers had not only in Louisville and her home state of Kentucky, but as a leader in the nation's Civil Rights Movement through two new collections being donated to the UK Libraries consisting of the legislator's papers and a selection of oral history interviews.

In addition to the donation of materials to UK Libraries, the University also will be home to the Georgia Davis Powers Endowed Chair. This is the fourth chair created by the Center for Research on Violence Against Women and will focus on multicultural studies of violence against women and the unique experiences of women of color.

University Launches \$25 million Energy Savings Project

UK recently unveiled a University-wide energy savings plan that will conserve energy and improve the efficiency of 61 campus buildings. The project will install a wide variety of technologies that focus on lighting, mechanical systems, and water usage. When completed in about a year, this \$24.6 million project will save the University about \$2.4 million annually.

The energy savings project will dramatically shrink UK's overall carbon footprint, reducing the institution's carbon dioxide emissions by nearly 24,000 tons each year. That is the equivalent of:

- Powering 5,251 homes every year.
- Planting 62,257 acres of trees every year.
- Removing 45,755 cars from the road each year.





UK's Bestselling Author Releases Second Novel

UK writing professor and *New York Times* No. 1 bestselling author Kim Edwards received some press about the release of her second novel, "The Lake of Dreams." Edwards' first novel, "The Memory Keeper's Daughter," was a worldwide phenomenon. It spent 122 weeks on the NY Times bestseller list, including a whopping 23 weeks in the number one spot, and was even turned into a television movie. Her new work was featured in the *Courier-Journal*, the *Lexington Herald-Leader*, and several other regional and national publications.

Campus Called Upon to "Think" About UK's Future

The University of Kentucky executive administration recently unveiled the ThinkUK 2.0 Initiative.

The Initiative is viewed as a unique opportunity to redesign UK as a flagship university for the future, and in doing so to address the budget constraints the University continues to face. It is an opportunity to exert more control over the institution's destiny rather than being forced solely to react to the fluctuations of the state and national economies. More specifically, the near-term goal is to generate resources for UK's highest priorities.

The ThinkUK 2.0 Initiative is designed to generate ideas from across the campus community. Faculty, staff, and students are asked to suggest both major reconfigurations and modest innovations, all with an eye toward improving effectiveness, reducing costs, and generating additional revenue.

thinkUK
2.0



A Student Government Service

UK Student Government Launches Campus Safety Initiative

UK Student Government, LexTran officials, and Lexington city government leaders announced an exciting new downtown transportation option in early January. Cats Cruiser, a late night transportation service, will enhance safety efforts of the University and surrounding community.

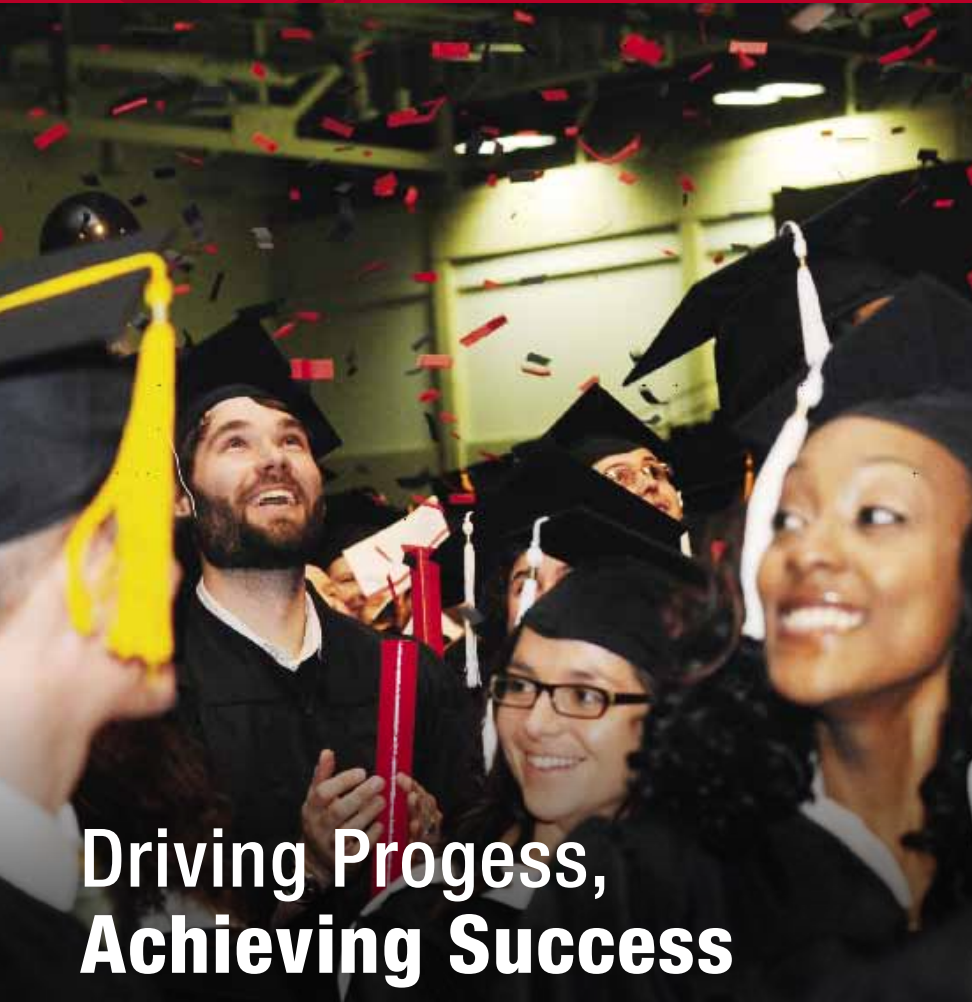
Cats Cruiser was created by the Student Government, who collaborated with a variety of groups both on and off campus to make this project a reality. The program was initiated following student comments and concerns regarding transportation during high-risk weekend times. After researching UK's benchmark institutions, Student Government quickly realized it was an important part of many benchmark institution's student service offerings.

The service consists of four, fixed-stop bus routes. Buses will circulate approximately every 20-30 minutes at select downtown locations. Students will be allowed to utilize this service for free by presenting a valid UK student ID. Non-students also can take advantage of this service for \$1 per ride. The service will run throughout campus and surrounding neighborhoods on Thursday, Friday, and Saturday nights from 9 p.m. to 3 a.m.



The President's Report

Issue 19 January 2011



Driving Progress, Achieving Success

Despite a tough economy we are achieving success at UofL.

In order to stay on this successful path we need to maintain base funding.

- ▶ We cannot cut any more without hurting our students' education.
- ▶ Tuition is directly connected to the state's support of higher education; as state support declines, it becomes tougher for students to afford and attend college.

We are meeting you in the middle to ensure we continue to be successful.

- ▶ We have kicked off the university's largest fundraising campaign EVER.
- ▶ We are implementing cost-savings measures wherever we can – more than \$100 million in cost savings or avoidance.
- ▶ We are turning under-performing assets like our Shelby campus into revenue and job creators for Kentucky. For example, 9,800 jobs were created from direct and indirect effects of the university between FY03 and FY09.



A Letter from the President

From my days as State Budget Director, I remember when Kentucky legislators would arrive in Frankfort for the beginning of a legislative session. They were exciting times and were a lot of fun as I got to renew old friendships, and had the pleasure of talking to state lawmakers about policy and the economic future of our state. As always, I looked forward to walking the hallways and talking with members of the General Assembly.



However, in recent sessions of the legislature, the discussions haven't been nearly as much fun, for me or for our state lawmakers. The state of Kentucky, like many other states, has faced tough financial times – the worst economic downturn since World War II. While we are beginning to see an economic turnaround, it will be several years before Kentucky is able to replace the 100,000 jobs lost in the state since December 2007. As a result, state universities, along with other state agencies, have experienced budget cuts to balance the state budget. As a matter of fact, the University of Louisville is in the midst of its 11th budget cut in 11 years.

We understand the Commonwealth's financial situation. In response, our faculty, staff and administrators have rolled up our sleeves and recommitted ourselves to building on the incredible progress that's been made over the past decade. We've kicked off our largest fundraising campaign EVER. We've led all state universities in virtually every significant academic measure of progress over the past ten years. Among those measures – increase in graduation rate, number of baccalaureate and doctoral degrees and increase in ACT scores of incoming freshmen – all while squeezing our own budget. We know that lawmakers recognize the value of higher education and the importance it has on economic development for the entire Commonwealth. Given this, I am certain that as the state's economy slowly improves we will be able to look to Frankfort for additional help. We appreciate the Governor and General Assembly's efforts to refrain from cutting us any more because of the impact it will have on our progress.

I look forward to reminiscing with my friends in the legislature over the next several weeks. But more importantly, I look forward to talking to them about Kentucky's future and the impact that only education can have on the economic strength of our state.



With over 750 student veterans on campus, UofL continues the dialogue to support students on campuses nationwide.

UofL hosts Veteran Symposium for Higher Education

Employees from universities nationwide will gather in Louisville next month to discuss the future of veterans in higher education. The University of Louisville will be host to the 3rd Annual Veteran Symposium for Higher Education, Feb. 21-22 at the Brown Hotel in downtown Louisville.

The conference is designed to help universities become more veteran-friendly. More than a dozen presenters, including student veterans, will discuss best practices, research and experiences. This is the third veteran symposium UofL has hosted.

"The Symposium is an opportunity for scholars and practitioners to share how they are engaging students that are also military veterans," said Tom Jackson, vice president for student affairs. "Participants truly learn from the various experiences other campuses are having in these efforts. Ultimately, it is the student and the university that benefits because the outreach to students, and the services universities are able to provide are improved."



Dean Terry Singer announces the largest grant in history for the Kent School of Social Work.

Kent School program aims to reduce teen pregnancy, disease risk

The University of Louisville's Kent School of Social Work will work with several community youth-serving organizations to help teenagers avoid unhealthy relationships and risky behavior, thanks to a five-year, \$4.8 million grant from the U.S. Department of Health and Human Services.

The federal grant from the department's Office of Adolescent Health will be used to test the impact of two teaching programs about teen risky sexual behavior, with the intent to reduce teen pregnancy, violence and transmission of sexually transmitted diseases.

Details of the program called CHAMPS, for Creating Healthy Adolescents through Meaningful Prevention Services, were announced January 5 at a news conference at Americana Community Center, one of the partner organizations.

"This is a project that really will make a difference," President James Ramsey said at the announcement. "This is a big day for us, a big day for the community."

► Learn more about this phenomenal program at louisville.edu/uofitoday

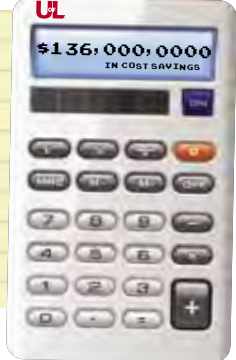


Education Is King

Hundreds of Kentuckians celebrated historically black Simmons College and its new relationship with the University of Louisville at a Martin Luther King, Jr. Day event titled "Education is King." Simmons President Rev. Dr. Kevin Cosby and UofL President James Ramsey spoke about the importance of cooperation between Simmons College and UofL to make college degrees more accessible to African Americans in Louisville. The two leaders also presented the first Charles H. Parrish, Jr. Achievement Award to David and Betty Jones for their work and philanthropy involving higher education. The community event was held at St. Stephen Church and was attended by Gov. Steve Beshear, U.S. Senator Rand Paul, Congressman John Yarmuth and Louisville Mayor Greg Fischer.

UofL Savings Calculator

\$136,000,000
in cost savings and avoidances since 2002







Continued growth, impact expected for WKU’s Confucius Institute

After spending a week in China and attending a Confucius Institute conference, WKU President Gary Ransdell expects continued growth for WKU’s Chinese programs. “Building a significant Chinese relationship for our faculty, staff and students is critically important,” he said. “The Chinese economy is second only to the U.S. economy and closing fast. The Chinese education systems are quickly becoming as strong as any nation’s. And with China’s incredible population, they are quickly becoming a major cultural, educational and economic influence across the globe.”

The primary focus for Dr. Ransdell was an international conference at the Confucius Institute Headquarters in Beijing. The conference attracted presidents and Confucius Institute directors from more than 300 universities worldwide.

“Specifically we were able to learn what other CI’s are doing with language, culture, programming and arts and really get a feel for the potential for a Confucius Institute,” he said. WKU’s Confucius Institute, the first in Kentucky, was established last spring.

From left are Professor Li Jianping, Vice President of Sichuan International Studies University; Madam Xu Lin, Director-General of Hanban and Chief Executive of Confucius Institute Headquarters; WKU President Gary A. Ransdell; Dr. Wei-Ping Pan, Director of WKU’s Confucius Institute and WKU’s Institute for Combustion Science and Environmental Technology.

World Council for Gifted and Talented Children moving office to WKU

The World Council for Gifted and Talented Children is relocating its international headquarters to WKU from the University of Winnipeg in Canada. A generous gift from Dixie and Pete Mahurin of Bowling Green makes the move possible.

Founded in 1975, the Council’s purpose is to focus world attention on gifted and talented children and ensure the realization of their valuable potential to the benefit of humankind. In addition to holding a biennial conference, the Council publishes the journal *Gifted and Talented International* and a newsletter *World Gifted*. The relocation kicks off The Center for Gifted Studies’ 30th year celebration of providing opportunities to children who are gifted and talented, their educators, and their parents. Participants in The Center’s programs have come from all 50 states and 33 countries representing six continents.

WKU, Greater Owensboro EDC announce partnership

WKU and the Greater Owensboro Economic Development Corporation recently announced an economic development partnership creating Owensboro-based applied research programs in plant biotechnology and food science. The partnership includes lab space at the Owensboro Centre for Business and Research where full-time WKU-Owensboro faculty can interface with existing companies and help foster startup companies.

Dr. Ransdell said the partnership is part of the Memorandum of Agreement between WKU, Daviess County Fiscal Court, and GO-EDC committed to exploring opportunities for applied research programs that fit the Owensboro economy and can positively impact economic development.

The Centre is a 38,000 square-foot business incubation and research center located in a newly renovated 100-year-old tobacco warehouse converted into office and research space supporting high tech development in food science, plant biotechnology, and life sciences. The Centre will officially open in March when science wet lab space is completed.



Nick Brake, President/CEO of Greater Owensboro Economic Development Corp., announces WKU’s partnership in Owensboro.



3 selected for Teacher Hall of Fame

Three outstanding educators have been selected for the fourth class of the Gov. Louie B. Nunn Kentucky Teacher Hall of Fame. The three chosen by a statewide selection committee are the late Artie Johnson Hankins, Patricia J. Morris and Deidra Hylton Patton. They will be inducted during a ceremony at 1 p.m. (ET) March 1 at the State Capitol.

The newest members of the Gov. Louie B. Nunn Kentucky Teacher Hall of Fame are (from left): Artie Johnson Hankins, Patricia J. Morris and Deidra Hylton Patton.

Hankins, a native of the Big Hill community, taught in Butler County schools for 44 years. Between 1933 and 1954, she taught at rural one-room schools at Limestone, Youngtown, Greenwood, Science Hill, Big Muddy and Hickory Stand. From 1954 to 1977, she taught third grade at Morgantown Elementary.

Morris, a native of Louisville, has taught history for 30 years. Since 1986, she has taught American history and Advanced Placement classes at Ballard High School. She taught at Jeffersontown High from 1967 to 1971 and at Sacred Heart Model School from 1984 to 1986.

Patton, a native of Hazard who grew up in Hindman, has been a teacher for 28 years. Since 1999, Patton has been gifted and talented coordinator at Boyd County schools and K-5 gifted education teacher at Cannonsburg Elementary.

WKU student awarded Clinton Scholarship to study at the American University in Dubai

Michael Marcell, a WKU student from Louisville with a double major in International Affairs and Journalism, has been awarded a William Jefferson Clinton Scholarship to study at the American University in Dubai during the Spring 2011 semester.

The William Jefferson Clinton Scholarship is offered through the Clinton Presidential Foundation and the American University in Dubai. The goal of the scholarship is to give American students the opportunity to study in the Arab world. The Clinton Scholarship will pay for Marcell's tuition, room and board while he is studying in Dubai.

Marcell was first introduced to the Middle East and Islamic cultures through his year-long deployment as a sergeant in the U.S. Marine Corps in Iraq and the United Arab Emirates. His experience made him realize that he would like to return to learn about the beauty and sophistication of the Arab world outside a combat theatre.



Michael Marcell



WKU reduces energy use during break

WKU realized a significant reduction in energy usage during the two-week winter break. According to Christian Ryan-Downing, WKU's sustainability coordinator, electricity usage was reduced by 34.5 percent and natural gas usage was reduced by 16.39 percent. The savings of more than 950,000 kilowatt hours also resulted in a reduction of 682 metric tons of carbon dioxide equivalent in WKU's carbon footprint while the lower natural gas usage saved an additional 161 metric tons.

"That's like eliminating the pollutants of 160 automobiles for one year," Ryan-Downing said. "This amount of electricity is equivalent to the average annual electrical consumption for 86 U.S. homes and would have needed about 403 tons of coal to generate." The University was closed from Dec. 20 through Jan. 2. Faculty, staff and students were asked to unplug appliances while the Energy Management team reset thermostats and took other measures to reduce energy consumption during that period.

For more WKU news, go to <http://wkunews.wordpress.com/>.



News from the Association of Independent Kentucky Colleges and Universities February 2011

AIKCU interns serving in state agencies this spring (including two at CPE)



Eleven students from six AIKCU institutions – **Alice Lloyd College, Berea College, Campbellsville University (5), St. Catharine College (2), Union College and University of the Cumberlands** – will spend the spring semester interning in state agencies as part of AIKCU’s Frankfort Semester Internship Program. During their internship in

the state capital students work 30 hours per week in their assigned agencies and complete two academic seminars focusing on state government issues and policy-making. The program is tailored to give college upper-classmen an up-close look at state government and to encourage students to consider public service as a career. Two interns are assigned to the Council on Postsecondary Education this semester.

AIKCU kicks off Senate Bill 1 Faculty Development Initiative

Nearly 30 representatives from 19 AIKCU campuses, along with representatives from the Kentucky Council on Postsecondary Education (CPE) and the Kentucky Educational Professional Standards Board (EPSB) and other key partners, gathered in Frankfort on January 10 to discuss the opportunities, expectations, and responsibilities facing the group under the terms of AIKCU’s \$100,000 Senate Bill 1 implementation grant from the Commonwealth of Kentucky. AIKCU has hired Dr. Pam Rogers, former superintendent of the Boyle County public schools and KDE Associate Commissioner, to oversee the project.

Campuses celebrate Martin Luther King Day with service

Several AIKCU member campuses embraced the nationwide call to make the Martin Luther King holiday “a day on, not day off.” Students, faculty and staff participated in of service projects to celebrate King’s legacy of service and commitment to peace and justice. The wide variety of MLK Day service projects ranged from creating cards for cancer patients and overseas troops (**Bellarmino University**) to working side-by-side with local high school students to decorate t-shirts for abused children (**Lindsey Wilson College**) to making sandwiches for homeless shelters and knitting blanket squares for Project Build-a-Bed (**Transylvania University**). These are just a sample of service projects that took place at campuses across the state. Additionally, many AIKCU campuses held events to celebrate the legacy of Martin Luther King Jr. More:

<http://www.aikcu.org/2011/01/24/campuses-celebrate-martin-luther-king-day>.

SACS approves new advanced degrees at St. Catharine College and Midway College

St. Catharine College and Midway College both received approval from the Southern Association of Colleges and Schools (SACS) Commission on Colleges to offer advanced degrees at the SACS annual meeting in Louisville in early December.

St. Catharine College was approved to move from a SACS Level II to Level III status. St. Catharine’s initial graduate offerings will be master’s degrees in Health Leadership and Promotion and Community and Regional Leadership beginning in January 2012. More: <http://www.aikcu.org/2010/12/13/st-catharine-college-to-offer-masters-degrees-in-2012/>

Midway College received approval to move from a SACS level III to a level V (doctoral degree granting) institution to offer the Doctor of Pharmacy degree. The SACS approval is the first of two steps necessary for Midway to gain full accreditation for the Midway College of Pharmacy, slated to open in Paintsville this fall. Midway’s pharmacy program is currently under review by the Accreditation Council for Pharmacy Education (ACPE). More: <http://www.aikcu.org/2011/01/06/midway-college-gains-approval-from-sacs-to-offer-doctoral-degrees/>

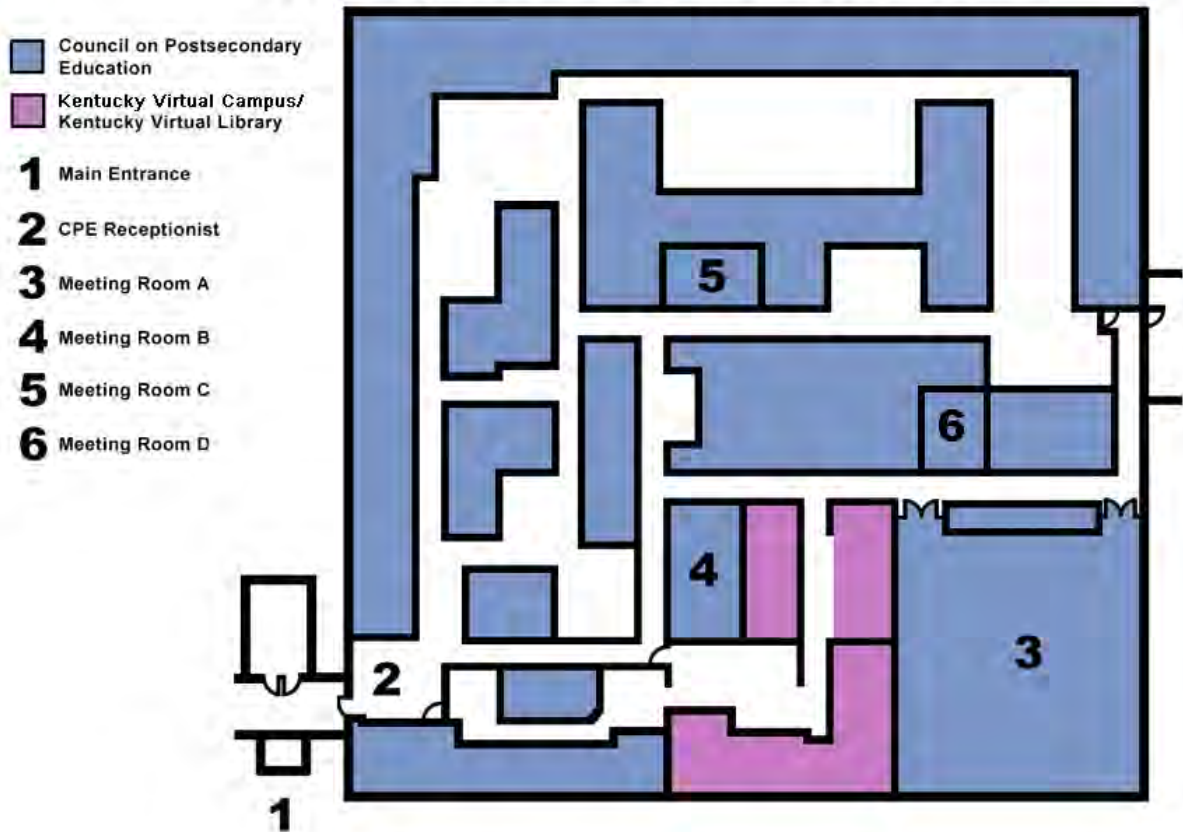
84 year-old finally receives degree after chance meeting with Bellarmine president

A random encounter with Bellarmine University president Joseph J. McGowan put 84-year-old Robert Striebich back on the path to graduate. The retired insurance agent, who works part-time as a security guard at the Kentucky Center for African American Heritage in Louisville, mentioned to McGowan during a conversation at the Center that he had attended Bellarmine in the 1950s but left just short of earning his degree. McGowan asked his staff to check into Striebich’s records, and discovered that the military veteran and former transfer student had actually accumulated enough credits to graduate from Bellarmine with a degree in sociology. Striebich received his degree to a standing ovation during Bellarmine’s December commencement. More:

<http://www.aikcu.org/2010/12/16/84-year-old-finally-gets-his-bellarmino-degree-after-chance-meeting-with-president-mcgowan/>

For directions to the CPE offices, visit <http://www.cpe.ky.gov/about/directions.htm>.

1024 Capital Center Drive, 3rd Floor



The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

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[Http://cpe.ky.gov](http://cpe.ky.gov)

THE FIVE QUESTIONS

1 Are more Kentuckians ready for postsecondary education?

2 Is Kentucky postsecondary education affordable for its citizens?

3 Do more Kentuckians have certificates and degrees?

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

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

THE SIX GOALS OF HB 1

1 A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.

2 A major comprehensive research institution ranked nationally in the top 20 public universities at the University of Kentucky.

3 A premier, nationally recognized metropolitan research university at the University of Louisville.

4 Regional universities, with at least one nationally recognized program of distinction or one nationally recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

5 A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.

6 An efficient, responsive, and coordinated system of providers that delivers educational services to all adult citizens in quantities and of a quality that is comparable to the national average or above and significantly elevates the level of education of the adults of the Commonwealth.

