



Kentucky Council on Postsecondary Education

Council Meeting

Friday, September 23, 2016 9:00 AM

AGENDA
Council on Postsecondary Education
Friday, September 23, 2016
9:00 AM
EKU Center for the Arts, Main House Stage

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Next meeting - November 17-18, 2016, Owensboro Community & Technical College	

REVISED 9/21/16

Minutes
Council on Postsecondary Education
June 2, 2016

The Council on Postsecondary Education met Thursday, June 2, 2016, at 3:30 p.m., ET, at Union College in Barbourville, Kentucky. Chair Glenn Denton presided.

WELCOME

Mr. Denton called the meetings to order and welcomed everyone. The following members were present for all meetings: Glenn Denton, Joe Ellis, Dennis Jackson, Pam Miller, Donna Moore, Elizabeth Ruwe, Robert Staat, and Sherrill Zimmerman. Dan Flanagan attended the dinner portion. Marcia Ridings attended the work session portion. Maryanne Elliott and Commissioner Stephen Pruitt did not attend any sessions.

WORK SESSION

Members received an update on the following subjects: the status of the lawsuits on the 2015-16 budget cuts to the colleges and the 2016 legislative session bills that were vetoed; a budget update and impacting results of the developing performance funding plan for 2017-18 academic year; a status update on the dual credit scholarships; an update on the development of a board orientation program for newly appointed CPE and institutional board members, and an update on the 2016-17 tuition rate approval process. No official action was taken.

AIKCU BRIEFING

Dr. Gary Cox, president of the Association for Kentucky Colleges and Universities provided the Council with an update on AIKCU's progress toward achieving its performance goals as set forth in the state's Strategic Agenda. Additionally, Mr. Carl Rollins, president of the Kentucky Higher Education Assistance Authority provided an update on the Kentucky Coal Scholarship program, and Dr. Andrew Buzzelli, dean of the Kentucky College of Optometry at the University of Pikeville, gave an update on the growth and success of its optometry program. No official action was taken.

**UNION COLLEGE
BRIEFING & TOUR**

Union College president, Marcia Hawkins, provided a brief update to the Council on the college, and attending Council members, CPE staff, and guests were given a tour of the campus. No official action was taken.

DINNER MEETING

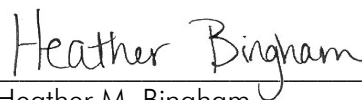
Union College provided a dinner meal to the Council members, attending CPE staff, and its guests. No official action was taken.

ADJOURNMENT

The meetings adjourned at 8:05 p.m., ET.



Robert L. King
CPE President



Heather M. Bingham
Associate, Board Relations & Special Projects

Minutes
Council on Postsecondary Education
June 3, 2016

The Council on Postsecondary Education met Friday, June 3, 2016, at 9:00 a.m., ET, at Union College in Barbourville, Kentucky. Chair Glenn Denton presided.

WELCOME	Mr. Denton called the meeting to order and welcomed everyone.
ROLL CALL	The following members were present: Glenn Denton, Joe Ellis, Dan Flanagan, Dennis Jackson, Pam Miller, Donna Moore, Marcia Ridings, Elizabeth Ruwe, Robert Staat, and Sherrill Zimmerman. Maryanne Elliott and Commissioner Stephen Pruitt did not attend.
APPROVAL OF MINUTES	The minutes of the April 26, 2016, meeting were approved as distributed.
RESOLUTION	The Council adopted resolutions honoring student Council member, Elizabeth Ruwe, and Kentucky Adult Education staff member, Michael Bailey, for their dedication and service to the Council and the Commonwealth of Kentucky.
CPE PRESIDENT'S REPORT TO THE COUNCIL	A written report from President King was provided in the agenda book. Highlights included the 2016-21 Strategic Agenda, the status of the dual credit scholarship, and an update on the development of the 2016-20 Kentucky Policy for Diversity, Equity, and Inclusion.
COMMISSIONER OF EDUCATION REPORT	Commissioner Stephen Pruitt was not available to attend the April 26 meeting. He provided a written report in the agenda book.
2016-21 STRATEGIC AGENDA: STRONGER BY DEGREES	<p>KRS 164.020 lays out 37 distinct powers and duties for the Council on Postsecondary Education, the first of which is the development and implementation of a strategic agenda for postsecondary and adult education. Lee Nimocks, CPE's vice president for policy, planning, and external affairs, and Melissa Young, director of special projects, presented the 2016-21 Strategic Agenda for approval.</p> <p>The theme of the agenda, Stronger by Degrees, is carried over from the previous agenda for 2011-15, and recognizes that increasing degree production and improving the educational attainment of the population is critical to Kentucky's economy and quality of life. It highlights three key policy areas that will demand sustained attention over the next six years if Kentucky is to make significant progress toward the goals and vision articulated in the 1997 reform legislation. They are Opportunity, Success,</p>

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and Impact. The agenda also includes updated mission, vision, and value statements for postsecondary and adult education, and statewide objectives and strategies to guide work in each of the three areas of focus.

The agenda is the result of over a year of work and numerous contributors including the Strategic Agenda Steering Committee, CPE members and staff, institutional planners, provosts, campus presidents, chief business officers, representatives from the business community, the Kentucky Department of Education, other agencies and organizations, policy experts, and the general public.

Performance metrics, which will be used to track both campus and state progress toward achieving the objectives of the new agenda, were considered in some depth by the Strategic Agenda Advisory Committee. However, due to the continued development of the state's outcomes-based funding model and the performance metrics for that new system, final recommendations regarding strategic agenda metrics will be presented to the Council in the fall of 2016 at the conclusion of the funding model deliberations.

Ms. Zimmerman, chair of the steering committee that led the effort, thanked the Council for leading the process of the agenda's development.

MOTION: Ms. Zimmerman moved that the Council approve the 2016-21 Strategic Agenda for Postsecondary and Adult Education. Ms. Miller seconded the motion.

VOTE: The motion passed unanimously.

**2016-17 TUITION AND
MANDATORY FEE
RECOMMENDATION –
EASTERN KENTUCKY
UNIVERSITY**

On April 26, 2016, the Council approved the following:

1. Resident undergraduate tuition and mandatory fee ceilings that allow the comprehensive universities to increase annual tuition and fee charges for in-state undergraduates by up to \$432.⁰⁰ during academic year 2016-17.
2. Allow the institutions to charge market competitive rates for graduate and online courses.
3. New nonresident student tuition policy that ensures out-of-state students are paying an appropriate share of their educational costs at Kentucky public postsecondary institutions. Under the new

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policy, every institution is required to manage their tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that the average net tuition and fee revenue generated per nonresident student equals or exceeds 100% of direct instructional and student services costs per student.

On May 6, 2016, Eastern Kentucky University submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff reviewed the proposed rates and determined that they comply with the resident undergraduate rate ceiling approved by the Council at its April 26, 2016, meeting.

The proposed 2016-17 tuition and fees were the following:

- a. Undergraduate Resident - \$8,568
- b. Undergraduate Nonresident - \$17,880
- c. Graduate Resident - \$525 per credit hour
- d. Graduate Nonresident - \$855 per credit hour

The agenda book contained additional categories and rates, including per-credit-hour rates paid by resident and nonresident part-time undergraduate students.

EKU did not request any exceptions to the nonresident student tuition policy for the 2016-17 tuition year.

MOTION: Ms. Ridings moved that the Council adopt the 2016-17 tuition and mandatory fee rates for Eastern Kentucky University. Ms. Miller seconded the motion.

VOTE: The motion passed unanimously.

**2016-17 TUITION AND
MANDATORY FEE
RECOMMENDATION –
NORTHERN KENTUCKY
UNIVERSITY**

On May 18, 2016, Northern Kentucky University submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff reviewed the proposed rates and determined that they comply with the resident undergraduate rate ceiling approved by the Council at its April 26, 2016, meeting.

The proposed 2016-17 tuition and fees were the following:

- a. Undergraduate Resident - \$9,000
- b. Undergraduate Nonresident - \$18,000
- c. Graduate Resident - \$566 per credit hour
- d. Graduate Nonresident - \$855 per credit hour

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The agenda book contained additional categories and rates, including rates for undergraduate resident, nonresident, Metro, PACE Program, and online students; graduate resident, nonresident, Indiana, and online students; online programs; and business, College of Health Professions, law, School Based Scholars, and education doctorate programs.

NKU did not request any exceptions to the nonresident student tuition policy for the 2016-17 tuition year.

MOTION: Ms. Zimmerman moved that the Council adopt the 2016-17 tuition and mandatory fee rates for Northern Kentucky University. Dr. Staat seconded the motion.

VOTE: The motion passed unanimously.

2016-17 TUITION AND
MANDATORY FEE
RECOMMENDATION –
MURRAY STATE
UNIVERSITY

On May 17, 2016, Murray State University submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff reviewed the proposed rates and determined that they comply with the resident undergraduate rate ceiling and new tuition and scholarship model approved by the Council at its April 26, 2016, meeting.

The proposed 2016-17 tuition and fees were the following:

- a. Undergraduate Returning Resident - \$7,944
- b. Undergraduate New Resident - \$8,400
- c. Undergraduate Returning Nonresident - \$21,648
- d. Undergraduate New Nonresident - \$22,680
- e. Graduate Resident - \$503 per credit hour
- f. Graduate Nonresident - \$1,419 per credit hour

The agenda book contained additional categories and rates, including rates for undergraduate resident, nonresident, and online students; graduate resident, nonresident, and online students; and Doctorial students.

MuSU did not request any exceptions to the nonresident student tuition policy for the 2016-17 tuition year.

MOTION: Ms. Miller moved that the Council adopt the 2016-17 tuition and mandatory fee rates for Murray State University. Ms. Zimmerman seconded the motion.

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VOTE: The motion passed. Glenn Denton voted nay.

REMAINING 2016-17
TUITION AND
MANDATORY FEE
RECOMMENDATIONS

Due to a compressed tuition setting timeline, several institutions' boards were unable to approve their 2016-17 tuition and mandatory fee rates prior to the June 3rd Council meeting. Therefore, Council staff recommends that the Council direct the president of the Council to review and approve tuition and mandatory fee proposals submitted after June 3, 2016, provided the proposals comply with ceilings and parameters adopted by the Council at their April 26, 2016, meeting. The ceilings shall also be compliant in regards to rounding and compounding calculations.

Several concerns were voiced by the Council that this measure would set a precedent for future years should the institutions not submit their proposals in time, therefore it was specified that this action would only be applicable for the 2016-17 academic year and be void for all academic years thereafter. President King agreed with that statement and clarified that he will only approve, on the Council's behalf, proposals that strictly meet the parameters set previously by the Council. He will then provide the Council with timely updates as proposals are reviewed and approved, or if they do not meet the parameters, denied. Any proposals that are denied shall be placed on hold and go before the Council at its September 23, 2016 meeting. President King also suggested that the Council review and amend the Tuition Setting policy during the next academic year to help avoid this situation in the future.

MOTION: Ms. Miller moved that the Council direct the Council President to review campus governing board-approved tuition and fee proposals from institutions not submitting tuition proposals for consideration and approval at the June 3, 2016, Council meeting. The President shall approve proposals that strictly comply with the tuition ceilings and parameters adopted by the Council on April 26, 2016 and notify the institutions of his determination. If a proposal does not meet these criteria, the President shall notify the institution that its tuition proposal is not approved, and the institution shall submit their proposal for approval to the full Council at its next scheduled meeting. Ms. Ruwe seconded the motion.

VOTE: The motion passed unanimously.

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**ACTION: NEW
ACADEMIC PROGRAMS**

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

Dr. Jay Morgan, CPE's vice president for academic affairs, presented the staff recommendation that the Council approve the following new academic programs:

1. University of Kentucky: Master of Public Financial Management (CIP Code: 44.0501)
2. Western Kentucky University: Master of Science in Child and Family Studies (CIPE Code: 19.0707)

Merl Hackbart, interim director of UK's Martin School of Public Policy & Administration, answered questions in regards to the Master of Public Financial Management. He stated that between 25-50 students are expected to enroll in the program initially, with subsequent growth later. He also stated that the program will charge the same tuition as other graduate courses, but the expected mandatory fees are pending.

Travis Wilson, head of the Family and Consumer Science department at Western Kentucky University, answered questions about the Master of Science in Child and Family Studies. He stated that the program will focus on the preschool age child, and that job prospects for graduates include social work and child care specialists.

MOTION: Ms. Moore moved that the Council approve the new academic programs as presented. Ms. Miller seconded the motion.

VOTE: The motion passed unanimously.

**COMMITTEE ON
EQUAL
OPPORTUNITIES
REPORT**

Dr. Morgan provided an update on the activities of the Committee on Equal Opportunities. Mr. Jackson thanked the CEO and CPE staff for their work on the 2016-20 diversity policy which should be presented to the CPE for adoption at the next Council meeting. Dr. Morgan and President King also discussed the openings on the CEO and that they are looking for nominations from the Council.

**EXECUTIVE
COMMITTEE REPORT**

On April 26, 2016, the CPE Executive Committee approved the 2016 CPE President Evaluation process. Survey forms were mailed to the Governor and three members of his staff, and seven leaders of the

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General Assembly involved with Postsecondary and Adult Education policy development. Additionally, the following groups were emailed a link to online surveys:

- Eight university presidents, the president of KCTCS, and the president of AIKCU;
- Four leaders representing statewide education and policy organizations;
- Twelve current members of the Council on Postsecondary Education; and
- Twelve senior members of the staff on Council on Postsecondary Education.

Those who were mailed a survey were supplied with a postage-paid envelope addressed to CPE's auditor, Blue and Co, LLC., and were asked to return the survey by May 18, 2016. The envelopes remained sealed until the Executive Committee met on May 24, 2016. President King submitted his self-evaluation the week of May 24, 2016 directly to the Executive Committee.

The Executive Committee met at 8:00 a.m. EST on June 3, 2016 to discuss the survey results, President King's self-evaluation, and progress made toward the goals set forth in the CPE 2015-16 Work Plan.

Chair Denton presented the survey results discussed at the Executive Committee meeting to the full Council. While the remarks from the campus presidents and legislators were mixed, President King received an overall positive evaluation. Council members praised the CPE staff and President King for their continuing work on the equalization of funding, performance funding measures, and the goals of the strategic agenda. President King stated that the last two years have been complicated with differing views from all parties involved, but that he continues to enjoy the work and values the opportunity to help Kentucky continue moving forward.

**2016-17 CPE WORK
PLAN**

Ms. Nimocks presented the CPE President's Plan of Work for July 2016 through June 2017. The plan provides a clear set of policy priorities and tasks that will guide the work of the Council president and staff over the coming year. Implementation will be monitored by the Council president and chair, and periodic reports will be made to the full Council throughout the year to ensure adequate progress is being made in each of the areas of focus. The Executive Committee will evaluate implementation of the plan as part of the president's annual performance

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review in June 2017.

MOTION: Dr. Staat moved that the Council approve the Plan of Work for July 2016 through June 2017. Mr. Flanagan seconded the motion.

VOTE: The motion passed unanimously.

REPORTS FROM
INSTITUTIONS

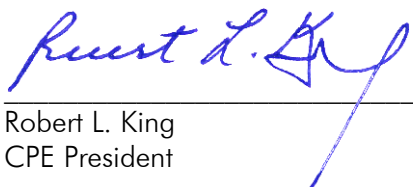
Reports from the institutions were provided in the agenda book.

NEXT MEETING

The next Council meeting is September 22-23, 2016, at Eastern Kentucky University in Richmond, Kentucky.

ADJOURNMENT

The meeting adjourned at 11:15 a.m., ET.



Robert L. King
CPE President



Heather M. Bingham
Associate, Board Relations & Special Projects

CPE President's Report to the Council

More than 250 hundred attend Council's ITT information sessions

Surpassing expectations, more than 250 ITT students and 24 campuses participated in the two Council-coordinated ITT information sessions held Sept. 14 at Bluegrass Community and Technical College and Sept. 15 at Jefferson Community and Technical College. We are very pleased that our public, nonprofit and for-profit institutions stepped up to serve these students following the abrupt closure of ITT's Lexington and Louisville campuses earlier this month. Officials from the U.S. Department of Education, Department of Veteran Affairs and the Kentucky Higher Education Assistance Authority were also available to talk with students about their financial aid options.



Kentucky Rising Symposium

The Council, Education Professional Standards Board and Kentucky Department of Education sponsored two Kentucky Rising symposiums Sept. 1-2 to bring greater awareness of the effort. Approximately 50 leadership and staff representing Kentucky's public institutions attended each session, hosted by Eastern Kentucky University and Western Kentucky University.

Kentucky Rising is a statewide P-20 initiative intended to shape students into a world-class workforce. Developed in coordination with the National Center on Education and the Economy, symposium activities centered upon building understanding of the Kentucky Rising initiative and identifying the contributions needed to fulfill this effort. The day also included

work sessions for institutions and school community partners to fashion strategies into formal proposals to achieve state needs.

Legislative Inquiry: Impact of the Budget Cuts

President King, along with leadership from all Kentucky's public institutions, presented the impact of the budget cuts Sept. 19 to the Appropriations and Revenue subcommittee of the Interim Joint Committee on Education. Institutions shared strategies, concerns and long-term impact with the committee. The presentation is available [online](#).

Campus Safety Summit set Sept. 23 at EKU

The Council and Eastern Kentucky University are co-sponsoring a Campus Safety Summit Friday, Sept. 23, at the Perkins Conference Center on EKU's campus. Featuring national and state experts, the summit will promote the sharing of best practices among institutions. Presentations include guns on campus, cyber safety and technology misuse, balancing campus safety and student mental health needs, engaging the media, new considerations for active shooter training, binge and underage drinking, and an interactive campus safety simulation. Campus teams attending range from administrative and leadership level staff to student affairs and public safety staff.

Council publishes final accountability report associated with 2011-15 Strategic Agenda

The Council published [the final accountability report](#) associated with the 2011-15 Strategic Agenda on its website. The report shows the system's progress in meeting the 2013-14 performance targets negotiated at the outset of the strategic plan.

Highlights include:

- **The system met or exceeded performance targets on six measures:** Total degrees and credentials awarded, associate degrees awarded, STEM+H degrees awarded, two-year to four-year transfers, online courses and degree productivity.
- **Performance improved on 10 measures.** The largest gains occurred in the areas of college readiness and degrees and credentials awarded. Improvement in Kentucky's educational attainment level also was noteworthy.
- **Performance declined on nine measures.** Nearly half of these declines were attributable to funding decreases in state higher education appropriations, state financial aid, and federal National Science Foundation funding. The system is not making significant progress in narrowing graduation rate gaps for low-income, underprepared and underrepresented minority students.

Kentucky Fall Enrollment Report tracks 2011-15 trends

This latest enrollment report details 2011-15 Kentucky postsecondary fall enrollment for all levels. The report includes trends by sector, race/ethnicity, underrepresented minority status, gender, residency status, age and intensity (full-time versus part-time). In addition, Appendix B includes data from the National Center on Education Statistics that places Kentucky's enrollment from 2010-14 in a national context. Fall 2016 data will be available in the early spring of 2017.

From 2011-15, in Kentucky:

- Total fall enrollment fell by 10 percent, a decrease of 27,897 students.
- KCTCS total fall enrollment decreased by 26 percent, a drop of 28,231 students.
- The four-year independent sector fell by 313 students, while the four-year public sector experienced an increase of 647 students.
- Enrollment declined for African-American and white students, but increased for Hispanic, Asian and nonresident alien students (these include international students on student visas).
- The proportion of male and female students at Kentucky colleges and universities has remained fairly constant. Women make up about 56 percent of total enrollment and men about 43 percent. Enrollment by in-state students declined nearly 14 percent; out-of-state enrollment experienced a gain of 8.4 percent.
- Enrollment by nontraditional adult students (25 and older) has declined more sharply than enrollment by traditional students (under 25), with decreases of 23 percent versus 3.5 percent.
- The proportion of full-time and part-time students at Kentucky colleges and universities has remained steady, with full-time students comprising just over 60 percent of total enrollment and part-time students comprising fewer than 40 percent.

Grant funding boosts efforts for corequisite models

CPE solicited proposals from the six comprehensive universities and the 16 colleges of the Kentucky Community and Technical College system to support institutional efforts to implement and expand corequisite developmental education models in literacy and mathematics. These models enroll students in college-level courses that include targeted academic support systems to aid student learning. All of Kentucky's public postsecondary institutions are piloting or are fully implementing corequisite models of remediation. Contracts are in various stages of development. The James Graham Brown Foundation provided current grant funding.

Hold the date for Student Success Summit

Hold the date! The Council will host the sixth annual Kentucky Student Success Summit April 3-4 at the Louisville Marriott East. Speakers, agenda and other details will follow.

Staff updates:

- **Burdette is new KYVL Director**
CPE welcomes Ilona N. Burdette as the new director of the Kentucky Virtual Library (KYVL). She was formerly the director of library services at St. Catharine College for 17 years, and spent three years as director of the Marion County Public Library in Lebanon. Burdette holds a master's of library science from the University of Kentucky and a bachelor's degree from Colby College in Maine.
- **Stagnolia named to national leadership post**
Reecie D. Stagnolia, vice president for adult education, is the new chair-elect of the National Council of State Directors of Adult Education (NCSDAE) Executive

Committee. Elected by his peers, Stagnolia will serve a four-year term that also includes two years as chair and one year as past chair. Stagnolia has previously served in this leadership role with an earlier stint from 2010-2014. His other prior involvement includes serving on the Policy Committee since 2002 and four terms as a member of the Executive Committee.

- **Johnson presents at national conference**

Dr. Rana Johnson, senior associate for diversity, outreach and special projects, will present "Goodness of Fit: Proactive Practices that Promote Equity and Inclusion in Postsecondary Education" at the Council for Opportunity in Education's 35th Annual Conference, Aug. 3-Sept. 3 in San Diego. This year's theme is "College Access and Success: Making Equity and Inclusion Real."

Kentucky Commissioner of Education Report

The following is a report from Dr. Stephen Pruitt, Commissioner of the Kentucky Department of Education.

KENTUCKY DEPARTMENT OF EDUCATION MOVES TO NEW LOCATION

After 44 years in its current location at the Capital Plaza Tower in downtown Frankfort, the Kentucky Department of Education (KDE) is moving. The agency is relocating to the 300 Building, a new, five-story office space located on Sower Blvd., off the East-West Connector, in Frankfort. The new building will reduce energy costs and provide employees with an inviting work environment. The improved technology will allow staff to better support public schools and districts in Kentucky that are working to provide all of our students with a world class education that readies them for college, career and life.

Employees will move over a six-week period starting Aug. 22 and ending by Sept. 30. While a logistics team is working to minimize staff downtime during the move, there may be a slight delay in returning phone calls or answering emails during the moving period. Staff telephone numbers will remain the same.

If someone plans on attending a KDE meeting or wishes to visit a staff member during the six-week window scheduled for the move, please check the correct location ahead of time.

ACCOUNTABILITY SYSTEM UPDATE

In order to move Kentucky's system to the next level and to meet the elements required by the Every Student Succeeds Act (ESSA), the new federal law governing public education, a 40+ member Accountability Steering Committee representing a broad range of shareholders, including higher education, has been meeting over the last several months to come up with the composition of a new accountability system. To support the work of the Accountability Steering Committee, work groups have been formed and have been meeting to design various elements of Kentucky's new system in the specific areas of assessment, college- and career-readiness, educational innovations, opportunity and access, and school improvement.

The recommendations of the work groups will be submitted to the Accountability Steering Committee by mid-October and then the Committee will formulate its final recommendations that will come to me as commissioner. Once I have their recommendations, these will be publicly available for input. The input will be considered for any final changes to the system and then I will submit my proposal for the accountability system to the Kentucky Board of Education, which must approve any changes in Kentucky's system.

Once the new accountability system is approved by the board and proceeds through the legislative review process for administrative regulations, then the Kentucky Department of Education will need to issue a Request for Proposal for the new assessments that will be

necessary to yield the results described by the new accountability system. The current timeline calls for the new system to be in place for the 2017-18 school year.

For more information on this process, go to the Kentucky Department of Education’s website at <http://education.ky.gov/comm/Pages/Every-Student-Succeeds-Act-%28ESSA%29.aspx>

KENTUCKY BOARD OF EDUCATION OFFICERS CHOSEN FOR 2016-17

As required by board policy, new officers were elected on August 4. Bill Twyman of Cave City was elected as chair and Mary Gwen Wheeler of Louisville was selected as vice chair. The vote was unanimous.



Roger Marcum, who had served as chair for the past three years, was ineligible to serve again per board policy but remains as a member of the board.

KENTUCKY BOARD OF EDUCATION APPROVES CHANGES TO PROGRAM REVIEWS

At its August 4 session, the Kentucky Board of Education approved several changes to the Program Review process to greatly streamline it. These changes were recommended by the Commissioner’s Task Force on Program Reviews, which was charged with offering solutions to the main issues schools and districts have raised.

Below is a chart reflecting the changes for the 2016-17 school year:

2015 – 2016 Process	Program Review Task Force Feedback	2016 – 2017 Process
<p>Rubric is divided into four standards: Curriculum and Instruction, Formative and Summative Assessment, Professional Learning and Administrative Leadership/Support and Monitoring</p> <p>Each standard defined by 52 demonstrators</p> <p>Each demonstrator described and clarified by 212 characteristics</p>	<p>The Program Review Sub-Committee focused on revising rubrics, removed redundant language and streamlined expectations for each standard. The Program Reviews were reduced to 8-10 pages for each program rubric. Previously the different rubrics for the Program Reviews ranged from 32 to 56 pages.</p>	<p>Rubric is divided into four standards: Curriculum and Instruction, Formative and Summative Assessment, Professional Learning and Administrative Leadership/Support and Monitoring</p> <p>Each standard defined by 24 demonstrators</p> <p>Each demonstrator described and clarified by 168 characteristics</p>

2015 – 2016 Process	Program Review Task Force Feedback	2016 – 2017 Process
<p>Schools rate themselves on each characteristic (No implementation, Needs Improvement, Proficient or Distinguished)</p> <p>Each characteristic receives a rating</p> <p>Schools list evidence in ASSIST</p> <p>Schools write a rationale in ASSIST</p> <p>Schools complete “Next Steps” diagnostic in ASSIST</p>	<p>The Program Review Task Force shared their frustration with the tedious task of entering multiple evidences for each Program Review. The scoring process was long, time consuming, and repetitive.</p> <p>The process was condensed in an effort to streamline it and eliminate unnecessary data entry.</p> <p>Also, guidance will be shared regarding promising practices districts can use to create a system of review and continuous improvement.</p>	<p>Schools respond as to whether or not they have met each demonstrator (Not Meeting Expectation, Meeting Expectation, Exceeding Expectation)</p> <p>Each demonstrator receives a rating based on the number of characteristics a school has in place</p> <p>Schools do not list evidence in ASSIST – schools maintain their own evidence on site as needed</p> <p>Schools do not write a rationale in ASSIST</p> <p>Schools do not complete “Next Steps” diagnostic in ASSIST</p>
<p>All Program Reviews were scored and justifications were submitted</p> <p>Every program is reviewed every year</p> <p>Schools complete a K-3 program review</p>	<p>The Program Review Task Force subcommittee proposed two options for using program reviews in assessment. Assurances and a reduction in Program Reviews were proposed. SBDM council influence on hiring staff and curriculum was also shared as a concern.</p>	<p>Assurances signed each year by principal, SBDM council and superintendent ensuring support for continuously providing quality programs to expand opportunities for all students</p> <p>Two programs to be scored each year</p> <p>Schools sign K-3 Assurances every year</p>

Next Kentucky Board of Education Meeting

Oct. 4-5, 2016, State Board Room, 300 Sower Blvd., Frankfort, KY

Kentucky Science & Technology Corporation: The Importance of Embracing Big Ideas

The Kentucky Science and Technology Corporation (KSTC) is a private, nonprofit corporation committed to the advancement of science, technology and innovative economic development. KSTC develops and manages creative initiatives in education, economic competitiveness and scientific research.

KCTC has five areas of focus:

1. Talent Development, by helping schools, teachers, and students in advancing math, science and entrepreneurship education.
2. Innovation and Entrepreneurship, by funding programs for research and development, new product development, and commercialization.
3. Enterprise Development and Capitalization, by assisting with early-stage, high-growth oriented technology companies with capital and resources for growth.
4. Space Innovation, by providing research and development to education and entrepreneurial space solutions.
5. World-Class Events, such as the IdeaFestival, that helps explore imagination and cutting-edge ideas with global innovators and thinkers.

Since education reform, CPE has contracted with KSTC to manage several funds and programs, including the Kentucky Science and Engineering Foundation and EPSCoR (Experimental Program to Stimulate Competitive Research), and partners with KCTC to promote the growth of STEM education for students of all grade levels.

Kris W. Kimel, president of KSTC, will provide an update on the organization's activities and highlight the importance of Kentucky and our postsecondary institutions embracing big ideas.

KSTC

K E N T U C K Y
SCIENCE & TECHNOLOGY
C O R P O R A T I O N

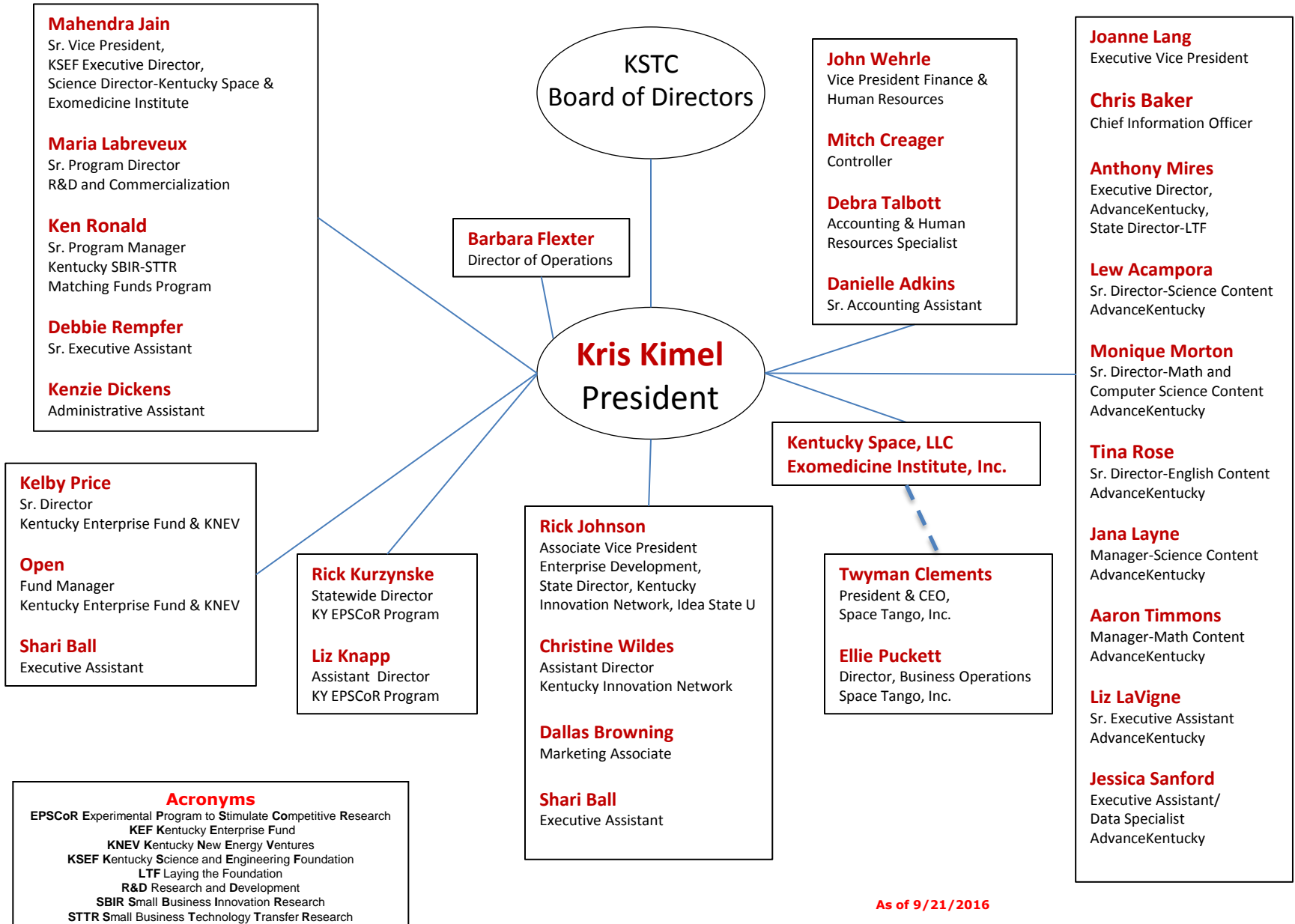
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Kentucky Science and Technology Corporation (KSTC)



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Acronyms

EPSCoR Experimental Program to Stimulate Competitive Research
KEF Kentucky Enterprise Fund
KNEV Kentucky New Energy Ventures
KSEF Kentucky Science and Engineering Foundation
LTF Laying the Foundation
R&D Research and Development
SBIR Small Business Innovation Research
STTR Small Business Technology Transfer Research

EMBRACE THE DANGER
OF NEW IDEAS



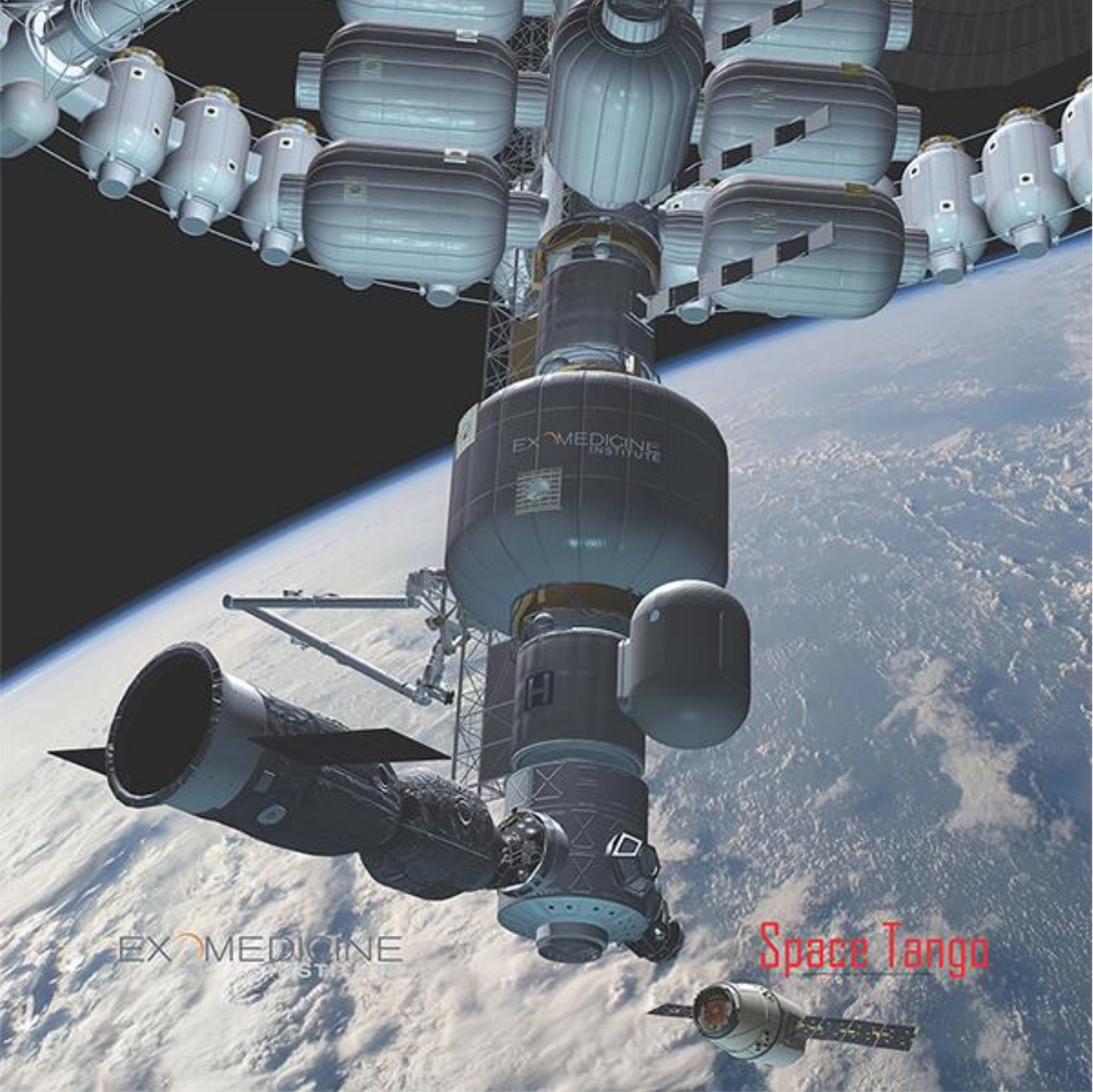


What if the next medical breakthrough
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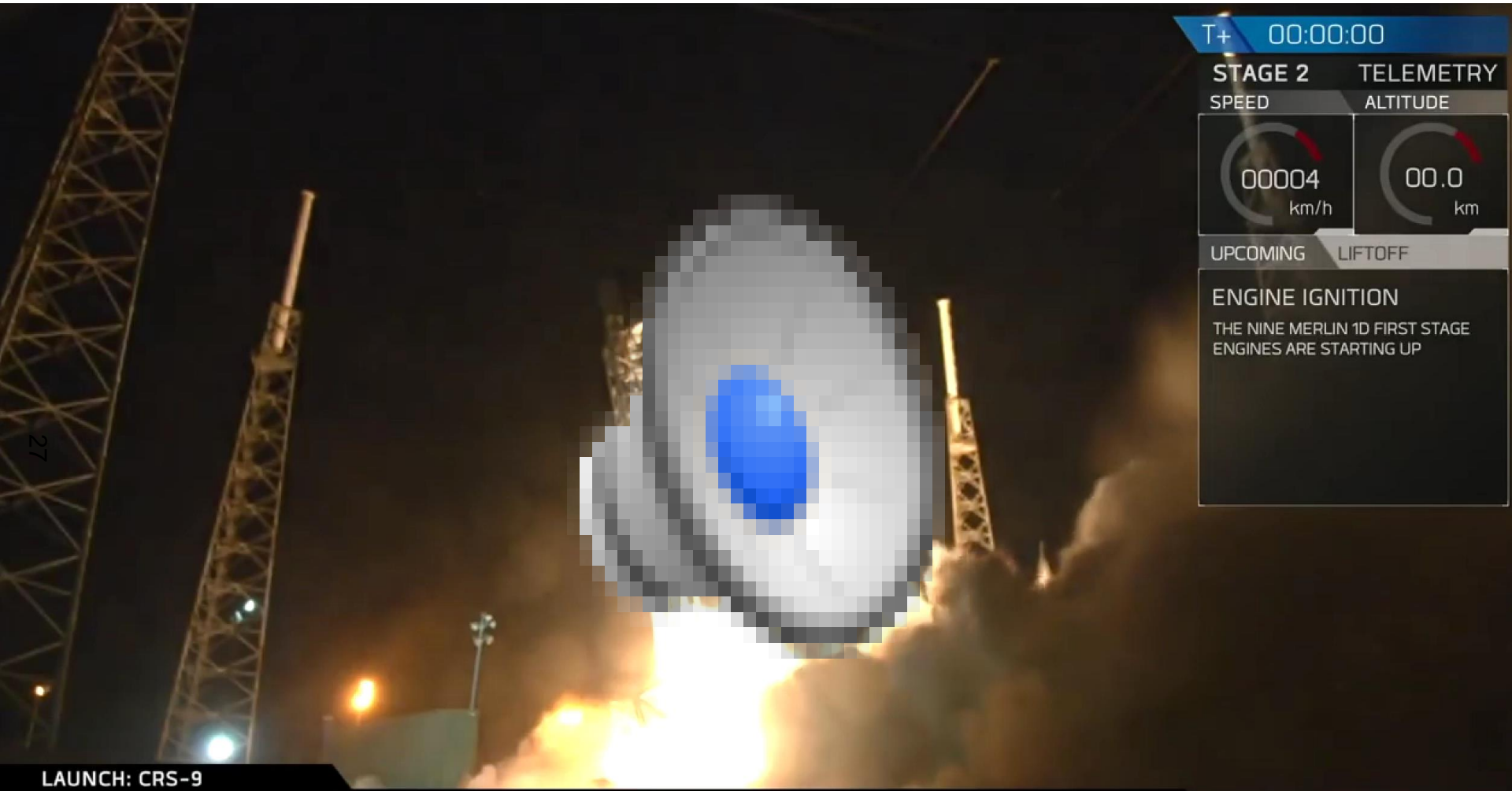
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KSTC



K E N T U C K Y
SCIENCE & TECHNOLOGY
C O R P O R A T I O N

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Council on Postsecondary Education
September 23, 2016

2017 CPE Meeting Calendar

ACTION: The staff recommends that the Council approve the 2017 CPE meeting calendar.

The proposed meeting dates for 2017 are listed below. Staff will work with the campuses to hold some of the meetings on public and independent college campuses.

Details will be provided prior to each meeting and posted on the Council’s website at <http://cpe.ky.gov/about/cpe/meetings/>.

The proposed 2017 dates are:

<u>Dates</u>	<u>Tentative CPE meetings to be held</u>
Feb 2 (Th)	Annual Retreat
Feb 3 (F)	Joint meeting w/CPE, campus Presidents, & BSBP, and Business meeting
April 6 (Th)	Work sessions, Campus briefing & tour, dinner
April 7 (F)	1 st quarter - Business Meeting
June 15 (Th)	Work sessions, Campus briefing & tour, dinner
June 16 (F)	2 nd quarter - Business Meeting
Sept 11 (M)	Trusteeship Conference – Day 1
Sept 12 (T)	Trusteeship Conference – Day 2 and 3 rd quarter Business Meeting
Nov 2 (Th)	Work sessions, Campus briefing & tour, dinner
Nov 3 (F)	4 th quarter - Business Meeting

Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion

ACTION: The Committee on Equal Opportunities (CEO) and CPE staff recommend the Council approve the Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion.

ACTION: Staff recommends the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:060 implementing the Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. The action would authorize staff to file the proposed administrative regulation amendment and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption of the amended regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

Background

In 1982, the Council on Higher Education developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Office of Education Office for Civil Rights (OCR) finding that “the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education.”

This plan was reconstituted and revised for almost three decades until December 2008 when OCR released Kentucky from the remedial planning process. Following the release by OCR, the CPE directed the Committee on Equal Opportunities (CEO), in collaboration with the public institutions, to ensure that the significant progress made in diversity was preserved and further enhanced throughout public postsecondary education. In addition, CPE remained responsible for measuring campus progress towards equal educational opportunity goals for purposes of institutional eligibility to offer new academic programs per KRS 164.020(19).

Policy Development

The process described above resulted in the development of the first Kentucky Public Postsecondary Education Diversity Policy and the Framework for Institution Diversity Plan Development, adopted by the CEO and CPE in August and September of 2010, respectively. Under this policy, CPE set forth a broad definition of diversity, and institutions were required to create diversity plans that addressed, at a minimum, four areas: (1) student body diversity

that reflects the diversity of the Commonwealth or the institution's service area, (2) student achievement gaps, (3) workforce diversity, and (4) campus climate. The duration of the policy was set for five (5) years.

With the existing policy expiring at the end of 2015, Council staff began the process of developing a new policy and process for setting equal educational opportunity goals and determining eligibility to offer new academic programs. In January of 2015, CPE staff presented an overview of a proposed new framework for evaluating institutional progress toward equal educational opportunity goals to the CEO, EEO representatives, and chief academic officers. This proposed new framework sought to include both qualitative and quantitative analysis for evaluating progress and allowed for a phased-in approach allowing new strategies for success to impact the numbers.

In the weeks following that discussion, a workgroup was created to assist in developing an initial draft of the new policy. This workgroup, consisting of campus representatives, CPE staff, and CEO members, met several times between April and October 2015. The first draft of the policy was released in October, 2015 and contained scoring rubrics to be used to evaluate not only progress to meeting numerical goals in the various metrics, but also qualitative progress in implementing strategies and assessing their effectiveness. Since its release, CPE staff sought additional input from campus EEO representatives, chief academic officers, presidents, and legal counsels along with CPE and CEO members. Through that process, several revised drafts were created, circulated, and discussed.

Policy Summary

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process, the statewide diversity policy, and the Strategic Agenda for Postsecondary and Adult Education into one seamless framework upon which equal educational opportunity goals can be set, strategies to obtain those goals can be developed, adopted, and implemented, and institutional progress can be evaluated.

It includes three focus areas in alignment with the focus areas set forth in the CPE's 2016-21 Strategic Agenda: Opportunity, Success, and Impact. Institutions will be required to develop plans that address the goals listed in those three areas, identify strategies for achieving those goals, and create plans for the assessment of strategy effectiveness.

Institutions will report on their progress annually and be evaluated both on quantitative and qualitative elements as outlined in the scoring rubrics. If institutions score at a level at or above the identified cut score in the Policy, they will be eligible to offer new academic programs. Those scoring below the cut score will not be able to offer new programs, but will be eligible to receive a waiver as approved by CEO and CPE, if certain criteria are met.

CEO Recommendation

CPE staff presented the proposed Policy and rubrics to the CEO at its May 16, 2016 meeting. CPE staff and CEO members engaged in an in-depth discussion of the documents, and

campus representatives provided feedback. The Policy and rubrics presented by staff were unanimously adopted.

CPE staff advised that revisions would be made to 13 KAR 2:060 to incorporate the new Policy and rubrics and a proposed amended regulation would be brought before the CPE for action.

Next Steps

Upon action by Council, CPE staff will begin working with the institutions to develop their campus-based plans. In addition, CPE staff will initiate the regulation amendment process by filing the document with the Legislative Research Commission. The proposed revised administrative regulation will go through a public hearing and comment period and review by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion

Adopted by CPE: DATE
Adopted by CEO: DATE

Background:

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Council on Higher Education (CHE) developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education."

For the next 25 plus years, CHE and CPE focused the Desegregation Plan and its subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African- American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight on plan implementation and ensure that diversity initiatives were a priority on Kentucky's public college and university campuses, the CPE created the Committee on Equal Opportunities (CEO).

In December of 2008, the OCR released Kentucky from the remedial planning process, but CPE sought to continue its diversity efforts and initiatives. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities through KRS 164.020(19) which requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution if the institution has not met the equal educational opportunity goals established by CPE. As such, the CPE directed the CEO, in collaboration with the public institutions, to develop a process that would help to ensure that the significant progress made in promoting diversity was preserved and further enhanced throughout public postsecondary education.

In order to continue to meet its statutory obligation and further its commitment to diversity and inclusion, the CEO and CPE revised its administrative regulation 13 KAR 2:060, which sets forth the new academic degree program approval process and institutional equal opportunity goals. Incorporated by reference into that regulation was the first Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, adopted by the CEO and CPE in August and September of 2010, respectively. Under this policy, CPE set forth a very broad definition of diversity, and institutions were required to create diversity plans that addressed, at a minimum, four areas: (1) student body diversity that mirrors the diversity of the Commonwealth or the institution's service area, (2) the closing of achievement gaps, (3) workforce diversity, and (4) campus climate. The duration of the policy was five (5) years with review commencing during the fifth year.

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process and the

statewide diversity policy into one seamless framework, upon which equal educational opportunity goals can be set; strategies to obtain those goals can be developed, adopted, and implemented; and institutional progress can be evaluated. In addition, CPE continues to affirm diversity as a core value in its statewide strategic planning process. As such, this Policy and CPE's Strategic Agenda are completely aligned, with common metrics, strategies, and appropriate references and acknowledgments.

Policy for Diversity, Equity, and Inclusion:

This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

Definitions¹:

Culture – A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one's own cultural worldview;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

Diversity - People with varied human characteristics, ideas, world views, and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

Fidelity – Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following:

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.
- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

¹ Definitions were developed from AAC&U's "Making Excellence Inclusive" project, "Diversity and the College Experience" by Thompson and Cuseo (2009), and prior CPE documents.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Low-Income – Pell recipients at entry or during specific semesters (varies depending on the specific metric)

Underrepresented Minority (URM) – Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races.

Vision and Guiding Principles:

The vision of the CPE is for all public postsecondary institutions to implement strategies, programs, and services that fulfill the educational objectives set forth in *The Postsecondary Education Improvement Act* (HB 1, 1997 Special Session), and address the needs of and support the success of all students, particularly those most affected by institutional and systemic inequity and exclusion. The following principles shape the priorities that guide decisions about the Commonwealth’s promotion of diversity, equity, and inclusion:

- The recognition of diversity as a vital component of the state’s educational and economic development.
- An affirmation of the long-standing commitment to the enrollment and success of Kentucky’s African- American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- The nurturing, training, and production of students with the ability to interact effectively with people of different cultures (i.e., cultural competence.²)
- The preparation of a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- The creation of an inclusive environment on our campuses.

Focus Areas:

In congruence with CPE’s Strategic Agenda, this Policy identifies three (3) focus areas with the identical headings: (1) Opportunity, (2) Success, and (3) Impact. These are further described below with goals and strategies for each.

² K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).

“Opportunity” - Recruitment and Enrollment of Diverse Students

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students. Public postsecondary institutions in Kentucky have a responsibility to provide residents with the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

As discussed in *Grutter v. Bollinger*, 539 U.S. 306 (2003), student body diversity “helps to break down racial stereotypes” and “diminishing the force of such stereotypes is both a crucial part of [a university’s] mission, and one that it cannot accomplish with only token numbers of minority students. *Id.* at 333. The Court further noted that “ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.’ And, ‘[n]owhere is the importance of such openness more acute than in the context of higher education.’” *Id.* at 332.

The following rationales for increased student body diversity acknowledged in *Grutter* make the compelling case that maintaining a diverse student body is a foremost imperative from an educational, economic, civic and national security perspective:

- Benefits of a diverse student population (including but not limited to racial and ethnic diversity) include promoting cross-racial understanding, breaking down racial stereotypes, and promoting livelier and more enlightening classroom discussion.
- A college student’s diversity experience is associated with higher learning outcomes such as enhanced critical thinking skills, more involvement in community service, and a greater likelihood of retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.
- Today’s U.S. minority populations are tomorrow’s majorities and, if our minority populations continue at the same rate of educational attainment and achievement, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' ... [and] in maintaining the fabric of society." *Id.*
- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

It is apparent that the educational benefits of diversity are such that if overlooked or ignored, an institution would fail to provide its students with an essential component of his or her education.

CPE specifically acknowledges the constitutional limitations on the use of race in admission determinations and that the law in this area may change or be further clarified upon the issuance of future U.S. Supreme Court decisions. However, regardless of the legal landscape, CPE is committed to the belief that Kentucky's students benefit from a diverse learning environment, and therefore its public institutions shall implement strategies in accordance with the current law in order to reap those rewards on behalf of their students. Concurrently, CPE shall consider these limitations when approving institutional "Opportunity" goals and related strategies to meet them, as well as when it evaluates institutional progress toward meeting those goals.

Goals:

In order to help students receive the educational benefits of diversity, institutions shall set annual goals for the following:

- Enrollment of racial and ethnic minorities represented through a percentage range of the overall student population. Percentage range goals shall be set for the following IPEDS racial and ethnic categories:
 - Hispanic (regardless of race)
 - Black or African-American

Percentage range goals **may** include the following IPEDS racial categories:

- Two or more races
- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Asian

Percentage range goals **may** also be set for the enrollment of international students.

- Providing opportunities and support for other diverse students.
 - This **shall** be described through narrative or numerical form, or a combination of the two, and **may** include, but would not be limited to, the identification of various student groups with a presence on campus and information about student participation in those groups (e.g., LGBTQ, political, and religious organizations), as well as data on low-income and first-generation college students, students from historically impoverished regions of the state, and students with disabilities.

Strategies:

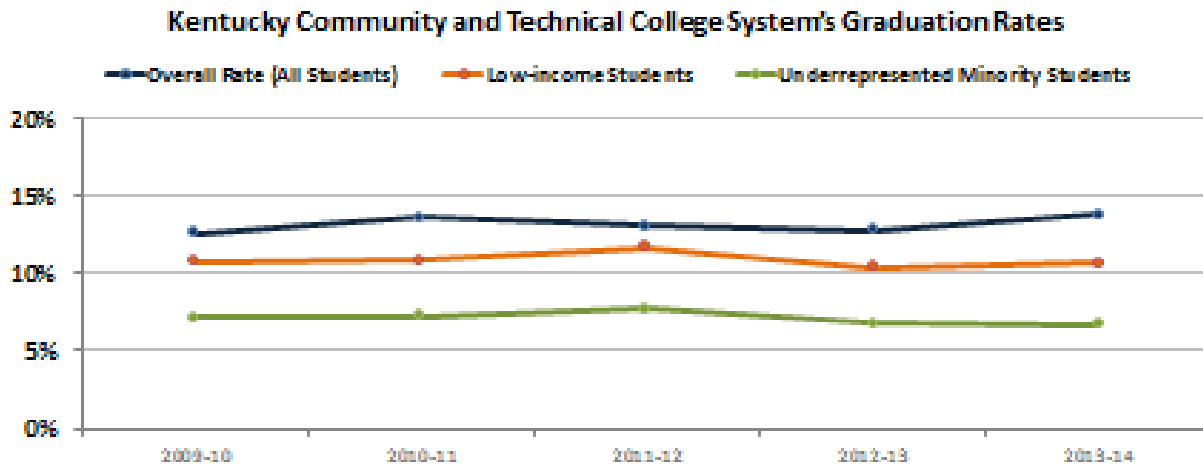
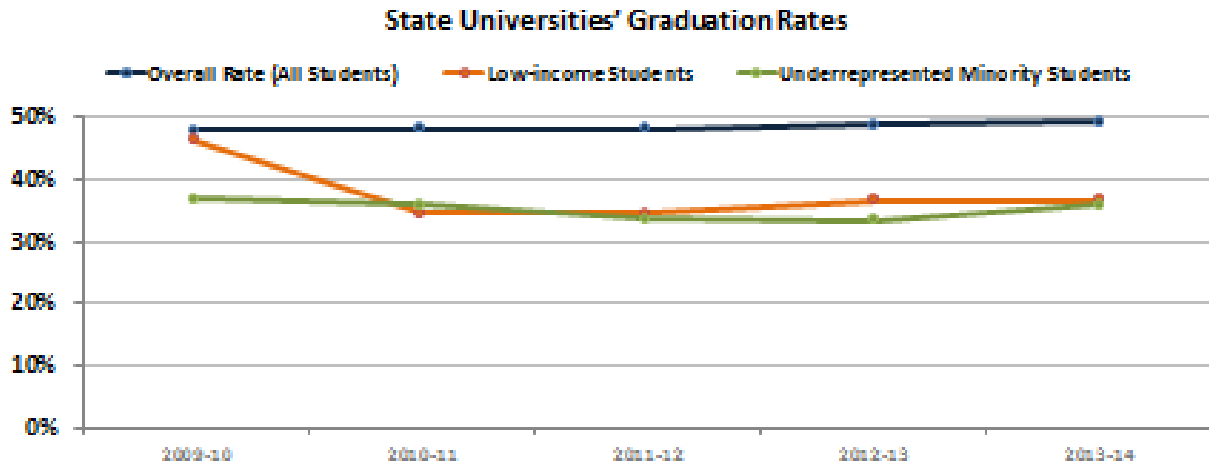
In order to meet the goals outlined above, institutions shall identify strategies for the recruitment and enrollment of diverse students and outline plans for implementation. These strategies may include:

- Race and ethnicity-neutral policies designed to increase diversity in the student body.
 - Examples are included in the following:
 - <http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf>

- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.

“Success” - Student Success

While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain student populations historically have exhibited lower rates of retention and graduation than the overall student population. The following charts show the graduation rate gaps between the overall population of Kentucky postsecondary students and underrepresented minorities and low-income students.



In order to improve the success of these students, institutions can implement strategies designed to address the issues research has shown to be linked to these opportunity gaps. As part of the Association of American Colleges & Universities' (AAC&U) Liberal Education and America's Promise (LEAP) initiative, as well as initiatives conducted by the Center for Community College Student Engagement (CCCSE), effective educational practices have been identified that,

according to a growing array of research studies, are correlated with positive educational results for students from widely varying backgrounds.³ Several of these “high impact practices” are listed below:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning (e.g., study abroad)
- Service learning, community-based learning
- Internships/co-ops
- Capstone courses and projects

Goals:

Institutions shall set annual goals for underrepresented minority and low-income students for the following student success metrics:

- 1st to 2nd year retention
- 3-year graduation rate (for KCTCS institutions)
- 6-year graduation rate (for 4-year institutions)
- Degrees conferred

Strategies:

To meet the goals outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline implementation plans. Strategies may include:

- High impact practices (described above).
- Enhanced academic advising.
- Summer bridge programs.
- Faculty mentoring programs.
- Early alert systems.
- Corequisite models of developmental education.

³ Kuh, AAC&U High Impact Practices, 2008; and Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

“Impact” - Campus Climate, Inclusiveness, and Cultural Competency

To fully realize the positive effects of diversity, Kentucky’s public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.⁴ In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people.

For example, students should have the opportunity to interact with diverse faculty and staff. In addition, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom, both on and off campus. Community and institutional partnerships can provide opportunities for those off-campus interactions and help improve the quality of life and personal safety of individuals involved by promoting cultural, social, educational, and recreational opportunities that emphasize citizenship and campus/community engagement.

Furthermore, in order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. If “diversity” refers to the variation in populations as defined in this policy, then “competency” refers to the ability to understand and appropriately address these variations. Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. As a result of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others. Students who become more culturally competent receive:

- A greater appreciation of cultural differences;
- Greater awareness of the viewpoints of other cultures; and
- A greater ability to interact with individuals from diverse backgrounds in professional settings.

If students are expected to be more culturally competent, faculty and staff should also possess that ability. All the benefits listed above can also be imparted to faculty and staff. Faculty and staff should also become more aware of issues of cultural norms, equity, and inclusion in order to help level the playing field for students who may arrive on campus with certain characteristics that may make it more difficult for them to be successful.

Goals:

Institutions shall set annual goals for the following:

- Increasing the racial and ethnic diversity of faculty and staff.

⁴ <http://campusclimate.ucop.edu/what-is-campus-climate/> (9/30/2015)

Institutions shall promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity.

Institutions shall work toward producing culturally competent students, faculty, and staff.

Strategies:

Institutions shall implement initiatives designed to increase the cultural competency of its students, faculty and staff. These initiatives may include:

- Administering a cultural competency assessment (e.g., Intercultural Effectiveness Scale and Intercultural Development Inventory).
- Offering courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curricula.
- Offering faculty development in cultural competency.
- Creating a cultural competency certificate program.

Institutions shall identify and implement strategies to increase, retain, and promote diverse faculty and staff. These initiatives may include:

- International faculty recruitment or recruitment of faculty with international experience.
- Faculty exchange programs.
- Promotion and tenure processes that support diverse faculty.
- Resources committed to professional development around cultural competency.
- Educating search committees on implicit biases.
- Supporting diverse interview panels for candidates.

Institutions shall identify and implement strategies to promote equity and inclusion on their campuses and monitor the campus and community environment in order to resolve equity and inclusion issues. These strategies may include:

- Conducting regular campus climate surveys.
- Creating a campus environment team.
- Increasing community engagement by students, faculty and staff.
- Providing faculty and staff development around equity and inclusion.
- Providing opportunities to participate in co-curricular activities.

Institutional Diversity Plan Submission and Approval:

To implement this Policy, each public institution shall create a campus-based plan for diversity, equity, and inclusion (Plan), which addresses the goals and strategies in the three focus areas and outlines an appropriate plan for assessment. Approved Plans must demonstrate that these goals and strategies are the responsibility of the entire institution, across multiple departments and levels of administration. Those tasked with development and implementation should work with the appropriate individuals on their respective campuses to create a holistic and comprehensive

Plan meeting all the requirements of this Policy and aligned with 2016-21 Strategic Agenda for Postsecondary and Adult Education.

A draft Plan shall be submitted for review and comment. A review team shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution's draft Plan. Institutions may engage its review team after initial comments and suggestions are provided to better ensure Policy compliance and ultimate approval. In reviewing the goals and strategies outlined in institutional Plans, teams shall consider a multitude of factors, including but not limited to, the following:

For enrollment percentage range goals:

- Statewide or local geographic area population, U.S. census data, and current population trends;
- Historic institutional data;

For student success goals:

- Rate of past and current performance;
- Gaps in achievement for identified groups;
- Achievement rates of students at peer institutions; and
- Institutional mission.

For strategies:

- Research supporting the potential effectiveness of any strategies or practices to be implemented;
- Evidence of past effectiveness of strategies previously or currently implemented at the institution;
- Financial feasibility; and
- Institutional mission.

Final Plans shall be approved by an institution's Board of Trustees or Regents and then submitted to the CPE president. CPE staff shall review each Plan and submit it to the CEO for review. Plans then shall be submitted to CPE for final adoption.

Institutional Diversity Plan Reporting and Evaluation:

For an institution to meet its equal educational opportunity goals and remain eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive a satisfactory composite score on the applicable Diversity Plan Report Evaluation Rubric (Rubric) as described below. Institutions' Diversity Plan Reports will be reviewed in accordance with the Rubric, which evaluates: (1) progress toward meeting goals, (2) evidence that identified strategies are implemented with fidelity, (3) analysis of strategy effectiveness, and (4) the lessons learned from that analysis and related next steps.

- The initial Diversity Plan Report is due in early 2018. The specific date will be determined after a review of data availability. Initial reports should use the Rubric as a guide for the information to be included, but reports will not be scored.

- Subsequent Diversity Plan Reports will be annually and will be scored using the Rubric. A composite score at or above 22 out of a maximum of 34 for community colleges and at or above 24 out of a maximum of 36 for universities will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19). If after the first substantive review and any subsequent annual reviews, an institution scores below 22 or 24, as applicable, the institution shall be ineligible to offer new academic programs.
- Drafts of all Diversity Plan Reports shall be submitted at least thirty (30) days prior to their due date for preliminary review, feedback, and confirmation of data validity.
- Ineligible institutions shall enter into a CPE-approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance deficiencies. At its discretion, the CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.
- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver shall be submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

Policy Oversight:

Pursuant to the direction of the CPE, the CEO shall provide oversight of the Policy and the implementation of institutional diversity plans. This may include, but is not limited to, requiring institutional presentations at CEO meetings on any or all aspects of its Diversity Plan, and Diversity Plan Reports, institutional site visits, and hosting workshops or sessions for institutions on diversity and equity-related issues and strategies for improved success in these areas.

Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - Universities

“Opportunity” - Recruitment and Enrollment of Diverse Students	Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure residents have the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.
“Success” - Student Success	While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations historically have exhibited lower graduation and retention rates than the overall student population.
“Impact” - Campus Climate, Inclusiveness, and Cultural Competency	To fully realize the positive impacts of diversity, Kentucky’s public institutions must provide an inclusive and supportive environment for its diverse group of students. In order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. Faculty and staff should also become more culturally competent in order to help the diverse student population thrive and succeed.

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0				
Goals	Target was met or exceeded.*	Target was not met, but progress toward the target was made. For enrollment, institution will either meet or not meet expectations (score 2 or 0).	Target was not met and progress was not made toward meeting expectations.*				
Undergraduate Enrollment				0			
Graduate Enrollment				0			
1st - 2nd Year Retention (URM)				0			
1st - 2nd Year Retention (low-income)				0			
6-year Graduation Rate (URM)				0			
6-year Graduation Rate (low-income)				0			
Degrees Conferred (URM)				0			
Degrees Conferred (low-income)				0			
Workforce Diversity				0			
Total: GOAL Score				0			

*For enrollment, the institution shall demonstrate that the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy. This may be substantiated by providing evidence that goals outlined in an institution’s plan were generally attained or significant progress was made toward those goals, that students have been provided the opportunity to interact with diverse peers both inside and outside the classroom, and through other means identified by the institution as supported by valid research. Progress toward any one goal shall not determine whether or not expectations have been met; an institution shall be evaluated based on the entirety of its report in this area.

CPE Reviewer Comments:

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0				
				Opportunity	Success	Impact	Total
Implementation of Strategies with Fidelity <i>Fidelity is defined as faithfulness in implementing programs and strategies as they were designed.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the identified strategies were implemented with fidelity.	Institution is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.				0

CPE Reviewer Comments:

44

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
Analysis of Strategy Effectiveness	The institution has provided a full and thorough analysis of the effectiveness of each strategy in accordance with the assessment plan outlined in its Plan. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. Strategies that were not fully implemented or not implemented at all are addressed at a basic level.	The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.				0
<i>CPE Reviewer Comments:</i>							
Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
Lessons Learned and Next Steps	The institution identifies a number of takeaways from the annual review process and describes in detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution identifies takeaways from the annual review process but fails to describe in any detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process at any substantive level and fails to fully describe how deficiencies will be addressed or performance will be improved or continued.				0
<i>CPE Reviewer Comments:</i>							
TOTAL: Criteria Score				0	0	0	0

Maximum Composite Score = 36

Minimum Composite Score Required for New Degree Program Eligibility = 24

Total Composite Score for Unit Reviewed	0
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Met target to offer new academic programs (circle one) Yes No

Performance improvement plan required (circle one) Yes No

Site visit and report recommended (circle one) Yes No

OVERALL CPE Reviewer Comments:	
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Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - KCTCS

“Opportunity” - Recruitment and Enrollment of Diverse Students	Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure residents have the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.
“Success” - Student Success	While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations historically have exhibited lower graduation and retention rates than the overall student population.
“Impact” - Campus Climate, Inclusiveness, and Cultural Competency	To fully realize the positive impacts of diversity, Kentucky’s public institutions must provide an inclusive and supportive environment for its diverse group of students. In order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. Faculty and staff should also become more culturally competent in order to help the diverse student population thrive and succeed.

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score
	2	1	0	
Goals	Target was met or exceeded.*	Target was not met, but progress toward the target was made. For enrollment, institution will either meet or not meet expectations (score 2 or 0).	Target was not met and progress was not made toward meeting expectations.*	
Undergraduate Enrollment				0
1st - 2nd Year Retention (URM)				0
1st - 2nd Year Retention (low-income)				0
3-year Graduation Rate (URM)				0
3-year Graduation Rate (low-income)				0
Degrees Conferred (URM)				0
Degrees Conferred (low-income)				0
Workforce Diversity				0
Total: GOAL Score				0

*For enrollment, the institution shall demonstrate that the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy. This may be substantiated by providing evidence that goals outlined in an institution’s plan were generally attained or significant progress was made toward those goals, that students have been provided the opportunity to interact with diverse peers both inside and outside the classroom, and through other means identified by the institution as supported by valid research. Progress toward any one goal shall not determine whether or not expectations have been met; an institution shall be evaluated based on the entirety of its report in this area.

CPE Reviewer Comments:

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0				
				Opportunity	Success	Impact	Total
Implementation of Strategies with Fidelity <i>Fidelity is defined as faithfulness in implementing programs and strategies as they were designed.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the identified strategies were implemented with fidelity.	Institution is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.				0
<i>CPE Reviewer Comments:</i>							

46

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
Analysis of Strategy Effectiveness	The institution has provided a full and thorough analysis of the effectiveness of each strategy in accordance with the assessment plan outlined in its Plan. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. Strategies that were not fully implemented or not implemented at all are addressed at a basic level.	The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.				0
<i>CPE Reviewer Comments:</i>							
Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
Lessons Learned and Next Steps	The institution identifies a number of takeaways from the annual review process and describes in detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution identifies takeaways from the annual review process but fails to describe in any detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process at any substantive level and fails to fully describe how deficiencies will be addressed or performance will be improved or continued.				0
<i>CPE Reviewer Comments:</i>							
TOTAL: Criteria Score				0	0	0	0

Maximum Composite Score = 34

Minimum Composite Score Required for New Degree Program Eligibility = 22

Total Composite Score for Unit Reviewed	0
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Met target to offer new academic programs (circle one) Yes No

Performance improvement plan required (circle one) Yes No

Site visit and report recommended (circle one) Yes No

OVERALL CPE Reviewer Comments:	
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Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion

Adopted by CPE: DATE

Adopted by CEO: DATE

Background:

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Council on Higher Education developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education." This plan was reconstituted and revised for almost three decades until December 2008, when OCR released Kentucky from the remedial planning process.

During those 25 plus years, the Desegregation Plan generally focused on increasing the enrollment and success of African-American students, increasing the number of African-American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight on plan implementation and ensure that diversity initiatives were a priority on Kentucky's public college and university campuses, the CPE created the Committee on Equal Opportunities (CEO).

Following Kentucky's release by OCR, the CPE directed the CEO, in collaboration with the public institutions, to ensure that the significant progress made in promoting diversity was preserved and further enhanced throughout public postsecondary education. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities as well. Originally enacted in Senate Bill 398 of the 1992 Regular Session, KRS 164.020(19) requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution if the institution has not met the equal educational opportunity goals established by CPE.

In order to continue to meet its statutory obligation and further its commitment to diversity and inclusion, the CEO and CPE revised its administrative regulation 13 KAR 2:060, which sets forth the new academic degree program approval process and institutional equal opportunity goals. Incorporated by reference into that regulation was the first Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, adopted by the CEO and CPE in August and September of 2010, respectively. Under this policy, CPE set forth a very broad definition of diversity, and institutions were required to create diversity plans that addressed, at a minimum, four areas: (1) student body diversity that mirrors the diversity of the Commonwealth or the institution's service area, (2) the closing of achievement gaps, (3) workforce diversity, and (4) campus climate. The duration of the policy was five (5) years with review commencing during the fifth year.

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process and the statewide diversity policy into one seamless framework, upon which equal educational opportunity goals can be set; strategies to obtain those goals can be developed, adopted, and implemented; and institutional progress can be evaluated. In addition, CPE continues to affirm diversity as a core value in its statewide strategic planning process. As such, this Policy and CPE's Strategic Agenda are completely aligned, with common metrics, strategies, and appropriate references and acknowledgments.

Policy for Diversity, Equity, and Inclusion:

This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

Definitions¹:

Diversity - An inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, gender identity, gender presentation, religion, color, creed, national origin, age, physical abilities, socio-economic status, life experiences, political ideology, geographic region, and ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing achievement gaps in student success and completion.

Equity-mindedness - A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California).²

Fidelity – Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following:

¹ Definitions were developed from AAC&U's "Making Excellence Inclusive" project, "Diversity and the College Experience" by Thompson and Cuseo (2009), and prior CPE documents.

² <https://www.aacu.org/programs-partnerships/making-excellence-inclusive> (October 1, 2015).

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.
- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

Culture – A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one’s own cultural worldview;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

Low-Income – Students who are eligible to receive Federal Pell Grants.

Underrepresented Minority – Students who identify as Hispanic (regardless of race), Black or African-American, or as being of two or more races.

Vision and Guiding Principles:

The vision of the CPE is for all public postsecondary institutions to implement strategies, programs, and services that fulfill the educational objectives set forth in *The Postsecondary Education Improvement Act* (HB 1, 1997 Special Session), and address the needs of and support the success of all students, particularly those most affected by institutional and systemic inequity and exclusion. The following principles shape the priorities that guide decisions about the Commonwealth’s promotion of diversity, equity, and inclusion:

- The recognition of diversity as a vital component of the state’s educational and economic development.
- An affirmation of the long-standing commitment to the enrollment and success of Kentucky’s African- American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.

- The nurturing, training, and production of students with the ability to interact effectively with people of different cultures (i.e., cultural competence.³)
- The preparation of a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- The creation of an inclusive culture and environment on our campuses.

Focus Areas:

In congruence with CPE’s Strategic Agenda, this Policy identifies three (3) focus areas with the identical headings: (1) Opportunity, (2) Success, and (3) Impact. These are further described below with goals and strategies for each.

“Opportunity” - Recruitment and Enrollment of Diverse Students

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students. Public postsecondary institutions in Kentucky have a responsibility to provide residents with the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

As discussed in *Grutter v. Bollinger*, 539 U.S. 306 (2003), student body diversity “helps to break down racial stereotypes” and “diminishing the force of such stereotypes is both a crucial part of [a university’s] mission, and one that it cannot accomplish with only token numbers of minority students. *Id.* at 333. The Court further noted that “ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.’ And, ‘[n]owhere is the importance of such openness more acute than in the context of higher education.’” *Id.* at 332.

The following rationales for increased student body diversity acknowledged in *Grutter* make the compelling case that maintaining a diverse student body is a foremost imperative from an educational, economic, civic and national security perspective:

- Benefits of a diverse student population (including but not limited to racial and ethnic diversity) include promoting cross-racial understanding, breaking down racial stereotypes, and promoting livelier and more enlightening classroom discussion.
- A college student’s diversity experience is associated with higher learning outcomes such as enhanced critical thinking skills, more involvement in community service, and a greater likelihood of retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.

³ K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).

- Today’s U.S. minority populations are tomorrow’s majorities and, if our minorities continue at the same rate of educational attainment, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' ... [and] in maintaining the fabric of society." *Id.*
- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

It is apparent that the educational benefits of diversity are such that if overlooked or ignored, an institution would fail to provide its students with an essential component of his or her education.

CPE specifically acknowledges the constitutional limitations on the use of race in admission determinations and that the law in this area may change or be further clarified upon the issuance of future U.S. Supreme Court decisions. However, regardless of the legal landscape, CPE is committed to the belief that Kentucky’s students benefit from a diverse learning environment, and therefore its public institutions shall implement strategies in accordance with the current law in order to reap those rewards on behalf of their students. Concurrently, CPE shall consider these limitations when approving institutional “Opportunity” goals and related strategies to meet them, as well as when it evaluates institutional progress toward meeting those goals.

Goals:

Institutions shall set annual goals for the recruitment and enrollment of diverse students in its Diversity Plan in order to help students receive the educational benefits of diversity. These goals shall include the following:

- Enrollment of historically underrepresented minorities represented through a percentage range of the overall student population. Percentage range goals shall be set for the following IPEDS racial and ethnic categories:
 - Hispanic (regardless of race)
 - Black or African-American
 - Two or more races

Percentage range goals **may** be set in the same manner for the following IPEDS racial categories:

- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Asian

Percentage range goals **may** also be set for the enrollment of international students.

- Enrollment of other students exhibiting the characteristics identified in the definition of diversity.
 - This **shall** be described through narrative or numerical form, or a combination of the two, and **may** include, but would not be limited to, the identification of various student groups with a presence on campus and information about student participation in those groups (e.g., LGBTQ, political, and religious organizations), as well as data on low-income and first-generation college students, students from historically impoverished regions of the state, and students with disabilities.

Strategies:

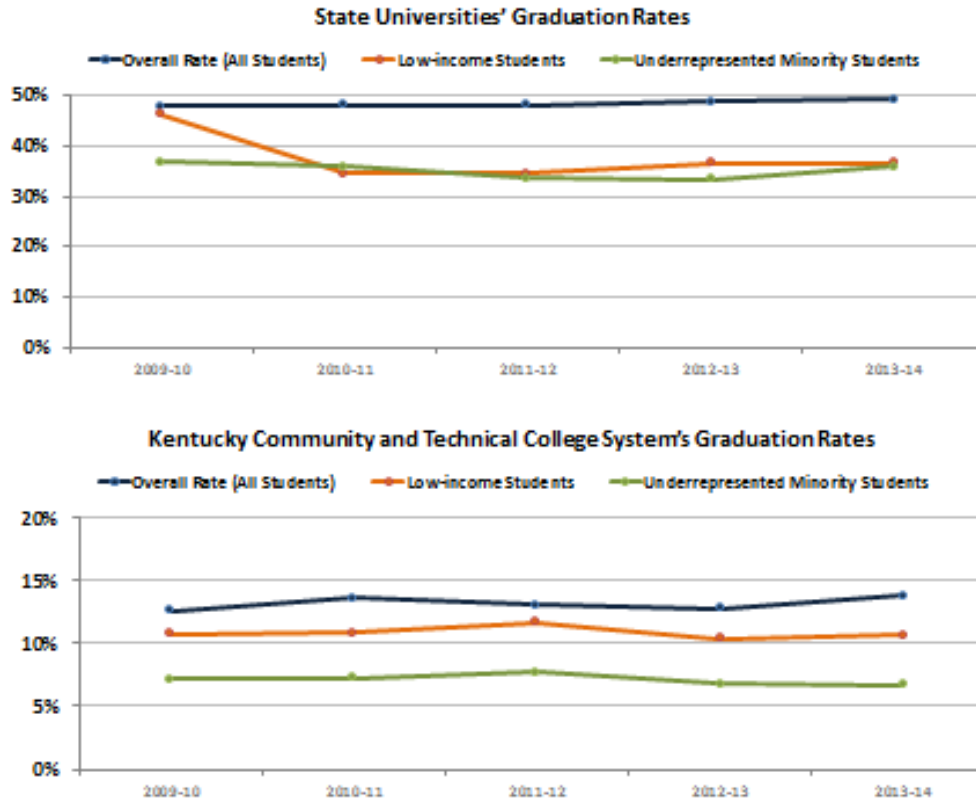
In order to meet the goals outlined above, institutions shall identify strategies for the recruitment and enrollment of diverse students and outline plans for implementation. These strategies may include:

- Race and ethnicity-neutral policies designed to increase diversity in the student body.
 - Examples are included in the following:
 - <http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf>
- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.

“Success” - Student Success

While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations historically have exhibited lower rates of retention and graduation than the overall student population. The following charts show the graduation rate gaps between the overall population of Kentucky postsecondary students and underrepresented minorities and low-income students.

(Policy – As approved by the CEO on May 16, 2016)



In order to improve the success of these students, institutions can implement strategies designed to address the issues research has shown to be linked to these opportunity gaps. As part of the Association of American Colleges & Universities' (AAC&U) Liberal Education and America's Promise (LEAP) initiative, as well as initiatives conducted by the Center for Community College Student Engagement (CCCSE), effective educational practices have been identified that, according to a growing array of research studies, are correlated with positive educational results for students from widely varying backgrounds.⁴ Several of these "high impact practices" are listed below:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning (e.g., study abroad)
- Service learning, community-based learning
- Internships/co-ops
- Capstone courses and projects

⁴ Kuh, AAC&U High Impact Practices, 2008; and Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

Goals:

Institutions shall set annual goals for historically underrepresented minority and low-income students for the following student success metrics:

- 1st to 2nd year retention
- 3-year graduation rate (for KCTCS institutions)
- 6-year graduation rate (for 4-year institutions)
- Degrees conferred

Strategies:

In order to meet the goals outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline implementation plans. Strategies may include:

- High impact practices (described above).
- Enhanced academic advising.
- Summer bridge programs.
- Faculty mentoring programs.
- Early alert systems.
- Corequisite models of developmental education.

“Impact” - Campus Climate, Inclusiveness, and Cultural Competency

To fully realize the positive effects of diversity, Kentucky’s public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.⁵ In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people.

For example, students should have the opportunity to interact with diverse faculty and staff. In addition, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom, both on and off campus. Community and institutional partnerships can provide opportunities for those off-campus interactions and help improve the quality of life and personal safety of individuals involved by promoting cultural, social, educational, and recreational opportunities that emphasize citizenship and campus/community engagement.

Furthermore, in order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. If “diversity” refers to the variation in populations as defined in this policy, then “competency” refers to the ability to understand and

⁵ <http://campusclimate.ucop.edu/what-is-campus-climate/> (9/30/2015)

appropriately address these variations. Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. As a result of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others. Students who become more culturally competent receive:

- A greater appreciation of cultural differences;
- Greater awareness of the viewpoints of other cultures;
- The ability to assess one's own culture-related privilege;
- A greater concern for issues of power, privilege, and social justice; and
- A greater ability to interact with individuals from diverse backgrounds in professional settings.

If students are expected to be more culturally competent, faculty and staff should also possess that ability. All the benefits listed above can also be imparted to faculty and staff. Faculty and staff should also become more equity-minded in order to help level the playing field for students who may arrive on campus with certain characteristics that may make it more difficult for them to be successful.

Goals:

Institutions shall set annual goals for the following:

- Increasing diverse faculty and staff.

Institutions shall promote equity and inclusion on campus in order to create a positive campus climate that embraces the broad definition of diversity set forth in this Policy.

Institutions shall work toward producing culturally competent students, faculty, and staff.

Strategies:

Institutions shall implement initiatives designed to increase the cultural competency of its students, faculty and staff. These initiatives may include:

- Administering a cultural competency assessment (e.g., Intercultural Effectiveness Scale and Intercultural Development Inventory).
- Offering courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curricula.
- Offering faculty development in cultural competency.
- Creating a cultural competency certificate program.

Embracing the broad definition of diversity outlined in this Policy, institutions shall identify and implement strategies to increase, retain, and promote diverse faculty and staff. These initiatives may include:

- International faculty recruitment or recruitment of faculty with international experience.
- Faculty exchange programs.
- Promotion and tenure processes that support diverse faculty.
- Resources committed to professional development around cultural competency.
- Educating search committees on implicit biases.
- Supporting diverse interview panels for candidates.

Institutions shall identify and implement strategies to promote equity and inclusion on their campuses and monitor the campus and community environment in order to resolve equity and inclusion issues. These strategies may include:

- Conducting regular campus climate surveys.
- Creating a campus environment team.
- Increasing community engagement by students, faculty and staff.
- Providing faculty and staff development around equity and inclusion.
- Providing opportunities to participate in co-curricular activities.

Institutional Diversity Plan Submission and Approval:

To implement this Policy, each public institution shall create a campus-based plan for diversity, equity, and inclusion (Plan), which addresses the goals and strategies in the three focus areas and outlines an appropriate plan for assessment. Approved Plans must demonstrate that these goals and strategies are the responsibility of the entire institution, across multiple departments and levels of administration. Those tasked with development and implementation should work with the appropriate individuals on their respective campuses to create a holistic and comprehensive Plan meeting all the requirements of this Policy.

A draft Plan shall be submitted for review and comment. A review team consisting of CPE staff, CEO members, and institutional faculty or staff shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution’s draft Plan. Institutions may engage its review team after initial comments and suggestions are provided to better ensure Policy compliance and ultimate approval. In reviewing the goals and strategies outlined in institutional Plans, teams shall consider a multitude of factors, including but not limited to, the following:

For enrollment percentage range goals:

- Statewide or local geographic area population, U.S. census data, and current trends;
- Historic institutional data;

For student success goals:

- Rate of past and current performance;
- Gaps in achievement for identified groups;

- Achievement rates of students at peer institutions; and
- Institutional mission.

For strategies:

- Research supporting the potential effectiveness of any strategies or practices to be implemented;
- Evidence of past effectiveness of strategies previously or currently implemented at the institution;
- Financial feasibility; and
- Institutional mission.

Final Plans shall be approved by an institution's Board of Trustees or Regents and then submitted to the CPE president. CPE staff shall review each Plan and submit it to the CEO for review. Plans then shall be submitted to CPE for final adoption. Final Plans shall be adopted on or before the September 2017 CPE meeting.

Institutional Diversity Plan Reporting and Evaluation:

In order for an institution to meet its equal educational opportunity goals and remain eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive a satisfactory composite score on the applicable Diversity Plan Report Evaluation Rubric (Rubric) as described below. Institutions' Diversity Plan Reports will be reviewed in accordance with the Rubric, which evaluates: (1) progress toward meeting goals, (2) evidence that identified strategies are implemented with fidelity, (3) analysis of strategy effectiveness, and (4) the lessons learned from that analysis and related next steps.

- The initial Diversity Plan Report is due February 15, 2018. Initial reports should use the Rubric as a guide for the information to be included, but reports will not be scored.
- Subsequent Diversity Plan Reports will be due February 15th annually and will be scored using the Rubric. A composite score at or above 22 out of a maximum of 34 for community colleges and at or above 24 out of a maximum of 36 for universities will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19). If after the first substantive review and any subsequent annual reviews, an institution scores below 22 or 24, as applicable, the institution shall be ineligible to offer new academic programs.
- Drafts of all Diversity Plan Reports shall be submitted at least thirty (30) days prior to their due date for preliminary review, feedback, and confirmation of data validity.
- Ineligible institutions shall enter into a CPE-approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance deficiencies. At its discretion, the CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.
- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver shall be submitted to the CEO for review, and then to CPE for final

(Policy – As approved by the CEO on May 16, 2016)

approval. Approval must be granted before the institution can initiate the program approval process.

Policy Oversight:

Pursuant to the direction of the CPE, the CEO shall provide oversight of the Policy and the implementation of institutional diversity plans. This may include, but is not limited to, requiring institutional presentations at CEO meetings on any or all aspects of its Diversity Plan, and Diversity Plan Reports, institutional site visits, and hosting workshops or sessions for institutions on diversity and equity-related issues and strategies for improved success in these areas.

Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion

Adopted by CPE: DATE

Adopted by CEO: DATE

Background:

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history of promoting diversity and inclusion at Kentucky’s public postsecondary institutions. In 1982, the Council on Higher Education (CHE) developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Department of Education’s Office for Civil Rights (OCR) finding that “the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education.”

~~This plan was reconstituted and revised for almost three decades until December 2008, when OCR released Kentucky from the remedial planning process.~~

~~During those~~For the next 25 plus years, ~~CHE and CPE focused~~ the Desegregation Plan ~~generally focused and its subsequent revisions~~ on increasing the enrollment and success of African-American students, increasing the number of African- American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight on plan implementation and ensure that diversity initiatives were a priority on Kentucky’s public college and university campuses, the CPE created the Committee on Equal Opportunities (CEO).

~~In December of 2008, the OCR released~~ ~~Following Kentucky’s release by OCR from the remedial planning process, but CPE sought to continue its diversity efforts and initiatives. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities through KRS 164.020(19) which requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution if the institution has not met the equal educational opportunity goals established by CPE. As such,~~ the CPE directed the CEO, in collaboration with the public institutions, to ~~develop a process that would help to~~ ensure that the significant progress made in promoting diversity was preserved and further enhanced throughout public postsecondary education.

~~CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities as well. Originally enacted in Senate Bill 398 of the 1992 Regular Session, KRS 164.020(19) requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution if the institution has not met the equal educational opportunity goals established by CPE.~~

In order to continue to meet its statutory obligation and further its commitment to diversity and inclusion, the CEO and CPE revised its administrative regulation 13 KAR 2:060, which sets forth the new academic degree program approval process and institutional equal opportunity goals. Incorporated by reference into that regulation was the first Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, adopted by the CEO and CPE in August and September of 2010, respectively.

Under this policy, CPE set forth a very broad definition of diversity, and institutions were required to create diversity plans that addressed, at a minimum, four areas: (1) student body diversity that mirrors the diversity of the Commonwealth or the institution’s service area, (2) the closing of achievement gaps, (3) workforce diversity, and (4) campus climate. The duration of the policy was five (5) years with review commencing during the fifth year.

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process and the statewide diversity policy into one seamless framework, upon which equal educational opportunity goals can be set; strategies to obtain those goals can be developed, adopted, and implemented; and institutional progress can be evaluated. In addition, CPE continues to affirm diversity as a core value in its statewide strategic planning process. As such, this Policy and CPE’s Strategic Agenda are completely aligned, with common metrics, strategies, and appropriate references and acknowledgments.

Policy for Diversity, Equity, and Inclusion:

This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

Definitions¹:

Culture – A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one’s own cultural worldview;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

Diversity - An inclusive community of people with varied human characteristics, ideas, and world views, and backgrounds. related, but not limited, to race, ethnicity, sexual orientation, gender, gender identity, gender presentation, religion, color, creed, national origin, age, physical abilities, socio-economic status, life experiences, political ideology, geographic region, and ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

Inclusion – The active, intentional, and ongoing engagement with diversity in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect in ways that increase awareness, content knowledge, cognitive

¹ Definitions were developed from AAC&U’s “Making Excellence Inclusive” project, “Diversity and the College Experience” by Thompson and Cuseo (2009), and prior CPE documents.

~~sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.~~

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs ~~that are capable of closing achievement gaps in student success and completion.~~

~~Equity mindedness—A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California).²~~

Fidelity – Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following:

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.
- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

~~Culture—A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.~~

~~Cultural Competence—An ability to interact effectively with people of different cultures. A culturally competent individual:~~

- ~~•—Has an awareness of one’s own cultural worldview;~~
- ~~•—Possesses knowledge of different cultural practices and worldviews; and~~
- ~~•—Possesses cross-cultural skills to better interact with those from other cultures.~~

Low-Income – ~~Pell recipients at entry or during specific semesters (varies depending on the specific metric) Students who are eligible to receive Federal Pell Grants.~~

² ~~<https://www.aacu.org/programs-partnerships/making-excellence-inclusive> (October 1, 2015).~~

Underrepresented Minority (URM) – Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races.
~~identify as Hispanic (regardless of race), Black or African American, or as being of two or more races.~~

Vision and Guiding Principles:

The vision of the CPE is for all public postsecondary institutions to implement strategies, programs, and services that fulfill the educational objectives set forth in *The Postsecondary Education Improvement Act* (HB 1, 1997 Special Session), and address the needs of and support the success of all students, particularly those most affected by institutional and systemic inequity and exclusion. The following principles shape the priorities that guide decisions about the Commonwealth’s promotion of diversity, equity, and inclusion:

- The recognition of diversity as a vital component of the state’s educational and economic development.
- An affirmation of the long-standing commitment to the enrollment and success of Kentucky’s African- American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- The nurturing, training, and production of students with the ability to interact effectively with people of different cultures (i.e., cultural competence.³)
- The preparation of a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- The creation of an inclusive ~~culture and~~ environment on our campuses.

Focus Areas:

In congruence with CPE’s Strategic Agenda, this Policy identifies three (3) focus areas with the identical headings: (1) Opportunity, (2) Success, and (3) Impact. These are further described below with goals and strategies for each.

“Opportunity” - Recruitment and Enrollment of Diverse Students

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students. Public postsecondary institutions in Kentucky have a responsibility to provide residents with the opportunity to receive a rich and fulfilling

³ K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).

educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

As discussed in *Grutter v. Bollinger*, 539 U.S. 306 (2003), student body diversity “helps to break down racial stereotypes” and “diminishing the force of such stereotypes is both a crucial part of [a university’s] mission, and one that it cannot accomplish with only token numbers of minority students. *Id.* at 333. The Court further noted that ““ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.’ And, ‘[n]owhere is the importance of such openness more acute than in the context of higher education.’” *Id.* at 332.

The following rationales for increased student body diversity acknowledged in *Grutter* make the compelling case that maintaining a diverse student body is a foremost imperative from an educational, economic, civic and national security perspective:

- Benefits of a diverse student population (including but not limited to racial and ethnic diversity) include promoting cross-racial understanding, breaking down racial stereotypes, and promoting livelier and more enlightening classroom discussion.
- A college student’s diversity experience is associated with higher learning outcomes such as enhanced critical thinking skills, more involvement in community service, and a greater likelihood of retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.
- Today’s U.S. minority populations are tomorrow’s majorities and, if our minorityties populations continue at the same rate of educational attainment and achievement, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' ... [and] in maintaining the fabric of society." *Id.*
- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

It is apparent that the educational benefits of diversity are such that if overlooked or ignored, an institution would fail to provide its students with an essential component of his or her education.

CPE specifically acknowledges the constitutional limitations on the use of race in admission determinations and that the law in this area may change or be further clarified upon the issuance of future U.S. Supreme Court decisions. However, regardless of the legal landscape, CPE is committed to the belief that Kentucky’s students benefit from a diverse learning environment, and therefore its public institutions shall implement strategies in accordance with the current law in order to reap those rewards on behalf of their students. Concurrently, CPE shall consider

these limitations when approving institutional “Opportunity” goals and related strategies to meet them, as well as when it evaluates institutional progress toward meeting those goals.

Goals:

~~In order to help students receive the educational benefits of diversity, i~~Institutions shall set annual goals for ~~the recruitment and enrollment of diverse students in its Diversity Plan in order to help students receive the educational benefits of diversity. These goals shall include~~ the following:

- Enrollment of ~~historically underrepresented~~racial and ethnic minorities represented through a percentage range of the overall student population. Percentage range goals shall be set for the following IPEDS racial and ethnic categories:
 - Hispanic (regardless of race)
 - ~~Black or African-American~~
 - Two or more races

Percentage range goals **may** ~~be set in the same manner for~~include the following IPEDS racial categories:

- Two or more races
- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Asian

Percentage range goals **may** also be set for the enrollment of international students.

- ~~Enrollment~~Providing opportunities and support for ~~of~~ other diverse students ~~exhibiting the characteristics identified in the definition of diversity.~~
 - This **shall** be described through narrative or numerical form, or a combination of the two, and **may** include, but would not be limited to, the identification of various student groups with a presence on campus and information about student participation in those groups (e.g., LGBTQ, political, and religious organizations), as well as data on low-income and first-generation college students, students from historically impoverished regions of the state, and students with disabilities.

Strategies:

In order to meet the goals outlined above, institutions shall identify strategies for the recruitment and enrollment of diverse students and outline plans for implementation. These strategies may include:

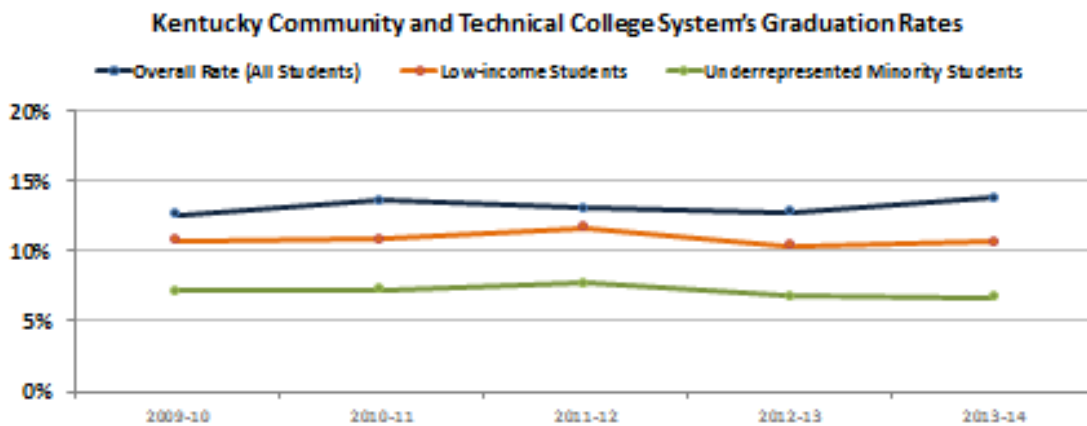
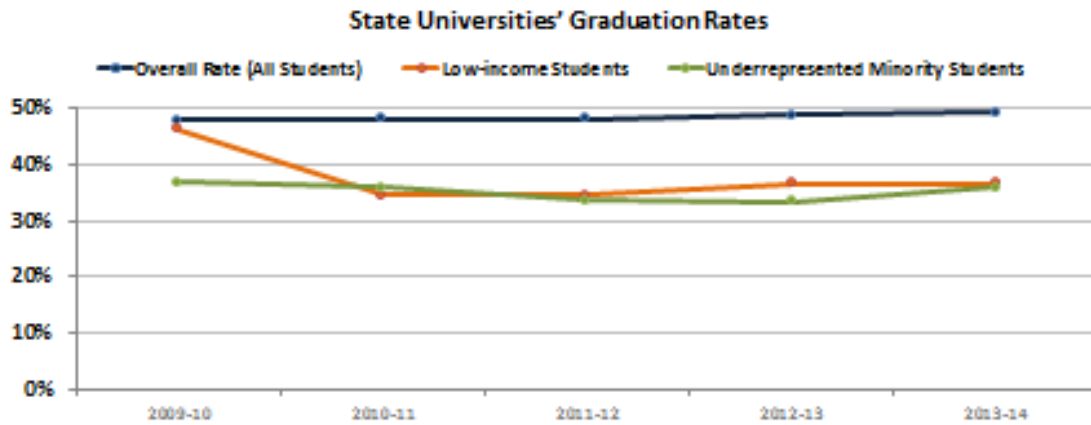
- Race and ethnicity-neutral policies designed to increase diversity in the student body.
 - Examples are included in the following:
 - <http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf>

— Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.



“Success” - Student Success

While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain ~~diverse~~ student populations historically have exhibited lower rates of retention and graduation than the overall student population. The following charts show the graduation rate gaps between the overall population of Kentucky postsecondary students and underrepresented minorities and low-income students.



In order to improve the success of these students, institutions can implement strategies designed to address the issues research has shown to be linked to these opportunity gaps. As part of the Association of American Colleges & Universities’ (AAC&U) Liberal Education and America’s Promise (LEAP) initiative, as well as initiatives conducted by the Center for Community College Student Engagement (CCCSE), effective educational practices have been identified that, according to a growing array of research studies, are correlated with positive educational results

for students from widely varying backgrounds.⁴ Several of these “high impact practices” are listed below:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning (e.g., study abroad)
- Service learning, community-based learning
- Internships/co-ops
- Capstone courses and projects

Goals:

Institutions shall set annual goals for ~~historically~~ underrepresented minority and low-income students for the following student success metrics:

- 1st to 2nd year retention
- 3-year graduation rate (for KCTCS institutions)
- 6-year graduation rate (for 4-year institutions)
- Degrees conferred

Strategies:

~~In order to~~ To meet the goals outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline implementation plans. Strategies may include:

- High impact practices (described above).
- Enhanced academic advising.
- Summer bridge programs.
- Faculty mentoring programs.
- Early alert systems.
- Corequisite models of developmental education.

“Impact” - Campus Climate, Inclusiveness, and Cultural Competency

To fully realize the positive effects of diversity, Kentucky’s public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty,

⁴ Kuh, AAC&U High Impact Practices, 2008; and Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

staff, administrators and students concerning the level of respect for individual needs, abilities and potential.⁵ In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people.

For example, students should have the opportunity to interact with diverse faculty and staff. In addition, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom, both on and off campus. Community and institutional partnerships can provide opportunities for those off-campus interactions and help improve the quality of life and personal safety of individuals involved by promoting cultural, social, educational, and recreational opportunities that emphasize citizenship and campus/community engagement.

Furthermore, in order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. If “diversity” refers to the variation in populations as defined in this policy, then “competency” refers to the ability to understand and appropriately address these variations. Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. As a result of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others. Students who become more culturally competent receive:

- A greater appreciation of cultural differences;
- ~~Greater awareness of the viewpoints of other cultures;~~
- ~~The ability to assess one’s own culture related privilege;~~
- ~~A greater concern for issues of power, privilege, and social justice;~~ and
- A greater ability to interact with individuals from diverse backgrounds in professional settings.

If students are expected to be more culturally competent, faculty and staff should also possess that ability. All the benefits listed above can also be imparted to faculty and staff. Faculty and staff should also become more ~~equity-minded~~aware of issues of cultural norms, equity, and inclusion in order to help level the playing field for students who may arrive on campus with certain characteristics that may make it more difficult for them to be successful.

Goals:

Institutions shall set annual goals for the following:

- Increasing the racial and ethnic diversity of faculty and staff.

Institutions shall promote equity and inclusion on campus in order to create a positive campus climate that embraces ~~the broad definition of diversity set forth in this Policy.~~

⁵ <http://campusclimate.ucop.edu/what-is-campus-climate/> (9/30/2015)

Institutions shall work toward producing culturally competent students, faculty, and staff.

Strategies:

Institutions shall implement initiatives designed to increase the cultural competency of its students, faculty and staff. These initiatives may include:

- Administering a cultural competency assessment (e.g., Intercultural Effectiveness Scale and Intercultural Development Inventory).
- Offering courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curricula.
- Offering faculty development in cultural competency.
- Creating a cultural competency certificate program.

~~Embracing the broad definition of diversity outlined in this Policy,~~ Institutions shall identify and implement strategies to increase, retain, and promote diverse faculty and staff. These initiatives may include:

- International faculty recruitment or recruitment of faculty with international experience.
- Faculty exchange programs.
- Promotion and tenure processes that support diverse faculty.
- Resources committed to professional development around cultural competency.
- Educating search committees on implicit biases.
- Supporting diverse interview panels for candidates.

Institutions shall identify and implement strategies to promote equity and inclusion on their campuses and monitor the campus and community environment in order to resolve equity and inclusion issues. These strategies may include:

- Conducting regular campus climate surveys.
- Creating a campus environment team.
- Increasing community engagement by students, faculty and staff.
- Providing faculty and staff development around equity and inclusion.
- Providing opportunities to participate in co-curricular activities.

Institutional Diversity Plan Submission and Approval:

To implement this Policy, each public institution shall create a campus-based plan for diversity, equity, and inclusion (Plan), which addresses the goals and strategies in the three focus areas and outlines an appropriate plan for assessment. Approved Plans must demonstrate that these goals and strategies are the responsibility of the entire institution, across multiple departments and levels of administration. Those tasked with development and implementation should work with the appropriate individuals on their respective campuses to create a holistic and comprehensive Plan meeting all the requirements of this Policy [and aligned with 2016-21 Strategic Agenda for Postsecondary and Adult Education](#).

A draft Plan shall be submitted for review and comment. A review team ~~consisting of CPE staff, CEO members, and institutional faculty or staff~~ shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution’s draft Plan. Institutions may engage its review team after initial comments and suggestions are provided to better ensure Policy compliance and ultimate approval. In reviewing the goals and strategies outlined in institutional Plans, teams shall consider a multitude of factors, including but not limited to, the following:

For enrollment percentage range goals:

- Statewide or local geographic area population, U.S. census data, and current population trends;
- Historic institutional data;

For student success goals:

- Rate of past and current performance;
- Gaps in achievement for identified groups;
- Achievement rates of students at peer institutions; and
- Institutional mission.

For strategies:

- Research supporting the potential effectiveness of any strategies or practices to be implemented;
- Evidence of past effectiveness of strategies previously or currently implemented at the institution;
- Financial feasibility; and
- Institutional mission.

Final Plans shall be approved by an institution’s Board of Trustees or Regents and then submitted to the CPE president. CPE staff shall review each Plan and submit it to the CEO for review. Plans then shall be submitted to CPE for final adoption. ~~Final Plans shall be adopted on or before August 1, 2017.~~

Institutional Diversity Plan Reporting and Evaluation:

~~In order f~~For an institution to meet its equal educational opportunity goals and remain eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive a satisfactory composite score on the applicable Diversity Plan Report Evaluation Rubric (Rubric) as described below. Institutions’ Diversity Plan Reports will be reviewed in accordance with the Rubric, which evaluates: (1) progress toward meeting goals, (2) evidence that identified strategies are implemented with fidelity, (3) analysis of strategy effectiveness, and (4) the lessons learned from that analysis and related next steps.

- The initial Diversity Plan Report is ~~due due by January 1530, in early~~ 2018. The specific date will be determined after a review of data availability. Initial reports should use the Rubric as a guide for the information to be included, but reports will not be scored.

- Subsequent Diversity Plan Reports will be ~~due January 15th~~ 30th annually and will be scored using the Rubric. A composite score at or above 22 out of a maximum of 34 for community colleges and at or above 24 out of a maximum of 36 for universities will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19). If after the first substantive review and any subsequent annual reviews, an institution scores below 22 or 24, as applicable, the institution shall be ineligible to offer new academic programs.
- Drafts of all Diversity Plan Reports shall be submitted at least thirty (30) days prior to their due date for preliminary review, feedback, and confirmation of data validity.
- Ineligible institutions shall enter into a CPE-approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance deficiencies. At its discretion, the CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.
- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver shall be submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

Policy Oversight:

Pursuant to the direction of the CPE, the CEO shall provide oversight of the Policy and the implementation of institutional diversity plans. This may include, but is not limited to, requiring institutional presentations at CEO meetings on any or all aspects of its Diversity Plan, and Diversity Plan Reports, institutional site visits, and hosting workshops or sessions for institutions on diversity and equity-related issues and strategies for improved success in these areas.

1 **COUNCIL ON POSTSECONDARY EDUCATION**

2 **(Amendment)**

3 **13 KAR 2:060. Degree program approval; equal opportunity goals.**

4 RELATES TO: KRS 164.001, 164.020.

5 STATUTORY AUTHORITY: KRS 164.020(19)

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(19) requires the
7 Council on Postsecondary Education to **promulgate administrative regulations estab-**
8 **lishing equal opportunity goals which institutions are required to meet in order to ob-**
9 **tain approval of new academic programs. It** [~~postpone the approval of new academic~~
10 ~~programs for those institutions who fail to meet equal opportunity goals established by the~~
11 ~~council, and]~~ further requires **the council to promulgate administrative regulations es-**
12 **tablishing requirements for securing** [~~that institutions be able to secure]~~ a temporary
13 waiver, if an institution has made substantial progress toward meeting the goals. This ad-
14 ministrative regulation establishes the process for goal setting, measurement of progress,
15 and how to secure a temporary waiver.

16 Section 1. Definitions. [~~(1) "Continuous progress" means that an institution shows an~~
17 ~~increase in the number of students or employees over the previous year for a category.]~~

18 **(1)** [~~(2)~~] "Council" is defined by KRS 164.001(8).

19 **(2)** [~~(3)~~] "Diversity Policy" means the Kentucky Public Postsecondary Education **Pol-**
20 **icy for Diversity, Equity, and Inclusion** [~~Diversity Policy and Framework for Institution Di-~~
21 ~~versity].~~

1 **(3)** ~~[(4)]~~ "Institution" means a state-supported postsecondary education institution
2 listed in KRS 164.001(17).

3 **(4)** ~~[(5)]~~ "Institution Diversity Plan" means a plan developed by an institution, in con-
4 junction with the Council on Postsecondary Education, **which addresses the goals and**
5 **strategies outlined in the Diversity Policy and outlines an appropriate plan for as-**
6 **essment** ~~[to achieve diversity in student enrollment, to eliminate gaps in retention and~~
7 ~~graduation rates, and to achieve workforce diversity].~~

8 **(5) "Rubric" means the Diversity, Equity, and Inclusion Plan Report Evaluation**
9 **Rubric for a Kentucky Community and Technical College or 4-year institution, as ap-**
10 **plicable.**

11 Section 2. Creation of Institution Diversity Plan. (1) The Kentucky Public Postsec-
12 ondary Education **Policy for Diversity, Equity, and Inclusion** ~~[Diversity Policy and~~
13 ~~Framework for Institution Diversity Plan Development.]~~ shall provide **the** [a] framework and
14 guidelines **for** ~~[to assist an institution in]~~ developing an institution diversity plan **to be sub-**
15 **mitted to the Council for approval.**

16 (2) ~~[Except as provided in subsection (3) of this section, an institution shall develop~~
17 ~~an institution diversity plan that is consistent with the definition of diversity contained in the~~
18 ~~diversity policy and as represented by the institution's area of geographic responsibility~~
19 ~~and]~~ **As described in the policy, institution diversity plans shall include annual** ~~[in-~~
20 ~~cludes]~~ goals for **the following** ~~[these]~~ areas of interest:

21 (a) Student enrollment:

22 1. Undergraduate students; and

23 2. Graduate students at the four (4) year institution;

- 1 (b) Student success [including]:
- 2 1. First year to second year retention of undergraduate students;
- 3 ~~2. Second year to third year retention of undergraduate students;~~
- 4 **2.** ~~[3.]~~ Associate and baccalaureate degrees and credentials conferred; and
- 5 **3.** ~~[4.]~~ Graduation rates for undergraduate students; **and**

6 ~~[(c) Retention for undergraduate students including:~~

- 7 ~~1. First year to second year retention rate;~~
- 8 ~~2. Second year to third year retention rate; and~~
- 9 ~~3. Graduation rate;]~~

10 **(c) The increase and advancement of diverse faculty and staff.** ~~[(d) A workforce~~
11 ~~diversity component that:~~

12 ~~1. Shall include these employment categories:~~

- 13 ~~a. Executive administrative/managerial;~~
- 14 ~~b. Faculty; and~~
- 15 ~~c. Other professional; and~~

16 ~~2. May include these employment categories:~~

- 17 ~~a. Secretarial/clerical;~~
- 18 ~~b. Technical/paraprofessional;~~
- 19 ~~c. Skilled crafts; and~~
- 20 ~~d. Service/maintenance; and~~

21 ~~[(e) A campus climate component including:~~

- 22 ~~1. Creation of a campus environment team;~~
- 23 ~~2. A comprehensive assessment on strategies and best practices implemented; and~~

1 ~~3. A review of the effectiveness of employment, retention, and promotion policies.]~~

2 **(3) Institution diversity plans shall also be designed to address the following**

3 **goals:**

4 **(a) Promoting equity and inclusion on campus in order to create a positive**
5 **campus climate that embraces diversity; and**

6 **(b) Working toward producing culturally competent students, faculty, and staff.**

7 ~~[A community college shall not be required to include in its institution diversity plan the ar-~~
8 ~~reas of interest established in subsections (2)(a)2., (2)(b)2., (2)(b)4., and (2)(c)2. of this~~
9 ~~section.]~~

10 **(4) As described in the policy, institution diversity plans shall identify strate-**
11 **gies and initiatives designed to meet the goals set and provide an appropriate plan**
12 **for assessment.** ~~[An institution, in developing an institution diversity plan, shall consider~~
13 ~~the institution's service region or statewide demographic data.~~

14 ~~(5) An institution, in developing goals for areas of interest in subsection (2) of this~~
15 ~~section, shall reference the racial and ethnic groups listed in the U. S. Census, on its Web~~
16 ~~site at~~
17 ~~<http://www.census.gov/population/www/socdemo/race/Ombdir15.html>, and the U. S. De-~~
18 ~~partment of Education's Integrated Postsecondary Education Database System (IPEDS),~~
19 ~~on its Web site at <http://nces.ed.gov/ipeds/reic/resource.asp>.———]~~

20 Section 3. Measurement of an Institution's Performance in Demonstrating Continu-
21 ous Progress, and Automatic Eligibility for New Academic Programs. (1)~~[(a) A four (4) year~~
22 ~~institution shall demonstrate continuous progress or meet the goals established for the~~
23 ~~eight (8) areas of interest described in Section 2(2)(a)1. and 2., (b)1., 2., and 3., and (d)1.~~

1 of this administrative regulation.

2 (b) The Kentucky Community and Technical College System (KCTCS) shall demon-
3 strate continuous progress or meet the goals established for the seven (7) areas of interest
4 described in Section 2(2)(a)1., (b)1., 2., and 3., and (d)1. of this administrative regulation.

5 ~~(2)~~ **As described in the policy, an** [An] institution shall submit a written report an-
6 nually to the Council or its designee describing the institution's progress in meeting the
7 goals set forth in the institution diversity plan, **providing evidence that identified strate-**
8 **gies are being implemented, analyzing the effectiveness of the implemented strate-**
9 **gies, and identifying lessons learned from that analysis and any related next steps.**
10 **Reports shall be evaluated in accordance with the applicable rubric.** [and describing
11 whether the institution has demonstrated continuous progress in the areas of interest de-
12 scribed in Section 2(2) of this administrative regulation.]

13 **(2)** [~~(3)~~] To be automatically eligible for new academic programs:

14 (a) A four (4) year institution shall **score 24 out of a maximum of 36 as outlined in**
15 **its rubric.** [meet the goal or demonstrate continuous progress in six (6) of the eight (8) ar-
16 eas of interest or meet the goal listed in Section 2 of this administrative regulation; or]

17 (b) A community college shall **score 22 out of a maximum of 36 as outlined in its**
18 **rubric.** [meet the goal or demonstrate continuous progress in five (5) of the seven (7) are-
19 as of interest listed in Section 2 of this administrative regulation and selected by the Ken-
20 tucky Community and Technical College System.

21 ~~(4)~~ An institution shall demonstrate continuous progress in campus climate by com-
22 pleting a report as required by Section 2(2)(e)2. and 3. of this administrative regulation.]

23 Section 4. Waivers. (1) **As described in the policy, if** [If] an institution is not auto-

1 matically eligible under Section 3 of this administrative regulation, the institution **shall**
2 **submit to the Council for approval a performance improvement plan that identifies**
3 **specific strategies and resources dedicated to addressing its performance deficien-**
4 **cies.** [~~may request a one (1) year waiver.~~]

5 (2) [~~A waiver request by an institution shall include a resolution submitted to the~~
6 ~~Council on Postsecondary Education approved by the institution's governing board de-~~
7 ~~scribing the institution's efforts to achieve the institution's diversity goals.~~]

8 [(3) A four (4) year] **An** institution **may request** [~~shall be eligible to receive~~] a waiver
9 **to offer a new academic program if the Council has approved the institution's per-**
10 **formance improvement plan.** [if:

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

13 (b) ~~The institution demonstrates continuous progress or meets the goals in less than~~
14 ~~five (5) of the areas of interest and shows in a written report that:~~

15 1.a. ~~Outstanding efforts to achieve diversity were attempted which have not yet~~
16 ~~proven to be successful; or~~

17 b. ~~Extraordinary circumstances precluded success; and~~

18 2. ~~Explains how the institution's revised plans for recruitment and retention of a di-~~
19 ~~verse student body, and workforce diversity show promise of future success.]~~

20 **(3) The Council shall approve a waiver request if the institution can provide the**
21 **Council with sufficient assurance that offering the new program will not divert re-**
22 **sources from its improvement efforts.**

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

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

4 ~~(b) The community college has achieved continuous progress or meets the goals in~~
5 ~~less than four (4) of the areas of interest, and the community college shows in a written re-~~
6 ~~port that:~~

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

9 ~~b. Extraordinary circumstances precluded success; and~~

10 ~~2. Explains how the institution's revised plans for recruitment and retention of a di-~~
11 ~~verse student body, and workforce diversity show promise of future success.~~

12 ~~(5) 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 recom-~~
14 ~~mendation to the council on whether to grant a waiver.~~

15 ~~(6) 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 design-~~
17 ~~ee shall upon receipt of an institution's annual report described in Section 3(2) of this ad-~~
18 ~~ministrative regulation:~~

19 ~~(1) Review the report in public session; and~~

20 ~~(2)(a) Accept the report as submitted;~~

21 ~~(b) Recommend, as appropriate, that an institution modify its diversity plan goals; or~~

22 ~~(c) Recommend, as appropriate, that an institution modify strategies and activities to~~
23 ~~better ensure success in meeting goals.]~~

1 Section 5 [6]. Incorporation by Reference. (1) **The following material is incorpo-**
2 **rated by reference:** [~~The Kentucky Public Postsecondary Education Diversity Policy and~~
3 ~~Framework for Institution Diversity Plan Development, September 12, 2010, is incorporated~~
4 ~~by reference.~~]

5 **(a) The “Kentucky Public Postsecondary Education Policy for Diversity, Equity,**
6 **and Inclusion”, June 3, 2016;**

7 **(b)The “Kentucky Council on Postsecondary Education Diversity Plan Rubric –**
8 **KCTCS”, June 3, 2016; and**

9 **(c) The “Kentucky Council on Postsecondary Education Diversity Plan Rubric –**
10 **Universities”, June 3, 2016.**

11 (2) This material may be inspected, copied, or obtained, subject to applicable copy-
12 right law, at the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive,
13 Suite 320, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Glenn Denton, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Travis Powell, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on July 21, 2016 at 2 p.m. EST 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 shall be accepted until July 31, 2016.

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:

Travis Powell
General Counsel and Associate Vice President
Council on Postsecondary Education
1024 Capital Center Dr.
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Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 142
Fax: 502.573.1535
Email: travis.powell@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

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

Contact person: Travis Powell
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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: KRS 164.020(19) requires that the Council on Postsecondary Education postpone the approval of 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 administrative regulation provides public postsecondary institutions with the process by which the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval to offer 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: This amendment changes the process by which institutions will be evaluated on progress toward meeting equal educational opportunity goals for purposes of remaining eligible to offer new academic degree programs. Numerical goals

in the areas of enrollment, employment, and student success will remain, but institutions will also be measured on their implementation and analysis of strategies they identify in order to meet those goals.

- (b) The necessity of the amendment to this administrative regulation: Since the implementation of the current regulation and Statewide Diversity Policy, the statewide rates of student success for both underrepresented populations and low income students have stayed relatively flat and in some instances have slightly decreased. This new approach seeks to not only set more ambitious targets in these areas, but also highlights the qualitative elements of diversity, equity, and inclusion, such as maintaining a positive and inclusive campus climate and students, faculty, and staff becoming more culturally competent. These are equally important and progress in these areas can help to maximize the educational benefits of diversity and increase student success.
 - (c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms with the requirements of KRS 164.020(19) by continuing to provide the mechanism by which equal educational opportunity goals are set and progress toward meeting those goals is evaluated.
 - (d) How the amendment will assist in the effective administration of the statutes: The amendment provides a more comprehensive and robust mechanism by which equal educational opportunity goals are set and progress toward meeting those goals is evaluated.
- (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 institutions that are part of the Kentucky Community and Technical College System (KCTCS) are affected.
- (4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, 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 will be required to develop a plan to address the goals and strategies

outlined in the Policy and the regulation. The Plan must be adopted by the institutional boards and the Council before the end of August 2017. A preliminary diversity plan report will be due January 15, 2018 and on the 15th of January of each subsequent year, full reports will be due.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): A specific cost is unknown, but the planning and implementation of these initiatives will require the expending of resources, mostly in the form of dedicated faculty and staff. However, it would likely not require additional faculty or staff as individuals currently serving in these roles will either continue working toward accomplishing existing or similar initiatives that would fit into an institutional plan or a portion of individuals' time might be dedicated toward these efforts where it might not have been previously. Also, note that the Policy clarifies that economic feasibility will be considered when approving institutional plans.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Compliance is designed to result in greater campus diversity, increased rates of success for all students and particularly underrepresented minority and low income students, a more positive campus climate through the promotion of equity and inclusion, and more culturally competent graduates, faculty, and staff. Furthermore, these initiatives will undoubtedly provide a financial return as well considering that increasing diverse student enrollments and retaining more students will result in increased tuition revenue for institutions.

(5) Provide an estimate of how much it will cost to implement this administrative regulation:

(a) Initially: Implementation cost will vary amongst institutions. See 4(b) above.

(b) On a continuing basis: Implementation cost will vary amongst institutions. See 4(b) above.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Any available sources of funding, including but not limited to, federal, state, and revenue from tuition.

- (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: N/A. This regulation does not assess fees.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: N/A. This regulation does not assess fees.
- (9) TIERING: Is tiering applied? Yes. The community college rubric does not include a metric for graduate students because those colleges do not offer graduate programs. However, rubrics are identical in all other aspects.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

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

1. 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? CPE and all public colleges and universities in Kentucky.

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

3. 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.

(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? No additional revenue will be generated in the first year as institutions will be in the plan development phase.

(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? While difficult to estimate with any certainty, the initiatives implemented through the Policy should result in a significant financial return as increasing diverse student enrollments and retaining more students will result in increased tuition revenue for institutions.

(c) How much will it cost to administer this program for the first year? Three to four full time staff with varying degrees of additional duties and responsibilities will be assigned to manage various aspects of this program with others providing leadership throughout.

(d) How much will it cost to administer this program for subsequent years? See 3(c).

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

Revenues (+/-):

Expenditures (+/-):

Other Explanation: N/A

Summary of Material Incorporated by Reference

1. The “Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion,” June 3, 2016, provides the background and guiding principles behind the adoption of the Policy and includes three focus areas: Opportunity, Success, and Impact. Each focus area contains a set of goals and suggested strategies serving as a basis for individual institutional plan development. The policy outlines the process by which these plans will be developed and approved, how institutions will report on plan progress, how those reports will be evaluated for purposes of new degree program eligibility, and how institutions not automatically eligible to offer new degree programs can seek a waiver.
2. The “Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - KCTCS,” June 3, 2016, provides the method for evaluating the progress of community colleges toward meeting their equal educational opportunity goals as outlined in their plans.
3. The “Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - Universities,” June 3, 2016, provides the method for evaluating the progress of public universities toward meeting their equal educational opportunity goals as outlined in their plans.

13 KAR 4:010 State Authorization Reciprocity Agreement New Administrative Regulation

ACTION: The Council authorizes CPE staff to submit an application for Kentucky to join the State Authorization Reciprocity Agreement (SARA) and approves the new and emergency administrative regulation 13 KAR 4:010. The action would authorize staff to file the proposed administrative regulation and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption of the new regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

On April 8, 2016, Governor Bevin signed SB 140 which amends KRS 164.540 to allow the Council to enter into the State Authorization Reciprocity Agreement (SARA). The agreement establishes uniform national standards for interstate offerings of postsecondary distance education at the Associate's level and above, and authorizes postsecondary educational institutions meeting those standards located in member states or territories to provide distance education to residents of other member states.

Activities such as advertising through any medium, faculty residence, proctored exams, and limited field experiences also would be permitted in SARA member states for institutions that join.

Currently, out-of-state institutions conducting activities in Kentucky like the ones described in the paragraph above would need to be licensed by the Council in accordance with the guidelines set forth in 13 KAR 1:020, or in the case of for-profit institutions offering Associate's degrees and below, by the Commission on Proprietary Education. Likewise, both public and private Kentucky-based institutions conducting those activities in other states must meet the individual requirements to legally operate in those states. These requirements vary significantly and can be burdensome both financially and administratively.

SARA requires that a state identify a "portal" agency. Portal agencies are responsible for certifying institutions from their state to participate in SARA, processing complaints from non-resident students, and participating in SARA coordinating activities. SB 140 designates the Council in that role. SB 140 also gives the Council the authority to promulgate administrative regulations in order to establish procedures for participation in SARA by Kentucky institutions.

The proposed 13 KAR 4:010 sets forth the initial and renewal application processes for Kentucky institutions to join SARA and the process for reviewing complaints against Kentucky SARA participants submitted by non-resident students.

1 **COUNCIL ON POSTSECONDARY EDUCATION**

2 **(New Administrative Regulation)**

3 **13 KAR 4:010. State Authorization Reciprocity Agreement.**

4 RELATES TO: KRS 164.020(23), 164.945, 164.946, 164.947, 164.992, 165A.320-
5 165A.450

6 STATUTORY AUTHORITY: KRS 164.540(3)(c)

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.540(3) authorizes the
8 Council on Postsecondary Education to promulgate an administrative regulation to enter
9 into the State Authorization Reciprocity Agreement, which establishes uniform national
10 standards for interstate offerings of postsecondary distance education and authorizes
11 postsecondary educational institutions meeting those standards located in member states
12 or territories to provide distance education to residents of other member states. KRS
13 164.540(3) also authorizes the Council to serve as the lead or “portal” agency on behalf of
14 the Commonwealth’s public and private postsecondary institutions seeking to offer dis-
15 tance education in member states.

16 Section 1. Definitions. (1) “Accredited” means holding institutional accreditation by
17 name as a U.S.-based institution from an accreditor recognized by the U.S. Department of
18 Education.

19 (2) “Commission” means the Kentucky Commission on Proprietary Education.

20 (3) “Council” means the Kentucky Council on Postsecondary Education.

21 (4) “Degree” means an award conferred at the Associate level or higher by an insti-

1 tution as official recognition for the successful completion of a program of studies.

2 (5) “Institution” means a Kentucky degree-granting postsecondary entity.

3 (6) “NC-SARA” means the National Council for State Authorization Reciprocity
4 Agreements.

5 (7) “President” means the President of the Kentucky Council on Postsecondary Ed-
6 ucation.

7 (8) “SACSCOC” means the Southern Association of Colleges and Schools Com-
8 mission on Colleges.

9 (9) “State Authorization Reciprocity Agreement,” or “SARA,” means the agreement
10 among member states, districts, and U.S. territories that establishes comparable national
11 standards for interstate offering of degrees through distance education and authorizes in-
12 stitutions meeting those standards located in member states or territories to provide dis-
13 tance education to residents of other member states.

14 Section 2. Initial Application Procedures. In order to participate in SARA, an institu-
15 tion shall submit the following items to the president for review and action:

16 (1) The current NC-SARA “Application and Approval Form for Institutional Participa-
17 tion in SARA”, in electronic format; and

18 (2) Fees due to the Council, in accordance with Section 6 of this administrative reg-
19 ulation.

20 Section 3. Renewal Application Procedures. In order to continue participating in
21 SARA, an institution shall submit the following items to the president for review and action
22 at least sixty (60) days before the anniversary date of the institution’s initial approval:

23 (1) The current NC-SARA “Application for Institutional Renewal to Participate in

1 SARA”, in electronic format; and

2 (2) Fees due to the Council, in accordance with Section 6 of this administrative
3 regulation.

4 Section 4. Standards for Approval. In order to participate in SARA, an institution
5 shall comply with the following:

6 (1) Maintain authorization to operate in Kentucky through one of the following:

7 (a) Creation by Kentucky Revised Statutes;

8 (b) Licensure by the Council; or

9 (c) Licensure by the Commission; and

10 (2) Meet the current minimum requirements to participate in SARA.

11 Section 5. Consumer Complaints. (1) After first exhausting the institution’s internal
12 procedure for complaint resolution, a non-resident student may file a complaint against the
13 institution for failure to comply with any SARA standard within two (2) years of the incident
14 about which the complaint is made.

15 (2) In order to be considered, a complaint shall be submitted by the student in writ-
16 ing and include the following information:

17 (a) Name, address, email address, and phone number of student;

18 (b) Name of institution;

19 (c) Location of institution;

20 (d) Dates of attendance;

21 (e) An explanation of the steps taken to exhaust the institution’s grievance process;

22 (f) A full description of the issue and any relevant documentation supporting the

23 complaint; and

1 (g) The desired resolution of the complaint.

2 (3) Complaints regarding student grades or student conduct violations shall not be
3 considered.

4 (4) The president shall forward the complaint to the institution and require a written
5 response no later than thirty (30) days from the date of transmittal.

6 (5) After review of information and materials provided by the student and the institu-
7 tion, the president may request additional information from either party.

8 (6) After review of all relevant information and materials, the president shall facilitate
9 a resolution of the complaint. The relief provided the student, if any, shall be commensu-
10 rate with the circumstances.

11 (7) Resolution of a complaint by the president shall be final, except in instances
12 where the subject matter of the complaint may violate any other applicable laws.

13 (8) The president shall provide to the Executive Director of the Commission, for ref-
14 erence purposes, a copy of:

15 (a) Any complaint initiated against an institution licensed by the Commission;

16 (b) The resolution; and

17 (c) Any related materials.

18 Section 6. Fees. The Council shall charge an initial and annual renewal fee to insti-
19 tutions based on all enrolled FTE students, which shall be due at time of application. Ap-
20 plications shall not be reviewed without receipt of fee payment. Failure to pay a fee on or
21 before the date of application shall be sufficient grounds for denial of an application. Fees
22 shall be in addition to any fees charged by NC-SARA and shall be in accordance with the
23 following schedule:

- 1 (1) Under 2,500 - \$3,000;
- 2 (2) 2,500 – 9,999 - \$5,000; or
- 3 (3) 10,000 or more - \$7,000.

Date

Glenn Denton, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Travis Powell, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on November 22, 2016 at 10:00 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 shall be accepted until November 30, 2016.

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:

Sarah Levy
Director of Postsecondary Licensing
Council on Postsecondary Education
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Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 350
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Email: sarah.levy@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation 13 KAR 4:010. *State Authorization Reciprocity Agreement*

Contact person: Sarah Levy
Director of Postsecondary Licensing
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
502.573.1555 ext. 350
sarah.levy@ky.gov
FAX: 502.573.1535

- (1) Provide a brief summary of:
 - (a) What this administrative regulation does: This administrative regulation establishes the procedures for participation by Kentucky postsecondary institutions in the State Authorization Reciprocity Agreement (SARA), which establishes uniform national standards for interstate offerings of postsecondary distance education and authorizes postsecondary educational institutions meeting those standards located in member states or territories to provide distance education to residents of other member states.
 - (b) The necessity of this administrative regulation: KRS 164.540(3) provides the Council with the authority to enter into SARA on behalf of the Commonwealth and promulgate regulations to establish procedures for Kentucky postsecondary institutions to participate.
 - (c) How this administrative regulation conforms to the content of the authorizing statutes: The administrative regulation sets out the procedures for Kentucky postsecondary institutions to participate in SARA as required by KRS 164.540(3)(c).
 - (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The procedures set forth in this regulation are in conformance with SARA requirements which must be met in order for Kentucky to be a member as authorized by KRS 164.540(3).
- (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: N/A
 - (b) The necessity of the amendment to this administrative regulation: N/A
 - (c) How the amendment conforms to the content of the authorizing statutes: N/A
 - (d) How the amendment will assist in the effective administration of the statutes: N/A.
- (3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: All public and private colleges and universities offering Associate's degrees or higher.
- (4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, 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: Kentucky public and private colleges must complete the initial and annual renewal applications and pay the requisite fees in order to participate in SARA. Participating institutions in other states will no longer be required to comply with the standard licensing requirements of the Commission on Proprietary Education or the Council, as applicable, in order to offer distance education and conduct related activities, including but not limited to, advertising and providing limited clinical placements.
 - (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): Cost of compliance will be minimal for regulated entities, particularly considering the alternative costs of complying with state authorization laws in individual states.
 - (c) As a result of compliance, what benefits will accrue to the entities identified in question (3): SARA member institutions will be able to offer distance education and conduct related activities in other member states under one set of uniform rules at a much lower cost.
- (5) Provide an estimate of how much it will cost to implement this administrative regulation:
- (a) Initially: We estimate that there will be cost in implementing the proposed

regulation. The Council staff will complete and submit the initial state application to SREB for approval, will review and approve initial institution applications from Kentucky postsecondary institutions, and will facilitate non-resident student complaints against Kentucky postsecondary institutions that become members of SARA.

(b) On a continuing basis: We estimate that there will be costs on a continuing basis to implement the proposed regulation. The Council staff will complete and submit the state application for renewal to SREB for approval, will review and approve annual renewal applications as well as initial institution applications from Kentucky postsecondary institutions, and will facilitate non-resident student complaints against Kentucky postsecondary institutions that become members of SARA.

- (6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: SARA fees and General Fund appropriations.
- (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: Yes. Implementation of this proposed regulation does require fees for initial and annual renewal applications.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: Yes. This regulation assesses fees.
- (9) TIERING: Is tiering applied? Yes, tiering is applied, but only as to the fee which is based upon total enrolled FTE students at an institution.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Administrative Regulation 13 KAR 4:010. State Authorization Reciprocity Agreement

Contact person: Sarah Levy
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Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
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502.573.1555 ext. 350
sarah.levy@ky.gov
FAX: 502.573.1535

1. 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? The Council is responsible for implementation, and this regulation applies to Kentucky public institutions and private colleges and universities that seek to become members of SARA.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.540(3)(c).

3. 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.

(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? We estimate initial revenue from Kentucky university and college applications to be roughly \$62,000. Revenue likely lost to the Council from out of state institutions now covered under SARA would be \$63,500.

(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? See 3(a). We estimate annual revenue from Kentucky university and college applications to be roughly \$62,000 but should increase over time as more institutions join. The Council will continue to lose fee revenue from licensed out of state institutions over and above the \$63,500 listed above as those institutions join SARA and as additional states join.

(c) How much will it cost to administer this program for the first year? Approximately \$87,500.

(d) How much will it cost to administer this program for subsequent years?

Approximately \$175,000.

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

Revenues (+/-):

Expenditures (+/-):

Other Explanation: N/A

STATEMENT OF EMERGENCY
13 KAR 4:010E
State Authorization Reciprocity Agreement

Pursuant to KRS 13A.190, the Governor of the Commonwealth of Kentucky does hereby declare that the above cited administrative regulation should be promulgated on an emergency basis in order to prevent the loss of federal or state funds by Kentucky's public postsecondary institutions and their students.

On April 8, 2016, SB 140 was enacted, amending KRS 164.540 to allow the Council on Postsecondary Education (CPE) to enter into the State Authorization Reciprocity Agreement (SARA). SARA establishes uniform national standards for interstate offerings of postsecondary distance education at the Associate's level and above and authorizes postsecondary educational institutions meeting those standards located in member states or territories to provide distance education to residents of other member states without meeting each specific states' requirements for licensure. Along with distance education delivered online, activities such as advertising through any medium, faculty residence, proctored exams, and limited field experiences may also be conducted. Currently SARA is comprised of 40 member states and the District of Columbia. SARA is coordinated by the National Council for State Authorization Reciprocity Agreements (NC-SARA) and is administered by the four regional education compacts, including the Southern Regional Education Board (SREB). Kentucky is a member of SREB per KRS 164.530.

KRS 164.540(3) designates CPE as the SARA portal agency and gives it the authority to promulgate administrative regulations to establish procedures for participation by Kentucky postsecondary institution in SARA. An emergency regulation provides CPE with the ability to begin accepting institutional applications for participation in SARA before the ordinary regulation process can be completed if Kentucky's SARA application is approved by the SREB SARA Steering Committee at its October 27th meeting. This will prevent the loss of state funds used for licensure fees in SARA member states where public institutions are currently operating, which exceed the expense of SARA participation fees. It will also allow institutions to begin generating tuition revenue (including federal financial aid) in new markets more quickly.

Furthermore, newly proposed federal financial aid eligibility regulations will require that institutions offering distance education or correspondence courses to be authorized by each state in which the institution enrolls students, if such authorization is required by the state. The new regulations, which are planned to be finalized by the end of the calendar year, specifically acknowledge that a state reciprocity agreement including the requirements outlined in SARA would suffice for purposes of meeting the new requirements. Participating in SARA would help to ensure that institutions are

authorized in SARA member states in which they are operating and prevent the loss of access to federal financial aid by students and the institutions they attend.

This emergency administrative regulation will be replaced by an ordinary administrative regulation. The ordinary administrative regulation is identical to this emergency administrative regulation.

Matthew G. Bevin, Governor

Glenn Denton, Chair
Council on Postsecondary Education

1 **COUNCIL ON POSTSECONDARY EDUCATION**

2 **(Emergency Administrative Regulation)**

3 **13 KAR 4:010E. State Authorization Reciprocity Agreement.**

4 RELATES TO: KRS 164.020(23), 164.945, 164.946, 164.947, 164.992, 165A.320-
5 165A.450

6 STATUTORY AUTHORITY: KRS 164.540(3)(c)

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.540(3) authorizes the
8 Council on Postsecondary Education to promulgate an administrative regulation to enter
9 into the State Authorization Reciprocity Agreement, which establishes uniform national
10 standards for interstate offerings of postsecondary distance education and authorizes
11 postsecondary educational institutions meeting those standards located in member states
12 or territories to provide distance education to residents of other member states. KRS
13 164.540(3) also authorizes the Council to serve as the lead or “portal” agency on behalf of
14 the Commonwealth’s public and private postsecondary institutions seeking to offer dis-
15 tance education in member states.

16 Section 1. Definitions. (1) “Accredited” means holding institutional accreditation by
17 name as a U.S.-based institution from an accreditor recognized by the U.S. Department of
18 Education.

19 (2) “Commission” means the Kentucky Commission on Proprietary Education.

20 (3) “Council” means the Kentucky Council on Postsecondary Education.

21 (4) “Degree” means an award conferred at the Associate level or higher by an insti-

1 tution as official recognition for the successful completion of a program of studies.

2 (5) “Institution” means a Kentucky degree-granting postsecondary entity.

3 (6) “NC-SARA” means the National Council for State Authorization Reciprocity
4 Agreements.

5 (7) “President” means the President of the Kentucky Council on Postsecondary Ed-
6 ucation.

7 (8) “SACSCOC” means the Southern Association of Colleges and Schools Com-
8 mission on Colleges.

9 (9) “State Authorization Reciprocity Agreement,” or “SARA,” means the agreement
10 among member states, districts, and U.S. territories that establishes comparable national
11 standards for interstate offering of degrees through distance education and authorizes in-
12 stitutions meeting those standards located in member states or territories to provide dis-
13 tance education to residents of other member states.

14 Section 2. Initial Application Procedures. In order to participate in SARA, an institu-
15 tion shall submit the following items to the president for review and action:

16 (1) The current NC-SARA “Application and Approval Form for Institutional Participa-
17 tion in SARA”, in electronic format; and

18 (2) Fees due to the Council, in accordance with Section 6 of this administrative reg-
19 ulation.

20 Section 3. Renewal Application Procedures. In order to continue participating in
21 SARA, an institution shall submit the following items to the president for review and action
22 at least sixty (60) days before the anniversary date of the institution’s initial approval:

23 (1) The current NC-SARA “Application for Institutional Renewal to Participate in

1 SARA”, in electronic format; and

2 (2) Fees due to the Council, in accordance with Section 6 of this administrative
3 regulation.

4 Section 4. Standards for Approval. In order to participate in SARA, an institution
5 shall comply with the following:

6 (1) Maintain authorization to operate in Kentucky through one of the following:

7 (a) Creation by Kentucky Revised Statutes;

8 (b) Licensure by the Council; or

9 (c) Licensure by the Commission; and

10 (2) Meet the current minimum requirements to participate in SARA.

11 Section 5. Consumer Complaints. (1) After first exhausting the institution’s internal
12 procedure for complaint resolution, a non-resident student may file a complaint against the
13 institution for failure to comply with any SARA standard within two (2) years of the incident
14 about which the complaint is made.

15 (2) In order to be considered, a complaint shall be submitted by the student in writ-
16 ing and include the following information:

17 (a) Name, address, email address, and phone number of student;

18 (b) Name of institution;

19 (c) Location of institution;

20 (d) Dates of attendance;

21 (e) An explanation of the steps taken to exhaust the institution’s grievance process;

22 (f) A full description of the issue and any relevant documentation supporting the

23 complaint; and

1 (g) The desired resolution of the complaint.

2 (3) Complaints regarding student grades or student conduct violations shall not be
3 considered.

4 (4) The president shall forward the complaint to the institution and require a written
5 response no later than thirty (30) days from the date of transmittal.

6 (5) After review of information and materials provided by the student and the institu-
7 tion, the president may request additional information from either party.

8 (6) After review of all relevant information and materials, the president shall facilitate
9 a resolution of the complaint. The relief provided the student, if any, shall be commensu-
10 rate with the circumstances.

11 (7) Resolution of a complaint by the president shall be final, except in instances
12 where the subject matter of the complaint may violate any other applicable laws.

13 (8) The president shall provide to the Executive Director of the Commission, for ref-
14 erence purposes, a copy of:

15 (a) Any complaint initiated against an institution licensed by the Commission;

16 (b) The resolution; and

17 (c) Any related materials.

18 Section 6. Fees. The Council shall charge an initial and annual renewal fee to insti-
19 tutions based on all enrolled FTE students, which shall be due at time of application. Ap-
20 plications shall not be reviewed without receipt of fee payment. Failure to pay a fee on or
21 before the date of application shall be sufficient grounds for denial of an application. Fees
22 shall be in addition to any fees charged by NC-SARA and shall be in accordance with the
23 following schedule:

- 1 (1) Under 2,500 - \$3,000;
- 2 (2) 2,500 – 9,999 - \$5,000; or
- 3 (3) 10,000 or more - \$7,000.

Date

Glenn Denton, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Travis Powell, General Counsel
Council on Postsecondary Education

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation 13 KAR 4:010E. *State Authorization Reciprocity Agreement*

Contact person: Sarah Levy
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Council on Postsecondary Education
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- (1) Provide a brief summary of:
 - (a) What this administrative regulation does: This administrative regulation establishes the procedures for participation by Kentucky postsecondary institutions in the State Authorization Reciprocity Agreement (SARA), which establishes uniform national standards for interstate offerings of postsecondary distance education and authorizes postsecondary educational institutions meeting those standards located in member states or territories to provide distance education to residents of other member states.
 - (b) The necessity of this administrative regulation: KRS 164.540(3) provides the Council with the authority to enter into SARA on behalf of the Commonwealth and promulgate regulations to establish procedures for Kentucky postsecondary institutions to participate.
 - (c) How this administrative regulation conforms to the content of the authorizing statutes: The administrative regulation sets out the procedures for Kentucky postsecondary institutions to participate in SARA as required by KRS 164.540(3)(c).
 - (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The procedures set forth in this regulation are in conformance with SARA requirements which must be met in order for Kentucky to be a member as authorized by KRS 164.540(3).
- (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: N/A
 - (b) The necessity of the amendment to this administrative regulation: N/A
 - (c) How the amendment conforms to the content of the authorizing statutes: N/A
 - (d) How the amendment will assist in the effective administration of the statutes: N/A.
- (3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: All public and private colleges and universities offering Associate's degrees or higher.
- (4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, 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: Kentucky public and private colleges must complete the initial and annual renewal applications and pay the requisite fees in order to participate in SARA. Participating institutions in other states will no longer be required to comply with the standard licensing requirements of the Commission on Proprietary Education or the Council, as applicable, in order to offer distance education and conduct related activities, including but not limited to, advertising and providing limited clinical placements.
 - (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): Cost of compliance will be minimal for regulated entities, particularly considering the alternative costs of complying with state authorization laws in individual states.
 - (c) As a result of compliance, what benefits will accrue to the entities identified in question (3): SARA member institutions will be able to offer distance education and conduct related activities in other member states under one set of uniform rules at a much lower cost.
- (5) Provide an estimate of how much it will cost to implement this administrative regulation:
- (a) Initially: We estimate that there will be cost in implementing the proposed

regulation. The Council staff will complete and submit the initial state application to SREB for approval, will review and approve initial institution applications from Kentucky postsecondary institutions, and will facilitate non-resident student complaints against Kentucky postsecondary institutions that become members of SARA.

(b) On a continuing basis: We estimate that there will be costs on a continuing basis to implement the proposed regulation. The Council staff will complete and submit the state application for renewal to SREB for approval, will review and approve annual renewal applications as well as initial institution applications from Kentucky postsecondary institutions, and will facilitate non-resident student complaints against Kentucky postsecondary institutions that become members of SARA.

- (6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: SARA fees and General Fund appropriations.
- (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: Yes. Implementation of this proposed regulation does require fees for initial and annual renewal applications.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: Yes. This regulation assesses fees.
- (9) TIERING: Is tiering applied? Yes, tiering is applied, but only as to the fee which is based upon total enrolled FTE students at an institution.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Administrative Regulation 13 KAR 4:010E. State Authorization Reciprocity Agreement

Contact person: Sarah Levy
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sarah.levy@ky.gov
FAX: 502.573.1535

1. 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? The Council is responsible for implementation, and this regulation applies to Kentucky public institutions and private colleges and universities that seek to become members of SARA.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.540(3)(c).

3. 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.

(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? We estimate initial revenue from Kentucky university and college applications to be roughly \$62,000. Revenue likely lost to the Council from out of state institutions now covered under SARA would be \$63,500.

(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? See 3(a). We estimate annual revenue from Kentucky university and college applications to be roughly \$62,000 but should increase over time as more institutions join. The Council will continue to lose fee revenue from licensed out of state institutions over and above the \$63,500 listed above as those institutions join SARA and as additional states join.

(c) How much will it cost to administer this program for the first year? Approximately \$87,500.

(d) How much will it cost to administer this program for subsequent years?

Approximately \$175,000.

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

Revenues (+/-):

Expenditures (+/-):

Other Explanation: N/A



WHAT IS STATE AUTHORIZATION & WHY DOES IT MATTER?

State Authorization

- State Authorization is the legal authority to offer education in a particular state.
 - ❑ Kentucky's public universities have the authority to offer postsecondary education in Kentucky as a matter of state law.
 - ❑ Private institutions must be licensed.
- Title IV Eligibility
 - ❑ 34 CFR Part 600 – Institutional Eligibility Under the Higher Education Act of 1965, as Amended (HEA)
 - ❑ 34 CFR § 600.9 – State Authorization

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July 22, 2016 – USDOE proposes [new regulations](#) regarding state authorization of distance education.

- Requires an institution offering distance education to be authorized in each state that it enrolls students, if required by the state.
- Specifically acknowledges that this can be accomplished through a state authorization reciprocity agreement.
- Institution must document each state's process for resolving complaints from students enrolled in programs offered through distance education.
- Complaint process can be covered under a state authorization reciprocity agreement.
- Provide certain specific disclosures for distance education courses.

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- Institutions must sign a [Memorandum of Understanding \(MOU\)](#) with the U.S. Department of Defense (DoD) if providing educational programs through the DoD Tuition Assistance Program.
- MOU states that institutions must:
 - Comply with state authorization requirements consistent with regulations issued by ED, including 34 C.F.R. 600.9. Educational institutions must meet all State laws as they relate to distance education as required.

What is the State Authorization Reciprocity Agreement (SARA)?

The State Authorization Reciprocity Agreement is:

- An agreement among member states, districts and territories that establishes similar national standards for interstate offering of postsecondary distance education courses and programs.
- Intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.
- Overseen by a National Council (NC-SARA) and administered by four regional education compacts. <http://nc-sara.org/>

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The Evolution of SARA – Brief History

Fall 2009

- Lumina Foundation provided funding to the Presidents' Forum, working with CSG and state regulators to draft a proposed model reciprocity agreement.

April 2012

- Draft of SARA released; regional compacts drafted their SARA documents.

August 2013

- Lumina provided \$2.3 million in funding for regional and national implementation; NC-SARA established. July 2014, Lumina provided additional funding up to \$3 million total.

January 2014

- Regional compacts began inviting states in their region to apply and participate in SARA.

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SB 140 – SARA Bill

KRS 164.540 effective July 15, 2016: <http://www.lrc.ky.gov/Statutes/statute.aspx?id=45057>

(3) Notwithstanding any other law governing the offering of postsecondary education in the state, the council shall be authorized to take the following actions on behalf of the Commonwealth:

- (a) Enter into the State Authorization Reciprocity Agreement, which establishes uniform national standards for interstate offerings of postsecondary distance education and authorizes postsecondary educational institutions meeting those standards located in member states or territories to provide distance education to residents of the Commonwealth;
- (b) Serve as the lead or "portal" agency on behalf of the Commonwealth's public and private postsecondary institutions seeking to offer distance education in member states by:
 - 1. Managing functional and administrative state responsibilities under the State Authorization Reciprocity Agreement; and
 - 2. Serving as the official contact for other states and students from other states on matters pertaining to the agreement; and
- (c) Promulgate administrative regulations in accordance with KRS Chapter 13A to establish procedures for participation by Kentucky postsecondary institutions in the State Authorization Reciprocity Agreement.

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Benefits for Institutions

- Participating institutions will not have to contact and work through multiple regulatory agencies in those member states in order to provide distance education to residents of those states. (The regulatory landscape in each state is different.)
- This process is costly and requires significant staffing and resources.
- More easily comply with state law and federal law.
- Expands access for Kentucky students to online education offerings.

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Drawbacks for Joining

- State loses state-specific requirements for approving online programs, in particular academic quality.
- Students lose access to state-specific consumer protections.
- Institutions may see increased competition from out-of-state institutions. (Clinical space is often limited.)
- Does not ensure that an institution's program meets professional licensure requirements in member states.

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SARA – State Eligibility

- State must have the authority under state law to enter into SARA.
- All SARA policies and standards must be adopted by the state with no additional state-specific requirements for online out-of-state institutions to operate in the state.
- States join through their respective interstate compact (SREB for Kentucky).
- Designate a “portal agency” to coordinate SARA matters for the state and determine institutional eligibility.
- Maintain a clearly articulated and comprehensive state process for consumer complaints.
- Maintain a process for addressing catastrophic events.

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SARA –Institutional Eligibility

Institutions must:

- be authorized to offer postsecondary education in their respective home states.
 - 3 groups of institutions that would be SARA eligible in Kentucky: Public institutions, institutions licensed by CPE, and institutions licensed by the Commission on Proprietary Education.
- be accredited by a USDOE approved accreditor.
- agree to follow [Interregional Guidelines for the Evaluation of Distance Education Programs \(Online Learning\)](#) for best practices in postsecondary distance education adopted by the [Council of Regional Accrediting Commissions \(C-RAC\)](#).

In addition, private institutions must maintain a federal financial responsibility rating of 1.5 (or 1.0 with justification).

SARA – What Activities in Member States are Covered?

- Offering courses and programs via distance education not requiring students to gather physically in groups.
- Advertising to students through any medium.
- Courses on military bases in enrollment limited to federal employees and family members.
- Maintaining a server, router, or similar electronic service device in a facility.
- Faculty residence.
- Proctored exams.
- Contractual arrangements.
- The use of recruiters.
- Field trips.
- Limited supervised field experiences if:
 - Places fewer than 10 students from each program who are present simultaneously at a single site.
 - Do not involve any multi-year contracts with the field site.

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SARA – What Activities in Member States are NOT Covered?

- Establishing a physical location for students to receive instruction.
- Requiring students to physically meet in a location for instructional purposes more than twice per full-term course for a total of more than 6 hours.
- Establishing an administrative office.
- Providing information to students for the purpose of enrolling students or providing students services from a physical site operated by or on behalf of the institution.
- Providing office space for staff.
- Maintain a mailing address or phone exchange in the state.
- Offer a “short course” requiring more than 20 contact hours in one 6 month period.

SARA and Professional Licensure

SARA has no effect on state professional licensure requirements (like those for nursing and teacher preparation).

Notice to Students

- Students must be informed as to whether or not the course or program meets the professional licensure requirement in a particular state; or
- That the institution cannot confirm whether or not the course or program meets the requirements while providing the student with the licensing board contact information in the student's home state.

Institutional Application Process – as outlined in proposed regulation

- Initial Approval - [Application and Approval Form for Institutional Participation in SARA.](#)
- Annual Renewal – [Renewal Application for Institutional Participation in SARA.](#)

Upon receipt of each, the CPE president will review and take action.

SARA Fees – Paid by Institution

Enrolled FTE – Annual Fee Paid to NC-SARA

- Under 2,500 → \$2,000
- 2,500-9,999 → \$4,000
- 10,000 or more → \$6,000

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Institutions will pay annual fee in same amount plus \$1000 (ex. \$3,000 for under 2,500 enrolled FTE) to CPE for administering the program.

This fee is in addition to any licensure fees paid to CPE or the Commission on Proprietary Education.

SARA Data Submission Requirements

Institutions shall report annually to NC-SARA the number of students enrolled in distance education delivered out of state disaggregated by state, territory, or district in which the student resides and by “broad program of study.”

132 Due one month following the fall enrollment report due to IPEDS.

NC-SARA will not collect individually identifiable student data and will comply with FERPA.

SARA Complaint Process – as outlined in proposed regulation

- For non-resident students only. Resident students follow existing complaint procedures.
- Student must first exhaust institution's internal procedure for complaint resolution.
- Complaints involving student grades or student conduct violations shall not be considered.
- Complaints must involve an institution's failure to comply with any SARA standard within the last 2 years.
- Complaints will be forwarded to the institution and a response is required within 30 days of transmittal.
- CPE President shall facilitate complaint resolution and the relief provided, if any, shall be commensurate with the circumstances.
- Resolution of the complaint is final.
- CPE will be required to provide information to NC-SARA about complaints filed for publication on the NC-SARA website. <http://nc-sara.org/content/complaint-reports>.

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SARA Revisions since January 2014 (part 1)

Record of Revisions

February 10, 2014.....Revision of SARA's Policies and Standards for Consumer Protection

May 14, 2014 1) Policy Added Section 6: Data Submission Requirements for Institutions Participating in SARA

2) Policy Added Section 7: Complaint Resolution Reporting for States Participating in SARA

August 19, 2014 Revision of SARA's Policies and Standards Section 3: Institutions and Participation, subsection 10: Offerings on military bases

December 5, 2014..... 1) Definition Added for the term "Legal Domicile"

2) Addition to SARA's Policies and Standards Section 2: States and Membership, subsection 5: Functional responsibilities of states (i)

3) Addition to SARA's Policies and Standards Section 3: Institutions and Participation, subsection 2: Provisional admission of an institution. Note: Renumbering of existing content.

4) Addition to SARA's Policies and Standards Section 5: Physical presence standards, subsection 2 (j)

5) Revision of SARA's Policies and Standards Section 6: Data Submission Requirements for Institutions Participating in SARA

6) Revision of SARA's Policies and Standards Section 7: Complaint Resolution Reporting for States Participating in SARA

SARA Revisions since January 2014 (part 2)

- January 7, 2015 1) Revision of SARA's Policies and Standards Section 5: Physical presence standards subsection 2, revised and removed Supervised Field Experiences to new subsection 3. Note reordering of existing content of subsection 2.
- May 13, 2015.....1) Addition to SARA's Policies and Standards Section 3: 11. Participation by Tribal Colleges
2) Addition to SARA's Policies and Standards new Section 8: Modification Process for SARA Policies and Standards
3) Clarification of SARA's Policies and Standards Section 3: Institutions and Participation, 4. Loss of institutional eligibility
4) Revision of SARA's Policies and Standards Section: Section 4. Consumer protection, 2. Complaint Resolution Processes
- July 10, 2015.....1) Addition to SARA's Policies and Standards new Section 3:4 Renewals
- December 1, 2015 1) Addition – New Section 2.6, Renewal of state membership
2) Addition to Section 3.2, Provisional renewal of an institution
3) Addition – Section 3.4.2, Process for institution renewal
4) Addition to Section 5.1, Field study or research
5) Addition to Section 5.2, Physical presence
- January 12, 2016.....1) Revisions to and reformatting of Section 8
- February 17, 2016.....1) Revision to the definition of “supervised field experience”: Section 1. 26
2) Clarification of SARA states’ application of “requirements, standards, fees, or procedures”; and clarification of their ability to apply their general purpose laws regarding consumer protection, fraudulent activities and related matters: Section 2.5(g)(h)
3) Use of the word “approved” in regard to SARA institutions: Section 3.14
4) Dealing with SARA institutions that change their home state: Section 3.4
5) Clarification of “Limitations of SARA”: Section 3.7
- May 5, 20161) Addition of time limit on institutional use of state approval to participate in SARA: Section 3.3

Steps for Kentucky to Join SARA

September 23rd

Proposed regulation goes before CPE for approval.

October 27th

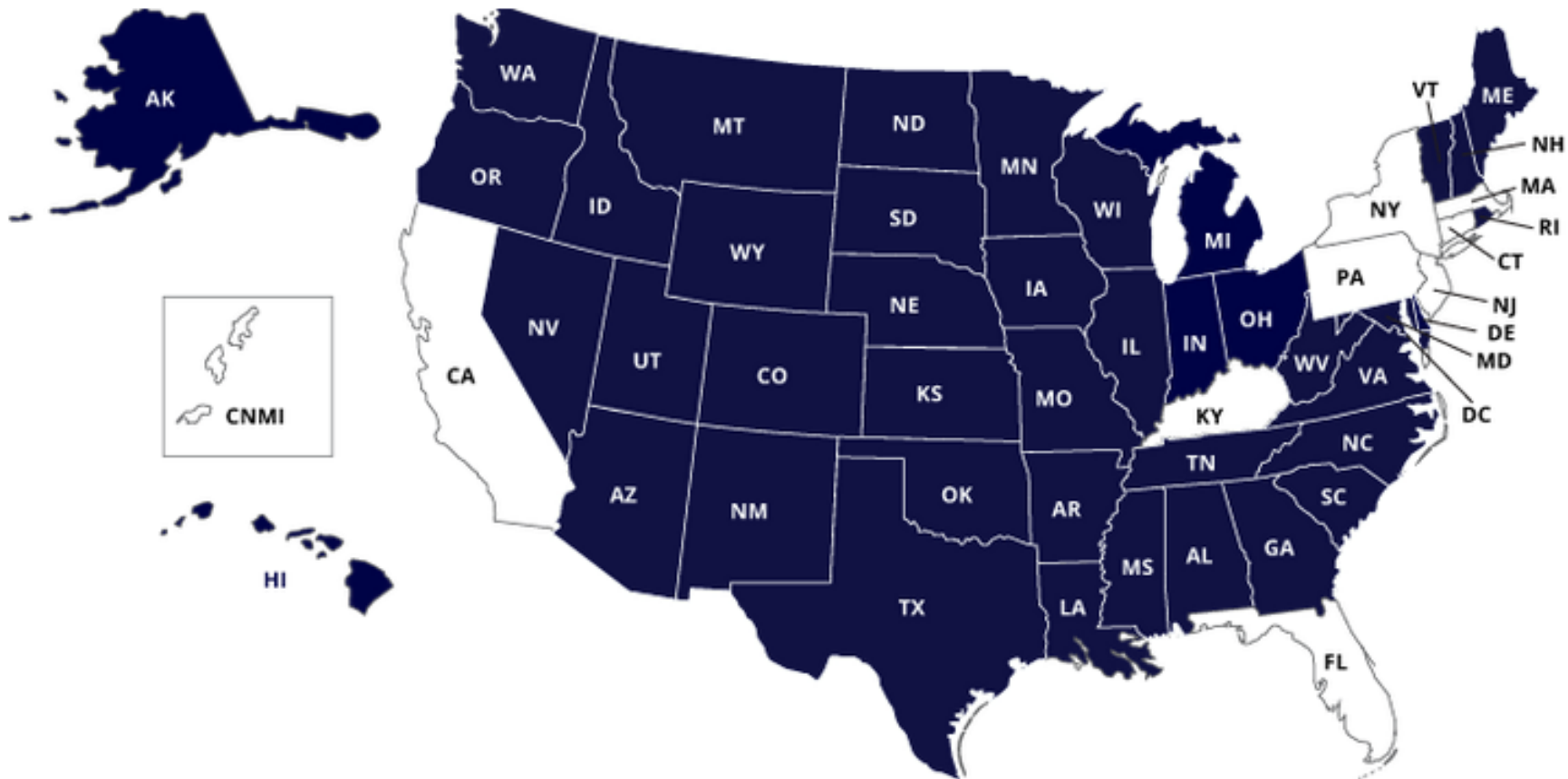
KY SARA application reviewed by SREB.

December 1st

Effective Date of SARA Membership.

- CPE begins accepting institutional applications.

Participating SARA States – As of 9/9/16



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Participating SARA Institutions (as of 8/9/16)

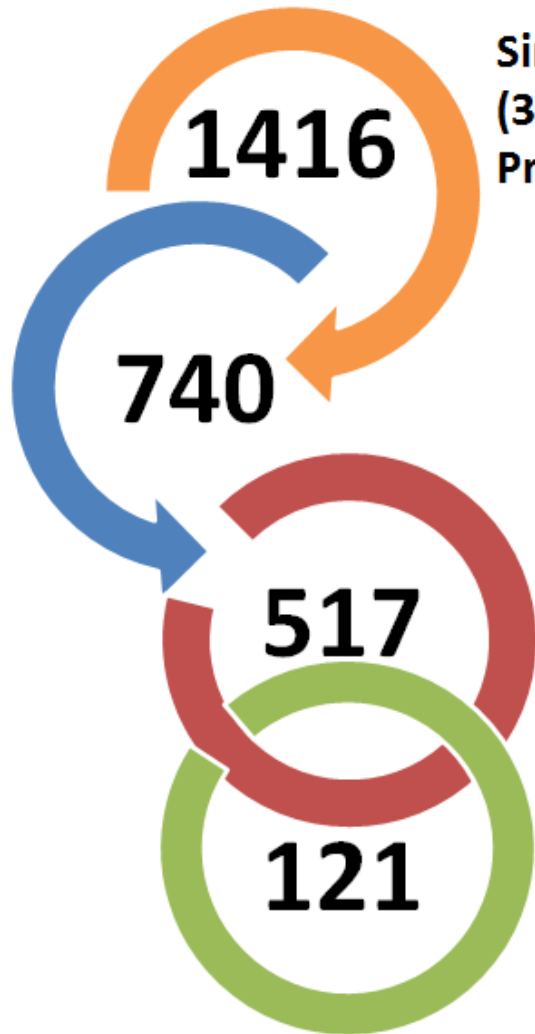
Approx. 1,012 participating institutions

- Full listing: <http://www.nc-sara.org/files/docs/SARA%20Institution%20List-%20080916.pdf>

States not yet members per NC-SARA map (as of 9/9/16):

1. California
2. Connecticut
3. Florida
4. Kentucky
5. Massachusetts
6. New York
7. New Jersey
8. Pennsylvania

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Since 2010, institutions have contacted CPE. (38 institutions referred to Commission on Proprietary Education.)

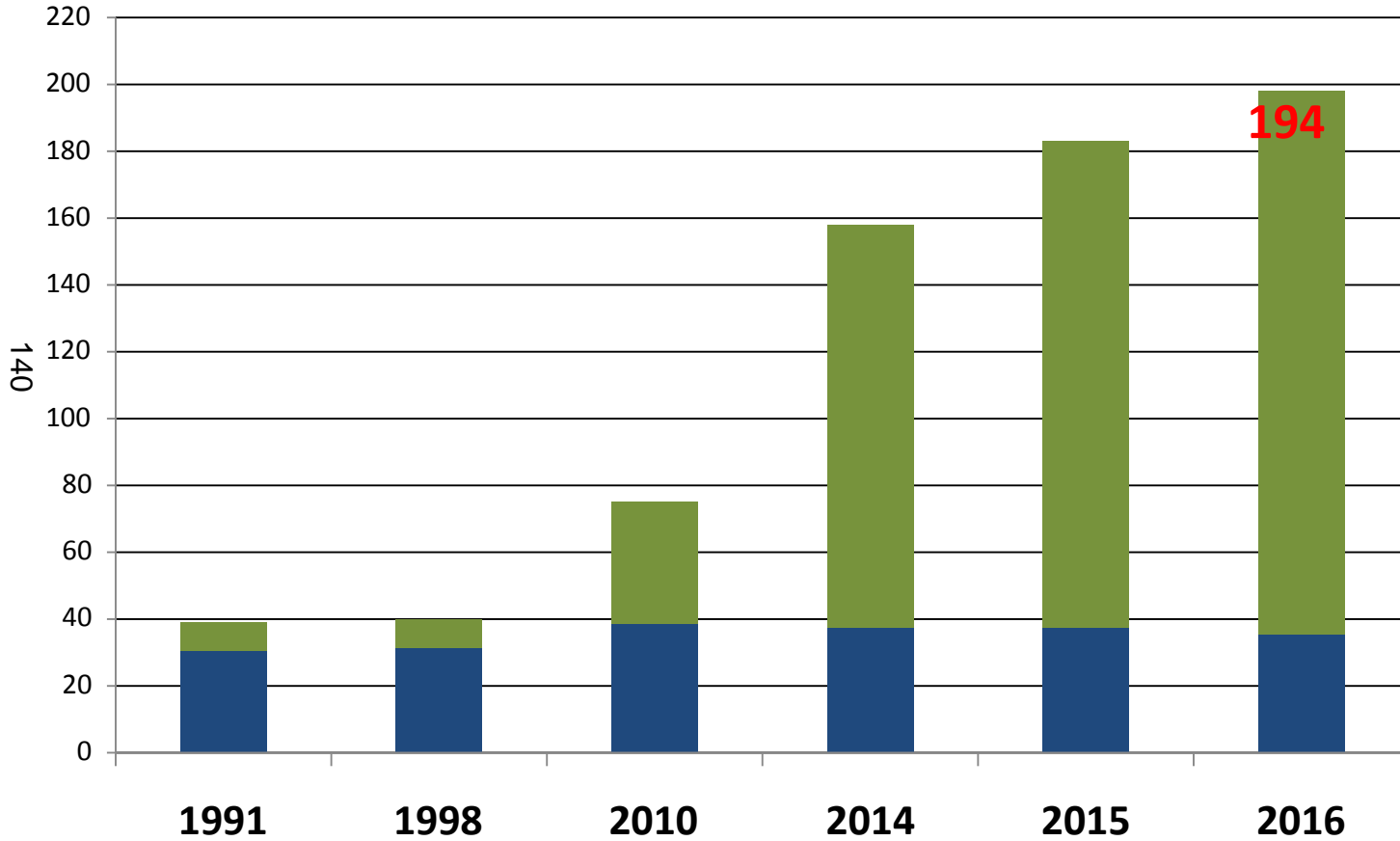
CPE awaiting response from institutions if they will not operate or solicit, or if they will apply for licensure.

Institutions have CPE confirmation that no licensure is required (at this time).

Institutions have applied for licensure.

CPE Licenses Over Time

■ In-state ■ Out-of-state



	In-State	Out-of-State
1991	31	8
1998	32	8
2010	39	36
2014	38	120
2015	38	145
2016	35	159

9/9/16: 194 licensees
(17 in-state religious colleges exempt)



QUESTIONS?

Travis Powell, General Counsel and Associate Vice President

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Sarah Levy, Director of Postsecondary Licensing

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State Authorization Reciprocity Agreement

WE SUPPORT SARA:



WKU®

UNIVERSITY OF
LOUISVILLE®

UK University of
Kentucky®

NKU  **NORTHERN
KENTUCKY
UNIVERSITY**



EKU®

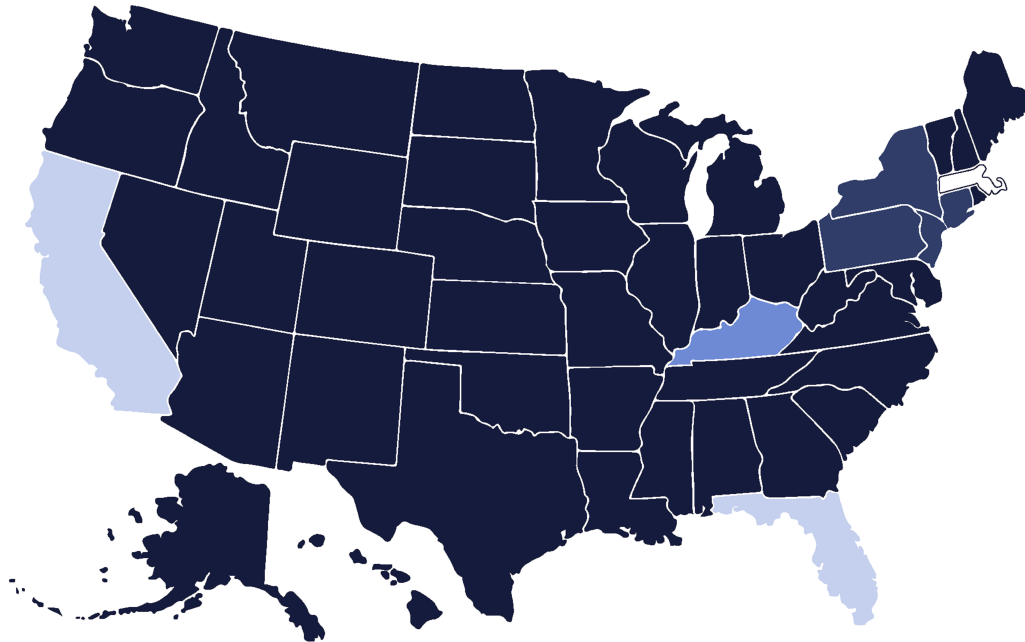
 **MURRAY STATE
UNIVERSITY**

M **MOREHEAD STATE
UNIVERSITY**






Scope of Online Learning

**In AY 14/15,
Kentucky
public
universities:**





State Activities Pertaining to SARA (9/13/16)

-  SARA State
-  Approved to apply for membership
-  Legislation passed
-  Have plans to introduce legislation early next year
-  Formed special commission on Interstate Reciprocity Agreements

NC-SARA will allow Kentucky students and institutions to be:

- Compliant
- More Diverse
- More Accessible for KY students
- Consistent

Benefits of the SARA

Allows institutions to comply with the laws in other states without state-specific fees – Estimated cost of full authorization for online programs in all 50 states for the public KY institutions is \$2,100,000 in initial fees alone

Increases potential student base by allowing institutions to easily accept enrollments from other SARA states

Increases student access to degrees by allowing institutions to market out of state to boost low-enrolled programs

Maintains reciprocity for students after the existing SREB Reciprocity Agreement (SECRRA) is terminated (2017)

Allows on-campus students to travel to other states for experiential learning, clinicals, practica, internships, and field experiences

Expressed Drawbacks

State loses state-specific requirements for approving online programs in particular academic quality



Students lose access to state-specific consumer protections



Institutions may see increased competition from out-of-state



Does not ensure that an institution's program meets professional licensure requirements in member states



Our Perspective

SARA incorporates accreditation criteria into its requirements

Out-of-state providers must meet quality standards, agree to provide data on request, and work to resolve complaints.

Students will see broader choices; Institutions will gain access to a larger, almost nationwide market; Competition often improves quality

SARA was the first regulatory mechanism to require institutions to provide notice about licensure requirements in states; National Council on State Boards of Nursing developed their own national compact for reciprocity with 25 states participating

UofL Speed School of Engineering

There were 239 out-of-state engineering co-ops for AY15-16

- 202 took place in states where authorization may be necessary
- All but 4 would be covered by SARA
- Opportunities for co-ops include:
 - Federal research organizations
 - Aviation industry
 - Biomedical industry
 - Petroleum Industry

148



ExxonMobil

Johnson & Johnson



GE Aviation

UofL School of Medicine

There were 95 out-of-state medical rotations for AY15-16

- 56 took place in states where authorization may be necessary
- All but 1 would be covered by SARA

149



Doctor of Physical Therapy

- WKU DPT program requires 120 placements per year
- UK's DPT program requires 240 placements per year
- Bellarmine requires 280 rotations per year



SHEEO Support

“Contrary to its critics, the State Authorization Reciprocity Agreement (SARA)...strengthens, rather than weakens consumer protection and state oversight of distance postsecondary education.”

“No state...proved able to regulate all the institutions providing distance education to its citizens.”

Paul Lingenfelter

President Emeritus

State Higher Education Executive Officers

Board Chair, National Council for State Authorization Reciprocity Agreement

(response to NY times article on New York’s consideration of SARA)



STRONGER

by degrees

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

September 23, 2016

New Academic Programs

ACTION: The staff recommends that the Council approve the following new academic programs:

University of Kentucky

- Master of Science in Research Methods in Education (CIP Code: 13.0603)
- Bachelor of Liberal Studies (CIP Code: 24.0101)

Northern Kentucky University

- Bachelor of Music Education (CIP Code: 13.1312)

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

University of Kentucky

- Master of Science in Research Methods in Education (CIP Code: 13.0603)
The Master of Science in Research Methods in Education prepares students for careers in academic institutions, school districts, state and federal agencies as well as healthcare, and certification, licensing and testing organizations. Students in this program will develop a foundation in basic research methods in education and gain experience in applying research methods, techniques and constructs to real world settings. Students will complete a focused area of emphasis in quantitative methods, evaluation or research design that crosses fields of study within education, drawing from perspectives in policy, psychology, pedagogy and history. Graduates of this program will possess the full range of quantitative reasoning and research method skills needed to meet employer demands for quantitative data and quality evaluation services needed to make data driven decisions and accountability.
- Bachelor of Liberal Studies (CIP Code: 24.0101)
This degree is designed to foster analytic and decision-making skills, advanced communication skills, and a global perspective, and will benefit a wide range of students, including those who plan to work in business, technological, cultural,

community, and human-service settings; those for whom a highly specialized, structured major is not ideal; and those who have accumulated a substantial number of credit hours across a range of departments. Students will graduate with a portfolio of their work and a senior capstone project that they can show to future employers as tangible documentation of their education.

In a 2013 survey sponsored by the Association of American Colleges and Universities, 93% of private sector and nonprofit employers agreed that “a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate’s] undergraduate major.” Further, 80% agreed that, “regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences.” In addition, the program is increasingly popular with otherwise traditional students. A recent survey by College Factual found that a general Liberal Arts and Sciences major is the 8th most popular major. Furthermore, the benchmark universities for UK offer a similar program, so the addition of this program may help attract additional students.

Northern Kentucky University

- Bachelor of Music Education (CIP Code: 13.1312)
The proposed baccalaureate program will replace the current music education certification program. The program will prepare exemplary professional educators who are well-grounded in content and pedagogy, possess the skills needed to impact P-12 student learning, and demonstrate the professional disposition to work with students, parents, and colleagues. This will be the only music education program in a 90-mile radius that is accredited by the National Association of Schools of Music.

Council on Postsecondary Education
September 23, 2016

2016-17 Agency Operating Budget

ACTION: The staff recommends that the Council approve the 2016-17 CPE Agency Budget.

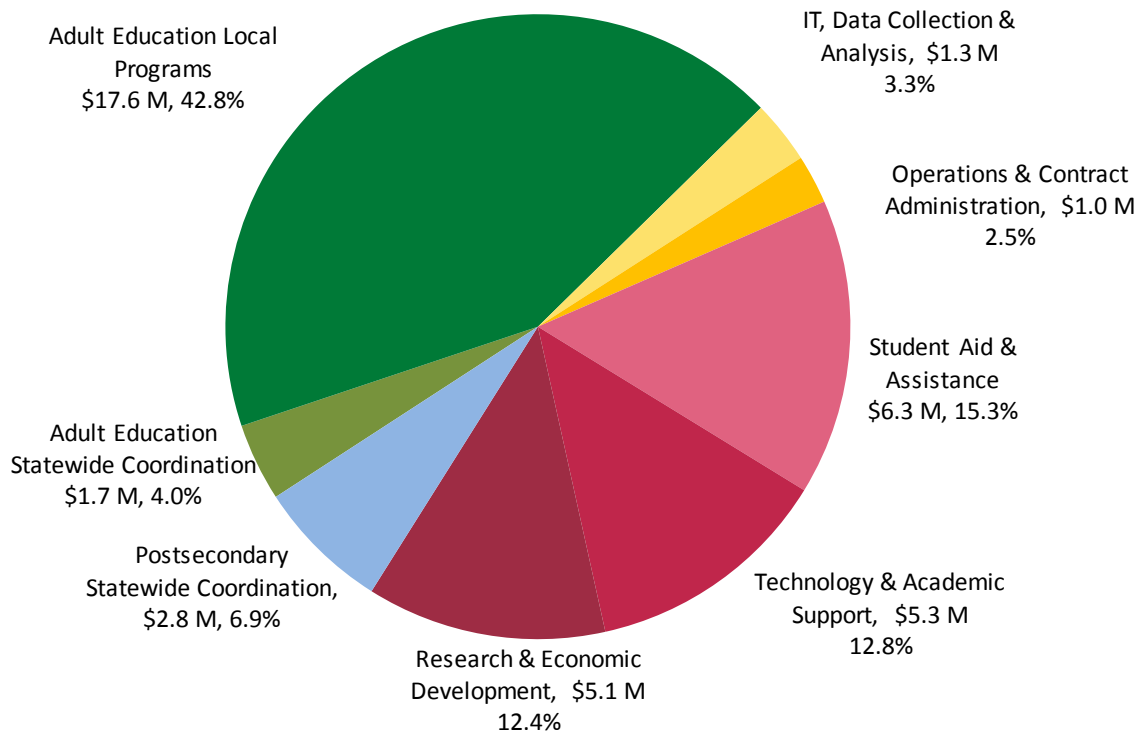
In the first quarter of each fiscal year, the Council reviews and approves the agency revenue and expenditure budget for the current year. Below is summary and detailed budget information for fiscal year 2016-17. Fiscal year 2015-16 actual figures are included for comparison.

CPE General Fund Budget

The enacted 2016-18 biennial budget (House Bill 303) contained a 4.5% cut for CPE in fiscal 2016-17, which resulted in a 5% reduction in General Fund support for most categories of expenditure at CPE because budget language required that the funding level for Contract Spaces remain constant. While this cut is significant, most other state agencies were cut 9%. Some additional General Fund (i.e., +\$234,300) was provided to CPE for retirement system cost increases. This most recent 4.5% cut comes on top of a 5% reduction in the last biennium (2014-16) and an 8.4% General Fund cut in 2012-14.

The net impact of funding cuts and retirement system increases is a reduction of \$1,687,300 in the Council's operating budget, from \$42,913,500 in 2015-16 to \$41,226,200 in 2016-17. As can be seen in the following chart and table, only 6.9% of CPE's General Fund appropriation (the blue section in the chart) supports staff and activities most typically associated with a postsecondary education coordinating board. CPE's largest expense category is Kentucky Adult Education Local Programs (42.8%). An additional \$1.7 million, or an additional 4% of CPE's General Fund, supports Adult Education Statewide Coordination. The next largest category that supports activities outside the Council is Student Aid and Assistance (15.3%) which primarily goes to the Contract Spaces Program (reserved spaces and in-state tuition for Kentuckians at out-of-state veterinary and optometry schools) but also funds the Professional Education Preparation Program, Governor's Minority Student College Preparation Program, State Autism Training Center, SREB Doctoral Scholars Program, and the Washington Intern Program. Technology and Academic Support (12.8%) helps fund the Technology Trust Fund (KY Postsecondary Education Network and KY Virtual Campus and Library) and Senate Bill 1 initiatives (college and career readiness). Research and Economic Development (12.4%) funds go to the Kentucky Science and Technology Corporation and Project Lead the Way. Operations (16.7%) supports more than just traditional Postsecondary Statewide Coordination: about 60% of Operations General Fund supports network administration and data collection, contract administration, and Adult Education statewide coordination.

**Kentucky Council on Postsecondary Education
2016-17 General Fund by Category
Total = \$41.2 Million (M)**



Adult Education Local Program Providers	\$ 17,640,500	42.8%
Agency Operations:		
<i>Adult Education Statewide Coordination</i>	\$ 1,659,800	4.0%
<i>IT, Data Collection & Analysis</i>	1,347,200	3.3%
<i>Operations & Contract Administration</i>	1,042,700	2.5%
<i>Postsecondary Statewide Coordination</i>	2,843,700	6.9%
<i>Agency Operations Subtotal</i>	<u>\$ 6,893,400</u>	16.7%
Student Aid & Assistance (Pass-Throughs)	6,316,000	15.3%
Technology & Academic Support (Technology Trust Fund & SB1)	5,264,000	12.8%
Research & Economic Development (KSTC & Project Lead the Way)	<u>5,112,300</u>	12.4%
2016-17 General Fund Appropriation	\$ 41,226,200	100.0%

CPE – Other Funds

In addition to state General Fund appropriations, the Council's budget contains other sources of revenue, including tobacco settlement funds, cigarette tax revenue, trust fund appropriations, federal grant funds, and agency receipts. Table 1 on the following page provides a summary of the Council's actual 2015-16 and budgeted 2016-17 Sources and Uses of Funds Statement. Following Table 1 is a more detailed presentation of the Council's total budget by major expenditure category.

Table 1: CPE Agency Actual and Budgeted Sources and Uses of Funds

Sources of Funds	2015-16 Actual	2016-17 Budget	Comparison
General Fund			
<i>Continuing Appropriation</i>	\$ 1,196,515	\$ 2,945,685	
<i>Regular Appropriation - Base</i>	42,913,500	40,991,900	-4.5%
<i>Regular Appr'n - Retirement cost increases</i>	-	234,300	
<i>Regular Appropriation Subtotal</i>	<u>\$ 42,913,500</u>	<u>\$ 41,226,200</u>	
<i>General Fund Subtotal</i>	44,110,015	44,171,885	
Tobacco Funds	4,972,500	4,706,100	95%
Federal Funds	13,297,650	18,102,500	136%
Restricted Funds			
<i>Carryforward</i>	\$ 1,381,599	\$ 1,665,633	
<i>Receipts</i>	4,924,830	4,724,500	96%
<i>Restricted Funds Subtotal</i>	<u>\$ 6,306,429</u>	<u>\$ 6,390,133</u>	101%
Other Funds			
<i>Carryforward</i>	\$ 5,253,613	\$ 6,214,130	
<i>Receipts</i>	5,019,542	4,828,102	96%
<i>Other Funds Subtotal</i>	<u>\$ 10,273,155</u>	<u>\$ 11,042,232</u>	107%
Total Sources of Funds	<u>\$ 78,959,749</u>	<u>\$ 84,412,850</u>	107%
Uses of Funds			
Operations	\$ 7,278,105	\$ 7,224,400	99%
Licensure	309,641	305,600	99%
Kentucky Adult Education	26,325,160	29,194,190	111%
Student Assistance & Educational Support	6,349,700	6,316,000	99%
Technology and Academic Support	14,612,672	19,756,726	135%
Research and Economic Development	13,900,994	15,922,997	115%
Total Expenditures	<u>\$ 68,776,272</u>	<u>\$ 78,719,913</u>	114%

Agency Operations (\$7.2 M)

The Agency Operations budget supports typical postsecondary education coordinating board functions, such as policy leadership, strategic planning, biennial budget preparation and tuition setting, academic program review, administrative services, and communications. The \$7.2 million figure includes support for KYAE personnel responsible for statewide coordination and administration of adult education programming in 120 counties throughout the Commonwealth.

FY 2016-17 Budget Highlights

- 16.7 percent of the Council’s General Fund appropriation is allocated to Agency Operations; the remaining 83.3 percent supports statewide educational programs and services, Kentucky Adult Education local program providers, and debt service.
- Personnel expenses make up 80 percent of the Operations budget. The Council’s General Fund appropriation supports 58 employees, down from 97 staff in 2007-08. Sixteen staff, down from 27 in fiscal 2007-08, work for Adult Education and are funded through the Agency Operations budget.
- The Licensure unit is now a separate unit and is displayed separately.

Sources of Funds	2015-16 Actual	2016-17 Budget	Percent Change
Carryforward (Restricted Fund)	\$ 112,632	\$ 326,082	
Current Year Receipts			
General Fund - Base	\$ 7,012,000	\$ 6,659,100	-5.0%
General Fund addition for cost increases		234,300	
Restricted Fund Receipts (Fed. Indirect)	479,555	300,000	-37.4%
Subtotal	\$ 7,491,555	\$ 7,193,400	-4.0%
Total Sources of Funds	\$ 7,604,187	\$ 7,519,482	-1.1%
Uses of Funds			
Personnel			
Salaries and Benefits	\$ 5,289,959	\$ 5,599,100	5.8%
Other Personnel	473,017	231,900	-51.0%
Subtotal	\$ 5,762,976	\$ 5,831,000	1.2%
Rent and Utilities	\$ 424,267	\$ 422,000	-0.5%
Computer Rentals, Network, Phones	574,389	435,100	-24.2%
Advertising	118,061	1,500	-98.7%
Travel	76,552	151,900	98.4%
Statewide Dues	127,006	110,000	-13.4%
Other Expenses	194,854	272,900	40.1%
Total Uses of Funds	\$ 7,278,105	\$ 7,224,400	-0.7%

Licensure (\$0.3 M)

The Council is responsible for licensing all bachelor's degree (and above) granting postsecondary institutions that do business in the Commonwealth. Two full-time staff with assistance from other staff ensure that these non-public institutions comply with all state regulations that protect Kentucky students from illegitimate education providers.

The Licensure unit has traditionally been displayed as part of Agency Operations. At the request of Office of State Budget Director staff, Licensure is now a separate unit and is displayed separately. All licensure receipts and expenditures go into and come out of the Licensure Unit restricted fund budget amount. Table 3 below shows last year's actual revenues and expenditures and this year's budgeted revenues and expenditures for Licensure.

FY 2016-17 Budget Highlights

- For budgetary reasons, staff assumes that SARA implementation will cause a large drop in annual fees from institutions. Hopefully the Licensure Unit's carry forward will give staff time to secure General Fund support for this program, since it is transitioning from a program that is financially self-sufficient to one that may not be in the future.

	2015-16	2016-17	Percent
Sources of Funds	<u>Actual</u>	<u>Budget</u>	<u>Change</u>
Carryforward (Restricted Fund)	\$ 1,187,530	\$ 1,328,889	
Restricted Fund Receipts (Licensure)	451,000	114,500	-74.6%
Total Sources of Funds	<u>\$ 1,638,530</u>	<u>\$ 1,443,389</u>	
Uses of Funds			
Personnel			
Salaries and Benefits	\$ 303,885	\$ 259,300	-14.7%
Other Personnel	3,250	42,000	
Subtotal	\$ 307,135	\$ 301,300	-1.9%
Travel	\$ 2,506	\$ 3,300	31.7%
Other Expenses	-	1,000	
Total Uses of Funds	<u>\$ 309,641</u>	<u>\$ 305,600</u>	-1.3%

Kentucky Adult Education (\$29.2 M)

Budgeted revenue and expenditures for Kentucky Adult Education (KYAE) support adult education local program providers and instruction throughout the Commonwealth.

KYAE was transferred to CPE in 2003 to strengthen the link between attaining a GED and obtaining some type of postsecondary education degree or credential to enhance employability and bring about other benefits of higher education. Comprehensive adult education programs are offered in every Kentucky county. Services include all levels of adult education instruction, English as a second language (ESL), family literacy, corrections education, and workforce education.

FY 2016-17 Budget Highlights

- In 2016-17, state General Fund appropriation will account for about 60 percent of KYAE's spending, and federal funds make up most of the remaining 40 percent.
- About 76 percent of KYAE funding is distributed to local program providers.
- General Fund within Agency Operations supports 16 staff members that work for the Council and provide statewide coordination and leadership for KYAE. Staff has been reduced by 11 since 2007-08.

	2015-16	2016-17	Percent
Sources of Funds	Actual	Budget	Change
Carryforward Funds			
Continuing Appropriation (General Fund)	\$ 1,051,515	\$ 2,655,685	
Carryforward (Restricted Fund)	81,437	10,662	
Subtotal	\$ 1,132,952	\$ 2,666,347	
Current Year Receipts			
General Fund	\$ 18,575,500	\$ 17,640,500	-5.0%
Federal Funds (Adult Education)	9,097,129	12,322,000	35.4%
GED Receipts (Restricted: 136G)	143,925	200,000	39.0%
Subtotal	\$ 27,816,554	\$ 30,162,500	8.4%
Total Sources of Funds	\$ 28,949,506	\$ 32,828,847	13.4%
Uses of Funds			
Administrative Leadership	\$ 24,125,729	\$ 25,431,039	5.4%
College & Career Readiness	623,612	712,000	14.2%
Instructional Leadership	1,504,379	2,495,994	65.9%
Other KYAE Support	71,440	555,157	677.1%
Total Uses of Funds	\$ 26,325,160	\$ 29,194,190	10.9%

Statewide Educational Programs and Services (\$40.2 M)

The Statewide Educational Programs and Services budget is divided into three main sub-components:

• Student Aid and Assistance	\$ 6.3 M
• Technology and Academic Support	19.8 M
• Research and Economic Development	<u>15.1 M</u>
	\$40.2 M

Student Aid and Assistance (\$6.3 M)

This area of the budget supports the Contract Spaces Program and a number of smaller educational and college preparation programs that serve mostly underrepresented students and at-risk youth and young adults. The Contract Spaces Program provides reserved spaces for Kentucky students at out-of-state veterinary and optometry schools at in-state tuition rates through agreements with the Southern Regional Education Board (SREB) and Indiana University. Contract Spaces accounts for about 90 percent of the total Student Aid and Assistance budget.

FY 2016-17 Budget Highlights

- Budget language directs the Council to fund Contract Spaces in 2016-17 at the same level as it did in FY 2015-16. This level of funding would normally mean a reduction in the number of spaces, however, CPE staff was able to negotiate a temporary hold on tuition increases, and thus avoided a dramatic decrease in the number of spaces.
- Contracts with institutions for 2017-18 are still pending, but staff anticipates that most of the spaces will be preserved.
- The University of Pikeville opened a college of optometry in 2016-17. Three of the eleven first year slots were shifted to UPike this year. In future years, staff anticipates that all first year slots will go to Pikeville.

	2015-16 Actual	2016-17 Budget	Percent Change
Sources of Funds			
General Fund	\$ 6,349,700	\$ 6,316,000	-0.5%
Total Sources of Funds	\$ 6,349,700	\$ 6,316,000	-0.5%
Uses of Funds			
Contract Spaces	\$ 5,680,100	\$ 5,680,100	0.0%
Professional Education Preparation Program	251,900	239,200	-5.0%
Governor's Minority Student College Prep Program	176,000	167,100	-5.1%
State Autism Training Center	125,800	119,500	-5.0%
SREB Doctoral Scholars	67,900	64,500	-5.0%
Washington Intern Program	48,000	45,600	-5.0%
Total Uses of Funds	\$ 6,349,700	\$ 6,316,000	-0.5%

Technology and Academic Support (\$19.8 M)

This part of the Council’s budget supports several programs, including the KY Postsecondary Education Network and the KY Virtual Campus and Virtual Library. Two programs in this category are funded with federal grants: GEAR UP and IEQ. GEAR UP encourages at-risk students to prepare for postsecondary education through enhanced guidance and support. The Improving Educator Quality (IEQ) grant focuses on professional development initiatives for K-12 teachers and administrators. Senate Bill 1 funding, which targets improving college and career readiness, and the Equine program, funded with pari-mutuel betting revenues, are also included below.

FY 2016-17 Budget Highlights

- GEAR UP was awarded a \$26.9 million, six-year federal grant in October 2011 (\$4,578,000 per year). The previous six-year grant was \$18.5 million.
- The staff recommends Council approval to use the Revolving Loan Fund, if requests are made, to fund projects at postsecondary institutions. Last year, \$600,000 was spent from this fund for Postsecondary Education Network upgrades. CPE plans to reimburse this fund over the next four years.

Sources of Funds	2015-16 Actual	2016-17 Budget	Percent Change
Carryforward Funds			
Technology Trust Fund	\$ 2,655,917	\$ 3,751,273	
Equine Program	544,717	196,374	
KYVC Revolving Loan Fund	1,401,477	801,477	
Subtotal	<u>\$ 4,602,111</u>	<u>\$ 4,749,124</u>	
Current Year Receipts			
General Fund	5,543,000	5,264,000	-5.0%
Federal Funds (IEQ/GEAR-UP)	4,200,521	5,780,500	37.6%
Trust Fund Receipts	4,364,508	3,313,102	-24.1%
Partial reimbursement to Revolving Loan Fund	-	150,000	
Pari-mutuel tax receipts	651,657	500,000	-23.3%
Subtotal	<u>\$ 14,759,686</u>	<u>\$ 15,007,602</u>	1.7%
Total Sources of Funds	<u>\$ 19,361,797</u>	<u>\$ 19,756,726</u>	2.0%
Uses of Funds			
Statewide Technology Services			
KY Postsecondary Education Network	\$ 2,243,029	\$ 2,640,400	17.7%
Ky Virtual Campus/Virtual Library	4,412,389	5,595,100	26.8%
Grants and Other Technolgy Trust Fund Initiatives	689,033	2,795,449	305.7%
Senate Bill 1 inplementation/Teacher Quality	1,467,700	1,393,800	-5.0%
KYVC Revolving Loan Fund	600,000	951,477	58.6%
Equine Program	1,000,000	600,000	-40.0%
GEAR UP - Federal Program	3,496,769	4,028,700	15.2%
Improving Educator Quality - Federal Program	703,752	1,751,800	148.9%
Total Uses of Funds	<u>\$ 14,612,672</u>	<u>\$ 19,756,726</u>	35.2%

Research and Economic Development (\$15.1 M)

The Council’s budget includes a number of research and economic development initiatives, including the Science and Technology Funding Program, Lung (and Ovarian) Cancer Research Program, Cancer Research Match Program, and Endowment Match Program. These initiatives are funded from various sources, including state General Fund appropriations, tobacco settlement funds (supports lung cancer research and ovarian cancer screenings), state cigarette tax proceeds (one cent per pack supports cancer research matching funds), and trust fund appropriations.

The Science and Technology Funding Program budget primarily supports the Kentucky Science and Technology Corporation’s research and economic development programs, but also funds the high-school engineering program “Project Lead the Way.”

FY 2016-17 Budget Highlights

- EKU officials are working to access the remaining “Bucks for Brains” matching funds.

Sources of Funds	2015-16	2016-17	Comparison
	Actual	Budget	
Continuing Appropriation (General Fund)	\$ 145,000	\$ 290,000	
Carryforward Funds (Lung Cancer Research)	651,503	865,036	
<i>Carryforward Funds</i>	<u>\$ 796,503</u>	<u>\$ 1,155,036</u>	
General Fund	5,433,300	5,112,300	-5.9%
Bond Funds (Bucks for Brains)	-	865,000	
Tobacco Fund (Master Settlement Agreement)	4,972,500	4,706,100	-5.4%
Interest (Lung Cancer Research)	3,377	-	
Restricted Fund (cigarette tax proceeds - 1 cent per pack)	3,850,350	4,110,000	6.7%
<i>Current Year Receipts</i>	<u>\$ 14,259,527</u>	<u>\$ 14,793,400</u>	3.7%
Total Sources of Funds	<u>\$ 15,056,030</u>	<u>\$ 15,948,436</u>	5.9%
Uses of Funds			
Science and Technology Funding Program			
KY Science and Technology Corporation	\$ 5,060,500	\$ 4,758,300	-6.0%
P-16 Engineering Pipeline (Project Lead the Way)	227,800	216,300	-5.0%
Other Initiatives/Program Administration	-	427,700	
Endowment Match Program - EKU	-	865,000	
Lung Cancer Research Program (Tobacco Fund)	3,962,344	4,745,697	19.8%
Ovarian Cancer Screenings (Tobacco Fund)	800,000	800,000	0.0%
Cancer Research Match (cigarette tax proceeds)	3,850,350	4,110,000	6.7%
Total Uses of Funds	<u>\$ 13,900,994</u>	<u>\$ 15,922,997</u>	14.5%

2016-17 Tuition and Mandatory Fee Update

On April 26, 2016, the Council approved resident undergraduate tuition and mandatory fee ceilings for academic year 2016-17 that were not to exceed a 5.0 percent increase for the research universities, a \$432 increase for the comprehensive universities, and a \$9 per-credit-hour increase for KCTCS. At that same meeting, the Council voted to allow the institutions to charge market competitive rates for graduate and online courses.

Tuition and mandatory fee rates were approved at the June 3rd Council meeting for Northern Kentucky University, Eastern Kentucky University, and Murray State University. Due to a compressed tuition setting timeline, several institutions' boards were unable to approve their 2016-17 tuition and fee rates prior to the June 3rd Council meeting. Therefore, the Council directed the president of the Council to review and approve tuition and mandatory fee proposals submitted after June 3, 2016, provided the proposals complied with ceilings and parameters adopted by the Council at the April 26, 2016, meeting. The proposals would be required to comply with Council ceilings after any rounding or compounding calculations.

As of Friday, September 16, Council staff had received tuition and fee proposals from UK, UofL, KSU, MoSU, WKU, and KCTCS, confirmed that all proposed tuition and fee rates contained in those proposals complied with Council approved ceilings, and verified that the proposed rates had been approved by each institution's governing boards. Proposals from each of these institutions have been approved by President King. Campus tuition and fee proposals, notice of Board approval, and fixed cost increase and revenue estimates, will be maintained at the Council and are available upon request.

Resident Undergraduate Tuition and Mandatory Fees 2016-17 Approved Rates				
Campus	2015-16 Tuition and Fee Base Rates ^(a)	2016-17 Approved Rates ^(a)	Dollar Change	Percent Change
UK ^(b)	\$10,936	\$11,483	\$547	5.00%
UofL	10,542	11,068	526	4.99%
WKU	9,282	9,712	430	4.63%
NKU	8,736	9,000	264	3.02%
EKU	8,150	8,568	418	5.13%
MoSU	7,966	8,398	432	5.42%
MuSU ^(c) (returning students)	7,608	7,944	336	4.42%
MuSU ^(c) (new students)	7,608	8,400	792	10.41%
KSU	7,364	7,796	432	5.87%
KCTCS	\$147.00 pch	\$156.00 pch	\$9.00 pch	6.12%

pch - per credit hour

^(a) Does not include Special Use Fees at UofL, EKU, MoSU, NKU, and WKU; or Agency Bond Fees at KCTCS.

^(b) Undergraduate rates for UK are an average of upper and lower division rates.

^(c) Beginning in 2016-17, MuSU began charging a separate rate for returning students and students admitted summer 2016 and after.

HB 15 Implementation Update

On April 27, 2016, Governor Matt Bevin signed HB 15, an act relating to the governance of postsecondary education institutions. The law, which went into effect on July 1, 2016, requires new institutional and CPE board members to complete an orientation and education program within their first year of appointment. More specifically, it includes the following provisions:

- CPE must develop in cooperation with the public campuses a comprehensive orientation and education program for new board members and continuing education programs for all board members.
- For new members, the orientation must be 6 instructional hours and include the following:
 - roles of the council and governing board members,
 - the strategic agenda and the strategic implementation plan,
 - the respective institution's mission, budget and finances, strategic plans, and priorities,
 - institutional policies and procedures,
 - board fiduciary responsibilities,
 - legal considerations including open records and open meetings requirements,
 - ethical considerations arising from board membership.
- The orientation program must be developed in a way that allows the new members to complete the requirements electronically or in person.
- Board members must complete the orientation within one year of appointment.
- CPE must provide a report to the legislature listing new board members who did not complete the required orientation.
- Board members from private institutions must be invited to participate.

Additionally, HB 15 requires CPE to review and approve existing board orientation programs at the public universities and KCTCS.

Implementation Progress

Since the passage of HB 15, the Council formed a work group comprised of CPE staff and council members, board liaisons from the public institutions, and the president of AIKCU. The group has met four times since June. Representative Derrick Graham, who authored HB 15, also provided input on the development of the plan. The draft implementation plan contains five sections:

1. New Member Orientation - Training Curriculum
2. New Member Orientation - Delivery Method
3. New Member Orientation - Certification Procedure & Annual Report
4. New Member Campus Orientation programs - Review and Approval
5. Continuing education programs for all CPE and institutional board members

The draft was presented to the HB 15 work group on September 13, 2016, and they have been asked to send any comments or revisions to CPE staff. The final draft will be presented to the Council for adoption at the November 18, 2016, meeting.

The implementation plan will guide the delivery of the first board orientation for new regents, trustees, and CPE board members, which will be held on November 30, 2016, at the Council on Postsecondary Education in Frankfort from 9:00 a.m. to 2:30 p.m. The Council is contracting with the Association of Governing Boards to present part of the curriculum. Following the training, a networking reception for new board members, Presidents, board chairs and vice chairs will be held at the Governor's Mansion from 3:00-4:00 p.m. Governor Bevin has been invited to attend.

Committee on Equal Opportunities Report

The following information focuses on diversity activities and initiatives since the Committee on Equal Opportunities met May, 2016.

Governor's Minority Student College Preparation Program: The Annual GMSCPP Statewide Conference will be hosted in June 2017. The conference location has not been selected. Middle and junior high school students from across the Commonwealth are expected to participate in STEM-H activities and laboratory experiments during the day and a half event.

Conference planning is also underway to recruit students to attend the 30th Annual Academically Proficient High School Junior and Senior Diversity Conference in June 2017. Students, parents, and college representatives from across the Commonwealth are expected to participate.

SREB Doctoral Scholars Program: The Council on Postsecondary Education, the University of Kentucky, and the University of Louisville reviewed applications for the SREB Doctoral Scholars Program Fellowship for fall 2016. In 2016-17, a total of fourteen students applied (6 at the University of Kentucky and 8 at the University of Louisville). As a result of state agency budget cuts, the Commonwealth will support only two of the fourteen scholars that applied, compared to five in previous years. The two new scholars will be introduced at the September CPE meeting.

As of October 2016, 26 students currently are matriculating at Kentucky institutions. Thirty-two percent of these students are in the STEM-H areas, and there are 83 graduates. Eleven of the graduates have earned tenure. Kentucky employs 22 of the SREB Doctoral Scholar graduates.

The Compact for Faculty Diversity Teaching and Mentoring Institute will be held October 27-October 30 at the Tampa Marriott Waterside Hotel in Tampa, Florida. The institute is designed for scholars currently supported by the Kentucky Doctoral Scholars Program. 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 transition into the professoriate. All scholars are expected to participate. Kentucky's public institutions have also been invited to participate in the recruitment fair to assist them with increasing the number of diverse faculty members at their respective institutions.

Committee Appointments

Chair Denton will make appointments to the following committees:

- Council's Executive Committee: The Executive Committee reviews all agency budget and personnel matters, including an annual audit of the agency, evaluating the president, and performing other activities assigned by the Council.
- 2017-18 Tuition Development Work Group: The TDWG will review the tuition-setting process, develop a tuition setting timeline, and make recommendations regarding tuition and mandatory fee ceilings.

AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities

Spalding University president Tori Murden McClure to take over as AIKCU chair

Spalding University president Tori Murden McClure will assume the role of chair of the AIKCU Board of Directors at their October meeting. She succeeds Brescia University president Rev. Larry Hostetter.

Berea College VP testifies before Congress

On Sept. 13, Berea College VP for Finance Jeff Amburgey testified before a U.S. House subcommittee on how Berea makes college accessible and affordable. Details: <https://www.berea.edu/news/u-s-congress-hears-berea-makes-college-accessible-affordable/>

AIKCU published tuitions increase 3.8%

AIKCU members continue their efforts to moderate tuition and fee increases. On average, excluding the two work colleges, 2016-17 tuition and fees increased 3.8% from 2015-16.

Optimizing Academic Balance process underway at 5 AIKCU institutions

Five AIKCU institutions have begun the first round of the Optimizing Academic Balance process, thanks to a major grant from the James Graham Brown Foundation grant announced earlier this summer. The grant offers an opportunity for all AIKCU members to participate in this comprehensive data analysis project during the grant's three-year implementation period. Seven more AIKCU members are committed to participate in the second round, and the remaining institutions still have the opportunity to participate in a third round if they choose. To learn more about the grant and the OAB process, visit <http://tinyurl.com/aikcuOAB>.

12 AIKCU members sign on to participate in new Kentucky Dual Credit Scholarship Program

12 AIKCU member institutions registered to participate in the new Kentucky Dual Credit Scholarship Program: **Bellarmino University, Brescia University, Campbellsville University, Kentucky Christian University, Kentucky Wesleyan College, Lindsey Wilson College, Midway University, Spalding University, Thomas More College, Union College, University of the Cumberlands**, and the **University of Pikeville**. Several other AIKCU members will continue to offer dual credit opportunities for high school students outside of the Dual Credit Scholarship Program.

Centre, Midway celebrate record classes

Centre College's entering class was the largest in school history, with 401 first-year students bringing Centre's total enrollment to 1,425. At newly co-educational Midway University, the incoming class is also the largest in the school's history, with first-year and transfer students accounting for 238 of 432 students in the traditional undergraduate program.

CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



EKU President Michael Benson addresses faculty and staff at this year's fall convocation.

(EKU Communications & Marketing/Stacey Sizemore)

“GROWTH HAPPENS HERE”

It was the theme for the faculty and staff fall convocation at EKU, but no one had to attend the annual event to know the truth behind those words on the Richmond campus. The signs are evident everywhere you look:

- ▶ continued construction of the second phase of the University's New Science Building. When joined to the first phase, the facility will be the largest of its type in the Commonwealth when it opens in January 2018.
- ▶ two new residence halls slated to open in Fall 2017.
- ▶ a new dining hall scheduled for completion in late 2017.
- ▶ a Scholar House, a residential facility for single parents, set to open in the summer of 2017. The facility is funded primarily by the Kentucky Housing Corporation and will be managed by Kentucky River Foothills.
- ▶ a new pedestrian gateway, Turner Gate, and adjacent Carloftis Gardens near the intersection of Lancaster Avenue and Barnes Mill Road.
- ▶ improvements to baseball and softball facilities.

Add to that plans to build a parking garage, renovate the Powell Student Union, build a new recreation center, construct a pedestrian bridge across the Eastern By-Pass near Keene Hall and Alumni Coliseum, and more.

Similar progress is occurring on other fronts:

- ▶ a newly opened Student Success Center.
- ▶ steady improvement in retention and graduation rates.
- ▶ a record fund-raising year.
- ▶ the division of the College of Arts and Sciences into the College of Science and the College of Letters, Arts and Social Sciences (CLASS).
- ▶ a new Quality Enhancement Plan focused on motivating students to come to class prepared for deeper learning, developing their critical reading skills to promote critical thinking and independent learning, and teaching them to read with purpose.

PRIVATE SUPPORT AT ALL-TIME HIGH

In the midst of the most ambitious campus revitalization initiative in the institution's history, EKU recently concluded a record year for private support.

The University finished the fiscal year that concluded June 30 with \$8.9 million in gifts and commitments, a nearly 100 percent increase over the previous year. Included in the total were \$4.4 million in cash and in-kind gifts, a 10 percent increase; and \$4.5 million in new multi-year pledges and deferred gift commitments.

Notable gifts included a \$1 million pledge from Ron and Sherrie Lou Noel to support faculty and student research as well as an expansion of the University's athletics strength and conditioning center, a \$1 million pledge from Maribeth and Louis Berman to support a combination of academic and student-focused initiatives, a \$500,000 gift from Paul and Deborah Chellgren to endow the Chellgren Success Series at EKU's new Student Success Center, and an anonymous \$1 million bequest for undergraduate student scholarships.

EKU AGAIN NAMED BY CHRONICLE A “GREAT COLLEGE TO WORK FOR”

EKU is a “Great College to Work For,” according to The Chronicle of Higher Education.

In its 2016 “Great Colleges to Work For” edition, The Chronicle honors EKU among 68 four-year colleges and universities nationwide.

EKU was recognized specifically in the Work/Life Balance and Supervisor/Department Chair Relationship categories.

It marked the fifth time in eight years that Eastern has been named among “Great Colleges to Work For.”

“Eastern Kentucky University is once again honored to be among those institutions recognized by The Chronicle of Higher Education as one of the best colleges to work for in the country,” EKU President Michael Benson said.



Craig and Madonna Turner cut the ribbon at dedication ceremonies for The Turner Gate, as members of his family look on. At right is Dr. Tom Martin, president of the EKU International Alumni Association. At left is Maribeth McBride Berman, chair of the EKU Foundation.

BOARD CHAIR'S GIFT FUNDS TURNER GATE

Passing motorists may note the enhanced curb appeal along the western periphery of the EKU campus.

But, for future generations of Eastern students, beginning with this fall's freshman class, The Turner Gate will come to symbolize the life-changing significance of their Eastern Experience.

The University's newest landmark, formally dedicated in ceremonies in August, is distinguished by four simple but profound words – Wisdom and Knowledge on one side facing the street, Purpose and Passion on the other – that describe what students come seeking and what they acquire during their studies to use for the betterment of society.

"These four words epitomize how Eastern can properly prepare our students and also instill in each of them the desire to attain greatness in their life endeavors," said Craig Turner, chair of EKU Board of Regents, who with wife Madonna donated the funds for the manufacturing and installation of the gateway. "Our goal is to continue to raise the bar for our students to excel here like no other place. These gates symbolize a new beginning as you enter, and a bright future as you exit."

Both Turners graduated from EKU in 1975 and have long thought that new students, parents and visitors had trouble finding an "entrance" to the Richmond campus. "There was no defining feature other than a small Eastern Kentucky University sign," Mr. Turner said. "As we returned to campus over the years, we often talked about the need for an entrance to campus that could also be a gathering place for students to celebrate special occasions or events."

FORMER STANDOUT COMPETES IN OLYMPICS



Former EKU All-American Ole Hesselbjerg represented Denmark in the preliminary round of the men's 3,000-meter steeplechase at the 2016 Summer Olympics.

Hesselbjerg, the University's second Summer Olympian, did not advance to the final; however, he finished 31st out of 45 total competitors with a time of 8:40.08. He entered the event ranked 44th out of 45 steeplechasers.

He was also a multiple-time Academic All-American and he graduated from EKU in May of 2015 with a degree in physics.

ARAMARK TO CONSTRUCT NEW DINING HALL

EKU and Aramark Educational Services LLC have reached a \$37 million agreement by which the food services vendor will finance and construct a dining facility on the Richmond campus and provide food services for the campus for the next 15 years.

The three-story, 55,000-square-foot facility will be built on the site now occupied by Case Hall and Annex, scheduled for razing this summer. Construction is expected to begin this fall and be substantially complete in December 2017. A recently enacted student fee will finance renovations to the nearby Powell Building, current home of dining facilities, for use as a student union facility.

The contract stipulates that Aramark will dedicate \$32,350,000 to the Case demolition and subsequent dining hall construction, \$2.2 million to a Steak 'n Shake and Starbucks in the newly renovated Powell Building, and \$2.45 million to dining "refreshes" to other existing campus locations, concessions and convenience kiosks. Additional returns to the University include annual brand refresh funding (\$3 million over the term of the agreement), annual repair and maintenance (\$2.8 million), annual catering fund totaling \$525,000, and an annual scholarship fund totaling \$300,000.

"This agreement with Aramark, coupled with our P-3 housing projects, represent investments from private partnerships of \$112 million," President Michael Benson noted. "These entities are confident in the direction EKU is heading and in the financial stability of the University despite the challenges we face in terms of state funding."



KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

SEPTEMBER 2016



THE FUTURE IN FOCUS

KCTCS STRATEGIC PLAN PROVIDES FORWARD VISION

At KCTCS, we focus a great deal of our resources on recruitment and helping people of all ages enroll in a college program. But for us, that's not enough. Our goal is for students not only to enroll in college, but to complete college.

That sometimes can be difficult for some of our students. The average KCTCS student is 27, so many of them are juggling family and jobs along with college. Job responsibilities, sick children and other life issues get in the way and sometimes college moves to the back burner. Sometimes, they get jobs and drop out before completing their programs. Although we're always happy when people become employed, we continue to look for ways to get them to stick with their program even after they go back to work. This is becoming more important than ever before.



KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM



Most jobs already require some type of postsecondary credential, and that will only continue to increase. Even though unemployment is low, many people are working in jobs that don't pay well, mainly because a large portion of Kentucky's workforce is undereducated.

Kentucky faces a big barrier when it comes to convincing people how important higher education is. It's a cultural issue that won't change overnight, but that doesn't mean KCTCS and others aren't trying to change it.

We've spent much of the last year or so working with internal teams and organizations from around the state to develop a new six-year strategic plan. The goal was to align the KCTCS plan with state agencies and associations for a strategic vision for Kentucky and Kentucky jobs.

KCTCS received input from more than 4,000 community members, business leaders, students and employees from all across the state. The 16 KCTCS colleges also played host to Innovation Roundtables, funded by the Bill and Melinda Gates Foundation, in nine economic regions of the state.

During that time, KCTCS also put together Business Champion Councils at every college. These business leaders are some of our many partners from throughout the state who are hiring KCTCS graduates. They've been helpful in letting us know what we're doing right and what we can improve. KCTCS used all of this input to develop the strategic plan, which is now complete.

Here are the goals of the plan:

- Raise the level of educational attainment in the Commonwealth by positioning KCTCS as the accessible, affordable, and relevant postsecondary education choice for Kentuckians.
- Increase access and success for all KCTCS students, particularly among traditionally underserved populations.
- Develop clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for KCTCS graduates.
- Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- Align programs and curricula with needs of employers that enhance the employability, job placement and career development of KCTCS graduates.

With the strategic plan finalized, we now have our roadmap for moving forward. Our mission is to improve the lives and employability of Kentuckians, and we now have an even better plan for doing so.





GOOD NEWS

KENTUCKY STATE UNIVERSITY

KSU student Jabreia Taylor named White House Initiative HBCU All-Star

Jabreia Taylor, a political science and honors liberal studies major at Kentucky State University (KSU), has been selected as a 2016 HBCU All-Star by the White House Initiative on Historically Black Colleges and Universities. The All-Stars, comprised of undergraduate, graduate, and professional students, are being recognized for their accomplishments in academics, leadership and civic engagement.

The St. Louis, Missouri, native already has a history of civic engagement and leadership on KSU's campus. Taylor applied to the program with an initiative that she has felt passionately about for some time: combatting dating violence and human sex trafficking. Last year, she organized a workshop on the topic that was held in Kentucky Hall at Kentucky State. She intends to combat this issue in her career as a district attorney.

"It is my goal to bring more seminars here this year and work hand in hand with Dean Daryl Lowe and introduce it more to the student body," Taylor said. "My main goal is to bring awareness to dating violence and more of a structure to it -- instead of "Oh, it doesn't happen to everyone or it doesn't happen on this university's campus."

Over the next year, the All-Star students will serve as ambassadors by providing outreach opportunities and communicating with other students about the value of both education and networking. Using social media, relationships with community-based organizations, and sessions with industry professionals, the students will share proven practices that support opportunities for all young people to achieve their educational and career potential.

They will also participate in the White House HBCU Week Conference, national and regional events, and webinars with Initiative staff and other professionals on a range of disciplines that support a spirit of engagement and personal and professional development.

"As the vice president of the Pre-Law Society, the president of the Alpha Pi Chapter of Delta Sigma Theta Sorority, Inc., and Chief of Staff of the Student Government Associ-



Jabreia Taylor

ation (SGA), I want to help join those organizations for an Awareness Day or Awareness Week," she said. "That is what an HBCU All-Star is all about; taking what you want to do and putting it into play on your own campus."

Taylor said that she was inspired by survivors who have confided in her about dating violence, but they never took a legal route.

"I found myself wanting to help them even more. I thought, 'How far can social work go? Or, how much does this counseling help?'"

she said. "I would rather be the voice that you have had stolen from you in a courtroom and help you battle it to the end."

KSU associate professor and Interim Chair of the Whitney Young Honors Dr. Cynthia Shelton will serve as Taylor's campus liaison, Taylor said. Dr. Shelton helped to recommend Taylor to the All-Star initiative.

"I immediately recognized Ms. Taylor's exceptional initiative and leadership potential inside and outside the classroom," Dr. Shelton said. "Honestly, she is an educator's dream student, and I'm very pleased she has been awarded this prestigious honor. She will represent us well."

This is the third class of All-Stars, according to U.S. Secretary of Education John B. King Jr. SGA president Ralph Williams was previously selected as an HBCU All-Star in 2015.

The All-Stars were chosen from over 300 students from 24 states, the District of Columbia, Ghana, Nigeria, and the Virgin Islands. They will work together and as a group and network with one another to achieve their goals.

"We're looking forward to working with this new class of HBCU All-Stars," said Deputy Under Secretary of Education and Acting Executive Director White House Initiative on HBCUs Kim Hunter Reed. "Our goal is to provide a unique opportunity for these talented students that exposes them to critical national conversations and thought leaders. No doubt they will make their mark and represent their campuses well."

The Fourth International Pawpaw Conference Held at Kentucky State University

The Fourth International Pawpaw Conference was held at the Kentucky State University campus in Frankfort and at KSU's Center for the Sustainability of Farms and Families at the Harold R. Benson Research and Demonstration farm on September 1-3. The conference celebrated the 100th anniversary of the American Genetics Association's 1916 Best Pawpaw Contest.

More than 160 attendees traveled from 19 states and from as far away as Slovenia, Austria, Germany, Canada, The Netherlands, and Romania to attend the event. The conference provided a unique experience for scientists, nurserymen, entrepreneurs, and enthusiasts to consider 100 years of progress in pawpaw growing and research by sharing information on the production and uses of pawpaw. Tours, tastings, invited speakers, a best pawpaw contest, and roundtable discussions on pawpaw were featured.

"I learned a lot and enjoyed tasting paw paws, meeting other enthusiasts, and seeing the KSU program," said Allison Williams, a conference attendee from Mt. Pleasant, S.C.

In honor of the American Genetics Association's 1916 Best Pawpaw Contest, attendees entered pawpaw selections from around the region. The Susquehanna pawpaw variety was awarded the Best Pawpaw entry for the conference.

During the conference, Kentucky State University also announced the release of a new pawpaw variety, KSU-Benson™,

named in honor of Dr. Harold R. Benson, who served for 36 years as the KSU Director of Land Grant Programs and strongly supported Kentucky agriculture and the development of pawpaw programming at KSU during his tenure.

Adam Hughes, from Athens, Ohio, summed what a number of people were saying about the conference. "I just want to thank (KSU Pawpaw Program members Dr. Kirk Pomper, Sheri Crabtree and Jeremy Lowe) and your team at KSU for the extraordinary event you all put together to discuss and celebrate the pawpaw."

The conference was sponsored by Kentucky State University, the North American Pawpaw Growers Association, and the Ohio Pawpaw Growers Association. Recordings of the presentations will soon be available on the KSU pawpaw website, pawpaw.kysu.edu.



Kentucky State University Announces Free E-textbooks for Students

FRANKFORT, KY—Kentucky State University (KSU) is making college more affordable for students. KSU has partnered with Pearson, a global learning company, to offer e-textbooks to all KSU students for a flat fee. And to make things even better, Kentucky State University is providing a book scholarship to every student, which means the books are free.

"Some traditional textbooks can cost anywhere from \$100 to \$300 apiece. And the fact is, some students simply cannot afford to buy all the textbooks required for their course load," said Aaron Thompson, PhD, interim president, Kentucky State University. "We want our students to be successful, and numerous studies have shown that if students do not have their books during the first few days of school, their success rate is seriously diminished."

While many institutions have leveraged digital course materials delivery models at the individual course level, Kentucky State is one of only two institutions in the country and is the only institution in Kentucky currently working with Pearson to deliver course materials digitally college-wide, to

undergraduate to graduate level students.

"We want to ensure that all our students have equitable access to required course materials the very first day they walk into the classroom, said Candice Jackson, PhD., acting vice president for Academic Affairs, Kentucky State University. "If a student does not own a computer, not to worry. Students can choose to rent a computer for a small use fee, or the university offers free computer at convenient locations all over campus which includes, dorms, computer labs and the library."

Kentucky State University also recognizes that providing comprehensive support both inside and outside the classroom is a key to student success. To provide students with crucial academic and technical support, KSU has created technical help desk and Smarthinking online tutoring services part of its partnership with Pearson.

"There are some outstanding things happening at Kentucky State University and this is one of them," said Thompson. "We are thrilled to be able to offer the free electronic textbooks to our students."



Craft Academy celebrates first-year successes



As the new school year gets underway across the Commonwealth, students of Morehead State's Craft Academy for Excellence in Science & Mathematics are celebrating their successes from the Academy's inaugural year.

Students in the Craft Academy's first class, who are now starting their senior year of high school, have achieved in a number of areas, both as a group and individually. The students improved their ACT scores by two-to-five points during the last school year. Five Craft Academy students are National Merit semi-finalists and four students were chosen to participate in the Governor's Scholars Program. One student served as an intern for Kentucky Agriculture Commissioner Ryan Quarles and another was selected to attend NASA Space Camp.

One Craft Academy student placed seventh in the statewide Governor's Cup Mathematics Competition and two students placed third in the Regional IDEA State U business competition. Two additional students are starting an e-textiles business after having their

design skills displayed during a Rowan County Senior High School production of "The Wizard of Oz."

Craft Academy students are learning both in the classroom and the real world as they assist MSU faculty members with a broad range of research projects. Two Craft Academy students who have been working with associate biology professor Dr. Michael Fultz with his research on smooth muscle tissue will have their exo-medical experiment sent to the International Space Station in late November. Two other students traveled to Mexico over the summer to help Dr. Timothy Hare, professor of anthropology, as he worked on an archeological mapping project of an ancient Mayan ruin. The students used drone technology to help Hare map the ruins.

In addition, two more Craft Academy students participated in astronomical research at the National Radio Astronomy Observatory in Green Bank, West Virginia. Thirty-eight Craft Academy students traveled to Germany and Switzerland over the summer for a study abroad program where they focused on renewable energy.



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Walters, Preece and Price named to Board of Regents

Gov. Matt Bevin has appointed Terri S. Walters of Pikeville, Patrick Price of Flemingsburg, and re-appointed Craig Preece of Lovely, to the Morehead State University Board of Regents. Walters' and Preece's terms expire in 2022. Price will succeed Kevin W. Pugh, who resigned and will serve until June 2019.

Walters is a senior partner at Jones, Walters, Turner & Shelton PLLC, a regional law firm with offices in Pikeville and Lexington. Walters is a graduate of Transylvania University and the University of Kentucky College of Law. She has served as the 7th Supreme Court District Representative to the Kentucky Bar Foundation and as a Kentucky Supreme Court appointee to the Disciplinary Trial Commission for the Kentucky Bar Association. Walters was born in Miami, Florida, and grew up in West Liberty. She and her husband reside in Pikeville.

Preece, chief financial officer of Booth Energy, received his Bachelor of Business Administration degree from MSU. After graduation in 1984, he joined the Walter P. Walters Insurance Agency. In 1986,

the Martin County native accepted an accounting position with Booth Energy. He started an insurance agency along with several partners in 1989. Preece serves as vice president at the company, Elite Agency, which now has seven offices with locations across central and Eastern Kentucky.

In 1995, Preece became the chief financial officer of Booth Energy and its various retail enterprises. He was honored as the recipient of the 2013 College of Business and Public Affairs Distinguished Alumni Award. Preece is currently a member of several boards and a former member of the board of directors of the MSU Foundation. He and his wife, April, have three children: Whitney Paige Preece Schmitt, Sean-Craig and CaraBell Preece.

Price has been assistant Fleming County attorney since 1975 and a member of Suit, McCartney, Price, Price and Ruark law firm since 1974. He is a member of the Kentucky and Fleming County bar associations, Fleming County's Rotary Club and Chamber of Commerce and Buffalo Trace Foundation. He is a graduate of MSU and the University of Kentucky College of Law.

MSU honors faculty, staff with awards

Morehead State University honored five individuals during the University's Fall Convocation on Wednesday, Aug. 10. The 2016 award recipients were: Dr. Stacy Baker, professor of music tuba/euphonium, Distinguished Creative Productions; Dr. David Eisenhour, professor of biology, Distinguished Researcher; Dr. Karen Taylor associate professor of French, Distinguished Teacher Award; Dr. Kristina DuRocher, associate professor of history, Distinguished Faculty Service Award; and Joseph C. Fraley, farm manager, Distinguished Staff Service Award.

Curry selected as AECT champion

MSU's Dr. John Curry, associate professor of education, has been selected as one of approximately 40 educators/practitioners in educational technology worldwide identified and selected as a "champion" to participate in the Association for Educational Communications and Technology (AECT) Breakfast of Champions during its annual convention in Las Vegas in October.

Groundbreaking held for ADUC project

Officials of Morehead State University, along with members of its Board of Regents and local and state legislators, broke ground Friday, Aug. 26, for phase two of the renovations to the Adron Doran University Center. The state funded project includes approximately 87,000 square-feet of new space to house the centralized student services operations and more flexible and accessible student food service. The project also includes infrastructure upgrades and renovations for approximately 53,000 square-feet of the existing ADUC structure.



Assistant Chief Jeff Gentry (left) and Sergeant Brad Smith (right) of the Murray State University Police Department assist a student during Great Beginnings. In its 21st year, Great Beginnings welcomes new students to the Murray State campus and community through a series of special programs and events.

Judge Jimmy Don Robinson donates 534-acre farm to Murray State University Foundation

Long-time District Judge, attorney and farmer, Jimmy Don Robinson, has donated his 534-acre farm and two homes in Ballard County, known as Eagle Rest Plantation, to the Murray State University Foundation, Inc. to benefit the Hutson School of Agriculture, students, faculty, staff, and regional and state agricultural initiatives. The farm is donated in honor and memory of Judge Robinson and his late wife, Dr. Charlene Robinson, a long-time and well-respected family physician in Ballard County.

“I am very pleased to make this gift to benefit Murray State University. I have enjoyed working with the Murray State officials during the past year as we addressed the details and future of Eagle Rest Plantation. This is a large, historic farm and it means a great deal to me and

my family,” said Judge Robinson.

“Eagle Rest Plantation is valued at \$2.6 million and is one of the largest gifts ever made to benefit the university and our agricultural programs,” said Dr. Bob Jackson, president of the Murray State University Foundation.

Murray State University President Bob Davies stated, “I sincerely appreciate the generosity and the foresight of Judge Robinson for his commitment to Murray State University, the Hutson School of Agriculture and the region. This gift will afford our students immense opportunities for scholarship and research, working together with our faculty and staff on research projects and other hands-on educational experiences which make Murray State a leading student-centered university.”



Summit welcomes record number of regional educators

More than 600 regional educators gathered at Murray State University in June for the annual College and Career Readiness Summit. The record-breaking number of attendees hailed from 41 school systems and districts in Kentucky, Tennessee and Illinois. Presenters included Kentucky Commissioner of Education Dr. Stephen L. Pruitt, New York Times best-selling author Dave Burgess, University faculty and staff and many other educators from across the region.

Training sessions addressed topics such as creating an empowering classroom culture, thinking outside of the box in terms of teaching techniques, inspiring creativity among students and implementing new technology for increased efficiency and improved learning.



MURRAY STATE
UNIVERSITY

Opportunity afforded

Murray State University unveils “Opportunity Afforded” as new marketing and brand identity

Murray State University recently unveiled a new marketing and brand identity, consisting of a centralized theme of “Opportunity Afforded” in messaging both within and beyond the campus community.

“Since 1922, Murray State University has consistently afforded opportunities to students who have been prepared well by our committed faculty and staff to make a difference in our region, the country and the world. This is our history and tradition. I am particularly pleased to be returning to a more traditional shield design which highlights the three stars representing our values of Hope, Endeavor and Achievement,” said Murray State President Bob Davies. “We truly believe that the new “Opportunity Afforded”

messaging will resonate with all members of the Murray State community and ring true to our promise and commitment of being the best student-centered university in America.”

Also as part of the new marketing and brand identity, the University has introduced a new shield that is a fresh look, but very much rooted in traditional aesthetic elements dating back to the University’s beginnings in the early 20th century. The University’s traditional colors of blue and gold will continue to serve as primary visual identifiers of Murray State.

Murray State University named “Great College to Work For” by Chronicle of Higher Education

Murray State University has been distinguished as a “2016 Great College to Work For” by The Chronicle of Higher Education after receiving top ratings from employees on collaborative governance and confidence in senior leadership. This marks the seventh year since 2009 in which Murray State has been recognized. This year’s list included 93 institutions nationwide.

Hutson School of Agriculture dean named senior fellow

Tony Brannon (pictured below at right), dean of the Hutson School of Agriculture at Murray State University, was recently elected as a senior fellow by the American Association for Agricultural Education. Brannon, who was nominated by a peer and recommended by former students and colleagues, has served as dean of the Hutson School of Agriculture since 2004 and has served on the faculty at Murray State since 1988.



Summer internship is opportunity afforded for Murray State student

Tanelle Smith, a Secondary English Major at Murray State, recently held a summer internship through Uncommon Schools in Rochester, New York, teaching fifth and sixth grade English in a summer school program that helps low-income students pass onto the next grade.

“When I think of ‘opportunity afforded’ it reminds me of the main reasons I chose Murray State. These were not only because of the strong elements of the Education program but also the availability of scholarships,” said Smith. “Murray State offers an affordable yet high-quality educational experience for its students. Each professor I’ve had has gone above and beyond to meet my educational needs.”

Alumna thankful to Murray State, enjoys successful career in Louisville

Alumna Elizabeth Frame is still reaping the benefits of Murray State University since graduating in 2008. Frame was a double major in finance and political science and is currently the vice president, loan review manager for Republic Bank in Louisville.



“I had so many valuable experiences while at Murray State, it is hard to pick just one. I think the faculty and staff provide an extraordinary educational experience. From my advisor, Dr. Eaton, to the housing department staff, the various professors I learned from and the college heads of multiple residential colleges, I honestly feel that the faculty and staff care about the students, and that makes all the difference in the college experience,” said Frame.



Murray State’s Hancock Biological Station receives \$3.8 million grant

Murray State University’s Hancock Biological Station has received a \$3.8 million grant from the National Science Foundation that will study toxic algae blooms using environmental sensors and cyberinfrastructure.

The four-year grant is titled “Sensing and Educating the Nexus to Sustain Ecosystems (SENSE): A Kentucky-West Virginia Partnership.” The grant will address the urgent need of both states to develop scientific resources to improve water quality along with science that can guide decision makers.



GOLD RUSH

SEPT. 2016

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

2,902

Degrees and certificates awarded in 2015-16

360+

Kentucky high school students who spent the summer at NKU as part of the Governor's Scholars Program

2,700

Hours of community service performed by NKU student-athletes last year



HEALTH INNOVATION CENTER TOPPING-OUT CEREMONY

Northern Kentucky University's new Health Innovation Center took a major step toward completion on Sept. 8, when the final steel beam was lifted into place atop the structure.

Students, faculty, staff, University leaders, and community partners gathered for the "Topping Out" ceremony, marking the historic day by placing their signatures on the bright gold beam before it was lifted into the sky.

"It has been truly exciting to watch this new academic facility take shape on our campus, and we are pleased that students, faculty, staff, and our friends in the community joined us to mark this important milestone in the center's journey toward completion," said NKU President Geoffrey S. Mearns.

Scheduled for completion in 2018, the Health Innovation Center will be home to NKU's College of Health Professions and will also bring together experts from each of the University's six colleges to study health care from new perspectives.

The approach will combine data analytics, psychology, preventative care, and holistic approaches to help address population health challenges such as addiction and chronic illness. New academic offerings will include an addiction science program.

The project is funded by \$97 million from the Kentucky General Assembly and an \$8 million gift from St. Elizabeth Healthcare to create a two-story, state-of-the-art simulation center for students.

The project includes the renovation of Founders Hall, NKU's second-oldest academic building, as well as an adjacent new facility on the 2.2-acre site. NKU's partners on the project are CO Architects, GBBN Architects, and Turner Construction.

COLLEGE CORNER

COLLEGE OF INFORMATICS

In October 2006, NKU launched a grand experiment to bring under one roof all programs related to information and technology – journalism, cybersecurity, data science, robotics, and more – in order to study the "art, science, business, and technology of information."

In its first decade, the College's enrollment has doubled, programs such as cybersecurity and data science have won national acclaim, and COI graduates are snapped up by tech-savvy local and national firms.

LEARN MORE: <http://informatics.nku.edu>



TEACH, LOVE, LEARN: NKU AIMS TO TRANSFORM ELEMENTARY EDUCATION

A new partnership between NKU and Boone County Schools is transforming elementary education by embedding student teachers in schools. NKU students take their core teacher education classes at the elementary school rather than on campus, and they are also embedded in the classrooms as practicum students and teaching assistants four days each week. The Florence Elementary/NKU Collaboration is the only project of its kind in Kentucky.

"It's a transformative way of providing a student-teaching experience," said Boone County Schools Superintendent Dr. Randy Poe. "Future teachers can practice their craft and receive immediate feedback from their instructors, and we benefit by having the latest and greatest research and expertise happening right in the classroom. It represents a win for the teacher and the student."

LEARN MORE: <http://nku.edu/features/2016/july/teach-love-learn.html>



THE SCOREBOARD

The Norse have finished the four-year reclassification to Division I athletics and are now eligible to compete for NCAA championship berths. The transition to Division I came after a successful run at the DII level that included three national championships – two in women's basketball and one in men's soccer – as well as numerous regional and conference titles.

NKU student-athletes also excel off the court, with a cumulative GPA of 3.24 and a record 2,700 hours of community service last year.

BRIEFS

FORBES RANKS NKU AMONG BEST IN NATION FOR 8TH YEAR

NKU is again ranked among "America's Top Colleges" by *Forbes* magazine. The annual list ranks the nation's top 660 public and private universities as measured by the return students receive on their investment.

The rankings focus on student outcomes in five categories: student satisfaction, post-graduate success, student debt, graduation rate and academic success.

Rankings are prepared by the Center for College Affordability and Productivity in Washington, D.C. NKU has been included in the rankings since 2009.

LEARN MORE:
http://www.nku.edu/news/_160707forbes.html

U.S. NEWS & WORLD REPORT AGAIN RANKS NKU AMONG TOP IN U.S.

NKU is again named among the top universities in the nation by U.S. News & World Report, which has ranked NKU 82nd among regional universities in the South.

The publication uses 16 indicators of academic excellence to formulate its rankings, including academic reputation, student retention, faculty resources, student selectivity, graduation rates and financial resources.

This fall, NKU welcomed its most academically-qualified incoming freshman class ever, with a median ACT score of 25 and a median high school GPA of 3.45.

LEARN MORE:
http://www.nku.edu/news/_160913usnews.html

FACULTY FOCUS

Dr. Missy Jones, professor of special education in NKU's College of Education and Human Services, has received the 2016 Frank Sinton Millburn Outstanding Professor Award.

Jones is the coordinator of NKU's Supported Higher Education Project, which works to expand access to higher education for students with intellectual disabilities. Her research focuses upon disability studies, including self-voice, self-advocacy, meaningful inclusion of disabled individuals, service learning, and reflection writing. On and off campus, Jones is an influential advocate for creating inclusive communities at all levels.

Awarded since 1970, the Millburn Award recognizes excellence in classroom teaching; course/curriculum development; scholarship and creative activity; and community service. It is NKU's top faculty honor.

NKU LAUNCHES REGION'S FIRST EMERGENCY MANAGEMENT PROGRAM

NKU now offers the region's first Emergency Management graduate certificate.

Developed at the request of alumni, the certificate is designed with the working professional in mind: students can complete the 18-credit-hour program at their own pace over a time period of up to six years and with a combination of online and on-campus courses.

It is offered through NKU's Master of Public Administration program, whose alumni include a number of federal, state, and local emergency management leaders.

LEARN MORE:
http://www.nku.edu/news/_160623emergencymanagement.html

CAMPUS RECREATION CENTER EARNS LEED GOLD STATUS

The renovation and expansion of NKU's Campus Recreation Center has earned LEED Gold certification from the U.S. Green Building Council, making it among the greenest facilities in Kentucky.

The \$48 million project was completed in October 2015. A wide variety of sustainable features were incorporated into the planning, design, and construction, including: 80 geothermal wells that heat and cool the building, and landscape design and plant selections that helped reduce the demand for water irrigation by 50 percent.

LEARN MORE:
http://www.nku.edu/news/_160616LEEDgold.html

ALUMNI NEWS



GROWING UP WITH NKU: LYDIA REICHARDT ('15) FOLLOWS THE FAMILY PATH

Lydia Reichardt grew up exploring NKU's campus, where her father worked as an administrator and her mother as a French professor. So it's fitting that Reichardt ('15) returned to campus to obtain a master's degree in business administration – and then ended up working on NKU's most ambitious construction project in its 48-year history.

"NKU pushes real-world experiences," she said. "In the MBA program, we worked with actual businesses, solved actual problems, and presented to clients. Professors don't want you to just make the grades. They want you to be a productive member of the business world."

Today, Reichardt is an assistant project engineer for Turner Construction and has returned to campus to work on the company's construction of the Health Innovation Center, the new academic facility scheduled to open in 2018.

LEARN MORE: <https://www.nku.edu/features/2016/july/growing-up-with-nku.html>

A Message from President Capilouto

This institution, and the members of the UK family, have boldly confronted challenges, risen to meet new opportunities, and redefined what it means to be the university for Kentucky over the last 150 years.

The university was guided through substantial financial challenges by President James Patterson. Presidents Frank McVey and Herman Donovan helped navigate two world wars, meeting the calls to support our collective national effort. Though not soon enough, we opened our doors to all people, fulfilling the lofty intention of our establishing land grant legislation. Throughout history, our mission has been to teach, discover, heal, and serve.

Today, faced with a new array of complex questions and issues, we find the university again climbing an increasingly steep mountain.

In the last five years, we initiated or approved some \$2.1 billion in capital investments to improve student success, instruction, research and discovery, quality of life, and health care. Approximately 91 percent of that investment is the result of public-private partnerships, philanthropy, strategic use of university resources, or other collaborations such as unprecedented support from UK Athletics for the Academic Science Building.

We welcomed successive record-setting, first-year classes that have joined the UK family and moved total enrollment past 30,700 – the largest in our history. We recruited nearly 400 National Merit, National Achievement, and National Hispanic Scholars in the last five years, placing UK among the top 10 public universities in the nation. Our campus is home to more students from diverse backgrounds than ever before, further adding to the richness of our campus family.

And these students are succeeding at higher levels. UK's retention rates have increased more than six percentage points in the last decade to record levels, which are projected to continue climbing. Our first-to-second year retention rate was among the highest in UK's history, and, with more than 4,250 students, the returning cohort was the largest in UK's history. This trajectory translates to record degree attainment, including more than 6,600 over the last academic year.

Since 2011, we've invested more in UK-funded student financial aid and scholarships that did not have to be repaid by our students. Over the last five years, we've increased UK's investment in student financial aid and scholarships by \$60 million—now up to \$117 million – doubling the investment in the last decade.

Faculty and staff researchers added to a growing portfolio of transformative research, discovery, and creative scholarship. In fiscal

year 2015-16, UK received \$316.5 million in external research grants and contracts – signifying that we are a major player among research institutions in the country. In October 2015, we broke ground on a \$265 million, multi-disciplinary research facility to advance discovery and address critical Kentucky needs.

UK HealthCare continued to meet the needs of patients and families who require complex, quality health care through our network of providers and state-of-the-art academic medical center. Annual patient discharges have grown by more than 95 percent since 2003, and UK HealthCare is now a \$1.5 billion enterprise that cares for patients throughout Kentucky and, increasingly, the region.

Over the last five years, the university has made extraordinary progress and developed considerable momentum.

The new 2015-2020 Strategic Plan is a pivot point in the transformation of the university in which we build upon the foundation created in the past four years with bold strategic thinking about the future.

A university – by its design and the opportunities we have to teach, to share, to explore, to serve, to challenge, to question, and to comfort – is the place where we can, must, and will make progress on the complex questions of our day. Our Strategic Plan supports and informs this work.

But our work today – and our focus on the future – reminds us in compelling ways of our legacy, our history of confronting and overcoming challenge to meet the needs of those we serve.

In the wake of the First World War, amid a tumultuous period in our history, President Frank McVey believed that the university needed to be viewed, “as more than an economic asset. It served, in fact, as an essential component of the well-being of the state, and in that position it needs to be free to seek truth.”

In his words, he concluded that, “what will save this nation after the war are the universities.”

Each day we are, together, grappling with how we continue to fulfill this vision. We are working with a sense of common purpose at an uncommon and distinctive place to find those answers. I look forward to sharing that future with you.

Sincerely,

Eli Capilouto
Eli Capilouto, President



“But our work today – and our focus on the future – reminds us in compelling ways of our legacy, our history of confronting and overcoming challenge to meet the needs of those we serve.”



UK Sanders-Brown Center on Aging Receives \$8.25 Million to Continue Alzheimer's Research

The University of Kentucky Sanders-Brown Center on Aging Alzheimer's Disease Center (ADC) has been awarded an \$8.25 million, five-year grant from the National Institutes of Health (NIH) to continue and further research and clinical initiatives geared toward treating Alzheimer's disease.

Currently, only 30 designated Alzheimer's Disease Centers exist in the U.S. In 1985, Sanders-Brown was among the first 10 ADCs funded by the NIH and has been continuously funded since the designation was launched. The University of Kentucky is one of an elite group of 21 universities in the nation to house a trifecta of nationally accredited research institutions, including a National Cancer Institute-designated cancer research center (Markey Cancer Center), an NIH-funded Center for Clinical and Translational Science (CCTS) and the National Institute on Aging-funded

Alzheimer's research center (Sanders-Brown Center on Aging).

UK initiated its aging program in 1963. With a grant from the Eleanor and John Y. Brown Jr. Foundation in 1972, the construction of the current Sanders-Brown Research Building was begun and, with additional funding from the state, a program in biomedical research was implemented. In 1979, under the direction of the late Dr. William Markesbery, Sanders-Brown emerged as a national leader in efforts to improve the quality of life for the elderly through research and education.



UK Announces \$10 Million Gift From The Don Jacobs Sr. Charitable Foundation

The University of Kentucky recently announced a \$10 million gift from The Don Jacobs Sr. Charitable Foundation to further invest in undergraduate science education.



The majority of the gift — \$8 million — will go toward the new academic science building that now takes the name Don & Cathy Jacobs Science Building. Another \$2 million will fund future academic and research investments yet to be determined.

Don and Cathy Jacobs have now donated funds in excess of \$20 million to UK in areas ranging from science and health to the Gatton College of Business and Economics. The couple established the Don and Cathy Jacobs Executive Education Center at the Gatton College of Business and Economics. The center serves as a university resource to expand executive education and leadership development in small businesses and nonprofit organizations. The Jacobs also established the Health Education Center at the UK Albert B. Chandler Hospital. The facility serves as a

central resource to help patients, families and caregivers research their medical questions and provides other services and outreach.

The Don & Cathy Jacobs Science Building will transform science education at UK, preparing the next generation of researchers, doctors, teachers and more with early experimentation and engaged learning, Capilouto said.

It is part of a more than \$2.1 billion campus transformation initiated in the last five years and includes classrooms, research space, residence halls, dining and athletics facilities. More than 90 percent of that transformation is being financed with university resources or private giving.

The 240,000-square-foot building opened this fall on the corner of Rose Street and Huguelet Drive and is home to the largest active learning space on campus. But students are not only learning — they're experiencing science. State-of-the-art laboratories, advanced lecture halls, technology enabled active learning (TEAL) classrooms, outdoor teaching spaces and interior green space emphasize science you can see.

UK Class of 2020

Strong Academic Quality, Diversity
Mark First-Year Class, UK Enrollment

The University of Kentucky's first-year class of more than 5,150 students is among the most diverse and academically prepared in UK's history.

The preliminary enrollment of 5,155 as of the first day of class Aug. 24 marks the third consecutive year the first-year class has topped 5,000 students and the overall enrollment has surpassed 30,000 students. Preliminary numbers based on the first day of class have overall enrollment at 30,678.

A snapshot of preliminary enrollment numbers includes:

24,311

Record applications

5,155

First-year enrollment

25.6

Average ACT score

62%

Kentuckians

38%

Out-of-state

60%

increase in First-Year underrepresented minority students since 2011

14.47% to 18.60% of First-Year class

A Letter from the President

Dear Friends,

I have been honored to serve as acting president since being appointed to the position in July. My goal for the transition is to steward the university with a renewed commitment to our students, our core values, and our broader university mission.

This month we officially mark the start of a new academic year, with the countless possibilities that new beginnings present. I had the pleasure of participating in many Welcome Week activities and meeting a good number of our amazing freshmen. Their special energy invigorates us all at the beginning of the new term.

Earlier this month, I appointed long-time faculty member and administrator Professor Dale Billingsley as interim Provost, the position that I occupied prior to my appointment as acting president. In addition to ensuring the smooth functioning of our academic operations, Dr. Billingsley's primary strategic responsibility will be to continue the implementation of the 21st Century Initiative: Powering the 2020 Plan. I am very glad to have his experience and steady, thoughtful leadership for this critically important work.

This semester brings the opening of two new residence halls on campus, and we already have begun clearing the way for a new classroom building to be constructed on the Crawford Gym site as well as scheduled a ground breaking for the Student Activities Center expansion.

As we move forward in the coming months, my priority will be to spend more time walking campus interacting with our students, as well as meeting in smaller groups with faculty and staff. I believe that great ideas and creative solutions result from this kind of meaningful dialogue, and I look forward to a very productive and enjoyable year.

Neville Pinto

Acting President, University of Louisville



Neville Pinto greets families on move-in day.



Students arrive on campus for 2016 Welcome Week.

Size, diversity, preparedness hallmarks of incoming class

Nearly 2,800 full-time, first-time students began their journey toward a degree this month. This new class enters as one of the largest, most diverse and most prepared in UofL history. Executive Director of Admissions Jenny Sawyer remarked on the diversity of the students, saying "I checked our numbers going back to 1988, and I feel pretty confident that this year represents our highest numbers for African American and Hispanic/Latino students."

Preliminary numbers on the first-year students

13.5 percent African American

4.1 percent Hispanic/Latino

Nearly **50 percent** already have some college credits

465 are honor students

3.6 average high school grade point average

25.5 average ACT score, well above the 2015 national average of 21 and Kentucky average of 20

UofL receives NIH grant to fund Alcohol Research Center

UofL is now home to one of only 20 centers in the nation designated as a National Institute on Alcohol Abuse and Alcoholism (NIAAA) Alcohol Research Center. The National Institutes of Health recently awarded UofL a grant of nearly \$8 million to set up the center, which will be the only one in the country to focus its studies on how dietary nutrition and alcohol interact.

“This funding will allow us to look at the problems that alcohol abuse causes, as well as the potential benefits of alcohol,” said Craig McClain, associate vice president for translational research and associate vice president for health affairs/research. “Our focus on dietary nutrition and abuse is unique.”

McClain will head a research team that spans 13 departments at UofL and six other universities. The team will focus on four initial projects examining how alcohol interacts with unsaturated fat and probiotics in the gut and liver, how dietary intervention could help repair acute lung injury caused by chronic alcohol use, and the effect of alcohol use by pregnant women.



Dr. Craig McClain announces the opening of the latest NIAAA Alcohol Research Center at UofL July 18th.



Students in class at the Brandeis School of Law.

New program helps law students earn degree a year early

Law students at UofL now have the option of earning a law degree in six years, rather than the traditional seven, with the addition of the 3+3 Accelerated Law Program.

The 3+3 program allows eligible undergraduates to count their senior year of college as their first year of law school, giving them the ability to earn their degree early and save at least \$20,000 in law school tuition.

The Brandeis School of Law partnered with the College of Arts and Sciences on the program, which allows A&S undergraduates majoring in criminal justice, history, and women’s and gender studies to apply for the program and for admission into Brandeis during their junior year provided they meet the minimum GPA and LSAT score requirements.

The collaboration shows how interdisciplinary teamwork and innovative solutions can help students graduate quickly and with less debt.



New housing, dining choices on campus

As students returned to UofL for the fall 2016 semester, they found new options for living, dining, and studying.

Among the campus changes are two new UofL-affiliated residence halls, The Nine and University Pointe, which will house about 800 students. A new partnership with Aramark will bring a variety of new dining options to campus this year.

The Student Activities Center is in the middle of a \$40 million renovation, and a groundbreaking was scheduled this month on a 32,000 square foot addition that will add meeting space and lounge space. Additionally, construction has begun on a new academic building slated to open in 2018. The academic building will replace Crawford Gym. The gym’s legacy was honored in a ceremony this summer. To watch a video of the celebration, visit <http://uoflnews.com/post/uofltoday/fans-bid-farewell-to-crawford-gym/>.

In other academic updates, faculty will be able to hone their teaching skills at the new Technology Innovation and Learning Lab at Ekstrom Library. The lab will allow faculty to test-drive new technology and teaching methods designed to better engage students.



Renderings of the SAC renovation and addition.

UNIVERSITY OF LOUISVILLE®

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Western Kentucky University news for the Council on Postsecondary Education, September 2016
For more WKU news, visit www.wku.edu/news.



Med Center Health, WKU to partner on \$22 million Sports Medicine Complex

In January, Med Center Health will begin construction of a \$22 million Sports Medicine Complex on the WKU campus.

The 57,000 square foot, two-story facility will provide space for WKU’s Department of Physical Therapy and Med Center Health’s new Orthopaedic/Sports Medicine/Rehabilitation group. The complex will

also provide space for WKU’s baseball fieldhouse and include the construction of an indoor multi-purpose facility, which includes a football field, a straight track and netting for training for various outdoor sports. The construction cost will be totally funded by Med Center Health, making it the most significant investment by a private company to date on the WKU campus. WKU will provide a 99-year lease on the land, located between the existing football practice field and the baseball field.

Connie Smith, President and CEO of Med Center Health, said, “This partnership creates a treatment and teaching environment that is mutually beneficial to our patients, the university community, and specifically to WKU’s physical therapy students.”

WKU’s Doctor of Physical Therapy Program will move from the Health Sciences Complex on the Medical Center campus, freeing space for UK’s College of Medicine.

“This will allow our Doctor of Physical Therapy program to move to our main campus and be joined by Med Center Health’s Orthopaedic/Sports Medicine/Rehabilitation group. It also engages our DPT program with our WKU athletic teams in a new state-of-the-art, year-round multi-purpose facility and will provide a valuable new indoor experience for our campus community and the public through collaboration with the Preston Health and Activities Center,” WKU President Gary A. Ransdell said. <https://wkunews.wordpress.com/2016/08/19/medctr-wku-complex/>.

WKU sets record \$23.1 million in annual gift receipts

WKU raised \$23.1 million in private gifts during fiscal year 2015-2016 — the highest annual total in the University’s history and a 22 percent increase over the University’s previous record. It includes gifts from more than 14,000 donors who made more than 29,000 individual gifts. That total also includes \$9.7 million for endowment and \$7.9 million for student scholarships. WKU’s deferred gift expectancies reached a record \$106 million.

<https://wkunews.wordpress.com/2016/08/05/yearend-gifts-2016/>.

WKU achieves record success in national scholarship arena

WKU students and recent graduates achieved record success in multiple national scholarship competitions in the 2015-16 academic year. Of the all-time high 136 students and alumni who applied, 70 earned recognition, winning more than \$465,000 in funding.

Eight graduating seniors and recent graduates were selected as Fulbright grantees, and a further five designated as alternates. All five WKU students who applied for Boren Scholarships were selected for funding of an academic year of study in China and Jordan. An additional five students won Department of State-funded Critical Language Scholarships for summer intensive language study. A record-tying four Gatton Academy of Mathematics and Science students earned National Security Language Initiative for Youth scholarships.

Seventeen students earned Benjamin A. Gilman International Scholarships to fund study abroad. For the second year in a row, WKU had two Truman Scholarship nominees selected as finalists. And two of WKU's four nominees for the Goldwater Scholarship were recognized as honorable mentions this year. <https://wkunews.wordpress.com/2016/08/18/national-scholarships-2016/>

Concrete Canoe team finishes 4th in the nation



WKU civil engineering students finished fourth overall in the 2016 Concrete Canoe National Competition. The finish equaled the concrete canoe team's best ever in the national competition. WKU's Bar-B-Qrete finished third in oral presentation, third in design paper, fifth in final product and ninth in race points during competition at the University of Texas at Tyler.

WKU PBS partners with Warren juvenile detention center to provide training program

WKU PBS installed a television studio and set inside the Juvenile Detention Facility in Warren County as a pilot project to provide workforce development training and educational augmentation to the residents. WKU PBS hopes to provide similar opportunities at the other detention centers across the Commonwealth and is creating a template for other PBS member stations across the nation to provide similar projects.

Over a two-week period in late July and early August, a residential unit was transformed into a television studio and production control room and residents were given a combination of classroom and hands-on instruction with television equipment.

The lessons were designed to echo STEM curriculum requirements and focused primarily on technology, team-building and math. Each participating resident was given 30 hours of instruction. Professional and student staff from WKU PBS and Warren Regional Juvenile Detention Center educators provided the training.

The residents of the facility produced two episodes of long-running public affairs program, *Outlook with Barbara Deeb*, that aired on WKU PBS. The guests included U.S. Rep. Brett Guthrie and Kentucky Justice and Public Safety Cabinet Secretary John Tilley.

<https://wkunews.wordpress.com/2016/08/25/wkupbs-wrjdc-training/>