

KY COUNCIL ON POSTSECONDARY EDUCATION BUSINESS MEETING



November 18, 2022 – 1:00 p.m. ET
Council on Postsecondary Education, 100 Airport Road, Frankfort, KY 40601
Conference Room, 2nd Floor

**indicates action item*

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DRAFT MINUTES
Council on Postsecondary Education

Type: Work Session
Date: September 19, 2022
Time: 8:30 a.m. ET
Location: Keeneland Room, Hyatt Regency Louisville, 320 W. Jefferson St., Louisville, KY 40202

WELCOME REMARKS

The Council on Postsecondary Education met in a work session on Monday, September 19, 2022, at 8:30 a.m., ET. The meeting occurred in the Keeneland Room of the Hyatt Regency Louisville. Chair Lucas Mentzer presided.

ATTENDANCE

Members attending in person: Clyde B. Akins, Jacob Brown, Kellie Ellis, Eric Farris, Faith Kemper, Lucas Mentzer, Richard Nelson, Garrison Reed, Madison Silvert, and Kevin Weaver.

Members attending by ZOOM teleconference: Lori Harper.

Members not in attendance: Muhammad Babar, Karyn Hoover, Richard Nelson, Elaine Walker, and Commissioner Jason Glass.

CPE President Aaron Thompson served as Secretary of the board, per the CPE Bylaws. Ms. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

STRATEGIC DISCUSSION WITH UNIVERSITY OF LOUISVILLE

President Lori Gonzales provided the Council with an institutional update on the University of Louisville (UL). The update focused on the UL's key strategies for each of the strategic priorities of the new statewide agenda as well as the baseline data and 2023-24 targets for the key performance indicators. President Gonzalez answered questions regarding internships, targeting students for enrollment as early as 7th grade, and partnering with surrounding counties.

STRATEGIC DISCUSSION WITH NORTHERN KENTUCKY UNIVERSITY

President Ashish Vaidya provided the Council with an institutional update on the Northern Kentucky University (NKU). The update focused on the NKU's key strategies for each of the strategic priorities of the new statewide agenda as well as the baseline data and 2023-24 targets for the key performance indicators. President Vaidya answered questions regarding the college-going rate for Kentucky and increasing access for students with learning disabilities.

STRATEGIC DISCUSSION WITH KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM

President Paul Czarapata provided the Council with an institutional update on the Kentucky Community and Technical College System (KCTCS). The update focused on the KCTCS's key strategies for each of the strategic priorities of the new statewide agenda as well as the baseline data and 2023-24 targets for the key performance indicators. President Czarapata answered questions regarding how KCTCS is helping with the nursing pipeline, non-traditional students and how childcare can impact their ability to return to college, and expanding construction and advanced manufacturing degree opportunities.

CLOSING OF THE WORK SESSION

The Council adjourned the work session at 10:30 a.m. and were scheduled to reconvene for a business meeting at 11:00 a.m.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

DRAFT MINUTES
Council on Postsecondary Education

Type: Business Meeting
Date: September 19, 2022
Time: 11:00 a.m. ET
Location: Keeneland Room, Hyatt Regency Louisville, 320 W. Jefferson St., Louisville, KY 40202

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Monday, September 19, 2022, at 11:00 a.m., ET. The meeting occurred in the Keeneland Room of the Hyatt Regency Louisville. Chair Lucas Mentzer presided.

ATTENDANCE

Members attending in person: Clyde B. Akins, Jacob Brown, Kellie Ellis, Eric Farris, Faith Kemper, Lucas Mentzer, Richard Nelson, Garrison Reed, Madison Silvert, and Kevin Weaver.

Members attending by ZOOM teleconference: Muhammad Babar and Lori Harper.

Members not in attendance: Karyn Hoover, Richard Nelson, Elaine Walker, and Commissioner Jason Glass.

CPE President Aaron Thompson served as Secretary of the board, per the CPE Bylaws. Ms. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

OATH OF OFFICE

Notary Public, Heather Faesy, administered the oath of office for new Council members, CB Akins of Lexington and Garrison Reed of Bowling Green.

PROPOSED COUNCIL RESOLUTIONS

The Council approved resolutions for Council member Colby Birkes for his support and service to the Council on Postsecondary Education and the Commonwealth of Kentucky. He served on the board from July 2020 through July 2022.

APPROVAL OF THE MINUTES

The minutes of the June 17, 2022, meetings, were approved as distributed.

REPORT FROM CPE PRESIDENT AARON THOMPSON

President Aaron Thompson introduced the 2022 cohort of the Academic Leadership Development Institute (ALDI), discussed the new Higher Education Matters tour, and announced recent staff accomplishments.

REPORT FROM KSU INTERIM PRESIDENT RONALD JOHNSON

President Ronald A. Johnson provided an update on Kentucky State University's fall enrollment numbers, the development of KSU's strategic alignment efforts, and identifying chronic operating issues. He also discussed the direction that KSU is taking and where it sees itself in the short and long term. Council member Silvert thanked President Johnson for taking the institution in a clear and confident direction forward.

ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE – REPORT & ACTION ITEMS

Lori Harper, chair of the Academic and Strategic Initiatives (ASI) Committee, presented its report and recommendations for approval by the Council.

The Academic and Strategic Initiatives Committee met on Sept 13, 2022. At the meeting, the Committee members received a first look at Kentucky's Adult Learner Agenda, which was the result of a year-long effort completed by a state team of education, state, and policy partners. They also received an update on the work of the Healthcare Workforce Collaborative and reviewed the Council's 2022-24 action plan that supports the strategies in the statewide strategic agenda.

The Committee also reviewed and approved three new academic program proposals from Eastern Kentucky University:

- Bachelor of Science in Management Information Systems (CIP Code 11.0103) – A 120-credit hour program that will replace the current Bachelor of Business Administration degree in Computer Information Systems and will prepare students for numerous careers such as project managers, business analysts, and database engineers.
- Bachelor of Science in Manufacturing Engineering (CIP Code 14.3601) - A 120-credit hour program will be EKU's first engineering program that will complement

its existing programs in science, technology, and mathematics. In order to graduate, students will be required to pass the Fundamentals of Engineering exam which should aid in ensuring success after graduating.

MOTION: The Academic and Strategic Initiatives Committee recommendation of approval of the three new academic programs served as the motion. A second was not needed.

VOTE: The motion passed.

FINANCE COMMITTEE – REPORT & ACTION ITEMS

Chair Mentzer presented the report and recommendations made by the Finance Committee for approval by the Council.

The Finance Committee met on Sept 13, 2022. At the meeting, the Committee members reviewed the campus COVID-19 related awards, costs, and foregone revenue as of June 30, 2022, and received an update on the activities since the approval of the guidelines governing the distribution of the Workforce Development Trust Funds.

The Committee also reviewed and approved staff's request that the rate of tuition for scholarship recipients of the Kentucky Innovative Scholarship be set to the resident rate. These scholarships are designed to cover the total cost of attendance for displaced students, but the students it is designed for may or may not be considered Kentucky residents for purposes of tuition pursuant to 13 KAR 2:045, thus creating a higher total cost of attendance for non-resident students. By establishing and approving the resident rate of tuition for the Kentucky Innovative Scholarship recipients, campuses will be able to apply this lower rate, making each scholarship cost less and allowing the appropriated funds to support the maximum number of students.

MOTION: The Finance Committee recommendation of approval of all actions served as the motion. A second was not needed.

VOTE: The motion passed.

EXECUTIVE COMMITTEE – REPORT & ACTION ITEMS

Chair Mentzer presented the report and recommendations made by the Executive Committee at its September 9, 2022, meeting. The committee discussed the Council's higher education's priorities for the 2023 legislative session as well as the outcomes of the special session and how the institutions in Eastern Kentucky are faring after the flooding. It also reviewed and approved proposed amendments to the KSU Expenditure Approval Policy. Due to the volume of the expenditure requests and considering the

leadership Dr. Johnson has provided during his tenure, CPE staff have recommended the policy be modified to allow both President Johnson and President Thompson to name designees to review and approve expenditures on their behalf. They also recommended that the monthly expenditure approval reporting requirement to the Executive Committee be removed due to other summary reports already available.

MOTION: The Executive Committee's recommendation of approval served as the motion. A second was not needed.

VOTE: The motion passed.

2022 PROGRESS REPORT

The following CPE staff members presented the highlights of the 2022 Progress Report:

- Lee Nimocks, Sr. Vice President and Chief of Staff
- Travis Muncie, Executive Director of Data and Advanced Analytics
- Melissa Young, Executive Director and Lead Writer

The Progress Report is an annual report of the Council on Postsecondary Education and is associated with the new statewide strategic agenda, "Higher Education Matters: 2022-2030." This report provides a snapshot of postsecondary progress toward negotiated performance targets, with the overarching goal of raising Kentucky's educational attainment level from 49.4% to 60% by the year 2030.

Council members asked questions of clarification throughout the report. They will engage in future conversations regarding the data at its November board retreat.

CAMPUS "GOOD NEWS" REPORTS

Reports from the institutions were provided in the agenda materials.

OTHER BUSINESS

Chair Mentzer made the following committee appointments:

- Garrison Reed to the Finance Committee and the Academic & Strategic Initiatives Committee.
- Faith Kemper to the Committee on Equal Opportunities.
- Jacob Brown to the Finance Committee.
- Madison Silvert was named chair of the Finance Committee.

ADJOURNMENT

The Council adjourned at 12:30 p.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

DRAFT

DRAFT MINUTES
Council on Postsecondary Education

Type: Special-called Business Meeting
Date: October 31, 2022
Time: 11:00 a.m. ET
Location: Virtual meeting via ZOOM webinar

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Monday, October 31, 2022 at 11:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Chair Lucas Mentzer presided.

ATTENDANCE

Members attending: CB Akins, Jacob Brown, Kellie Ellis, Lori Harper, Karyn Hoover, Lucas Mentzer, Richard Nelson, Garrison Reed, Madison Silvert, Connie Smith, Elaine Walter, and Kevin Weaver.

Members not in attendance: Muhammad Babar, Eric Farris, Faith Kemper, and Commissioner Jason Glass.

CPE President Aaron Thompson served as Secretary of the board, per the CPE Bylaws. Ms. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

EMERGENCY INTERIM CAPITAL PROJECTS

Mr. Shaun McKiernan, Executive Director of Finance and Budget, presented the staff recommendation to approve two interim capital projects due to the historic flooding in eastern Kentucky. Both projects were reviewed by the Kentucky Community and Technical College System (KCTCS) Board but given the emergency nature of the projects and the funding (FEMA and State Risk insurance funds), no KCTCS Board approval was required. KCTCS will be taking these projects to the Capital Projects and Bond Oversight Committee in November. The Finance and Administration Cabinet's Division of Engineering and Contract Administration (DECA) will be overseeing the projects.

- Southeast Kentucky Community and Technical College, Whitesburg Campus: The first project is a \$3,100,000 project to address damage at two Southeast Kentucky Community and Technical College facilities: Caudill Hall and the Belinda Mason Building, both in Whitesburg, Kentucky, in Letcher County. The Caudill building contains student services, a library, and nursing programs. Caudill Hall's first floor received approximately 48 inches of water. The Belinda Mason Building received 60 inches of water, affecting the lobby, maintenance shop, elevator equipment room, and parking garage.
- Hazard Community and Technical College, Hindman Campus: The second project is a \$7,500,000 project that will address damage at two facilities at Hazard Community and Technical College – the School of Craft and the Opportunity Center, both in Hindman, Kentucky, in Knott County. The School of Craft is a split-level building that has technical shop areas. It is currently leased to a non-profit organization that is providing training. One area of the building received 66 inches of water. The other area of the building and the Opportunity Center received 36 inches of water. The Opportunity Center houses various educational programs that provide support to the community. It is currently leased to several agencies that provide these services.

Both projects will be funded with FEMA and State Risk (insurance) funds, and all work will be coordinated by the Division of Engineering and Contract Administration.

MOTION: Ms. Walker moved the Council approve both interim capital project request. Ms. Harper seconded the motion.

VOTE: The motion passed

KENTUCKY STATE UNIVERSITY MANAGEMENT IMPROVEMENT PLAN

Mr. Travis Powell presented the staff recommendation that the Council approve of the Kentucky State University Management Improvement Plan in accordance with HB 250 (2022). The plan was required to include a number of categories and must be submitted to the legislature by November 1, 2022.

Mr. Powell reviewed each objective presented for approval in the following areas:

- A comprehensive cataloging and review of university policies and procedures to ensure efficiency and compliance with state and federal law.

- Guidelines for salary ranges and benefits for all faculty, staff, and administrators.
- Mandatory board member training and development, including but not limited to financial oversight and effective committee structure.
- Academic program offerings, course offerings, and faculty productivity guidelines.
- Accounting and fiscal reporting systems, collections, budget, and internal controls over expenditures and financial reporting.
- Student success and enrollment management strategies.
- Student academic progress and results.
- The development of an online curriculum with the intent of offering bachelor's and master's degrees online.

Furthermore, the plan included:

- Specific, measurable goals, objectives, and benchmarks for each of the improvement areas.
- A process for monitoring and evaluating Kentucky State University's progress toward meeting the goals, objectives, and benchmarks.
- The terms and conditions for the termination of the plan.

Council members asked questions of clarification and asked for details regarding several areas including the planned student success efforts, development of an online programs, and ensuring KSU has adequate staff in order to meet all of the deliverables.

MOTION: Ms. Harper moved the Council approve the proposed management improvement plan for Kentucky State University. Dr. Akins seconded the motion.

VOTE: The motion passed.

ADJOURNMENT

The Council adjourned at 12:18 p.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

KY COUNCIL ON POSTSECONDARY EDUCATION

TITLE: Annual Briefing from the Association of Independent Kentucky Colleges and Universities

DESCRIPTION: AIKCU will present their annual report to the Council.

PRESENTER: OJ Oleka, AIKCU President
Mason Dyer, AIKCU Vice President

The Association of Independent Kentucky Colleges and Universities (AIKCU) leadership staff will provide the annual independent college briefing to the Council as directed by KRS 164.020(13).

Taken from the AICKU website:

AIKCU Mission: AIKCU's mission is to advance the interests of Kentucky's independent, private nonprofit colleges and universities by promoting postsecondary affordability and student success through policy advocacy, strategic partnerships, and community buy-in. AIKCU's 18 member colleges and universities -- all accredited by the Southern Association of Colleges and Schools Commission on Colleges and licensed by the Kentucky Council on Postsecondary Education -- play a critical role in Kentucky's postsecondary education system, serving more than 55,000 students and awarding more than 13,000 degrees annually. AIKCU is a 501(c)3 nonprofit that combines the missions of two earlier organizations, the Kentucky Independent College Foundation (a fundraising organization established in 1952) and the policy-focused Council of Independent Kentucky Colleges and Universities.

Colleges/Universities: AIKCU is a diverse group of 18 private, nonprofit Kentucky colleges and universities with distinct missions and a wide variety of academic program offerings, but all share a commitment to affordability, opportunity, and student success.

- Emphasize strong academics, value, small classes, supportive environments, and opportunities for real-world learning and career preparation.
- Include highly residential liberal arts colleges to comprehensive universities with a full range of on-campus, extended location, and online programs.
- Open to selective admissions.

- Undergraduate enrollments range from around 600 to nearly 6,000; median undergraduate enrollment is 1,344.
- Financial aid is available in the form of state, federal, and institutional grants and scholarships: 99% of first-time, full-time students receive some financial aid; 95% receive institutional grants/scholarships.
- Offer athletic opportunities through NCAA (all three divisions), NAIA, and NCCAA competition.

Kentucky independent colleges and universities:

- Alice Lloyd College, Pippa Passes
- Asbury University, Wilmore
- Bellarmine University, Louisville
- Berea College, Berea
- Brescia University, Owensboro
- Campbellsville University, Campbellsville
- Centre College, Danville
- Georgetown College, Georgetown
- Kentucky Christian University, Grayson
- Kentucky Wesleyan College, Owensboro
- Lindsey Wilson College, Columbia
- Midway University, Midway
- Spalding University, Louisville
- Thomas More University, Crestview Hills
- Transylvania University, Lexington
- Union College, Barbourville
- University of Pikeville, Pikeville
- University of the Cumberlands, Williamsburg



Association of Independent Kentucky Colleges and Universities

by the numbers

18



independent, nonprofit, SACSCOC-accredited
Kentucky colleges and universities



13,000+

degrees annually



2020-21 degrees; source: KY Council on Postsecondary Education

■ Undergraduate ■ Graduate

55,000 STUDENTS

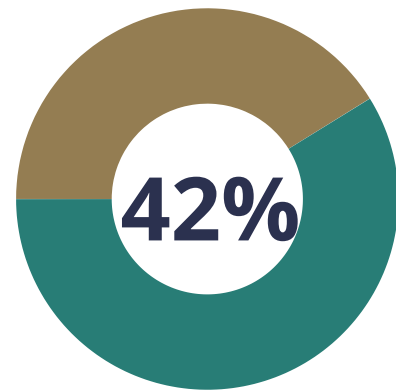
31,000 UNDERGRADUATES



1 in 5

 Kentucky bachelor's degrees are awarded by AIKCU institutions

AIKCU's record 5,000+ bachelor's degrees in 2020-21 represented 22% of bachelor's reported by Kentucky Council on Postsecondary Education



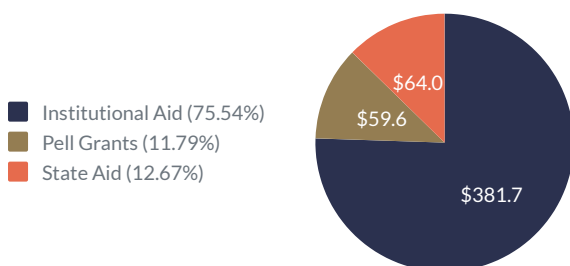
42%

of undergraduates receive Pell Grants

(13,000 Pell recipients in 20-21)

\$1=\$3

AIKCU institutions provide \$3 in institutional aid for every \$1 in government-funded student aid.



Aid to AIKCU students (\$ millions)

Source: IPEDS Finance, FY 2020

\$ 1 billion

in-state economic activity in Kentucky

8,000 employees

TITLE: Report from CPE President Aaron Thompson

DESCRIPTION: President Thompson will highlight specific initiatives during his report to the Council. This written report serves as his official report for November 18, 2022.

PRESENTER: Aaron Thompson, CPE President

Community Conversations – I have been traveling across the state this fall to meet with community leaders to discuss the importance of higher education to Kentucky's economy and quality of life. These community conversations have focused on local P-20 efforts and ways to strengthen connections between K-12, higher education and the workforce. Since launching in August, we've had meaningful conversations and productive stops in Elizabethtown, Brandenburg, Somerset, Russellville, Northern Kentucky, Bowling Green, Murray and Lexington. These visits provided opportunities to address community groups and engage with the media. Save the date for future stops including:

- March 27, 2023 – ECU Manchester Campus
- April 11, 2023 – University of Louisville
- April 27, 2023 – Morehead, KY

Higher EDquity Symposium – Earlier this week, CPE and NKU hosted a Higher EDquity Symposium to discuss how to recruit and retain more diverse faculty members and students, foster inclusion on campus and equip students to be successful in diverse workplaces. Featured speakers included

- Bonita Brown, Vice President and Chief Strategy Officer for Northern Kentucky University
- Dr. Shakeer Abdullah, founder, CEO and principal consultant with Practical Diversity Associates
- Dr. Terrell Lamont Strayhorn, a professor of higher education and women's, gender and sexuality studies at Illinois State University, who was named one of the country's "Top Diversity Scholars."

Preliminary Enrollment Report – CPE released its preliminary enrollment report at the end of October for the 2022 fall semester, which shows that undergraduate enrollment has stabilized following the COVID-19 pandemic. Total enrollment at both KCTCS and public universities held steady, while URM enrollment increased 4.6% at KCTCS and 1.5% at public universities. Other highlights included gains in first-time student enrollment, up 4.3% at KCTCS and 9.3% at public universities. Dual credit enrollment also jumped 18.9% at KCTCS and 4.1% at public universities. Final enrollment numbers are expected in January 2023.

Legislative Testimony – On Oct. 19, Lee Nimocks and I provided testimony before the Budget Review Subcommittee on Education to share Kentucky’s postsecondary progress. Highlights from the presentation included the new strategic agenda, the expanded duties and responsibilities of the agency, organizational changes to the Council. I will share this presentation with you at today’s meeting.

Go!vember Campaign – On November 1, a month-long information campaign launched to help students and parents understand how to plan, apply and pay for college. The campaign is a joint effort of CPE, GEAR UP, Kentucky Advising Academy, KHEAA and the Prichard Committee for Academic Excellence. A Facebook Live Event for parents was held on November 15, and a student resource hub on CPE’s website contains essential college-going information for students and parents.

KY Advising Academy – The Kentucky Advising Academy held a series of regional face-to-face professional learning sessions this fall, which received positive reviews from attendees. The Academy also presented at conferences sponsored by the Kentucky Association of Career and Technical Educators, the Kentucky School Counselors Association and the Family Resource Youth Services Centers. The Academy has been instrumental in the launch of a partnership between a leading postsecondary success organization, OneGoal, and 13 Kentucky K-12 districts to work to eliminate equity gaps and improve postsecondary outcomes for all students. Participating districts will complete a two-year program with OneGoal, which will bring its Postsecondary Leadership Series to support district and high school leaders across the state. The partnership is part of a statewide effort to ensure equity in postsecondary advising, especially as COVID-19 has resulted in an enrollment crisis nationwide and across the state.

Higher Education Matters Media Campaign – The paid Higher Education Matters campaign, which ran from mid-February through June, exceeded industry benchmarks in most all categories. Campuses and other organizations submitted alumni video stories that were distributed through a range of social media, along with the campaign video that also appeared on social media, digital display, radio and streaming services.

In total, the paid effort contributed more than 21 million impressions with high-impact personal stories appearing statewide and targeting both high school students and adults with an emphasis on underrepresented minorities and low-income students. The ad firm, &Well, pointed out that TikTok's click-through rate was "amazingly high," and that the video completion rate of 80% on streaming video was the highest the firm has ever seen. While the paid campaign has ended, we are still getting our message out across the state with radio and TV ads through the Kentucky Broadcaster's Association, thanks to GEAR UP Kentucky's partnership with them. About 6,500-7,000 TV and radio spots are being aired each month, representing a value of \$175,000.

Speaking Engagements – I delivered presentations to several national and statewide organizations in the past several months, including the Gardner Institute, Lumina Foundation (during their policy retreat), Complete College America and the Kentucky Chamber's Foundation. Staff have been out on the road as well:

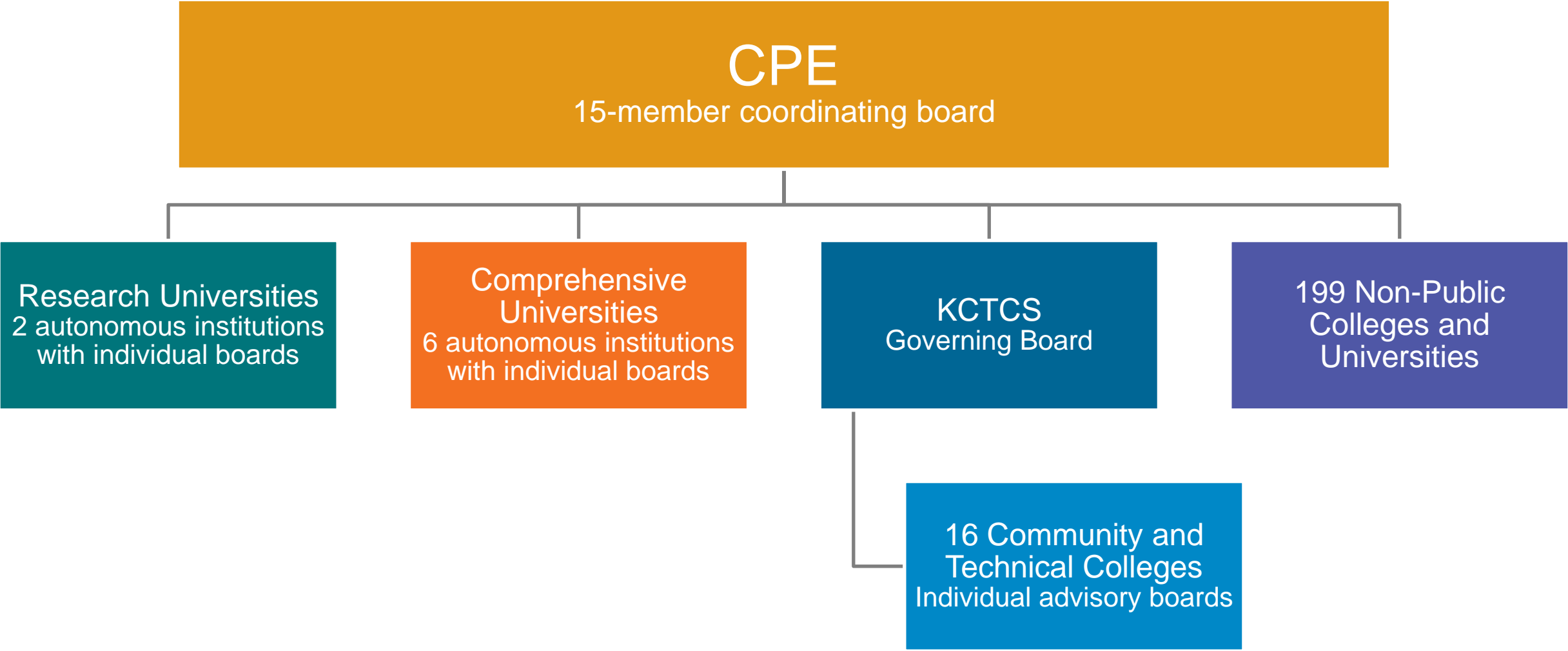
- Lee Nimocks has presented to several national organizations about Kentucky's new scholarship program for displaced students.
- With Janna Vice and Lilly Massa McKinley, Lee Nimocks shared an update on CPE activities with KCTCS provosts and chief student affairs officers at their annual joint meeting.
- Travis Muncie shared information about CPE's data system at the recent Complete College America convening in Atlanta.
- Amanda Ellis spoke at the recent Parchment convening at UofL.
- Travis Powell led a session on Ethics in Procurement at the Kentucky Public Procurement Association annual conference in Owensboro.
- Lilly Massa-McKinley also presented KYSSC updates at the annual convening of the Kentucky Organization for Student Success (KOSS).
- Rick Smith spoke on the role of postsecondary education in the workforce at the C Roger Wilson Conference at the University of Memphis.
- Leslie Sizemore presented info about CPE's Healthcare Workforce Collaborative to Greater Louisville, Inc./Heath Enterprise Network.
- Ilona Burdette and Enid Wohlstein led an innovation round session at the November 2022 Charleston Conference for librarians and publishers talking about KYVL efforts to make it as easy as possible to access resources. They outlined KYVL partnerships with Kentucky school districts and other institutional partners to enable email login to KYVL resources for organizations using Google and Azure AD as identity providers.
- Aaron Thompson, Rep. James Tipton, Jennifer Fraker, Amanda Ellis, Dawn Offutt and Melissa Bell comprised the Kentucky state team at the Lumina Foundation policy conference. Dr. Thompson led two sessions at the conference, and the team worked on a list of postsecondary legislative priorities.

CPE Agency Update and Priorities for Future Action

CPE Business Meeting
November 18, 2022

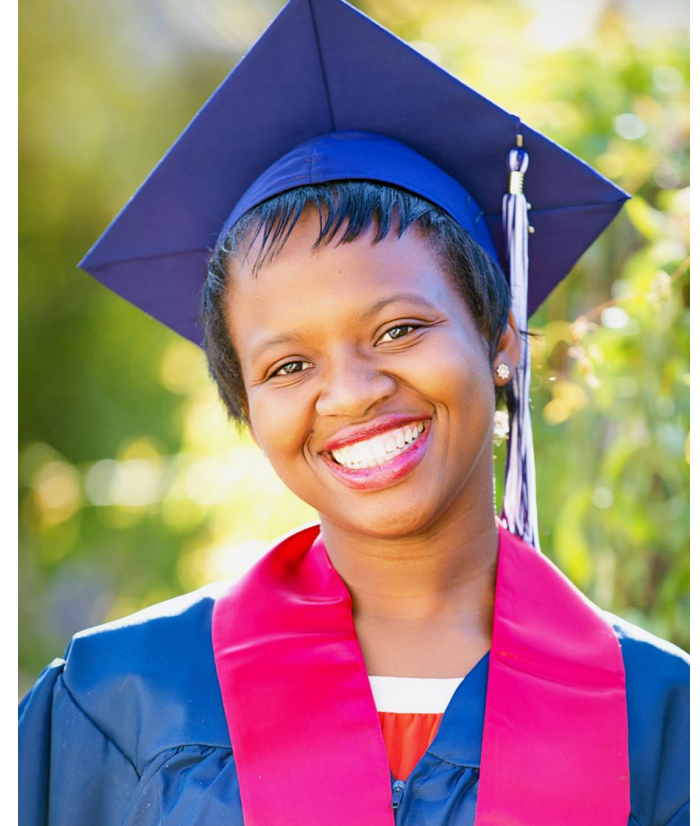


CPE's Oversight



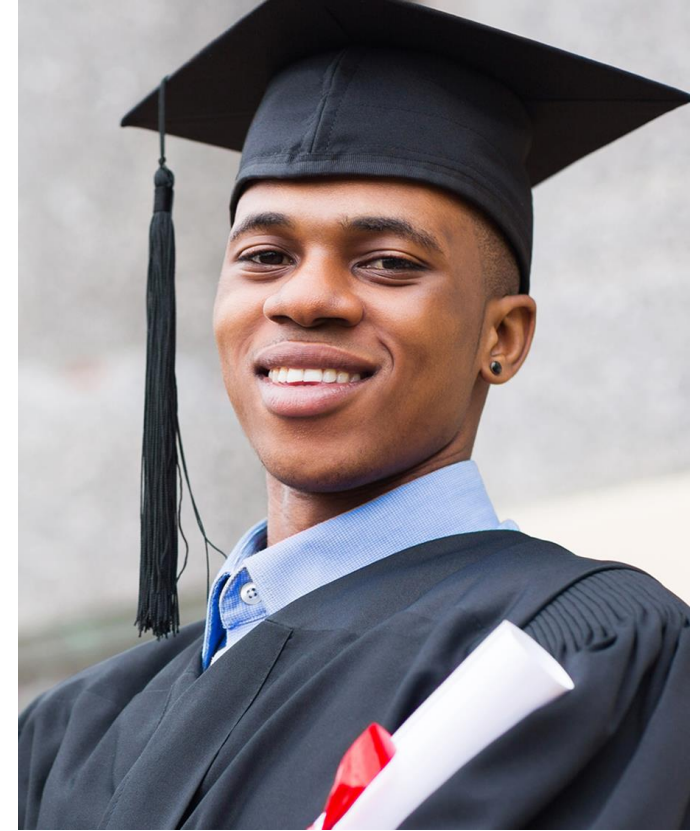
Five-Year Progress – AY16 to AY21

- ↑ Six-year graduation rates increased 7.6 percentage points.
 - ↑ URM Six-year graduation rates, up 9.5 ppt.
 - ↑ Low-Income six-year graduation rates, up 6.1 ppt.
- ↑ Three-year graduation rates increased 13.6 percentage points.
 - ↑ URM three-year graduation rates, up 2.2 ppt.
 - ↑ Low-income three-year graduation rates, up 14.5 ppt.



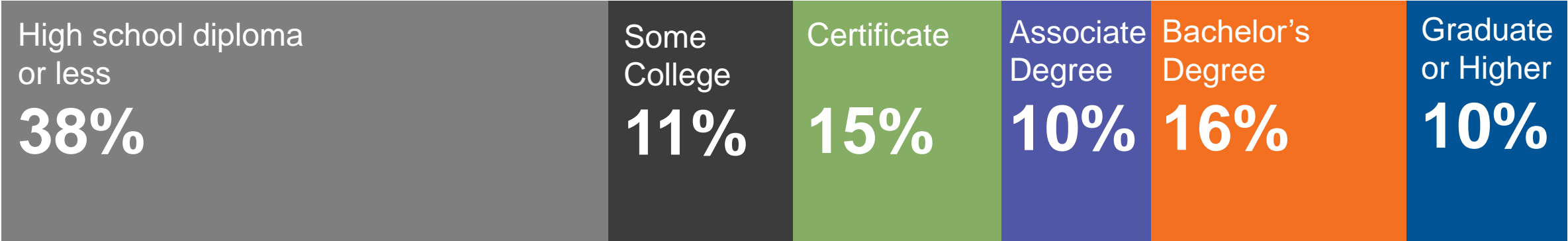
Five-Year Progress – AY16 to AY21

- ↑ Undergraduate degrees at state universities increased 2%.
 - ↑ URM Undergraduate degrees, up 25%.
- ↑ KCTCS credentials increased 28%.
 - ↑ KCTCS URM credentials, up 46%.
 - ↑ KCTCS low-income credentials, up 17%.
- ↑ Graduate credentials at state universities increased 7%.
 - ↑ URM graduate-level credentials up 42%.
 - ↑ Low-income graduate-level credentials, up 12%.



60x30 Goal: Progress and Concern

Kentucky’s current levels of educational attainment – Half the population has a postsecondary credential.



Annual increases in number of Kentuckians with a postsecondary education.

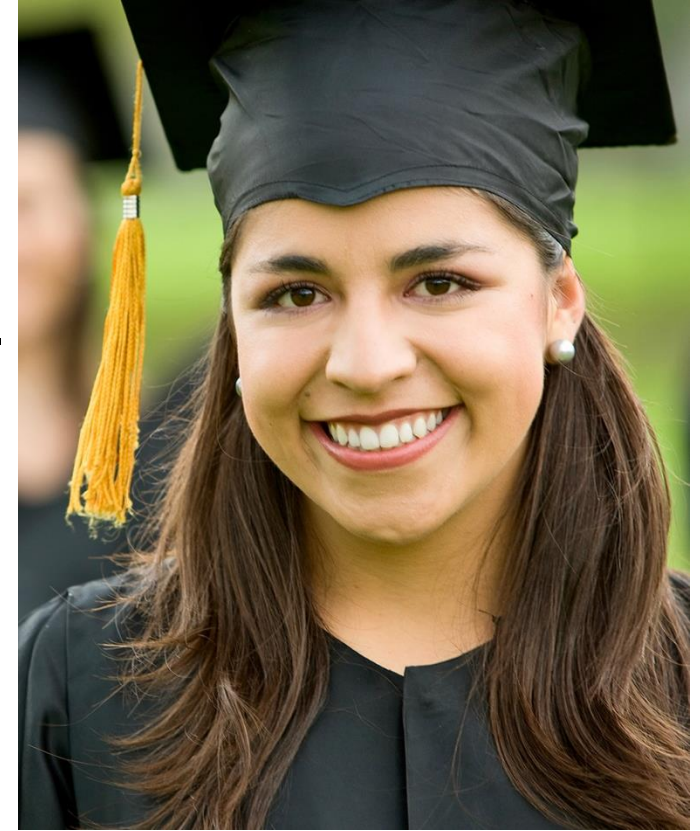
2016	2017	2018*	2019	2020
44.6%	45.5%	49.1%	49.4%	50.9%
--	0.9pp	3.6pp	0.3pp	1.5pp

*A change of methodology occurred in 2018 with the addition of certifications.

Note: These calculations reflect 2020 ACS estimates. Where ACS does not measure certificate attainment, we assume that half of respondents in the ACS "Some College" category earned a certificate. The "Some College" totals from ACS are divided in half and split between "Some College" and "Certificate" in our tables. Further, we subtracted 4.0% from the ACS "High School Diploma or Less" category and added 4.0% to the "Certificate" total to reflect estimates of industry certification earners, consistent with best practices from the Lumina Foundation.

Enhanced/Added Duties and Responsibilities in Recent Years

- Higher education **performance funding** system.
- Covid-related **federal fund management**, tracking.
- **DEI policy and programming** to close achievement gaps.
- Increased focus on alignment between postsecondary and **state workforce needs**.
- Training and professional development for **campus board members**.
- Enhanced academic **program review process**.
- Financial, administrative and academic review and **guidance for KSU**.



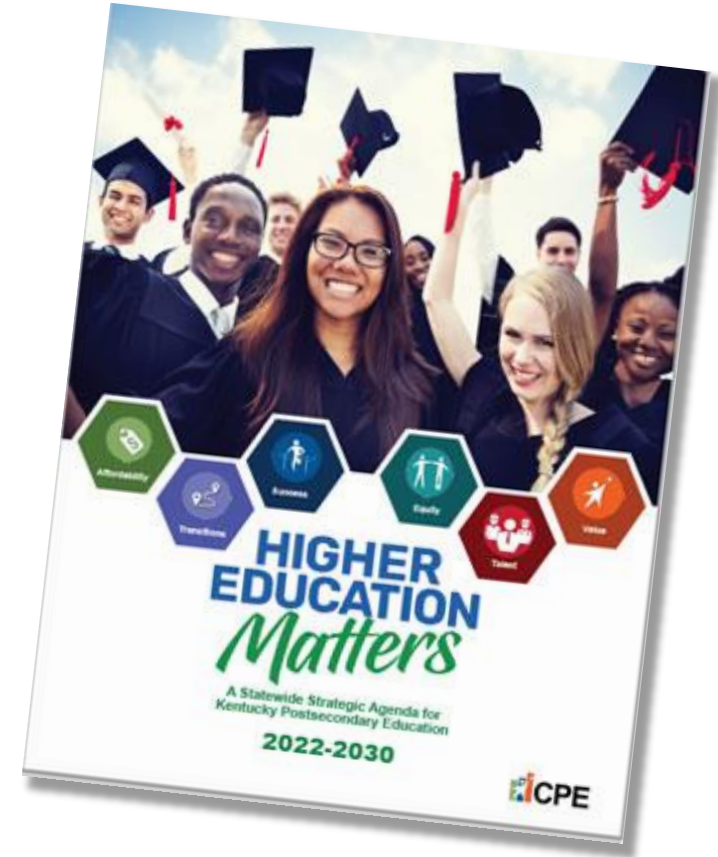
Enhanced/Added Duties and Responsibilities In Recent Years

- Expanded non-public college/university **licensure responsibilities**.
- **Credit transfer** and articulation agreements.
- Expanded higher education data collection, management and **public reporting**.
- ROI reporting and **Student Right to Know** website.
- Expanded programming supporting **college completion**.
- Project Graduate and other **adult learner** programs.
- **Commonwealth Education Continuum** to strengthen the education to workforce pipeline.



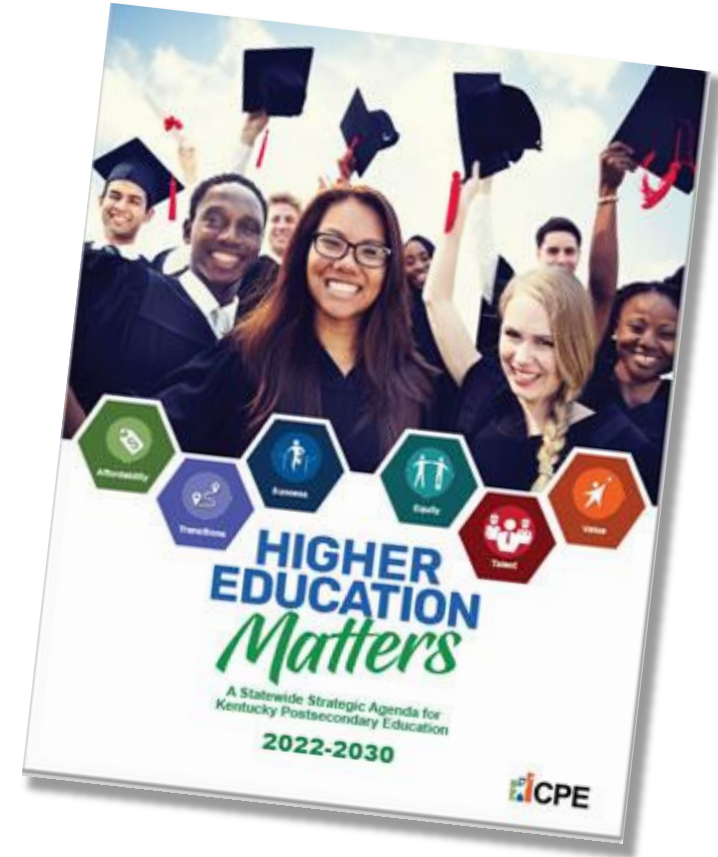
CPE has been reimagined to support student outcomes

- Created a new operational unit focused on economic and workforce development; first area: Healthcare Workforce.
- Launched the nation's first Student Success Collaborative for two- and four-year campuses.
- Added staff focusing on the needs of adult learners.
- Developed a new unit focusing on P-12-to-Postsecondary policies and programs; launched the Commonwealth Education Continuum.
- Built a stronger focus on college affordability and campus financial health – tuition capped in last five years to historic lows.



CPE has been reimagined to support student outcomes

- Created a core CPE team who work daily with KSU to develop and monitor the university's management improvement plan.
- Shaped a stand-alone Diversity, Equity and Inclusion unit, to drive state programming and close achievement gaps.
- Refocused agency communications on higher education's value to individuals, communities and the state.
- Expanded focus of GEAR UP Kentucky to include first-year college success.
- Focus on essential skills/quality in academic programs.

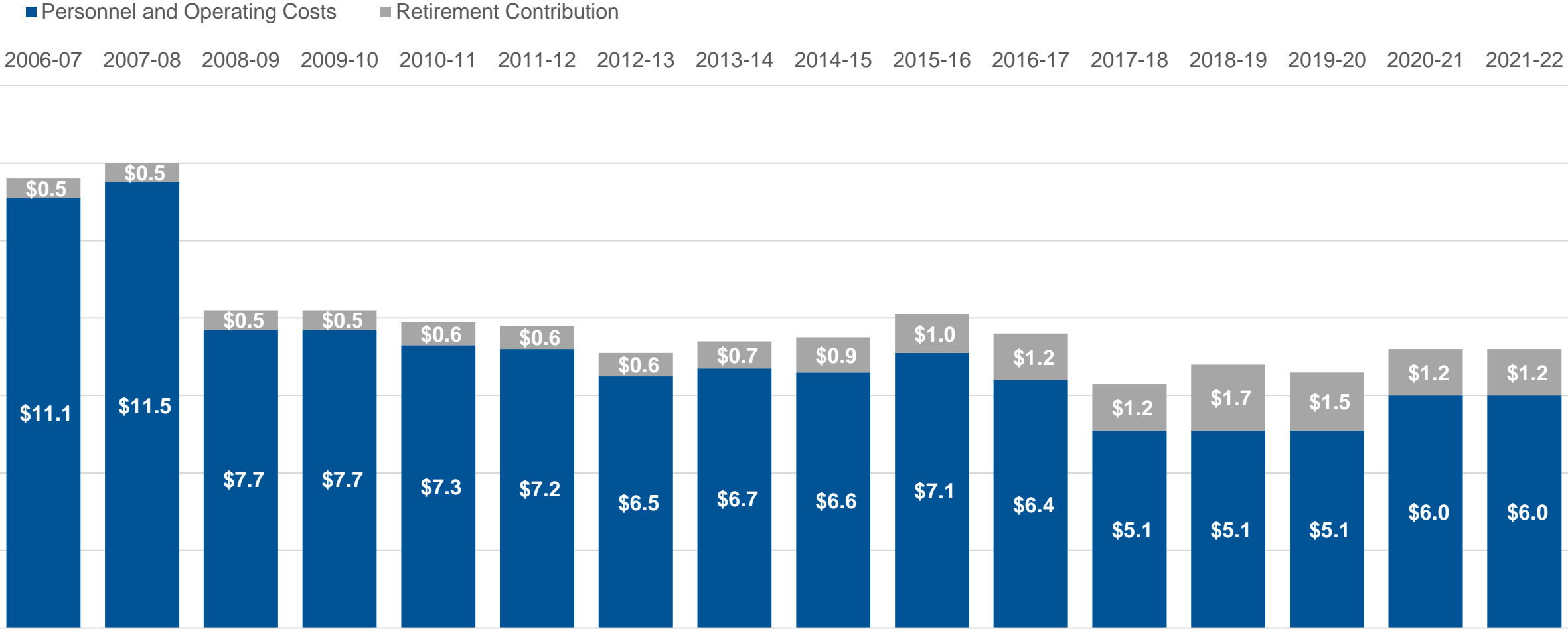


Where we're headed

- **Transitions: 5 out of 10 Kentucky high school graduates go on to college.**
 - *We need to increase college readiness, advising, dual credit participation.*
- **Affordability: 6 out of 10 Kentucky public university students graduate with debt.**
 - *We need to reduce financial barriers and debt; improve the public's understanding of paying for college.*
- **Success: 6 out of 10 students attending a state university complete their degree.**
 - *We need to ensure timely completion, maximize transfer of credit, and ensure high-quality programs.*
- **Talent: 7 out of 10 Kentucky college graduates are working in state 3 years after graduation.**
 - *We need to focus on our workforce output, and especially on high-need areas, such as health and education.*
- **Value: 1 out of 3 adults say college is worth the cost.**
 - *We need to keep spreading the “Higher Education Matters” message; that for every higher ed dollar invested, a \$67 return on investment for the state.*

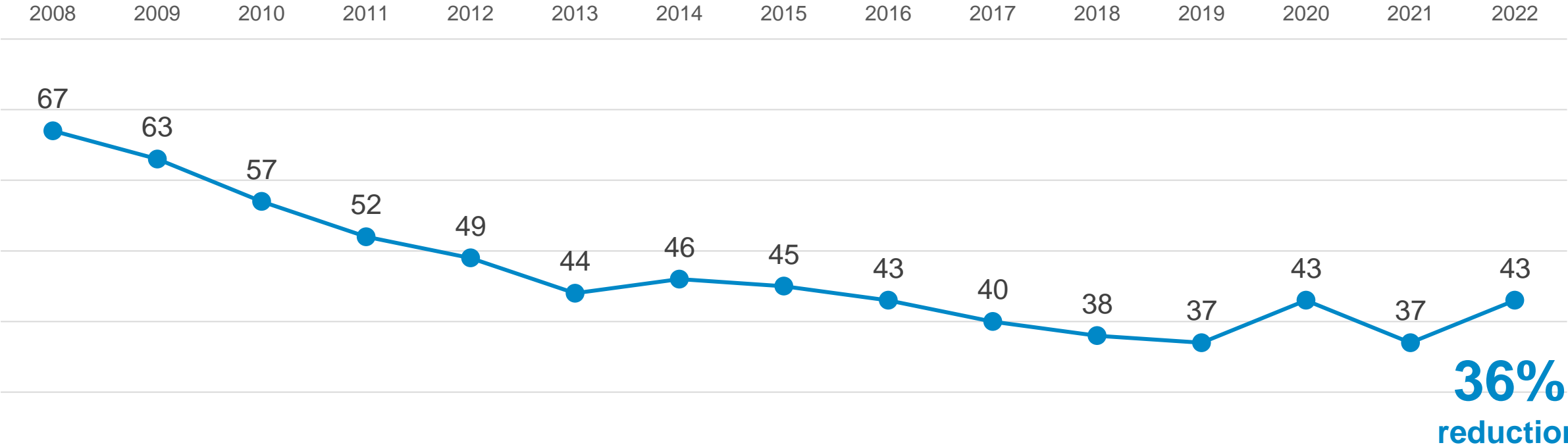
CPE Operating General Fund – Dollars in Millions

Includes Strategic Initiative Personnel and Operating



CPE Employees

Excludes Federally Funded Positions



Maintaining Momentum

Agency operating funding is needed to support growth in CPE's duties and responsibilities and to further the goals and objectives of the state's strategic agenda:

- Addressing Kentucky's teacher and healthcare workforce shortages.
- Strengthen pathways between K-12 and postsecondary programs.
- Improving access to high-demand postsecondary training and education programs for working-age adults.



Questions?



Twitter: CPENews and CPEPres



Website: <http://cpe.ky.gov>



Facebook: KYCPE

KY COUNCIL ON POSTSECONDARY EDUCATION

TITLE: Report from the Academic and Strategic Initiatives (ASI) Committee

DESCRIPTION: The following is a summary of the Committee's November 10, 2022, meeting.

PRESENTER: Lori Harper, Chair of ASI Committee

The Academic and Strategic Initiatives Committee met on November 10, 2022. Below is a summary of their work, and copies of the committee's agenda materials have also been included.

Action Items

- Reviewed and approved a new academic program at Murray State University - Wildlife and Conservation Biology (M.S.) - CIP 03.0601. It will be presented for final approval at the Council meeting.
- Received and approved Western Kentucky University's request for approval of their Cultural Competency Credential Certification for its staff members. Per the Kentucky Cultural Competency Credential Certification Process adopted in 2021, the ASI Committee's approval serves as final; it is not required to go before the full Council for approval.

Information Items

- Received a brief update from President Thompson on the continuing increase in Kentucky educational attainment despite declining enrollments and the pandemic as well as the conversations taking place during the Higher Education Matters Community Conversations.
- Received an update on the latest work of the Commonwealth Education Continuum (CEC). The work of the CEC addresses the moral imperative that all students must have access and opportunity to earn degrees and credentials that lead to sustainable, competitive-wage careers.

The ASI Committee's next meeting is scheduled for January 24, 2023, at 10:00 a.m. ET.

TITLE: Proposed New Academic Program for Review & Recommendation

RECOMMENDATION: The Academic and Strategic Initiatives Committee recommends the Council approve the proposed New Academic Program from Murray State University.

PRESENTER: Lori Harper, Chair of the ASI Committee

COMMITTEE REVIEW & APPROVAL

The ASI Committee reviewed and approved the proposed New Academic Program from Murray State University at its November 10, 2022, meeting.

SUPPORTING INFORMATION

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

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

PROGRAM PROPOSED FOR APPROVAL

- Wildlife and Conservation Biology (M.S.) - CIP 03.0601 – Murray State University
The 30-credit hour program builds upon the university's existing bachelor's program and equips students with the fundamental concepts related to wildlife and conservation biology; helps them develop skills in communication, ethical decision-making, and leadership in the field; and provides the opportunity for students to use their skills in real world applications of conservation related issues. Full program proposal is attached.

PROPOSED PROGRAM SUMMARY

Institution: Murray State University
Program Name: Wildlife and Conservation Biology
Degree Destination: Master of Science

CIP Code: 03.0601

Credit Hours: 30

Institutional Board Approval Date: 6/03/2022

Implementation Date: 1/05/2023

Program Description

Murray State University proposes to offer a Master of Science degree in Wildlife and Conservation Biology. The program will prepare students to assume an active career in the wildlife and conservation biology field or to pursue further graduate studies in wildlife and conservation biology. The proposed program's curriculum equips students with the fundamental concepts related to wildlife and conservation biology; helps them develop skills in communication, ethical decision-making, and leadership in the field; and provides the opportunity for students to use their skills in real world applications of conservation related issues. The proposed program builds on the university's existing B.S. in Wildlife and Conservation Biology.

Connection to Other Programs

This will be the first M.S. in Wildlife and Conservation Biology in the state.

Student Demand

Currently at Murray State, students who want to pursue advanced studies in Wildlife and Conservation Biology enroll in the M.S. in Biology program and tailor their elective courses toward their interests in wildlife and conservation. However, many organizations use a point system when hiring for wildlife and conservation positions. Candidates with degrees specific to Wildlife and Conservation Biology earn more points than candidates with more generalized Biology degrees. In addition, many organizations require candidates to have completed the coursework needed to meet the educational requirements of the Associate Wildlife Biologist professional certification of The Wildlife Society. The proposed degree program will meet the education requirements for this professional certification.

Additionally, Murray State reported that they have lost potential students because students interested in a career in this field did not want to pursue a more general biology degree. Graduates from Murray State's B.S. in Wildlife and Conservation Biology leave the institution to attend other universities with master's degree programs more specific to wildlife and conservation biology. By having a specific M.S. in Wildlife and Conservation Biology available at Murray State, the institution expects to recruit students within their existing B.S. in Wildlife and Conservation Biology program as well as from other institutions into this new degree program.

Initial estimates of enrollment are:

Year 1 – 5

Year 2 – 8

Year 3 – 10

Year 4 – 10

Year 5 – 10

Employment Demand

A Master of Science degree in Wildlife and Conservation Biology degree will make students more marketable for higher level wildlife biologist (regional mean annual pay: \$66,436) and conservation scientist (regional mean annual pay: \$67,138) jobs than a B.S. degree alone would. Additionally, this degree is estimated to increase their mean annual pay at the regional level by approximately \$25,000 to \$28,000.

Budget

This program does not require additional faculty lines, and all the coursework is already in place. The limited, new expenses come from estimated faculty professional conference costs. Projected revenue is the tuition of the projected number of enrolled students for the first five years.

Projected Revenue over Next Five Years (\$): \$384,348.00

Projected Expenses over Next Five Years (\$): \$11,000.00

**COMMITTEE MEETING COPY
NO ACTION NEEDED AT 11/18/22 MEETING**

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

ACTION ITEM
November 10, 2022

TITLE: Cultural Competency Credential Certification Request - WKU

DESCRIPTION: Staff recommends that the Committee approve Western Kentucky University's Application for Kentucky Cultural Competency Credential Certification.

PRESENTER: Dawn Offutt, CPE's Executive Director for Diversity, Equity, and Inclusion

PROPOSAL FOR APPROVAL

On July 19, 2021, Western Kentucky University submitted its second application for certification, which has a focus on staff. The Cultural Competence Advisory Council approved it to go before the ASI Committee on October 25, 2022.

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

BACKGROUND INFORMATION & APPROVAL PROCESS

The Kentucky Cultural Competency Credential Certification Process certifies a micro-credential in cultural competence for institutions who recognize the benefits of a culturally competent campus, want to increase the effectiveness of their faculty and staff in relating across cultural differences and want to prepare students for life in increasingly diverse domestic and international environments.

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

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



OFFICE OF THE PRESIDENT

July 19, 2022

Council for Postsecondary Education
c/o Cultural Competency Advisory Council
100 Airport Road
Frankfort, KY 40601

To Whom It May Concern,

I write this letter in support of WKU applying for the State Cultural Competence Certificate Program offered through the Kentucky Council on Postsecondary Education.

Western Kentucky University is committed to increasing the cultural competency of faculty and staff and we appreciate this opportunity to partner with CPE.

GO TOPS!

Best,

Timothy C. Caboni, President
Western Kentucky University

The Spirit Makes the Master

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phone: 270-745-4346 | fax: 270-745-4492 | web: www.wku.edu

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Western Kentucky University (WKU)

Proposal for the Kentucky Cultural Competency Credential Certification

Contacts & Contributors

Dr. Monica Burke, *Professor in the Department of Counseling and Student Affairs & Provost's Fellow for Diversity, Equity and Inclusion*

Ms. Cierra Waller, *Assistant Director, The Center for Innovative Teaching & Learning*

Dr. Molly Kerby, *Assistant Provost for Institutional Effectiveness & Co-Chief Diversity Officer*

Mr. Michael P. Crowe, Jr. *Director of The Office of Student Conduct & Co-Chief Diversity Officer*

Implementation Date: January 2023

Program Overview

The WKU Staff Cultural Competence Certificate, an initiative of the “One WKU” campaign, is a four-month professional development opportunity for all staff. A maximum of 20 staff will be selected for each cohort via an application process each semester. The certificate course will launch its inaugural cohort in January 2023.

The certificate course for staff was created to fulfill four interrelated functions:

- To introduce and/or deepen participants' knowledge of diversity, equity, and inclusion in higher education.
- To offer a collegial space for participants to reflect on their current thoughts and practices.
- To grow the community of practitioners focused on inclusivity.
- The course is designed to develop advocates rather than experts. The course's facilitator(s) and its architect do not assume the role of authority on DEI issues and do not seek to train participants to become experts. Rather, the goal is to cultivate a mindset of continuous growth through praxis and reflection as a way to foster DEI advocacy at WKU.

Course's Outcomes

Through participation in the course, participants will be able to more effectively:

- Identify strategies to enhance their cultural competence and skills to communicate across differences.

- Identify avenues to promote a sense of belonging in the campus environment for underrepresented/marginalized students.
- Describe the impact of our personal foundations, which encompasses the role of our identity development—personal, social, and cultural.
- Explain identities and potential experiences of marginalized and underrepresented college students and ways that students from various social and cultural backgrounds can experience departments.
- Recognize the role learned beliefs, worldviews, culture, biases, assumptions, and socialization in our lives and how they can influence and manifest in professional practices.
- Discuss the need to use an equity lens to examine, and if necessary, challenge and/or change institutional practices that may present barriers to marginalized groups.
- Evaluate group dynamics and the skills required for managing diversity, such as intercultural communication and cross-cultural competency.
- Identify ways to infuse principles of diversity, equity, and inclusion into facets (e.g., programming, services, and advising/helping) of functional areas of the campus community.
- List various approaches into their professional practice that consider the diverse needs and backgrounds of all students to create an environment where all students feel valued and have equal access

Implementation Method and Timeline

The course is a four-month program in which staff will complete a study online content, complete assignments, and meet once a month to reflect, and discuss concepts as well as how to implement key principles of cultural competence and diversity management to work effectively with students and colleagues. In general, the purpose of these modules is to provide a framework of understanding so that participants can continue learning and growing beyond the module and eventually, develop greater understanding and effectiveness to recognize, listen, educate yourself, adapt where needed, and act. On average, staff will spend approximately two to three (2-3) hours reviewing and completing activities in each module and approximately two (2) hours in each face-to-face meeting each month. It is anticipated that staff will spend approximately 36 hours completing the course.

The course’s curriculum is composed of one foundational module and four key content modules:

- **Module 1:** Foundational Concepts
- **Module 2:** Knowing Yourself
- **Module 3:** Working with Students
- **Module 4:** Working with Colleagues/Peers
- **Module 5:** Building Cultural Competence and Basic Helping Skills

Each module will continue for a month and will be broken up into three weekly sessions that will allow for an overview, discussion, and reflection of each topic. Sessions will be conducted asynchronously and face-to-face. All resources will be provided to the participants in an online format.

Course Outline and Alignment with the A4 Model

The first two modules focus on concepts related to diversity, equity, and inclusion as well as awareness, knowledge, and skills and are designed to build upon the latter modules. The next two modules build on the first two, focusing on working with historically underrepresented/marginalized students and colleagues. The final module includes content related building cultural competence and basic helping skills that can facilitate the process of group dynamics and advocacy. The A4 model components are reinforced throughout the program.

Module 1: Foundational Concepts

Competencies addressed: Awareness (A1)

The primary goal for this module is:

- Defining and differentiating the terms diversity, equity, and inclusion.

This module provides a foundation for the remainder of the modules through the definition of primary terms. Gaining a more comprehensive understanding of these concepts and terms can aid in the establishment and/or enhancement of strategic goals, programs, practices, policies, and interpersonal relationships.

Module 2: Knowing Yourself

Competencies addressed: Awareness (A1) and Acknowledgment (A2)

The goals for this module include:

- Examining and articulating the impact of assumptions that underlie professional practice.
- Recognizing how the staff's culture shapes expectations of and interactions with students and colleagues.
- Exploring concepts and barriers that can influence underrepresented/marginalized individuals.
- Articulating the role identity plays in who we are, expectations, thoughts, actions, and practice.
- Exploring self-awareness through self-reflection.

As a result of meeting these goals, the participants will be able to understand concepts related to diversity, equity, and inclusion and how they interact with identity development as well as professional practice. Increased self-awareness involves a more accurate understanding of our emotional processes and behaviors affect us as well as those around us. Development of effective staff depends on their willingness to regularly ask which of behaviors, thoughts, and actions are helping or hindering professional growth. If staff engage in conscious, ongoing efforts to increase their self-awareness and explore evidenced strategies, they will likely enhance their effectiveness in working in a diverse environment.

Module 3: Working with Students

Competencies addressed: Acknowledgment (A2) and Action (A4)

The goals of this module include:

- Exploring the obstacles that impede underrepresented/marginalized students from reaching their full potential at many higher education institutions, particularly predominantly white institutions.
- Considering the role of institutional culture and campus ecology in the recruitment and retention of all students — especially underrepresented/marginalized students.
- Acknowledging the role a sense of belonging plays in the matriculation of underrepresented/marginalized students.
- Articulating the core competencies for working with underrepresented/marginalized students.

This module's focus is on supporting the matriculation and persistence of underrepresented/marginalized students, starting with a discussion about the identity development of marginalized students on a college campus. In addition, campus ecology and a sense of belonging are discussed as these two concepts are related to student success and are particularly salient for underrepresented/marginalized students on a predominantly white campus. Furthermore, the participants will engage in a simulated case study that will allow them to identify how their personal assumptions, beliefs, biases, and worldviews can impact their professional role in working with students. Self-reflection about how one's identities impact students and vice versa can assist participants in evaluating their approaches.

Module 4: Working with Colleagues/Peers

Competencies addressed: Acknowledgment (A2); Acceptance (A3); and Action (A4)

The goals of this module include:

- Acknowledging that diversity is enmeshed in the workplace environment.
- Identifying potential barriers and challenges of colleagues whose identities are underrepresented/marginalized in the workplace.
- Examining the relevance and impact of intercultural communication
- Outlining strategies that could lead toward effective diversity management.

This module focuses on the dimensions of diversity— individually and organizationally— and how understand how they affect performance, motivation, success, and interactions with others. Participants will examine facets of inclusive group dynamics as well as an inclusive climate and how these can impact our self-esteem, self-worth, sense of belonging, momentum, and motivation. The participants will discuss effective leadership in a group that efforts that include promoting and instituting a culture of continuous learning and improvement; being visible in promoting and supporting diversity, equity, and inclusion; and being intentional about implementing strategic actions related to diversity, equity, and inclusion. In addition, the participants will explore how to be deliberate in their process and outcomes from a perspective that highlights how practices hold the potential to shift power toward inclusion and equity.

Module 5: Building Cultural Competence and Basic Helping Skills

Competencies addressed: Awareness (A1); Acknowledgment (A2); Acceptance (A3); Action (A4)

The goals of this module include:

- Examining the concepts associated with cultural competence.
- Exploring facets of basic helping skills as an avenue to assist a higher education professional in using knowledge and skills related to diversity, equity, and inclusion.

By the end of the final module, the academy participant will have examined the concepts associated with cultural competence— awareness, knowledge, and skills. Staff can develop cultural competency skills to enhance their ability to practice effective communication in intercultural situations and understand people across cultures, including similarities and differences as well as the associated tensions, similarities, and complexities. They can examine how to purposely develop their cultural competence in a way that acknowledges and respects the students they assist and the people with whom they work. Participants will also explore how to use basic helping skills, verbal and nonverbal, to enhance their communication with students and colleagues and enable them to effectively build rapport and engage with them. The participants will discuss how these core conditions can be used to work more effectively in a diverse environment.

Tasks Required of the Participants

The tasks will include the following:

- Completion of the review of content for each module
- Attendance at face-to-face workshops/meetings
- Completion of case studies
- Completion of self-reflection activities
- Completion and submission of an individual professional development plan for DEI

Module-level Assignments

Module 2:

- The academy participants will submit self-reflection journals that will generally address the following questions:
 1. In your self-reflection, determine if there are moments where you have operated from the lens of viewing students and colleagues/peers through stereotypes and their social identities?
 2. Acknowledging that differing positioning confers different opportunities (i.e., different access to resources) for individuals, reflect on how your positionality (i.e., one's social position and worldview that influences how one responds to power differentials in various contexts and impacts how one approaches work with students) plays itself out in your working with students and colleagues.

3. What aspects of identities do you feel you need to learn about to help you create more inclusive and supportive educational experiences for students? In interacting with your colleagues?
 4. After examining your personal foundation (knowledge of yourself), an evaluation of how your professional practices can cultivate a sense of belonging/community.
 5. What practices do I implement to promote a sense of belonging and a sense of community for all?
 6. How do I ensure that all students/peers are in a position to succeed?
- The staff will also participate in a variety of activities that allow them to examine and elaborate on dimensions of diversity, equity, and inclusion.

Module 3:

- The focus of Module 3 is on working with diverse students in a campus community. The participants will submit self-reflection journals with responses to the following questions.
 1. What efforts does your department have in place to support marginalized students?
 2. What are some strategies you have used or seen others use to help underrepresented/marginalized students feel more included or supported?
 3. Are you aware of resources on campus that are available to support marginalized students? Off campus?
 4. What limitations do you or your department have that could impact your ability to support marginalized students?
 5. How do you think belonging, identity, and exclusion affect how students learn?
 6. Have you seen the effects of belonging or exclusion impacting students on campus?
 7. Why should staff consider the impact of belonging on college campuses?
 8. Why do you think belonging might be an especially pertinent issue, particularly when working with underrepresented/marginalized students?
- The staff will also participate in a variety of activities that allow them to examine and elaborate the impact of a sense of belonging for marginalized students in a campus community.

Module 4:

- The focus of this module is on working with colleagues in a diverse workplace, particularly with historically underrepresented/marginalized staff. The participants will submit a self-reflection journal with responses to the following questions.
 1. How do I view my current workplace's climate/ environment? What do I do to ensure inclusion?
 2. What competencies and skills do I have to contribute to diversity and equality efforts in my workplace?

3. How do I view others in my work environment that I perceive to be culturally different from me?
 4. How do I listen to concerns and issues that colleagues who are culturally different from me share with me/the team?
 5. What is my reaction when the institution discusses issues and initiatives regarding diversity, equity, and inclusion?
 6. What do I contribute to make our work environment inclusive?
 7. How can I help my colleagues who are underrepresented/marginalized feel supported and valued?
- The staff will also participate in an activity that allows them to examine and elaborate potential barriers for diverse staff in the workplace.

Module 5:

- As a culmination of the previous modules' content, Module 5 focuses on delivering the knowledge and skills in a way that builds rapport, fosters trust, and facilitates constructive collaboration. The participants will submit a self-reflection journal with responses to the following questions.
 1. How comfortable are you in using helping skills to engage in conversations with others?
 2. How do you ensure people know that you have taken account of their views?
 3. Thinking about a situation when you had to present complex information, how did you ensure that the other person understood?

Culminative Project

- At the end of the sessions, the participants will submit a self-reflection journal focusing on the following questions.
 1. What information was most meaningful to you after completing these modules?
 2. How can the information in these modules change your perceptions, interpretations, judgments, skills, and behaviors in the future?
- Participants will also submit an Individual Professional Development Action Plan regarding diversity, equity, and inclusion in their personal and professional roles within their work environment that includes goals and performance indicators.

Awarding of the Micro-credential

Pending approval from the CEP, staff who complete the program will be awarded the Kentucky Cultural Competency Credential as well as a WKU University-branded badge. Participants who complete the program can display the credential in their email signature, social media, digital business card, and/or departmental website.

Staffing

The course will be staffed with the Provost's Diversity, Equity, and Inclusion Fellows. One of the fellows, Dr. Monica Galloway Burke, in consult with the Co-Chief Diversity Officers, the Center for Innovative Teaching and Learning, and representatives of the Diversity, Equity, and Inclusion committee, is responsible for the design of the program and has primary responsibility to conduct and facilitate the sessions and assess the final project with the Co-Chief Diversity Officers.

**COMMITTEE MEETING COPY
NO ACTION NEEDED AT 11/18/22 MEETING**

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

INFORMATION ITEM
November 10, 2022

TITLE: Update on the Commonwealth Education Continuum

DESCRIPTION: Staff will provide an update and overview of the Commonwealth Education Continuum's latest work and initiatives.

PRESENTERS: Amanda Ellis, Vice President of K-12 Policies and Programs, CPE
Robin Hebert, Senior Fellow, K-12 Policies and Programs, CPE

SUPPORTING INFORMATION

The Commonwealth Education Continuum (CEC) exists to strengthen Kentucky's education pipeline. Its work addresses the moral imperative for all students to have access and opportunity to earn degrees and credentials that lead to sustainable, competitive-wage careers.

Established in 2021, the Continuum is co-chaired by Kentucky Lt. Governor Jacqueline Coleman, Kentucky Council on Postsecondary Education (CPE) President Dr. Aaron Thompson, and Kentucky Commissioner of Education Dr. Jason Glass. It consists of members whose expertise ranges from early childhood to the workforce.

The CEC has continued to seek stakeholder input and use data to address barriers and identify ways to increase transition to postsecondary. CPE staff will provide an update on the work of the CEC, the CEC workgroups, and initiatives.

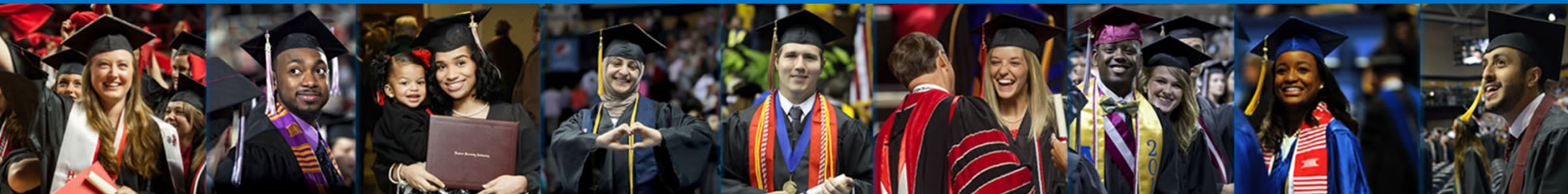
2022 Work Groups of the CEC

As a result of its 2021 prioritized recommendations, the CEC created three work groups to address state-wide challenges and opportunities related to:

- Ninth Grade On-Track: To contribute to students' readiness for postsecondary options and success beginning in early grades - especially for Kentucky's underrepresented students.
- Early Postsecondary Opportunities (EPSO): To expand access and attainment of early postsecondary opportunities (EPSOs) for all - especially Kentucky's

underrepresented students. This workgroup will provide recommendations to Kentucky's Dual Credit Advisory Council.

- **First Year Postsecondary Success:** To define first-year success and develop recommendations to expand access and success in Gateway coursework that enhance student retention and completion of high-quality postsecondary credentials and degrees - especially among Kentucky's underrepresented students, who are often disproportionately overrepresented in co-requisite courses.



Commonwealth Education Continuum Update

Dr. Amanda Ellis, Vice President, K12 Policies and Programs

Robin Hebert, Senior Fellow, K12 Policies and Programs



Commonwealth Education Continuum (CEC)

Formed out of the moral imperative to strengthen the education pipeline, the CEC is co-chaired by Lt. Gov. Coleman, Pres. Thompson and Commissioner Glass, and consists of 28 members ranging from early childhood to the workforce.

- **Purpose Statement:** The CEC will seek to improve actions to ensure students can equitably earn the necessary degrees and credentials to enter the workforce successfully.
- **Annual Objective:** Develop and execute a specific plan to activate the biggest levers for increasing successful student transitions into postsecondary.

CEC Reception



3

Continuum Workgroups

To further understand the diverse needs of the state and seek actions to improve Kentucky's education system, the CEC created three workgroups with distinct focus areas.

2021 Workgroups

- Early Postsecondary Opportunities
- Educator Workforce and Diversity
- Successful Transition to Postsecondary

2022 Workgroups

- Ninth grade On Track
- Early Postsecondary Opportunities
- First Year Postsecondary Success

Stakeholder Engagement

- Education Strategy Group (ESG), in collaboration with the CEC workgroups, held a series of interviews and focus groups with various stakeholders from across the state.
- Coordinated with the eight regional educational cooperatives to ensure geographical diversity, the questions centered on the three workgroup areas.
- Over 300 individuals participated in the stakeholder interviews and focus groups.
- The insights gleaned from these engagements supported the CEC in developing recommendations grounded in the interests, needs, and challenges experienced by the communities it serves.

Recommendations and Actions

Successful Transition to Postsecondary

- Employ more postsecondary transition advisors to help students plan for and transition to postsecondary education.
- Create a comprehensive communications campaign to better equip high school students with the necessary knowledge to successfully transition to postsecondary.
- Catalyze a statewide, cross-agency campaign to improve FAFSA completion rates and access to FAFSA data for schools and districts.
- Expand institutional capacity to support students as they transition to postsecondary.

Actions

- **Kentucky Advising Academy (KAA)** - In collaboration with AmeriCorp, the academy will provide a free comprehensive series of face-to-face and virtual professional learning and resources, centered on postsecondary advising, for school counselors and Family Resource/Youth Service Center (FRYSC) coordinators.

Actions

- **Summer Bridge Program Grants** - Continuation of grants that support summer bridge programming and include strategies to transition students to college life, social and emotional resources, and academic or financial advising.
- **Kentucky College and Career Web Portal** - In partnership with KYSTATS and KDE, CPE initiated the project to develop a state web portal that will provide college and career navigation tools, guidance, and resources.

Recommendations and Actions

Early Postsecondary Opportunities

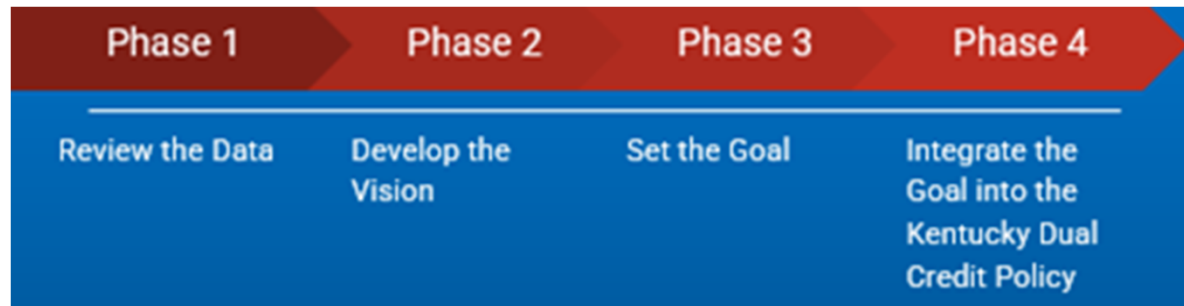
- Ensure every high school student has access to at least one early postsecondary opportunity and the support to successfully complete the course, particularly those students and families who have been traditionally underrepresented in early postsecondary opportunities.
- Increase state funding to cover the cost of early postsecondary opportunities for all students, including equity grants for low- and middle-income students and families.
- Strengthen local and regional partnerships among high schools, institutions, and the workforce to expand access, advising, and support to early postsecondary opportunities.

CPE Actions

Early Postsecondary Opportunities (EPSO) Toolkit - In partnership with KDE, CPE will develop a toolkit of resources and guidance including:

Types of Programs	Key Partnerships	Financial Aid & Cost
Communications & Outreach	Advising & Student Supports	Data

Dual Credit Policy Revision- Efforts will be aimed at establishing high-quality dual credit standards, programs and policies; and increasing awareness and capacity of high school students and advisors to understand and promote postsecondary attainment and affordability.



Recommendations and Actions

Educator Workforce and Diversity

- Launch a compelling campaign that highlights the importance and benefits of entering the teaching profession.
- Enhance the recruitment of future teachers to increase the number of teachers with an emphasis on underrepresented groups.
- Increase teacher and administrator retention and advancement opportunities with attention to underrepresented groups.

CPE Actions

- **Teacher Workforce Collaboration-** In partnership with KDE, the KY Education Professional Standards Board (EPSB), and the Labor Cabinet, CPE is working to increase the educator workforce through innovative recruitment strategies.

Questions?



Twitter: CPENews and CPEPres



Website: <http://cpe.ky.gov>



Facebook: KYCPE



KY COUNCIL ON POSTSECONDARY EDUCATION

TITLE: Report from the Committee on Equal Opportunities

DESCRIPTION: The following is a summary of the Committee's October 24, 2022, meeting.

PRESENTERS: Elaine Walker, Chair of the Committee on Equal Opportunities

The Committee on Equal Opportunities met on October 24, 2022. Below is a summary of their work.

- Reviewed and approved performance improvement plans from four institutions: Henderson Community College, Hopkinsville Community College, Murray State University, and Southeast Community and Technical College.
- Reviewed and approved 2021-22 strategy revisions for Northern Kentucky University
- Reviewed and approved 2022-23 strategy revisions for the following 8 institutions:
 - Elizabethtown Community and Technical College
 - Hazard Community and Technical College
 - Henderson Community College
 - Jefferson Community and Technical College
 - Owensboro Community and Technical College
 - Southcentral Community and Technical College
 - Somerset Community College
 - University of Louisville
- Received update from Dr. Amanda Ellis on Transition and the role equity plays in the focus area of the statewide agenda
- Discussed the potential inclusion of identifying supports for differently abled students

The Committee's next meeting is scheduled for January 23, 2023.



CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



BIG E CENTRAL STREAMLINES STUDENT EXPERIENCE

With the grand opening of the Big E Central office, EKU students are now able to get accounting, financial aid and registrar services all in one location for a streamlined experience.

When asked what made the visit to Big E Central better than previous visits to various separate offices, sophomore Sasha Carrasco said, “Even though it was packed, I was in and out within 30 minutes with all of my questions answered!” During her visit, she received scholarship advice, help with her bill and help with the FAFSA (Free Application for Federal Student Aid). With the combination of financial aid, student accounting and the registrar, Carrasco said it was quick and efficient to get the help she needed.

Recognizing the past frustrations students experienced in trying to resolve financial and academic issues, Bethany Miller, associate vice president of student success, proposed the idea of Big E Central in July 2021. The concept was to provide a one-stop shop for students to address their most important academic and financial concerns. Big E Central officially launched on August 15, 2022.

“Big E Central is continuously assessing and improving the collaborative services of these three offices so students can resolve their issues in one central location with reduced processing and wait times,” said Sara Sims, director of Central Student Services. “Every day, we are learning more about the EKU campus community needs, refining our services and working to improve the student experience.”

Big E Central is employed by eight counselors, as well as student workers, to assist with walk-in visits, phone calls, emails and virtual appointments. The counselors’ knowledge on a variety of topics concerning financial aid, student accounting and the registrar, give them the ability to provide students with comprehensive, up-to-date information to help them succeed. With fewer steps needed for students to resolve financial and academic issues and having information about all three services in one location, Big E Central has already helped thousands of students within their first semester of being open.



EKU'S DIRECTOR OF FORENSIC SCIENCE AWARDED KCV IMPACT AWARD

Dr. Jamie Fredericks, director of the forensic science program at Eastern Kentucky University, is one of four innovators selected as recipients of a Kentucky Commercialization Ventures IMPACT award.

The KCV IMPACT (Innovative Mobile, Public Health, and Community Oriented Technologies) Competition encourages innovation to improve social, health and economic conditions across Kentucky. Fredericks received an award of \$9,000 from the IMPACT Competition for his sample collection tool for rapid DNA analysis.

"I developed the device as a tool to lower costs and speed up the process of DNA profiling, potentially reducing the time it takes to identify victims/suspects and ultimately serving to improve the community," Fredericks said.

The IMPACT award will allow Fredericks to continue developing the tool to maximize its efficiency in profiling DNA samples. Fredericks has been a faculty member at Eastern Kentucky University for eight years.

"I am incredibly proud that my sample collection tool has been recognized for its potential to improve the field of forensic science," Fredericks stated. "At ECU, our expert faculty are truly passionate about their fields," said Dr. Ryan Baggett, dean of online learning, graduate education and research. "Dr. Fredericks' earning of the IMPACT award displays his commitment to innovation in research and making a difference in the field of forensic science. We can't wait to see the continual impact of Dr. Fredericks' work."

EKU'S OSHA TRAINING INSTITUTE EDUCATION CENTER RENEWED BY U.S. DEPARTMENT OF LABOR

The US Department of Labor's Occupational Safety and Health Administration announced the renewal of Eastern Kentucky University's OSHA Training Institute Education Center (OTI Education Center).

With continued expected growth in the manufacturing sector across Kentucky, the OTI Education Center helps manufacturers and companies to train employees in workplace health and safety.

Established in 2003, Eastern Kentucky University's OTI Education Center serves the eight-state Region IV (KY, TN, NC, SC, GA, AL, MS, FL). It is one of only 26 OSHA Training Institute Education Centers in the United States.

"In our time as an OTI Education Center, ECU has successfully established and maintained long-lasting relationships with private businesses, as well as local, state and federal government entities," said Zach Rhodus, associate director of the OTI Education Center. "We look forward to continuing OSHA's mission to protect American workers and send them home safely to their families each and every day."

The Center experienced an eight percent increase in students since fiscal year 2021 and trained 1,187 students in fiscal year 2022.

The Center conducts regular trainings for companies including Hyster Yale, AGC, Humana, the Bluegrass Army Depot and many other manufacturing and construction companies; maintains a partnership with the Kentucky Labor Cabinet to provide their employees with free training opportunities; partners with Kentucky's departments of corrections, transportation and education for state employee training; and provides multiple classes across the country for the Air National Guard.





GOOD NEWS

SEPTEMBER 2022

KENTUCKY STATE UNIVERSITY NAMED A U.S. NEWS BEST COLLEGE

U.S. News and World Report released its 2022-2023 Best College rankings and Kentucky State University earned multiple spots for its demonstrated educational excellence.

Schools are ranked according to their performance across a set of widely accepted indicators of excellence.

Kentucky State ranked ninth in the Top Public Schools - Regional Colleges South category and is ranked #44 out of 132 Regional Colleges South.

Kentucky State ranked #15 in the Best Value - Regional Colleges South category. Best Value Schools are based on four ranking indicators - academic quality; the percentage of all full-time undergraduates receiving need-based scholarships or grants; among 2021-2022 full-time undergraduates who received need-based aid, the percentage of that percentage who also received a grant or scholarship; and the average discount from the school's total sticker price for full-time undergraduates.

Among Historically Black Colleges and Universities (HBCU), Kentucky State tied at #36. To qualify in this category, an HBCU must currently be listed as part of the White House and U.S. Department of Education's Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through Historically Black Colleges and Universities to be included in U.S. News' HBCU ranking. To qualify for this U.S. News ranking, an HBCU also must be an undergraduate baccalaureate-granting institution that enrolls primarily first-year, first-time students and must be a school that is part of the 2022-2023 Best Colleges rankings.

Kentucky State also tied in the Top Performers on Social Mobility - Regional Colleges South category at #27. Social mobility measures how well schools graduated students who received federal Pell Grants - typically from households earning less than \$50,000 annually.

KENTUCKY STATE UNIVERSITY DNP PROGRAM GRANTED CONTINUING ACCREDITATION

The Accreditation Commission for Education in Nursing (ACEN) recently granted continuing accreditation to the clinical doctorate nursing program at Kentucky State University.

ACEN Chief Executive Officer Dr. Marsal P. Stoll congratulated Kentucky State in a letter to the university.

"Congratulations on this outstanding achievement! We look forward to continued successes for your nursing program. On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education."

The Board of Commissioners met in September to vote on all information submitted and the findings of the site visitors in April. The Board granted continuing accreditation to the clinical doctorate nursing program with the next evaluation visit scheduled for Spring 2030.

Kentucky State offers an associate of applied science in nursing, a bachelor of science in nursing, and a doctor of nursing practice.

According to its website, the purpose of the ACEN is to, "provide specialized accreditation for all levels of nursing education and transition-to-practice programs located in the United States, U.S. Territories, and internationally."

KENTUCKY STATE UNIVERSITY'S LAURA ROGERS RECEIVES KENTUCKY WOMEN IN AGRICULTURE CONTINUED EXCELLENCE AWARD



Laura Rogers, Kentucky State University Small Farm Area Agent, received the Continued Excellence Award at the annual Kentucky Women in Agriculture (KWIA) conference.

The award recognizes an outstanding KWIA member who has made significant strides to improve agriculture over the course of 10 years or longer and who has been a KWIA member for at least five years.

Rogers has worked in agriculture for 25 years and has been at Kentucky State since 2012. She received her agriculture degree in the early 2000s, while raising two children, so she could fulfill her dream of being an Extension agent.

Former KWIA president Babette Overman presented the award and said Rogers has, "changed the lives of thousands of women through agriculture."

Rogers uses the "pass it on" method to teach others about agriculture. Before and during her time at Kentucky State, she has worked with women in shelters, and she started an organization called Women Who Help Ourselves and Others. As a Kentucky State agent, she often helps stakeholders with beekeeping.

"It is not uncommon for her to be working with a widow woman using beekeeping to keep her farm; a mother and daughter-in-law learning to grow vegetables to feed their family; or, a single mother learning how to raise chickens for the first time," Overman said about Rogers in her speech.

The conference was held in Owensboro from October 10-12, and was attended by several Kentucky State University personnel.

RECENT GRADUATE EDUCATING YOUNG KENTUCKIANS IN FAYETTE COUNTY



GoTeachKY, an initiative from the Kentucky Department of Education, recently recognized Jordan Lewis '22 in its New Teacher Tuesday series. Lewis, who is a first-year teacher at Ashland Elementary in the Fayette County Public School District, says he became an educator because of the lack of African American male teachers in the classroom.

"There is a lack of male and African American teachers in education especially at the elementary level," Lewis shared. "I wanted to be a small part of this huge issue that our schools are facing. When students see someone who looks like them, they are more motivated to work."

Teachers have always had a profound impact in Lewis' development and aspirations. The Lexington, Kentucky native recalls a specific incident in the second grade that set him on the path to educating others.

"In the second grade, I was labeled a thief by my teacher," Lewis recalls. "She pulled me to her desk and showed me a picture of her husband who was a police officer and told me that if I kept stealing, one day, I would have to deal with him."

Lewis left that school the next year to attend Ashland Elementary. "When I got to Ashland, all of my teachers showed me love and support. It was the same way once I got to Carter G. Woodson Academy from 7th to 12th grade," Lewis shared. "It was teachers like those that cared about me and showed me they loved me that were one of the reasons I went into education."

His instructors at Kentucky State University also prepared him for the career he has today.

"My professors saw the potential in me and pushed me to reach that potential. There were many times during observations and even in the classroom where my professors had real conversations with me and challenged me to grow as an educator."

Lewis' long-term career goal is to serve in a leadership role in the school system.

KSU ALUMNUS NAMED "SUPPLIER OF THE YEAR"



Entrepreneur and K-State graduate Michael Hudson '92 was recently recognized by the Georgia Minority Supplier Development Council (GMSDC) at the organization's 40th annual Spirit of Alliance Awards ceremony. Green Diamond Waste was named "Supplier of the Year, Less Than \$1 Million." This award recognizes the Georgia minority supplier development council certified minority business enterprises with annual sales of less than one million.

Hudson founded his company, Green Diamond Waste in 2009. Headquartered in Atlanta, Georgia, Green Diamond Waste is a sustainability resource company that provides cost-saving dumpster and waste hauling solutions, consulting, and cost-effective, innovative solutions for clients' strategic and operational needs.

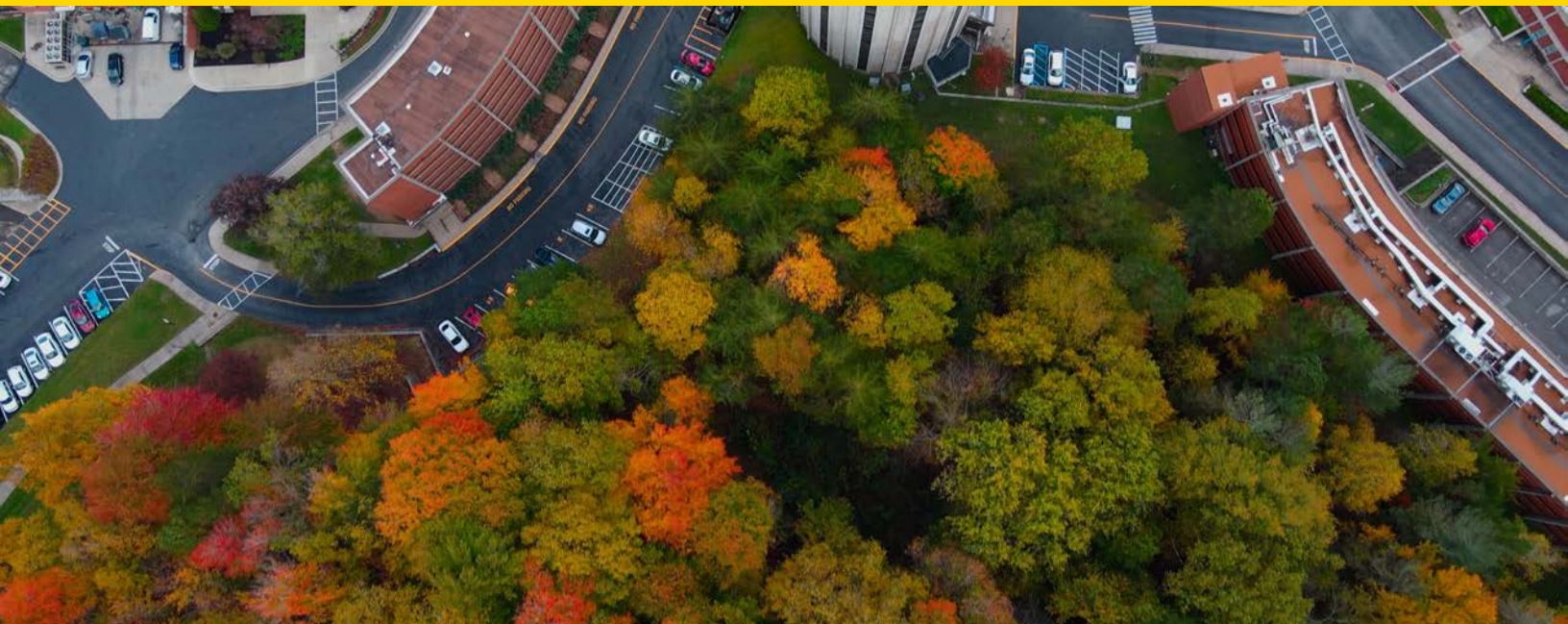
"Our family-owned trash business started in 1943 in Indianapolis, Indiana, as Hudson Scavenger Service. The scavenger service was passed along from family member to family member," shared Hudson. "From Hudson Scavenger Service to C&M, to 3D to Diamond Waste and Recycling and now Green Diamond Waste, we have over 75 years in the recycling and sustainable waste."

Hudson attended Kentucky State University from 1988 and 1992 where he was an Academic All-American in football and president of the Alpha Phi Alpha Fraternity, Inc. Beta Mu Chapter.

After graduating from Kentucky State, he started his career in corporate America in Indiana with Bristol Meyers Squibb from 1992-1994. In 1994, he worked for Abbott Laboratories, one of the top pharmaceutical companies in the world. During his tenure, Hudson was awarded several honors including the Presidential Council Award for "Top Sales Representative of the Year." In 2006, he was lured away by Phillip Morris. Hudson again received numerous awards as a top sales representative. He completed his corporate America career with Phillip Morris and received his Master of Business Administration in entrepreneurship in 2014.



NOVEMBER 2022



Morehead state soars in the rankings, enters ‘top 15’ in U.S. News & World Report

Morehead State University has ranked among the top public regional universities in the South for 19 consecutive years. This year, MSU earned its highest ranking to date, moving up to the “Top 15” as the #15 ranked public school in the South.

MSU’s overall ranking at #15 of the top regional public universities in the South by U.S. News & World Report is a direct result of continued dedication to academic excellence and student success. In the University Regional South Category, U.S. News & World Report also recognized MSU as one of the Best Colleges for Veterans (#18), Best Value Schools (#36) and Top Performers on Social Mobility (#79).

“Our entire University has worked hard to enhance and showcase our academic excellence and quality, and this new ranking as a Top 15 is a quantifier of our quest to be a great university in the South,” said MSU President Dr. Jay Morgan.

The rankings emphasize acceptance rates, graduation rates, admissions selectivity, faculty rankings, alumni giving rates, and small class sizes. Class size and personal attention have always been strengths of MSU, with a 15:1 student-faculty ratio and an average class size of 16 allowing for more significant one-on-one time with the University’s experienced and dedicated faculty and staff. MSU provides services and resources to guide and support students through their college experience.



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Lunar IceCube set to launch Nov. 14 aboard Artemis I

A satellite designed and built by Morehead State faculty and students is set to launch later this month.

The satellite, Lunar IceCube, is set to launch Nov. 14 as a secondary payload on the Artemis I mission. The satellite will use a plasma drive propulsion system to take it on a circuitous route to the moon. It will orbit and investigate the transportation physics of water ice on the lunar surface to support a lunar outpost that NASA plans to develop. The mission has been delayed several times by technical issues and weather conditions.

The Lunar IceCube team includes several faculty and staff members of the Space Science Center and more than 50 students at Morehead State, in addition to a small number of scientists and engineers from NASA Goddard Spaceflight Center, the NASA Jet Propulsion Laboratory, the NASA Independent Verification and Validation Center and the Busek Space Propulsion company.

MSU's MBA program recognized by Fortune Magazine for affordability

Fortune Magazine recognized Morehead State University for its academic quality when it named MSU to its 2022 Best Online MBA (Master of Business Administration) Program list earlier this year. The popular global business media outlet now recognizes the same program for its affordability.

Fortune Magazine named MSU to its 25 Most Affordable Online MBAs in 2022 list. It ranked #18 and is the only public university in Kentucky to make the list. The rankings come from Fortune Education, which Fortune created to help guide prospective MBA students to the best institutions offering MBA programs.

The MBA program at MSU provides quality educational opportunities in business entirely online. Its focus and design are for working professionals seeking to improve their management success.

MSU ranks best for vets in 2022

Morehead State University prides itself on supporting veterans and military students while offering what they need to be successful – and MSU consistently receives national recognition for these efforts.

Once again, MSU is recognized among the country's best four-year colleges for veterans in Military Times' Best for Vets: Colleges 2022.

Military Times Best for Vets: Colleges ranking is a top resource for veterans to help with their education decisions. This year's rankings now include an individual web page for each school.

Eagle Sculpture will mark Centennial

Morehead State is receiving a special gift from an alumnus to commemorate our 100th anniversary as a public institution.

In recognition of this centennial milestone, philanthropists Ron (Class of 1965) and Diane Cartee have provided a generous contribution to commission a bronze Eagle statue that will become a new focal point on campus. The piece will be completed by MSU alumnus and former art faculty member Sam McKinney (Class of 1973, 1992). McKinney is a world-renowned painter and sculptor whose work is featured across Eastern Kentucky and beyond.

Murray State University recognized nationally by U.S. News & World Report for 32nd consecutive year

Murray State University has again been recognized by *U.S. News & World Report* as one of the top schools in the country. The rankings list includes Murray State as one of the best universities in multiple categories, marking the institution's 32nd consecutive year of top-tier rankings by the reputable college guide.



Murray State was also a top 10 regional university while increasing its ranking from last year in the “Best Colleges for Veterans - Regional Universities South” category, and further, was recognized in a category centered around access, quality, retention rate and student progression toward degree attainment.

One of the keynote pieces from this year's rankings is that Murray State is a top 10 regional university in both quality and value. Murray State is ranked 8th among peer institutions in the “Top Public Schools - Regional Universities South” category, 8th in the “Best Value Schools - Regional Universities South” category, and 23rd in the “Best Regional Universities South” category — increasing its ranking in all three categories from the previous year. In fact, Murray State made a significant jump this past year from 34th to 8th in the aforementioned “Best Value Schools” category.

Murray State's undergraduate programs in business, computer science, engineering and nursing were each ranked again this year on the *U.S. News & World Report* list for 2023.

The University was highlighted earlier this year as a best value for students seeking a college degree by *Washington Monthly* in its “Best Bang for the Buck” rankings. Also within the past year, Murray State has been spotlighted nationally for both quality and value by *Forbes*, *Money Magazine* and the *Wall Street Journal/Times Higher Education*.

Roslyn White Named Interim Assistant Vice President of Enrollment Management



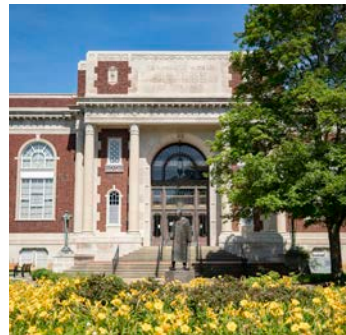
Murray State University has named Roslyn White interim assistant vice president of enrollment management in the Division of Student Affairs and Enrollment Management. In this role, White will focus on developing strategies and initiatives aimed at undergraduate student recruitment, provide leadership and energy to the

enrollment management team and serve as a resource in all areas of recruitment, admissions and retention.

White's expertise is highly respected in the enrollment management profession due to her many years of expertise and experiences in the recruitment of students and working with parents and school officials. She is not only recognized professionally in the state of Kentucky, but also at a national level.

Previously, White has held multiple positions at Murray State University in the Office of Multicultural Recruitment, along with being director of admissions and recruitment at Meharry Medical College, director of educational programs at the Lincoln Foundation and assistant vice president for enrollment management at Alcorn State University. She is a 1997 Bachelor of Science graduate in elementary education from Mississippi Valley State University and an educational psychology major from Alcorn State University.

Upward Bound Tri-State receives grant extension from the U.S. Department of Education



The Murray State University Upward Bound Tri-State is pleased to announce that the U.S. Department of Education has extended a grant in the amount of \$297,601 each year for the next five years totaling roughly \$1.5 million. The target schools that are partnered with Murray State during the 2022 – 2027 academic years are Calloway County High

School and Marshall County High School in Kentucky, Henry County High School in Tennessee and Charleston High School in Missouri. The continuation of this grant will help students enrolled in the program achieve the skills they need to graduate high school and pursue post-secondary education.

Students from the above-mentioned four school districts comprise the 60 participants in the program. The program is competitive in that there are only spots available when outgoing class participants graduate and underclassmen members fill those spots. The program is free for students.

“Education is something that no one can ever take away from you once you obtain it and is essential on the journey to a better life for our students and their families,” said Buffy Blanton, director of Upward Bound Tri-State at Murray State University. “It's an honor to support them and assist in making their college dreams come true.”



Murray State University celebrates centennial-themed Homecoming with Presidential Gala, announces \$100 million fundraising campaign

Murray State University celebrated its centennial in style with a 1920's themed Presidential Centennial Gala on Saturday, Oct. 29 as part of Homecoming Weekend. The Murray and Calloway County community, as well as alumni and friends from throughout the region and beyond, came together for a once-in-a-lifetime celebration of the institution's centennial.

A special announcement made by Murray State President Dr. Bob Jackson informed the nearly 400 event attendees of the public launch of the "Be Bold: Forever Blue and Gold Centennial Campaign," a \$100 million fundraising effort.

Through the generosity of alumni, friends and supporters of Murray State, the campaign will strive to reach \$100 million in support for the University. \$50 million will be directed toward student access including new scholarship endowments and enhancing the traditions of a Murray State total college experience. Another \$50 million will be raised to support academic excellence and the strategic modernization of campus facilities, with a focus on new funding prioritizing teaching and learning, restoring original campus buildings, creating new greenspaces, and investing in athletics programs and facilities.

Murray State has already raised \$52.5 million during a quiet phase of the campaign which began in 2018 — a record total for the University over a four-year time period through the generosity of many supporters.

"We are here tonight to focus on our future as an even stronger University, as we strive to enhance our reputation for academic excellence and value, continuing to build on our national rankings and recognition," Jackson said. "The future of Murray State University is ours to boldly build together, as an inclusive, innovative and modern University for the next century."

To make a gift to the University and help support the Be Bold: Forever Blue & Gold Centennial Campaign, call the Murray State Office of Development at 270-809-3001 or visit murraystate.edu/giving.



School of Nursing & Health Professions awarded workforce grant

Murray State University's School of Nursing & Health Professions (SONHP) has been awarded a total of \$307,800 in a workforce grant through the Kentucky Council on Postsecondary Education's (CPE) Healthcare Workforce Collaborative.

CPE's Healthcare Workforce Collaborative distributed \$8 million in grants to Kentucky's public two- and four-year colleges and universities to help address the healthcare workforce shortage. The grants, funded by an appropriation from the General Assembly, will help the institutions expand their programs and provide student support to get more frontline healthcare workers trained and into the workforce.

The grant will fund a partnership with Murray-Calloway County Hospital (MCCH) to develop a Dedicated Education Unit (DEU) to deliver quality clinical nursing education. The plan for the partnership is to develop a clinical teaching workshop for designated Clinical Registered Nurse (RN) Instructors who are current MCCH RN staff. The workshop will provide the RNs with fundamental knowledge, skills and attitudes needed to begin the journey of becoming effective clinical instructors. Nursing faculty will provide guidance and support to both RN clinical instructors and students while remaining on-site during the clinical experience. Students will experience their clinical rotation in one specific unit and work with one RN clinical instructor for the entire rotation. It is anticipated that this will be a pilot project and the intention is that the project will continue in the future.

The project will provide a supportive clinical environment that will enhance student success and has the potential for increasing enrollment in the BSN/RN-BSN programs at Murray State.





GOLD RUSH

NOV. 2022

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

MEN'S BASKETBALL PRESEASON BY THE NUMBERS

6

Straight seasons picked
to finish Top 3

15

First place votes in
preseason poll



NKU, IN PARTNERSHIP WITH BRIGHTON CENTER AND HIGHLAND HEIGHTS, OPENS OPPORTUNITY HOUSE

Brighton Center, NKU and the City of Highland Heights officially opened Opportunity House during a ribbon-cutting ceremony at the newly opened space, located on NKU's Highland Heights campus. Dignitaries from Brighton Center, NKU and the City of Highland Heights were in attendance for the monumental occasion.

Opportunity House is both a residence and a program for success. A residential building situated on Northern Kentucky University's campus can house 16 young adults as they pursue secondary education. On-site programming is in place to provide a support system and life skills coaching.

Opportunity House consists of 15 efficiency and 1 one-bedroom apartments with individual bathrooms and kitchenettes. The property also has a community space with a large group room, classroom, laundry, a full teaching kitchen, and small meeting rooms. An on-site case manager works closely with each student on a goal plan that includes school, work and life skills. Each youth will receive additional benefits that support systems offer, such as financial coaching, job development, budgeting, cooking, cleaning, soft skills and problem solving.

This project exemplifies Brighton Center's tagline: a community of support. "We know Opportunity House will be a truly transformational opportunity - ultimately leading to educational success, employment, and self-sufficiency. We know that if our youth are successful and prepared for their future as a result of training and education in high-demand industry sectors they receive, our businesses can thrive, and ultimately our communities thrive." said Wonda Winkler President & CEO.

"This is a special day for NKU, Brighton Center and the City of Highland Heights as we open Opportunity House," NKU President Ashish Vaidya said. "Not long ago, Opportunity House was a vacant building that had simply sat deteriorating for years. Now, just a little more than a year after we announced this partnership, it is a beacon of hope for learners. We are supporting the hopes, aspirations and ambitions of the region by creating opportunities for foster youth alumni. The is at the heart of what NKU prides itself on: being a student-ready institution that meets learners where they are."

COLLEGE CORNER

Cincinnati philanthropists David and Nancy Wolf have extended their commitment to justice and fairness through a \$1 million gift to Northern Kentucky University Salmon P. Chase College of Law to endow a faculty chair in legal ethics and professionalism.

The David and Nancy Wolf Chair in Ethics and Professional Identity is the first endowed faculty position in the history of the 129-year-old law school. Mr. Wolf, whose professional career has focused on real estate development, is a 1965 graduate of Chase.

LEARN MORE: <https://tinyurl.com/2p9tjknx>

LEARN MORE: <https://tinyurl.com/2cjr2t4>



NASA APPROVES NEW PROJECT TO BE CONDUCTED AT NKU

NASA has approved a new project, the Trans-Iron Galactic Element Recorder on the International Space Station (TIGERISS) experiment concept, to be conducted at NKU and five other universities, which aims to answer out-of-this-world questions about elements and matter in space as part of the NASA Astrophysics Pioneers program. Joining NKU on this project will be Howard University, Pennsylvania State University, the University of Maryland – Baltimore County, and Washington University in St. Louis. Dr. Brian Rauch, a scientist at Washington University, will lead the project.

"I'm incredibly excited for this project and the opportunity to work with our outstanding students in such important work," Dr. Scott Nutter, Regents Professor in the Department of Physics, Geology & Engineering Technology, said. "A project like this affords students the opportunity to participate in cutting-edge science at a national level alongside top researchers in the field."

The goal of the project is to better understand which stellar processes (i.e., supernovas) produce which elements. Students at NKU will be responsible for overseeing the creation and use of an instrument computer simulation, led by Dr. Nutter. The simulation is used in the design phase for trade studies of various instrument configurations, and later in interpreting the data.

LEARN MORE: <https://tinyurl.com/yc4v54d3>



THE SCOREBOARD

The Northern Kentucky men's basketball program was picked to finish atop the Horizon League standings as the conference announced its preseason poll and award winners in October. The results were based on voting by Horizon League coaches, athletic communication directors and members of the media.

This marks the sixth-straight year in which the Norse were chosen in the top-three of the preseason poll and the first time in program history that NKU was selected in the top spot for the league coming into a season.

LEARN MORE: <https://tinyurl.com/3dhaj5pr>

BRIEFS

NKU'S INSTITUTE FOR HEALTH INNOVATION RECEIVES GRANT TO SUPPORT A NEW COMMUNITY HEALTH WORKER PROGRAM

NKU announces it has received a grant from the Health Resources and Services Administration to increase the number of health workers in rural and underserved areas in northern Kentucky. The \$2.9 million three-year grant will support expanding NKU's Human Services and Addiction program, aiming to reduce health disparities in the underserved communities. Among the positions supported by the grant are a full-time project director, a coordinator for a telehealth/telemedicine clinical site for training new health professionals, and a non-tenure-track renewable (NTR) faculty member.

LEARN MORE: <https://tinyurl.com/3turafzs>

NKU EVENT PLANNING AND MANAGEMENT CLASS PARTNERS WITH BLINK, BENGALS FOR HANDS-ON EXPERIENCE

Students in Northern Kentucky University's Event Planning and Management course (SPB 335) received hands-on experience with two of the Greater Cincinnati area's hottest attractions, the BLINK lights experience and Cincinnati Bengals games. Through a partnership with AGAR, founded by NKU alumnus Joshua Heuser, students worked together with professionals on four BLINK projects, including logistics planning, entertainment, parking, lighting, guest communication, social media strategy and more. BLINK Cincinnati ran Oct. 13-16 throughout downtown Cincinnati and parts of Covington.

LEARN MORE: <https://tinyurl.com/342hp5sd>

FACULTY FOCUS

Dr. Shamima Ahmed, professor in NKU's Master of Public Administration program, spent a month in April completing a Fulbright project in Tajikistan. The Fulbright Program is the U.S. government's "flagship program of international educational and cultural exchange, offers passionate and accomplished students and scholars in more than 160 countries the opportunity to study, teach, conduct research, exchange ideas, and contribute to mutual understanding." The project included working with the faculty and staff to teach MPA students and undergraduate students in International Relations; training civil service officials; and offering training sessions to university staff on time management, curriculum development, and academic writing and publication.

LEARN MORE: <https://tinyurl.com/3wypc6kt>

NKU ESPORTS KICKS OFF 2022-23 SEASON WITH NEW SPONSORSHIP DEAL FROM LOCAL COMPANY

When the NKU Varsity Esports team started its third season this fall, players donned new jerseys with a Covington-based IT company logo on them.

Blair Technology Group, an internet retailing company that specializes in buying and selling quality pre-owned and refurbished computers and other computer-related products, embarked on a unique partnership with the NKU Esports program over the summer. Wanting to do more than merely sponsor the team, Blair Tech and their new gaming division, Periphio, wanted to be at the forefront of fostering the continued growth of NKU Esports.

LEARN MORE: <https://tinyurl.com/mvxvh9p5>

NKU AMONG FIRST TO RECEIVE PROMINENT ACCREDITATION FOR DATA SCIENCE

ABET, the nation's most prominent accreditor of programs in science, technology and engineering, announced that Northern Kentucky University's bachelor's degree in data science will be the first of only two data science programs in the U.S. to earn ABET's rigorous accreditation.

Within the last decade, data science has emerged as an important new field, leading ABET to announce it would create accreditation standards for it. NKU was selected in 2020 to be one of only two universities to undergo the inaugural accreditation process.

LEARN MORE: <https://tinyurl.com/8ys85cer>

ALUMNI NEWS

WE'LL ALWAYS HAVE NORTHSIDE



When Ashley Beauville Cook ('10) purchased Cincinnati's Casablanca Vintage store in 2013 with their business partner Tim Willig, they aimed to look beyond the trendier, more recent decades that many other vintage shops specialize in to develop their own niche. Take time to browse the racks, and you might find a Monkees bucket hat from the '60s, antique Keds boots from the '20s or even the occasional piece from the late 19th century.

LEARN MORE: <https://tinyurl.com/mt6fz9c6>

PRESIDENT'S REPORT NOVEMBER 2022

UNIVERSITY OF KENTUCKY



UK LAUNCHES FIRST-OF-ITS-KIND INITIATIVE FOR FINANCIAL WELLNESS

The University of Kentucky understands the success of its students today is essential to a Kentucky that is healthier, wealthier and wiser tomorrow.

In September, UK launched UK Invests – a new, first-in-the-nation initiative that will help students understand early the value of investing in themselves. It is a holistic wellness initiative anchored by financial education and provided by iGrad, a leading online financial education provider. In partnership with Fidelity Investments and its Fidelity Bloom for UK Invests app, this program will give UK students the chance to reap a lifetime of benefits for themselves, their families and their communities.

Ultimately, through UK Invests, every UK student will have access to a personal investment account that will be used to incentivize or reward behaviors and habits beginning with financial education and expanding to other healthy activities.

UK'S COLDSTREAM RESEARCH CAMPUS OPENS NEW COLLABORATIVE FACILITY

In October, representatives from the University of Kentucky, the Woodbury Corporation and state and local officials celebrated the official opening of The CoRE – the collaboration, research and entrepreneurship facility at UK's Coldstream Research Campus. The \$15 million development offers early stage, high-tech companies office and laboratory space in an environment where they can further develop and commercialize their products and services.

"The CoRE" is designed to be the first stop for companies looking to locate on the research campus. The project added much needed wet lab space in Central Kentucky, as well as working space near the interstates for companies and individuals who need to travel quickly to regional facilities.





INCREASING CARE FOR KENTUCKIANS

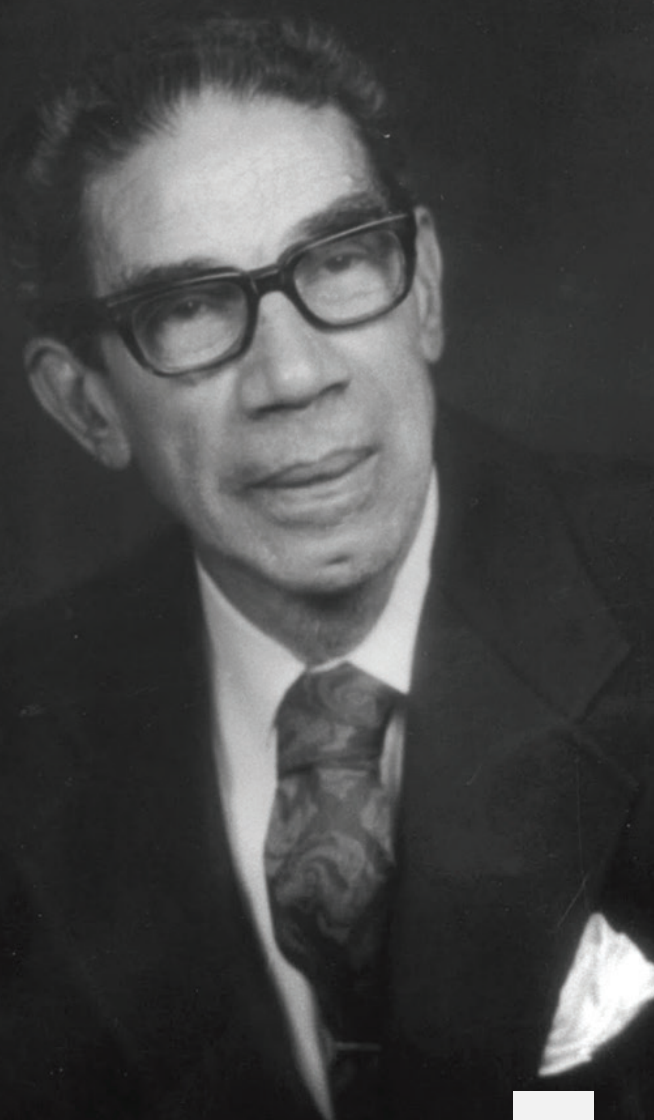
The University of Kentucky Board of Trustees recently approved proceeding with plans later this year for Ashland-based King's Daughters Health System to become part of UK – a move that will create greater access to high-quality care for more Kentuckians.

This transition will occur Dec. 1 and will significantly expand health services offered to communities while positively driving the economic engine in the region through investments in people and infrastructure.

LYMAN T. JOHNSON AWARDS RECOGNIZE MORE THAN 60 ALUMNI, STUDENTS

More than 60 alumni and students were honored during the 31st annual Lyman T. Johnson Awards program for their work in advancing inclusive excellence at UK through scholarship, research and community building. This annual recognition celebrates alumni and students from across disciplines who positively affect the lives of individuals on campus and in local and global communities.

The awards honor Lyman T. Johnson, a pioneer who challenged the status quo in his landmark court case that opened the University of Kentucky to African American students in 1949. He dedicated his life to fighting against segregation and racial inequalities in Kentucky. The Lyman T. Johnson African American Alumni Constituency Group established an endowed scholarship in his name to provide financial assistance to students of color in their pursuit of higher education.





Dear Friends,

The University of Louisville experience extends beyond our classrooms and our campuses. Fueled by the incredible talent among our faculty, staff and students as well as a strong network of connections to our industry partners, UofL continues to showcase itself as a valuable resource for our community and state.

UofL's investment in student success is also an investment in a thriving society – one that understands the power of collaboration in a world that offers many ideas on how to learn and grow. In our efforts to meet the ever-changing needs of higher education and the challenges of the world, we constantly look for new and exciting ways to discover and connect.

Our audacity to dream big results in groundbreaking and fascinating research. Thanks to a multidisciplinary team from the School of Medicine and J.B. Speed School of Engineering, University of Louisville research could help spur new medicines by extending the usable life of test heart tissue. A research team at the University of Louisville and the UofL Health – Brown Cancer Center has developed a structural model allowing study of longer genetic sequences that will aid in the discovery of potential anti-cancer drugs.

We have held many ribbon cutting ceremonies this semester, most recently with the grand opening of UofL's new Center for Engaged Learning. The center will be a first stop for students and community partners who want to make the most of UofL's many engaged learning opportunities such as internships, research projects and community service initiatives.

While we always keep a keen eye on the future, we celebrate and preserve our past. The Louisville Courier Journal – winner of 11 Pulitzer Prizes throughout its 154-year history – and its parent company Gannett have transferred its library of photographs and negatives to UofL Archives and Special Collections.

Of course many thanks go to the amazing individuals and organizations that helped us "Raise Some L" this year through their financial stewardship.

Here's to strong ties that bind our students, faculty, staff and community in a positive and productive University of Louisville experience.



Lori Stewart Gonzalez
Interim President,
University of Louisville

UofL researchers discover e-cigarettes cause cardiac arrhythmias

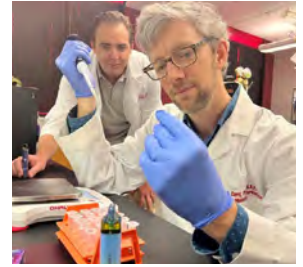
A new study from University of Louisville researchers in the Christina Lee Brown Envirome Institute has found that exposure to e-cigarette aerosols can cause heart arrhythmias in animal models – both in the form of premature and skipped heart beats. The study findings, published Oct. 25 in Nature Communications, suggest exposure to specific chemicals within e-cigarette liquids (e-liquids) promote arrhythmias and cardiac electrical dysfunction.

Alex Carll, assistant professor in the UofL Department of Physiology who led the study, said the research findings suggest that e-cigarette use involving certain flavors or solvent vehicles may disrupt the heart's electrical conduction and provoke arrhythmias. These effects could increase the risk for atrial or ventricular fibrillation and sudden cardiac arrest.

Conducted in collaboration with Daniel Conklin and Aruni Bhatnagar, professors in the UofL Division of Environmental Medicine, this work adds to a growing body of research on the potential toxicity and health impacts of e-cigarettes reported by the American Heart Association Tobacco Regulation and Addiction Center, for which UofL serves as the flagship institute.

"The findings of this study are important because they provide fresh evidence that the use of e-cigarettes could interfere with normal heart rhythms – something we did not know before," Bhatnagar said. "This is highly concerning given the rapid growth of e-cigarette use, particularly among young people."

Additional research by Carll and Matthew Nystoriak, an associate professor of medicine at UofL, to determine the effects of vape flavorings on the heart recently received \$3.6 million in research funding from the National Institutes of Health.



UofL research extending usable life of heart tissue could help speed medical innovation



University of Louisville research could help spur new medicines by extending the usable life of test heart tissue from one day to 12.

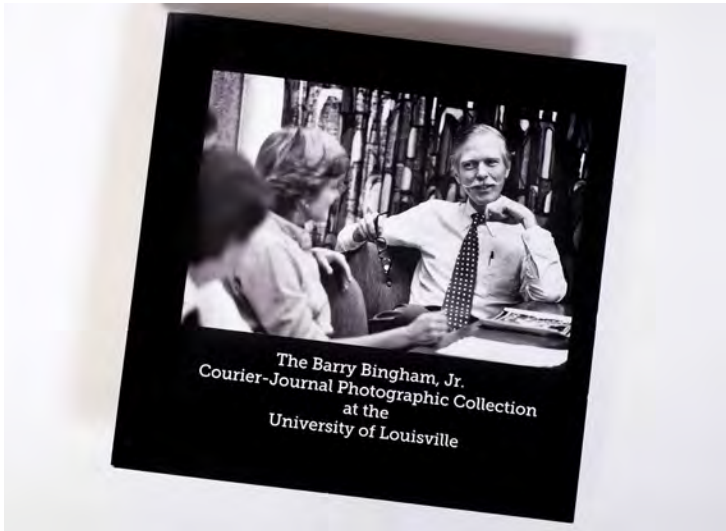
Biomedical researchers use slices of heart tissue to test the effectiveness and toxicity of new drugs, drug candidates and gene therapies. Until recently, the limited, 24 hour usable life of those slices created a major barrier to drug discovery. Because of the short shelf life of human heart tissue, many drug candidates today are tested in ways that don't perfectly emulate living heart tissue. This leads to some drug candidates failing Phase 1 of clinical trials.

UofL methods, developed by a multidisciplinary team from the School of Medicine and J.B. Speed School of Engineering, extended the tissue's usable life by mimicking the conditions experienced by a living heart.

We've created a complete cardiac cycle within the chamber, so the heart tissue stays pumping and viable for longer, said Tamer M. A. Mohamed, an associate professor of medicine who led the research.

Jessica Miller, a UofL graduate student researcher, works on methods and cultures that could extend the shelf life of tissue for cardiotoxicity testing of new drug candidates. (UofL Photo).

Courier Journal, Bingham family create and support photo collection at University of Louisville



The Barry Bingham Jr. Courier-Journal Photo Collection is now housed at UofL's Special Collections and Archives.

The current and former ownership of one of America's most respected newspapers has made it possible for an estimated 3 million images to be preserved for all time at the University of Louisville.

The Courier Journal, winner of 11 Pulitzer Prizes throughout its 154-year history, and its parent company, Gannett, have transferred its library of photographs and negatives to UofL Archives and Special Collections.

Members of Louisville's Bingham family have made a separate donation to support the collection, including preserving it, preparing it for use by the public, and developing programming to enable the public to engage with it.

"It is important for us to preserve and share our work with others so our community can learn about the history of Louisville," said Courier Journal Editor Mary Irby-Jones.

The collection doubles the size of UofL's photo holdings, which already contains 2-3 million historical, documentary and fine art images dating back to the 19th century.

We are incredibly grateful to the Courier Journal, Gannett, Emily Bingham, Molly Bingham and the rest of the Bingham family for making this historic gift possible. Generations of readers saw these photos in their daily newspaper each morning, and now, future generations will continue to be able to study and appreciate the insight they provide into the history of our city, state, nation and world.

UofL's Center for Engaged Learning invests in student success beyond the classroom

New facilities, innovative programs as well as exciting and strategic goals for our future all point to a university that is thriving.

The University of Louisville celebrated its strong ties to the community Oct. 18, with the opening of the Center for Engaged Learning (CEL). Located on the bottom floor of the new Belknap Village South residence hall, the CEL serves as a first stop for students who want to learn about the many internships, study abroad programs, research opportunities, community service projects and other employment opportunities available throughout the university and the community.

The CEL will facilitate students' access to existing opportunities through the university career centers, international center and office of community engagement as well as grow available undergraduate research opportunities and engaged learning activities incorporated in coursework.

Not just a resource for students, the CEL will also accommodate community and industry partners who often ask UofL for guidance on the best types of students (majors, talents, etc.) for their internship positions and what are best practices for a meaningful engaged learning experience for both the student and the business. To capitalize on this, the CEL will assemble an advisory board composed of local community organizations, economic development representatives, industry partners and nonprofits.

Our students need hands-on, real-world experience to be fully ready for life after college, and employers expect us to have this type of experiential learning before they make job offers to new graduates.

Congratulations to all who helped create our new Center for Engaged Learning.



UofL celebrated the opening of its new Center for Engaged Learning October 18, 2022.



Raising Some L

A \$450,000 pledge to support academics and engaged learning will bolster the University of Louisville's K-12 engineering and STEM+H pipeline with Central High School and other West Louisville schools.

The gift comes from former J.B. Speed School of Engineering alumni fellow Scott McReynolds '86 and his wife Jennifer '84, who kicked off this year's Raise Some L, UofL's annual day of giving, which took place Oct. 18 and 19.

Running for 1,798 minutes in honor of UofL's founding year, the 30-hour drive was a chance for the Cardinal Community to support students, research and campus initiatives that help build a better world.

The opportunities created by the gift help underprivileged youth gain critical skills to tackle the world's problems. The \$450,000 donation provides scholarships, tutoring and bridge programming, Robotics Research Fellowships within the Louisville Automation and Robotics Research Institute (LARRI), summer research experiences for Central High School students at LARRI and an immersive learning experience trip to Boston, Mass., the hub of robotics research and innovation.

Gifts like these are inspiring and life changing. This generous support and other funds raised during our annual day of giving will help fuel the success of our students, advance our research and innovation initiatives and improve our community.

Thanks to everyone who helped us Raise Some L this year! We raised a total of \$3,264,250 from 2,132 supporters.

NEWS FOR THE COUNCIL ON POSTSECONDARY EDUCATION

NOVEMBER 2022



WKU dedicates Munday Hall in honor of first Black undergraduate student

Western Kentucky University dedicated Munday Hall on Friday, October 28, in honor of Margaret E. Munday, the first Black undergraduate student to enroll at the university. Ms. Munday, who graduated from WKU with a degree in music in 1960, was on hand for the dedication ceremony along with family members, friends, former students and students from area schools.

WKU President Timothy C. Caboni initially announced that Northeast Hall would be renamed Munday Hall in July 2021 and noted at that time that the building would be the first on campus named after an African American.

Margaret Munday transferred from Kentucky State College after Kentucky's higher education institutions, including the precursor to WKU, Western Kentucky State College, were desegregated in September 1956. President Caboni noted that this

simple act of transferring from one institution to another led to significant change at WKU. "She became the very first African-American undergraduate student to enroll in classes on our campus, and her journey into uncharted territory helped usher in an era of social and academic change at WKU," he stated. "She is a trailblazer in every sense of the word, her life marked by a series of firsts that made a path seemingly difficult for so many just a little bit easier."

Ms. Munday earned her bachelor's degree in music four years after enrolling and embarked on a teaching career that would last for more than 30 years. After teaching for four years at Johnstown School in Olmstead, she became the first Black teacher at Auburn High School. Eventually, she taught at every school in the Logan County school system. Her career was marked by numerous exceptional accomplishments. For 15 years, she directed the Union District Youth Choir, consisting of members from over 30 different churches. In 1999, she received an honor from WKU's Society of African American Alumni, and in 2012, she was inducted into the university's Hall of Distinguished Alumni, the highest honor the institution bestows on its alumni.

Ms. Munday noted that she was proud of her legacy at WKU and that she wants her actions to serve as an example for others. "History is in the making for me and WKU," she said. "When climbing for a goal and you reach that goal, maintain. I hope that students will remember the importance of stepping outside of their comfort zone to pave the way for others."

President Caboni thanked Ms. Munday for her contributions to the university. "On behalf of all of us at WKU, thank you," he said. "Your fortitude made our institution stronger, more inclusive, and more welcoming to all." He also noted that she provides an example for all students to follow. "Each day, we challenge our students to use their talents for the benefit of others. This charge is made easier when we can point them to examples of individuals who have dedicated their lives to doing just that."

WKU announces farm-to-campus initiative

As part of its ongoing commitment to sustainability and to providing students with hands-on applied research and learning opportunities, Western Kentucky University has announced a unique farm-to-campus program that will enable the WKU Restaurant Group to facilitate campuswide distribution of produce, meat, and dairy products produced at the WKU Farm. Faculty and students have grown vegetables at the university's farm for nearly two decades for educational and research purposes, but this new program will allow the entire WKU campus community to enjoy the products produced at the farm in campus restaurants for the first time.

Between 30 and 50 students enrolled in horticulture and agriculture sustainability will participate in the program each semester. While several other universities in Kentucky offer a farm-to-campus program, WKU's will be the first in the state to consistently offer dairy, meat, and produce to be utilized in on-campus dining.

Coupling the farm-to-campus program with the WKU Farm's compost facility provides added benefit for WKU students. Food scraps from restaurants on campus are returned to the farm for composting, and this compost is sold to the public. Proceeds are then utilized to fund student scholarships.

Dr. Leslie North, Interim Chair of the WKU Department of Earth, Environmental, and Atmospheric Sciences, explained that the program benefits the campus community in a variety of ways. "Through partnerships across multiple sectors, we are giving our agricultural and sustainability science students a hands-on experience, enhancing sustainability practices related to food sourcing and composting, and providing students with high-quality, WKU-grown food products," said Dr. North, who also is WKU's Director of Sustainability. "Every sustainability program we have on campus is driven by student experience and considers how we can make it an applied learning opportunity for Hilltoppers."

The program contributes to the university's sustainability efforts by increasing the amount of locally sourced food offered in campus restaurants, thereby decreasing the institution's overall carbon footprint. The university will also have greater control over how food served on campus is produced. The University Farm will utilize best management practices for soil fertility and water usage with an integrated pest management program to reduce the amount of synthetic fertilizers, pesticides, and water needed for food production. This reduction will help ensure safer food while also protecting Kentucky's landscapes and karst system from harsh agricultural practices.

WKU sophomore Jasper Gray is learning about meat production this semester in a course taught by Dr. Luiz Silva, Assistant Professor of Animal Science. "This is the kind of class that when you walk out of that door at the end of class, you can really feel like you learned something useful and beneficial," Gray said.



College Heights Herald in Pacemaker Top 10 nationally; WKU Student Pubs brings home three more Pacemakers

The College Heights Herald, WKU's student-led news organization, was named to the Associated Collegiate Press Pacemaker 100 Top 10 list on October 29 at the National College Media Convention, honored as the sixth most successful student media outlet in the century-long history of ACP and its prestigious national Pacemaker Awards.

The announcement capped a banner weekend for WKU Student Publications at MediaFest 22 in Washington, D.C., where WKU's two flagship student publications brought home multiple awards.

In addition to coming in No. 6 in the Pacemaker Top 10, the Herald added two additional Pacemaker awards to its trophy case, achieving Pacemaker status for 2022 as a newspaper for its print edition and as an online news outlet for WKUHerald.com. Talisman also won a 2022 Pacemaker for WKUTalisman.com.

The Pacemaker is the most prestigious honor in collegiate journalism, with the Pacemaker designation going to student-led outlets judged to reach an exceptional level of quality. All together, WKU Student Publications has now won 44 Pacemaker awards – 22 for Talisman, 21 for the Herald and one, the first Innovation Pacemaker in 2020, for the Cherry Creative branded content studio.

In addition to the three Pacemakers awarded to the Herald and the Talisman for 2022, WKU had three additional Pacemaker finalists. Both publications were finalists for ACP's first Multiplatform Pacemaker, which judges an outlet's work in print, online, newsletters, video and audio, and Talisman was a finalist for the Magazine Pacemaker.

KCTCS GOOD NEWS REPORT

NOVEMBER 2022

KCTCS HAS THE BEST YEAR EVER IN DELIVERING TRAINING TO KENTUCKY BUSINESSES AND WORKERS



Kentucky Community & Technical College System's (KCTCS) Workforce Solutions completed its highest performing year ever, based on a recent report on enrollment and workforce development. The first-of-its-kind report shows that KCTCS Workforce Solutions expanded institutional capacity to help meet the unprecedented needs of companies across the Commonwealth in retaining, recruiting, reskilling and upskilling their workforce.

More than \$7.1 million was allocated for customized employee training activities in fiscal year 2022, up from \$3.9 million the year before, according to the KCTCS Workforce and Economic Development Annual Report, the inaugural comprehensive synopsis of TRAINS activities among the 16 colleges' Workforce Solutions departments.

In addition, the report found that the number of TRAINS projects more than doubled in the last fiscal year, new Workforce Solutions clients grew by 147 percent during that same period and enrollment jumped by 41 percent (up to 19,111).

"With labor shortages at historic levels, the need for a skilled workforce has never been more relevant," KCTCS President Paul Czarapata said.



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM



He added that companies looking to upskill current employees and train potential workers drove interest in the program. He commended the hard work and dedication of KCTCS faculty and Workforce Solutions staff in delivering fast, flexible and affordable training.

“This is mission one for us at KCTCS Workforce Solutions: helping to build our communities by creating a skilled and sustainable talent pipeline to support Kentucky businesses of all sizes,” Czarapata said. “We’re committed to ensuring companies in the Commonwealth can remain competitive. We’re also proud to shine a light on these important activities and share the tremendous success of these initiatives made possible by KCTCS administrators, educators and instructors.”

Manufacturing was the top sector receiving services and funding under TRAINS, with \$4,141,603 invested in 118 companies, and a total of 142 companies served through customized solutions. Other leading sectors included healthcare, logistics and business services.

The report also includes an overview of TRAINS dollars invested and total company commitment by local workforce area, as well as workforce development highlights of each KCTCS Workforce Solutions office.

Of note, TRAINS offsets the cost of customized training for incumbent worker upskilling, pre-employment training, assessments and apprenticeship programs. KCTCS offsets 75 percent of a business’s costs associated with developing tailored talent pipeline initiatives.

With funding established by the Kentucky General Assembly, KCTCS is proud to deliver TRAINS-backed projects to help businesses across the Commonwealth equip their current and potential employees with the tools and on-the-job experience to succeed at work and beyond.

The full KCTCS Workforce and Economic Development Annual Report can be found [here](#).

