



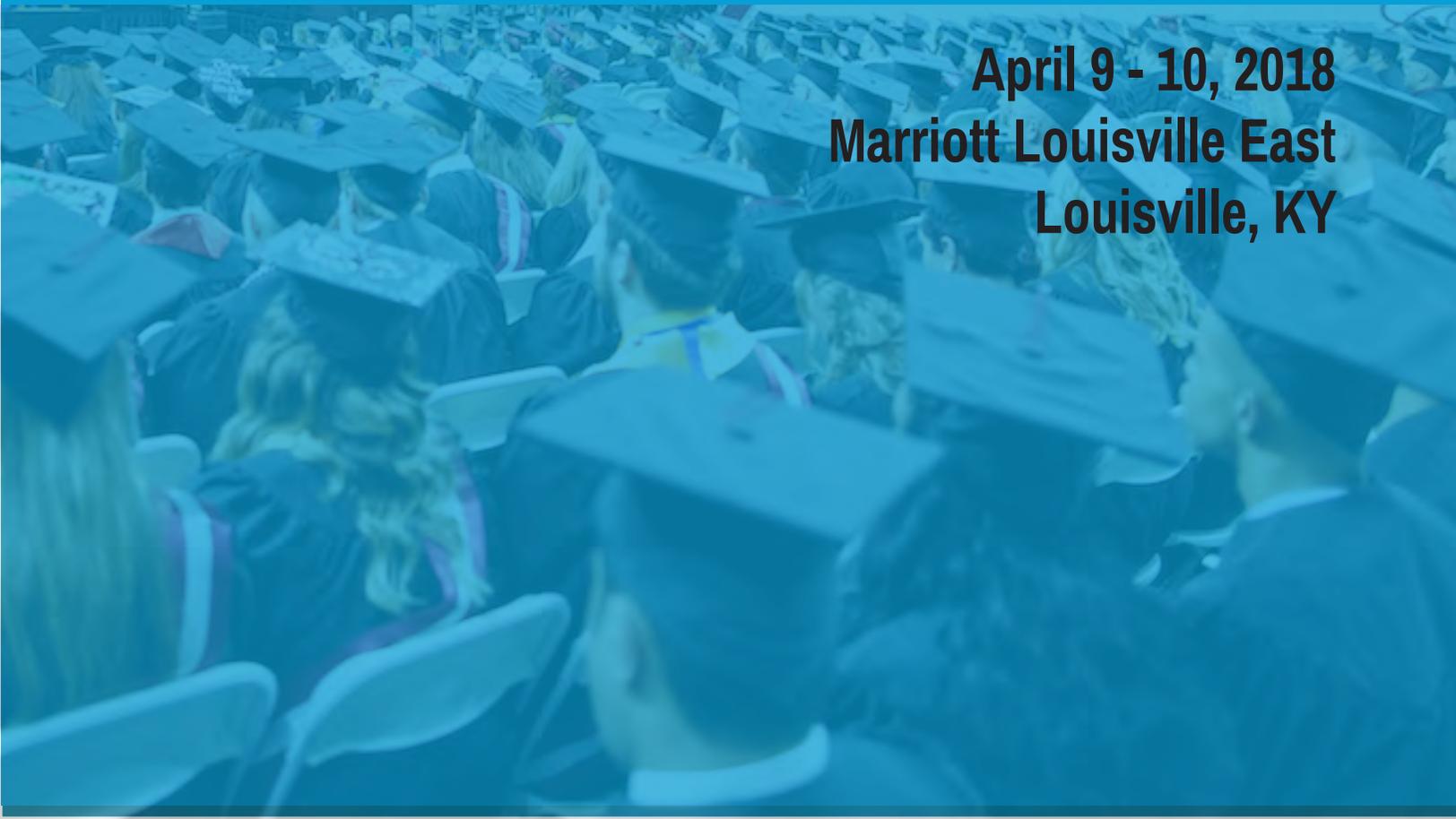
KENTUCKY  
STUDENT  
SUCCESS  
SUMMIT  
2018

# The Future of Undergraduate Education

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## The Future of Kentucky

**April 9 - 10, 2018  
Marriott Louisville East  
Louisville, KY**



# hotel floor plan

**Marriott**  
LOUISVILLE EAST

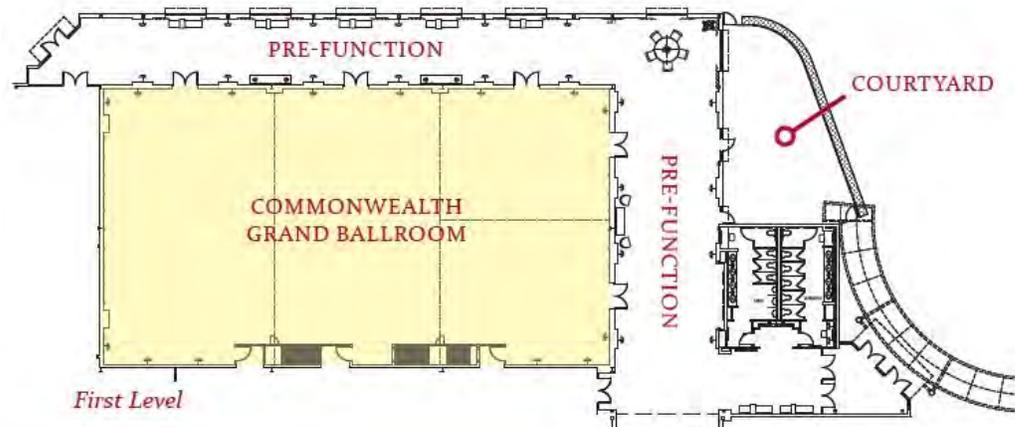
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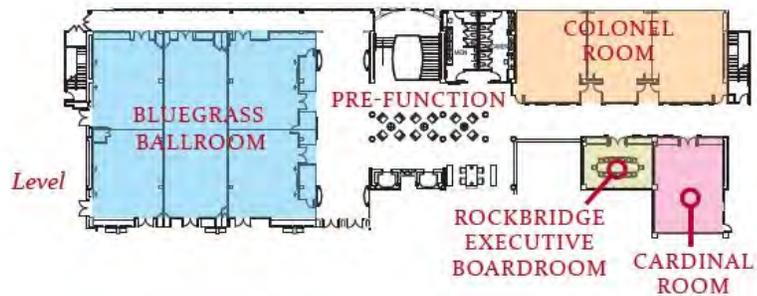
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## First Level



## Second Level





# agenda-at-a-glance

**MONDAY, APRIL 9, 2018**

<b>7:30 - 8:30 am</b>	<b>REGISTRATION &amp; BREAKFAST</b>			<b>Pre-Function, 1st floor</b>
<b>8:30 - 10:00 am</b>	<b>OPENING PLENARY</b> <b>Welcome and Stage Setting</b> with <i>Bob King, President, Council on Postsecondary Education</i>  <b>The Future of Undergraduate Education: The Future of America</b> with <i>Michael S. McPherson, Co-Chair of the Commission on the Future of Undergraduate Education</i>			<b>Commonwealth Grand Ballroom 1st floor</b>
<b>10:15 - 11:30 am</b>	<b>BREAKOUT SESSIONS 1 (2nd floor)</b>			
	academic quality	diversity, equity & inclusion	affordability & access	college & career connections
	<b>Bluegrass A-B</b> Essential Employability Qualities: Co-Designing a New Quality Assurance Model for Postsecondary Institutions	<b>Bluegrass C</b> Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success	<b>Bluegrass D-E</b> What Does College Affordability Really Mean?	<b>Colonel Room</b> Real Data for Real Decisions: The Power of the Kentucky Future Skills Report
<b>11:30 am</b>	<b>NETWORKING LUNCH</b>			<b>Commonwealth Ballroom, 1st floor</b>
<b>12:15 - 1:30 pm</b>	<b>AFTERNOON PLENARY</b> <b>Introductions</b> by <i>Bob King, President, Council on Postsecondary Education</i>  <b>Using Big Data to Close Completion Gaps</b> with <i>Judy Genshaft, President, and Paul Dosal, Vice President for Student Success, University of South Florida</i>			<b>Commonwealth Grand Ballroom</b>
<b>1:45 - 3:00 pm</b>	<b>BREAKOUT SESSIONS 2 (2nd floor)</b>			
	academic quality	diversity, equity & inclusion	affordability & access	college & career connections
	<b>Bluegrass A-B</b> Essential Employability Qualities: Co-Designing a New Quality Assurance Model for Postsecondary Institutions (repeated)	<b>Bluegrass C</b> Measuring What Counts: Examining Assessment Practices on Underrepresented Students	<b>Bluegrass D-E</b> What Does College Affordability Really Mean? (repeated)	<b>Colonel Room</b> Advising in Action: P-20 Perspectives on Supporting the Whole Student
<b>3:00 - 3:15 pm</b>	<b>NETWORKING BREAK</b>			
<b>3:15 - 4:30 pm</b>	<b>BREAKOUT SESSIONS 3 (2nd floor)</b>			
	academic quality	diversity, equity & inclusion	affordability & access	college & career connections
	<b>Bluegrass A-B</b> Degree Qualifications Profile: A Learning Centered Framework for What College Graduates Should Know and Be Able to Do	<b>Bluegrass C</b> Measuring What Counts: Examining Assessment Practices on Underrepresented Students (repeated)	<b>Bluegrass D-E</b> Earn to Learn: Investing in College Success	<b>Colonel Room</b> Advising in Action: P-20 Perspectives on Supporting the Whole Student (repeated)
<b>4:30 - 5:30 pm</b>	<b>NETWORKING RECEPTION: light appetizers &amp; cash bar</b>			<b>Pre-Function, 1st floor</b>



# agenda-at-a-glance

**TUESDAY, APRIL 10, 2018**

<b>7:30 - 8:45 am</b>	<b>BREAKFAST BUFFET</b>	<b>Bluegrass Ballroom 2nd floor</b>
<b>9:00 – 9:30 am</b>	<p><b>OPENING PLENARY</b></p> <p><b>Introductions and Stage Setting</b> by Lee Nimocks, Vice President for Policy, Planning and External Relations, Council on Postsecondary Education</p> <p><b>A Better Deal for Returning Adults</b> with Sarah Ancel, Senior Vice President of the Alliance, Complete College America</p>	<b>Commonwealth Grand Ballroom 1st floor</b>
<b>9:30 - 10:45 am</b>	<p><b>Digging Deeper: Four Key Strategies for Supporting Adult Students on Campus</b> panel discussion facilitated by Sarah Ancel</p> <p>Panelists:</p> <ul style="list-style-type: none"> <li>• Scott Campbell, Vice President for Higher Education, Council for Adult and Experiential Learning</li> <li>• Bridgett Strickler, Director of Network Engagement, The Graduate Network</li> <li>• Matt Bergman, Assistant Professor and Program Director, College of Education and Human Development, University of Louisville</li> <li>• Jessica Gibson, Assistant Executive Director for Adult Learner Initiatives, Tennessee Higher Education Commission</li> </ul>	
<b>10:45 - 11:00 a.m.</b>	<b>NETWORKING BREAK</b>	
<b>11:00 - 11:45 am</b>	<p><b>Engaging &amp; Supporting Adult Learners: It Takes More Than a Catchy Campaign</b> panel discussion facilitated by Aaron Thompson, Executive Vice President and Chief Academic Officer, Council on Postsecondary Education</p> <p>Student Panelists:</p> <ul style="list-style-type: none"> <li>• Joe Best, 2017 Graduate, University of Kentucky</li> <li>• Allen Penick, Student, Jefferson Community &amp; Technical College</li> <li>• Alicia Singer, Student, University of Louisville</li> </ul>	<b>Commonwealth Grand Ballroom 1st floor</b>
<b>11:45 am - 12:00 pm</b>	<b>Closing Remarks</b> by Aaron Thompson	
<b>12:00 noon</b>	<b>LUNCH BUFFET</b>	<b>Bluegrass Ballroom 2nd floor</b>



# agenda

monday, april 9

7:30 - 8:30 am REGISTRATION & CONTINENTAL BREAKFAST		Pre-Function 1st Floor
8:30 - 10:00 am	<p><b>OPENING PLENARY</b></p> <p><b>Welcome and Stage Setting</b>  <b>Bob King</b>, <i>President, Council on Postsecondary Education</i></p> <p><b>The Future of Undergraduate Education: The Future of America</b>  <b>Michael S. McPherson</b>, <i>Co-Chair of the Commission on the Future of Undergraduate Education, President Emeritus of the Spencer Foundation</i></p> <p>The American Academy of Arts and Sciences created the Commission on the Future of Undergraduate Education in 2015 to examine the current state of undergraduate education, project the nation's short-term and long-term educational needs and offer recommendations for strengthening all aspects of undergraduate education. Over a two-year period, this diverse group of college and foundation presidents, academics, and financial and other professionals sought advice from a wide range of experts and organizations, publishing several white papers on specific issues they uncovered in their research. The final report released in November 2017, <i>The Future of Undergraduate Education: The Future of America</i>, proposes a collective, three-part "national strategy" to ensure students have high-quality learning experiences, institutions increase their overall completion rates and reduce inequities among student groups, and college costs are controlled.</p>	Commonwealth Ballroom, 1st floor
10:15 - 11:30 am BREAKOUT SESSIONS 1 (2nd floor)		
academic quality	<p><b>1A: Essential Employability Qualities: Co-Designing a New Quality Assurance Model for Postsecondary Institutions</b> with <i>Ralph Wolff, President, The Quality Assurance Commons; Niesha Ziehmke, Guttman Community College of the City University of New York; and Joan Littlefield Cook, University of Wisconsin-Whitewater</i></p> <p>The Quality Assurance Commons (QA Commons) is working with 27 academic programs to co-design a program-level certification process that assures the workforce readiness of graduates. To do so, QA Commons has developed a set of Essential Employability Qualities and criteria for an offsite review process. QA Commons is working with employers, students and programs to meet the pressing need to build on academic preparation with the integration of work-related learning experiences across multiple disciplines. Panelists include the founder of the QA Commons and program liaisons from two programs currently pursuing the process who can speak to the work they have done so far and the value of the process to their programs.</p>	Bluegrass A-B
	<p><b>1B: Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success</b> with <i>Tia Brown McNair, Vice President, Office of Diversity, Equity &amp; Student Success, Association of American Colleges and Universities</i></p> <p>This session will highlight national efforts and best practices to ensure that students of color, low-income students and other diverse populations participate in the most empowering forms of college learning. One national effort is AAC&amp;U's <i>Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success</i>, an initiative that supports 13 diverse institutions in the design, implementation and assessment of campus plans to more equitably advance student learning and achievement. AAC&amp;U's recent publication, <i>A Vision For Equity</i>, will be discussed, which features project findings and institutional data that show equity gaps based on the outcomes and strategies identified for closing those gaps.</p>	Bluegrass C
diversity, equity & inclusion		



# agenda

monday, april 9

<b>10:15 - 11:30 am BREAKOUT SESSIONS I (continued)</b>		
<p>affordability &amp; access</p>	<p><b>1C: What Does College Affordability Really Mean?</b> <i>with Sandy Baum, Senior Fellow, Urban Institute</i></p> <p>The Commission on the Future of Undergraduate Education report states, “no matter how high the quality of an undergraduate education in the U.S., it cannot serve its purpose if it is not financially accessible to all who can benefit.” Participants in this session will discuss what it means for college to be affordable, with a focus on the relationship between costs, prices and value. The discussion will also highlight examples of efforts by states and institutions to make college more financially accessible.</p>	<p><b>Bluegrass D-E</b></p>
<p>college &amp; career connections</p>	<p><b>1D: Real Data for Real Decisions: The Power of the Kentucky Future Skills Report</b> <i>facilitated by Jodi Adams, Director of the New Teacher Institute, Kentucky Department of Education</i></p> <p>The Kentucky Future Skills Report is an interactive report published by the Kentucky Center for Education and Workforce Statistics (KCEWS) to assist policymakers, practitioners and the public when making education and workforce decisions at both the state and regional levels. The report offers insight into what types of credentials are being awarded in Kentucky, where high school and college graduates are employed and how much they earn, and what occupations within Kentucky’s workforce are projected to be the most in-demand. Panelists will share how data from this interactive report can be utilized by secondary, postsecondary and industry leaders to make critical education and workforce decisions.</p> <ul style="list-style-type: none"> <li>• <i>Kate Akers, Executive Director, Kentucky Center for Education and Workforce Statistics</i></li> <li>• <i>Beth Davisson, Executive Director, Kentucky Chamber Workforce Center</i></li> <li>• <i>David Mahan, Executive Director of Data, Research and Analysis, Council on Postsecondary Education</i></li> <li>• <i>Kiley Whitaker, Academic Program Manager, Office of Career and Technical Education, Kentucky Department of Education</i></li> </ul>	<p><b>Colonel Room</b></p>
<b>11:30 am - 12:15 pm NETWORKING LUNCH</b>		
		<b>Commonwealth Ballroom, 1st floor</b>
<p><b>12:15 - 1:30 pm</b></p>	<p><b>AFTERNOON PLENARY</b></p> <p><b>Opening Comments and Introductions</b> <i>with Bob King</i></p> <p><b>Using Big Data to Close Completion Gaps</b>  <b>Judy Genshaft, President, University of South Florida</b>  <b>Paul Dosal, Vice President for Student Success, University of South Florida</b></p> <p>Over the last 10 years, the University of South Florida has substantially increased its six-year graduation rate and has eliminated the achievement gap by race, ethnicity and socio-economic status. These gains are the result of a deliberate culture change as the university transformed the way they approach the student experience and embedded the responsibility of their students’ success in every individual on campus. USF has implemented numerous initiatives in support of this culture shift, including adding academic advisors, redesigning gateway courses, creating a SMART Lab, expanding study spaces, and establishing Living and Learning Communities. In 2015, USF began utilizing real-time predictive analytics that allow a cross-departmental retention committee to examine over 300 variables to identify students who may need immediate support to stay on track.</p>	<p><b>Commonwealth Ballroom 1st floor</b></p>



# agenda

monday, april 9

1:45 - 3:00 pm BREAKOUT SESSIONS 2 (2nd floor)		
<p>academic quality</p>	<p><b>2A: Essential Employability Qualities: Co-Designing a New Quality Assurance Model for Postsecondary Institutions</b> with <i>Ralph Wolff, President, The Quality Assurance Commons; Niesha Ziehmke, Guttman Community College of the City University of New York; and Joan Littlefield Cook, University of Wisconsin-Whitewater (repeated)</i></p> <p>The Quality Assurance Commons (QA Commons) is working with 27 academic programs to co-design a program-level certification process that assures the workforce readiness of graduates. To do so, QA Commons has developed a set of Essential Employability Qualities and criteria for an offsite review process. QA Commons is working with employers, students and programs to meet the pressing need to build on academic preparation with the integration of work-related learning experiences across multiple disciplines. Panelists include the founder of the QA Commons and program liaisons from two programs currently pursuing the process who can speak to the work they have done so far and the value of the process to their programs.</p>	<p>Bluegrass A-B</p>
<p>diversity, equity &amp; inclusion</p>	<p><b>2B: Measuring What Counts: Examining Assessment Practices on Underrepresented Groups</b> with <i>Margaret Finders, Professor of Education and Catherine Bishop, Chief Student Success Officer, Augsburg University</i></p> <p>When examining knowledge, assessment practices and underrepresented students, the conversations almost always turns toward lowering the bar or how do “we” maintain a sense of academic excellence. In this session, the presenters focus on the need to interrogate and innovate current assessment practices because they inadvertently reinforce a deficit model for thinking about diverse students and do little to prepare students to be creative civic agents in a rapidly changing world of diverse interests, values and perspectives. To provide access to higher education and to prepare our students as leaders beyond, educators need to consider new ways of understanding what students know, which requires a rethinking of the framework and tools of assessment. In this session, the presenters will provide concrete assessment examples from their institution and work to reframe them with participants.</p>	<p>Bluegrass C</p>
<p>affordability &amp; access</p>	<p><b>2C: What Does College Affordability Really Mean?</b> with <i>Sandy Baum, Senior Fellow, Urban Institute (repeated)</i></p> <p>The Commission on the Future of Undergraduate Education report states, “no matter how high the quality of an undergraduate education in the U.S., it cannot serve its purpose if it is not financially accessible to all who can benefit.” Participants in this session will discuss what it means for college to be affordable, with a focus on the relationship between costs, prices and value. The discussion will also highlight examples of efforts by states and institutions to make college more financially accessible.</p>	<p>Bluegrass D-E</p>
<p>college &amp; career connections</p>	<p><b>2D: Advising in Action: P-20 Perspectives on Supporting the Whole Student</b> facilitated by <i>Bruce Brooks, Senior Associate, Council on Postsecondary Education</i></p> <p>Proactive and ongoing advising is more critical to student success than ever before. While advisors go by a variety of titles along the education pipeline – school counselors, college coaches, mentors, academic advisors, career advisors – they all share one thing in common: an ever-expanding and evolving role in supporting students in identifying and pursuing their educational goals. This session will examine advising practices and issues along the education pipeline and explore strategies, structures, policies and barriers that influence effective advising for all students. Panelists include:</p> <ul style="list-style-type: none"> <li>• <i>Matthew Deffendall, Major Exploratory Associate, University of Kentucky</i></li> <li>• <i>Bryan Erslan, Director of Student Financial Assistance, Eastern Kentucky University</i></li> <li>• <i>Jennifer Glass, School Counselor, Lloyd Memorial High School</i></li> <li>• <i>Cheyenne Nolan, Senior, University of Louisville</i></li> <li>• <i>Beth Pennington, Dean of Retention Services, Hazard Community College</i></li> </ul>	<p>Colonel Room</p>



# agenda

monday, april 9

3:00 - 3:15 pm <b>NETWORKING BREAK</b>		
3:15 - 4:30 pm <b>BREAKOUT SESSIONS 3 (2nd floor)</b>		
<p>academic quality</p>	<p><b>3A: Degree Qualifications Profile: A Learning-Centered Framework for What College Graduates Should Know and Be Able to Do</b> with <i>Paul Gaston, Trustees Professor Emeritus, Kent State University</i></p> <p>Today, as never before, institutions must be able to articulate the value (in terms of specific learning outcomes) that their programs add to students' lives. Authored by four eminent scholars and honed by input from experts from all over the globe, the Degree Qualifications Profile (DQP) is gaining traction on campuses throughout the nation. In fact, after nearly four years of "beta testing" at more than 400 colleges and universities in 45 states, the DQP has already proven its value as a tool for fostering and ensuring high-quality learning at the college level. Participants will hear how the DQP has made educational pathways more clear and concrete for students at all types of institutions, learn about using this tool to engage faculty members in improving courses and shaping programs of study, and consider ways to implement this tool in their respective institutions.</p>	<p><b>Bluegrass A-B</b></p>
<p>diversity, equity &amp; inclusion</p>	<p><b>3B: Measuring What Counts: Examining Assessment Practices on Underrepresented Groups</b> with <i>Margaret Finders, Professor of Education and Catherine Bishop, Chief Student Success Officer, Augsburg University (repeated)</i></p> <p>When examining knowledge, assessment practices and underrepresented students, the conversations almost always turns toward lowering the bar or how do "we" maintain a sense of academic excellence. In this session, the presenters focus on the need to interrogate and innovate current assessment practices because they inadvertently reinforce a deficit model for thinking about diverse students and do little to prepare students to be creative civic agents in a rapidly changing world of diverse interests, values and perspectives. To provide access to higher education and to prepare our students as leaders beyond, educators need to consider new ways of understanding what students know, which requires a rethinking of the framework and tools of assessment. In this session, the presenters will provide concrete assessment examples from their institution and work to reframe them with participants.</p>	<p><b>Bluegrass C</b></p>
<p>affordability &amp; access</p>	<p><b>3C: Earn to Learn®: Investing in College Success</b> with <i>Kate Hoffman, Executive Director, Earn to Learn®, Inc.</i></p> <p>Earn to Learn® is a collaborative effort between the Arizona Board of Regents, Arizona State University, Northern Arizona University, and the University of Arizona. Earn to Learn® combines student savings with scholarships, financial literacy, and success coaching to help low-income Arizonans access a college education and graduate ready to enter the workforce – with little to no debt. Students enrolled invest \$500 each year, and these funds are matched 8:1 by universities and federal funding. Along the way, Earn to Learn® students engage in financial education, success coaching, campus community building, and workforce readiness training. Earn to Learn® now has more than 1,800 students across Arizona and has a freshman retention rate of 90 percent.</p>	<p><b>Bluegrass D-E</b></p>



# agenda

monday, april 9

<b>3:15 - 4:30 pm BREAKOUT SESSIONS III (continued)</b>		
college & career connections	<p><b>3D: Advising in Action: P-20 Perspectives on Supporting the Whole Student</b> <i>facilitated by Bruce Brooks, Senior Associate, Council on Postsecondary Education</i></p> <p>Proactive and ongoing advising is more critical to student success than ever before. While advisors go by a variety of titles along the education pipeline – school counselors, college coaches, mentors, academic advisors, career advisors – they all share one thing in common: an ever-expanding and evolving role in supporting students in identifying and pursuing their educational goals. This session will examine advising practices and issues along the education pipeline and explore strategies, structures, policies and barriers that influence effective advising for all students. Panelists include:</p> <ul style="list-style-type: none"> <li>• <i>Matthew Deffendall, Major Exploratory Associate, University of Kentucky</i></li> <li>• <i>Bryan Erslan, Director of Student Financial Assistance, Eastern Kentucky University</i></li> <li>• <i>Jennifer Englert-Copeland, Director of Advising and Assessment, Jefferson Community and Technical College</i></li> <li>• <i>Faith Christian, Kentucky College Coach, Tates Creek High School</i></li> <li>• <i>Bethany Carrier, Junior, University of Louisville</i></li> </ul>	<b>Bluegrass A-B</b>
<b>4:30 - 5:30 pm NETWORKING RECEPTION</b> <i>with light appetizers and cash bar</i>		
		<b>Pre-Function 1st floor</b>

# agenda

tuesday, april 10

<b>7:30 - 8:45 am</b>	<b>BREAKFAST BUFFET</b>	<b>Bluegrass Ballroom 2nd floor</b>
<b>9:00 - 9:30 am</b>	<p><b>OPENING PLENARY</b></p> <p><b>Welcome and Stage Setting</b> <i>Lee Nimocks, Vice President for Policy, Planning &amp; External Relations, Council on Postsecondary Education</i></p> <p><b>A Better Deal for Returning Adults</b> <i>Sarah Ancel, Senior Vice President of the Alliance Complete College America (CCA)</i></p> <p>Kentucky's goal to increase the number of residents with a postsecondary credential to 60 percent by 2030 cannot be met unless significantly more adults enter or return to complete their college degree or credential. Unfortunately, these students have been asked to choose between making life-altering sacrifices to attend full-time or attending part-time with greater long-term costs and a much lower chance of graduating. CCA believes these students need A Better Deal — assurances that they can progress to their degree faster with accelerated courses, year-round enrollment, and schedules that work with their lives. They need a head start through an embedded process that awards college credit for previous learning and a dedicated coach to help them when life gets in the way.</p>	<b>Commonwealth Ballroom, 1st floor</b>



# agenda

tuesday, april 10

<p>9:30 - 10:45 a.m.</p>	<p><b>Digging Deeper: Four Key Strategies for Supporting Returning Adults on Campus</b> <i>panel discussion facilitated by Sarah Ancel</i></p> <p>Panelists will discuss the redesign of programs that offer accelerated courses, year-round enrollment and predictable schedules. Additionally, experts will discuss awarding credit for prior learning and experience, and additional supports to help adult students navigate the system.</p> <p>Panelists include:</p> <ul style="list-style-type: none"> <li>• <i>Scott Campbell, Vice President for Higher Education, Council for Adult and Experiential Learning</i></li> <li>• <i>Bridgett Strickler, Director of Network Engagement, The Graduate! Network</i></li> <li>• <i>Matt Bergman, Assistant Professor and Program Director, College of Education and Human Development, University of Louisville</i></li> <li>• <i>Jessica Gibson, Assistant Executive Director for Adult Learner Initiatives, Tennessee Higher Education Commission</i></li> </ul>	<p><b>Commonwealth Ballroom, 1st floor</b></p>
<p><b>10:45 am NETWORKING BREAK</b></p>		
<p>11:00 - 11:45 am</p>	<p><b>Engaging and Supporting Adult Learners: It Takes More Than a Catchy Campaign</b> <i>panel discussion facilitated by Aaron Thompson, Executive Vice President and Chief Academic Officer, Council on Postsecondary Education</i></p> <p>This panel discussion will showcase the diverse experiences of adult learners at Kentucky colleges and universities, highlight Kentucky programs that support adult learners and discuss the benefits and barriers experienced by adult students in postsecondary education.</p> <p>Panelists include:</p> <ul style="list-style-type: none"> <li>• <i>Joe Best, 2017 Graduate, University of Kentucky</i></li> <li>• <i>Allen Penick, Student, Jefferson Community &amp; Technical College</i></li> <li>• <i>Alicia Singer, Student, University of Louisville</i></li> </ul>	<p><b>Commonwealth Ballroom, 1st floor</b></p>
<p>11:45 am - 12:00 pm</p>	<p><b>Closing Remarks</b> <i>from Aaron Thompson</i></p>	<p><b>Commonwealth Ballroom, 1st floor</b></p>
<p><b>12:00 - 1:00 pm LUNCH BUFFET</b></p>		
		<p><b>Bluegrass Ballroom 2nd floor</b></p>



## speaker profiles (listed a-z)



**JODI ADAMS**, *Director of the New Teacher Institute, Kentucky Department of Education*

Through a partnership with the Kentucky Department of Education, Jodi Adams currently serves as Director of the New Teacher Institute for Occupation-based Career and Technical Education, which helps teachers transitioning from business and industry to pursue teacher certification. She is also a Clinical Professor in the University of Louisville College of Education and Human Development. Prior to joining UofL, she worked for the Kentucky Department of Education as Career Pathways Branch Manager in the College and Career Readiness Division of the Office of Career and Technical Education, providing support and direction for the Career Pathway Program Consultants.



**KATE AKERS**, *Executive Director, Kentucky Center for Education and Workforce Statistics (KCEWS)*

Kate Akers uses her passion for education and Kentucky's workforce, along with her extensive knowledge of statistics and large data systems, to oversee the daily operations and strategic planning of KCEWS. Her primary research areas are statistics, measurement and quantitative research methods for the social sciences including evaluation and analysis of longitudinal data. Prior to joining KCEWS, Akers worked as the lead researcher in the Office of the Commissioner for the Kentucky Department of Education, as a research analyst with the Kentucky P-20 Data Collaborative (now KCEWS) and as an agency data fellow with the Strategic Data Project. She is a native Kentuckian and graduate of Mercer County High School, Transylvania University and the University of Kentucky.



**SARAH ANCEL**, *Senior Vice President of the Alliance, Complete College America*

Sarah Ancel joined Complete College America (CCA) in 2016 to focus on state and institutional policy, leading the creation of the comprehensive policy resource called "New Rules." She coordinates 42 CCA teams across the country and the network of CCA fellows. Her work propels state and system leaders to advance their attainment and equity goals through concrete plans, aligned policy, and CCA support. Prior to coming to CCA, Ancel led an effort to revamp Indiana's approach to serving adult learners, was the architect of financial aid reforms that aligned Indiana's aid dollars to on-time completion goals and led a modernization effort that converted 2,600 local governments from paper-based financial reporting to a web-based process with a public-facing transparency website. She holds an M.A. in Economics from Indiana University – Purdue University Indianapolis (IUPUI) and a B.A. in economics and political science from Indiana University Bloomington.



**SANDY BAUM**, *Senior Fellow, Urban Institute and Professor Emerita of Economics, Skidmore College.*

Sandy Baum has written and spoken extensively on issues relating to college access, college pricing, student aid policy, student debt, affordability, and other aspects of higher education finance. She has co-authored the College Board's annual publications *Trends in Student Aid* and *Trends in College Pricing* since 2002. She has chaired major study groups that released proposals for reforming federal and state student aid. She is the author of *Student Debt: Rhetoric and Realities of Higher Education Financing* and co-author of *Making College Work: Pathways to Success for Disadvantaged Students*. Baum earned her B.A. in sociology at Bryn Mawr College, where she is currently a member of the Board of Trustees, and her Ph.D. in economics at Columbia University.



**MATT BERGMAN**, *Assistant Professor and Program Director, College of Education and Human Development, University of Louisville*

Recognized as a national expert on prior learning assessment, Matt Bergman's research is focused on adult learner persistence, leadership and degree completion programs. His work has appeared in refereed journals such as the *Journal of Continuing Higher Education*, *Adult Learning*, *Human Resource Development Review*, *International Journal of Information Communication Technologies and Human Development*, and has been highlighted in international media outlets including *Forbes*, *The Washington Post*, *The Chronicle of Higher Education*, and *TIME*. His program has received multiple awards including the 2016 ACHE South's Distinguished Program Award and the 2013 AAACE Malcolm Knowles Award for Adult Education Program of the Year. Bergman was awarded the Metroversity Outstanding Faculty for Adult Learners in 2015 and has been a Faculty Favorite at UofL from 2012-2017. He holds a B.S. from Union College, a M.A. in higher education administration from Appalachian State University and a Ph.D. in Educational Leadership and Organizational Development from the University of Louisville.



## speaker profiles (listed a-z)



**JOE BEST**, *Public Information Officer, Lexington Fire Department*

Battalion Chief Joe Best is in his 28th year with the Lexington Fire Department and currently serves as the department's public information officer. He attended the University of Kentucky from 1986 to 1990 and returned to UK to finish his degree in December 2017 through the Project Graduate program.



**CATHERINE BISHOP**, *Chief Student Success Officer, Augsburg University*

Catherine Bishop oversees the Division of Student Success at Augsburg University and serves as chair of the University Committee on Student Success. During her time as CSSO, she has created several innovative campus-wide projects, including the Auggie Plan partnership and the Equity Project. The Auggie Plan partnership is a dedicated transfer pathway for students from community college partners that guarantees student transfer credits, financial aid, and college admission. The Equity Project reimagines core institution structures that act as barriers to college completion for students. Bishop received her B.A. from Macalester College and her J.D. from the William Mitchell College of Law.



**BRUCE BROOKS**, *Senior Associate for Academic Affairs, Council on Postsecondary Education*

At CPE, Bruce Brooks supports the development and implementation of student success initiatives and policies across the Commonwealth. He previously served as the Executive Director and Director of Operations for GEAR UP Kentucky, where he oversaw the statewide operation and administration of Kentucky's third GEAR UP state grant, a \$26.9 million project which delivered services and support to more than 13,000 Kentucky high school students in 47 middle and high schools across the state. In recognition of his contributions to college access and outreach in Kentucky, Bruce was named the 2014 Governor's Ambassador for Leadership by Governor Steve Beshear. Prior to joining CPE in 2006, Bruce worked in public administration positions in both Kentucky and Florida. He holds a B.A. in Broadcast Media and Business Communication from Morehead State University.



**SCOTT CAMPBELL**, *Vice President for Higher Education, Council for Adult & Experiential Learning*

Scott Campbell works with higher education institutions to help them become more responsive to the unique and changing needs of adult learners. He and his team are responsible for the implementation of prior learning assessment (PLA) and competency-based education (CBE) projects at individual colleges and institutions, as well as state-wide systems and associations. Prior to joining CAEL, Campbell worked as the Dean of Graduate and Professional Studies at Edgewood College, as the Executive Director for Partnership Development at Regis University, New Ventures, and as the Director of Student Activities at Regis University. Campbell completed his B.A. at the University of Oklahoma, his M.A. in higher education administration from the University of Missouri-Kansas City and his Ph.D. in higher education and student affairs leadership at the University of Northern Colorado.



**BETHANY CARRIER**, *Junior, University of Louisville*

Originally from Jackson County, KY and a 2015 graduate of Jackson County High School, Bethany Carrier is in her third year as a University of Louisville student. Beginning her college career as a bioengineering major with a pre-med concentration, she is now a psychology major and has served as an undergraduate research assistant for the past year.



**FAITH CHRISTIAN**, *Kentucky College Coach and Americorps Member, Tates Creek High School*

Faith Christian graduated from the University of Kentucky with a B.A. in Anthropology. For the past two years, she served as an AmeriCorps member with the Kentucky College Coaches program, serving Tates Creek High School in Lexington and Casey County High School. Faith's research interests include organizational and hierarchical structures and cultural dynamics in schools. Her service as a Kentucky College Coach has inspired additional research interests in international education and improving college access policies for underserved communities. In fall 2018, Faith will begin her graduate work at Vanderbilt University, Peabody College, studying public and educational policy.



## speaker profiles (listed a-z)



**JOAN COOK**, *Director of Academic Assessment, University of Wisconsin-Whitewater*

Dr. Joan Cook is a professor and former chair of the Psychology Department at the University of Wisconsin-Whitewater and is the campus's Higher Learning Commission (HLC) Accreditation Liaison Officer. She has been involved in assessment at the department, college, university, and system levels throughout her career, with special emphasis on assessing critical thinking. She is also a frequent facilitator of campus faculty development sessions and is a campus representative to several national projects, including the QA Commons pilot project, Lumina's Work-Based Learning project, AACU's Integrative Learning Institute, HLC's Student Success data project, and National Association of System Heads' Taking Student Success to Scale. Cook's research focuses on strategy development, and she has co-authored four textbooks and numerous instructional materials. She holds M.S. and Ph.D. degrees from Vanderbilt University.



**BETH DAVISSON**, *Executive Director, Kentucky Chamber Workforce Center*

Beth Davisson is a proven workforce strategist and consensus builder, with more than 5 years experience advocating for workforce needs in Kentucky and the nation. She was honored as a "Top 40 under 40," and named a "Top 20 People to Know in Human Resources," by *Business First Louisville*. She is currently participating in the 2017 Leadership Louisville Bingham Fellowship program, focusing on "Winning the Talent of the Future." Davisson also serves as the immediate past president of the Louisville Society for Human Resource Management and district director for the Kentucky Society for Human Resource Management. She earned a B.A. in integrated strategic communications from the University of Kentucky, and holds an M.B.A. from Sullivan University.



**MATTHEW DEFFENDALL**, *Major Exploratory Associate, James W. Stuckert Career Center, University of Kentucky*

Matthew Deffendall primarily meets with exploratory students to assist them with the major exploration process. He has been with the university for 13 years previously as an exploratory academic advisor, first generation scholarship program coordinator, and for the past three summers, as the co-site director for the GEAR UP Kentucky Summer Academy at UK. He is also an adjunct instructor in UK's College of Communication & Information and led education abroad programs for first generation students in London, England. Prior to joining UK, he spent 10 years working in non-profit organizations in Tuscaloosa, AL, and Berea, KY. A native of New Orleans, Matthew earned both his B.A. and M.A. from the University of Alabama.



**PAUL DOSAL**, *Vice President for Student Affairs and Student Success, University of South Florida*

Paul Dosal is responsible for directing the university-wide student success initiative at the University of South Florida (USF), a strategic campaign to raise retention and graduation rates, boost student satisfaction, minimize financial indebtedness, and prepare all students for success in their careers or graduate and professional schools. Under his leadership, USF has made remarkable gains in undergraduate student success, raising the six-year graduation rate from 51% to 68% while also eliminating the achievement gap by race, ethnicity, and socio-economic status. Dosal is also a Professor of Latin American history at USF and is the author of four books. Born and raised in Tampa, he is a fourth-generation descendant of Cuban immigrants who settled in Ybor City in 1889. He earned his B.A. in International Politics at St. Andrews College in North Carolina, and holds an M.A. in Latin American studies and Ph.D. in history from Tulane University in New Orleans.



**JENNIFER ENGLERT-COPELAND**, *Director of Advising & Assessment, Jefferson Community and Technical College*

Jennifer Englert-Copeland is responsible for managing a team of faculty and staff advisors and assessment coordinators across JCTC's six campuses as well as facilitating retention initiatives related to advising and assessment. She has worked in academic advising for six years and has served on a variety of college-wide initiatives related to the role of advising in student success. Copeland is currently working on her dissertation, entitled "*Race, Privilege, and Cultural Competence: An Examination of Academic Advisors' Self-Awareness*" and expects to earn her Ph.D. in education and social change from Bellarmine University in fall 2018.



## speaker profiles (listed a-z)



**BRYAN ERSLEN**, *Director of Student Financial Assistance, Eastern Kentucky University*

Bryan Erslen has more than 28 years of higher education experience and has served as a director of financial aid at EKU, Lincoln Memorial University and Berea College. Throughout his career, he has been very active promoting access to higher education for students with great need. He has served in numerous leadership roles within state, regional and national associations. Erslen currently serves as president-elect of the Southern Association of Student Financial Aid Administrators, which includes nine southeast states. He earned a B.A. in business administration and management from Union College and an M.A. in higher education administration from the University of Dayton.



**MARGARET FINDERS**, *Professor and Department Chair of Education, Augsburg University*

Margaret Finders's research and teaching interests at Augsburg University center on early adolescence and sociocultural dimensions of literacy learning within and beyond the school context. She has studied extensively how social contexts and power relations influence experiences in school contexts. Her recent areas of inquiry are focused on equity and democratic practices in higher education. She is interested in understanding the challenges and possibilities of social and cultural change for institutions of higher education and, more broadly, for the transformation of education through a focus on cultural competence and cultural responsiveness. Finders holds a B.A., M.A. and Ph.D. in Curriculum and Instruction from the University of Iowa.



**PAUL GASTON**, *Trustees Professor Emeritus, Kent State University*

An influential author and frequent speaker on higher education and curricular reform, Dr. Paul Gaston is the author of three recent works on general education: *General Education Transformed: How We Can, Why We Must*, *General Education and Liberal Learning*, and, with Jerry Gaff, *Revising General Education*. His two other recent books are *Higher Education Accreditation: How It's Changing, Why It Must* and *The Challenge of Bologna*. He is one of four authors of the influential Degree Qualifications Profile. He earned an M.A. and Ph.D. from the University of Virginia, where he was a Woodrow Wilson Fellow.



**JUDY GENSHAFT**, *President, University of South Florida*

Since being named president in 2000, Judy Genshaft has led the University of South Florida (USF) to become one of the fastest growing research universities in the nation. Under her leadership, USF has been recognized as a top-25 public research university as ranked by the National Science Foundation and grown to become the 9th largest public research university in the nation. The USF System serves more than 49,500 students in more than 235 degree programs on the undergraduate, masters, specialist and doctoral levels. Nationally, Genshaft has served as Chair for the American Council on Education and is a member of the Association of Public and Land-Grant Universities (APLU) Board of Directors. In 2010, she became the first woman to chair the National Collegiate Athletic Association Division I Board. Nationally and globally recognized, Genshaft has been honored by APLU with the Michael P. Malone International Leadership Award; the Global Leadership Award by Her Royal Highness Princess Sirindhorn in Bangkok, Thailand; The Captain of Education Award from Hadassah College in Jerusalem, Israel; and as the first woman to receive an honorary doctorate in Literature from Yeungnam University, South Korea. She is a native of Ohio and earned her B.A. at the University of Wisconsin-Madison and both her M.A. and Ph.D. degrees from Kent State University.



**JESSICA GIBSON**, *Assistant Executive Director of Adult Learner Initiatives, Tennessee Higher Education Commission*

Jessica Gibson leads the Tennessee Higher Education Commission's initiatives focused on increasing education attainment among adults, including those who started college but did not complete a degree or credential. Through this work, she contributes to strategic planning on Governor Haslam's "Drive to 55" initiatives, including Tennessee Reconnect, which focuses on adult learners. Jessica also administers several grant projects to improve college productivity and completion of adult students, business and higher education engagement, student advising, and prior learning assessment. Gibson holds a B.A. from Centre College and an M.A. in International Development from The George Washington University.



## speaker profiles (listed a-z)



**JENNIFER GLASS**, *School Counselor, Lloyd Memorial High School*

Jennifer Glass has worked in the field of education for 19 years, including serving the past 10 years as a school counselor. She serves as a member of American School Counseling Association, the American Counseling Association, the Kentucky School Counseling Association and the School Counseling Advisory Council and Teacher Education Committee at Northern Kentucky University. Jennifer received a B.A. from Georgetown College and an M.A. from Northern Kentucky University.



**KATE HOFFMAN**, *Executive Director, Earn to Learn® Inc.*

Kate Hoffman founded Earn to Learn® Inc. in 2013 to help low-income students close the opportunity gap by investing in their own education. Her idea to leverage students' own investments through Individual Development Accounts, sets the program apart from the average scholarship program. Hoffman worked previously for Merrill Lynch, managing over \$100 million in accounts. Watching the subprime market fail, she wanted to focus her boundless energy on helping low- to moderate-income families build financial assets and create pathways out of multigenerational poverty. Hoffman holds a B.A. in psychology from Indiana University and an M.A. in Latin American history from the University of Arizona.



**BOB KING**, *President, Council on Postsecondary Education*

Robert L. King became the third president of the Council on Postsecondary Education in January 2009. Since coming to the post, he has led statewide efforts to work collaboratively with his counterparts in K-12 education, has focused campus attention on student success, and is encouraging significant reform in teacher and principal training. He is the former Chancellor of the State University of New York, one of the largest comprehensive systems of universities, colleges and community colleges in the world. More recently, he served as president and CEO of the Arizona Community Foundation, a statewide charitable foundation with a strong focus on education, economic development, and scientific research. King is very active in community service and has volunteered and served on numerous boards and organizations. King received a B.A. in 1968 from Trinity College in Hartford, Connecticut, and a J.D. in 1971 from Vanderbilt University School of Law.



**DAVID MAHAN**, *Executive Director of Data, Research and Analysis, Council on Postsecondary Education*

David Mahan has worked for more than ten years as a leader in institutional research, academic assessment/accreditation, and strategic planning, in addition to three years in student recruitment. He previously served as Assistant Provost of Institutional Effectiveness at Manhattan College, and Director of Institutional Research and Effectiveness at Bellarmine University. Mahan has also served as an Adjunct Professor, teaching program evaluation curricula at the University of Louisville and Bellarmine University. He holds a Ph.D. in educational leadership and organizational development from the University of Louisville, where he served as a fellow for graduate studies for the Association of Institution Research (AIR).



**TIA BROWN MCNAIR**, *Vice President in the Office of Diversity, Equity, and Student Success at Association of American Colleges and Universities (AAC&U)*

Dr. Tia Brown McNair oversees both funded projects and AAC&U's continuing programs on equity, inclusive excellence, high-impact educational practices, and student success. She serves as the project director for several AAC&U initiatives including "Truth, Racial Healing and Transformation," "Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success," and "Purposeful Pathways: Faculty Planning and Curricular Coherence." She is the lead author of *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (July 2016), and co-author of *Assessing Underserved Students' Engagement in High-Impact Practices*. Prior to joining AAC&U, McNair served as the Assistant Director of the National College Access Network (NCAN). Her previous experience also includes positions with the National Science Foundation, the University of Charleston, the West Virginia Higher Education Policy Commission and West Virginia State University. McNair earned her B.A. from James Madison University and holds an M.A. in English from Radford University and a Ph.D. in higher education administration from The George Washington University.



## speaker profiles (listed a-z)

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**MICHAEL S. MCPHERSON**, *President Emeritus, Spencer Foundation*

Michael S. McPherson was the fifth president of the Spencer Foundation and is a nonresident fellow in the Income and Benefits Policy Center at the Urban Institute. Before joining the Spencer Foundation in 2003, he was president of Macalester College in Minnesota for seven years. A nationally known economist whose expertise focuses on the interplay between education and economics, McPherson spent the 22 years before his college presidency as professor of economics, chairman of the economics department, and dean of faculty at Williams College in Massachusetts. He is coauthor and editor of several books, including *Lesson Plan: An Agenda for Change in American Higher Education*; *Crossing the Finish Line: Completing College at America's Public Universities*; and *College Access: Opportunity or Privilege?* He was also the founding co-editor of the journal *Economics and Philosophy*. He has been a trustee of the College Board, the American Council on Education, Wesleyan University, and the DentaQuest Foundation, a fellow of the Institute for Advanced Study and a senior fellow at the Brookings Institution. McPherson holds a B.A. in mathematics, an M.A. in economics, and a Ph.D. in economics from the University of Chicago.

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**LEE NIMOCKS**, *Vice President, Policy, Planning and External Relations, Council on Postsecondary Education*

Lee Nimocks oversees the areas of policy and data analysis, board development, planning, public relations, and legislative affairs at CPE. She led the development of Kentucky's 2016-2021 strategic agenda for postsecondary and adult education, and the accountability system that monitors institutional and system-level performance. Her key areas of policy focus include postsecondary education affordability, adult learner access and success, and workforce and education alignment. Nimocks previously served as the Association of Independent Kentucky Colleges and Universities' vice president in charge of state relations, communications, and policy research, and as an English professor and director of public relations at Sue Bennett College in London, Kentucky. She holds a B.A. in English from Rhodes College, a M.A. in English from Vanderbilt University, and has completed doctoral coursework in education policy studies at the University of Kentucky.

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**CHEYENNE NOLAN**

*Senior, University of Louisville*

A graduate and former Governor's Scholar of Jackson County High School in Jackson, Kentucky, Cheyenne Nolan is currently pursuing a B.A. in graphic arts at the University of Louisville.

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**ALLEN PENICK**, *Special Law Enforcement Officer, Frederick Asset Protection*

Born in Louisville, Allen Penick attended Iroquois High School. He earned his GED from Ahrens Adult Education in fall 2017 through the Accelerating Opportunity program at Jefferson Community and Technical College. He is currently pursuing an associate degree in computer information technology and hopes to earn his Ph.D. and teach at the university level.

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**BETH PENNINGTON**, *Dean of Retention Services, Hazard Community and Technical College*

After fifteen years in K-12 education as a teacher and school administrator in Harlan and Carter County school systems, Dr. Pennington transitioned to higher education at Hazard Community and Technical College. She previously served HCTC as Student Support Services Director and Director of Counseling. Meeting the transitional needs of students' from the Appalachian coalfields, many of whom are first-generation college students, Dr. Pennington strives to provide supervision for entry level advising that is intentional, impactful, and addresses college/life/work balance to provide students an opportunity to be successful. Pennington holds a B.A. from University of Pikeville and an MA and Ed.D. from Morehead State University

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## speaker profiles (listed a-z)



**ALYCIA SINGER**

*Physical Therapist Assistant, VA Medical Center*

Alycia Singer, from Louisville, KY, graduated from Jefferson Community and Technical College in 2010 with an associate degree in applied science. For the past eight years she has worked as a physical therapist assistant, including the past two years at the VA Medical Center. Singer currently attends the University of Louisville and is enrolled in the competency-based education program. She is on track to graduate with a B.A. in organizational leadership and learning.



**BRIDGETT STRICKLER**, *Director of Network Engagement, The Graduate! Network*

Bridgett Strickler has a unique 20-year background combining education and entrepreneurship and is passionate about educational attainment issues related to adult learners. In addition to encouraging advancement in adult educational attainment nationally in her work with Graduate! Network, she has also led efforts in the greater Louisville region through her work with two Graduate! Network sites– *Degrees At Work* and *Education Matters Southern Indiana*. Strickler is co-principal investigator and business engagement lead of *Bridging The Talent Gap*, a project funded by Lumina Foundation and sponsored by The Graduate! Network. She holds a M.B.A. from University of Louisville's and University of Kentucky's Joint Executive MBA program.



**AARON THOMPSON**, *Executive Vice President and Chief Academic Officer, Council on Postsecondary Education*

Aaron Thompson is a nationally recognized leader in higher education with a focus on policy, student success and organizational leadership and design. In addition to his role at CPE, he is a Professor of Sociology in the Department of Educational Leadership and Policy Studies at Eastern Kentucky University. He recently served as Interim President of Kentucky State University. Thompson holds a Ph.D. in Sociology in the areas of organizational behavior and race and gender relations and his leadership experience spans 27 years across higher education, business and numerous non-profit boards. He has published more than 30 publications and numerous research and peer reviewed presentations and authored or co-authored more than a dozen books including: *Infusing Diversity and Cultural Competence into Teacher Education*, *Peer to Peer Leadership: Changing Student Culture from the Ground Up*, and *Thriving in College and Beyond: Research-Based Strategies for Academic Success*.



**KILEY WHITAKER**, *Academic Program Manager, Office of Career and Technical Education, Kentucky Department of Education*

Kiley Whitaker has served the Kentucky Department of Education for more than fifteen years in various roles. In all of his KDE positions, he has worked with data and served as a member of the department's data governance committee. He currently serves as data manager for the Office of Career and Technical Education and is the lead for all data in the office including dual credit, course codes, labor market information, transition to adult life, and career readiness. Whitaker earned his B.A. in history from the University of Kentucky.



**RALPH WOLFF**, *Founder and President, The Quality Assurance Commons for Higher and Postsecondary Education*

Led by Dr. Ralph A. Wolff, the Quality Assurance Commons (QA Commons) recently created a certification process to assure that graduates of academic programs have the requisite "Essential Employability Qualities" needed for the dynamically changing workforce. Wolff served as president of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) from 1996-2013, where he was a leading voice for transparency, accountability and learning-centeredness. He is currently a member of the National Advisory Committee on Institutional Quality and Integrity of the US Department of Education; the University Quality Assurance Institutional Board (UQAIB) in Dubai; the University Council of United States International University – Africa in Nairobi, Kenya; and the Education Committee of the Global Laureate Network of Universities. As an independent consultant he has worked with institutions in the US, Chile, United Arab Emirates and other countries. He has published multiple articles and book chapters, and spoken around the world on quality assurance and changes in higher education. A graduate of Tufts University, Wolff earned his J.D. with honors from The George Washington University.



## speaker profiles (listed a-z)

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**NIESHA ZIEHMKE**, *Interim Associate Dean for Academic Affairs, Guttman Community College of the City University of New York*

Dr. Niesha Ziehmke is a member of the Guttman Community College provost's leadership team and develops, directs and oversees a variety of academic initiatives and programs with a special focus on supporting the college's instructional model and programs of study/majors. Ziehmke focuses on key dimensions of the Guttman model including experiential learning and the Global Guttman program. She also coordinates institutional-level strategic planning activities for the Office of Academic Affairs in partnership with the dean of strategic planning, the Center for College Effectiveness, faculty and staff. Ziehmke holds a B.A. from University of California, Santa Cruz, an M.S. in Teaching, Spanish Language Teacher Education from New School University and a Ph.D. in Linguistics from the City University of New York.

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# special thanks

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The Council on Postsecondary Education staff recognize and thank the representatives who serve on our statewide committees. We greatly appreciate the expertise, time, and effort these members contribute to increasing student success in the Commonwealth. We also thank the members of the Council on Postsecondary Education and members of the Committee on Equal Opportunities for their expertise and dedication to postsecondary education and student success. Special thanks to the presidents and chief academic officers of Kentucky's postsecondary education institutions for their leadership and commitment to student success. We also extend a special thanks to our generous sponsors.

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1024 Capital Center Drive, Suite 320  
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Printed with state funds  
Some photography provided by Kentucky colleges and universities.

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