

MEETING AGENDA

Thursday, November 2, 2017
 Elizabethtown Community & Technical College, RPC Bldg, Rm 227



Members, Council on Postsecondary Education



Ronald C. Beal, Bowling Green
Ben Brandstetter, Hebron (*vice chair*)
Maryanne H. Elliott, Louisville
Joe E. Ellis, Benton
Dan E. Flanagan, Campbellsville
Kimberly Halbauer, Ft. Thomas
Lucas V. Mentzer, Lexington
Donna Moore, Lexington
Kristi Nelson, Union

Vidya Ravichandran, Louisville
Shawn Reynolds, Almo
Robert H. Staat, UofL (*faculty member*)
Sebastian Torres, EKU (*student member*)
Carol Wright, Tyner
Sherrill B. Zimmerman, Prospect (*chair*)
Stephen Pruitt, Commissioner of Education (*ex officio, nonvoting*)

Robert L. King, CPE President

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

Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort KY 40601
Ph: (502) 573-1555, Fax: (502) 573-1535, <http://cpe.ky.gov>

AGENDA

Council on Postsecondary Education

Thursday, November 2, 2017

3:00 PM

Elizabethtown Community & Technical College, RPC Bldg, Rm 227

1. CPE Work Session (3:00 *p.m.*)
 - a. Academic Leadership Development Institute (ALDI) Briefing & Graduation Ceremony 3
 - b. Stronger by Degrees: Update on Policy Area 3 -- Impact 17
 - c. Briefing on 2018-20 Biennial Budget Request 41
 - d. Discussion Topics
 - 1) 2017-18 Agency Budget Update
 - 2) 2018 CPE Meeting Structure
 - 3) 2018 Legislative Session 92
2. ECTC Briefing, Campus Tour, & Dinner (5:30 *p.m.*)
 - a. Briefing/Tour: RPC, Rm 227 & campus-wide
 - b. Dinner: Occupational Technology Building, Room 303

Tentative List of Workshop Topics

- Career Mapping: Advancing Your Career in Higher Education Administration
- Mentoring 101: How To Get What You Need to Thrive in the Academy
- Solo Success: How to Thrive in the Academy When You're The Only ___ in Your Department
- Understanding Microaggressions: Mediating Tenure/Promotion Stress for Diverse Faculty
- The Cultural Taxation of Faculty of Color in the Academy
- Breaking the Glass Ceiling
- Beyond Valuing Diversity to Embracing Intentional Inclusion
- Preparing Leaders for the Next Phase of Academic Leadership
- The Power of Emotional Intelligence in the Work Environment
- Myers Briggs Type Inventory—What it Means for You as a Future Leader

About CPE...

The Council on Postsecondary Education coordinates change and improvement in Kentucky's postsecondary education system as directed by the Kentucky Postsecondary Education Improvement Act of 1997. The Council is a statewide coordinating agency comprised of fifteen members with thirteen citizens, one faculty member, and one student appointed by the Governor; the Commissioner of Education is an ex-officio member.

Kentucky Council on Postsecondary Education

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Academic Leadership Development Institute

For Early Career Underrepresented Faculty of Color in Kentucky's Public Colleges and Universities



About the Institute

The Academic Leadership Development Institute (ALDI) seeks to address the personal, interpersonal, and organizational issues faced by early career underrepresented faculty of color working in postsecondary education. This series of interactive professional development workshops will expose participants to both practical and career focused information with the goal of capacity building and cultivating the academic leadership pipeline in Kentucky. Both local and national experts will lead this innovative institute designed to support underrepresented minority faculty who are interested in future administrative leadership positions at colleges and universities in the state.

Requirements

Applications must be received by January 13, 2017 to receive consideration. **Applications must be signed by the chair, dean, or immediate supervisor in acknowledgement of support for attendance and vehicle mileage.** A review team comprised of institutional diversity representatives and staff of the CPE will approve participants.

There is no minimum leadership experience requirement for the institute. Applicants should represent early career underrepresented minority faculty (seven years or less in the academy). The goals of the selection process are to identify strong candidates for leadership development and create a cohort with broad representation across disciplines and units with varied backgrounds and experiences.

Applicants will be advised of program acceptance on or before February 15, 2017. The kickoff will be held in conjunction with the annual Student Success Summit in Louisville.

To receive an application, contact: caroline.atkins@ky.gov or call 502-892-3006.

Dates and Topics

The average event schedule will be structured similarly to the outline below:

Day 1

5:15 – 6:30 p.m.	Campus Tour
6:30 – 8:00 p.m.	Dinner & Opening Session

Day 2

7:30 – 8:00 a.m.	Breakfast
8:00 – 8:15 a.m.	Welcome & Introductions
8:15 – 9:15 a.m.	General Session
9:30 – 11:00 a.m.	Concurrent Workshops (2)
11:00 – 12:15 p.m.	Luncheon
12:30 – 2:00 p.m.	Concurrent Workshops (2)
2:15 – 2:45 p.m.	Action Planning & Closing

Tentative Dates:

April 2-4, 2017	Louisville
May 18-19, 2017	Richmond or Versailles
June—August	Observation/ Shadowing
September 11-12	Louisville
November 16-17	Frankfort

ACADEMIC LEADERSHIP DEVELOPMENT INSTITUTE

*For Early Career Underrepresented
Faculty in Kentucky's Public Colleges
and Universities*

2017 Cohort Directory

About the Council on Postsecondary Education...

The Council on Postsecondary Education coordinates change and improvement in Kentucky's postsecondary education system as directed by the Kentucky Postsecondary Education Improvement Act of 1997.

Established as part of the education reforms set forth in the *Postsecondary Education Improvement Act of 1997*, the Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency. The Governor appoints the Council members, which include 13 citizens, one faculty member and one student member; the Commissioner of Education is an ex-officio member. A coordinating state agency is attached to the Governor's Office and run by the President, who is appointed by Council membership.

The Council on Postsecondary Education is Kentucky's adult and higher education coordinating agency committed to strengthening our workforce, economy, and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse, innovative, accessible and affordable system of postsecondary education.



Socorro Zaragoza

Eastern Kentucky University

Eastern Kentucky University
Department of Languages, Cultures, &
Humanities
McCreary 213
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Socorro Zaragoza is an Associate Professor of Spanish in the Department of Languages, Cultures, and Humanities at Eastern Kentucky University (EKU). She teaches all levels of Spanish language and culture as well as Latin American literature. Dr. Zaragoza earned her M.A. and Ph.D. (with a focus on Spanish and Latin American Studies) from Purdue University. Her scholarship and research interests include U.S. Latino Studies, Afro-Hispanic Studies, and immigration.

Dr. Zaragoza is a longtime advocate of equity and inclusion both on EKU's campus and in the community. She currently serves as the Chief Diversity Officer for the College of Letters, Arts, and Social Sciences. She has also served as co-chair of the EKU Diversity Committee, where she initiated a discussion series called "Global Cafés."

Dr. Zaragoza is the founder of the Latino Student Association on EKU's campus and has served as its faculty advisor for seven years. She has led numerous initiatives at the university to increase the recruitment, retention, and graduation rates of minority students, using intentional advising and mentoring. She remains active in a plethora of efforts for student engagement and retention on her campus.

She is interested in higher education issues related to college access and achievement gaps for underrepresented minority students. In her free time she enjoys travelling and cooking.

CPE President's Welcome...

Dear ALDI Participants,

We are thrilled to have you participate as the inaugural cohort of the Academic Leadership Development Institute. In recognition of the importance of leadership development and succession planning to the overall success of students on Kentucky's campuses, the Council has joined a growing number of educational entities that have created programs designed to help cultivate institutional leaders. It is our hope that this Institute will foster the development of an interconnected and knowledgeable community of future leaders capable of responding creatively and collaboratively to the current and future challenges and opportunities in higher education.

The fact that you have been nominated by your campus for this unique endeavor is a testimony to your knowledge, skills, and abilities. Growing their own leaders is one way that institutions can benefit from your familiarity with the campus climate, its mission and strategic plan, which will significantly minimize the learning curve for new hires. This Institute will offer you the opportunity to acquire a more comprehensive view of postsecondary education from a system-wide perspective, including current or upcoming large scale initiatives, trends, and relevant literature, as well as the opportunity to "shadow" an administrator at a partner institution.

I am excited that you are a part of this wonderful learning community.

Sincerely,

A handwritten signature in blue ink that reads "Robert L. King". The signature is fluid and cursive.

Robert L. King, President

Kentucky Council on Postsecondary Education



Delaina Amos

University of Louisville

University of Louisville
Speed School of Engineering
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Delaina Amos received a B.S. in Chemical Engineering from the University of Virginia. She later obtained a M.S. and Ph.D. from the University of California Berkeley. After graduation she joined Eastman Kodak, holding a variety of roles over her 13-year career there including research scientist, R&D team leader, technical liaison, and intellectual property co-leader.

Dr. Amos joined the faculty at the University of Louisville in 2010 as an Associate Professor in Chemical Engineering. Her research interests involve novel uses of materials for renewable energy and display applications such as lighting, catalysts for electrochemical hydrogen generation, solar cells and color writable electronic displays. In 2015, Dr. Amos was recognized for two of her inventions, which were licensed by a start-up company, at the 2015 President's Celebration of Faculty Excellence. She is an affiliate faculty of the Conn Center for Renewable Energy Research at UofL. She has a particular interest in broadening participation for women, women of color, and all underrepresented minorities.

Dr. Amos grew up in Louisville and is an alumni of Ballard High School. She is married and has two children who are attending STEM schools. In her spare time she enjoys reading, cooking, and spending time with her children.

Amanda Waterstrat

Somerset Community College

Somerset Community College-Laurel
Campus
Biology Department
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Amanda Waterstrat is an Associate Professor of Biology at Somerset Community College's Laurel Campus. She earned a B.A. in Biology from Lindsey Wilson College in Columbia in 2003. She went on to earn a Ph.D. in Physiology from the College of Medicine at the University of Kentucky in 2009. Prior to coming to Somerset Community College, Dr. Waterstrat served as part-time faculty at Bluegrass Community and Technical College and as an Assistant Professor of Biology at Eastern Kentucky University. As a scientist, she has had the privilege of working with an outstanding mentor in the field of stem cell biology and aging. She and her colleagues discovered novel regulators of adult stem cells previously unknown in this field. Their findings may help improve the success of bone marrow stem cell transplants for cancers of the blood such as leukemia and lymphoma.

Dr. Waterstrat enjoys bringing cutting-edge scientific perspectives to rural Appalachian communities that are underserved in both science education and healthcare. She serves as a research mentor to students. She also provides broad mentorship and training opportunities to them by serving as an advisor for the Phi Theta Kappa Honor Society.

Dr. Waterstrat is interested in learning more about the major factors shaping the higher education landscape. In her spare time, she enjoys spending time outdoors with her children, gardening, hiking, running, cooking, and hosting friends and family on the family farm.

Dewey Clayton

University of Louisville

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College of Arts and Sciences
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Dewey Clayton is a Professor in the Department of Political Science at the University of Louisville. He has received numerous awards and honors during his academic career at there. These include the 2016 American Political Science Association Distinguished Teaching Award, the University of Louisville Black Achiever Award, the University of Louisville Presidential Multicultural Teaching Award, the National Conference of Black Political Scientists Outstanding Teaching Award, the Kentuckiana Metroversity Award for Instructional Development, and the University of Louisville Cultural Center Black Image Award.

Dr. Clayton received a B.A. in political science from Morehouse College, a M.P.A. from North Carolina Central University (*cum laude*), and a Ph.D. in political science from the University of Missouri-Columbia. While there, he was a Chancellor's Gus T. Ridgel Academic Fellow. Dr. Clayton is the author of two books, *African Americans and the Politics of Congressional Redistricting* and *The Presidential Campaign of Barack Obama: A Critical Analysis of a Racially Transcendent Strategy*. He has also published extensively in various books and scholarly journals.

Dr. Clayton is interested in issues related to achievement gaps and the need for diverse leadership in secondary and postsecondary education. He is also interested in oral histories of the civil rights movement and enjoys tennis, walking, and swimming.

Leonard Thomas

Jefferson Community and Technical College

Jefferson Community and Technical College
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Chip Thomas serves as the head of the Sociology Department at Jefferson Community and Technical College. He earned his B.A. from Center College and M.A. from the University of Louisville. He currently chairs the campus Curriculum Review Committee and serves as a member of the Black Affairs Advisory Committee (BAAC) and the Women's Issue Network (WIN). As a BAAC member, he has either chaired or co-chaired the Martin Luther King Jr. Ceremony for the last two years. Mr. Thomas also coordinates the Intimate Partner Violence workshop on campus for the WIN committee. In addition, he serves as the chair of the WIN Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) subcommittee.

Mr. Thomas is active in the community serving on the Louisville Metro Human Relations Commission and volunteering with the West End School and Coalition for the Homeless Youth Advisor Council. For the past three years, he has volunteered to teach sociology classes to middle schoolers at the West End School, a free, private, college preparatory school for at-risk young men. To make the course engaging for middle schoolers, he redesigned it around the Marvel Comics Avengers animated television series.

Mr. Thomas also serves on the Coalition for the Homeless Youth Advocacy Committee, a group designed to create a network to assist youth and young adults to succeed in school and work. The committee focuses on those who are homeless and/or marginalized.

In his spare time, Mr. Thomas enjoys reading. He is interested in higher education issues related to food and shelter insecurity, immigrant student populations, and Title IX.

Sherri Wallace

University of Louisville

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Sherri Wallace is a Professor in the Department of Political Science at the University of Louisville. She teaches African American politics, American politics, public policy, state politics, urban politics and community-based learning courses. She discovered her love for political science as a participant in the American Political Science Association (APSA) Ralph Bunche Summer Institute, a program designed to increase the number of scholars of color in the discipline. Her designation as an unfunded fellow in the APSA Minority Fellow Program led to her acceptance of a full fellowship in the graduate program in the Department of Government at Cornell University, where she earned her M.A. (1993) and Ph.D. (1996). She has published numerous peer-reviewed articles on college textbook diversity; race and politics; community economic development; and women and faculty of color in academe. She is co-author with Hanes Walton, Jr. and Robert C. Smith on *American Politics and the African American Quest for Universal Freedom*. She is the recipient of the 2014 Anna Julia Cooper Teacher of the Year Award from the National Conference of Black Political Scientists, and the 2013 Grawemeyer Award for Outstanding Instructional Design, for Excellence in Teaching from Kentuckiana Metroversity colleges and universities.

Dr. Wallace actively engages in public service in the discipline by serving as an officer or member of various standing (executive) committees of political science-related associations. She stays active in the community as a professional consultant on various projects, and as a member and volunteer on local boards, committees, and organizations. Dr. Wallace is especially interested in the effects of student evaluations of teaching on faculty of color and their annual performance reviews and subsequent merit pay raises.

Michelle Chappell

Henderson Community College

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Michelle Chappell is an Assistant Professor at Henderson Community College where she teaches Computer and Information Technologies courses. Ms. Chappell received her M.S. in Information Systems from Morehead State University. In addition to teaching, she is involved in a variety of leadership, mentoring, and community service activities.

She established a FIRST Lego League at the local library that won the 2013 overall award at regional competition at Owensboro Community and Technical College. This team advanced to state competition and won second place. Ms. Chappell also created another FIRST Lego League team at the Henderson Housing Authority afterschool program that also received accolades during competition. Ms. Chappell works to provide services and opportunities to students through the STEM Initiative by hosting an Hour of Code, which is an annual worldwide event in December.

Ms. Chappell is interested in large scale change initiatives related to achievement gaps and underrepresented minority students. In her spare time she enjoys reading, watching football, and spending time with her children. She is currently awaiting admission to the leadership doctorate program at Morehead State University.

Jacqueline Couti

University of Kentucky

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Jacqueline Couti is an Associate Professor of French and Francophone Studies at the University of Kentucky (UK). She specializes in Francophone Caribbean, African, and New World literatures and cultures. She received a Ph.D. from the University of Virginia (2008), in French Language and Literatures with a specialization in Francophone and New World Studies. She has published articles on women writers, questions of diasporic identities, memory, and exile, as well as on issues of nationhood, sexuality, gender, and violence. Her first book, *Dangerous Creole Liaisons: Sexuality and Nationalism in French Caribbean Discourses 1806-1897*, considers the ways in which mostly male, white and black French Caribbean writers represent sexed female bodies and sexual difference to advance their political ideologies. Her second book, *Sex, Sea, and Self: Sexuality and Nationbuilding in French Caribbean Discourses 1924-1947*, offers a re-reading of the relevance of Black French Caribbean authors in the construction of French national identity.

Dr. Couti has served as an advisor of the Caribbean Student Association at UK, Assistant Director of the French House and advisor of the Multicultural Student Association, both at McDaniel College, Director of the University of Virginia Summer Language Institute, and Assistant Director at the James Madison University Martinique Program.

Dr. Couti is interested in large scale issues related supporting students with financial challenges, students with mental illness, and ensuring students are better prepared for their first year on campus. In her spare time she likes to write, dance, and run.

LaVetta Reliford

Bluegrass Community and Technical College

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LaVetta Reliford earned an A.S. in Radiography (1982) at Lexington Community College. She later continued her education obtaining an undergraduate degree in Healthcare Administration from Ottawa University (1995) and M.S. in Radiologic Technology from Midwestern State University (2001).

Ms. Reliford spent five years as the Program Director at Spencerian College in Louisville designing curriculum, assisting with accreditation, and developing programs, including two radiography programs. Following that position, she served as the Program Chair for Drexel University in Philadelphia, Pennsylvania. She served as president of the Philadelphia Society of Radiologic Technologists for two years. She eventually returned home to Kentucky to serve in her current position. Ms. Reliford has served as a delegate to the American Society of Radiologic Technologists for four years. This role provided her with the opportunity to understand the legal challenges that affect the profession and to work with other professionals to maintain and set professional standards.

Ms. Reliford is interested in issues related to overcoming achievement gaps, improving study habits for students, and repaying student loans. In her free time she enjoys going to movies, bowling, and reading sci-fi books.

Aseem Talukdar

Madisonville Community College

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Originally from India, **Aseem Talukdar** came to the United States after completing his undergraduate and masters degrees. He completed an additional M.S. and a Ph.D. in Physics from the University of Cincinnati.

He joined the faculty of Madisonville Community College in the fall of 2009 as an instructor and was promoted to the rank of associate professor in 2015. Dr. Talukdar currently teaches Physics and Astronomy. Adjusting to a totally new environment was challenging, but he considers it as a personal achievement that he is currently teaching in higher education and helping students to achieve their goals.

Dr. Talukdar is especially interested in the future of online education, closing the achievement gap, and student loan debt. His hobbies and interests include travelling, spending time with family, soccer, and movies. He is looking forward to sharing skills and experiences with colleagues from across the state.

Paige Cloud Southeast Kentucky Community & Technical College

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Paige Cloud is an Assistant Professor of Developmental Mathematics at Southeast Kentucky Community and Technical College (SKCTC). She holds an A.S. from SKCTC, an A.A. and an A.A.S. in Civil Engineering Technology from Bluegrass Community and Technical College. Ms. Cloud obtained a B.S. in Mathematics from the University of Kentucky in 2011.

While working as full-time faculty at SKCTC, primarily teaching developmental mathematics, Ms. Cloud earned her Master M.A.Ed. at Western Kentucky University. She majored in Adult Education with a concentration in community college teaching with an emphasis in Mathematics. She then decided to continue her education and is currently working towards earning an Ed.D. in Educational Leadership and Policy Studies from Eastern Kentucky University.

Ms. Cloud is actively involved in her community, holding positions on several boards in the community and public school systems. She is interested in large-scale change initiatives related to achievement gaps in underrepresented minority student populations. In her free time she enjoys anything related to mathematics and activities with her family.

Kimberly Green

Western Kentucky University

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Communication Sciences & Disorders
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Kimberly Green is a pediatric speech-language pathologist and an assistant professor in the Communication Sciences and Disorders Department at Western Kentucky University (WKU). She received an Ed.D. from WKU (postsecondary education strand) in 2015. As a graduate faculty member, Dr. Green teaches synchronous distance courses and campus-based classes. Dr. Green is currently a nominee for the WKU College of Health and Human Services Award for Faculty Teaching, as well as Public Service. In addition to traditional classes, she also teaches international course work in countries including Belgium, France, and the United Kingdom. Dr. Green is the past director of the WKU College of Health and Human Services Impact Belize program, which partners with the Ministry of Health to serve medical and dental needs in rural Belize.

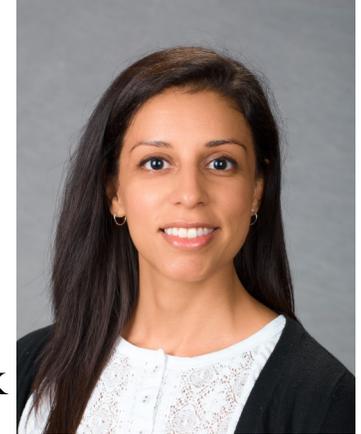
Dr. Green strives to incorporate service into every aspect of her professional and personal lifestyle. Her service extends to providing supports to immigrant and refugee families. Dr. Green is dedicated to forming relationships with community members and serves as a liaison between resettled refugees and service providers in the Bowling Green area. She is also actively involved in the Warren County Public School System as a member of several councils. As a member of the Appalachian State University Foundation Board of Directors, Dr. Green is able to engage in service while also expanding her knowledge of institutions of higher learning.

Dr. Green is interested in exploring the accessibility of higher education, retention and graduation rates of underrepresented minority students, social and academic integration of international students, and the expansion of distance education. In her spare time, she pursues various cross-cultural experiences.

Julie Plasencia

University of Kentucky

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Julie Plasencia is an Assistant Professor in Dietetics and Human Nutrition at the University of Kentucky (UK). She joined UK in 2016. Her research interests are in diet-related health disparities, particularly in type 2 diabetes and Hispanic populations. Dr. Plasencia completed her M.S. and Ph.D. from Michigan State University. As a registered dietitian, she worked at the University of Nevada Cooperative Extension developing, reviewing and teaching community education programs in the area of diabetes prevention and nutrition. She has also worked in out-patient and in-patient diabetes education and clinical nutrition.

Dr. Plasencia is a member of the Academy of Nutrition and Dietetics; the Kentucky Academy of Nutrition and Dietetics; Bluegrass Academy of Nutrition and Dietetics; the Nutrition and Dietetics Educators and Preceptor practice group; Latinos and Hispanics in Dietetics and Nutrition; Society of Nutrition Education and Behavior; and the American Association of Diabetes Educators and Minorities in Agriculture, Natural Resources and Related Sciences.

Dr. Plasencia is interested in the topic of overcoming achievement gaps for underrepresented minority students. In her spare time, she enjoys reading, running, and yoga. She is a fan of collegiate sports and loves dogs.

Donavan Ramon

Kentucky State University

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Donavan Ramon earned his Ph.D. in English in 2015 from Rutgers University (with a focus on African American Literature). He received a B.A. in English (Phi Beta Kappa, *Magna Cum Laude*) from Hunter College of the City University of New York.

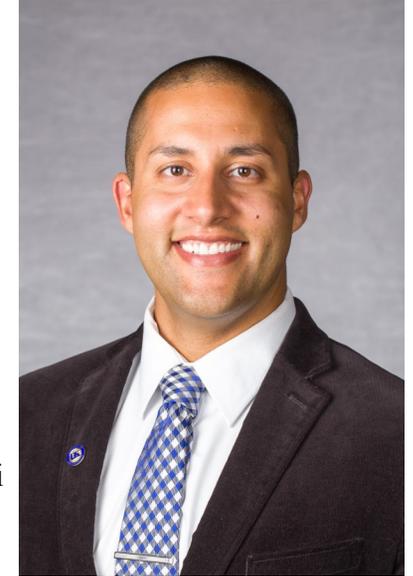
Dr. Ramon serves as an Assistant Professor of Liberal Studies in the Whitney Young School of Honors at Kentucky State University. He teaches African American Literature, rhetoric, and writing. He is currently writing a monograph that applies psychoanalysis to 20th century narratives of racial passing. A frequent presenter at national conferences, he also serves as a guest lecturer on African American and African Diasporic Literatures. Dr. Ramon is a Mellon Mays Fellow, which enhanced his personal and professional skills as an effective educator, scholar, and mentor.

Dr. Ramon is interested in higher education issues related to increasing diverse enrollment in graduate programs and faculty rosters. When not teaching or writing, he enjoys cooking and spending time with his son.

Gabriel Dadi

University of Kentucky

University of Kentucky
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Gabe Dadi is an Assistant Professor of Civil Engineering with a specialization in Construction Engineering and Project Management at the University of Kentucky. Dr. Dadi received a B.S. in Civil Engineering (2007), an M.B.A. (2008), and a Ph.D. (2013) all from the University of Kentucky. He also holds an appointment as a Research Professor in the Construction Engineering and Project Management group at the Kentucky Transportation Center. Dr. Dadi has seven years of industry and research experience relating to infrastructure, commercial, and industrial construction projects. He is a licensed professional engineer in Kentucky.

Dr. Dadi is interested in exploring cost effectiveness in higher education. In his spare time, he enjoys reading, working out at the gym, and spending time with his family.

Mi-Hwa Park

Murray State University

Murray State University
Department of Early Childhood and
Elementary Education
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Mi-Hwa Park teaches in the Interdisciplinary Early Childhood Education program at Murray State University. She received a B.S. in Early Childhood Education in 1999 from Korea National Open University; two M.Ed. in Early Childhood Education from Sungkyunkwan University in Korea (1999) and the University of Iowa (2003); and a Ph.D. in Early Childhood Education from the University of Austin (2010). She has been actively involved in the field of early childhood education at the national level and has published several articles in peer-reviewed journals. Dr. Park serves on the editorial review committee and board for the *Journal of Research in Childhood Education* and is a peer reviewer for *Early Childhood Research Quarterly*, *Journal of Research in Childhood Education*, *Journal of Early Childhood Research*, *Childhood Education*, *International Journal of Early Childhood Education*, and the American Educational Research Association annual meeting. She also serves as chair of the Outreach Committee of the Korean American Educational Research Association and previously served on a standing committee for the Association for Childhood Educational International, a premier organization in the field of early childhood education.

Dr. Park is interested in learning new and/or innovative instructional strategies and visiting high-quality/effective early childhood programs. She is especially interested in student success topics related to mental health and closing achievement gaps. Her hobbies include walking and watching movies.

Tamera Izlar

Morehead State University

Morehead State University
School of Music, Theatre and Dance
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Tamera Izlar is an Assistant Professor at Morehead State University. She received a B.F.A. in Acting from the University of Kentucky (2000) and an M.F.A. in Theatre-Directing from Western Illinois University (2006). She has worked as a director, acting coach, actress, playwright, dramaturg, and storyteller. Ms. Izlar has worked short and long term with variant communities to respect, remember, write and perform their stories. She has taught at Howard University, Goshen College, South Bend Civic Theatre, the Sister Island Project (Dominican Republic), Bellas Artes (Dominican Republic), the Fayette County Detention Center, Bluegrass Community and Technical College, and the Actor's Guild of Lexington. She has conducted acting workshops internationally and directed both in the U.S. and abroad.

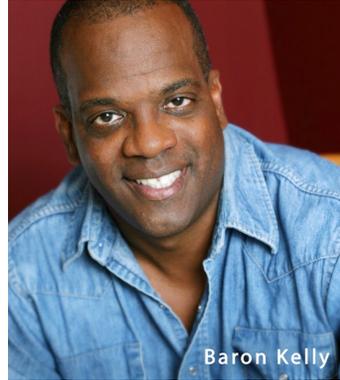
Ms. Izlar has used theatre as a vehicle for the prevention of recidivism as well as promoting education as an English as a Second Language instructor. She has served as a Skills Instructor for both immigrant and non-immigrant incarcerated inmates. Some past directing credits include *Joe Turner's Come and Gone*, *A Lesson Before Dying*, *The Bluest Eye*, *Anna in the Tropics*, *Blithe Spirit*, *A View from the Bridge*, *Wit*, and *The Pajama Game*. In the spring of 2016, Tamera directed August Wilson's Pulitzer Prize-winning play *Fences* at Triad Stage, a professional regional theater in Greensboro, North Carolina.

Ms. Izlar is interested in higher education topics related to closing achievement gaps, the retention of underrepresented minority students, and maneuvering politics in higher education. Her hobbies include reading, acting, singing, writing, directing, producing, and photography.

Baron Kelly

University of Louisville

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Baron Kelly joined the Department of Theatre at the University of Kansas in spring 2017 as the Distinguished Langston Hughes Visiting Professor. He is a four-time Fulbright Scholar and a member of the National Theatre Conference. He earned his Ph.D. in Theatre from the University of Wisconsin-Madison, a diploma from London's Royal Academy of Dramatic Art, and an M.F.A. in acting from California State University Long Beach. He has traveled extensively as a Cultural Specialist for the United States Bureau of Education and Cultural Affairs teaching and lecturing on theatre in Russia, Scandinavia, Africa, Europe, and Asia. He has also been a fellow at Harvard University's W.E.B. Du Bois Institute for African American Research.

Currently, Dr. Kelly serves on the boards of both the Comparative Drama Conference (Editorial Board) and Stanislavsky Institute Advisory Board. He has performed at the International for the National Theatre of Great Britain, Stratford Shakespeare Festival of Canada, Edinburgh Theatre Festival, and numerous other locations. His Broadway credits include *Salome* and *Electra*. He has performed numerous classical and contemporary roles for over 30 of America's leading regional theatres including the Oregon, Utah, Dallas Fort Worth, and California Shakespeare Festivals, Yale Repertory, The Guthrie, Shakespeare Theatre Washington, Actors Theatre of Louisville, among others. Film and television credits include: "A Day Without a Mexican," "Bird," "As The World Turns," "Loving," "Frazier," "Law and Order," "The Innocent," and "Majority Rule."

Francoise Knox-Kazimierczuk

Northern Kentucky University

Northern Kentucky University
Department of Allied Health
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Fran Knox-Kazimierczuk is in her second year at Northern Kentucky University. She began her education at Concordia University in Chicago, majoring in science and psychology. Upon completion of her undergraduate degree, she went on to earn a master's degree in Kinesiology and Health from Illinois State University with a focus in exercise physiology and athletic training. She also holds an M.S. in dietetics, M.S. in chemistry and an interdisciplinary Ph.D. in Educational Leadership and Health Promotion with an emphasis in cultural studies. Her research focus merges critical race theories with health promotion theories to contextualize and interrogate the intersections of race, class, gender, and sexuality as it relates to health.

Dr. Knox-Kazimierczuk has conducted numerous national, regional, and local presentations, in addition to several publications. Last year she was selected through a competitive process to attend the prestigious Maryland Center for Health Equity in the School of Public Health, University of Maryland College Park and the School of Public Health, University of Wisconsin-Madison, Health Equity Leadership Institute.

Dr. Knox-Kazimierczuk enjoys reading, gardening, cooking, camping and hiking. She is especially interested in higher educational issues related to closing the achievement gap and the recruitment and retention of underrepresented minority students.



STRATEGIC AGENDA UPDATE

Objective 9: Improve the career readiness and employability of postsecondary education graduates.

- CPE has partnered with the Education and Workforce Development Cabinet (EWDC) and the Kentucky Center for Education and Workforce Statistics (KCEWS) to expand and enhance the Postsecondary Feedback Report. Produced using data provided by both the CPE and EWDC, this report has been a static, PDF report since its development several years ago. The new version (launched earlier this year), uses interactive Tableau technology to provide a better understanding of transfer and employment outcomes of Kentucky’s college and university graduates. Useful for educators, policymakers, board members, and the general public, the new Feedback Report provides employment and wage data by institution, program level, academic discipline, and industry.
- Also produced by KCEWS in cooperation with CPE, the EWDC, and other state agencies, the Kentucky Future Skills Report is an ambitious project that maps workforce supply (citizens holding specific degrees and credentials) with current and future workforce demand (projected job openings in various industries and occupations). The tool, released earlier this year, is particularly useful for educators in helping determine academic program needs, and for employers who can use the tool to identify talent within the state.
- CPE has worked with the EWDC to provide college and university academic program information for the state’s new Focus Career website. The Focus Career system provides greater transparency for Kentucky job seekers and students about career pathways; available, real-time job postings; and appropriate academic programs and institutions aligned with preferred careers. The tool allows users to explore career and internship options and research a specific program of study, career or employer. It provides CPE’s inventory of Kentucky-based programs, links to specific program websites, admissions officers contact information, and a quick mail link for easy communication with the schools.
- CPE hosted a meeting in October with state higher education and government leaders to learn more about the Southwestern Ohio Council for Higher Education (SOCHE) Intern Program as a possible model for Kentucky. SOCHE serves as an external resource for campuses and employers to promote and manage internship programs, including management of the application process, hiring and payroll. The SOCHE/Intern model is different than most: the organization acts as employer, saving businesses money and resources. It also acts as a mentor to both employers and interns, helping to improve the intern process for all involved. One of the key performance indicators for Kentucky’s strategic agenda is the percent of undergraduates who have an internship or other “work and learn” opportunity prior to graduation. Research has proven that these experiences help smooth pathways between college and career, as well as contribute to higher levels of student success while in college.

STRATEGIES

- 9.1. Improve career development services on campus.
- 9.2. Survey alumni and employers to determine satisfaction with graduates’ career readiness.
- 9.3. Provide experiential, project-based learning, including internships, co-ops and clinical experiences.
- 9.4. Promote employer involvement in the development and evaluation of postsecondary programs.
- 9.5. Identify workforce demands, entrepreneurial opportunities and stackable credentials that lead to improved educational attainment.
- 9.6. Advance Kentucky’s STEM and health agendas.



- CPE President Bob King has joined other education, workforce, economic development and business leaders as a member of the newly-formed Kentucky Business-Education Roundtable, an initiative spearheaded by Chamber of Commerce CEO Dave Adkisson. The group has met throughout the year to consider issues related to Kentucky’s workforce readiness, education and workforce alignment, and the state’s workforce participation rate. The group will continue to meet with the goal of strengthening Kentucky’s talent pipeline and building the state’s economy.
- Kentucky’s new performance funding model provides incentives for colleges and universities to increase the number of science, mathematics, engineering, technology and health degrees (STEM+H). The decision to include the additional funding premium for these degrees was influenced by workforce demand data that shows a high need for engineering, software specialists, healthcare providers, and other professionals and technologists with STEM+H skills and competencies. The KCTCS funding model includes additional funding premiums for degree and certificate programs determined to be “high wage, high demand” and those in targeted industry areas.

Objective 10: Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth.

- CPE partners with the Kentucky Science and Technology Corporation (KSTC) on a number of programs to boost Kentucky’s research, technology, commercialization, entrepreneurial and economic development efforts, such as the Rural Innovation Fund, the Kentucky Enterprise Fund, EPSCoR, the Governor’s School for Entrepreneurs, and others.
- CPE is requesting \$90 million in bonds for 2018-20 from the General Assembly to support another round of funding for the Bucks for Brains program. This program, last funded in 2010, allows universities to match private donations with state funds to create or expand endowed chairs and professorships and facilitate increased generation of federal and extramural research expenditures.
- The Kentucky Regional Optical Network (KyRON)—a consortium of CPE, the University of Kentucky (UK) and the University of Louisville (UofL)—connects the P-20 education community to the national and international research and education community through Internet2. KyRoN enables UK and UofL to qualify for major federal research grants, helping them reach their HB 1 goals to become nationally recognized research institutions.
- With the implementation of the 2016-21 strategic agenda, several campuses will be tracking undergraduate research and creative works, defined as the percent of students participating in an institutional-level undergraduate research experience/creative experience that culminates in completion of one of the following: at least one peer-reviewed presentation/publication, an exhibition/performance, or at least one mentored, out-of-class presentation that exhibits the student’s research outcomes.

STRATEGIES

- 10.1. Raise awareness of the value of basic and applied research and its impact on the economy.
- 10.2. Expand commercialization and technology transfer, and promote collaboration among universities to leverage expertise.
- 10.3. Advocate for funding for Bucks for Brains and similar funding approaches.
- 10.4. Increase undergraduate research opportunities.
- 10.5. Foster a more entrepreneurial culture within the postsecondary community.



- The University of Kentucky’s Office of Technology Commercialization (OTC) is reaching across Kentucky to help university researchers take ideas and discoveries and turn them into products and companies. For example, a new partnership between OTC and ECU’s Center for Economic Development, Entrepreneurship and Technology (CEDET) will provide ECU with intellectual property and commercialization services.
- The University of Louisville Investigator Network is a community of researchers dedicated to fostering and facilitating collaborations among researchers and trainees. The InNet team is creating a searchable database for querying expertise and establishing professional connections for team science. As the number of members grows, InNet will represent the diverse spectrum of scientific expertise and skills that exist at the University of Louisville and affiliated institutions within Louisville and Kentucky.
- CPE provides guidance and support to the Lung Cancer Research Governance Board and the Cancer Research Trust.
- The Lt. Governor’s Entrepreneurship Challenge is a pitch competition for Kentucky high school students sponsored by KSTC’s Kentucky Innovation Network. The goal is to introduce students to a realistic business environment, highlight entrepreneurial values, promote business ownership, and encourage lifelong learning.

Objective 11: Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

- Kentucky’s colleges and universities invest significant resources in initiatives promoting community partnerships and engagement through their academic and healthcare programs. In February 2017, the University of Kentucky College of Medicine, in partnership with Northern Kentucky University and St. Elizabeth Healthcare, announced plans to develop a regional medical school campus in Northern Kentucky for four-year medical education. The program is the third regional medical school campus announced by UK designed to increase the overall number of physicians in the Commonwealth. The other four-year regional campuses in Bowling Green and Morehead will begin enrolling students in 2018.
- Northern Kentucky University recently announced the opening of its Health Innovation Center. This new center, beginning in fall 2018, will encourage interdisciplinary research around population health. While health professions will be central to the center’s work, the idea is to engage many other disciplines as well.
- Public four-year universities are widely engaged with their communities through service learning, community-based research, civic engagement, and other forms of collaboration. Six out of eight public universities in Kentucky have earned the Community Engagement Classification status awarded by the Carnegie Foundation for the Advancement of Teaching. They include Eastern Kentucky University, Morehead State University, Northern Kentucky University, the University of Kentucky, the University of Louisville,

STRATEGIES

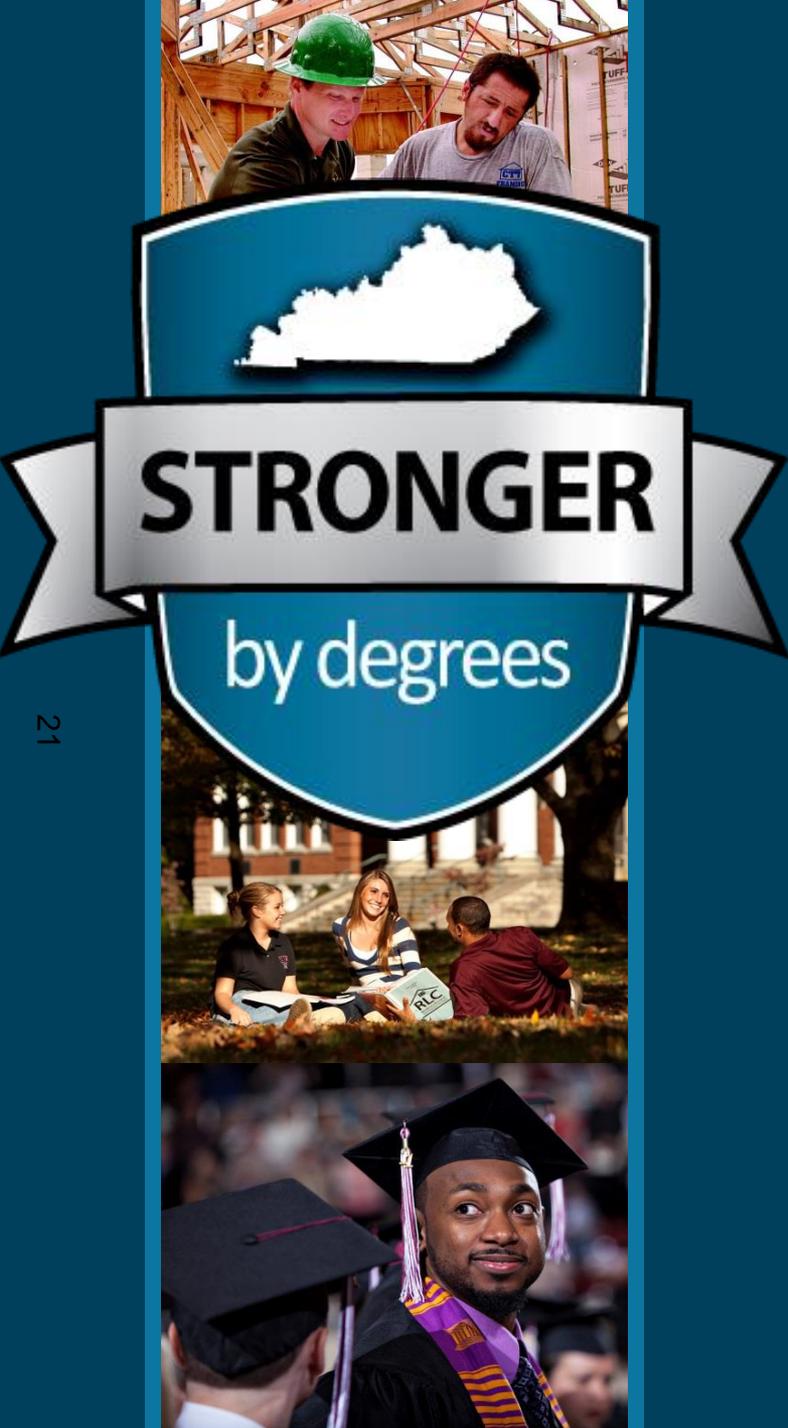
11.1. Support postsecondary education’s efforts to enhance the health of Kentucky citizens through regional outreach activities, extension services, and academic and professional healthcare programs.

11.2. Strengthen communication and planning between higher education and regional and community leaders to identify priorities and challenges and align resources and programs to address them.



and Western Kentucky University. Awarded in recognition of the strong role civic engagement plays in university life, this status is an elective classification that involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions.

- Kentucky public universities advance the health and well-being of surrounding communities through academic community engagement programming. For example, the University of Louisville's Signature Partnership Initiative just celebrated ten years of community impact. Originated in 2007 with one overarching goal - increase educational attainment for those living in Louisville's west end neighborhoods - the initiative became a comprehensive effort addressing access to quality health care, employment opportunities, social and human services and K-12 educational partnerships. Another example is at Northern Kentucky University in which a significant amount of academic research is accomplished in partnership with community organizations. One of NKU's newest research collaborations is with the city of Newport, which plans to open a city museum in the summer of 2018 and expand it in phases. Students from several disciplines (history, broadcast, management, and public administration) are doing research that will help get this project off to a strong start.



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Update on Policy Area 3: **IMPACT**

November 2, 2017

Three Focus Areas



How can Kentucky encourage more people to take advantage of post-secondary opportunities?



How can Kentucky increase degree and certificate completion, fill workforce shortages and guide more graduates to a career path?



How can Kentucky's postsecondary system create economic growth and development and make our state more prosperous?



IMPACT

Objectives and Strategies

Improve the career readiness and employability of postsecondary education graduates.



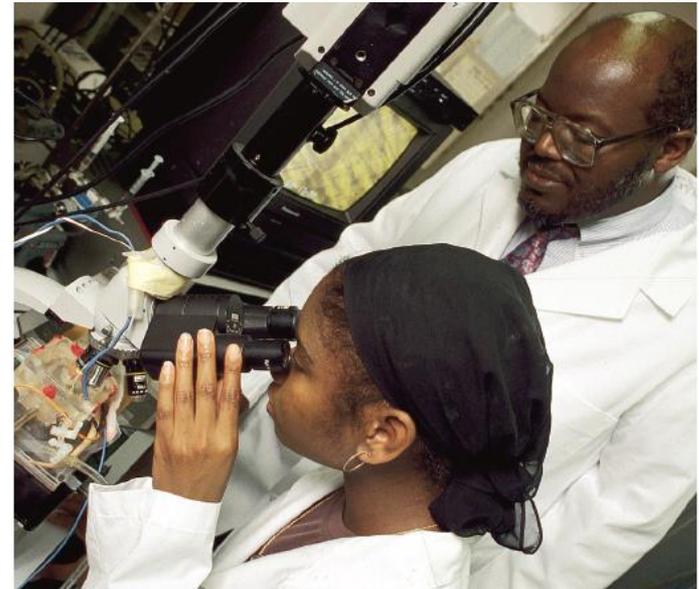
- Make **career development** an institutional priority.
- Provide students with **“work and learn” opportunities**, including co-ops, internships, externships, and clinical experiences.
- **Promote employer involvement** in the development of postsecondary programs that are relevant to their business or industry.



- **Identify current and future workforce demands**, entrepreneurial business opportunities, and stackable credentials that can lead to additional education and training.
- Advance Kentucky’s **STEM agenda** through ongoing leadership and advocacy.

Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth.

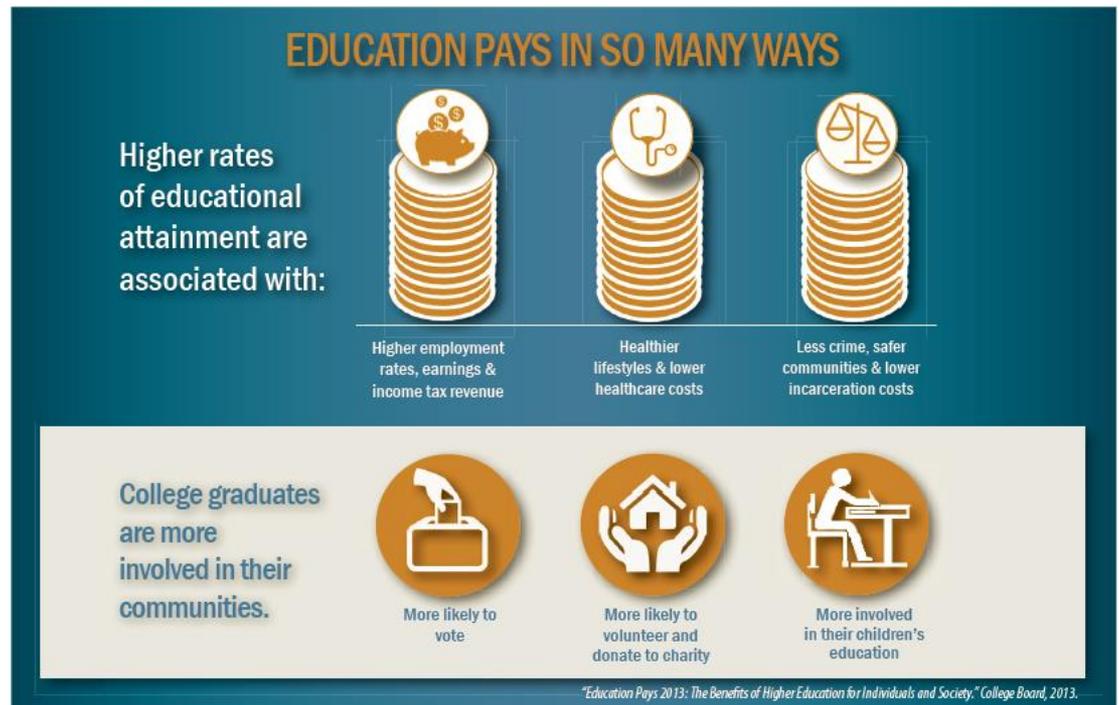
- **Improve public awareness** of the value of basic and applied university research and its impact on Kentucky's economy.
- **Promote collaborative research efforts** among universities to leverage faculty expertise.
- Advocate for funding for research and innovation through the **Bucks for Brains**.
- Increase **opportunities** for undergraduate students to **conduct or assist in research**.
- Foster a more **innovative, creative, and entrepreneurial culture** within the postsecondary community.



Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

- Support postsecondary education's efforts to **enhance the health of Kentucky citizens** through regional outreach, extension services, and healthcare programs.
- Work with regional/community leaders to **identify priorities and challenges and align resources and programs** to address them.

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IMPACT

Highlighted Initiatives

Please see IMPACT Policy Area
Update Handout



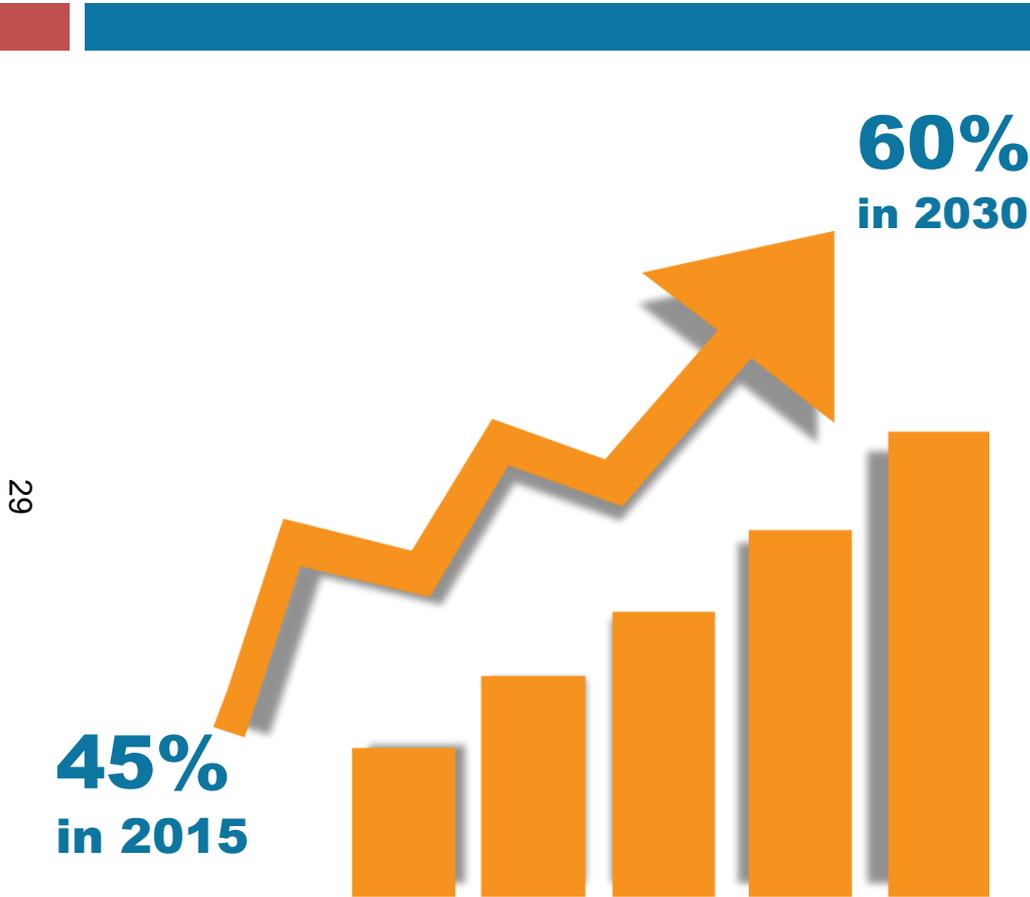
IMPACT

State-Level Performance Metrics

- Educational Attainment
- Number of degrees and credentials conferred
- Percent of graduates working in Kentucky

Kentucky's 60x30 Educational Attainment Goal

Sixty percent of working age Kentuckians with a postsecondary certificate or degree by 2030

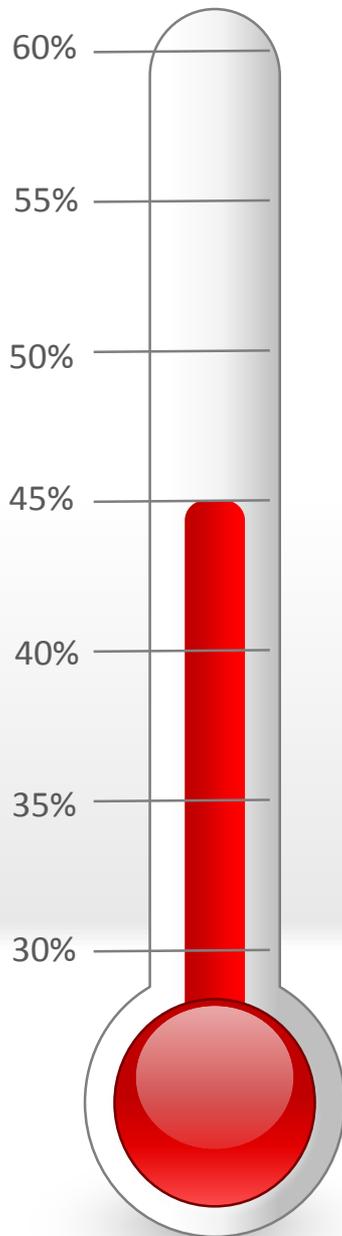


- Responds to mandates in the 1997 Postsecondary Education Improvement Act.
- Reflects economic development and workforce demand for a more highly trained, highly educated population.



Source: National Center for Higher Education Management Systems (NCHEMS)

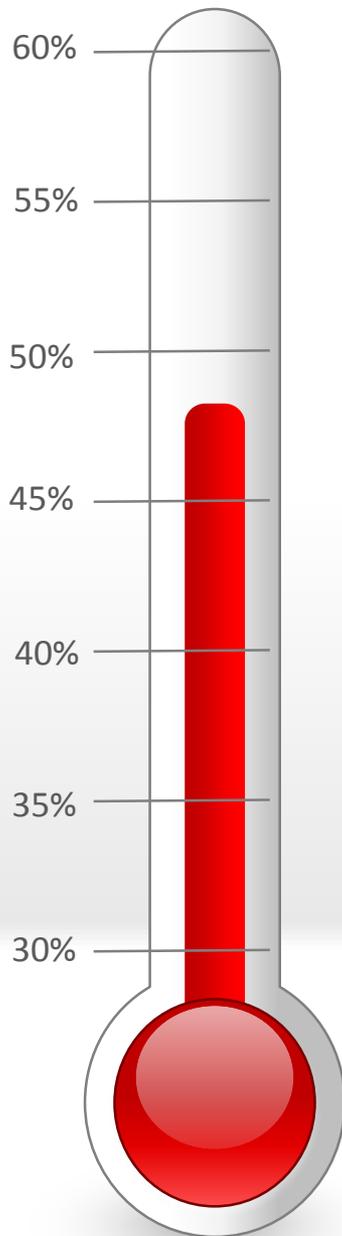
Reaching Our Goal



30

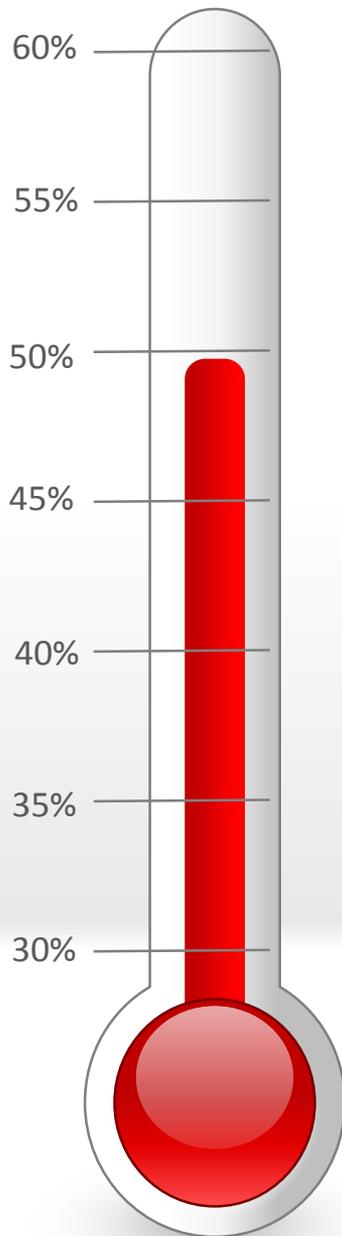
- In 2015, **45%** of Kentucky's working age adults had postsecondary degree or credential

Reaching Our Goal



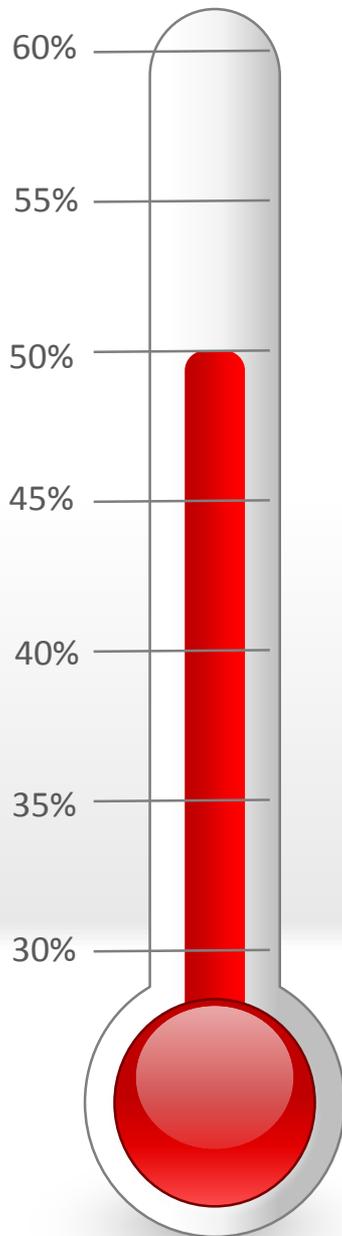
- Projections show that increasing **on-to-college rates** to the national average would increase Kentucky attainment to 48%.
- In 2015, **45%** of Kentucky's working age adults had postsecondary degree or credential

Reaching Our Goal



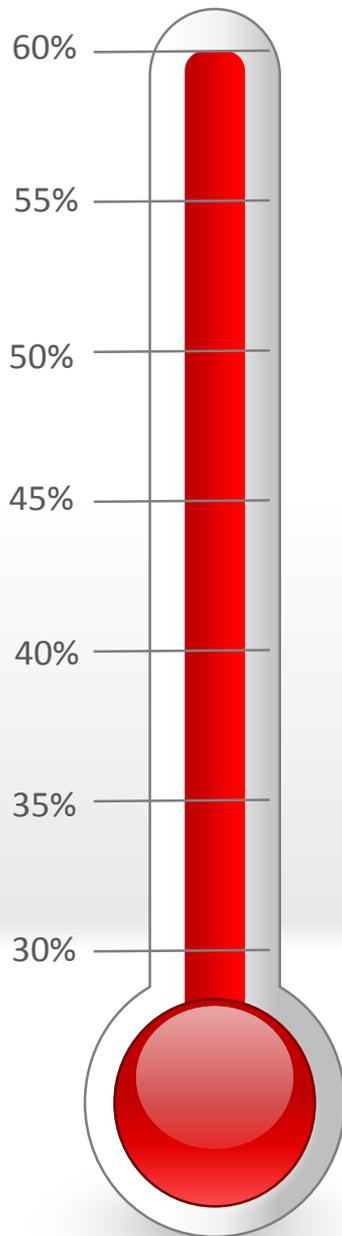
- Increasing **on-to-college rates AND 2nd year retention rates** to equal the highest performing states increases the attainment rate to 49%.
- Projections show that increasing **on-to-college rates** to the national average would increase Kentucky attainment to 48%.
- In 2015, **45%** of Kentucky's working age adults had postsecondary degree or credential

Reaching Our Goal



- Increasing **on-to-college rates**, **retention rates**, **AND graduation rates** to the level of the highest performing states increases the attainment rate to 50%.
- Increasing **on-to-college rates** **AND retention rates** to the level of the highest performing states increases the attainment rate to 49%.
- Projections show that increasing **on-to-college rates** to the national average would increase Kentucky attainment to 48%.
- In 2015, **45%** of Kentucky's working age adults had postsecondary degree or credential

Reaching Our Goal



- Kentucky must **enroll and graduate a greater portion of the 1.2 million adults** with a high school diploma or some college and no degree to achieve our 60% goal.
- Increasing **on-to-college rates, retention rates, AND graduation rates** to the level of the highest performing states increases the attainment rate to 50%.
- Increasing **on-to-college rates AND retention rates** to the level of the highest performing states increases the attainment rate to 49%.
- Projections show that increasing **on-to-college rates** to the national average would increase Kentucky attainment to 48%.
- In 2015, **45%** of Kentucky's working age adults had postsecondary degree or credential

Degrees and Credentials Awarded

Kentucky Community and Technical College System

Performance Metric	Trend Data				Baseline 2015-16	2016-17	State Target 2020-21
	2011-12	2012-13	2013-14	2014-15			
Degrees & Credentials	28,544	28,469	31,715	30,012	30,765	34,502	33,488
Low Income	19,873	20,138	22,403	21,090	20,339	18,336	22,139
URM	3,084	2,940	3,378	3,228	3,340	3,705	3,757
STEM+H	10,270	10,501	11,406	10,960	10,687	11,903	11,633
Underprepared	3,169	6,272	8,592	8,384	9,077	9,943	9,880
Targeted Industry	19,676	20,781	22,951	22,154	22,192	25,219	24,156
High Wage High Demand	5,113	5,783	7,029	6,898	7,191	8,684	7,827

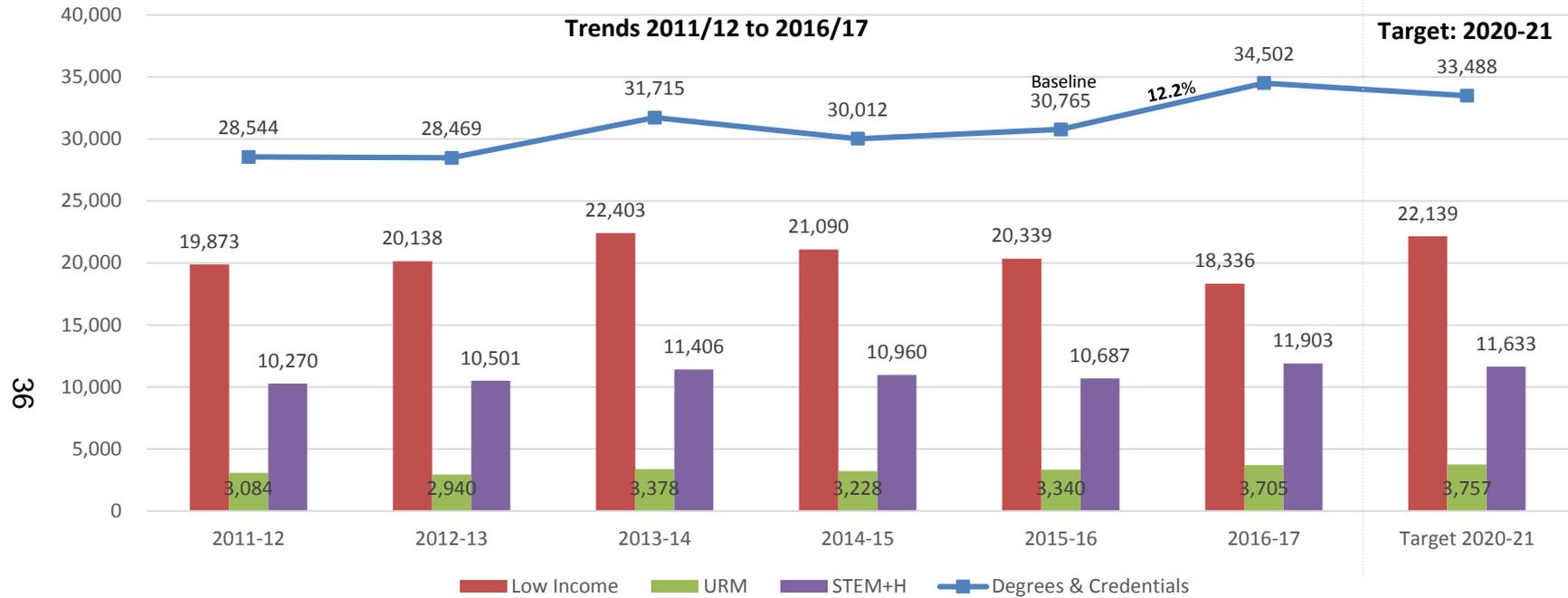
Preliminary 2016-17: final validation to be completed in Nov. 2017

Source: Kentucky Postsecondary Education Data System 15



Degrees and Credentials Awarded

Kentucky Community and Technical College System



Highlights

Overall target represent average 1.7% annual growth rate

Results 2015-16 to 2016-17 are 12.2%, surpassing the 5 year target in the first year

Strong growth

-URM (10.9%)

-STEM+H (11.4%)

Decline

-Low Income (-9.9%). 2016-17 count is preliminary



Degrees and Credentials Awarded

KY Public Four Year Universities

Performance Metric	Trend Data				Baseline 2015-16	2016-17	State Target 2020-21
	2011-12	2012-13	2013-14	2014-15			
Baccalaureate Degrees	16,244	16,568	17,096	17,468	18,095	18,619	19,696
Bacc. Low Income	6,856	7,245	7,785	8,026	8,066	7,653	8,780
Bacc. URM	1,548	1,619	1,933	1,990	2,131	2,401	2,320
Bacc. STEM+ H	4,500	4,702	5,093	5,302	5,922	6,327	6,446
Grad. & Prof. Degrees	7,784	7,736	7,467	7,432	7,498	7,386	7,805

Preliminary 2016-17: final validation to be completed in Nov. 2017



KY Public Four Year Universities: Bachelor's Degrees Awarded

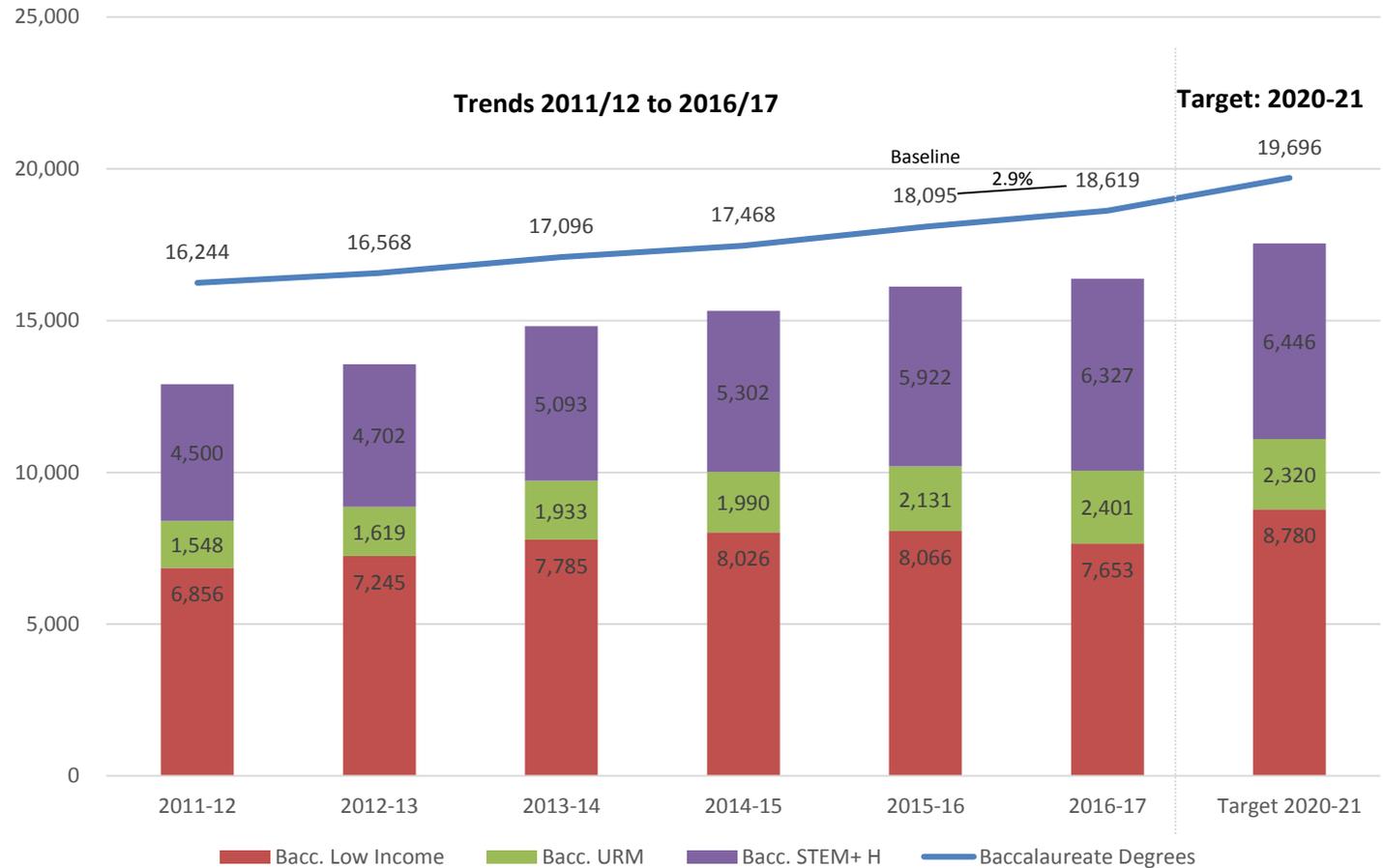
Highlights

Targets represent average 1.7% annual growth rate

2015-16 to 2016-17
Total Bachelor's degrees grew 2.9%

Strong growth:
URM (12.7%)
STEM+H (6.8%)

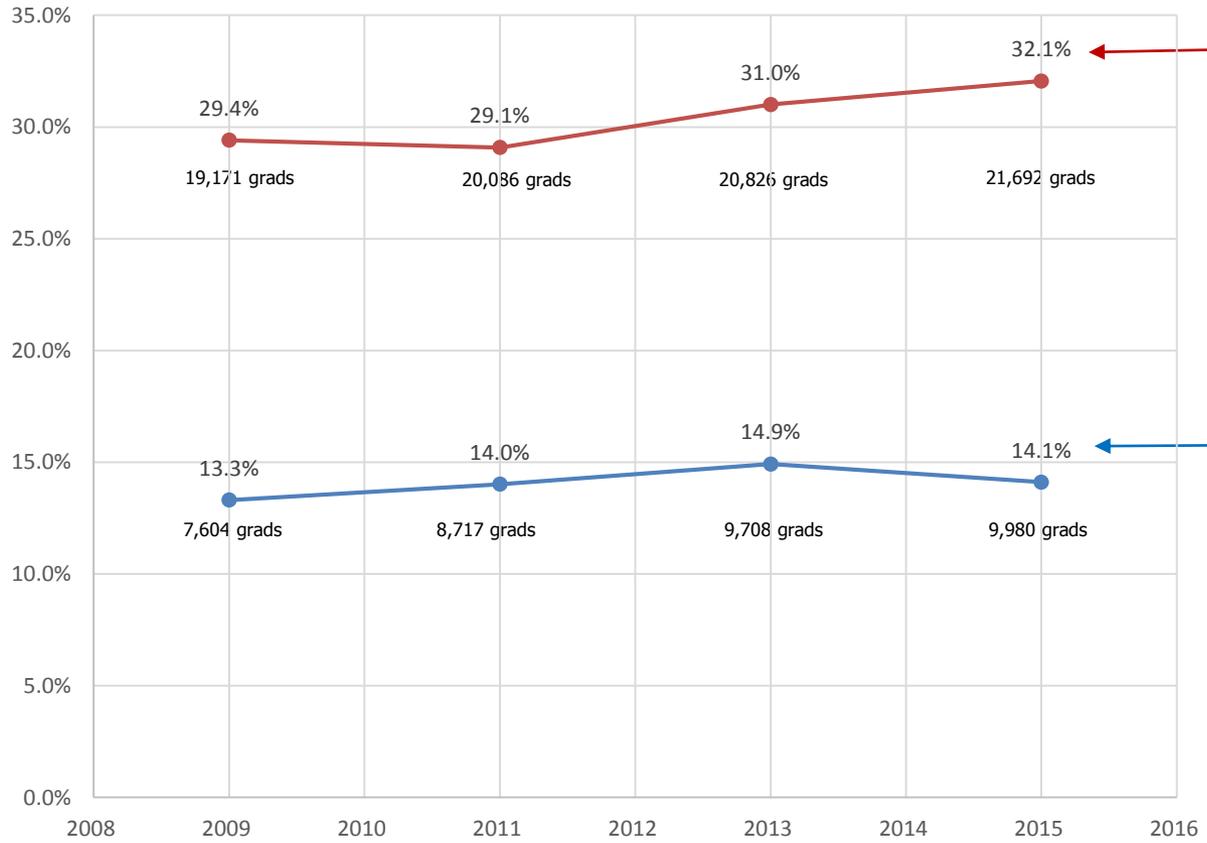
Decline:
Low Income (-5.1%)



Source: Kentucky Postsecondary Education Data System

KY Bachelor's and Associate's Degree Graduates Working or Pursuing Additional Education in Kentucky 1 Year After Graduation

39



Not enrolled &
Not employed in KY

Bachelor's Grads:
upward trend from 2009-2015

Not enrolled &
Not employed in KY

Associate's Grads:
little change 2009-2015



Source: Kentucky Center for Education and Workforce Statistics (KCEWS)

Contact Info

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David Mahan, Executive Director for Data, Research, & Analysis
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QUESTIONS?



STRONGER

by degrees

Proposed 2018-20 Biennial Budget Recommendation



Council on Postsecondary Education
November 3, 2017

Overview

1) Postsecondary Institutions

a) Operating Funds

- Performance Funding
- Special Initiatives

b) Trust Funds

c) Capital Projects

2) Council on Postsecondary Education

a) Operating Funds

b) Capital Projects



Postsecondary Institution Funding Components

Operating Funds

Table 1 – Proposed Operating Funds Request
(Dollars in Millions)

Category	2018-19	2019-20
Beginning Base (FY18 General Fund)	\$886.9	\$886.9
Changes and Additions:		
Performance Funding	18.9	36.5
Special Initiatives	51.1	53.5
Total Operating Funds Request	\$956.9	\$976.9
Dollar Change (From FY18 Base)	\$ 70.0	\$ 90.0
Percent Change	7.9%	10.1%

44



Operating Funds (Cont'd)

Table 1 – Proposed Operating Funds Request (Cont'd)
(Dollars in Millions)

Change Excluding KERS Increase Request:

Dollar Change (From FY18 Base)	\$ 22.8	\$ 42.7
Percent Change	2.6%	4.8%

45



Performance Funding

→ Request Features

- Additional appropriations of \$18.9 M in 2018-19 and \$36.5 M in 2019-20 to implement new funding model
- Rewards institutions for accelerating improvement on key student success and course completion outcomes
- If authorized, funding would be appropriated to the Postsecondary Education Performance Fund (PEPF)
- Sector allocation based on share of allocable resource
- Funding model would be run in spring 2018 and 2019 to determine distribution of appropriated funds

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Performance Funding (Cont'd)

→ Rationale for Request

- Requested funds will relieve pressure on institutional budgets and lessen magnitude of tuition increases
- Provide resources necessary for institutions to make progress toward attainment of HB 1 goals
- Facilitate transition to the new funding model
- Move institutions toward funding equilibrium allowing smaller campuses to compete more effectively
- Reduce potential reallocation of General Fund base when hold harmless and stop loss provisions sunset

47



Progress Has Slowed

Kentucky Led the Nation in Postsecondary Improvement State Rank in Percent Change (2000 – 2009)

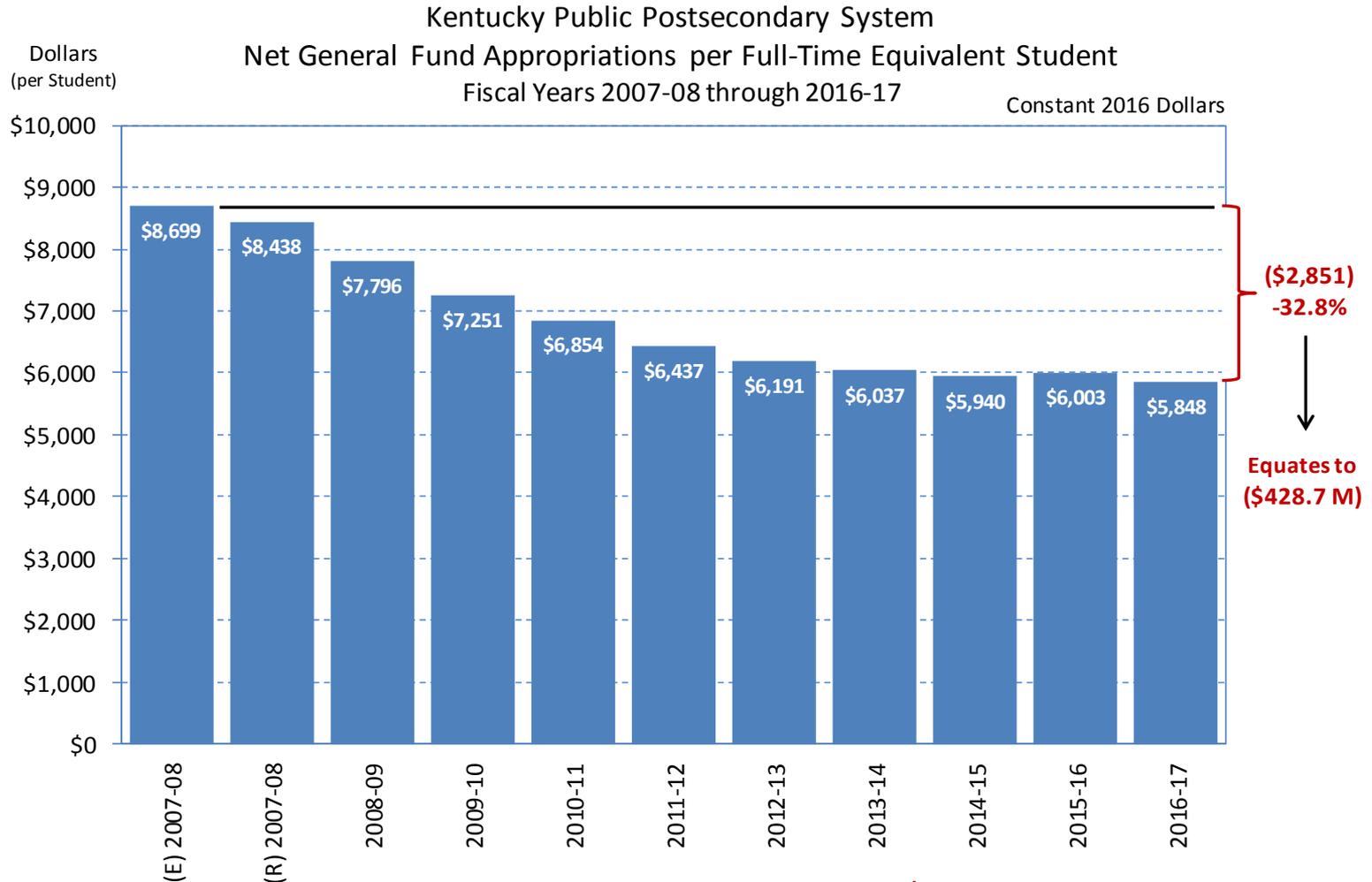
- #1 ➤ Percent of adults 25-64 with college degrees
- #2 ➤ Percent of adults 25-44 with college degrees
- #1 ➤ Six-year graduation rates at 4-year Institutions
- #3 ➤ Three-year graduation rates at 2-year institutions
- #5 ➤ Total undergraduate credentials produced
- #1 ➤ Undergraduate credentials awarded relative to population with no college degree

48



Source: NCHEMS, *Realizing Kentucky's Educational Attainment Goal*, September 2011.

Decade of Funding Cuts



49

Nominal Dollar Loss = \$204.7 M or 18.9%



(E) = Enacted; (R) = Revised.

Sources: Kentucky Budget of the Commonwealth, multiple biennia; Commonfund Institute, HEPI; CPE, Comprehensive Database.

Special Initiatives

Table 2 – Proposed Special Initiatives Request
(Dollars in Millions)

Category	2018-19	2019-20
KERS Increases ¹	\$47.2	\$47.2
Competitive Workforce Initiative	3.6	5.9
KSU Land Grant Match	.3	.3
Total Special Initiatives Request	\$51.1	\$53.4

¹ The contribution rate for KERS employees in non-hazardous positions is expected to increase from 49.47% in 2017-18 to 84.06% in 2018-19. Figures shown are KRS estimates as of September 2017.



KERS Increases

→ Background

- Between this year and next, KERS employer contribution rates are expected to increase:
 - from 49.47% to 84.06% for non-hazardous positions
 - from 23.70% to 41.12% for hazardous positions
- Based on KRS projections, pension contributions at comprehensive universities and KCTCS institutions are expected to increase by \$47.2 M or about 70%

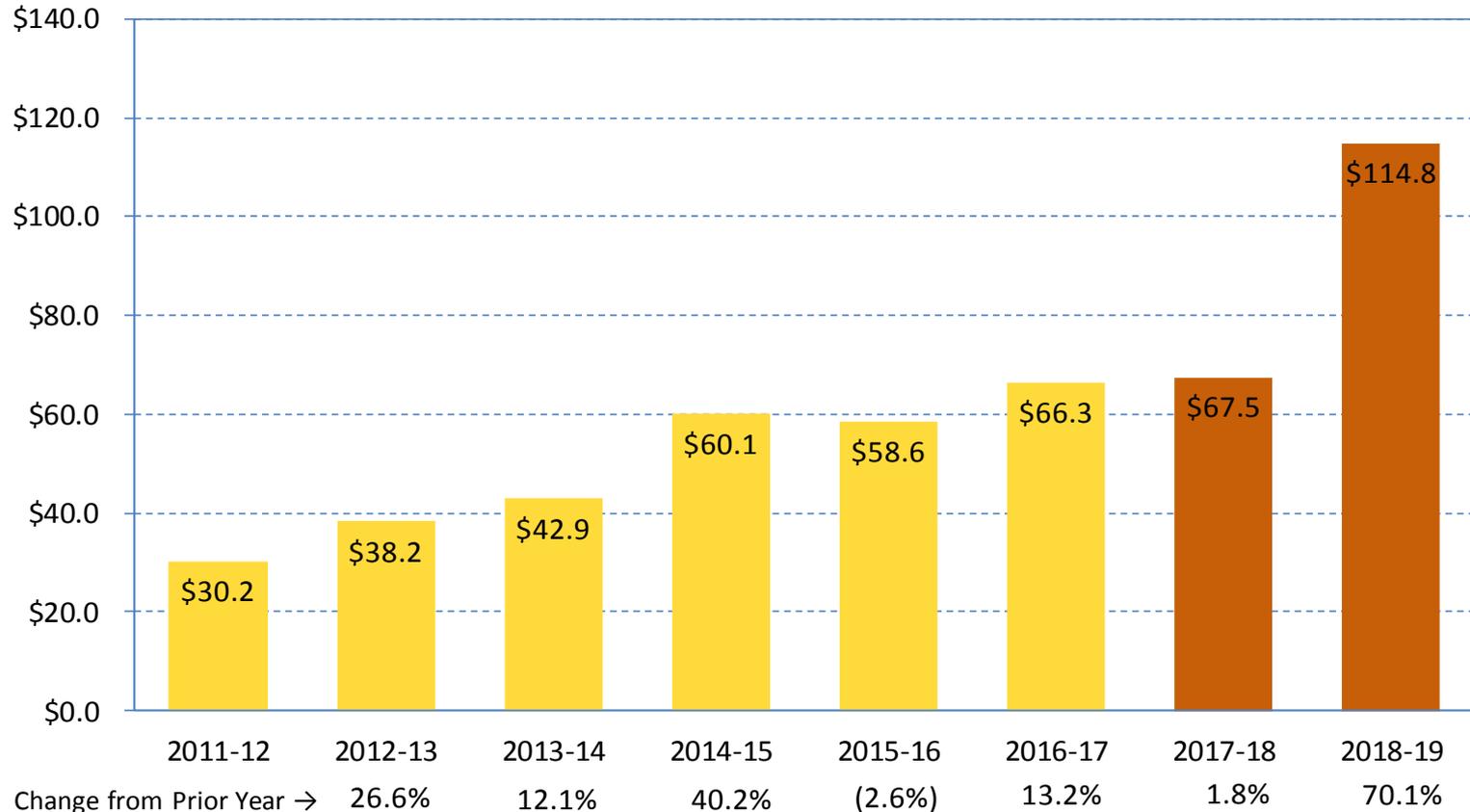
KERS = Kentucky Employees Retirement System

KRS = Kentucky Retirement System

Growth in KERS Contributions

Public Comprehensive University and KCTCS Institution
 Kentucky Employees Retirement System (KERS) Employer Contributions
 Fiscal Years 2011-12 through 2018-19

Dollars
 (In Millions)



■ Kentucky Retirement System Data

■ Kentucky Retirement System Projections

Source: Kentucky Retirement System (KRS).



KERS Increases (Cont'd)

→ Request Features

- Additional appropriations of \$47.2 M each year to offset anticipated increases in pension contributions
- These funds will be allocated among comprehensive universities and KCTCS based on costs incurred
- Any funding received by an institution to offset KERS cost increases will be excluded from funding model

→ Rationale for Request

- If authorized, these funds will help Council and campus officials maintain affordability and access

KERS Increases (Cont'd)

→ Rationale for Request (Cont'd)

- Absent funding, KERS cost increases are equivalent to an average 9.7% cut, which will strain campus budgets and could result in higher tuition and fees
- Budgetary impact of unfunded KERS increases ranges from a low of 5.1% at KSU to a high of 24.8% at NKU
- Failure to fund these costs would cut institutions in a way that is neither across the board, nor consistent with the new funding model
- State agencies typically receive funding to offset KERS cost increases

Unfunded KERS Budgetary Impact

Council on Postsecondary Education
 2018-20 Biennial Budget Recommendation
 Budgetary Impact of Unfunded KERS Cost Increases

55

<u>Institution</u>	<u>FY18 Total General Fund</u>	<u>KERS Cost Increases</u>	<u>Budgetary Impact</u>
Eastern Kentucky University	\$65,045,200	\$9,714,400	14.9%
Kentucky State University	26,729,600	1,358,600	5.1%
Morehead State University	41,642,600	3,283,800	7.9%
Murray State University	45,802,100	4,777,300	10.4%
Northern Kentucky University	51,621,100	12,810,700	24.8%
Western Kentucky University	74,653,800	7,263,300	9.7%
KCTCS	181,605,000	8,039,400	4.4%
Sector Total	\$487,099,400	\$47,247,500	9.7%



Competitive Workforce Initiative

→ Background

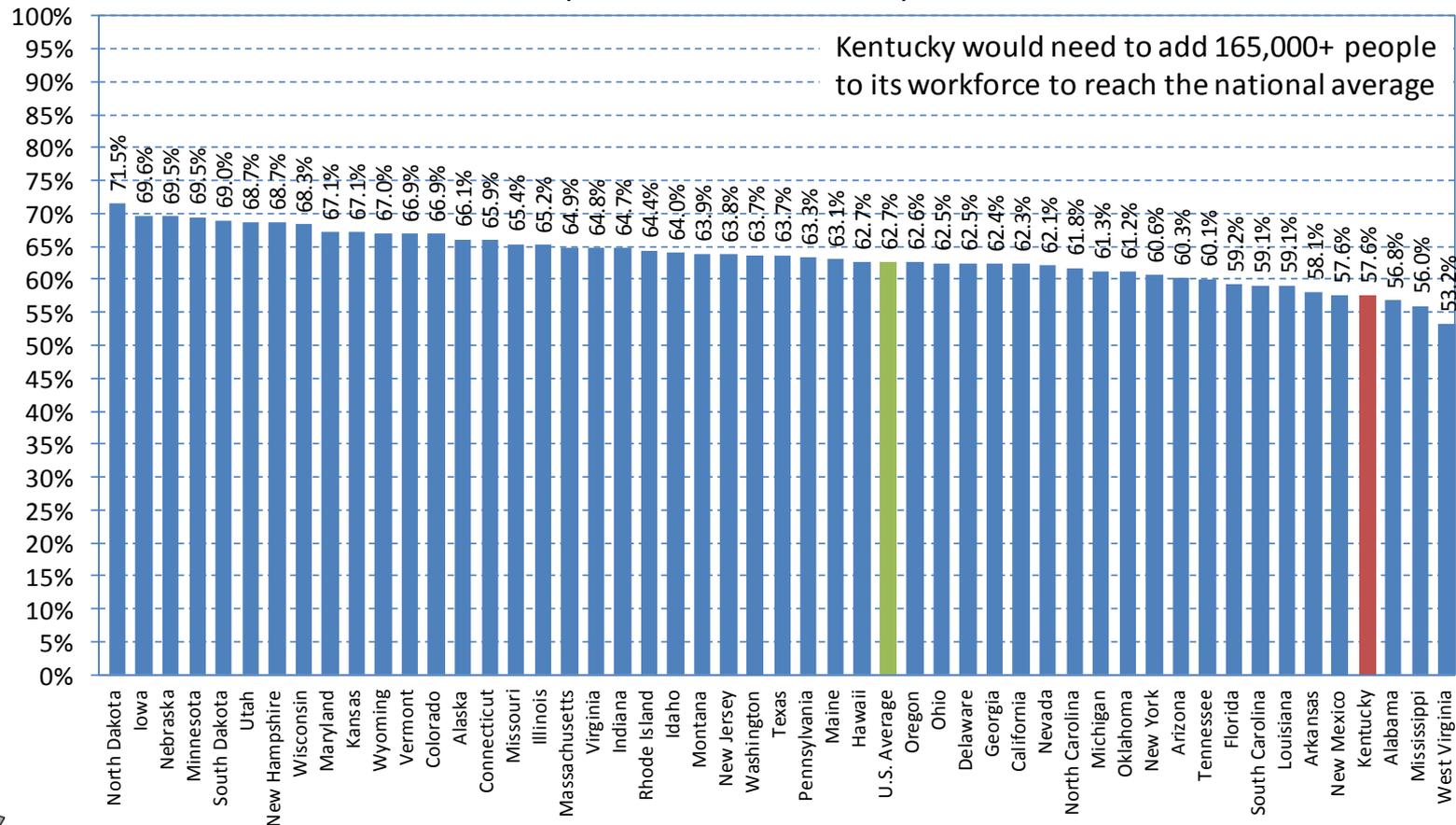
- Kentucky's workforce participation rate lags behind the national average and ranks 47th out of 50 states
- The state would need to add 165,000 people to the workforce to close the gap
- There are shortages of skilled labor in many regions

→ Request Features

- Additional appropriations of \$3.6 M in 2018-19 and \$5.9 M in 2019-20 to expand workforce education and short-term credential programs at KCTCS

Kentucky Workforce Participation

Workforce Participation Rate by State
2016 Annual Averages
(US 62.7% – KY 57.6%)



57



Source: Workforce Participation in Kentucky: A Report Prepared for the Business-Education Roundtable and Kentucky Chamber, May 2017.

Competitive Workforce (Cont'd)

→ Request Features (Cont'd)

- Funding to expand workforce education and training in high-wage high-demand fields at KCTCS
- Expansion of existing programs in fields where labor shortages currently exist and are expected to grow
- To avoid unnecessary duplication, colleges will collaborate on programming versus having stand alone programs at each college
- Each one of four designated regions in the state will focus expansion on two targeted industry sectors

Competitive Workforce (Cont'd)

→ Request Features (Cont'd)

- If funding is authorized, KCTCS will increase student enrollment in four targeted industry sectors:

<u>Industry Sector</u>	<u>Projected Increase</u>
1) Advanced Manufacturing	665
2) Construction/Trades	161
3) Health Care	1,083
4) Transportation and Logistics	<u>338</u>
Total	2,247

- Tuition revenue is expected to cover about 66% of expansion costs (i.e., \$11.5 million of \$17.5 million total)

Competitive Workforce Initiative

→ Rationale for Request

- Well aligned with goals and priority areas of the Governor's Work Ready Kentucky Scholarship
- KCTCS is statutorily mandated to provide workforce education and training
- Expanding programs in high demand fields will make Kentucky's workforce more competitive and help attract, retain, and grow business and industry in the state

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KSU Land Grant Match

→ Background

- As 1890 land-grant, KSU is eligible to receive federal funds to support land-grant program activities
- Grant conditions require federal funds to be matched dollar-for-dollar by the state (Public Law 95-113)
- Other sources of federal funds and tuition and fee revenue cannot be used for match
- During 2016-18 biennium, the state did not provide sufficient funding to meet the match (deficit of about \$290k)

KSU Land Grant Match

→ Background (Cont'd)

- In the past, KSU has requested and been granted waivers, but there is no guarantee this will continue

→ Request Features

- \$290,000 in recurring funds to meet the federal match requirement for KSU's land-grant program
- If authorized, all funds would be allocated to KSU
- Funding will help sustain effectiveness of outreach, service, and applied research of land-grant program

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Trust Funds

Table 3 – Proposed Trust Funds Request
(Dollars in Millions)

Category	State Bond Funds	Annual Debt Service
Bucks for Brains	\$ 90.0	\$ 8.2 ⁽¹⁾

⁽¹⁾ Assumes taxable debt, amortized over a 20-year repayment period at 6.25% interest.

Bucks for Brains

→ Request Features

- Appropriation of \$8.2 M in 2019-20, recurring in subsequent years, to pay debt service on \$90.0 M bond issue to support 5th round of Bucks for Brains
- If authorized, funding will be housed in two trust funds until matched by the institutions (RCTF, CUETF)
- State funds will be matched dollar-for-dollar with institutional funds from external sources
- Both state and campus matching funds will be endowed, with investment proceeds available for expenditure, or expended on eligible capital projects

Bucks for Brains (Cont'd)

→ Request Features (Cont'd)

- Requested funds will be allocated in accordance with RCTF and CUETF requirements:

UK	\$50 M
UofL	25 M
Comps	<u>15 M</u>
Total	\$90 M

- Comprehensive university funds allocated based on share of General Fund appropriations
- Investment proceeds may be used to fund endowed chairs and professorships, research staffs and infrastructure, and student scholarships

Bucks for Brains (Cont'd)

→ Rationale for Request

- Highly successful program that encourages private investment in higher education research activities
- Matching feature essentially doubles state investment in postsecondary research
- The *Strategic Agenda* calls for universities to increase basic, applied, and translational research (Objective 10)
- It highlights importance of securing additional funding for research and innovation through Bucks for Brains or similar programs

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Bucks for Brains (Cont'd)

→ Rationale for Request (Cont'd)

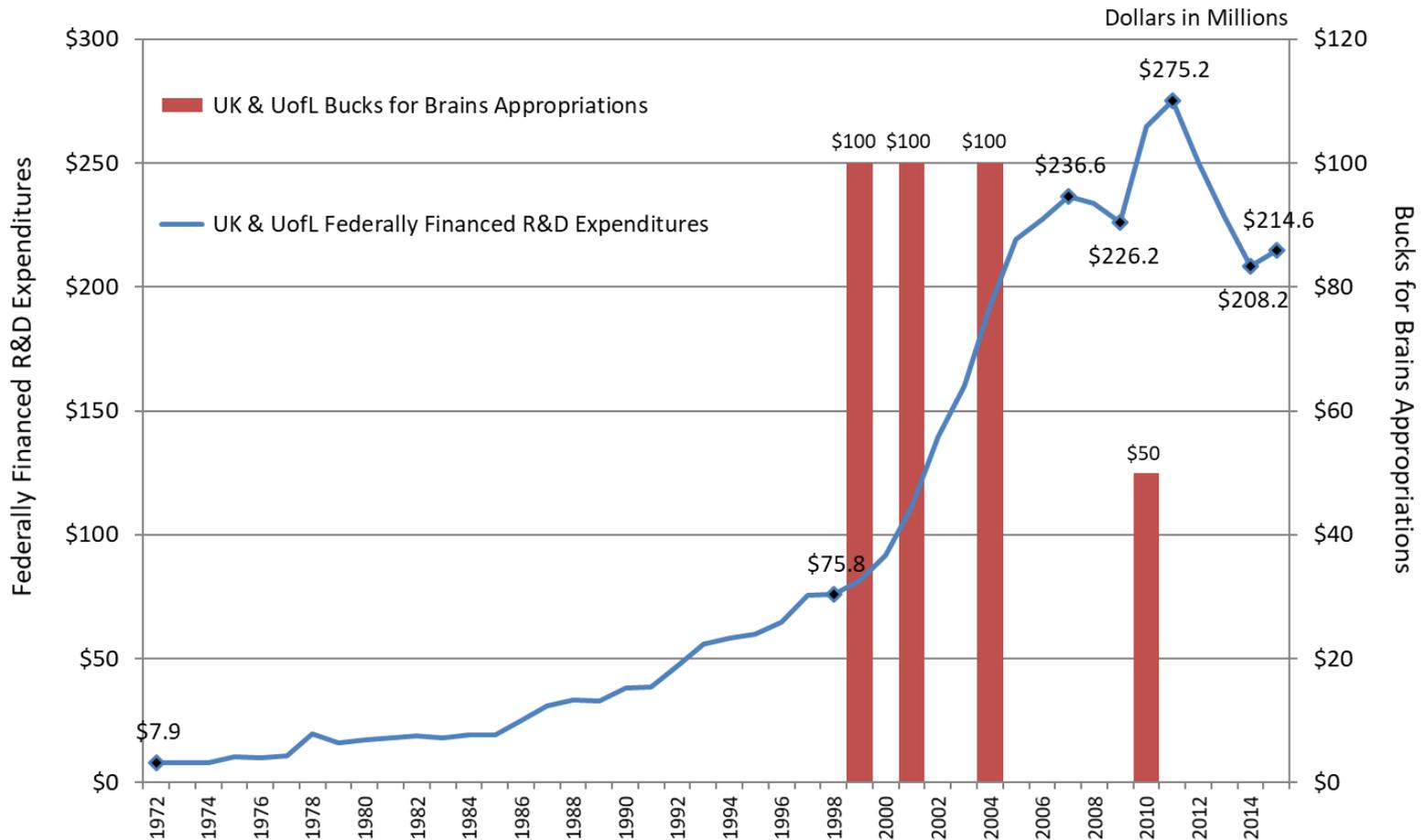
- The program helps attract faculty with established research agendas to Kentucky
- Bucks for Brains funding is highly correlated with growth in endowment values and sponsored research
- Since program inception, at UK and UofL combined:
 - Annual giving has more than tripled
 - Value of endowment assets has more than doubled
 - Number of endowed chairs has more than tripled
 - Federally financed R&D expenditures have nearly tripled

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Federal R&D Expenditures

Bucks for Brains Appropriations and Federally Financed Research and Development (R&D) Expenditures 1972 - 2015



Capital Projects

Table 4 – Proposed Capital Projects Request
(Dollars in Millions)

Category	State Bond Funds	Annual Debt Service
Asset Preservation	\$600.0	\$ 50.9 ⁽¹⁾
New and Expanded Space	0.0	0.0
Total Capital Projects Request	\$600.0	\$ 50.9

⁽¹⁾ Assumes tax-exempt debt, amortized over a 20-year repayment period at 5.35% interest.

Capital Projects (Cont'd)

→ Background

- In 2005, the Council issued an RFP to conduct a statewide facilities condition assessment, to include:
 - adequacy of existing facilities (fit-for-use)
 - need for new and expanded space
 - strategies for financing identified capital needs
- Intended purpose was to assist policymakers in making capital investment decisions
- Vanderweil Facilities Advisors (VFA) and Paulien & Associates submitted winning proposal (cost \$1.75 M)

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Capital Projects (Cont'd)

→ Background (Cont'd)

- VFA identified \$6.8 B in capital investment needs:
 - \$5.1 B for Asset Preservation (to protect state investment in existing infrastructure and facilities)
 - \$1.7 B for New and Expanded Space (to support increases in student enrollment and research activity)
- Recommended sustained investment (over many biennia)
- Address asset preservation and new construction needs simultaneously (greater emphasis asset preservation)
- Asset preservation need projected to grow (\$5.1 B to \$7.3 B over 15 years)



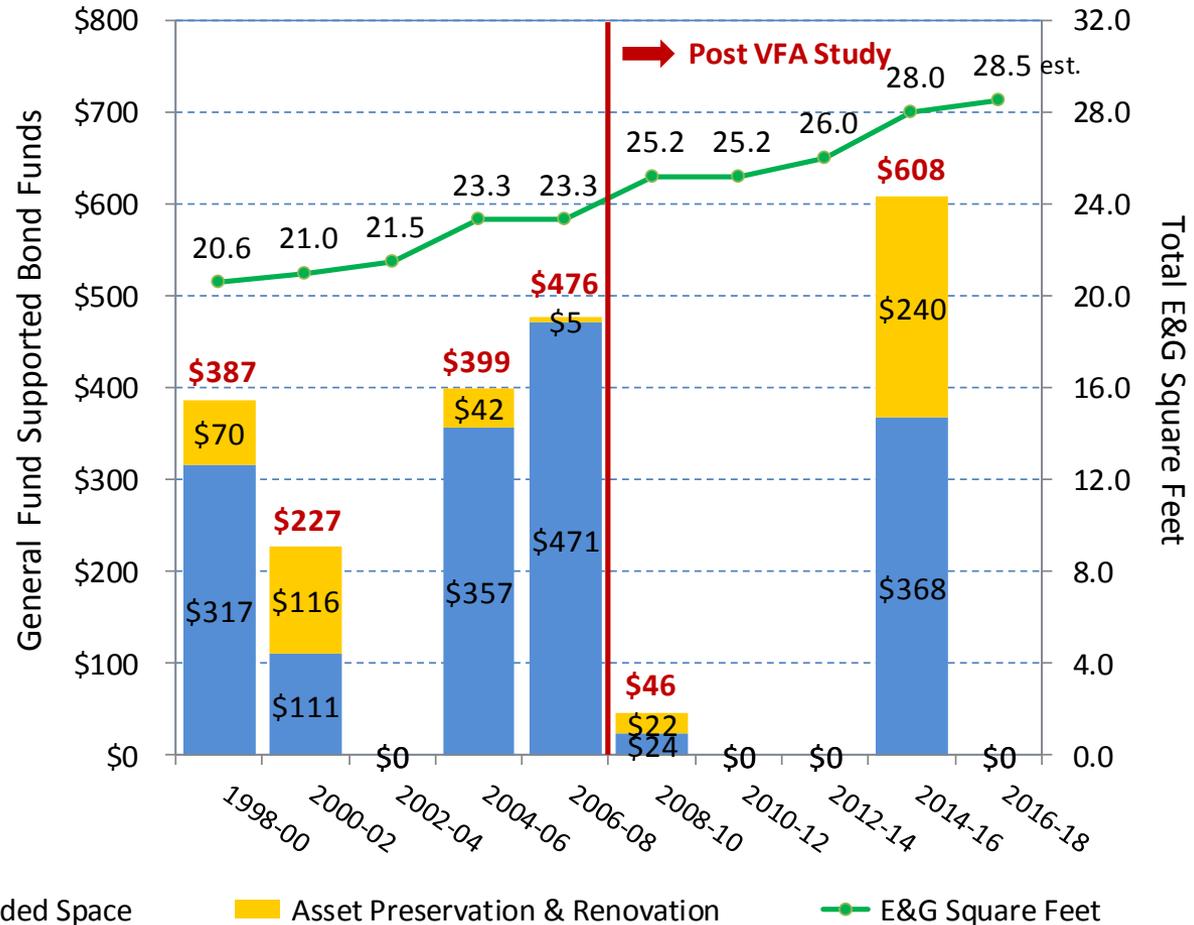
State Investment in Facilities

State Investment in Education and General (E&G) Facilities Biennia 1998-00 through 2016-18

(Dollars and Square Feet in Millions)

Over Past 10 Biennia

- \$1.6 billion in new or expanded state funded E&G facilities
- \$495 million in state funded asset preservation
- Ratio of new construction to asset preservation = 3.3 to 1



Need versus State Investment

Projected Asset Preservation Need versus State Investment
Fiscal Years 2007 through 2021

VFA Study Projections:

<u>Time Period</u>	<u>Projected Asset Preservation Need ¹</u>
2007-2011	\$5.1 billion
2012-2016	6.3 billion
2017-2021	\$7.3 billion

¹ Cumulative need

State Investment:

<u>Biennium</u>	<u>Appropriations for Asset Preservation</u>
2008-10	\$22.0 million
2010-12	0.0
2012-14	0.0
2014-16	240.0 million
2016-18	0.0
	<u>\$262.0 million</u>

- During the past five biennia, the state has funded about 3.6% of an estimated total \$7.3 billion asset preservation need



Capital Projects (Cont'd)

→ Request Features

- \$600 M of state bond funds matched dollar-for-dollar with institution funds to address 1/5th of estimated need (\$1.2 B/\$6.0 B)
- Recommends funding pool supported by a list of high priority projects
- State funds allocated based on each institution's share of system total renovation and renewal need
- Addresses need through a long-term partnership among state, institutions, and students and families

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Capital Projects (Cont'd)

→ Rationale for Request

- Campuses have great need for asset preservation funding that has not been sufficiently addressed
- Over past decade, state has appropriated \$262 M for asset preservation projects versus a \$7.0 B+ need
- Growing inventory of facilities, infrastructure, and systems in need of renovation and renewal
- Escalating construction costs (up 17% 2007 to 2013)
- Modern facilities and systems reduce operating costs and better serve students

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Campus Asset Preservation

Asset Preservation Spending by Postsecondary Institutions Fiscal Years 2007-08 through 2016-17

(Dollars in Millions)

<u>Institution</u>	<u>Large Project Spending ¹</u>	<u>Small Project Spending ²</u>	<u>Total Spending</u>
UK	\$171	\$56	\$227
UofL	70	50	120
EKU	20	42	63
KSU	1	29	30
MoSU	3	18	21
MuSU	3	32	35
NKU	23	10	33
WKU	144	54	198
KCTCS	25	64	89
Total	\$461	\$354	\$815

¹ Large projects are those that meet or exceed the threshold requiring prior authorization by the General Assembly.

² Small projects below the threshold that do not require prior authorization.

Source: Kentucky Public Postsecondary Institution, Chief Budget Officers.



Council on Postsecondary Education Funding Components

Operating Funds (CPE)

Table 5 - Proposed Current Program Increases

Category	2018-19	2019-20
Defined Calculations	\$849,600	\$1,004,600
IT Cost Increases ¹	100,000	100,000
Kentucky Adult Education	352,800	705,600
Contract Spaces	289,600	289,600
Total Current Program Increases	\$1,592,000	\$2,099,800
Increase on FY18 Base (\$41.6 M)	3.8%	5.0%

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Defined Calculations

→ Request Features

- Will offset mandated KERS cost increases and provide 1.0% salary increment required by Budget Guidelines

→ Rationale for Request

- These requests are a required part of every Executive Branch agency's budget request
- Funding amounts are communicated to CPE by the state budget office

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IT Cost Increases

→ Request Features

- This figure is still being calculated and may change

→ Rationale for Request

- This additional funding is needed to fund increases in the Commonwealth Office of Technology's rates
- CPE's IT functions were recently consolidated by COT and staff is working with COT to determine additional costs due to that action

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Kentucky Adult Education

→ Request Features

- Proposed increase similar to percent increase requested for postsecondary institutions (2% and 4%)
- If authorized, funding will support local program providers and be distributed based on performance

→ Rationale for Request

- 345,000 working-age Kentuckians have no high school diploma or equivalent
- 128,000 of these residents are Medicaid recipients

Kentucky Adult Education (Cont'd)

→ Rationale for Request (Cont'd)

- Investments in this “most in need” population can provide significant savings in state expenditures
- General Fund support for Kentucky Adult Education has been reduced by 29.5% since 2008
- New Medicaid requirements are expected to increase the number of students served

Contract Spaces

→ Request Features

- Will fund tuition increases to maintain 164 veterinary medicine and 44 optometry spaces for Kentucky students

→ Rationale for Request

- This additional funding is needed to fund increases in the Contract Spaces rates, which are not established by officials in Kentucky

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New Initiatives (CPE)

Table 6 – Proposed New Initiatives Request

Category	2018-19	2019-20
Military Student Initiative	\$ 260,000	\$ 260,000
Adult Learner Initiative	2,000,000	2,000,000
Total New Initiatives	\$2,260,000	\$2,260,000

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Military Student Initiative

→ Request Features

- Operational funds will support two staff to coordinate efforts to transition members of the military, veterans, and their families to postsecondary institutions and the workforce

→ Rationale for Request

- Additional staff are needed to coordinate this important initiative to assist members of the military, veterans and their families in transitioning to postsecondary education and the civilian workforce in Kentucky

Adult Learner Initiative

→ Request Features

- Operational funds will support the start-up and implementation costs, professional development, technology marketing and outreach efforts and strategic partnerships

→ Rationale for Request

- There are not enough K-12 students graduating to meet the state's projected workforce needs. In order to meet state goals, the state must find a way to reach the large number of working age adults without a college degree

Capital Projects (CPE)

Table 7 – Proposed Capital Projects Request

Category	State Bond Funds	Annual Debt Service ⁽²⁾
Military Student Initiative	\$ 2,000,000	\$ 348,000
Adult Learner Initiative ⁽¹⁾	4,000,000	690,000
Regional Optical Network	1,000,000	177,000
Total Capital Projects Request	\$ 7,000,000	\$1,215,000

⁽¹⁾ These funds would be necessary only if the state chose the Commonwealth College option, as opposed to Western Governor’s University.

⁽²⁾ Tax-exempt debt, amortized over a seven-year repayment period at 4.20% interest.



Military Student Initiative (Capital Project)

→ Request Features

- This capital project will create an online portal to articulate competencies acquired through military training and experiences into college credit. It will require a centralized catalog of programs and modules to facilitate degree program comparisons

→ Rationale for Request

- This initiative will attract service members, veterans and their families to Kentucky and to Kentucky institutions and will help these students progress

Adult Learner Initiative (Capital Project)

→ Request Features

- This capital project will create a centralized catalog of programs and modules and will seamlessly integrate the one-stop homepage and help desk with the education-delivering institutions' sites

→ Rational for Request

- Reaching adult learners is vital to attain state goals and new technological infrastructure is needed for competency-based education delivery

Enhance Regional Optical Network

→ Request Features

- This capital project will provide networking equipment for the integration of Internet2 applications into the teaching and learning environment on the KentuckyWired fiber optic network

→ Rationale for Request

- Costs of connecting each campus to KentuckyWired will likely be passed on to institutions if this project is not funded

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STRONGER

by degrees



Proposed 2018-20 Biennial Budget Recommendation

Council on Postsecondary Education
November 3, 2017

2018 LEGISLATIVE SESSION

- The Players
- The Calendar
- The General Fund Revenue Situation
- Legislation
- Most Recent Interim Legislative Testimony
- Special Session/Pensions

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THE BULLS
(Biennial University Legislative Liaisons)

Eastern Kentucky University	Mr. David McFaddin
Kentucky Community and Technical College System	Ms. Hannah Hodges Mr. Brian Perry
Kentucky State University	Ms. Christina Leath
Morehead State University	Ms. Jane Fitzpatrick
Murray State University	Mr. Jordan Smith
Northern Kentucky University	Mr. Adam Caswell
University of Kentucky	Mr. Bart Hardin
University of Louisville	Ms. Shannon Rickett
Western Kentucky University	Ms. Jennifer Breiwa Smith Ms. Robbin Taylor

10/13/2017

FY 2018 - 2020 GENERAL FUND REVENUE FORECAST ANALYSIS
(in millions)

August 2017 FY 2018 CFG Planning Estimate	October 2017 FY 2018 CFG Preliminary Estimate	Difference
\$10,668.2	\$10,718.8	\$50.6
August 2017 FY 2019 CFG Planning Estimate	October 2017 FY 2019 CFG Preliminary Estimate	Difference
\$10,952.9	\$11,011.1	\$58.2
August 2017 FY 2020 CFG Planning Estimate	October 2017 FY 2020 CFG Preliminary Estimate	Difference
\$11,267.9	\$11,306.3	\$38.4

General Fund
GOEA Pessimistic Forecast FY18 - FY20
(Millions of Dollars)
October 2017

<u>Pessimistic Scenario</u>	<u>FY17</u>		<u>FY18</u>		<u>FY18</u>		<u>FY19</u>		<u>FY20</u>	
	Actual	%Chg	Estimate	%Chg	Estimate	%Chg	Estimate	%Chg	Estimate	%Chg
Individual Income	4,393.9	2.6	4,587.9	4.4	4,587.9	4.4	4,722.5	2.9	4,836.2	2.4
Sales and Use	3,485.2	0.7	3,528.7	1.2	3,528.7	1.2	3,602.6	2.1	3,680.3	2.2
Property	602.1	4.3	607.9	1.0	607.9	1.0	620.7	2.1	635.1	2.3
Corporation Income	497.5	-5.5	560.8	12.7	560.8	12.7	610.4	8.8	677.0	10.9
LLET	245.6	21.0	186.9	-23.9	186.9	-23.9	203.5	8.9	225.7	10.9
Coal Severance	100.5	-16.7	92.4	-8.0	92.4	-8.0	92.1	-0.3	79.1	-14.1
Cigarette	221.4	-1.3	217.3	-1.9	217.3	-1.9	214.5	-1.3	211.2	-1.5
Lottery	241.6	-0.1	243.0	0.6	243.0	0.6	249.0	2.5	256.0	2.8
Other	690.1	-2.6	693.9	0.6	693.9	0.6	695.8	0.3	705.7	1.4
Total General Fund	10,477.8	1.7	10,718.8	2.3	10,718.8	2.3	11,011.1	2.7	11,306.3	2.7

<u>Compared to</u>	<u>FY17</u>		<u>FY18</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>
	Official	%Chg	Official	Aug-Pess	Aug-Pess	Aug-Pess
Individual Income	4,411.1	3.0	4,588.6	4,554.7	4,672.9	4,796.8
Sales and Use	3,539.8	4.3	3,638.4	3,507.8	3,601.5	3,691.7
Property	585.2	0.2	598.7	600.8	612.6	625.9
Corporation Income	579.4	11.2	553.1	559.8	610.9	675.7
LLET	223.7	12.3	221.6	186.6	203.6	225.2
Coal Severance	120.7	0.1	107.6	101.0	87.0	72.9
Cigarette	222.5	-3.2	220.5	219.2	218.0	216.5
Lottery	236.0	0.9	241.0	243.0	249.0	256.0
Other	698.0	-1.0	704.9	695.4	697.4	707.1
Total General Fund	10,616.4	2.7	10,874.4	10,668.2	10,952.9	11,267.9

<u>Difference</u>	<u>FY17</u>	<u>FY18</u>			
Individual Income	(17.2)	(0.7)	33.2	49.6	39.4
Sales and Use	(54.6)	(109.7)	20.9	1.1	(11.4)
Property	16.9	9.2	7.1	8.1	9.2
Corporation Income	(81.9)	7.7	1.0	(0.5)	1.3
LLET	21.9	(34.7)	0.3	(0.1)	0.5
Coal Severance	(20.2)	(15.2)	(8.6)	5.1	6.2
Cigarette	(1.1)	(3.2)	(1.9)	(3.5)	(5.3)
Lottery	5.6	2.0	-	-	-
Other	(7.9)	(11.0)	(1.5)	(1.6)	(1.4)
Total General Fund	(138.5)	(155.6)	50.6	58.2	38.4