

KY COUNCIL ON POSTSECONDARY EDUCATION BUSINESS MEETING



April 16, 2021 – 9:00 AM ET

ZOOM teleconferencing for Committee members

Public Livestream Link: https://www.youtube.com/channel/UCK10p_HfwBdgRpVPjgz8i1A

I.	Call to Order and Roll Call	
II.	Oath of Office	
III.	Proposed Council Resolutions*	3
IV.	Approval of the Minutes*	7
V.	Report from KDE Commissioner Jason Glass	
	A. Comments from KDE Board Chair, Lu Young	
VI.	Report from CPE President, Aaron Thompson	16
VII.	Academic & Strategic Initiatives Committee - Report and Action Items	20
	A. Proposed New Academic Programs – Eastern Kentucky University*	22
	1. Global Hospitality and Tourism (B.S.) CIP Code 52.0901	24
	2. Instructional Design and Learning Technology (M.S.) CIP Code 13.0501.....	29
	B. Proposed New Academic Programs – University of Kentucky*	
	1. Marketing (M.S.) CIP Code 52.1401	35
	2. Strategic Human Resource Management and Analytics (M.S.) CIP Code 52.1001.....	38
	C. Proposed New Academic Programs – Western Kentucky University*	
	1. Instructional Leadership, School Principal (MAED) CIP Code 13.0401	42
	D. Academic Program Review Project Results	45
	E. Update on Statewide Strategic Agenda Development	54
VIII.	Finance Committee – Report	57
IX.	Executive Committee - Report	58
X.	Council Action Items	
	A. 2021-22 Council Meetings*	60
	B. Revision to New Board Member Orientation and Education Policy*	61

C. 2021-22 CPE Agency Budget*	74
D. Election of the Nominating Committee*	
XI. Campus “Good News” Reports	91
XII. Other Business	
XIII. Adjournment	

TITLE: Proposed Council Resolutions

RECOMMENDATION: The following resolutions will be presented for approval.

PRESENTER: Aaron Thompson, CPE President

SUPPORTING INFORMATION

Periodically, the Council recognizes certain individuals for their support of and service to postsecondary education in Kentucky. At the meeting, a resolution for the following individual will be proposed for approval by the Council:

- Benjamin E. Brandstetter, Council Member
- Kimberly Halbauer, Council Member
- Mary Allison, CPE Executive Assistant to the President



A RESOLUTION HONORING AND COMMENDING

BENJAMIN E. BRANDSTETTER

for his service to the Council on Postsecondary Education
and the Commonwealth of Kentucky

WHEREAS, Ben Brandstetter served on the Council on Postsecondary Education from July 2016 through April 2021; and

WHEREAS, Mr. Brandstetter was an active member of the Council, serving as Vice Chair from 2017-2019 and Chair from 2020-2021, and participating on nearly every committee, including the Executive Committee, the Finance Committee (as chair), the Academic and Strategic Initiatives Committee, and the Commonwealth Education Continuum, among others; and

WHEREAS, he took the initiative to convene public university and KCTCS board chairs and vice chairs to discuss statewide issues, collaborate on effective strategies, and build consensus on how to achieve Kentucky's educational attainment goal; and

WHEREAS, his desire for real-time data accelerated the development of the Council's online data portal and interactive dashboards; and

WHEREAS, his passion for equitable funding for public postsecondary campuses is reflected in recent performance funding model revisions that will provide more financial stability moving forward; and

WHEREAS, he has demonstrated his strong commitment to higher education by dedicating countless hours to the Council on Postsecondary Education, traveling to Frankfort and across the state to participate in meetings, tours, and other activities; and

WHEREAS, the members of the Council value and respect Mr. Brandstetter's intelligence, compassion, work ethic and desire to serve, and the application of these skills to public higher education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution, April 16, 2021, thanking Ben Brandstetter for his dedication and service, and wishing him continued good fortune in his future adventures.

A handwritten signature in black ink, appearing to read "Aaron Thompson", written over a horizontal line.

Aaron Thompson, Ph.D., President



A RESOLUTION HONORING AND COMMENDING

KIMBERLY HALBAUER

for her service to the Council on Postsecondary Education
and the Commonwealth of Kentucky

WHEREAS, Kimberly Halbauer served on the Council on Postsecondary Education from July 2017 through April 2021; and

WHEREAS, Ms. Halbauer was an active member of the Council, serving as Vice Chair from 2020-2021, and participating in nearly every committee, including the Executive Committee, the Finance Committee, and the Committee on Equal Opportunities, as well as representing the University of Kentucky on the board for Kentucky Educational Television; and

WHEREAS, her passion for equity and excellence led her to advocate for low-income and underrepresented minority students, helping narrow achievement gaps and improve retention and graduation rates for our most disadvantaged students; and

WHEREAS, her desire for college access and affordability helped encourage campuses to tighten their budgets and moderate tuition increases; and

WHEREAS, she demonstrated her strong commitment to higher education by dedicating countless hours to the Council on Postsecondary Education, traveling to Frankfort and across the state to participate in meetings, tours, and other activities; and

WHEREAS, the members of the Council value and respect Ms. Halbauer's insight, compassion, work ethic and desire to serve, and the application of these skills to public higher education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution, April 16, 2021, thanking Kim Halbauer for her dedication and service, and wishing her continued good fortune in her future endeavors.

A handwritten signature in black ink, appearing to read "Aaron Thompson", written in a cursive style.

Aaron Thompson, Ph.D., President

A RESOLUTION HONORING AND COMMENDING

MARY BARNETT ALLISON

for his service to the Council on Postsecondary Education
and the Commonwealth of Kentucky

WHEREAS, Mary Allison has ably served as an Executive Assistant at the Council on Postsecondary Education for over twenty years; and

WHEREAS, Mary supported four CPE presidents, two interim presidents and numerous vice presidents with skill, dedication and grace under pressure; and

WHEREAS, Mary approaches tasks with the utmost care and professionalism, going above and beyond the call of duty, readily volunteering her time and talents; and

WHEREAS, Mary is empathetic, warm, patient, friendly, enthusiastic, positive, helpful and outgoing; she excels at building rapport with constituents and is liked and respected by every person who has the pleasure of working with her; and

WHEREAS, during her tenure, Mary raised four children, often singlehandedly, helping them excel at school and sports, graduate college, and establish careers and families of their own; and

WHEREAS, she has done all of these things, and more, while serving as employee, counselor, colleague, and friend, providing to each what is needed when it is needed, and performing always in a manner worthy of emulation;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution April 16, 2021, for Mary Allison, congratulating her on her retirement, thanking her for her service, and wishing her luck and good fortune as she embraces new adventures.



Aaron Thompson, Ph.D., President

DRAFT MINUTES
Council on Postsecondary Education

Type: Annual Statewide and Campus Data Briefings – Part 1 of 2
Date: January 28, 2021
Time: 1:00 p.m. ET
Location: Virtual Meeting – Council members by ZOOM teleconference. Public viewing at: <https://youtu.be/LhRizuJnjBq>

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Thursday, January 28, 2021, at 1:00 p.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the CPE met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: <https://youtu.be/LhRizuJnjBq>.

Chair Ben Brandstetter presided.

ATTENDANCE

Members attended: Colby Birkes, Ben Brandstetter, Eric Farris, Kim Halbauer, Lori Harper, Lucas Mentzer, Richard Nelson, Vidya Ravichandran, Robert Staat, Kevin Weaver, and Carol Wright.

Members not in attendance: Muhammad Babar, Ronald Beal, Donna Moore, Kristi Nelson, and Commissioner Jason Glass.

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

STATEWIDE DATA BRIEFING

Dr. David Mahan, CPE's Associate Vice President of Data, Research and Advanced Analytics, and Travis Muncie, Director of Data and Analytics, provided the Council with an overall statewide look at the data on a statewide basis. He stated the annual

progress report with a more formal analysis was set to be finalized and distributed later in the Spring.

CAMPUS ANNUAL DATA BRIEFINGS

The following campus presidents, or their designee, presented an annual briefing to the Council on the institution's latest data performance related to the 2016-21 strategic agenda.

- 1:30 p.m. Kentucky State University
Presenters: Beverly Schneller, Vice Provost for Academic Affairs
- 2:00 p.m. Eastern Kentucky University
Presenter: David McFaddin, President
- 2:45 p.m. Murray State University
Presenters: Robert Jackson, President
- 3:15 p.m. Morehead State University
Presenter: Jay Morgan, President
- 3:45 p.m. Western Kentucky University
Presenter: Tim Caboni, President

The data presented included the progress from the baseline of 2015-16 through academic year 2019-20. Preliminary enrollment for the fall of 2020 was also included. For each briefing, questions of clarification and actions taken during the pandemic were asked by the Council members. No action was taken during the presentations.

ADJOURNMENT

The Council adjourned at 4:25 p.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

DRAFT MINUTES
Council on Postsecondary Education

Type: Annual Statewide and Campus Data Briefings – Part 2 of 2
Date: January 29, 2021
Time: 9:00 a.m. ET
Location: Virtual Meeting – Council members by ZOOM teleconference. Public viewing at: <https://youtu.be/O9BYOAIhe3I>

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Friday, January 29, 2021, at 9:00 a.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the CPE met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: <https://youtu.be/O9BYOAIhe3I>.

Chair Ben Brandstetter presided.

ATTENDANCE

Members attended: Muhammad Babar, Colby Birkes, Ben Brandstetter, Eric Farris, Kim Halbauer, Lori Harper, Lucas Mentzer, Richard Nelson, Vidya Ravichandran, Robert Staat, Kevin Weaver, and Carol Wright.

Members not in attendance: Ronald Beal, Donna Moore, Kristi Nelson, and Commissioner Jason Glass.

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

CAMPUS ANNUAL DATA BRIEFINGS

The following campus presidents, or their designee, presented an annual briefing to the Council on the institution's latest data performance related to the 2016-21 strategic agenda.

- 9:00 a.m. Northern Kentucky University
Presenter: Ashish Vaidya, President
- 9:30 p.m. University of Louisville
Presenters: Neeli Bendapudi, President
- 10:00 a.m. University of Kentucky
Presenter: Eli Capilouto, President
- 10:45 a.m. Kentucky Community and Technical College System
Presenters: Paul Czarapata, Interim President; Anton Reece, President of West Kentucky Community and Technical College System; and Telly Sanders, Associate Vice President of Technical Education at Jefferson Community & Technical College

The data presented included the progress from the baseline of 2015-16 through academic year 2019-20. Preliminary enrollment for the fall of 2020 was also included. For each briefing, questions of clarification and actions taken during the pandemic were asked by the Council members. No action was taken during the presentations.

ADJOURNMENT

The Council adjourned at 11:30 a.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

DRAFT MINUTES
Council on Postsecondary Education

Type: Business Meeting
Date: January 29, 2021
Time: 1:00 p.m. ET
Location: Virtual Meeting – Council members by ZOOM teleconference. Public viewing at: <https://youtu.be/n3Z-Kf5qvw>

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Friday, January 29, 2021, at 1:00 p.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the CPE met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: <https://youtu.be/n3Z-Kf5qvw>.

Chair Ben Brandstetter presided.

ATTENDANCE

Members attended: Muhammad Babar, Colby Birkes, Ben Brandstetter, Eric Farris, Kim Halbauer, Lori Harper, Lucas Mentzer, Richard Nelson, Vidya Ravichandran, Robert Staat, Kevin Weaver, Carol Wright, and Commissioner Jason Glass.

Members not in attendance: Ronald Beal, Donna Moore, and Kristi Nelson.

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

APPROVAL OF THE MINUTES

The minutes of the November 13, 2020 meeting were approved as distributed.

PROPOSED COUNCIL RESOLUTION

The Council approved a resolution for Michael Carter, President of Campbellsville University, in thanks of his support and service to postsecondary education in Kentucky.

COMMENTS FROM CPE PRESIDENT AARON THOMPSON

President Aaron Thompson provided a written report in the agenda materials. He also thanked his staff for their hard work over the last year during the pandemic, provided a summary on the many initiatives and innovations achieved in the last few years, and discussed various developments during the 2021 Legislative Session and 2021-22 budget.

COMMENTS FROM KDE COMMISSIONER JASON GLASS

Kentucky Department of Education's Commissioner, Jason Glass, provided an update on Kentucky's K-12 schools performance during the pandemic, how annual assessments may be conducted in the spring, and steps the state is taking to ensure students don't fall behind amid non-traditional instruction.

ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE – REPORT

Committee Chair Lori Harper presented the Academic and Strategic Initiatives Committee Report. The Committee met on January 12, 2021 and discussed the development of the next statewide strategic agenda; received a closer look at the Cultural Competency Certification Program that is being developed by CPE staff and will soon be available as a pilot program to Kentucky's campuses and other organizations; and received an update on the research projects that will be released in the coming months, including the annual progress report, a teacher preparation sector analysis; and a second iteration of the Return on Investment Report.

There were no action items from the Committee for recommendation.

COMMITTEE ON EQUAL OPPORTUNITIES – REPORT

Committee Chair Robert Staat presented the Committee on Equal Opportunities report. The Committee met on January 25, 2021 and reviewed the Diversity Plan reporting schedule and discussed how the scoring process might be streamlined. They also reviewed the Cultural Competency Certification Program, and Dr. Dawn Offutt, CPE's Director of Diversity, Equity, and Inclusion, provided the Council with

an overview of the program and the potential types of credentials that could be earned upon completion of the program.

Finally, Dr. Staat discussed the membership of the Committee and asked Chair Brandstetter to make formal appointments and reappointments.

Committee Appointments

Chair Brandstetter reappointed David Carpenter and Robert Croft for a term of January 1, 2021 through December 31, 2023. He also made the new appointments of Rochelle Brown and Terrance Sullivan with terms of January 1, 2021 through December 31, 2023.

FINANCE COMMITTEE – REPORT AND RECOMMENDED ACTION ITEMS

Committee Chair Ben Brandstetter presented the Finance Committee Report. The Committee met on December 15, 2021 and discussed the 2021-22 postsecondary education budget priorities and the final decisions of the Postsecondary Education Work Group on Performance Funding. He also reported that the Committee reviewed and approved Murray State University's request for a \$2,000,000 interim capital project to make significant upgrades and repairs to the Lovett Auditorium HVAC system. This action served as final approval authority per the delegation at the November 13, 2020 meeting, and thus no additional action was needed by the Council.

Chair Brandstetter also presented the Committee's recommendation to approve the proposed revisions to the Tuition and Mandatory Fee Policy that will guide the development of the ceiling recommendations for the 2021-22 academic year.

MOTION: Ms. Wright moved that the Council accept the Finance Committee's recommendation to approve the proposed revisions to the Tuition and Mandatory Fee Policy. Mr. Nelson seconded the motion.

VOTE: The motion passed.

EXECUTIVE COMMITTEE – REPORT

Chair Brandstetter presented the Executive Committee report. The Committee met in December to complete President Aaron Thompson's annual evaluation. The Committee also met in January and received the results of the fiscal year 2019-20 audit results from Blue & Co., PSC, discussed the ongoing development of the

student information portal website, and reviewed the details of the federal stimulus bill that was signed into law in December 2020.

Chair Brandstetter also presented the Committee's recommendation to approve proposed amendments to the following regulations:

- 13 KAR 1:020 - Private College Licensure
- 13 KAR 4:010 - State Authorization Reciprocity Agreement

The necessity for the proposed revisions were due a greater federal focus on state authorization as a requirement to access federal Title 4 student financial aid, increased consumer protection and quality assurance standards, and the additional staff to conduct the necessary work.

Approval of the action would authorize staff to file the proposed administrative regulation, and authorize Vice President and General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

MOTION: Ms. Harper moved that the Council accept the Executive Committee's recommendations of approval. Mr. Farris seconded the motion.

VOTE: The motion passed.

NOMINATING COMMITTEE – REPORT AND RECOMMENDATION

Committee member Carol Wright presented the Nominating Committee report. The Nominating Committee met on December 7 and 16, 2020 to discuss and recommend members to serve as chair and vice chair of the CPE for a one year term, per the bylaws. After seeking out nominations and expressions of interest, the Committee unanimously agreed to nominate Ben Brandstetter for re-election as Chair, and Kim Halbauer for re-election as Vice Chair.

MOTION: Mr. Nelson moved that the Council elect Ben Brandstetter as Chairperson and Kim Halbauer as Vice Chairperson for the 2021 calendar year. Ms. Ravichandran seconded the motion.

VOTE: The motion passed.

CAMPUS “GOOD NEWS” REPORTS

Reports from the institutions were provided in the agenda materials.

OTHER BUSINESS

On January 28 and 29, 2021, the Council received the annual statewide data briefing from CPE staff and the campus data briefings from the four-year university presidents and KCTCS’s president. Despite a spring semester marred by COVID-19, graduation and retention rates continued to climb at Kentucky’s public universities last year, and the net cost of attending college held mostly steady across the state; however the continued trend regarding declining enrollment was a shared concern among the campus presidents and Council members.

In response, Mr. Mentzer proposed the Council approve a resolution to call on education leaders across the state to take decisive steps to combat a drop in college enrollment, especially in the aftermath of COVID-19. The proposed language was shared and Council members discussed several ways to clarify and strengthen its intent.

MOTION: Mr. Mentzer moved that the Council delegate the final review and approval of the resolution to the Executive Committee, which would meet on February 4, 2021. Mr. Nelson seconded the motion.

VOTE: The motion passed.

ADJOURNMENT

The Council adjourned at 2:45 p.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

TITLE: Report from CPE President, Aaron Thompson

DESCRIPTION: President Thompson will highlight specific initiatives during his report to the Council. This written report serves as his official report for April 16, 2021.

PRESENTER: Aaron Thompson, CPE President

New Board Members – I'd like to take a moment to recognize the newest members of the Council on Postsecondary Education.

- **Madison Silvert**, Owensboro (term: 2021-2025, replacing Donna Moore) - Mr. Silvert is President of The Malcolm Bryant Corporation, a community-oriented and full-service real estate development firm. Prior to this, he served four years as President and seven years as Executive Vice President of the Greater Owensboro Economic Development Corporation. Silvert earned a bachelor's degree in Economics from Centre College and a juris doctorate from the UL Brandeis School of Law.
- **Doris Thomas**, Smiths Grove (term: 2021-2026, replacing Ben Brandstetter) - Ms. Thomas recently retired from her position as Vice President of Development and Community Outreach for Med Center Health, a six hospital healthcare system with approximately 40 other health-related entities. She received a bachelor's degree in speech communication and a master's degree in corporate communication, both from Western Kentucky University.
- **Karyn Hoover**, Jamestown (term: 2021-2026, replacing Kim Halbauer) - Karyn Hoover of Jamestown recently retired after 27 years as an elementary education teacher in the Russell County school district. Among teaching grade levels preschool through second grade, she focused her efforts on closing achievement gaps, mentoring new teachers and building relationships with students and their families. She received a bachelor's degree in elementary education from Eastern Kentucky University and completed a 5th year degree at Western Kentucky University. Mrs. Hoover is an active member of the Kentucky Education

Association and she serves as Encourager Team Leader for Celebrate Recovery, a Christ-centered recovery program that supports adults in finding a purpose in life and overcoming ongoing challenges.

Legislative Update – I’m happy to report that in the recently concluded legislative session, \$17.3 million in new monies were allocated to performance funding, which represents a 2% increase in state operating funds for the system, the first substantial increase for colleges and universities since the Great Recession. The budget bill (HB 192) also included \$22.3 million for comprehensive universities and KCTCS to help offset pension costs, and a little over \$1 million in recurring funding for KSU to satisfy their federal land grant matching requirements. Additionally, legislators passed SB 135, which made common-sense updates to the performance-based distribution model recommended by CPE’s work group, and HB 8, which gave institutions more financial certainty around pension costs. Our legislative liaison, Greg Rush, will provide additional comments regarding passed legislation during the meeting.

Strategic Agenda Update – CPE staff is continuing work on the next strategic agenda for Kentucky higher education. Last week, CPE held five virtual focus groups to elicit feedback from leading policy experts on several key issues:

- April 6: Diversity, Equity and Inclusion
College Affordability
- April 8: Transitioning from Postsecondary Education to the Workplace
- April 9: Engaging Adult Learners
P-12 and Postsecondary Partnerships

Stefanie Ashley of ECU’s Facilitation Center led the sessions. Participants discussed both opportunities and barriers that could help and hinder the achievement of our long-term goals, as well as strategies to advance our work. The facilitator has met with each campus president individually, and will be meeting with several of CPE’s standing committees in the upcoming weeks. We will be preparing summaries of the sessions and placing them in the SA OnBoard Resource Folder for those who would like to review them.

Commonwealth Education Continuum – The CEC met at the end of March and formed three workgroups, which, over the next nine months, will develop recommendations to help improve Kentucky’s education and workforce pipeline. The Early Postsecondary Opportunities Workgroup met on April 12, the Educator Workforce and Diversity Workgroup met on April 14, and the Successful Transition to

Postsecondary Workgroup meets later today (April 16) at 2:00 p.m. CPE is leading this work, along with KDE and the Education and Workforce Development Cabinet.

Kentucky Adult Promise Funding – CPE was awarded \$50,000 by the State Higher Education Executive Officers to extend its marketing campaign for the Work Ready Kentucky Scholarship. The ads, featuring B. Stille from the Kentucky-based group Nappy Roots, will air on digital radio and social media sites through the end of the fiscal year thanks to this grant. As of February, the campaign has generated over 4,000 leads, 656 of which (16%) have applied for admission at a participating campus, and 167 of which (4%) have enrolled. Additionally, 1,056 prospective students initiated web chats and 500 called the hotline for information and advice.

Summer Bridge Program Funding – CPE is offering campuses grants of up to \$100,000 for summer “bridge” programs that prepare students for college and help them return for a second year. CPE plans to distribute \$1.5 million in grants before the end of June. The money is part of the second round of funding from the Governor’s Emergency Education Relief Fund, known as GEER II, which aims to help mitigate the impact of COVID-19. Funds for GEER II were available through the federal CARES Act.

New Cohort of ALDI Professionals – CPE selected 19 promising minority higher education professionals to participate in the Academic Leadership Development Institute. This year’s cohort includes 7 professionals from Kentucky four-year institutions and 12 from KCTCS campuses. They were nominated for the year-long program based on their leadership ability, interest in career advancement and dedication to higher education.

Speaking Events – I continue to meet with national and statewide organizations to talk about higher education issues and trends. Below is a list of my major speaking events since the last Council meeting:

- February 23 – Guest Speaker at the monthly meeting of SOAR (Shaping Our Appalachian Region) in Manchester, Kentucky.
- February 24 - Speaker at an event sponsored by the Kentucky Academy of Science on building equity in science education.
- February 25 – Discussant for a webinar series sponsored by SHEEO, “Public Investment in Higher Education: Research, Strategies, and Policy Implications.”
- February 26 – Speaker at the annual Kentucky Higher Education Student Rally (held virtually).

- February 26 – Keynote speaker for University of Louisville’s "Pathways to Leadership Symposium," a series of professional development webinars for faculty of color.
- March 8 – Delivered cultural competency train-the-trainer session for the Kentucky State Police.
- March 11 – Panelist for “What 2021 Holds for Education Policy,” a session for the SXSW EDU virtual conference.
- March 11 – Panelist for a presentation to the Henderson County Chamber of Commerce on the Kentucky Chamber of Commerce’s report of its racial inequality task force.
- March 15 – Guest on “The 120 Rundown,” a Facebook Live series sponsored by the education and public employees advocacy group KY 120 United.
- March 17 – Panelist for Hazard Community and Technical College’s event, “Racism is a Learned Behavior: Why Can’t We Unlearn It?”
- March 19 - Keynote speaker for KCTCS’s virtual spring conference for faculty and staff, “Surviving in a Virtual World.”
- March 19 – Panelist for NKU’s Campus Conversation
- March 31- April 2 – Keynote speaker for “The Path Forward,” a virtual conference hosted by CPE and GEAR UP KY, which attracted over 400 higher education professionals.
- April 1 – Speaker at the Paducah Chamber of Commerce’s annual breakfast
- April 12 – Speaker at College 101, sponsored by the Bracktown Baptist Church
- April 14 – Keynote speaker for the annual conference of the Kentucky Association of Blacks in Higher Education
- April 17 – Panelist for a virtual symposium hosted by The Kentucky Collaborative for Anti-Racist Teaching

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

DESCRIPTION: The following is a summary of the Committee's meeting on February 1 and March 23, 2021.

PRESENTER: Lori Harper, Chair of ASI Committee

The ASI Committee met on **February 1, 2021** to officially kick off the development process of the next statewide strategic agenda. CPE President Aaron Thompson provided introductory comments and emphasized the Committee's charge in the development process; CPE Vice President and Chief of Staff Lee Nimocks presented on a number of topics and data to set the conversation; and Committee members engaged in a conversation facilitated by Stefanie Ashley from the ECU Facilitation Center regarding the following topics:

- How the 60x30 education goal fits within the statewide strategic agenda
- Additional challenges and opportunities that may drive progress
- The data points that are needed to make informed decisions
- The key individuals and groups that need to be consulted and the types of information needed from them.
- Timeline for completion of work.

The ASI Committee met again on **March 23, 2021** and recommended approval of new academic proposals from Eastern Kentucky University, the University of Kentucky and Western Kentucky University. The Committee also received reports and updates on the following topics:

- James Graham Brown Foundation Grant – CPE was awarded a three-year, \$2.1 million grant to establish and implement the Kentucky Student Success Collaborative (KYSSC). It is the first statewide student success center in the United States that works with both two- and four-year institutions while linked to the business community and state policy makers, and it will emphasize improved outcomes for underrepresented students, accelerating and improving institutional interventions to narrow attainment gaps and improving pathways for students to complete college with career ready skills.

- Academic Program Review Project – CPE staff reviewed the new program review process undertaken in collaboration with Gray Associates, Inc. and the data that was analyzed in the process. Staff also presented the results of that review. The full report can be found in the attachment to this agenda item. CPE staff anticipate presenting a proposed revision to the Academic Program Review Policy at an upcoming meeting.
- Next Statewide Strategic Agenda Development - Dr. Stephen Pruitt, President of the Southern Regional Education Board (SREB), presented data and information from studies recently conducted by SREB about COVID’s impact on Kentucky and the southern region’s workforce. He provided strategic recommendations to consider while developing the next statewide agenda.
- Data and Research Agenda Update - CPE staff presented an update on current and upcoming reports and provided an overview of the following :
 - Education Sector Analysis, which looks at labor market information, program demand gap analysis and migration analysis for the education workforce sector in Kentucky.
 - Earnings Gap Based on Gender and Education in Kentucky, which examined the disparities in median lifetime earnings.
 - Multi-State Postsecondary Report (MSPSR), which can be used by Kentucky colleges to analyze employment outcomes based on credentials and majors.

The supporting materials and YouTube replay link can be found on the Council Meetings Records Archive webpage at: <http://cpe.ky.gov/aboutus/records/index.html>.

TITLE: Proposed New Academic Programs for Review & Recommendation

RECOMMENDATION: The Academic & Strategic Initiatives (ASI) Committee recommends the Council approve the proposed New Academic Programs from Eastern Kentucky University, the University of Kentucky and Western Kentucky University.

PRESENTER: Lori Harper, Chair of the ASI Committee

COMMITTEE REVIEW & APPROVAL

The ASI Committee reviewed and approved the proposed New Academic Programs from Eastern Kentucky University, the University of Kentucky and Western Kentucky University its March 23, 2021 meeting.

SUPPORTING INFORMATION

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

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

PROGRAMS PROPOSED FOR APPROVAL

Eastern Kentucky University

- Global Hospitality and Tourism (B.S.) CIP Code 52.0901
- Instructional Design and Learning Technology (M.S.) CIP Code 13.0501

University of Kentucky

- Marketing (M.S.) CIP Code 52.1401

- Strategic Human Resource Management and Analytics (M.S.) CIP Code 52.1001

Murray State University

- Instructional Leadership, School Principal (MAED) CIP Code 13.0401

PROPOSED PROGRAM SUMMARY

Institution: Eastern Kentucky University
Program Name: Global Hospitality and Tourism
Degree Designation: BACHELOR OF SCIENCE (BS)
Degree Level : Baccalaureate

Program Description

The Department of Applied Human Sciences (College of Health Sciences) at Eastern Kentucky University seeks approval for a new Bachelor of Science in Global Hospitality and Tourism. The degree will include two concentrations, Gastronomic Tourism and Sustainable Hospitality. Graduates in either of these concentrations can obtain a career in hotel management, theme parks, restaurants, country clubs, agritourism, local breweries and wineries, along with many more.

In addition to the degree, the Department of Applied Human Sciences also seeks approval for two University Certificates. The proposed 24 hour University Certificates are in Gastronomic Tourism and Sustainable Hospitality. These certificates meet the needs of professionals currently working in hospitality and tourism sectors who wish to add specializations or depth of knowledge.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

The proposed program does not replace or enhance any existing program.

CIP Code: 52.0901
Credit Hours: 120
Institutional Board Approval Date: 12/10/2020
Implementation Date: 8/23/2021

Student Demand

Year 1 - 50
Year 2 - 100
Year 3 - 100
Year 4 - 100
Year 5 - 100

Market Demand

The Global Hospitality and Tourism degree at ECU provides many unique features. The degree is housed within the Department of Applied Human Sciences, exemplifying that the program will prepare graduates who are able to support a healthy society through an interdisciplinary curriculum and learning. Many hospitality and tourism degrees are found within departments of business which provide technical experience but lack interpersonal or interdisciplinary components.

The proposed degree focuses on domestic and international hospitality and travel. In doing so, we are preparing students to successfully work in any of these settings as employees or employers with the capability to show cultural competence as well as strong leadership skills.

Both concentrations proposed for the degree are vastly different than what is offered by any other degree in the United States. While gastronomic tourism can be found as training programs and curriculum in Europe, there is no program solely focused on this aspect of tourism in the United States. The goal of creating this type of program in Kentucky is to increase and support local industry from hotels to the bourbon trail to local foods. Likewise, the Gastronomic Tourism University Certificate includes the same courses as the concentration and students choose nine hours from the degree program to support their learning.

The sustainable hospitality concentration is also interdisciplinary. The courses offered within this concentration, while not unique to the United States, are unique to Kentucky. The United Nations hosted a Sustainable Development Summit in 2015 and endorsed a 2030 Agenda for Sustainable Development. Within this agenda are three main dimensions which include economic, social, and environmental sustainable development. This concentration meets the needs of hospitality industries around the world seeking to meet the goals outlined in this Agenda. The Sustainable Hospitality University Certificate requires the same courses as those offered in the concentration in addition to nine hours chosen from the degree program.

Employment Demand

	Regional	State	National
Type Of Job	Food Service Managers		
Avg. Wage	\$50,777	\$48,756	\$55,320
# Jobs (Postings)	5880	6041	352600
Expected Growth	1%	8%	1%
Type Of Job	Lodging Managers		
Avg. Wage	\$50,897	\$54,548	\$54,430
# Jobs (Postings)	847	483	57200
Expected Growth	-12%	4%	-12%
Type Of Job	Meeting, Convention and Events Planners		
Avg. Wage	\$47,195	\$40,980	\$50,600
# Jobs (Postings)	1667	1013	138600
Expected Growth	8%	11%	8%

Indicate source of market demand information

<https://www.bls.gov/oes>

<https://kystats.ky.gov/Content/Reports/2016-2026%20KY%20Occupational%20Outlook.pdf>

<https://www.bls.gov/ooh/management/food-service-managers.htm>

<https://www.bls.gov/ooh/management/lodging-managers.htm>

<https://www.bls.gov/ooh/business-and-financial/meeting-convention-and-event-planners.htm>

Timeframe for national- through 2024

Academic Demand

Immediately following graduations, students will be able to enter positions within hospitality and tourism industries. No additional education or credentials are required for positions.

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
11393	00198900	University of Kentucky	BS	Hospitality Management & Tourism	2015
3026	00198900	University of Kentucky	BS	Hospitality Management	2015
4933	00200200	Western Kentucky University	BS	Hospitality Management and Dietetics	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

- University of Kentucky (CIP 52.0901), College of Agriculture, Bachelor of Science in Hospitality Management and Tourism. The degree at the University of Kentucky follows the business and management course requirements of many hospitality and tourism management degrees. It does not provide concentrations or certificates for students who wish to specialize or work in non-traditional venues like agritourism, sustainable tourism, or gastrotourism. Furthermore, there is less emphasis on global hospitality and tourism sectors.
- Western Kentucky University (CIP 52.0901), College of Health and Human Services, Department of Applied Human Sciences, Bachelor of Science in Hospitality Management and Dietetics Major, and Hotel, Restaurant, and Tourism Management Concentration. The program offered at Western Kentucky University is found in the same department as the proposed degree at EKU. Since the degree is offered as part of the dietetics major, graduates are more likely to focus on business and restaurant management courses. Therefore, it does not overlap with the goals for preparing students to work in the hospitality and tourism industries around the world that are highlighted in the proposed program at EKU.
- Sullivan University (CIP 52.0903), Associate of Science in Hotel and Restaurant Management, Associate of Science in Event Management and Tourism, and Bachelor of Science in Hospitality Management. These programs prepare students for a small sector of the hospitality and tourism industry by providing business and food/beverage courses. The bachelor of science adds to the curriculum offered by

the associate degree with business and marketing courses. The associate of science degree in event management and tourism is offered face-to-face in Louisville, KY. The associate of science in hotel and restaurant management and the bachelor of science degree are offered online and face-to-face.

Comparison of Student Populations:

The University of Kentucky and Western Kentucky University do not have an online program for Hospitality Management, whereas Sullivan University, a private institution, has an online Hospitality Management program. The Hospitality Management program at Sullivan University is well advertised. At Sullivan University, to obtain a bachelor's degree in hospitality management, a total of 180 academic credits are required, which is more hours when compared with other institutions.

The programs at UK and WKU are primarily focused on business courses with a focus on restaurant or food management. While our proposed degree and concentrations will also include these components, students will focus on topics that are the future of the hospitality and tourism industry. For example, our program will offer components of global sustainability and sociocultural impacts of hospitality and tourism. The gastronomic tourism concentration does provide food and beverage topics similar to the other state institutions, but from a global perspective. The sustainable hospitality concentration focuses on increasing awareness of critical environmental and social issues that are increasingly important in the industry.

Access to Existing Programs:

Within the state of Kentucky, hospitality programs are primarily delivered on campus. Throughout the nation, a variety of delivery formats exist. However, there are few programs available nationwide or globally that include an emphasis in gastronomic tourism and sustainable hospitality. Currently there are less than five undergraduate sustainable hospitality degrees across the nation and only one undergraduate degree specializing in food tourism (gastronomic tourism).

Feedback from Other Institutions:

Feedback from the University of Kentucky was supportive and they are interested in future collaborations. We have also received positive feedback with Western Kentucky University and have scheduled digital meetings in the future.

Cost

Projected Revenue over Next Five Years (\$) : 2705535

Projected Expenses over Next Five Years (\$) : 2054094

Will Additional faculty be needed? Yes

Initial course development and delivery for the first year of the program will be provided by existing faculty in ECU's Department of Applied Human Sciences. In addition students will be able to complete supporting coursework from existing programs. During the first year it will be necessary to hire one faculty member to support the program's course offerings, and a second faculty member is expected to be added in year two of the program. As with all of our other online programs, faculty positions will be paid from program tuition revenues generated from new and existing student enrollments.

Provide a budgetary rationale for creating this new program

This program will attract new students to the major as projected, and it is expected that demand for the hospitality and tourism courses will be high from students in other majors who choose the courses as electives or as part of the exploratory journey many students take.

PROPOSED PROGRAM SUMMARY

Institution: Eastern Kentucky University

Program Name: Instructional Design and Learning Technology

Degree Designation: MASTER OF SCIENCE (MS)

Degree Level : Master's

Program Description

The Instructional Design and Learning Technology (IDLT) Master's Degree is designed to confer job readiness skills bound by applied theoretical frameworks related to the fields of instructional and eLearning design, corporate training, and performance management. The core of the program consists of courses that will help the student to master instructional design, to analyze and make data-driven decisions, and afford them an opportunity for in-house or external internships. At the same time, students are afforded choices among various electives to fulfill the course requirements. In short, these are divided into the following broad categories:

- a. Multimedia Design for Learning: Provides a professional foundational understanding of the research and development of multimedia elements to positively improve learning outcomes.
- b. Graphic/User Interface Design: Use of typography, symbol systems, color, and space to create intuitive electronic interfaces as well as communicate instructional messages clearly and effectively.
- c. Online distance learning: Provides historical context and modern approaches to online learning through use of tools, techniques, and best practices.

Internship Requirement

Because the proposed program will focus on career readiness, we devised a three-dimensional, proactive approach to providing students instructional design experience with maximum flexibility in mind to meet the needs of a diverse student population.

A. Internal placement at ECU. Students work as academic instructional designers at the ECU Instructional Design Center (IDC) in support of the mission and goals of the university. Students may intern with the IDC remotely when they have a reliable, high speed internet connection.

B. External placement. Students complete an internship in an organization identified by IDLT program coordinators with whom the student has no prior affiliation. Alternately, students may find their own placement with department approval. Remote internships will be at the discretion of the respective employer, but ECU will take significant steps to find remote positions for students who are firmly location-bound where there is not an immediate employment need, such as a rural or low population density area.

C. External placement in student's workplace. Students complete an internship at their current workplace where they are already gainfully employed, but not as a trainer, instructional designer, or in a related capacity.

Portfolio Requirement

While conducting research for this program, we did not identify any other program in the state that integrates portfolio artifacts into their curriculum. As a normal part of IDLT coursework, students will create a series of portfolio "artifacts," or elements demonstrating their growing abilities and accomplishments. These are significant

products that may consist of complete instructional units, training programs, multimedia products, needs analysis and program evaluation reports, and other creations pertinent to instructional design.

Whatever the future may bring, the field of instructional design and learning technologies is poised to grow to meet the demands of an ever-changing workforce (Finn & Conway, 2019). These changes will be especially evident as universities redefine and redesign the educational experience to offer greater flexibility, student choice, and to remove obstacles in the educational process (Miaoulis, 2020).

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

This program will not replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program.

CIP Code: 13.0501

Credit Hours: 30

Institutional Board Approval Date: 12/10/2020

Implementation Date: 8/23/2021

Student Demand

Year 1 - 177
Year 2 - 255
Year 3 - 255
Year 4 - 255
Year 5 - 255

Market Demand

Student Demand

Year 1 -177
Year 2 -459
Year 3 -449
Year 4 -449
Year 5 -449

Market Demand

The ECU IDLT Program seeks to address the need for qualified Instructional Designers, Instructional Coordinators (Bureau of Labor Statistics designation), and Training and Development Specialists across the state and beyond. It is a need primarily driven by the rise of distance education and online learning initiatives (McFarland et al., n.d.).

Recent shifts in both public and private sectors, including P-20 institutions, have seen increased demand for online instructional delivery even before the ongoing SARS-CoV-2 pandemic. Extraordinary circumstances resulting from SARS-CoV-2 have further catalyzed rapid organizational change regarding the structure and delivery of work.

Instructional designers and trainers have long held expertise leveraging appropriate, effective technology using evidence-based approaches to design and deliver effective instruction across myriad settings. They became essential contributors responsible for significant efforts toward implementation and operation of training and education.

The IDLT program adds to current offerings in Kentucky. However, the proposed ECU program is differentiated because our coursework blends theoretical and practical concepts toward a unique focus on early career application and orientation, as well as a mandatory intensive cooperative/internship placement engaging students in impactful work. Students will additionally create and maintain their own professional web site portfolio that will effectively and succinctly communicate their mastery of the skills and knowledge required for today's working professionals. We believe this experience will better prepare students for the competitive job market starting with their very first course, a strategy not seen in other programs in the state or region. Successful students in this program will be job-ready upon graduation, if not before.

Program Justification, Student Demand, and Careers on The National Level

Instructional Design Paces with Market

According to the market research reports by Finn and Conway (2019) and Plotnik and Hinck (2019), national job opportunities for Master's-level instructional design professionals from September 2016 to July 2019 grew 123 percent (Figure 1). This growth mirrors other careers for which the master's degree is generally required (Figure 1).

Growth At Least Fast as Average

The U.S. Bureau of Labor Statistics (2020) suggests trainers, training development managers, fields for which Instructional designers are well-suited, will experience faster than average growth over the projected time frame 2018 to 2028. The U.S. Bureau of Labor Statistics (2020) projects Instructional designers and instructional coordinator jobs will grow at an average rate over the same time period.

Another report by Thornton and Donohue (2017) reported significant increases (52 percent) in demand at the national level for bachelor's and master's level instructional design professionals between February 2018 and June 2018 (Figure 2).

Regional Dearth of Interest and Mitigation

At the same time, the EAB (2019) market pulse check for online masters-level programs in Instructional Design for central Kentucky (including a 150-mile radius of Wilmore, KY, including Lexington, Louisville, and Cincinnati) does not suggest favorable program potential. However, trends identified by Finn and Conway (2019), Plotnik and Hinck (2019), and Thornton and Donohue (2017) suggest that in order to mitigate potential dearth of program demand, institutions should focus on the recruitment of students at the national level while also offering an orientation toward practical, job-focused learning outcomes which prepare students for immediate, direct-entry into the workplace. ECU's Instructional Design and Learning Technology program seeks to immediately prepare students for gainful employment by having terminal objectives culminate in deliverables suitable for inclusion in professional portfolios. Additionally, the program will directly place students into practicum experiences valued by hiring organizations.

Employment Demand

	Regional	State	National
Type Of Job	Instructional Coordinator		
Avg. Wage	\$104,903	\$116,920	\$113,350
# Jobs (Postings)	668	431	42300
Expected Growth	7%	10%	7%
Type Of Job	Training and Development Managers		
Avg. Wage	\$104,903	\$116,920	\$66,290
# Jobs (Postings)	668	431	192900
Expected Growth	7%	10%	6%

Indicate source of market demand information

Kentucky Occupational Outlook to 2026

U.S. Bureau of Labor Statistic

<https://www.bls.gov/oes/current/>

Timeframe: through 2026 for Kentucky; through 2029 for National

Academic Demand

After graduation, students will be qualified to perform the following jobs:

- Instructional Designer
- Instructional Coordinator
- E-Learning author
- Educational/Learning consultant
- Program evaluator
- Trainer
- Employee Performance Specialist/Manager across multiple fields
- Human resources positions with focus on workforce development and performance management

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
2164	00197600	Morehead State University	MAED	Teacher Leader - Educational Technology	2015
3144	00198900	University of Kentucky	MSED	Education - Instructional Systems Design	2015
4981	00200200	Western Kentucky University	MS	Instructional Design	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

University of Kentucky

The University of Kentucky (UK) Instructional Systems Design (ISD) Master's degree program prepares students broadly as to the history, theory, and implications of instructional design with an emphasis on the creation and evolution of learning and educational theories such as instructionalism, cognitive load theory, cultural psychology, and others to explicate the nature, challenges, and concerns related to learning and educational systems.

As the program is part of UK's College of Education, there is also a synergy with the needs of K-12 teachers and teacher educators. The UK program is multifaceted and serves multiple needs, primarily within the university and local region.

The primary objective of the proposed EKU program is singular: to prepare individuals for gainful employment in industry, particularly settings outside public school organizations. Additionally, EKU seeks to target populations outside the regular service regions of state institutions.

Western Kentucky University

Comparing the proposed curriculum with the MS in Instructional Design at Western Kentucky University, EKU's IDLT program offers additional courses to prepare students to be effective instructional designers. Namely, there is an additional focus on:

1. Making data driven decisions which include needs analysis and program and training evaluation (IDL802, 814, PSY 790)
2. Designing and developing gamified learning experiences (IDL 814)
3. Catering to diverse learning populations (IDL 813)
4. Developing visually appealing instructional products (DES 850)
5. Design and production of design spaces when designing a new user interaction (DES 851)
6. Emphasizing the need for technical writing (ENG 840)
7. Development of professional portfolio which students will develop throughout the program and showcase to their future employers

Comparison of Student Populations:

While the mission of state institutions is to serve the citizens of their respective service regions, EKU's IDLT program will also strive to recruit and serve students across the country and from diverse disciplinary backgrounds. Many master's degree programs out of tradition and practicality accept students who are academically prepared at the baccalaureate level in their specific discipline. The IDLT program may accept graduates from any academic discipline due to the nature of the field. Moreover, we would specifically also seek to target P-12 teachers who have left the profession. Students with the disposition and skill set to be effective classroom teachers have much to offer the instructional design field and have applicable training that would benefit both themselves and organizations.

Access to Existing Programs:

EKU's proposed IDLT program is keenly focused on preparing students with 21-century skills to enter organizations as critical and creative thinkers ready to solve instructional problems. At the same time, we acknowledge the University of Kentucky's College of Education (UKCOE) has expertise and an approach which orients students toward a broad theoretical perspective on learning and professional development. We would be open to any partnership which allows a student to maximize their choice relative to fulfilling their own learning and career goals. Although there is no current collaborative arrangement, potential EKU faculty have contacts with UKCOE and would be willing to explore a partnership in the future. The knowledge and experience EKU faculty provide could serve the state through a

synergistic relationship between the two institutions, as well as catalyze programs of distinction at both.

Feedback from Other Institutions:

No concerns have been raised by other institutions regarding the addition of the MS in Instructional Design and Technology.

Cost

Projected Revenue over Next Five Years (\$) : 3499197

Projected Expenses over Next Five Years (\$) : 198550

Will Additional faculty be needed? Yes

To establish the ECU IDLT Program and to accommodate future program growth, additional resources are required in terms of faculty positions. Specifically, two full-time faculty positions are necessary to successfully develop the IDLT program, help with the recruitment efforts, identify and maintain connections with external stakeholders and internship providers, and perform other duties that require the dedication of full-time faculty. At the time of this proposal, the IDLT program is conceptualized and proposed by the joint efforts of e-Campus Online Learning and The Department of Art and Design, with the aid of the two potential faculty members. The potential faculty are currently employed as an Instructional Designer and Faculty Development Program Manager at the ECU's Instructional Des

Provide a budgetary rationale for creating this new program

The program will be funded through revenue generated from new students. Most peripheral needs are already covered through existing services. Two current full-time instructional designers and full-time faculty will be reassigned to the program as well.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Marketing
Degree Designation: MASTER OF SCIENCE (MS)
Degree Level : Master's

Program Description

The Master's in Marketing is a one-year graduate program designed to provide students with in-depth course work in key marketing topics. This program will include core content focused on the areas of: strategic marketing, marketing research, new product development, personal selling and sales management, consumer insights, marketing analytics and digital visualization, corporate social responsibility marketing communications, digital marketing, and branding. Students will take 10 core classes (3 credit hours each). This program will provide specialized knowledge in marketing that is demand by industry. The number of jobs that require graduate level marketing expertise is expected to grow over the next 10 years and include careers such as marketing specialists and sales managers across a variety of manufacturing and sales industries.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify. No

CIP Code: 52.1401
Credit Hours: 30
Institutional Board Approval Date: 2/21/2020
Implementation Date: 8/16/2021

Student Demand

Year 1 - 15
Year 2 - 25
Year 3 - 35
Year 4 - 45
Year 5 - 45

Market Demand

The development of this program is in response to the need of employers within the state of Kentucky for qualified marketing specialists. Students that graduate from this MS in Marketing are prepared for jobs such as Marketing Managers/Specialists that require both qualitative and quantitative skills to formulate and execute marketing strategies. The projected growth rate in these types of jobs in the state of Kentucky is expected to be anywhere from 9%-21% for the next 6 years which is much faster than the average growth for both the local area and the United States (www.onetonline.org;

Marketing Specialists/Marketing Managers).

The Department of Marketing & Supply Chain is currently ranked 37th in North America with respect to number of publications in the top 4 marketing journals (Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research, Marketing Science) according to the UT Dallas rankings. The development of a specialized master's program provides one more mechanism for sharing the research that faculty are engaged in. Furthermore, this program fits with the current strategy of the Gatton College of Business & Economics and the University of Kentucky to expand graduate education opportunities.

Employment Demand

	Regional	State	National
Type Of Job	Advertising and Promotions Managers		
Avg. Wage	\$60,897	\$45,282	\$82,474
# Jobs (Postings)	20	17	737
Expected Growth	18%	20%	6%
Type Of Job	Marketing Manager		
Avg. Wage	\$99,977	\$95,515	\$101,204
# Jobs (Postings)	548	348	55558
Expected Growth	10%	7%	0%
Type Of Job	Marketing Research Analyst		
Avg. Wage	\$79,715	\$74,389	\$82,750
# Jobs (Postings)	90	30	8196
Expected Growth	6%	6%	16%
Type Of Job	Marketing Specialist		
Avg. Wage	\$74,072	\$74,666	\$73,975
# Jobs (Postings)	95	57	8075
Expected Growth	9%	6%	16%
Type Of Job	Sales Manager		
Avg. Wage	\$95,857	\$88,475	\$98,867
# Jobs (Postings)	791	383	62680
Expected Growth	6%	10%	1%

Indicate source of market demand information

Burning Glass Technology. Combination of BLS projections, Physical Job Postings, and Burning Glass Proprietary models

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

N/A

Cost

Projected Revenue over Next Five Years (\$) : 4470000

Projected Expenses over Next Five Years (\$) : 815000

Will Additional faculty be needed? No

Provide a budgetary rationale for creating this new program

The primary source of funding for the MS in Marketing will come from student tuition. In year 1 this is expected to be \$450,000. By year 5, this will grow to \$1,350,000 in tuition assuming no increases in tuition. The Master's in Marketing program will be launched in FY21 with 15 students, growing linearly to a steady state of 45 in FY24. The program will be priced at \$30,000 initially [\$25,000 in-state (\$833.33 per credit hour) and \$35,000 out-of-state (\$1166.66 per credit hour)].

This program utilizes faculty that are already in place within the Department of Marketing & Supply Chain. This specialized Master's leverages the resources already in place in the Gatton College of Business & Economics related to marketing, recruiting, and career placement services.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Strategic Human Resource Management and Analytics

Degree Designation: MASTER OF SCIENCE (MS)

Degree Level : Master's

Program Description

The Master's in Strategic Human Resource Management and Analytics (SHRMA) provides the student with the knowledge, skills, and abilities needed to contribute to organizational effectiveness. The 30-credit program provides a strong grounding in HR-based analytics, including coursework on data visualization, making evidence-based decisions, research design, and database management. The program also features social network analysis and includes an experiential capstone course giving students the opportunity to apply principles and techniques learned in their coursework to solve real organizational problems.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

No

CIP Code: 52.1001

Credit Hours: 30

Institutional Board Approval Date: 2/18/2021

Implementation Date: 8/16/2021

Student Demand

Year 1 - 16

Year 2 - 22

Year 3 - 28

Year 4 - 34

Year 5 - 40

Market Demand

The development of this program is in response to the need of employers within the state of Kentucky for qualified human resource specialists. Students that graduate from the MS in Strategic Human Resource Management and Analytics program are prepared for jobs such as HR Specialists and HR Managers that increasingly require both strategic thinking and strong analytic skills. The projected growth rate in these types of jobs over the next 6-8 years in the state of Kentucky is expected to be 6% for HR Specialists and 8% for HR Managers. Both growth rates exceed national projections (5% for specialists, 7% for managers). Finally, with our dual focus on strategy and analytics, we expect the graduates to be very attractive to consulting firms as HR/management analysts. This job category is projected to see significant growth

both locally (15%) and nationally (14%) suggesting a need for a well-trained workforce to fill these positions. All statistics are taken from Projections Central and the Bureau of Labor statistics via the Occupational Information Network (www.onetonline.org).

The Department of Management is home to the LINKS Center for Social Network Analysis and some of the top researchers in the field (links.uky.edu). The development of a specialized master's program (with two courses on networks) provides one more mechanism for sharing the research that faculty are engaged in. Furthermore, this program fits with the current strategy of the Gatton College of Business & Economics and the University of Kentucky to expand graduate education opportunities.

Employment Demand

	Regional	State	National
Type Of Job	Compensation/Benefits Analyst		
Avg. Wage	\$71,204	\$64,133	\$68,641
# Jobs (Postings)	78	65	6514
Expected Growth	13%	3%	1%
Type Of Job	Human Resource Manager		
Avg. Wage	\$88,301	\$85,476	\$89,849
# Jobs (Postings)	204	159	16867
Expected Growth	26%	20%	1%
Type Of Job	Human Resource Specialist		
Avg. Wage	\$68,054	\$67,819	\$72,472
# Jobs (Postings)	158	121	12696
Expected Growth	0%	0%	5%
Type Of Job	Management Analyst		
Avg. Wage	\$79,767	\$77,559	\$85,336
# Jobs (Postings)	860	555	70646
Expected Growth	0%	0%	10%
Type Of Job	Training and Development Manager		
Avg. Wage	\$81,189	\$73,703	\$74,449
# Jobs (Postings)	54	43	4582
Expected Growth	13%	0%	2%

Indicate source of market demand information

Data was collected from Burning Glass. Average wages and # of openings are collected from physical job postings over the last 12 months.

Projections are from 2019-2028 and are based on BLS data and Burning Glass proprietary data models.

Academic Demand

N/A

Unnecessary Duplication

Similar Program(s): N/A

Cost**Projected Revenue over Next Five Years (\$) : 3980000****Projected Expenses over Next Five Years (\$) : 1108000****Will Additional faculty be needed? No****Provide a budgetary rationale for creating this new program**

The primary source of funding for the MS in Strategic Human Resource Management and Analytics will come from student tuition. In year 1 this is expected to be \$450,000. By year 5, this will grow to \$1,140,000 in tuition (assuming no increases in tuition). The Master's in Strategic Human Resource Management and Analytics program will be launched in FY21 with 16 students, growing linearly to a steady state of 40 in FY25. The program will be priced at \$30,000 initially [\$25,000 in-state (\$833.33 per credit hour) and \$35,000 out-of-state (\$1166.66 per credit hour)].

Additionally, IPEDS completion data (numbers of degrees awarded nationally) shows a 10% increase in the number of degrees conferred over the last 5 years suggesting strong demand for the program and an ability to meet our enrollment

PROPOSED PROGRAM SUMMARY

Institution: Western Kentucky University

Program Name: Instructional Leadership, School Principal, All Grades

Degree Designation: MASTER OF ARTS IN EDUCATION (MAED)

Degree Level : Master's

Program Description

The Master of Arts in Education, Instructional Leadership, School Principal, All Grades program will include 30 credit hours and lead to Provisional certification to serve as a school principal or assistant principal.

The MAE degree in principal certification will include the same coursework as the Rank I and certification only pathways currently approved under programs 131 and 121 at Western Kentucky University and simply creates a third pathway to the principalship besides Rank I and certification only. This returns the university to the same menu of principal pathways that existed prior to the 2013 statewide revision of principal certification programs.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

This program enhances the existing certification only and Rank I tracks to the principalship by providing an additional pathway, and will likely increase enrollments in the program overall.

CIP Code: 13.0401

Credit Hours: 30

Institutional Board Approval Date: 5/1/2020

Implementation Date: 8/3/2020

Student Demand

Year 1 - 5
Year 2 - 10
Year 3 - 15
Year 4 - 15
Year 5 - 15

Market Demand

Following the decision of the Kentucky Education Professional Standards Board in December 2018 to waive the existing requirement of a Master's degree prior to admission in a principal preparation program (a move that WKU faculty supported), we are requesting approval to initiate a proposal for a new Master's of Arts in Education (MAE) pathway to principal certification. This will create three pathways to principal certification at WKU, including the MAE, Rank I, and certification only. The MAE option will be ideal for teachers who are relatively new in the profession and aspire to an

extended career in school administration. By earning principal certification at the Master’s level, these students will be well-position to pursue other advanced credentials in administration, including supervisor of instruction, director of pupil personnel, and superintendent certification at the Rank I level and beyond.

The MAE degree in principal certification will include the same coursework as the Rank I and certification only pathways currently approved under programs 131 and 121 at Western Kentucky University. It will include 30 credit hours of coursework in education administration, including 24 credit hours of traditional classes and 6 credit hours of clinical experiences. The curriculum, sequence, and structure of these courses and clinical work all reflect program revisions recently made with the support of a grant from the Wallace Foundation designed to promote model principal training for the 21st century, a grant for which WKU was one of 7 universities across the United States to participate, bringing us into close partnership with districts, the Green River Regional Educational Cooperative, the Kentucky Department of Education, and the Kentucky Education Professionals Standards Board.

Employment Demand

	Regional	State	National
Type Of Job	Principal	Principal	Principal
Avg. Wage	\$79K-88K	\$87,420	\$95,310
# Jobs (Postings)		320/yr	22,200/yr
Expected Growth		+5.6%	+7.9%

Indicate source of market demand information

Data in the table above come from the Bureau of Labor Statistics Occupational Handbook.

Academic Demand

Since 2013 when WKU was no longer allowed to admit students to the principal program without a Master’s degree already earned, we have received numerous inquiries from prospective students seeking to earn principal certification at the Master’s level. While we anticipate WKU’s education administration program will continue to appeal to students at the Rank I and certification only level, this pathway will be attractive to students who are perhaps less seasoned in their teaching careers but eager to enter an administrative role and perhaps earn other advanced certifications at the Rank I level, including supervisor of instruction, director of pupil personnel, director of special education, and superintendent.

Again, this program will be identical in terms of coursework and learning objectives from the existing Rank I/certification only principal program. Students will be assessed throughout their program on progress toward mastery of the Professional Standards for Educational Leaders (PSEL).

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
10604	00196300	Eastern Kentucky University	MAED	Instructional Leadership	2015
3142	00198900	University of Kentucky	MED	Educational Leadership	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

The proposed program is identical to WKU's existing certification and Rank I pathways for principal certification. Similar programs for certification only and Rank I exist at all of Kentucky's regional universities and two research-focused institutions in order to meet regional needs for highly-trained and certified school principals. To our knowledge, only Murray State University is currently offering a Master's degree pathway to the principalship, but with the waiver described above, we anticipate many other programs will reinstitute Master's degree options for principal certification.

Cost

Projected Revenue over Next Five Years (\$) : 821700

Projected Expenses over Next Five Years (\$) : 0

Will Additional faculty be needed? Yes

As this proposal just creates an additional pathway to principal certification using the existing program, no additional faculty are needed.

Provide a budgetary rationale for creating this new program

No additional funding will be required to offer a Master's degree pathway to principal certification as the program utilizes the same course work and requirements as the existing Rank I and certification only pathways. Creating an additional pathway to principal certification will likely grow enrollments in WKU's principal program with no additional costs, and therefore represents a highly efficient and effective use of existing funds and resources. No other programs will be affected.

***THE BELOW AGENDA ITEM WAS PROVIDED AT THE
MARCH 23, 2021 ASI COMMITTEE MEETING.***

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

INFORMATION ITEM
March 23, 2021

TITLE: Academic Program Review Project Results

DESCRIPTION: Staff will present the results of the Statewide Academic Program Review project undertaken by Gray Associates from 2019-21. Staff will also discuss proposed changes to the academic program review policy moving forward.

PRESENTERS: Melissa Bell, Vice President of Academic Affairs and Student Success

STATUTORY AUTHORITY

KRS 164.020 (16) outlines four criteria for statewide academic program review to determine:

- Consistency with the institution's mission;
- Alignment with the state's strategic postsecondary agenda and implementation plan.
- Elimination of unnecessary duplication of programs within and among institutions.
- Efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

KENTUCKY STATEWIDE PROGRAM REVIEW – AY 2017-2021

The academic program review process is a key responsibility of state coordinating boards like the Council on Postsecondary Education (CPE). The process ensures that academic programs are consistent with state priorities and that public resources are used efficiently for the greater good of the Commonwealth.

Purpose of Program Review

There are two types of program review – institutional and statewide. The statewide process is designed to complement and enhance, not supplant, institutional-level program reviews.

***THE BELOW AGENDA ITEM WAS PROVIDED AT THE
MARCH 23, 2021 ASI COMMITTEE MEETING.***

Institutional program reviews serve several purposes. They are undertaken to promote continuous improvement. Because there are limited resources, programs must fit with the institution's mission and strategic direction and must be economically viable. Institutional program reviews also focus on academic quality issues, specifically attainment of student learning outcomes as well as distinction of faculty research. And institutional program reviews must meet all the requirements of both institutional and programmatic accreditation.

There is some overlap in purpose between institutional and statewide review. Both focus on continuous improvement and alignment with mission and strategic direction. While institutional review focuses on the viability of individual programs, statewide review looks at efficiency from a broader perspective. In Kentucky, statewide review also focuses on the concept of unnecessary duplication of programs.

In short, institutional program review is an intensive, micro-level evaluation of programs while statewide review focuses on the macro view, looking across institutional reviews for data patterns, outliers, and opportunities for efficiencies. The combination of these two levels of evaluation – institutional and statewide – provide a thorough framework for academic program review in Kentucky.

Academic Program Review Process AY 2017-21

While CPE issued a RFP for a firm to assist in statewide program review, institutions continued their institutional program reviews. In 2019, CPE contracted with Gray Associates to work with universities to review all baccalaureate programs. Gray Associates was selected partly based on their expertise in productivity and efficiency metrics. The firm also has access to multiple data sources, which assists the sophisticated analyses needed to guide the statewide program review.

Gray Associates assisted Council staff to create a methodology that provides campuses with consistent, detailed information to help guide decisions about program needs and improvement. In particular, Gray's methodology and data sources provide information about program financial contributions and employer needs, information that many institutions have struggled to provide in past program reviews cycles.

Data Analysis

Through its Program Evaluation System (PES), Gray Associates used multiple data sources to identify student and market demand. Student demand was measured by student inquiries about programs as well as Google search trends. Market demand used job postings from Burning Glass, employment and wage data from the Bureau of

***THE BELOW AGENDA ITEM WAS PROVIDED AT THE
MARCH 23, 2021 ASI COMMITTEE MEETING.***

Labor Statistics and other sources, and placement rates using Gray's own methodology. Gray also incorporated data on similar programs in the state.

Gray Associates tracked more than 50 metrics related to student demand, employment, and competition and then compiled a summary scorecard for each program. This methodology helped institutions identify programs that need further evaluation, but it also helped them identify programs to start based on lack of market saturation and strong demand.

Through its Program Economics Platform (PEP) system, Gray Associates calculated the marginal financial contribution of each program at the comprehensive universities. Gray worked with each institution to define and calculate revenue and direct instructional costs for each program. Then the marginal contribution of each program to campus finances was calculated. This analysis did not include overhead costs because those are not changed by program decisions (i.e. the president's salary is not cut when a program is cut). The PEP system identified the revenue (minus institutional grants and scholarships) for each student and assigned that to the courses the student takes. Gray Associates worked with institutions to assign faculty wages, benefits, and other instructional costs to courses. In the end, the revenue per student credit hour minus the cost per student credit hour was used to calculate the contribution per student credit hour for each program.

Because UK and UofL had or was pursuing a contract with EAB, another consulting firm, those two universities requested to use the EAB financial methodology to calculate program-level costs, rather than Gray's contribution analysis.

Using data from CPE's comprehensive database and Gray's PEP and PES systems, unnecessary duplication, a criterion for program review, was defined as a program offered at multiple institutions that has low and declining enrollment, low student demand, low market demand, and low or negative contribution margin. More specifically, programs offered at more than one institution with enrollment of 40 or fewer students and has been trending downward for three years, student demand in the 40th percentile or lower, market demand in the 40th percentile or lower, and low or negative contribution margins were identified for further analysis.

Seven programs at five universities met these criteria. They were asked to submit plans to address all of the following elements – 1) ways to increase student demand and enrollment, 2) ways to better align with market demand, and 3) a process for improving the financial contribution of the program.

***THE BELOW AGENDA ITEM WAS PROVIDED AT THE
MARCH 23, 2021 ASI COMMITTEE MEETING.***

Workshops

Using data from PES, Gray Associates facilitated a workshop with each institution. Faculty and staff participants agreed on a scoring rubric, and institutional teams evaluated all undergraduate programs and identified programs to Start, Sunset, Fix/Grow or Sustain.

As part of the workshop discussions, faculty and “Sunset, Fix/Grow or Sustain” administrators discussed each program’s objectives and how they aligned with the institution’s mission and strategic plans, another criterion for statewide program review. This discussion was part of the decision-making process as campus representatives made program recommendations. The institutional teams also highlighted possibilities for efficiencies within their program portfolios, which is another criterion for statewide program review.

Some workshops were scheduled in the Spring 2020 semester, but the COVID-19 pandemic forced those to be cancelled. Gray Associates rescheduled those remaining workshops for Fall 2020, which were conducted virtually.

Institutions then incorporated these data analyses and preliminary recommendations into their institutional review processes.

Institutional Reports

Each public university was required to submit a program review report with the following information:

- Institutional program review efforts, including a description of the process and data sources the institution engaged in over the past three years.
- Analyses and discussions from the campus workshop with a summary of the most important discussion topics and lessons learned from the data analyses.
- Programs identified potential programs to start and categorized existing programs into those to sunset, fix/grow or sustain.
- Next Steps, including the use of tools provided by Gray Associates, going forward.

Each program was required to have an accompanying rationale for the decision. The rationale summarized all data sources and any supplementary information used to arrive at the stated conclusion. CPE staff carefully reviewed the reports. If there were any questions about any rationales, staff followed up with institutions and requested additional information.

***THE BELOW AGENDA ITEM WAS PROVIDED AT THE
MARCH 23, 2021 ASI COMMITTEE MEETING.***

Results

CPE has approved 29 baccalaureate programs over the last three years. During the same time frame, 157 baccalaureate programs have been suspended or closed. Following the Gray Associates process, 12 additional programs were identified to sunset, 218 were classified as programs to fix/grow, and 328 were identified as programs to sustain.

As expected, most programs fell into the Sustain category, meaning that institutions carefully analyze data before starting programs, evaluate them regularly to ensure viability, and that the metrics are favorable for sustainability.

During the campus workshops, institutions also identified possible programs to start. Note that institutions are not required or expected to implement any of these programs. This is simply a list of programs that have favorable student demand and market conditions that institutions can then be evaluated by additional institutional criteria. If institutions determine that they have the resources and that these programs should be prioritized, then they may pursue these opportunities.

Summary

As we move forward with statewide program review, there are several important ideas to keep in mind:

- Institutional and statewide program reviews are two separate but interrelated processes with some overlapping purposes. Kentucky public institutions have undertaken rigorous institutional program reviews over the past three years in addition to the extensive statewide process in partnership with Gray Associates.
- As a result of the statewide process, campuses have access to new analytical tools to help them evaluate both existing and potential new programs.
- The statewide process was not only about data analysis. The two-day workshops held at each institution involved a wide selection of faculty, staff, and administrators from across the institution. The workshops allowed deep conversation about programs, increased participants' knowledge of the institution's program portfolio, and allowed for conversations about collaborative opportunities.



Types of Program Review

Institutional Program Review

Accreditation requirements
Institutional fit
Viability

Statewide Program Review

Mission alignment
Alignment with statewide priorities
Efficiency

State-level program review complements and enhances institutional program review process.



Comprehensive Analysis 2019-21: Process

Market Analysis

- ➔ Student demand
- ➔ Market demand
- ➔ Competitive intensity

Financial Analysis

- ➔ Calculate direct instructional costs for each course

Campus Workshops

- ➔ Categorize programs into Start, Grow, Sustain, Fix or Sunset

Statewide Analysis

- ➔ Low and declining enrollment
- ➔ Low new student demand
- ➔ Low market demand
- ➔ Low or negative financial margins



Results: Institutional and Statewide Program Review

- 169 programs have been **suspended, closed, or identified to close** since Fall 2017
- 218 programs will focus on ways to **grow their programs or address issues.**
- 328 programs have healthy market and financial data to operate **as is.**
- 7 programs at five institutions met the criteria for **unnecessary duplication.**
 - Working on plans to address these criteria.



Conclusions and Next Steps

Kentucky has an efficient academic program portfolio.

The statewide process in partnership with Gray Associates, in combination with existing institutional program review processes, has produced a new baseline for statewide program review.

CPE should continue to monitor the criteria of alignment with institutional mission, unnecessary duplication, and efficiency but can now focus on the criterion of alignment with the statewide strategic agenda.

***THE BELOW AGENDA ITEM WAS PROVIDED AT THE
MARCH 23, 2021 ASI COMMITTEE MEETING.***

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

INFORMATIONAL ITEM
March 23, 2021

TITLE: Statewide Strategic Agenda Development – Update March 2021

DESCRIPTION: Committee members will receive an update of the work taken thus far in the development process.

PRESENTERS: Lee Nimocks, CPE's Vice President and Chief of Staff

BACKGROUND INFORMATION

The CPE is directed by KRS 164.020 to develop a statewide strategic agenda for the public postsecondary education system and revise it on a regular cycle. The agenda identifies statewide priorities and a vision for long-term economic growth by improving the education and skill levels of Kentucky's workforce. The agenda sets performance goals for students and institutions that reflect high expectations and standards, emphasizes continuous improvement, and supports technology-based solutions and innovative practices.

Development of the next statewide strategic agenda kicked-off at the ASI meeting in February of this year.

Presentation from SREB President, Stephen Pruitt

The Southern Regional Education Board (SREB) began a Higher Education Recovery Task Force that convened higher education leaders to address the challenges facing colleges, universities and students during the COVID-19 pandemic and recovery. The task force includes representatives from each of the 16 SREB states, and Presidents Aaron Thompson, Jay Box, and Bob Jackson participated on behalf of Kentucky.

Central issues the task force focused on included funding and costs; safety and health; distance learning, technology, innovation; and student support.

President Stephen Pruitt will present relevant information that came out of that work as well as present SREB research about the importance of increased educational attainment and anticipated higher education and workforce changes over the next decade.

***THE BELOW AGENDA ITEM WAS PROVIDED AT THE
MARCH 23, 2021 ASI COMMITTEE MEETING.***

Status Update and Next Steps – Data Gathering, Focus Groups, Executive Interviews

A series of interviews and focus group sessions have been scheduled for the next 6 weeks to collect relevant data and stakeholder input. Below is a summary of those meetings:

Group Interviews

- CPE’s Student Advisory Group - April 19
- Chief Business Officers (CBOs) - April 22
- Chief Academic Officers (CAOs) - April 23
- Campus Advisory Committee - April 28
- CPE Senior Leadership Team – May 5
- CPE’s Faculty Advisory Group - May 7

Focus Area Sessions

- Diversity, Equity, Inclusion - April 6
- College Affordability - April 6
- Education to Work - April 8
- Engaging the Adult Learner - April 9
- College Access & College Going - April 9

Executive Interviews – Scheduled/Conducted

- Chris Brown - KSU President
- Eli Capilouto, UK President
- Jay Morgan, MoSU President
- Bob Jackson, MuSU President
- Ashish Vaidya, NKU President
- David McFaddin - ECU President
- Neeli Bendapudi, UL President
- OJ Oleka, AIKCU President
- Paul Czarapata, KCTCS President
- Jason Glass, KDE Commissioner

Executive Interviews – Requested/Pending

- David Givens, Senator
- James Tipton, Representative
- Regina Huff, Representative
- Robert Stivers, Senator
- David Osborne, Representative
- Mike Wilson, Senator
- Tim Caboni, WKU President
- Jacqueline Coleman, Lt. Governor

The Campus Advisory Committee, made up of chief institutional effectiveness and strategic planning officers, will meet several times over the coming months to discuss

**THE BELOW AGENDA ITEM WAS PROVIDED AT THE
MARCH 23, 2021 ASI COMMITTEE MEETING.**

implementation and accountability measures. Those meeting dates will be determined in the coming weeks.

The following is a tentative outline of work for the ASI Committee and full Council for its meetings scheduled in 2021.

Group	Date	Topic(s)
ASI	Feb 1	Develop Inclusive Process
ASI	Mar 23	National Perspective on Higher Education Review of Campus Plans
Full Council	April 15	Vision, Mission, Values (VMC) General agreement on envisioned future (vision), purpose of CPE (mission) and behaviors and values that drive decisions (values)
ASI	April 23	Quantitative Data Dive
ASI	May 17	Qualitative Data Dive & approve VMC statements
ASI	June 8	Pulling It All Together; Define priorities and objectives
Full Council	June 24	Approve VMC and Priorities
ASI	July 13	Define Measures & Milestones
ASI	Aug 10	Define Broad Strategies & Finalize Measures
Full Council	Sept 16	Review Plan Framework and Working Draft
ASI	Oct	Review/Approve Final Draft
Full Council	Nov	Approve 2022-2030 Strategic Agenda for Postsecondary Education

Review of Campus Strategic Plans

CPE staff member Jessica Romious will present preliminary information about a project underway to review each of the campus strategic plans. The goal of the project is to analyze how each of the plans aligns with state goals and objectives. Staff also will review campus strategies, objectives and measures that might inform the development of the new agenda. A final report will be provided at the April ASI meeting.

KY COUNCIL ON POSTSECONDARY EDUCATION

TITLE: Report from the Finance Committee

DESCRIPTION: The following is a summary of the Committee's meetings on March 23, 2021.

PRESENTER: Aaron Thompson, CPE President

The Finance Committee met on March 23, 2021. There were no action items, but the members received the following reports:

- A review of the state budget bill (HB 192) as it relates to postsecondary education for fiscal year 2021-22, including a comparison study of the version submitted to the Governor for signature and how it differed from the Council's original budget request.
- An overview of the recommendations of the Postsecondary Education Working Group on Performance Funding and the results of its accompanying legislation, SB 135.
- A review of relevant data necessary for upcoming decisions regarding tuition and mandatory fee ceilings for the 2021-22 academic year. Items covered included:
 - Key issues to consider including state funding levels
 - Fixed and unavoidable costs
 - Pension costs for the comprehensive universities
 - Costs related to the COVID-19 pandemic
 - Current enrollment trends
 - Trend in tuition and fees for the last 20 years
 - Interstate price comparisons
 - Financial aid trends
 - Student loan debt levels
 - Net price of college attendance

KY COUNCIL ON POSTSECONDARY EDUCATION

TITLE: Report from the Executive Committee

DESCRIPTION: The following is a summary of the Committee's meetings in February and March 2021.

PRESENTER: Aaron Thompson, CPE President

The Executive Committee met twice since the last Council meeting. The following provides a recap for each of the meetings:

February 4, 2021 – The Committee finalized the resolution regarding the declining enrollment and college going rates on behalf of the full Council and discussed potential ways the state can promote, implement, and model ways campuses can be innovative. A copy of that resolution is attached.

March 4, 2021 – The Committee received the following updates:

- Information about a potential partnership with the Association of Governing Boards and the Gardner Institute focusing on retention, graduation and work outcomes for students, especially those from low-income, rural, and underrepresented minority backgrounds;
- An update on activities that have taken place since the approval of the Council's resolution regarding declining enrollment and college-going rates.
- Details on the three-year, \$2.1 million grant from the James Graham Brown Foundation to establish and implement the Kentucky Student Success Collaborative (KYSSC).
- Legislative activities to date.



**RESOLUTION ADOPTED BY THE COUNCIL ON FEBRUARY 4, 2021
DECLINING ENROLLMENT AT KENTUCKY'S 4-YEAR AND 2-YEAR INSTITUTIONS**

WHEREAS, overall undergraduate enrollment at Kentucky's public universities has steadily declined since 2015; and

WHEREAS, the number of high school graduates and the percent going on to college has been decreasing over the past five years; and

WHEREAS, enrollment at KCTCS declined over 10% from the Fall 2019 and Fall 2020; and

WHEREAS, there is evidence that these enrollment declines are exacerbated by impact of the COVID-19 pandemic; and

WHEREAS, there has been a 20% drop-off in Kentucky FAFSA applications compared with this time in 2019; and

WHEREAS, the Council on Postsecondary Education is very concerned about the effect further enrollment declines will have on the ability to meet 2030 Strategic Agenda Goals, and improve educational and economic opportunity for Kentucky citizens;

NOW, THEREFORE BE IT RESOLVED, the Council on Postsecondary Education recognizes the urgency and the need to reverse these trends and calls on President Thompson to work closely with campus leaders, K-12 partners, the Commonwealth Education Continuum, and other stakeholders to implement bold actions and strategies to mitigate the near term enrollment impacts of COVID-19. Further, the Council calls on the President of the Council on Postsecondary Education to provide regular reports on this matter at upcoming Council meetings.

A handwritten signature in blue ink, appearing to read "B. Brandstetter", written over a horizontal line.

Benjamin E. Brandstetter, Chair

A handwritten signature in black ink, appearing to read "Aaron Thompson", written over a horizontal line.

Aaron Thompson, Ph.D., President

TITLE: 2021-22 Council Meetings

DESCRIPTION: Staff recommend the Council approve the proposed meeting dates for 2021-22 academic year.

PRESENTER: Lee Nimocks, CPE Chief of Staff and Vice President

Per KRS 164.011(9), the Council is required to meet quarterly, but may meet more upon the call of the chair. In order to conduct its business efficiently, the Council has typically met five times per year. The following dates are proposed for the 2021-22 academic year:

- Sept 14-15, 2021 (Tu-W) **Will coincide with Trusteeship Symposium*
- Nov 8-9, 2021 (M-Tu)
- Jan 27-28, 2022 (Th-F)
- Apr 14-15, 2022 (Th-F)
- Jun 16-17, 2022 (Th-F)

Meeting dates of the standing committees will be established at a later date and reported at the next Council meeting.

TITLE: Policy Updates to the New Board Member Orientation and Education Program

RECOMMENDATION: Staff recommends the Council approve the proposed revisions to the policy regarding the new board member orientation and education program.

PRESENTERS: Lee Nimocks, CPE's Chief of Staff and Vice President

BACKGROUND INFORMATION

During the 2016 legislative session, a bill was passed requiring all new institutional and CPE board members to complete an orientation and education program within their first year of appointment. The measure affected several statutes and those went into effect on July 1, 2016.

More specifically, it includes the following provisions:

- The plan must be developed in cooperation with the public campuses, be comprehensive and contain continuing education elements.
- New members must receive 6 instructional hours on content that includes their role, the statewide strategic agenda, campus specific information, basic fiduciary responsibilities, and overall ethic and legal considerations for boards.
- The program must be deliverable both in person and electronically.
- All new members must complete it within one year of appointment and CPE must report those who do not do so to the legislature.
- Board members from private institutions must be invited to participate, but are not required to do so.

Following the passage of the bill, a work group comprised of CPE staff, Council members, university and KCTCS board liaisons, and the president of AIKCU met to provide input on the development of the implementation plan. The resulting policy was presented to the Council, and approved at its November 2016 meeting.

PROPOSED REVISIONS

Due to a number of additional changes to the statutes and updated procedures among Council staff, the following revisions are proposed to the policy.

Introduction and Overall

- Updated policy to reflect that elected board members must also complete the program, to conform to statutory language.
- Updated terminology so that it conforms to statutory language.
- Added reference to additional mandatory content requirement regarding board member removal and replacement provisions of KRS 63.080.
- Added list of statutes linked to the requirements and policy.
- Original policy development details removed (not needed).

Section 1

- Added reference to additional mandatory content requirement regarding board member removal and replacement provisions of KRS 63.080.

Section 2

- Updated language to reflect current practices regarding in-person versus online delivery of the program.
- Clarified that an assessment is not required by persons who complete the training in person.

Section 3

- Simplified reporting procedures after program completion and details regarding annual certification report.

Section 4

- Rewritten for clarification and to take out details regarding the original 2017 submission of campus programs.

Section 5

- Rewritten for clarification and included additional ways CPE provided continuing educational opportunities for board members.

Forms/Attachments

- Updated contact information
- Made it a PDF-fillable form

Two copies of the revised policy are attached – the “clean” version and the “track changes” version.



New Board Member Orientation and Education Program for the Council on Postsecondary Education and Institutional Governing Boards

Approved by the Council: **April 16, 2021 (tentative)**
Effective Date: **April 16, 2021 (tentative)**

Previous Actions

Original Approval: November 18, 2016

New Board Member Orientation and Education Program: Policy and Procedures

History

During the 2016 legislative session, a bill was passed requiring all new institutional and CPE board members to complete an orientation and education program within their first year of appointment. The measure affected several statutes and those went into effect on July 1, 2016.

More specifically, it included the following provisions:

- CPE must develop in cooperation with the public campuses a comprehensive orientation and education program for new board members and continuing education programs for all appointed and elected board members.
- For new members, the orientation shall include six instructional hours covering the following:
 - the role of the council and governing board members;
 - the statewide strategic agenda and the strategic implementation plan;
 - the respective institution's mission, budget and finances, strategic plan, and priorities;
 - institutional policies and procedures;
 - board fiduciary responsibilities;
 - legal considerations including open records and open meetings requirements;
 - ethical considerations arising from board membership; and
 - board member removal and replacement provisions of KRS 63.080.
- The orientation program must be developed in a way that allows new members to complete the requirements electronically or in person.
- Board members must complete the orientation within one year of appointment or election.
- CPE must provide a report to the legislature listing all new board members who do not complete the required orientation.
- Governing board members of private colleges and universities licensed by CPE must be invited to participate.

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

Affected Statutes

- [KRS 164.020\(25\)](#) - Powers and duties of the Council
- [KRS 164.011\(13\)](#) - Council on Postsecondary Education -- Membership -- Terms -- Meetings

- [KRS 164.131 \(1\)\(b\)](#) - Board of Trustees of University of Kentucky -- Membership – Terms
- [KRS 164.321\(9\)](#) - Boards of Regents of Eastern Kentucky, Morehead State, Murray State, Western Kentucky, Kentucky State, and Northern Kentucky Universities, and Kentucky Community and Technical College System -- Membership – Terms
- [KRS 164.821\(1\)\(a\)](#) - Board of Trustees of University of Louisville -- Membership -- Terms

Section 1: Orientation and Education Program Curriculum

As required by HB 15, all new appointees to public university boards, the KCTCS board, and the CPE board shall participate in a new member orientation and education program that focuses both on the state's higher education goals as well as institution-specific matters. To facilitate this process, the delivery of the new member orientation shall be shared by the CPE, KCTCS and the respective university boards in two parts.

- A. State-level Orientation:** The following shall be included in a comprehensive orientation program. Some elements may be delivered by organizations with specific expertise in board development and higher education (e.g., Association of Governing Boards).
- Higher education governance in Kentucky and the role and function of CPE.
 - The statewide strategic agenda and related accountability system.
 - Characteristics of an effective governing board.
 - Kentucky's open records and open meetings requirements.
 - The biennial budget development process and performance funding.
 - Fiduciary responsibilities of board members.
 - Shared governance in higher education.
 - Regional accreditation.
 - Ethical considerations arising from board membership and causes and considerations for board member removal, per KRS 63.080.
- B. Campus and KCTCS Orientation:** The following shall be included in an orientation program for new board members developed and delivered by each campus and KCTCS:
- Institutional mission, vision, and values, by-laws, and if applicable, the standing delegation of authority.
 - The university or KCTCS strategic plan and related accountability system.
 - Budget and finances, including a review of all sources of revenue and expenditures relevant to the institution's mission.
 - Board-relevant policies and procedures that affect the students, staff, and board members, including information regarding student privacy/FERPA regulations.
 - The board's fiduciary responsibility and specific board rules as they pertain to open records and open meetings. (As required, the campus shall provide copies

and obtain necessary confirmation of receipt of any documents required to be distributed by the Attorney General.)

- Review of conflict of interest and ethical considerations as they apply to Kentucky's board members.
- Access to historically relevant board actions, including but not limited to the previous two (2) years of meeting minutes.
- If applicable, an overview of the institution's foundation, including but not limited to the foundation's mission, membership, financial statements, how the foundation supports the institution, and how the foundation's board interacts with the campus's governing board.
- If applicable, the board's role, responsibilities, and limitations regarding NCAA regulations.

SECTION 2: Delivery Methods

The orientation and education program must be developed in a way that allows the new member to complete the requirements electronically or in person.

A. State-level Orientation Programs:

1. In-Person Delivery Method: The program will be offered as a stand-alone session or as part of the Governor's Conference on Postsecondary Education Trusteeship. The program will be offered in a central part of the state and may feature national, state, and local guest speakers. There is no assessment required for this option; attendance and participation will suffice for the requirement of completion.
2. Online Delivery Method: The program will be offered through the completion of an online program if a new appointee is unable to attend or if it is not feasible to hold the training in person due to a state or national emergency. Assessment checks are incorporated as part of the program to ensure retention of the information, and CPE will notify the applicable institutional board liaison upon the board member's completion of the program.

B. Campus Orientation Programs: The campus's orientation program may be delivered in a method at the discretion of the individual campus, and the board liaison shall notify CPE of the date of completion of each appointee.

SECTION 3: Annual Certification Report

As prescribed by KRS 164.020(25)(a)(3), CPE will provide an annual report to the Governor and Legislative Research Commission of those new board members who do not complete the required orientation and education program.

SECTION 4: Review and Approval of New Member Campus Orientation programs

Per KRS 164.020(25)(c), CPE must review and approve the orientation programs of each public university and the Kentucky Community and Technical College System for their governing board members to ensure that all programs and information adhere to the provisions of HB 15 (2016).

- A. The campus new member orientation programs shall be reviewed for approval every 5 years beginning March 2017 (see Attachment A – Submission Form). CPE will notify the campus in writing upon review and approval. If the submission is incomplete, the campus will receive a list of required items.

Future formal submission dates are tentatively set for the following dates:

- March 31, 2022
- March 31, 2027

- B. If a program undergoes a substantial revision, the campus shall submit a Revised Submission prior to its regularly scheduled review date. Upon CPE approval, the revised submission will go into effect for the remaining duration of the five-year period.
- C. The campus's governing board is encouraged to review its orientation program on a regular basis. If formally approved by the board, it should be indicated on the submission form.

SECTION 5: Continuing Education Programs

CPE provides a variety of continuing education opportunities to all board members at CPE, public and private institutions, which includes but is not limited to the following:

- A. The annual or biennial Trusteeship Symposium, which features national speakers and local experts on relevant and time-sensitive topics of interest to postsecondary education board members, campus leadership, policy leaders, and members of the Kentucky General Assembly.
- B. Open access to the online board orientation and education program to all board members.
- C. Regular meetings of the board chairs and vice chairs of the public institutions.
- D. 24/7 website access to CPE's latest research publications, infographics, blog posts, press releases, and the interactive data center.
- E. Webinars open to the general public regarding newly released reports or popular topics of interest.



Kentucky Council on Postsecondary Education
 100 Airport Road, 2nd Floor
 Frankfort, Kentucky 40601
 Phone: 502-573-1555
<http://www.cpe.ky.gov>

~~Submission Form~~
**Approval of Campus Orientation
 & Training Program for New
 Board Members**

INSTITUTION:	CAMPUS BOARD APPROVAL DATE:
CONTACT NAME:	
CHOOSE ONE: REGULAR SUBMISSION <input type="checkbox"/> (OR) REVISED SUBMISSION <input type="checkbox"/>	

SECTION 1: Regular Submissions

- Completed CPE submission form, marked *REGULAR SUBMISSION*
- Full agenda of the orientation program
- Listing of all documents provided to the new appointee, both in hard copy and electronic copy, along with a basic description of what the document is
- Electronic copies of all documents, handouts, PowerPoint slides, etc. (submitted via dropbox link or USB drive)

SECTION 2: Revised Submissions

If a campus program is substantially revised within its 5 year approval time slot, the institution shall resubmit to CPE the following elements:

- Completed CPE submission form, marked *REVISED SUBMISSION*
- Detailed list of items/program elements revised from the originally-approved submission
- Any added or revised materials that pertain to the revised elements.

Curriculum/Agenda Topics and/or provided materials (minimum requirements, if applicable)

- Institution's mission, vision, & values, by-laws, and standing delegation of authority
- Institution's current strategic plan and annual data accountability reports for the life of that strategic plan.
- Institution's biennial budget and finances.
- Board-relevant institutional policies and procedures
- Board's fiduciary responsibility and specific board rules as they pertain to open records and open meetings.
- Conflict of interest and ethical considerations
- Access to historically-relevant board actions, including but not limited to the previous two (2) years of meeting minutes.
- Information on institution's foundation
- Board-relevant info in regards to NCAA regulations.

See the "New Board Member Orientation and Training Plan" policy for specific requirements.

By signing below, I hereby certify that the submission from

is complete and correct to the best of my knowledge. I also certify that if any changes are made, a Revised Submission of approval will be submitted to the Council on Postsecondary Education within 30 days of the revision.

Contact Name: _____ **Date:** _____

Campus President: _____ **Date:** _____

Submit to: Heather M. Faesy, KY Council on Postsecondary Education, 100 Airport Road, Frankfort, KY 40601
 Phone: 502.573.1555 Email: heather.faesy@ky.gov



New Board Member Orientation and Education Program for the Council on Postsecondary Education and Institutional Governing Boards

Approved by the Council: **April 16, 2021 (tentative)**
Effective Date: **April 16, 2021 (tentative)**

Previous Actions
Original Approval: November 18, 2016

New Board Member Orientation and Education Program: Policy and Procedures

History

During the 2016 legislative session, a bill was passed requiring all new institutional and CPE board members to complete an orientation and education program within their first year of appointment. The measure affected several statutes and those went into effect on July 1, 2016.

More specifically, it included the following provisions:

- CPE must develop in cooperation with the public campuses a comprehensive orientation and education program for new board members and continuing education programs for all appointed and elected board members.
- For new members, the orientation shall include six instructional hours covering the following:
 - the role of the council and governing board members;
 - the statewide strategic agenda and the strategic implementation plan;
 - the respective institution's mission, budget and finances, strategic plan, and priorities;
 - institutional policies and procedures;
 - board fiduciary responsibilities;
 - legal considerations including open records and open meetings requirements;
 - ethical considerations arising from board membership; and
 - board member removal and replacement provisions of KRS 63.080.
- The orientation program must be developed in a way that allows new members to complete the requirements electronically or in person.
- Board members must complete the orientation within one year of appointment or election.
- CPE must provide a report to the legislature listing all new board members who do not complete the required orientation.
- Governing board members of private colleges and universities licensed by CPE must be invited to participate.

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

Affected Statutes

- KRS 164.020(25) - Powers and duties of the Council
- KRS 164.011(13) - Council on Postsecondary Education -- Membership -- Terms -- Meetings

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

Deleted: and

Deleted: .

Deleted: B

Deleted: from private institutions

Deleted: ¶

Deleted: This policy was developed in partnership with CPE staff, CPE board members, and representatives from the public institutions and AIKCU. It contains five sections: ¶

¶
Training Curriculum for New Member Orientation ¶
Delivery Method for New Member Orientation ¶
Certification Procedure and Annual Report for New Member Orientation ¶
Review and Approval of New Member Campus Orientation Programs ¶
Continuing education programs for all CPE and institutional board members¶

- [KRS 164.131 \(1\)\(b\) - Board of Trustees of University of Kentucky -- Membership -- Terms](#)
- [KRS 164.321\(9\) - Boards of Regents of Eastern Kentucky, Morehead State, Murray State, Western Kentucky, Kentucky State, and Northern Kentucky Universities, and Kentucky Community and Technical College System -- Membership -- Terms](#)
- [KRS 164.821\(1\)\(a\) - Board of Trustees of University of Louisville -- Membership -- Terms](#)

Section 1: Orientation and Education Program Curriculum

As required by HB 15, all new appointees to public university boards, the KCTCS board, and the CPE board shall participate in a new member orientation and education program that focuses both on the state's higher education goals as well as institution-specific matters. To facilitate this process, the delivery of the new member orientation shall be shared by the CPE, KCTCS and the respective university boards in two parts.

- A. State-level Orientation:** The following shall be included in a comprehensive orientation program. Some elements may be delivered by organizations with specific expertise in board development and higher education (e.g., Association of Governing Boards).
- Higher education governance in Kentucky and the role and function of CPE.
 - The statewide strategic agenda and related accountability system.
 - Characteristics of an effective governing board.
 - Kentucky's open records and open meetings requirements.
 - The biennial budget development process and performance funding.
 - Fiduciary responsibilities of board members.
 - Shared governance in higher education.
 - Regional accreditation.
 - Ethical considerations arising from board membership and causes and considerations for board member removal, per KRS 63.080.
- B. Campus and KCTCS Orientation:** The following shall be included in an orientation program for new board members developed and delivered by each campus and KCTCS:
- Institutional mission, vision, and values, by-laws, and if applicable, the standing delegation of authority.
 - The university or KCTCS strategic plan and related accountability system.
 - Budget and finances, including a review of all sources of revenue and expenditures relevant to the institution's mission.
 - Board-relevant policies and procedures that affect the students, staff, and board members, including information regarding student privacy/FERPA regulations.
 - The board's fiduciary responsibility and specific board rules as they pertain to open records and open meetings. (As required, the campus shall provide copies

Deleted: , including the roles of the CPE, the campus boards, the state budget director, the legislative research commission, the General Assembly and the Governor's office

and obtain necessary confirmation of receipt of any documents required to be distributed by the Attorney General.)

- Review of conflict of interest and ethical considerations as they apply to Kentucky's board members.
- Access to historically relevant board actions, including but not limited to the previous two (2) years of meeting minutes.
- If applicable, an overview of the institution's foundation, including but not limited to the foundation's mission, membership, financial statements, how the foundation supports the institution, and how the foundation's board interacts with the campus's governing board.
- If applicable, the board's role, responsibilities, and limitations regarding NCAA regulations.

SECTION 2: Delivery Methods

The orientation and education program must be developed in a way that allows the new member to complete the requirements electronically or in person.

A. State-level Orientation Programs:

1. **In-Person Delivery Method:** The program will be offered as a stand-alone session or as part of the Governor's Conference on Postsecondary Education Trusteeship. The program will be offered in a central part of the state and may feature national, state, and local guest speakers. There is no assessment required for this option; attendance and participation will suffice for the requirement of completion.
2. **Online Delivery Method:** The program will be offered through the completion of an online program if a new appointee is unable to attend or if it is not feasible to hold the training in person due to a state or national emergency. Assessment checks are incorporated as part of the program to ensure retention of the information, and CPE will notify the applicable institutional board liaison upon the board member's completion of the program.

B. Campus Orientation Programs: The campus's orientation program may be delivered in a method at the discretion of the individual campus, and the board liaison shall notify CPE of the date of completion of each appointee.

SECTION 3: Annual Certification Report

As prescribed by KRS 164.020(25)(a)(3), CPE will provide an annual report to the Governor and Legislative Research Commission of those new board members who do not complete the required orientation and education program.

Deleted: HB 15 states that the

Deleted: CPE

Deleted: T

Deleted: annual state-level orientation and training

Deleted: each fall. In applicable years, it will be offered

Deleted: In years when the Trusteeship Conference is not being held, the new member orientation will be offered as a stand-alone session.

Deleted: cover the areas of the curriculum outlined in Section 1 of this policy and

Deleted: The program will be offered in a central part of the state to allow for greater participation. Every effort will be made to include a networking session for new appointees as part of the orientation.

Deleted: If

Deleted: the in-person orientation program, an online option will be offered. The content will remain the same as the in-person program; however, the delivery method is asynchronous and may include video clips, sessions, and tutorials. Completion of the program is required within one year of the new member's appointment.

Deleted: ; however, it must be completed within one year of the new member's appointment

Deleted: CPE orientation: Upon completion of either the in-person or online program, a Certificate of Completion will be mailed to the new appointee, and a copy will be sent to the institution's board liaison. ¶

¶ In-Person Program: When a new appointee attends the in-person program, attendance and participation will suffice for the requirement for a Certificate of Completion to be awarded. ¶

¶ Online Program: The new appointee will be awarded a Certificate of Completion upon fulfillment of all required components, as set forth at the beginning of the online program. ¶

¶ Campus orientation: After completion of the campus orientation, the board liaison shall notify CPE of the date of completion of each appointee either by mail or email. ¶

¶ Annual certification report: As required

Deleted: by HB 15

Deleted: a list of the appointees who have not completed both the state-level and campus orientation programs within one year of appointment will be submitted to the General Assembly.

SECTION 4: Review and Approval of New Member Campus Orientation programs

Per KRS 164.020(25)(c), CPE must review and approve the orientation programs of each public university and the Kentucky Community and Technical College System for their governing board members to ensure that all programs and information adhere to the provisions of HB 15 (2016).

A. The campus new member orientation programs shall be reviewed for approval every 5 years beginning March 2017 (see Attachment A – Submission Form). CPE will notify the campus in writing upon review and approval. If the submission is incomplete, the campus will receive a list of required items.

Future formal submission dates are tentatively set for the following dates:

- March 31, 2022
- March 31, 2027

B. If a program undergoes a substantial revision, the campus shall submit a Revised Submission prior to its regularly scheduled review date. Upon CPE approval, the revised submission will go into effect for the remaining duration of the five-year period.

C. The campus's governing board is encouraged to review its orientation program on a regular basis. If formally approved by the board, it should be indicated on the submission form.

SECTION 5: Continuing Education Programs

CPE provides a variety of continuing education opportunities to all board members at CPE, public and private institutions, which includes but is not limited to the following:

A. The annual or biennial Trusteeship Symposium, which features national speakers and local experts on relevant and time-sensitive topics of interest to postsecondary education board members, campus leadership, policy leaders, and members of the Kentucky General Assembly.

B. Open access to the online board orientation and education program to all board members.

C. Regular meetings of the board chairs and vice chairs of the public institutions.

D. 24/7 website access to CPE's latest research publications, infographics, blog posts, press releases, and the interactive data center.

E. Webinars open to the general public regarding newly released reports or popular topics of interest.

Deleted: HB 15 requires

Deleted: review and approve all existing board orientation programs at the public universities and KCTCS

Deleted: These

Deleted: shall be

Deleted: ; however, if the program is substantially revised,

Deleted:

Deleted: Campus Board Approval:

Deleted: approve

Deleted: the

Deleted: board

Deleted: prior to submission to the CPE.

Deleted: If formally approved by the board, it should be indicated on the submission form (see Attachment B).

Deleted: This will be fulfilled by, but is not limited to, the following measures: ¶

¶ Governor's Conference on Postsecondary Education Trusteeship: This conference began in 1989 as an annual conference and changed to a biennial event in 2011 due to budget constraints. It has been sponsored equally by CPE and the public institutions, and all campus and CPE board members are encouraged to attend. Private college board members also are encouraged to attend. The conference features national speakers and local experts on relevant and time-sensitive topics of interest to postsecondary education board members, campus leadership, policy leaders, and members of the Kentucky General Assembly. ¶

¶ Annual meeting of Board Chairs/Vice Chairs: An annual meeting of the CPE and public institutional chairs and vice chairs will be planned by CPE each fall. In applicable years, it will be offered in tandem with the Governor's Conference on Postsecondary Education Trusteeship. This meeting will allow the leadership of each campus to discuss common issues and concerns and develop ideas on how to address them as a whole. ¶

¶ **ATTACHMENTS** ¶

¶ 2016-17 (Year One) Implementation Plan ¶
 ¶ Submission Form – Approval of Campus Orientation & Training Program for New Board Members (rev. 10/2016) ¶

¶ HB 15 states that CPE must develop in cooperation with the public campuses continuing education programs for all board members.

TITLE: 2021-22 CPE Agency Budget

RECOMMENDATION: Staff recommends that the Council approve the agency's operating budget for 2021-22.

PRESENTERS: Dr. Aaron Thompson, CPE President
Shaun McKiernan, Director of Budget and Finance

SUPPORTING INFORMATION

Each year, the Council reviews and approves the agency's revenue and expenditure budget for the upcoming fiscal year. Below is a description of CPE's budget as proposed for fiscal 2021-22. The enacted state budget for 2021-22 (HB 192), along with CPE's 2020-22 biennial budget request, submitted to the state budget office and Legislative Research Commission in November 2019, provide the framework for staff's proposed 2021-22 agency budget. Budgeted figures for the current year (i.e., 2020-21) are included for comparison.

CPE General Fund Budget

The Commonwealth of Kentucky operates on a biennial budget cycle. Typically, a two-year budget is passed in even-numbered years. During the 2020 regular session of the General Assembly, legislators adopted a one-year state budget (HB 352) due to uncertainties in projecting state revenues caused by the COVID-19 pandemic. In the 2021 regular session, lawmakers passed a budget for the 2020-2022 biennium (HB 192) that revised some appropriations for 2020-21 and included funding for 2021-22.

House Bill 192 is largely a continuation budget for most state agencies, as it is for CPE. Importantly, it restores the levels of General Fund support for CPE operations and technology initiatives to the amounts provided in 2019-20. In 2020-21, CPE's General Fund budget was reduced by \$3.5 million and expenditure authority for the use of other funds was increased, concomitantly. This action had the same effect as transferring accumulated agency restricted funds to the state General Fund.

House Bill 192 appropriates \$50,000 for the Southern Regional Education Board (SREB) Doctoral Scholars program in 2021-22, maintaining the same level of funding as in the prior year. This program, which was reinstated in 2020-21, provides scholarships and other programming to help underrepresented minority doctoral candidates at the University of Kentucky and University of Louisville succeed and encourage them to pursue careers in academia after graduation.

The 2021-22 budget also funds Kentucky’s dues to the Southern Regional Education Board (SREB), which were traditionally paid from the Contract Spaces program. Contract Spaces provided support for Kentucky residents pursuing degrees in veterinary medicine and optometry, mostly out-of-state. Contract Spaces funding was moved to the Kentucky Higher Education Assistance Authority in 2020-21, but the funding for SREB dues remains in CPE’s agency budget.

The table below shows General Fund appropriations by expenditure category for CPE’s agency budget which are included in the 2020-22 state budget.

CPE Agency Budget 2020-2022 General Fund Appropriations			
Expenditure Category	FY 2020-21	FY 2021-22	Difference
General Fund			
Operating Funds	\$5,696,500	\$7,205,600 ^{a, b}	\$1,509,100
SREB Doctoral Scholars	50,000	50,000	0
Technology Trust Fund	1,628,300	3,628,300 ^a	2,000,000
SREB Dues	211,600	214,800 ^c	3,200
Ovarian Cancer Screening	500,000	500,000	0
Total	\$8,086,400	\$11,598,700	\$3,512,300
^a Restores General Fund to 2019-20 level.			
^b Provides \$9,100 for defined calculations (i.e., retirement contributions).			
^c Provides \$3,200 to cover an increase in Kentucky's SREB dues.			

The expenditure category Technology Trust Fund in the table contains funding for the Kentucky Virtual Library (KYVL), Technology Support, and the Kentucky Postsecondary Education Network (KPEN).

As a reminder, since 2011, CPE has sustained seven reductions to its agency budget. Cumulatively, the impact of the cuts since 2010 is -28.2%. The table below shows the magnitude of General Fund reductions by fiscal year.

Agency Operating Budget Change from Prior Year in Agency General Fund Appropriation Fiscal Years 2011-2019								
<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
-5.00%	-3.00%	-8.40%	0.00%	-5.00%	-4.50%	0.00%	-5.10% *	-6.25%
								<i>*non-recurring</i>

2021-22 Operating Budget

The CPE operating budget includes most of the agency’s funding for personnel and operations. Next year, CPE will use state General Fund appropriations, along with \$500,000 in Restricted Funds received by the Council for administering federal grants (i.e., primarily the GEAR UP grant), to fund agency operations. Personnel expenses make up 84 percent of the Agency Operations budget, which is typical for state government agencies. General Fund appropriations in 2021-22 will support 45 employees, down from 97 staff in 2007-08.

While CPE’s 2021-22 budget is largely a continuation budget, staff has been able to identify some changes to the budget for 2021-22 that are needed to maximize the impact of state funds appropriated to CPE.

Next year, CPE leaders will continue to focus on the successful transition of students from secondary to postsecondary education and the agency’s leadership of the P-20 Education Continuum and related activities. Staff also identified the need for additional collaboration with workforce and economic development leaders in the state and policy/program leadership in this area. In response to these needs, CPE’s 2021-22 operating budget includes funding for additional staff capacity dedicated to the P-20 Education Continuum, college pathway policy/programs, and the development and ongoing support of a new college-going portal. It also includes funds for leadership staff to guide the agency’s work in the areas of workforce and economic development, and additional staff capacity in the area of academic programs and policies

The 2021-22 operating budget includes funding for additional office, storage, and meeting space, which was not available when CPE moved to the new 100 Airport Road offices. The new space (located above current offices) will reduce costs for off-site

storage and rented meeting space, and accommodate additional staffing needs.

The 2021-22 Operating budget reduces grants to campuses funded with state General Fund appropriations. In recent years CPE has provided targeted funds to help support campus-based pilot projects and to sponsor large meetings. This fiscal year and next, CPE will distribute \$17.8 million in federal grants to the campuses through the Governor’s Emergency Education and Relief (GEER) funds. These grants are intended to help cover costs related to COVID-19 and support students impacted by the pandemic. Institutions will leverage these and other federal funds, to help improve student success during this difficult time.

Finally, it is important to note that for 2020-21, CPE did not plan on using all of its Restricted Fund expenditure authority in Agency Operations, given the very real possibility of a mid-year General Fund budget reduction. For 2021-22, CPE plans to leverage all of the Restricted Fund expenditure authorized in HB 192 and the Budget of the Commonwealth for operations to advance the Council’s strategic agenda.

See the table below for a comparison of CPE’s 2020-21 and 2021-22 operating budgets.

CPE Operating Budget				
	Original FY 2021	Proposed FY 2022	Percent Change	Notes on Differences
Sources of Funds				
General Fund (GF)	\$ 5,696,500	\$ 7,205,600	26%	\$1.5 M Restoration of GF, \$9,100 for KERS
Restricted Funds (RF)	1,557,800	500,000	-68%	Corresponding decrease in RF
Total Sources of Funds	<u>\$ 7,254,300</u>	<u>\$ 7,705,600</u>	6%	
Uses of Funds				
Salaries & Benefits	\$ 5,528,500	\$ 5,927,400	7%	Workforce, Academic Affairs, Technology Support, Salary Pool
Other Personnel Costs	190,000	523,600	176%	P-20 Education Continuum, Project Manager
Total Personnel	<u>\$ 5,718,500</u>	<u>\$ 6,451,000</u>	13%	
Building, Rentals, Repairs	212,000	\$ 351,800	66%	Additional space, cost increase
Computer & Misc Services	327,500	527,500	61%	Program Review contract
Supplies, Travel, Dues, Other	338,200	315,300	-7%	
Total Operating	<u>\$ 877,700</u>	<u>\$ 1,194,600</u>	36%	
Grants	\$ 658,100	\$ 60,000	-91%	
Total Uses of Funds	<u>\$ 7,254,300</u>	<u>\$ 7,705,600</u>	6%	

CPE Tobacco Fund, Federal Funds, and Restricted Funds Budgets

In addition to state General Fund appropriations, the Council’s budget contains other sources of revenue, including tobacco settlement funds, cigarette tax revenue, federal grant funds, and agency receipts.

The next table provides a summary of the Council’s 2020-21 authorized expenditure levels for these funds and proposed expenditures for 2021-22. The enacted budget (HB 192) specifies the expenditure limits for each fund type.

CPE Tobacco, Federal, and Restricted Funds Fiscal Years 2020-21 and 2021-22			
Expenditure Category	FY 2020-21	FY 2021-22	Difference
Tobacco Fund			
Spinal Cord and Head Injury Research	\$ 650,000	\$ 650,000	\$ -
Cancer Research and Screening	6,876,100	7,043,800	167,700
Total Tobacco Fund	\$ 7,526,100	\$ 7,693,800	\$ 167,700
Federal Funds			
GEAR UP	\$ 4,000,000	\$ 3,997,100	\$ (2,900)
Gov. Emergency Ed. Relief Funds	15,296,200	5,000,000	(10,296,200)
Total Federal Fund	\$ 19,296,200	\$ 8,997,100	\$ (10,299,100)
Restricted Funds			
Operations (Federal Indirect*)	\$ 2,000,000	\$ 500,000	\$ (1,500,000)
Cancer Research Match (Cigarette Tax)	4,110,000	4,107,700	(2,300)
Licensure (Licensure Fees)	325,200	316,200	(9,000)
Total Restricted Funds	\$ 6,435,200	\$ 4,923,900	\$ (1,511,300)

*In 2020-21, Licensure Fees were also used to support Operations.

The state budget specifies that Tobacco Fund appropriations in CPE’s budget fund cancer research at UK and UofL (divided equally). For 2020-21 and 2021-22, additional Tobacco Funds were provided for spinal cord research at UK and UofL.

In 2020-21, CPE received federal funding to distribute to the public postsecondary institutions through the Governor’s Emergency Education Relief (GEER) Fund and

anticipates that it will receive additional GEER funds in 2021-22. CPE will also access federal funds next year as part of the GEAR UP grant. GEAR UP, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs, is a federally funded program that helps students in underprivileged schools prepare for postsecondary education. The GEER Funds that CPE administers are federal funds designated by the Governor to assist the postsecondary institutions in responding to the COVID-19 pandemic.

The Restricted Funds category supports several areas of CPE's budget, including the Cancer Research Match program, Licensure, and Agency Operations. These funds come to CPE from a variety of sources, such as:

- Cigarette tax proceeds (i.e., one cent from each pack of cigarettes sold in Kentucky) fund the Cancer Research Match program, which is allocated to UK and UofL equally, provided the institutions are able to match the distributions with institutional funds expended on cancer research.
- Licensure fees fund the Licensure Unit. The Council licenses all Kentucky non-profit and for-profit baccalaureate degree granting and above institutions, and out-of-state public institutions operating or soliciting in the Commonwealth. The Licensure Unit also has duties related to the State Authorization Reciprocity Agreement (SARA), which allows Kentucky public and licensed institutions to do business in other SARA states. Licensure revenue of about \$350,000 per year supports the equivalent of two and a half full-time staff members who ensure the Council's licensure duties are performed.
- Finally, the Council receives funds related to the administration of federal grants and is authorized to spend those funds to support agency operations. With the recent award of the GEAR UP grant, CPE can expect to receive these funds for the next several biennia.

Other Funds

The Council manages several other state funds, including the Equine University Program Trust Fund, the Revolving Loan Fund, and funds housed in the Technology Trust Fund (i.e., namely, KYVL receipts and smaller grants). The Equine Program receives funds collected by the state related to pari-mutuel betting. The funding, which has traditionally been about \$600,000 per year, is distributed equally to the five institutions with Equine programs (UK, UofL, MoSU, MuSU, and WKU) to help fund capital investments in their programs.

The Revolving Loan Fund (RLF) was created to provide start-up funds for expensive information technology programs at Kentucky public colleges and universities. In 2020-21, the Office of State Budget Director allowed CPE to use \$800,000 of the RLF to accommodate the \$2,000,000 Technology Trust Fund “fund swap”, which was implemented that year. HB 192 transfers the remaining balance of the fund to the state General Fund in 2021-22.

The Technology Trust Fund (TTF) receives state General Fund appropriations and Kentucky Virtual Library (KYVL) and KPEN receipts. The fund also receives interest earnings, smaller private grant funds, and funds from state government agencies on occasion. These funds will be spent in 2021-22 as allowed by terms of the funding.

The Office of State Budget Director has authorized use of the TTF to house the \$2.1 million, three-year grant from the James Graham Brown Foundation that CPE was recently awarded. This grant will be used to establish a Student Success Center at CPE. TTF resources of about \$600,000, largely from Technology Support savings accumulated over several years, will be used to initiate development of a Student Portal and to fund research and provide strategic guidance on how CPE and the postsecondary institutions can better address the needs of adult learners and achieve an even more positive impact on economic development in the Commonwealth of Kentucky.



Council on Postsecondary Education 2021-22 Agency Budget

Dr. Aaron Thompson, CPE President
Shaun McKiernan, Director of Budget and Finance
April 16, 2021



CPE Agency Budget

Strategic Investments Needed

- Increase focus on transition of students from secondary to postsecondary education
- Additional collaboration with workforce and economic development
- Develop a Student Portal to facilitate college-going decisions
- Additional office, meeting, and storage space (versus off-site space)
- Limited funds for targeted salary adjustments (54% reduction in staff since 2008, while statutory duties increased)
- Prioritize administration of GEER fund over grants to institutions

CPE Agency Budget

Explanation of 2020-21 General Fund Reduction

- For the Current Year (2020-21), General Assembly:
 - Reduced **Operations** General Fund by **\$1.5 M**
 - Increased authority to spend Licensure Fees (Restricted Funds)
 - Reduced **Technology Trust Fund** General Fund by **\$2.0 M**
 - Allowed other TTF funds to maintain program support levels
- The 2021-22 budget **restores** General Fund support for these programs to the 2019-20 level

CPE Agency Budget

General Fund by Expenditure Category

<u>Expenditure Category</u>	<u>FY 2020-21</u>	<u>FY 2021-22</u>	<u>Difference</u>
General Fund			
Operating Funds	\$5,696,500	\$7,205,600 ^{a, b}	\$1,509,100
SREB Doctoral Scholars	50,000	50,000	0
Technology Trust Fund	1,628,300	3,628,300 ^a	2,000,000
SREB Dues	211,600	214,800 ^c	3,200
Ovarian Cancer Screening	500,000	500,000	0
Total	<u>\$8,086,400</u>	<u>\$11,598,700</u>	<u>\$3,512,300</u>

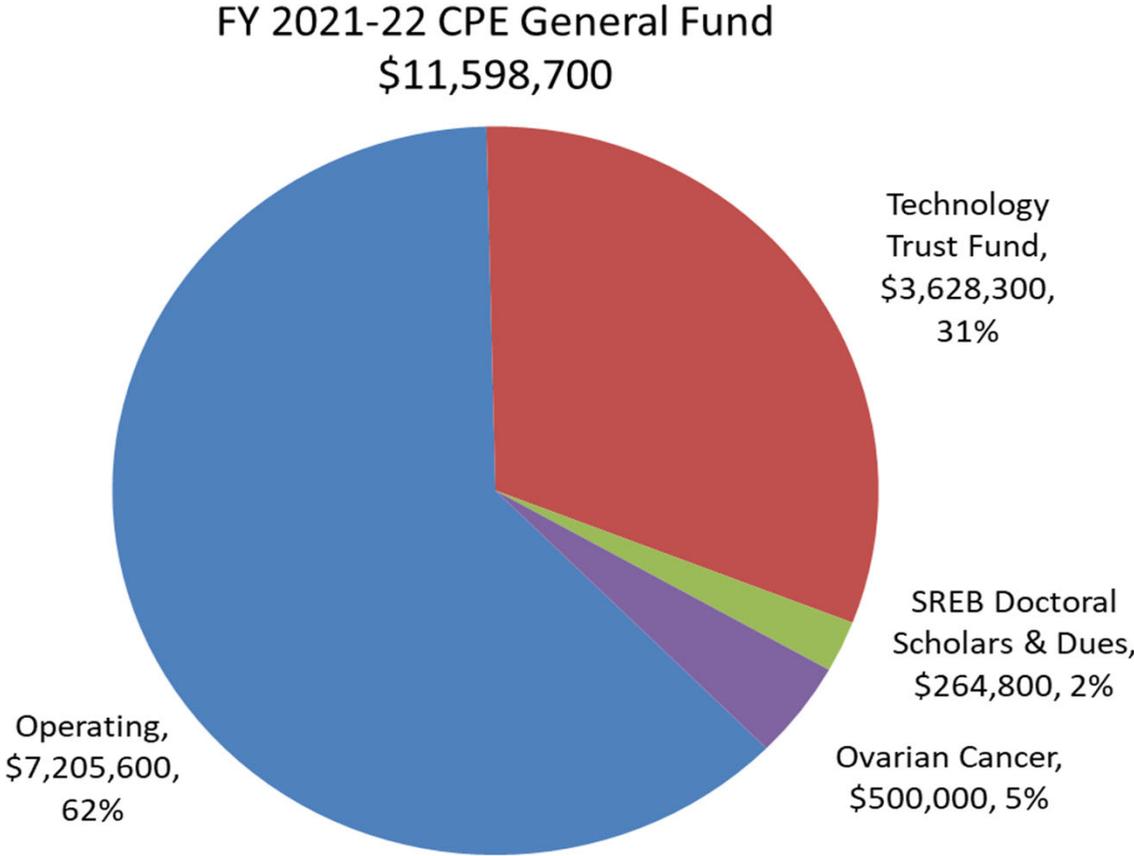
^a Restores General Fund to 2019-20 level.

^b Provides \$9,100 for defined calculations (i.e., retirement contributions).

^c Provides \$3,200 to cover an increase in Kentucky's SREB dues.

CPE Agency Budget

General Fund by Expenditure Category (Cont'd)



CPE Agency Budget

Operating Funds – FY 2022 Highlights

- Regular employees **+\$398,900** (compared to FY 21 budget)
 - New AVP for Workforce
 - Senior Associate in Academic Affairs
 - Technology support position
 - Limited, strategic salary enhancements
- Contract employees **+\$333,600**
 - P-20 Education Continuum Leaders & Student Portal project manager
- Additional space on third floor, other cost increases **+\$139,800**
- Program Review recurring costs **+\$200,000**
- Reduction in Grants funded with state funds **-\$598,100**
- Uses Federal Indirect (Restricted) Funds as authorized in HB 192

CPE Agency Budget

Other Funds

<u>Expenditure Category</u>	<u>FY 2020-21</u>	<u>FY 2021-22</u>	<u>Difference</u>
Tobacco Fund			
Spinal Cord and Head Injury Research	\$ 650,000	\$ 650,000	\$ -
Cancer Research and Screening	6,876,100	7,043,800	167,700
Total Tobacco Fund	\$ 7,526,100	\$ 7,693,800	\$ 167,700
Federal Funds			
GEAR UP	\$ 4,000,000	\$ 3,997,100	\$ (2,900)
GEER Funds	15,296,200	5,000,000	(10,296,200)
Total Federal Funds	\$ 19,296,200	\$ 8,997,100	\$ (10,299,100)
Restricted Funds			
Operations (Federal Indirect ¹)	\$ 2,000,000	\$ 500,000	\$ (1,500,000)
Cancer Research Match (Cigarette Tax)	4,110,000	4,107,700	(2,300)
Licensure (Licensure Fees)	325,200	316,200	(9,000)
Total Restricted Funds	\$ 6,435,200	\$ 4,923,900	\$ (1,511,300)

¹ In 2020-21, Licensure Fees were also used to support Operations.

CPE Agency Budget

Technology Trust Fund

- Technology Trust Fund (KRS 164.7921) receives General Fund to support:
 - Kentucky Postsecondary Education Network (KPEN) = **\$1,724,000**
 - Kentucky Virtual Library (KYVL) = **\$1,522,600**
 - Technology Support = **\$381,700**
- TTF also receives funds from institutions and libraries to support KPEN and KYVL and is used as a repository for administration of private grants
- CPE plans to use \$600,000 in multi-year savings from Technology Support to:
 - Initiate the Student Portal
 - Requested for the past several biennia
 - One-stop shop for prospective students, counselors, and admissions officers
 - Support college search, admission, and transfer processes
 - Provide information on costs, career pathways, etc.
 - Provide consulting services (adult learners and economic development)shau

CPE Agency Budget

Staff Recommendation

- The enacted 2020-2022 state budget (HB 192) determines the appropriation levels by spending component for the Council on Postsecondary Education's agency budget
- The budget presented fits within the framework of funding levels established in HB 192 and identifies several strategic funding components that will facilitate continued progress toward the attainment of state goals
- Staff recommends that the Council approve the 2021-22 agency budget as proposed

Questions?



Twitter: CPENews and CPEPres



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



Facebook: KYCPE





CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



EKU STUDENT NURSES GIVING VACCINE SHOTS TO FIGHT COVID-19

Eastern Kentucky University's seventh-semester senior School of Nursing students are getting hands-on experience like no other students in the history of ECU's nursing program have gotten before. "This is an unprecedented time in the history of public health and the nursing profession. Not since the 1918 influenza pandemic have we experienced a global pandemic on such a scale," said Dr. Melanie Adams-Johnson, associate professor and clinical coordinator in the School of Nursing.

Forty-six senior bachelor of science nursing (BSN) students are administering COVID-19 vaccines across ECU's service region this semester. In addition to serving in Baptist Health's vaccination clinic inside ECU's Perkins Building, students are also working in mass vaccination clinics across Fayette and Powell counties. These experiences are all provided as part of their clinical rotations. These service-learning experiences include onsite support and collaboration among ECU faculty, public health departments and hospital partners. ECU students have been part of the national COVID-19 response since July 2020, but specifically began giving vaccinations "at the regional clinics shortly after the vaccines were made available to our communities in January," Adams-Johnson said.

The student experience is about more than just "giving a shot," though that is an important, impactful part of fighting COVID-19.

"Nurses (current and future) have a unique role. Nurses comprise the largest component of the healthcare workforce in the United States and across the world. The healthcare system cannot operate without competent, professional, healthy nurses who are ready and willing to deploy to care for populations—both inside and outside the walls of the hospital," Adams-Johnson said. "Nurses have always been on the front lines of developing, managing and delivering care to populations in often unconventional practice settings (such as community settings, churches, parking lots and sports arenas). During this past year, our students have had an opportunity to experience and observe the diversity of nursing roles in very tangible ways."

Adams-Johnson said students are studying the "determinants of health" in real time, and with recognizable outcomes. "They can see and experience social, political and environmental factors that influence why more cases of disease but fewer deaths occur in one area versus another. It's our responsibility as nurses—as patient advocates—to use data and clinical experience to reduce health disparities and vulnerabilities in our patient populations. For example, we are using data to make decisions about why the overall case numbers of minorities are lower yet the deaths are much higher," she said.

EKU ADDS INSTRUCTIONAL DESIGN, GLOBAL HOSPITALITY AND TOURISM ONLINE DEGREES, NEW DATA SCIENCE CERTIFICATES

Students will have two exciting new opportunities to pursue as Eastern Kentucky University launches an online bachelor's degree in global hospitality and tourism, and an online master's degree in instructional design and learning technology in Fall 2021.

"Although they are in different disciplines, both of these degrees provide students with a wide range of skills to help them be nimble and adaptive in their respective fields," said Dr. Jerry Pogatshnik, executive vice president for academic affairs & provost. "The hospitality industry's rebound from the global pandemic will hinge on leaders with the adaptability and foresight needed to evolve the industry. Likewise, the current climate has highlighted like never before the need for high-quality digital learning opportunities driven by highly trained, knowledgeable experts in instructional design and learning technology."

Eastern Kentucky University is also offering a new certificate program in applied data science. Applied data science is an evolving and in-demand field. Glassdoor ranks it as the third highest in-demand profession in its 50 Best Jobs in America report for 2020.

The certificate requires 26-27 credits in statistics, mathematics, applied fields and computer science.

"The ability to manage and analyze large, complex data sets is a big asset for those entering today's workforce. The Department of Mathematics and Statistics worked with various departments from all across campus to produce a highly interdisciplinary certificate in applied data science. The certificate is designed to provide students with a strong foundation in data analysis while giving them options for their field of application," said Dr. Lisa Kay, professor of statistics.

EKU's applied data science certificate is an interdisciplinary initiative to produce data scientists at the undergraduate level in central Kentucky and enhance data science skills in general.



EKU NAMED TOP TEN SCHOOL BY MILITARYFRIENDLY.COM

Eastern Kentucky University has earned a Top Ten ranking, the highest possible, from Military Friendly® (militaryfriendly.com) in the Large Public category. EKU received a Gold ranking last February, but several veteran and military student-focused initiatives in the last two years moved EKU into the Top Ten. EKU is the only university in Kentucky to earn Top Ten distinction in this category for the 2021-22 rankings released recently by Military Friendly® (militaryfriendly.com/schools/).

"As an institution we are extremely proud to earn this achievement. We have always and continue to stand ready to serve our military veterans and their families. We are dedicated to their success in helping them achieve their goals and dreams," said EKU President Dr. David McFaddin. "We know our veterans are dedicated to their studies, their communities and their country, and that's what being a Colonel means at EKU."

Eligibility is based upon a core set of outcome data, namely degree transfer, advancement, graduation and/or job placement. Supplementing this data are responses from participating colleges Military Friendly® deem to be critical in helping veterans thrive on campus—and later in the workplace, with Top Ten rankings going only to the highest-performing institutions in these six categories: Academic Policies and Compliance, Admissions and Orientation, Culture and Commitment, Financial Aid and Assistance, Graduation and Career, and Military Student Support and Retention. Eastern was the only institution in its category to score a perfect 100 in the Culture and Commitment ca



KCTCS GOOD NEWS REPORT

APRIL 2021

COMMUNITY COLLEGE MONTH SHINES A SPOTLIGHT ON THE ROLE, IMPORTANCE OF KCTCS TO KENTUCKY



Guaranteed access to affordable, high-quality higher education for all people is why community colleges were established. Community colleges, including the 16 colleges of the Kentucky Community and Technical College System (KCTCS), provide education to students with the fewest resources and most barriers. Yet, these students go on to great careers or achieve success at a university.

The 16 colleges of KCTCS:

- **are Kentucky's largest providers of higher education, workforce training, online learning and dual credit classes.**
- **are the most affordable path to work or to a bachelor's degree.**
- **offer short-term programs that help people get to work quickly.**
- **are Kentucky's primary educators of life-saving nurses and other health care professionals.**
- **train the most skilled trades workers in Kentucky.**
- **are number two in the nation in the number of credentials awarded by public, two-year colleges.**
- **had a record number of graduates last academic year in the middle of a pandemic.**



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM



April is Community College Month, which brings the good works of KCTCS colleges to the forefront. The primary goals of Community College Month, established by the American Association of Community College Trustees, are to improve awareness of the economic, academic and equity advantages of attending community colleges. Dedicating a month to community colleges and their students' successes also helps shatter longtime stigmas wrongly associated with public two-year colleges.

During the last year as COVID changed the world, KCTCS students, faculty and staff had stellar results even though they had to adapt to remote learning and working. This was a challenge for some who had no broadband access, no computer or both. Some students completed coursework on their phones.

Several colleges received grants to purchase computers for their students and others loaned them used ones. The colleges also set up Wi-Fi hotspots in their parking lots and other areas. Because so many students and their families were unemployed and suffered from food insecurity, each college also provided food pantries.

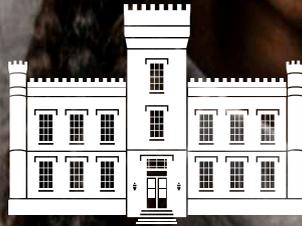
Despite all of this, KCTCS had a record number of graduates receiving a record number of credentials.

KCTCS colleges played an integral role in their communities as well. As hospitals and other medical providers needed equipment for current or future patients, all 16 colleges stepped up to donate personal protective equipment along with beds and ventilators. Colleges use these items in nursing, respiratory therapy and other health care programs.

Additionally, colleges that offer 3D printing programs created faced shields for local hospitals staff.

“Community College Month is the one time each year that America focuses on the student success and good works of colleges in their communities,” KCTCS Interim President Paul Czarapata said. “Our mission is to improve the lives and employability of Kentuckians. It’s something we take very seriously and live every day. Our colleges’ response to the pandemic clearly shows this.”





GOOD NEWS

APRIL 2021

KENTUCKY STATE UNIVERSITY TO KICK OFF *135th Anniversary Celebration* with giving campaign, new partnership with Ale-8-One

After navigating the effects of a global pandemic for the last year to deliver access to education, Kentucky State University has more reasons than ever to celebrate its 135th anniversary as an institution of higher education.

Part of the 135th anniversary celebration is a new partnership with the iconic Kentucky soda brand, Ale-8-One Bottling Company. Ale-8-One, local producer of Kentucky's original ginger and citrus soft drink sold in their signature green glass bottles, is also celebrating its 95th anniversary this year. Kentucky State and Ale-8-One will highlight the partnership with a series of collaborations throughout the year.

Through the partnership, a commemorative 135th anniversary Ale-8-One label will be released exclusively to Kentucky State to honor this historic moment. The partnership also includes expanding opportunities and support for Kentucky State University students through internships and scholarships, and an Ale-8-One presence on campus. Finally, Ale-8-One is making its first scholarship donation to the Together Thorobreds campaign and is encouraging others to do so as well.

"This milestone recognition represents a natural partnership between Ale-8-One and Kentucky State. Our shared commitment to agriculture, historic relevance, and of course, our shared colors, brings forth a commonality deserving celebration. We look forward to forming a substantive relationship with the Kentucky State community and strengthening our presence on campus," said Chris Doyle, marketing director for Ale-8-One.

With a goal of raising more than \$3.5 million, Kentucky State will launch its Together Thorobreds 135th Anniversary Giving Campaign. To benefit Kentucky State's efforts to advance its mission to support the institution's four pillars of success — academics, access, athletics and agriculture — gifts representing 1886, the University's founding year, will be requested from constituents through a monthly giving day challenge, highlighting campaign fundraising champions on the 18th day of every month. Gifts ranging from \$18 to \$1886 are encouraged for this campaign.

The Together Thorobreds campaign also provides constituents with the opportunity to join the Thorobred Annual Giving Society. Members may join the President's Society with gifts of \$5,000 or above, the Onward and Upward Society with gifts ranging from \$3,000 to \$4,999, the 1886 Society with gifts ranging from \$500 to \$2,999 or the Green and Gold Society with gifts under \$500. Inaugural members will receive an exclusive 135th anniversary pin and other gifts by designated society level.

The campaign goal is to generate philanthropic support for tuition assistance and to establish eight endowed student scholarship for \$18,886.

Visit [kysu.edu/give](https://www.kysu.edu/give) to participate in the Together Thorobreds 135th Anniversary Giving Campaign. For more information on 135 years of excellence, visit www.kysu.edu/togetherthorobreds135.

KENTUCKY STATE UNIVERSITY TO BRING FORTH NEW STRATEGIC PLAN BEFORE ITS BOARD OF REGENTS

The Kentucky State University Board of Regents approved a new strategic plan for the University March 4 during its regular quarterly meeting.

The new plan, entitled “Vision 2025: Racing Toward Our Highest Potential,” focuses on the strategic goals of prioritizing student success outcomes, fostering a culture of campus engagement, and ensuring sustainable institutional viability. Within each of those goals are concrete strategic objectives outlining metrics and accountability.

In alignment with the strategic plan and moving the institution forward through 2025, Kentucky State is filling key positions to implement “Vision 2025.”

In order to better prioritize student success outcomes, a search is currently underway for a permanent provost and vice president of academic affairs. Responsible for the academic mission of Kentucky State, the next provost and vice president of academic affairs will have a significant impact on the campus, in the community, and in the region. The role provides on-going supervision of deans and directors and is responsible for the administration of academic-related functions of the University. Over the last few years, the University completed the Presidential Green Ribbon Commission on Academic Prioritization and Budget Alignment for a more streamlined and focused delivery of the academic mission. The University also recently consolidated the academic organizational structure, resulting in a reduction of the number of academic colleges within the University.

Another effort to better prioritize student success outcomes is the search for a permanent vice president for student engagement and campus life. The vice president for student engagement and campus life will, in the midst of a global pandemic, play a major role in coordinating, implementing, and evaluating the University’s student engagement and retention initiatives. Finally, also aligning with student success outcomes, is the search for a permanent athletics director who will plan, administer, and direct intercollegiate athletic programs for men and women.

University officials hope to fill all positions by July 1. As many institutions experienced declines over the course of the last year, University officials believe filling these key positions will further stabilize the University and expedite the fulfillment of the new strategic plan.

KENTUCKY STATE UNIVERSITY RECEIVED GENEROUS COMMITMENT FROM RAPPER JACK HARLOW

Kentucky State University and HBCUs around the country benefited from exposure and fundraising the NBA All-Star weekend provided by featuring HBCUs, but Kentucky State got an extra boost. Kentucky rapper Jack Harlow made a commitment to donate his winnings from a 2-on-2 celebrity basketball game to Kentucky State University and Simmons University in Louisville. Harlow and Quavo defeated 2Chainz and Lil Baby 21-7 in the matchup. Harlow tweeted after the game that he would donate the proceeds to Kentucky State and Simmons.

Kentucky State University President M. Christopher Brown II responded to the tweet with a tweet of his own, thanking Harlow and informing him that his song, “What’s Poppin,” is on repeat in his

car. “I believe Jack Harlow’s gift was very impactful to Kentucky State University because it gives us an opportunity to be and feel seen, not only by our surrounding cities and local community but by the nation,” Kentucky State University Student Government Association President Kirk Miller said. “When hearing about it, I know Thorobreds felt a sense of pride, as I did that my HBCU was being supported by such a generous donation from our star rapper.”

Savion Briggs, a student at Kentucky State, said being a Louisville native makes this gift special. “As a Louisville native, seeing an artist from my city giving back to HBCUs means a lot to me,” Briggs said. “I hope that other Louisville native artists like Jack join in to become more active and supportive of Kentucky State University.” Kentucky State University student Micayla Garcia said hopefully others will follow in Harlow’s footsteps. “Hopefully other celebs follow suit and make donations to HBCUs with smaller names,” Garcia said. “That being said, we must also encourage our alumni to make donations, as well. We need to remember to support ourselves because others aren’t required to do so.”

Miller said he was proud to see the focus on HBCUs during the NBA All-Star weekend. “NBA All-Star weekend bringing awareness to HBCUs was very much appreciated, because HBCUs have been slowly but surely gaining more and more popularity, especially with VP (Kamala) Harris in the national office,” Miller said. “But this brings it to a whole new level, a global level.”

Briggs was happy to see the NBA’s involvement with HBCUs. “There are so many Black youths that pay attention to these kinds of events that may have never heard of HBCUs before now,” Briggs said. “This is a step in the right direction toward educational equity at the university level. HBCUs are a huge part of Black culture. The NBA has made an enormous impact on our culture than they may realize.”

Mahogany Shelton, a senior at Kentucky State, said the awareness of HBCUs brought on by the NBA All-Star weekend was well needed. “It helped to show the young people who idolize (NBA players and the celebrities who participated) that an education at an HBCU is the best you can possibly get,” Shelton said. “In other words, it takes something big to create something bigger and the NBA All-Star weekend has created the momentum needed for Kentucky State University and HBCUs all around.”

KENTUCKY STATE UNIVERSITY INCLUDED IN INNOVATIVE PROGRAM WITH DIAGEO NORTH AMERICA

Kentucky State University is one of 25 HBCUs included in an innovative program by Diageo North America to develop future leaders and help shape a more equitable society. Diageo North America has pledged \$10 million to fund permanent endowments, create innovation hubs at select HBCUs and an internship platform to help drive diversity within the industry.

According to a Diageo North America press release, “funds will be available for HBCU students across different disciplines and majors, and distributed according to each institution’s financial aid process.” “The company will provide opportunities for HBCU students to gain valuable work experience at a fast pace that could help them with their future career aspirations or jump-start their career in the consumer goods industry,” according to the Diageo North American press release.

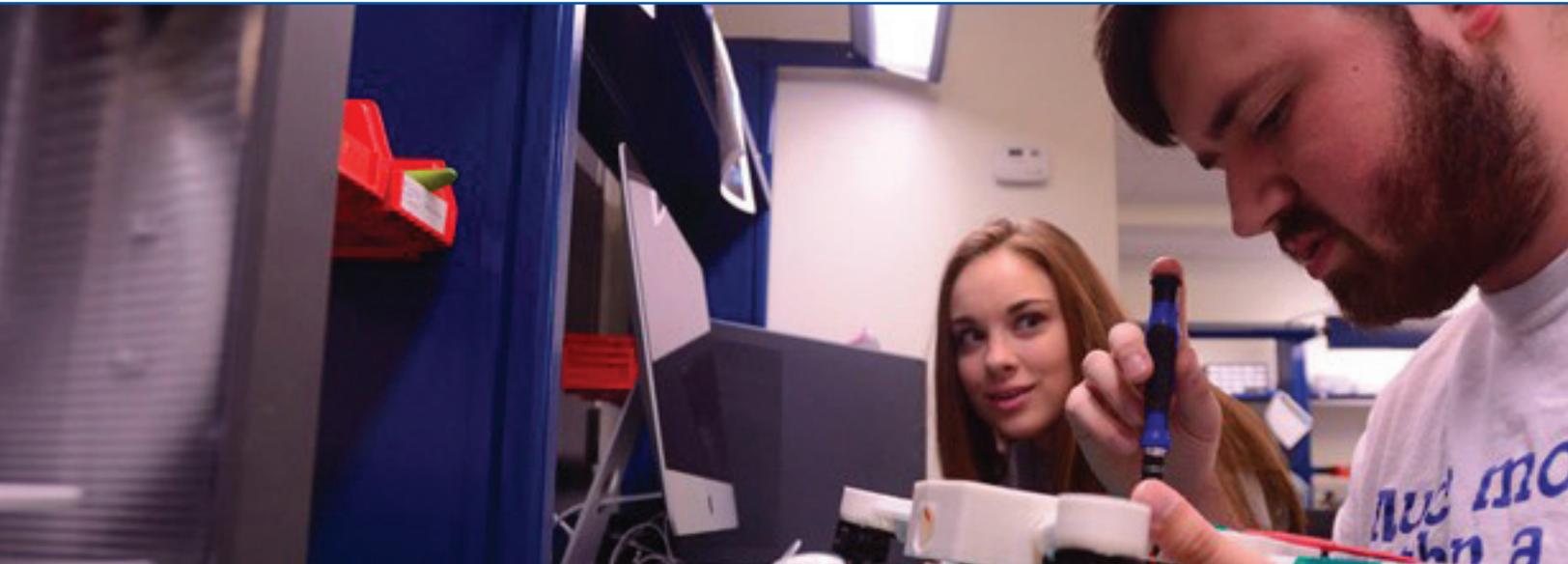
KENTUCKY STATE UNIVERSITY RECENTLY AWARDED \$260,000 FROM JAMES GRAHAM BROWN FOUNDATION

Kentucky State University was recently awarded \$260,000 from the James Graham Brown Foundation for a project that will support veterans and adult work-ready training.

According to the grant proposal, the project is designed to support adult, transfer and veteran students in attaining or starting their college degree at Kentucky State. Some of the goals of the project include improving persistence rates among first-generation students and those returning to higher education due to workforce disruptions; increasing academic advising to engage adult learners; improving the retention and graduation rate for adult learners; establishing a financial assistance support fund for veterans working towards degree completion and increasing enrollment in graduate-level professional programs.

Kentucky State University will work with USA CARES to identify students for enrollment. Approximately \$125,000 of the funding will go toward student aid and funds will also go toward creating a gathering room on campus for veterans and active duty military students.

The funds will cover the costs of two advisors, capital supplies including technology, and financial assistance for students and small stipends for faculty to develop badge content. According to its website, USA Cares is a national non-profit organization that has assisted thousands of veterans and military families facing hardships related to service.



Craft Academy at Morehead State earns Cognia STEM Certification

The Craft Academy for Excellence in Science and Mathematics at Morehead State University has been recommended for Cognia™ STEM Certification for its high quality, rigorous commitment to STEM education.

The Craft Academy was recognized by the review team as a “model program.” Cognia, the leading provider of accreditation and certification, assessment and improvement services, aims to help parents, community leaders, and stakeholders identify quality STEM schools and programs that:

- Promote scientific inquiry and design thinking.
- Develop skill sets that transfer across career sectors.
- Bolster students’ capacity for critical thinking and perseverance through complex tasks.
- Engage students deeply in their local community in ways that connect learning to the real world.

“Morehead State University is proud to be home to the Craft Academy. This certification is one more recognition of the outstanding academic quality and experience MSU provides and why we are moving up among the ranks of the top universities in the South,” added MSU President Jay Morgan.

In order to earn Cognia STEM Certification, institutions must demonstrate a learner centric environment, and experienced evaluators look for STEM learning opportunities that are well integrated in all content areas and multiple environments.



Office of the President

202 Howell-McDowell Admin. Bldg. | Morehead, KY 40351
Phone: 606-783-2022 | president@moreheadstate.edu
www.moreheadstate.edu/president

MSU Vet Tech program ranked second in the nation

Morehead State's Associate of Applied Science in Veterinary Technology program has been named the nation's best associate program and the second-best program overall by Intelligent.com.

Intelligent.com, a resource for online degree rankings and higher education planning, has announced the Top 47 Veterinary Degree Programs for 2021. The comprehensive research guide is based on an assessment of 196 accredited colleges and universities. Programs are evaluated based on curriculum quality, graduation rate, reputation, and post-graduate employment.

Students in MSU's veterinary technology programs learn real-world skills by working with live animals at the University's Small Animal Teaching Hospital and the Equine Health and Education Center, located at the Derrickson Agricultural Complex. Dr. Philip Prater, professor of veterinary science at MSU, said the program's experienced and knowledgeable faculty, combined with hands-on learning opportunities, makes the program stand out from other similar programs across the country.

The program boasts high passage rates for the Veterinary Technician National Exam, with more than 75% of MSU students passing the certification exam. Prater also said the program has maintained a 100% job placement rate for several years.

MSU recognized nationally for adult degree programs

Morehead State University is an institution that provides a high-quality academic experience for students of any age, and this is being recognized on a national level. MSU has been named to Abound's 2021 Top Adult Degree Programs list. Abound (Abound.com), an online resource for degree-seeking adults, gave MSU this distinction for how it caters to adult students' needs. Schools that made this national list emphasized flexible class schedules, various quality programs, affordability and degrees that helped students advance in their chosen field.

MSU graduate education programs top national ranking list

Morehead State University has its foundations as an institution that prioritizes training teachers, and its teaching programs are no strangers to national rankings. Now, a graduate-level education program at MSU has been ranked the best in the nation.

Intelligent.com has ranked MSU's Master of Arts in Teaching program the top program in its Top 50 Master's in K-12 Education Degree Programs. The website evaluated these programs on faculty, cost, flexibility and reputation. To compile this list, Intelligent.com evaluated 179 colleges and universities and a total of 299 education programs to assemble this Top 50 list.



Murray State actively planning for traditional summer and fall

Murray State is actively making plans for a traditional summer and fall later this year.

“Our faculty, staff and students have done a wonderful job in adjusting to a drastically-changed world brought on by the pandemic,” said Murray State President Bob Jackson. “Throughout this time, we have maintained our high quality of teaching and learning to uphold our commitment to being the best student-centered institution we can be. As we

approach the beginning of the end to this pandemic and as vaccinations become more plentiful, we are actively planning for summer and next fall.”

The University has successfully managed the pandemic since February 2020 through the Racer Restart initiative and the 12 Racer Safe and Healthy Guidelines for a healthy and safe on-campus experience for students, faculty and staff.



Nursing students assisting at vaccination clinics

Regional COVID-19 vaccination efforts at Murray State’s CFSB Center have included students from the University’s nursing program.

“The nursing faculty and students have helped by assisting people with mobility issues from their cars into the CFSB Center, checking temperatures at the door, administering vaccines, monitoring for any adverse responses to receiving the vaccine and answering any questions that people may have,” said Dean of the School of Nursing and Health Professions, Dr. Dina Byers. “We have worked as a team to help people in the community and region. Some of the stories that are shared by people receiving the vaccine are truly touching and there is a lot of hope and happiness experienced by working the clinic.”

University celebrates Black History Month with variety of events and programs

In February, The Office of Multicultural Initiatives, Student Leadership and Inclusive Excellence (OMI), in partnership with Black Student Council, Brother to Brother, Sister to Sister, and MSU Alliance, hosted a series of events in honor of Black History Month. The events centered around the second principle of Murray State’s Community Commitment, Learning from One Another.

The month started with Black Student Council greeting the campus community in the quad as they handed out treats and bookmarks featuring historical Black figures. Two distinguished speakers provided keynotes as part of the annual OMI speaker series. Corrine Witherspoon, Director of the McClain Center for Diversity at Wittenberg University, spoke about the Black woman’s journey through leadership from Harriet Tubman to Kamala Harris. Dr. Kelvin King, author, activist and professor of English and Communication at Lawson State Community College, discussed the Black male experience related to academics, athletics and advancement. Black Student Council held a poetry contest and a poster contest that allowed students to express their creativity

and share their stories through art. Alliance hosted an LGBTQ+ black history trivia event.



University lauded by niche.com, student reviews in numerous categories

Murray State continues to be ranked highly by niche.com based on multiple factors with emphasis on academics, value, faculty engagement with students, campus quality and student life.

The data, based on nationally-normed data from the National Center for Education Statistics, U.S. Department of Education and several other federal entities, ranks the University as the highest among public regional comprehensive universities in Kentucky in overall ranking, academics, value and campus quality and ties for first place with professor engagement, student life and safety.

Recent niche.com reviews from

students within the past three months include the following:

“Murray was just the right size, had a beautiful campus, very nice people, helpful professors (overall) and community pride. Everything was close and it was very affordable.”

“I have enjoyed all of my time spent at Murray State and the surrounding community. The faculty and staff at the school are the best there is! They are really there to teach you and help you learn!”

“It’s a great place and there’s lots of diversity! The town is very friendly and welcoming and everyone makes sure that you feel at home. This school is my happy place.”



Dr. Oluwabunmi Dada selected for Academic Leadership Development Institute

Dr. Oluwabunmi Dada was recently selected for the Academic Leadership Development Institute cohort of 2021 by the Kentucky Council on Postsecondary Education.

The Institute is one of the Council’s premier professional development programs specifically targeted to support underrepresented faculty and staff on Kentucky’s campuses. Beginning this spring, Dada will participate in a series of interactive professional development workshops that will expose participants to both practical and career-focused information with the goal of capacity building and cultivating the academic leadership pipeline in Kentucky.

Dada teaches in the University’s Department of Occupational Safety and Health.

“Through this experience, I hope to gain the knowledge and skill sets required to prepare me for success in future leadership roles,” said Dada. “Secondly, I hope to be a more effective mentor of students and young people in the community with this knowledge.”

Breathitt Veterinary Center designated as a Level 1 laboratory

Murray State’s Breathitt Veterinary Center in Hopkinsville has been designated as a Level 1 laboratory by the U.S. Department of Agriculture National Animal Health Laboratory (NAHLN) system. Out of 60 diagnostic laboratories nationally in the NAHLN system, the center is now one of 23 state laboratories with Level 1 status and has been a Level 2 laboratory in the NAHLN system since 2005.

The Breathitt Veterinary Center, part of Murray State’s Hutson School of Agriculture, is a nationally preeminent animal disease diagnostic laboratory dedicated to protecting the invaluable assets of the region’s equine, livestock and poultry industries by providing the fastest, most accurate and dependable animal disease diagnostic services possible.



The center offers a broad range of tests for diagnostic services primarily to the livestock, poultry and equine industries of Kentucky and bordering states of Missouri, Tennessee, Illinois and Indiana.

The center also provides valuable educational and experiential learning opportunities for Murray State students who are pursuing degrees through the Hutson School of Agriculture.



Esports continues to grow

Murray State Esports has grown exponentially in just a few years.

The club began with a group of 10 to 15 students; at the end of 2020, the number was approximately 90 students. Currently, there are 122 students in the University’s esports club.

Esports not only allows students to participate in collegiate esports events and casual gaming events, but it also gives students opportunities to grow in their leadership skills, project management skills, art and design talents and to explore their passions.

This is the first semester Murray State Esports has received funding from the University to utilize for events and tournaments, marking the first steps toward an eventually-funded program that offers scholarships.



GOLD RUSH

MARCH 2021

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

FOUNDERS DAY CELEBRATION

600
Supporters

\$316,296
Total Raised

1 DAY

The Most Gifts for NKU in a Single Day



NKU OFFERED 13 FREE CLASSES AS PART OF ITS ANNUAL MAKING TEACHING PUBLIC CELEBRATION

As part of our Homecoming festivities, NKU continued its commitment to breaking down barriers to higher education by offering free classes with its third annual Making Teaching Public celebration. NKU virtually opened up its campus and welcomed community members to get a glimpse at faculty excellence in the classroom.

The goal is to spark an interest within the community. Making Teaching Public is designed to be convenient for anyone to take an inside look at a variety of subjects and explore NKU. Thirteen courses were available for anyone to attend at no cost. This year's topics ranged from teaching elementary students reading skills and professional makeup designs to creating a village's brand identity in the Czech Republic.

"This celebration is a wonderful opportunity to open our classrooms and share the faculty's expertise with the community," said NKU President Ashish Vaidya. "Learning in the classroom—whether in-person, virtual or hybrid—is at the heart of the college experience and making it 'public' allows learners from all walks of life to get a glimpse into NKU's core mission. It allows our alumni an occasion to engage with their alma mater and offers community members the chance to learn something new."

By offering virtual courses, the annual celebration was the most successful one yet. Nearly 400 community members registered to join. President Vaidya first introduced this during his inauguration week as part of NKU's learner-focused framework, and the university intends to continue this tradition for years to come.

COLLEGE CORNER

The School of the Arts partnered with NKU's Office of Community Connections to create MLK Day activity packets for over 700 local school kids with an activity, MLK Jr. Day of Service sticker and NKU Visual Arts Pennant. The packets include hand-drawn portraits, prompts for self-reflection and an invitation to respond to Dr. King's call to make the world a better place.

LEARN MORE: <https://tinyurl.com/ds7437d>

LEARN MORE: <https://tinyurl.com/txt48p2p>



NKU SELECTS NEW PROVOST AND EXECUTIVE VP FOR ACADEMIC AFFAIRS

Dr. Matt Cecil has been announced as NKU's Provost and Executive Vice President for Academic Affairs following an eight-month search. As NKU's Chief Academic Officer, Dr. Cecil will help advance the university's mission to deliver innovative, student-centered education across its seven colleges beginning July 1, 2021.

Dr. Cecil brings more than a decade of academic administration experience. A media historian, he is a leading scholar of FBI history during the J. Edgar Hoover era. Dr. Cecil is the author of three books and more than two dozen articles on the topic. His 2014 book, "Hoover's FBI and the Fourth Estate," was named national History Book of the Year by the Association for Education in Journalism and Mass Communication.

"The current crisis has only further confirmed that I am most inspired by the student success, social mobility and economic vitality mission NKU upholds," said Dr. Cecil. "President Ashish Vaidya and the campus community continue to embark on an ambitious strategic framework for NKU, which values its role as an integral part of the region. I am excited to play a role in their diligent work. He earned his Doctor of Philosophy in Mass Communication from the University of Iowa, a MA in History from Minnesota State University, Mankato and a BS in History from South Dakota State University. **LEARN MORE:** <https://tinyurl.com/4cjjprfw>

THE SCOREBOARD

Marques Warrick has been named the Horizon League Freshman of the Year and tabbed to both the All-Freshman and All-Horizon League Third Team. Warrick finished the season averaging 15.8 points per game while shooting 45% from the floor and 36% from the three-point range. He was instrumental in leading NKU, one of the youngest team's in college basketball this year, to a third-place finish in the Horizon League standings.

FACULTY FOCUS

Dr. Suk-hee Kim receives the Council on the Role and Status of Women in Social Work Education (CORSW) Community Impact Award, a national recognition that celebrates feminist leadership models in social work education. She receives the award for her Rising Hope for Aging Project, a community-based learning initiative that connects NKU students with residents at The Golden Tower, a low-income housing unit located in Covington, Kentucky, for senior citizens.

A proactive leader in gerontological research, Dr. Kim charged NKU's transdisciplinary approach to aging-specific curriculum and program development. She and her colleagues guided the creation of the university's gerontology micro-credential and advocated for the Aging Resource Center—a centralized location for the campus community. **LEARN MORE:** <https://tinyurl.com/2x7jk6ty>

BRIEFS

NKU LEADER NAMED LOCAL HEALTH CARE HERO FINALIST

Dr. Valerie Hardcastle has been named as a finalist for the Cincinnati Business Courier's Health Care Heroes awards. Dr. Hardcastle is recognized for her community work and commitment to improving the quality of health care throughout the region.

An advocate for improving population health, Dr. Hardcastle's impact extends beyond the campus community. She has played an integral role in NKU's COVID-19 response and preparedness, and her work continues to help the region navigate its current environment.

LEARN MORE: <https://tinyurl.com/x8vnjeer>

STUDENTS CONNECTING WITH REGION'S PRO SPORTS TEAMS

With Opening Day and FC Cincinnati's West End Stadium completion around the corner, NKU students are getting a behind the scenes look at Cincinnati's iconic sports franchises with its new community seminar series, Professional Sports in the Queen City.

The series has featured keynote speakers from the region's three professional sports franchises and industry experts discussing how the billion-dollar industry only keeps growing. Each seminar begins with a brief history of the franchise and explores both the player and business facets of the organization.

LEARN MORE: <https://tinyurl.com/39uusxxw>

COMMENCEMENT ANNOUNCEMENT

NKU will hold in-person commencement ceremonies for May 2021 graduates and also honor all of our 2020 graduates at their own ceremony. All events will take place at a series of ceremonies inside BB&T Arena on campus from May 7-9, 2021, and also live-streamed.

"Nearly 50% of our students are first in their families to go to college, so commencement is not just a culmination of their academic achievement, but also a celebration of their determination and resiliency," said President Ashish Vaidya. "Student success is our number one goal. We believe that if we can find a way to celebrate their achievement, it's a great step."

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

BB&T ARENA VACCINATION SITE

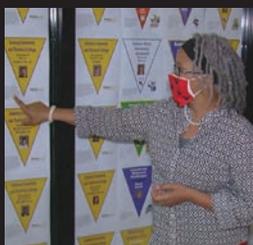
NKU's BB&T Arena on campus served as a St. Elizabeth Healthcare mass-vaccination site for eligible individuals on March 20 & 21. This served as St. Elizabeth's largest vaccine clinic yet, and they gave out 4,000 shots between Saturday and Sunday, doing about 280 doses an hour.

St. Elizabeth Healthcare continues to be a community partner and sponsor of NKU's commitment to the cause of public health, and it's taking a community to get through the pandemic. The vaccination site demonstrates NKU's commitment to engaging internal resources and external stakeholders to address the issues impacting the region.

LEARN MORE: <https://tinyurl.com/ewxn8uec>

ALUMNI NEWS

IT TAKES A VILLAGE



When Newport High School transitioned to a virtual format earlier last year, Donna Watts ('03) continued to do what she has always done—help her students and their families. Watts, a youth service coordinator for Newport High School, worked hard during the pandemic to eliminate barriers that prevented her students from achieving their education.

Whether it was a lack of access to internet or food, Watts did all she could for her students. Now, her responsibilities change daily based on what her students and their families need, but her assistance doesn't stop at the end of the school day. If students are looking for a job, Watts helps them along the way—from filling out applications to getting them clothes for the interview and job.

LEARN MORE: <https://tinyurl.com/28ws86nr>



THE PRESIDENT'S REPORT

ISSUE 111 | FEBRUARY/MARCH 2021

Dear Friends,

The first few months of the spring semester mark the one-year anniversary of several significant things for our university: the start of the pandemic, the formation of our UofL Health system and the tragic loss of Breonna Taylor's life. It's a reflective time for me and the Cardinal Family, punctuated by an array of emotions.

The pandemic has had dramatic consequences for people, families and institutions everywhere, and still, despite the odds, the University of Louisville has overcome and emerged stronger than ever. In this report, you'll see how we've experienced our highest enrollment in 20 years, we've continued delivering a first-class education and our online programs have been recognized as some of the best in the nation. Thanks to the astounding dedication and hard work of our staff, faculty and students, we've been able to keep **campus traditions** alive - although they looked different - and we've remained a leader in our city, state and among institutions across the country.

The formation of UofL Health allowed us to ensure our community and commonwealth maintained widespread access to health care, which was particularly timely in addressing the pandemic. UofL Health allowed us to be among the first in the state and country to acquire the vaccine and keep Jewish Hospital open during the biggest health crisis our world has seen in more than a hundred years.

Many people don't know that Breonna Taylor was an employee of UofL Health. She was an emergency room technician at UofL Health-Medical Center East. We reflect mournfully on the loss of Breonna's life one year ago. Her loss has had a lasting impact on our university community and has reverberated strongly throughout our campuses. As many of our students, faculty and staff boldly call for anti-racist action at UofL and within the community at large, my team stays unwaveringly committed to our Cardinal Principle of Diversity and Inclusion in all of our decisions..

I am deeply humbled by the level of commitment our university community, alumni and supporters have shown this past year to ensure that the University of Louisville remains a great place to learn, work and invest. Despite the challenges and difficulties, I am confident that UofL will emerge stronger than before and will be poised to deliver even more fully on our mission.

Go Cards!



Neeli Bendapudi
President, University of Louisville



COVID-19 shows value of UofL Health in its first year

In November 2019, UofL Health acquired the former KentuckyOne Health assets, taking on a struggling system on the brink of closing that, in turn, threatened the community's access to health care. After one year, UofL Health supports more than 700 providers and 12,000 team members, has added several new facilities including one in Louisville's medically underserved West End and posts revenues of more than \$1.8 billion.

Drawing patients from each of Kentucky's 120 counties plus neighboring states, UofL Health is the state's largest academic health system. UofL Health created almost 300 new positions and recruited 500 nurses and 40 new physicians in its first year to meet the

needs of an increasing number of patients. The formation of UofL Health also preserved more than 5,800 jobs and 60 residency positions with UofL's School of Medicine.

We formed UofL Health to address the significant needs of our community and our commonwealth, but its impact has been even more substantial than we could have predicted, particularly in helping address the COVID-19 pandemic. The first vaccines shipped to Kentucky were administered at UofL Hospital, which received 975 doses of the Pfizer vaccine.

Our entire team - from support staff, to nurses, to providers and physicians - deserves credit for this success in building an organization of which Kentucky can be proud.



UofL is once again a top producer of Fulbright Scholars

University of Louisville students continue to contribute to international understanding through successful participation in the Fulbright U.S. Student Program. The Fulbright Program is the U.S. government's flagship international educational exchange program. Started in 1946, the Fulbright Program marks its 75th anniversary this year.

For the 2020-2021 academic year, UofL was once again named a Fulbright U.S. Student Program Top Producing Institution. It marks UofL's seventh year on the list. UofL has a total of **13 Fulbright scholars** for the 2020-2021

academic year. Since 2003, UofL has produced 148 Fulbrights, more than all other Kentucky public institutions combined.

The distinction from the U.S. Department of State's Bureau of Educational and Cultural Affairs was published in the Feb. 15 online edition of The Chronicle of Higher Education. A list of institutions can be found [here](#).

Our students have a global world view that benefits all humankind, I commend our students, faculty and staff who work so hard every year to secure these opportu



THE CARDINAL FAMILY GROWS IN SIZE AND DIVERSITY, DESPITE NATIONAL TRENDS

The National Student Clearinghouse (NSC) reported postsecondary enrollments in the United States declined 2.5% in the fall, and public college enrollments went down by 4%. Freshman enrollment also dropped 13% nationwide, according to the NSC.

Despite these alarming national trends, the University of Louisville is posting strong enrollment figures for the 2020-2021 academic year with undergraduate increases in underrepresented minorities. UofL has held steady, even increasing our enrollment while other public universities nationwide are seeing declines during this challenging year. We are especially pleased that underrepresented minorities are finding a college home with us.

In fall 2020, total enrollment was up by 2.4%. Preliminary enrollment figures for the spring 2021 semester show an increase of 0.98% from the previous year. From fall 2019 to fall 2020, undergraduate enrollment of Black students rose 8%, while enrollment of Hispanic and Asian students increased 13% and 11%, respectively.

These strong enrollment numbers are a direct reflection of the hard work and innovative efforts made by our staff and faculty. We plan to maintain this momentum as we gear up to resume in-person courses this fall.

NEW AND REVAMPED POSITIONS BOOST UofL'S ANTI-RACIST AGENDA



Jobs focused on diversity and equity: this is the latest validation for UofL's intention to become a **premier anti-racist university**. The influx of new and renewed diversity-focused positions, funded by deans and other leaders throughout the organization, support this commitment.

The dedicated personnel are working to create an inclusive culture among students, faculty and staff, while assisting in efforts to increase retention and graduation rates of underrepresented minority students. They're aimed at recruiting minority faculty through incentive programs. They're supporting and recognizing staff for contributions in advancing diversity. They're auditing curricula to determine the need for revisions, along with new content and training. They're creating better opportunities for minority and women-owned businesses to collaborate with the university. These are some of the newly created job duties that will help move the needle for UofL's anti-racism agenda.

Other areas, like the Graduate School, hired personnel prior to the launch of UofL's **Cardinals Against Racism Agenda (CARA)**. A number of new committees have also been formed with a focus on the anti-racism agenda. Staff Senate chartered an anti-racism committee with a seat on the executive committee. The Student Government Association has also created a diversity and inclusion committee.

In the past year, the following individuals in our university have filled new or revamped positions in support of expanded diversity and inclusion initiatives at UofL:

- **Brigitte Burpo**, assistant dean for diversity, equity and inclusion, College of Education and Human Development
- **Valerie Clay**, coordinator for diversity, equity and inclusion, J.B. Speed School of Engineering
- **Crystal Rae Coel**, assistant dean for student affairs and diversity, Brandeis School of Law
- **Cherie Dawson-Edwards**, associate dean for diversity, engagement, culture and climate, College of Arts & Sciences
- **Marc D. Ellis**, assistant director of procurement diversity and inclusion, Office of Procurement Services
- **Audra French**, assistant director of student affairs and diversity, equity and inclusion, School of Dentistry
- **Amalia Gamez**, Latinx admissions counselor, Office of Admissions
- **Leondra Gully**, director of Black and multicultural initiatives, Cultural Center
- **Anna Hinton**, assistant dean for administration and diversity, equity and inclusion, School of Dentistry
- **Trinidad Jackson**, assistant dean for culture and liberation, School of Public Health & Information Sciences
- **Emma Sterrett-Hong**, associate dean of equity and inclusion, Kent School of Social Work
- **Nakia Strickland**, associate director for diversity engagement, UofL Alumni Association
- **Morgan West**, new student financial aid advisor, Office of Financial Affairs

PRESIDENT'S REPORT APRIL 2021

UNIVERSITY OF KENTUCKY



ONE YEAR LATER: UK'S COVID RESPONSE BY THE NUMBERS

The COVID-19 pandemic is the challenge of a century. It underscores how special those things we often take for granted – like gathering with friends and family for a meal or other moment where we come together – really can be for all of us.

We need connections. It's why a community like the one at the University of Kentucky is so important. It is inherent to who we are.

That's also why, at the University of Kentucky, we are determined to meet this moment. Our people—from across our campus—have joined in common cause with uncommon resolve to keep our community, and those we serve, safe.

On March 6, Kentucky and UK HealthCare marked one year since the first patient tested positive for COVID-19. In the time since that day, a series of unprecedented transitions have taken place at the University of Kentucky. UK HealthCare treated this

first patient. Faculty and staff quickly moved every class to a remote learning format. Athletic events came to a grinding halt as teams discussed whether to cancel or postpone entire seasons. And that was just the beginning.

For many, this time one year ago marked the anniversary of the realization that life as they knew it was being fundamentally altered. Reimagining a “new normal” for an entire campus community and beyond was a daunting task. But together, the UK family has risen to the challenge – exemplifying what's truly possible in the face of adversity.

But how do we measure the breadth and depth of these efforts? One way is through numbers. At the same time, we recognize that the people behind those numbers are allowing us to meet this moment.

A handwritten signature in black ink that reads 'Eli Capilouto'. The signature is written in a cursive style.

Eli Capilouto
President

VACCINES: UK ADMINISTERS SHOTS OF HOPE

The UK vaccination clinic recently marked a monumental milestone in the fight against the virus – administering 200,000+ COVID-19 vaccines to citizens across the Commonwealth, including front-line health care workers, first responders, teachers, school personnel, essential workers, those with health conditions and, recently, our community more broadly.

In January, the university pledged to do more and be more for the people of the state when it opened the Kroger Field location. Now, it's currently the largest clinic in the region – serving 20,000+ Kentuckians per week. In March, the clinic underwent yet another expansion, allowing UK to often vaccinate more than 4,000 people each day.



VOLUNTEERS: THE IMPERATIVE WORK THEY DO

Vaccination clinics are massive public health undertakings, which require many helping hands. On any given day, approximately 120 staff members and volunteers work at Kroger Field – serving in roles from immunizers to way-finders.

In addition to groups from the College of Medicine, volunteers from the College of Pharmacy, College of Dentistry, College of Health Sciences and College of Nursing have volunteered as immunizers at the clinic. In addition to running the clinic, employees with UK HealthCare Pharmacy Services are also volunteering their time.



UK HEALTH CORPS: KEEPING CAMPUS HEALTHY AND SAFE

On any given day, UK Health Corps is made up of approximately 60 dedicated staff members working to keep the UK campus healthy and safe, managing everything from contact tracing and academic coordination to transportation and communications.

Since July 2020, Health Corps has replied to more than 5,000 emails and managed 25,000+ phone calls.

To date, the Wellness Support Connectors have completed more than 17,000 resource tasks for students, faculty and staff affected by COVID-19. These tasks range from a simple check-in calls to a prescription delivery.

“The work the entire Health Corps team is doing is nothing short of remarkable,” said Hannah Simms, associate project manager with Health Corps. “It’s amazing to think that in one year this team has built a modern public health infrastructure that has allowed our campus community to find a path forward in a challenging time.”

COVID-19 TESTING: PROTECTING THE CAMPUS COMMUNITY AND BEYOND



Before there was a vaccine clinic to manage, there was continuous COVID-19 testing.

Tucked away on the sixth floor of the University of Kentucky Albert B. Chandler Hospital, UK HealthCare’s clinical microbiology lab is home to one of the most important factors in fighting the COVID-19 pandemic – patient testing. Since last spring, the lab has been administering COVID-19 tests to UK HealthCare patients thanks to multiple collaborations across the hospital system. By March, they had conducted nearly 115,000 COVID-19 tests.

Additionally, UK has strived to protect the campus community through ongoing student testing, which remains available at no cost through a third-party expert – Lexington-based testing and genomics company, Wild Health. Utilizing a third party for testing has allowed UK HealthCare to maintain its capacity for testing health workers, first responders and the community.

Between University Health Services and Wild Health, the university by March had conducted nearly 70,000 COVID-19 tests for students.

WKU names Robert ‘Bud’ Fischer Jr. Provost and VP for Academic Affairs



Robert ‘Bud’ Fischer Jr.

WKU has named Robert “Bud” Fischer Jr. Provost and Vice President for Academic Affairs beginning July 5. Dr. Fischer is the dean of the College of Basic and Applied Sciences at Middle Tennessee State University in Murfreesboro.

“Dr. Fischer has a record of success in elevating the universities where he has held leadership positions,” WKU President Timothy C. Caboni said. “His experience with applied learning, improvements in retention and graduation rates and familiarity with growing sponsored research all are relevant to continuing WKU’s climb to greater heights as we implement our strategic plan.”

Dr. Fischer said he is honored and excited to join WKU.

“This is a special place that provides tremendous opportunities to change the lives of students and entire communities through education, research, innovation and service,” he said. “During my interviews and visit, I learned about WKU’s strong

commitment to its students and to student success. These are the same values that I have focused on throughout my career and I look forward to working with my new colleagues to build on that foundation and engage in the innovative thinking and strategic development that will help define the future of this amazing institution.”

Dr. Fischer said the role WKU plays in serving first-generation students has special significance for him.

“My career speaks volumes about the transformational impact of higher education,” he said. “I’ve been privileged to mature from a first-generation college student to a professor of Biology and a university administrator, and I look forward to working with the WKU community to continue providing similar, life-transforming opportunities to WKU students.”

Prior to joining MTSU in 2012, Dr. Fischer was chair of the Department of Biology at the University of Alabama at Birmingham; associate chair of the Department of Biological Sciences at Eastern Illinois University and a tenured professor.

Dr. Fischer has a Ph.D. in evolutionary biology from the University of South Carolina, a master’s degree in environmental biology from State University College at Buffalo and a bachelor’s degree in ecology from State University College of Environmental Science and Forestry in Syracuse, New York. See

<https://www.wku.edu/news/articles/index.php?view=article&articleid=9523>

WKU offering public health degree at regional campuses

Adult learners in the Elizabethtown, Glasgow and Owensboro regions will have a new degree option through WKU Public Health beginning this fall. Students at these regional campuses will be able to complete a Bachelor of Science in Public Health through a hybrid format including connected classrooms and online.

The program is designed to prepare students for a challenging career in a large number of disciplines related to improving the quality of life for people and communities. See

<https://www.wku.edu/news/articles/index.php?view=article&articleid=9522>

Biology professor receives \$429,768 grant to study stress and sleep loss

WKU biology professor Noah Ashley has been awarded a three-year, \$429,768 R15 grant from the National Institute of General Medical Sciences, one of the 27 institutes and centers of the National Institutes of Health, to investigate how stress is involved in regulating the inflammatory response to sleep loss.

“This research evaluates the mechanisms that lead to inflammation from sleep loss. One of those mechanisms involves stress,” Dr. Ashley said. “In the past year, the pandemic has caused stress in all of our lives. It’s also affected our quantity and quality of sleep. So this research is incredibly relevant today.”

The project’s premise relates to the worldwide increases in obesity that have led to a higher incidence of obstructive sleep apnea, which is characterized by recurring events of airway collapse during sleep, intermittent low oxygen levels and fragmented sleep.

Previous research has linked sleep fragmentation with increased inflammatory responses that could provide a link between disturbed sleep and adverse health outcomes, Dr. Ashley said.

“Chronic inflammation can have a huge impact on someone’s life by increasing the risk for development of cardiovascular disease, diabetes and cancer,” he said. “If we can understand how inflammation arises from sleep loss, then potential therapeutics could be developed to mitigate inflammation in patients who experience dysregulated sleep, like obstructive sleep apnea.”

WKU undergraduate students will be highly involved in the project. In the previous grant, 15 WKU students were trained to conduct biomedical research. See

<https://www.wku.edu/news/articles/index.php?view=article&articleid=9538>



Dr. Noah Ashley

WKU wins Hearst photojournalism competition for 5th straight year

WKU’s School of Media won the Hearst Journalism Awards Program’s Intercollegiate Photojournalism Competition for the fifth straight year and the 27th time in the past 32 years.

With second-place and third-place finishers in the Photojournalism Picture Story/Series Competition and first-place and third-place finishers in the Photojournalism Features and News Competition, WKU had the highest accumulated student points in the 2020-2021 photo competition. WKU’s School of Media will receive a \$10,000 award. See

<https://www.wku.edu/news/articles/index.php?view=article&articleid=9513>



An ounce of prevention

A WKU student awaits her COVID-19 vaccine during an on-campus clinic in Diddle Arena. Vaccinations were offered on campus to students, faculty, staff, contract employees and their families through a partnership with Wild Health of Lexington and Graves Gilbert Clinic in Bowling Green.



Association of Independent Kentucky Colleges and Universities

News highlights

AIKCU members partner to distribute vaccines to students and communities

AIKCU members have joined in the effort to quickly vaccinate Kentuckians. AIKCU was grateful for the opportunity to help facilitate a partnership between AIKCU member institutions and Team Kentucky, University of Kentucky, and Wild Health officials in order to quickly mobilize and implement on-campus vaccine opportunities. As of April 2, five AIKCU members had hosted student vaccination clinics through the partnership (with more planned). Other AIKCU members have partnered with local providers to provide vaccine access to students and their communities, like Transy with Baptist Health and UPIKE with the Pikeville Medical Center, among others.

AIKCU and UPIKE partner to benefit future of healthcare in Kentucky

AIKCU and UPIKE have partnered to provide enhanced access to medical education opportunities for students from AIKCU's 18 member colleges and universities while building Kentucky's healthcare capacity. Learn more at [AIKCU.org](https://aikcu.org).

AIKCU members plan for normal fall semester

AIKCU members are preparing for a much more normal fall 2021 semester, thanks to the success of Kentucky's vaccine rollout and the downward trend in Kentucky's COVID-19 cases. Kentucky's independent colleges and university campuses have all been open during the current academic year, with students living on campus and enjoying varying levels of in-person courses and activities in accordance with CDC, state, and institutional pandemic guidelines. But this fall AIKCU institutions expect to return to operations much closer to what they were like pre-pandemic. More on [AIKCU.org](https://aikcu.org).

AIKCU partners with Kentucky law schools for virtual pre-law event for AIKCU undergraduates

AIKCU and Kentucky's three law schools — NKU Chase, UK Rosenberg, and UofL Brandeis —recently collaborated on an online law school information session for AIKCU undergraduates. This was the first event bringing all three law schools together to specifically address the law school preparation process for AIKCU undergraduates.



A current law student panel (shown above) of alumni from Asbury, Bellarmine, Centre, Thomas More, and Transylvania talked about how their undergraduate experience prepared them for law school, offered advice for the application process, and answered a range of questions during the March 23 event.

Bellarmino SGA President Trey Grevious appointed to Kentucky Board of Student Body Presidents, convenes AIKCU student leaders

Bellarmino SGA President Trey Grevious has been appointed to represent AIKCU students on the statutorily-created Kentucky Board of Student Body Presidents. Trey recently began working with AIKCU to convene virtual meetings of AIKCU student government presidents. This is the first time that AIKCU student government leaders have had regular, organized contact.





A small sampling of AIKCU member good news from the last few months:

Alice Lloyd College [teaches through, cleans up after floods](#) that ravaged their region.

Asbury University [announces plans for a regular fall semester](#) and [receives approval for provisional NCAA Division III membership](#).

Bellarmine University [creates a Center of Excellence for Veterans Student Success thanks to Department of Education grant](#).

Berea College [student Autumn Harvey has been named a Newman Civic Fellow](#).

Brescia University held a [Construction competition, where participants created scenes utilizing donated can goods, hygiene, and pantry items](#). All items used in Construction were then donated to local nonprofits.

Campbellsville University [named Dr. H. Keith Spears, formerly CU senior vice president, as acting president](#) following the retirement of longtime CU President Michael V. Carter. (See [President Spears's TikTok debut](#) in support of the GEAR UP Kentucky FAFSA completion promotional effort.)

Centre College has been [designated a Voter Friendly Campus](#).

Georgetown College [announces two major renovation projects to improve east campus conference center and student center](#).

Kentucky Christian University had its [SACSCOC accreditation reaffirmed through 2030](#).

Kentucky Wesleyan College [welcomes Andrea Denise Bolden, Coordinator of Equity and Inclusion](#)

Lindsey Wilson College is [launching a new Doctor of Nursing Practice \(DNP\) in Executive Leadership](#).

Continuing their commitment to affordability, **Midway University** has [once again frozen tuition and room and board costs for the upcoming year](#). Midway also recently [announced a new Computer Science degree](#).

Spalding University [named psychology faculty member and racial-trauma therapist and scholar Dr. Steven Kniffley to the role of Chief Justice, Equity, Diversity and Inclusion Officer](#).

Thomas More University's [SACSCOC accreditation has been reaffirmed through 2030](#).

Transylvania University recently [redesigned its religion major and minor program, the "ultimate interdisciplinary field."](#)

Union College has [entered into an educational partnership with Spero Health](#), a healthcare provider with more than 45 clinics in 5 states specializing in outpatient care for individuals with substance abuse disorder.

University of Pikeville [partnered with AIKCU to benefit the future of healthcare in the Commonwealth](#) and provide advantages to AIKCU member graduates interested in medicine and optometry.

University of the Cumberlands [distributed nearly all of the \\$6 million in federal funding it received in the second round of the CARES Act to undergraduate students](#).