

AGENDA

Council on Postsecondary Education

Executive Committee Meeting

Tuesday, June 11, 2013

1:00 p.m., EDT

Blue & Co., LLC, Training Room
250 West Main Street, Suite 2900
Lexington, KY

1. Roll Call
2. Review President Evaluation Surveys
3. Adjournment

List of people to receive evaluation survey

1) CPE members - 14

- Glenn Denton
- Dan Flanagan
- Joe Graviss
- Dennis Jackson
- Nancy McKenney
- Pam Miller
- Donna Moore
- Marcia Ridings
- Carolyn Ridley
- CJ Ryan
- Arnold Taylor
- Joe Wise
- Sherrill Zimmerman
- Commissioner of Education

2) Presidents - 10

- Doug Whitlock, ECU
- Mike McCall, KCTCS
- Mary Sias, KSU
- Wayne Andrews, MoSU
- Randy Dunn, MuSU
- Geoffrey Mearns, NKU
- Eli Capilouto, UK
- Jim Ramsey, UofL
- Gary Ransdell, WKU
- Gary Cox, AIKCU President

3) Governor's Office - 3

- Governor Beshear
- Mary Lassiter, Secretary of the Governor's Executive Cabinet & State Budget Director
- Joe Meyer, Secretary, Education Cabinet

4) Legislature - 16

- Senate President Robert Stivers
- Damon Thayer, Senate Majority Floor Leader
- Bob Leeper, Chair, Senate A&R
- Mike Wilson, Chair, Senate Education
- Katie Stine, Senate President Pro Tem

- R.J. Palmer, Senate Minority Leader
- House Speaker Greg Stumbo
- David Givens, Senator, Member, Budget Review Subcommittee on Postsecondary Education
- Larry Clark, House Speaker Pro Tem
- Rick Rand, Chair, House A&R
- Rocky Adkins, House Majority Floor Leader
- Jeff Hoover, House Minority Leader
- Arnold Simpson, Chair, House Budget Review Subcommittee on Postsecondary Education
- Kelly Flood, Representative, Member, Interim Joint Committee on Education
- Leslie Combs, Representative, Member, Interim Joint Committee on Education
- Wilson Stone, Representative, Representative, Member, Interim Joint Committee on Education

5) CPE senior leadership staff - 10

- Ron Carson
- Al Lind
- Travis Powell
- Sue Patrick
- Lee Nimocks
- Sherron Jackson
- Reecie Stagnolia
- Aaron Thompson
- Heidi Hiemstra
- Bill Payne

6) State Policy Leaders - 6

- Dave Adkisson, Chamber
- Kris Kimel, KSTC
- Stu Silberman, Prichard Committee
- Robert Brown, EPSB
- Carl Rollins, KHEAA
- Peg Munke, COSFL

FOR REVIEW BY EXECUTIVE COMMITTEE
CPE President Evaluation
2012-13

| | |
|--|-----------------------------|
| Phase One: Organization and Preliminary Preparations | |
| Executive Committee (Pam Miller, Dan Flanagan, Glenn Denton, Joe Graviss, and Marcia Ridings). Executive Committee holds organizational meeting to discuss 2012-13 Council President Evaluation and approve evaluation timeline and survey instrument. | April 18, 2013 |
| Phase Two: Evaluation Process | |
| Survey instruments, telephone and personal conversations. CPE staff will mail surveys; include a return envelope addressed to Blue & Co., LLC, the Council's independent certified public accounting agency. CPE Executive Committee members will follow up as necessary by phone with key constituents. | May 1 - May 28, 2013 |
| Self-evaluation by president due to CPE chair and Executive Committee. | June 7, 2013 |
| Information compiled by CPE chair and vice chair. | June 3 - June 7, 2013 |
| Meeting of the Executive Committee to discuss and evaluate information survey responses. | June 20, 2013 (CPE Meeting) |
| Phase Three: Discussion and Release | |
| Executive Committee reports results of the evaluation to full Council (open meeting; all written documents are public records and subject to open records). | June 20, 2013 (CPE Meeting) |
| Phase Four: 2013 Goals and Objectives | |
| Proposed 2013-14 work plan approved by Council | June 20, 2013 (CPE Meeting) |

Council on Postsecondary Education Presidential Evaluation

Summary of the methodology

Survey forms were mailed to:

The Governor and three other members of his staff involved with Postsecondary & Adult Education policy development;
13 leaders of the General Assembly involved with Postsecondary and Adult Education policy development;
8 university presidents, the president of KCTCS, the president of the Kentucky Association of Independent Kentucky Colleges and Universities, and 5 of the community and technical college presidents;
14 members of the Council on Postsecondary Education;
10 senior members of the staff of the Council on Postsecondary Education; and
6 state policy leaders interested in postsecondary and adult education.

The individuals requested to evaluate President King's performance were supplied with a plain white envelope and a postage paid heavy brown envelope addressed to Blue & Co., LLC, the Council's independent certified public accounting agency, 301 East Main Street, Suite 100, Lexington, KY, 40507.

The evaluators were advised that all submissions would be open records of the Council and they did not need to sign the submission. They were invited but not required to add comments about each individual question.

The evaluators were instructed to place the evaluation in the white envelope and seal it, then place the white envelope in the brown envelope and mail it to Blue & Co., LLC, the Council's independent certified public accounting agency, 301 East Main Street, Suite 100, Lexington, KY, 40507.

On June 1, the Council's Executive Committee met at the offices of Blue & Co., LLC, and opened the submission and recorded the results.

Scoring system

| | | | | |
|-------------|----------------------|--------------------|--------------------|----------------|
| 5 | 4 | 3 | 2 | 1 |
| Exceptional | Exceeds Expectations | Meets Expectations | Improvement Needed | Unsatisfactory |

Executive summary of results

| | |
|---|------------|
| Average rating by 6 members of the General Assembly | 2.8 |
| Average rating by 3 members of the Governor's Office staff | 3.3 |
| Average rating by 10 university, college, or community and technical college presidents | 3.5 |
| Average rating by 14 members of the Council on Postsecondary Education | 4.5 |
| Average rating by 9 senior members of the Council on Postsecondary Education staff | 4.7 |
| Average rating by 5 state policy leaders | 4.5 |
| Average overall rating giving equal weight to all 6 groups | 3.9 |

General Assembly

Number of Respondents 6

Number of requests for evaluation, 13

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

| | | | | | | | | |
|------------|---|---|---|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | | Average |
| Response | 4 | 5 | 3 | 2 | 1 | 5 | | 3.3 |

Comments

(2) Does President King work effectively with the members of the General Assembly, maintaining good communication and a collegial, professional environment?

| | | | | | | | | |
|------------|---|---|---|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | | Average |
| Response | 3 | 3 | 3 | 3 | 1 | 4 | | 2.8 |

Comments

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and his staff and other key policy leaders?

| | | | | | | | | |
|------------|---|---|---|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | | Average |
| Response | 4 | 3 | 3 | 2 | 1 | 3 | | 2.7 |

Comments

2 Bob has successfully established positive relationships with those individuals willing to do so. Some individuals have issues with the policies created as a result of HB 1 and are, in my opinion, not willing to enter into an effective relationship with him as a result of their opposition of HB 1.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

| | | | | | | | | |
|------------|---|---|---|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | | Average |
| Response | 4 | 5 | 3 | 1 | 1 | | | 2.3 |

Comments

2 Bob has been forced to deal with the continuing reduction of CPE's budget and has done so in a professional manner always seeking new avenues to advance the mission of the improvement of higher education in Kentucky.

5 Over paid. CPE???

6 Dr. King has responded as well as anyone could under the circumstances. Gov. Patton removed most of the CPE's credibility.

Over-all evaluation by the members of the Legislature

2.8

Governor's Office staff

Number of Respondents 3

Number of requests for evaluation 4

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform and has he translated that understanding into progress and achievement?

| | | | | | |
|------------|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | | Average |
| Response | | 3 | 4 | | 2.3 |

Comments

(2) Does President King work effectively with the Governor and his staff, maintaining good communication and a collegial, professional environment?

| | | | | | |
|------------|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | | Average |
| Response | 4 | 3 | 4 | | 3.7 |

Comments

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, members of the General Assembly, and other key policy leaders?

| | | | | | |
|------------|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | | Average |
| Response | 4 | 4 | 3 | | 3.7 |

Comments

- 1 However the reputation of the CPE with various legislative leaders is weak.
- 2 Despite all his efforts, it will always be difficult to communicate with the ever changing dynamic of the General Assembly. This effort never ends, and Dr. King should enhance his communications strategy with members of the General Assembly over the next year.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

| | | | | | |
|------------|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | | Average |
| Response | 4 | 3 | 3 | | 3.3 |

Comments

- 3 The awkward situation with the former CPE chair advocating for a new public institution was a challenge for the president of CPE. Dr. King handled that situation well.

3.3

Over-all evaluation by Governor's Office Staff

Presidents *

Number of Respondents 10

Number of requests for evaluation, 15

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

| | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| Response | 4 | 3 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 3.9 |

- Comments
- 1 I am impressed by his willingness to take on secondary education and insist on reforms to grade inflation in the high schools. Lesser individuals would be afraid to take that on.
 - 2 Better focus on institutional goals/strategies, tactics to achieve institutional mandates.
 - 6 Bob understands well what the public colleges and universities in Kentucky need to do to lift the Commonwealth.
 - 8 The partnerships he has formed with Dept. of Education and EPSB are critical.
 - 9 Resources are a problem in meetings goals.
 - 10 In a short time period President King has formed a very good bond with Commissioner Holliday and has helped move all education reform forward in a progressive and inclusive way.

(2) Does President King work effectively with the presidents of Kentucky's postsecondary institutions, maintaining good communication and a collegial, professional environment?

| | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| Response | 4 | 4 | 2 | 4 | 4 | 5 | 5 | 3 | 4 | 3 | 3.8 |

- Comments
- 1 The few times I have met with him, yes.
 - 3 Communication is sporadic and fairly minimal - monthly meetings lack clear focus; there is a pecking order among presidents which King exacerbates.
 - 6 Yes! Bob is objective, fair, and unbiased in his dealings with the universities and the presidents. He is pleasant to work with and maintains a professional environment.
 - 7 From the perspective of a community college president, I have appreciated the time he has invested in visiting all sixteen KCTCS colleges, meeting with faculty and staff and local boards. He has been on my campus three times.
 - 8 Occasionally he seems to forget the CPE is a coordinating board.
 - 10 Like all presidents, President King wants his way and we want ours. When we disagree, some of his responses verbally and in writing have become more pointed.

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, the Governor and his staff, members of the General Assembly, and other key policy leaders?

| | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| Response | | 4 | 1 | 3 | 5 | 3 | 3 | 4 | 4 | 4 | 3.1 |

- Comments
- 1 I have no real direct knowledge. It seems so.
 - 3 All the presidents talk with legislative leadership and there is not a level of respect there for King's leadership; he was a non-actor in the Pikeville debacle; and the CPE's negligible role in that process is instructive - no Council action even took place RE: this session's largest legislative proposal in years!; no traction at all RE: capital planning or use of proposed \$25MM.
 - 4 Results of legislative session somewhat disappointing. May need to be more visible. Campus reps much more visible than CPE staff.
 - 5 Bob has done an outstanding job of forging a strong partnership with Commissioner Holiday and P-12 education.
 - 6 Yes. Bob has been able to build and sustain good relationships across Kentucky state government. This, however, is an ever changing and fluid political landscape. CPE sometimes fails to lobby for the right things in terms of what is best for the institutions.
 - 7 His efforts in this regard have been significant, but I know of a few legislators who need additional cultivation.
 - 8 Lot of progress here in the last year.
 - 10 Has done a good job legislatively.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

| | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| Response | | 3 | 2 | 4 | 5 | 4 | 4 | 5 | 2 | 4 | 3.3 |

- Comments
- 1 I have no real direct knowledge.
 - 3 See comments RE: Pikeville; appears thin-skinned if challenged on a policy position or procedure; no agency plan for CPE that's clear given continual erosion of state support.
 - 4 Digs in on issues at times and becomes inflexible.
 - 6 Yes, although it is difficult as CPE (and Bob, specifically) often gets caught in a political bind between party/chamber leaders. From an institutional standpoint, however, he handles the interinstitutional dynamics very well.
 - 7 The University of Pikeville initiative has posed difficulties for President King and CPE and I believe he has handled the situation well.
 - 8 Work on advanced practice doctorates was excellent.
 - 9 Diversity - Problem - Retroactive - Changes year to year. Unfair to colleges to prepare and meet goals. Needs to give two year of reprieve. Can't meet goals without seeing data in advance. A Real Problem.
 - 10 He has settled into the position and has the support of the Presidents.

(5) Has President King advanced the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work- July 2011 through July 2012)?

| | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| Response | 4 | 3 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.7 |

- Comments
- 1 His capital projects plan was really good, but the economic situation prevents its realization.
 - 3 Increasing degree production via associates' growth (& graduate degrees) shows little value-added on the part of CPE toward its key goal.
 - 6 Yes, given the constraints of deeper budget cuts and limited tuition capacity. I believe he understands that CPE cannot achieve the objectives-only the institutions can do that-but that he must advance the objectives by his leadership and advocacy.

(6) Do you view President King as an ally and advocate for the entire system of postsecondary education? Is he effective in that role and has he treated you and your institution fair?

| | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| Response | 4 | 3 | 1 | 4 | 5 | 5 | 4 | 5 | | 3 | 3.4 |

- Comments
- 2 CPE staff does not understand campus strategies/tactics and shared governance decision making. This makes Bob's job more difficult.
 - 3 See earlier comments.
 - 4 Yes and yes.
 - 5 I believe we must move towards a funding formula that is strategic, acknowledges historic inequities, and considers ROI. Not easy politically but essential in these times of scarce resources.
 - 6 Yes, without question or reservation.
 - 8 More effective in this regard than any of his predecessors.
 - 9 Not with diversity. He is a great advocate. Thank you.

Over-all evaluation by Presidents 3.5

*** Includes select community and technical college presidents.**

CPE Members

Number of Respondents 14

Number of requests for evaluation, 14

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

| | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Average |
| Response | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4.8 |

- Comments
- 1 President King in my view has an exceptionally comprehensive knowledge of higher education matters in general. Also, he has continually impressed me with his ability to rapidly assimilate a great deal of information regarding Kentucky higher education and politics. He has effectively led the development of a very strong strategic agenda for higher education, and he works indefatigably to build productive partnerships with all the key people and organizations concerned with education in the Commonwealth.
 - 5 Effective in understanding these goals and seeing them through.
 - 7 His leadership of staff during update of strategic agenda demonstrates his understanding of goals.
 - 8 He not only understands it - he helps other key stakeholders understand it much to our benefit. The U Pike example was a visible effort but only part of his genius. The key for Bob and lasting legacy (although early) is train and educate his replacement.

(2) Does President King work effectively with the CPE members, maintaining good communication and a collegial, professional environment?

| | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Average |
| Response | 4 | 5 | 5 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 2 | 4.3 |

- Comments
- 1 I think President King works very hard to communicate regularly with all CPE members. Occasionally his communication with me falls through the cracks because I am sometimes difficult to reach. I appreciate his frequent updates by telephone or email on progress being made in various CPE endeavors.
 - 5 Communication is professional and personal - Dr. King excels in this area.
 - 7 His monthly phone calls keep us abreast of developments between meetings and is open to our questions at any time.
 - 8 He's the best I've seen at this. A great example to follow.
 - 11 Never fails to call when required and emails frequently.
 - 14 While Bob's communication skills are good, he is allowing the CPE members to become a lesser priority. His discussions with Paul on the Pikeville issue should not have been kept from the CPE members. Tuition discussions with the universities are becoming the greater driver on tuition policy, with the CPE members playing a lesser role. This also seems to be affecting senior staff as they too are placing a lesser priority on communication with CPE members. Needs improvement.

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

| | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Average |
| Response | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 3 | 4.5 |

- Comments
- 1 I think Dr. King works overtime trying to build effective relationships with campus leaders and political leaders. My impression is that he has done extremely well in building cooperation among university presidents. I particularly appreciate his efforts to actively involve faculty throughout the state in collaborative decision making (as in the work done on the Transfer Bill), and his willingness to work with statewide faculty bodies such as COSFL and the Kentucky AAUP. Probably the one constituency with which he has difficulty is the Legislature, and I do not think that he is at fault in that regard. It seems to me that there are some Legislators who have bad attitudes towards the CPE generally, and no one can sway them. I do appreciate Dr. King's efforts to call their attention to the many statutory duties that have been placed on the CPE, important functions which would not get done without the CPE.
 - 4 Bob's balanced approach has caused CPE's reputation to improve significantly.
 - 7 From all accounts with which I'm familiar, absolutely.
 - 8 Extremely well done. Consistency will be crucial going forward.
 - 14 He needs to continue to work on his relationships with the General Assembly. He has done a much better job with the Governor and his staff, campus leaders and policy leaders.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

| | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Average |
| Response | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |

- Comments
- 1 Dr. King responds very well to spur of the moment needs and demands of the Legislature. I remember on one occasion he had to leave a CPE Council retreat to provide advice and information that legislators needed for a particular bill. It is commendable that his input is valued and sought in that way.
 - 4 Bob provided exceptional leadership during the legislative session, navigating the unexpected proposals from left and right.
 - 7 Budget cuts - Pikeville College issue were handled exceptionally well.
 - 8 U Pike was a textbook example of his incredible leadership and he does so many more things just as well or better we rarely see.

(5) Has President King advanced the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work- July 2011 through July 2012)?

| | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Average |
| Response | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 2 | 4 | 5 | 3 | 5 | 4 | 4 | 4.2 |

- Comments
- 1 I think President King has advanced the priorities set by CPE members to the very best of his ability. He deals with a very difficult job with considerable grace and diplomacy.
 - 2 The right man for the job at the right time!
 - 7 Bob continues to enhance the image of CPE across the state. His leadership of staff is outstanding be all accounts. I believe he has the respect of all campus presidents.
 - 8 I believe he's done very well here, but I put NI because I am seeing a fall off of attention and focus to the strategic agenda. Again, he's been terrific and an exceptional leader - but if not careful - the plan will start gathering dust and lose its "dog ears."
 - 9 I believe President King has worked with the objectives and priorities as best as he can. Any hindrance is from the institutions and this is moving much more smoothly now.
 - 13 Bob King has demonstrated that he is the right person at the right time as President of CPE.

Over-all evaluation by CPE Members

4.5

CPE senior leadership staff

Number of Respondents 9

Number of requests for evaluation, 10

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

| | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Average |
| Response | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4.8 |

- Comments
- 3 I have worked with Bob for three years now and I think he is one of the very few people I have met that has a very comprehensive understanding of this.
 - 5 A very clear understanding was essential in his close working relationship with former Council chair Governor Paul Patton.

(2) Does President King work effectively with the Council staff, maintaining good communication and a collegial, professional environment?

| | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Average |
| Response | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |

- Comments
- 2 I see his role as more externally focused where he spends the majority of his time.
 - 3 I would have to list Bob at the top of a long list of professionals I worked for and with. He is a partner and not a boss.
 - 5 Best among three permanent and three interim presidents for whom I've worked.
 - 7 Very effective; well respected, valued leader.
 - 8 Excellent working environment, but it is time for some tough choices/prioritization/dropping some efforts.
 - 9 President King is easy to work with and invites frank and honest discussion even if your opinion may differ from his own.

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

| | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Average |
| Response | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4.7 |

- Comments
- 2 Exceeds, exceeds expectations.
 - 3 As someone who came from the campus and someone who has worked with every CPE president, Bob excels! He has the trust and confidence of most of the policy makers and campus constituents.
 - 5 Has engaged more legislators, especially members of Senate and House leadership than any Council president.
 - 6 In future, we do need stronger connection directly with Governor, particular of linking tax reform and additional funds for education.
 - 7 He has built and maintained effective relationships with virtually all key constituents. He manages the inevitable conflicts and disagreements well.
 - 8 We've come a long way under his leadership!
 - 9 President King seems to be well liked and respected amongst all those mentioned. I believe that his vast prior experience sitting in similar seats as many of those individuals allows him to connect with them where others could not.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

| | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Average |
| Response | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4.8 |

Comments

3 It's ever-changing in the Kentucky political world. This past year put Bob and CPE in an interesting situation. Bob responded beyond what most people would have expected.

5 Yes, especially in dealing with the University of Pikeville issue and major budget cuts.

6 Handling of U Pike situation was exceptional.

7 Effective consensus builder on sometimes difficult issues i.e. U Pike proposal.

(5) Has President King advanced the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work- July 2011 through July 2012)?

| | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Average |
| Response | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4.7 |

Comments

3 Kentucky and CPE is moving forward because of Bob's leadership.

5 Absolutely.

6 Movement in key areas of the agenda has been strong, particularly related to college readiness, student success, and the new accountability system.

7 Very strong work and progress, particularly in areas 1-6.

8 Everything concrete can be checked off.

4.7

Over-all evaluation by CPE senior leadership staff

State Policy Leaders

Number of Respondents 5

Number of requests for evaluation, 6

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

| | | | | | | | |
|------------|---|---|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | | Average |
| Response | 4 | 4 | 5 | 5 | 5 | | 4.6 |

Comments 5 President King has an excellent grasp of the issues and is well respected statewide.

(2) Does President King work effectively with key policy leaders, maintaining good communication and a collegial, professional environment?

| | | | | | | | |
|------------|---|---|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | | Average |
| Response | 3 | 4 | 5 | 5 | 5 | | 4.4 |

Comments

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and members of his staff, and members of the General Assembly?

| | | | | | | | |
|------------|---|---|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | | Average |
| Response | 3 | 4 | 5 | 5 | 5 | | 4.4 |

Comments

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

| | | | | | | | |
|------------|---|---|---|---|---|--|---------|
| Respondent | 1 | 2 | 3 | 4 | 5 | | Average |
| Response | 4 | 4 | 5 | 5 | 5 | | 4.6 |

Comments 1 University of Pikeville
 2 I think Bob has done an excellent job of connecting with other policy makers and outside groups. He does remarkably well at navigating the difficult political waters of the General Assembly.

Over-all evaluation by State Policy Leaders **4.5**

CPE President's Plan of Work Priority Activities – July 2012 through July 2013

1. Continue to enhance the Council's role as a respected and credible consensus builder, educational advisor, and policy resource for members of the General Assembly, Governor's office, and other state leaders.
2. Coordinate implementation of the 2011-15 Strategic Agenda for Postsecondary and Adult Education in partnership with campuses and adult education providers. Continue work with the national Education Delivery Institute to facilitate progress on the agenda both at the Council and campus levels, building on areas of strength and focusing necessary resources and attention on areas needing improvement.
3. Begin discussions with campus leaders about a unified funding request and distribution process to be presented to the legislature in 2014 that supports the broad goals of HB1 and the Strategic Agenda, with particular attention to improving college readiness and increasing student success in postsecondary education.
4. With campus and state leaders, set tuition parameters for the 2013-14 academic year that balance the needs of campuses with the interests of students and policymakers.
5. Manage continued General Fund budget cuts to the operations of the Council through reallocation of resources as necessary, continued development of external funding (federal and foundation grants and awards), and a focused prioritization of agency responsibilities.

Specific Strategic Agenda Priorities:

College Readiness:

- a. Continue work with KDE and EPSB to coordinate SB1 (2009) implementation, including execution of remediation reduction plan, adoption of common core standards, and improvements in teacher preparation and professional development.
- b. Advocate for continued state support for SB1 implementation during the 2013 legislative session.
- c. Produce more KYAE students who are college/career ready through initiatives such as career pathway programs and KYAE Common Core Standards, increasing the effectiveness of adult educators and transitioning more KYAE students to postsecondary education.
- d. Continue implementation of the new federal Gear Up grant and work with campuses and other state partners to enhance programs designed to improve college readiness and ease transitions from high school to college.

Student Success:

- a. Provide a series of targeted workshops and an annual conference for faculty, staff, and administrators to close achievement gaps and increase student persistence and graduation.
- b. Develop degree pathways for various majors and make continuous improvements to the KnowHow2Transfer.org website.
- c. Implement the revised General Education Transfer Policy and continue to implement initiatives to increase transfer.

- d. Highlight leading indicators of student persistence and graduation and focus efforts on strategies that affect these leading indicators.
- e. Work with campuses, KHEAA, state policymakers, and others to reduce financial barriers to college through increased funding, improved policy alignment, better communication on the net cost of college, increased FAFSA completion, and maximizing the use of institutional aid.
- f. Increase the use of data and information to improve student success through expanded analysis of key policy issues.
- g. Implement the newly adopted Diversity Policy, establish a collaborative relationship between the CEO and the campuses, and support campus efforts to improve diversity consistent with campus diversity plans.

Research, Economic, and Community Development:

- a. Advance the Council's College2Career initiative, which is designed to build stronger partnerships and common agendas between the higher education, workforce, and economic development communities. Complete workforce supply-demand analysis and use findings to inform program and policy development.
- b. Engage the business community in supporting postsecondary education. Meet with local chambers, business leaders, foundations, labor groups, and others to promote the goals of the Strategic Agenda to build partnerships supporting mutual interests.
- c. Work with the presidents, the business community, and other leaders to develop strategies to increase degrees in STEM related fields.
- d. Work with the campus, community leaders, and other stakeholders to develop specific strategies to improve postsecondary attainment aligned with workforce needs in rural, underserved areas of the state.

Efficiency and Innovation:

- a. Initiate the implementation of the Commonwealth College for Working Adults.
- b. Explore options to allow universities greater flexibility in issuing debt for revenue generating capital projects.
- c. Facilitate inter-institutional administrative and academic collaborations that result in greater efficiencies, improved learning outcomes, and lowered costs.
- d. Help insure institutions have adequate broadband capacity for online services for students and faculty, research projects, resource sharing, and cloud applications.
- e. Promote textbook replacement strategies to reduce costs to students.
- f. Encourage continued growth in online and other alternate methods of program delivery, including the expanded use of modular delivery models like KCTCS Learn-On-Demand.
- g. Leverage the resources of the KYVC and the KYVL to help share assets across institutions.