

Kentucky State University
Frankfort, Kentucky 40601
Faculty Senate

MEMORANDUM

DATE: November 10, 2016

TO: Faculty
Faculty Senators
Ex Officio Members of the Faculty Senate

FROM: Kimberly Sipes, President
Faculty Senate

RE: Notice of Faculty Senate Meeting

The sixth meeting of the Faculty Senate will take place Monday, November 14, 2016, at 3:10 p.m. in Hathaway Hall 123. The agenda for the meeting is as follows:

1. Call to Order
2. Approval of agenda [3-minute time limit]
3. Approval of minutes [3-minute time limit] [Page 2](#)
4. Dr. Candice Jackson – VPAA [15-minute time limit]
5. Senate President Report [20-minute time limit]
 - a. Elect Parliamentarian
 - b. Committee Book [Page 10-127](#)
 - c. Strategic Plan [Page 128-159](#)
6. Report of the Academic Policies Committee – Joe Moffett [15-minute time limit] [Page 160-161](#)
7. Report of the Curriculum Committee – Ken Andries [15-minute time limit] [Page 162-169](#)
8. Report of the Budget and Academic Support Committee – Reba Rye [15-minute time limit] [Page 170-174](#)
9. Report of the Professional Concerns Committee – Cindy Glass [15-minute time limit] [Page 175-214](#)
10. Faculty Regent Report [15-minute time limit]
11. Other Business
12. Adjourn

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**Minutes of Faculty Senate, 10/31/16 Meeting
123 Hathaway Hall**

Senators

Ibukun Amusan (Math & Sci)
Ken Andries (AFE)
Nancy Capriles (BSS)
Alice Collins (Nursing)
Rene Desborde (Business)
Gary Elliott (WYS) E
Maheteme Gebremedhin (AFE)
Caroline Gibson (FIAR)
Cindy Glass (BSS)
William Graham (EDU)
Robert Griffin (FIAR)
Buddhi Gywali (AFE)
Dantrea Hampton (Library) E
Jens Hannemann (Comp Sci)
Ashok Kumar (at large)
Vikas Kumar (AQU)
Li Lu (Math & Sci)
Rebecca McCoy (Nursing)
Joe Moffett (LLP)
Narayanan Rajendran (at large)
Rita Sharma (Math & Sci)
Reba Rye (at large)
Kimberly Sipes (at large)
Peter Smith (LLP)

Stephen Ulrich (PUA, CJ, SW)
Changzheng Wang (at large)

Ex Officio Members and Guests

Candice Jackson (VP Academic Affairs)
Bruce Griffis (Math & Sci)
Mara Merlino (BSS)
Tierra Freeman (BSS)
Elgie McFayden (Faculty Regent)
James Obielodan (Grad Director)
Donavan Ramon (WYS)
Dorian S. Wright
Brandon Moore
Cynthia Shelton (WYS)
Fariba Bigdeli-Jahed (Math & Sci)
David Shabazz (LLP)
Mara Merlino (BSS)
James Obielodan (Grad Director)
Shelia Stuckey (Library)
Julie Bradley (Keenan Trust Director)
Jennifer Miles (Distance Education)
Kirk Pomper (Interim Dir. Land Grant)
Karen Heavin (Math & Sci)
John Sedlacek (AFE)

1. Call to Order

The meeting was called to order at 3:11pm. Fourteen senators were present.

2. Approval of agenda

The agenda was approved unanimously.

3. Approval of minutes

The Minutes for the Senate meeting on 10/10/2016 were passed unanimously as distributed.

4. Welcome new members

Faculty Senate President Sipes introduced new members to Senate: Rita Sharma from Mathematics and Sciences will replace Robert Hebble; Rebecca McCoy from Nursing will replace Abdullah Alhurani; and William Graham will represent Education.

President Sipes noted that Senate needed a new Parliamentarian. Chair Rye nominated Alice Collins, who accepted. There were no other nominations, and the slate was accepted as presented.

5. Ms. Julie Bradley – P-20 / 3:1 support

Julie Bradley, Kenan Charitable Trust, Director of Student Support Services, appeared before Senate to discuss her program, which unites KSU with Frankfort Independent Schools and the community to create unique projects for student growth.

Ms. Bradley described the 3:1 model, which puts learners at its center. Learners are aided by academic supports; access to opportunity; and social and emotional supports. The goal is to have this model serve students from preschool to college.

It was noted that only 20% of students drop out due to academics. Social and emotional support are essential. It was also noted that 25% of the population suffers from mental illnesses. This means that at KSU there may be 400 students at any time experiencing mental health issues. There is an effort afoot to provide one-on-one counseling services on campus at no cost to the student or KSU.

In terms of access to opportunity, Ms. Bradley is working with the Chamber of Commerce. There are many empty buildings in downtown Frankfort that might be used for students wanting to start a business. Businesses can also be brought to campus in a service-to-service model where students learn skills by working for the businesses. Examples cited included a 3D printing company and t-shirt printing company.

Academics must also be rigorous and students must be held to high standards. President Sipes asked what Ms. Bradley would like to see from faculty. Ms. Bradley noted that many faculty are already contributing, but we need to bring it all together by utilizing available help. Students wanting to build a business, for example, can be helped with a business plan by faculty.

A guest shared information about a senior at the university who has been mentoring others in this program. Another guest added that this student had transferred in to KSU and had struggled at other schools, but is excelling here. Ms. Bradley added that this student is helping dual enrollment students.

A motion to extend time for five minutes passed unanimously.

Ms. Bradley stressed the value of project-based learning. The goal is to be out in the community. We want to create a program that will attract wide interest. There have already been visitors from Korea who came to learn about how the program operates.

A guest echoed the importance of involving the campus community, especially in creating project-based curricula. Chair Rye noted that curricula should be career-centered since KSU students are often busy with their own jobs.

It was noted that Ms. Bradley works with Ron Chi, KSU's Chief Innovation Officer. President Sipes shared Ms. Bradley's contact information: her office is 226 Hathaway Hall; she can be reached at 859 361-5230 and her email address is julie.bradley@kysu.edu.

6. Dr. Deneia Thomas – SACS Reaffirmation

Dr. Thomas could not be with Senate, so Chair Moffett discussed the portion of SACS reaffirmation which he is leading: establishing a new QEP. He noted that the university was working on a website through which proposals would be accepted. Proposals would be due before the start of the spring term. He is looking for individuals who would like to serve on the team that will vet QEP proposals. Ideally this team would be as representative of different groups on campus as possible.

There are few limits on what can be the QEP. Chair Moffett noted that it can be a project that helps to strengthen what is already done on campus. The important things to keep in mind are that the QEP should fulfill a need on campus, and it should be driven by assessment and be widely applicable on campus.

7. Report of the Academic Policies Committee – Joe Moffett

Chair Moffett noted that the majority of APC's last meeting was taken up with reviewing a proposal from Dean Daryl Lowe that covers student misconduct as well as attendance and academic honesty. Chair Moffett shared with Dean Lowe the existing policies on attendance and academic honesty. Dean Lowe was going to work further on his proposal, and when complete it would be brought to Senate.

APC 15-16.05 was discussed again. Chair Moffett noted that it was identical except that he removed the section on instructors choosing whether or not to use the course evaluations for online courses in annual review. A guest at an earlier Senate meeting had noted that an item passed PCC that required all course evaluations to be used. The widely circulating *Faculty Handbook* from 2012 does not reflect this change. Chair Moffett verified that this item did indeed receive approval by the Provost and President. The updated action item thus dropped language about choosing evaluations.

Jennifer Miles addressed the process the university utilizes to review online courses. Quality Matters is hired to make the review. At universities across the Commonwealth, this kind of review typically happens annually, although Ms. Miles notes she would like to see it happen each semester. A senator asked if the cost for this service has been accounted for, and Ms. Miles confirmed that it had. VP Jackson added that we need to be sure to be validating identities of students online for SACS.

Chair Sipes suggested a friendly amendment to the proposal that a reference to Course Signals be altered since the University had moved away from that early alert system. Chair Moffett accepted the suggestion and indicated he would replace it with language that spoke more generally about courses providing early alert capabilities.

The item passed unanimously.

8. Report of the Curriculum Committee – Ken Andries

Chair Andries introduced a number of action items from CC:

16-17-06 MASC: Change course title and credit hours for BIO 116 Introduction to Biotechnology

This course would work as an introduction to the option. Overall, the option needs to be brought in line with others in the major in terms of hours.

16-17-07 MASC: Biology, Requirements for Biotechnology Option (BIT):

Bio 303 Physiology

Bio 316 Ecology

Bio 401 Seminar

Bio 410 Special Problems in Biology

Bio 438 Forensics

16-17-08 MASC: Delete courses from BIT option:

Bio 433 Biotech III: Proteins

Bio 434 Biotech IV: Adv Biotechnology

Bio 435 Global Perspectives in Biotechnology

Bio 436 Biotech Writing / Presentations

16-17-09 MASC: Revise Bio 431 and 432 for BIT:

Bio 431 Biotech I: Tissue Culture; change to Biotechnology I

Bio 432 Biotech II: DNA; change to Biotechnology II

16-17-10 MASC: Revision of BIT for BS in Biology

Dr. Sluss told CC that these changes are made with input from instructors in the program. President Sipes inquired if these courses are being deleted just from the option, or from the master course list. A guest replied that it was the latter and the courses have never been offered. Another guest noted the courses were developed specifically for the Biotechnology option originally and that there were too many hours for the degree. The course committee thus decided to delete these courses from the master course list. Chair Andries noted that this program was first created with the intention of being taught by faculty in the College of Agriculture, but Ag faculty members cannot teach it now because of the requirements of their course loads; this set of proposals thus represents an effort by Biology to re-envision the program, driven by changing dynamics at the university.

The items passed unanimously.

16-17-11 BSS: New Courses for Minor in Intelligence Studies
PSY / SOC / POS / HIS 465 Counterintelligence and Counterterrorism
PSY / SOC / POS / HIS 466 Cyber-Security and Cyber-Politics
PSY / SOC / POS / HIS 467 Intelligence and National Security
PSY / SOC / POS / HIS 468 Terrorism and Insurgency
PSY / SOC / POS / HIS 469 Radicalization
PSY / SOC / POS / HIS 470 Behavioral Profiling

16-17-12 BSS: Minor in Intelligence Studies

This new minor will be an interdisciplinary program, reflective of KSU's participation in the Bluegrass Intelligence Consortium. By passing this minor, KSU becomes a full member of the Consortium and will be able to obtain student stipends and faculty development training. It will also allow for networking with those in the intelligence community. There is a demand for this program.

President Sipes asked if the courses can all be taught by our current faculty. A guest replied that KSU does indeed have the faculty and there will be no need for new hires. The program is responsive to what we hear about the need for graduates with these skills.

A senator asked if the course descriptions on the syllabi might risk obsolescence by making reference to contemporary issues (ISIS, for example). President Sipes noted that item 3, Capsule Statement of Course Content for Catalogue is the only item that goes in the catalogue, so this should not be an issue.

The proposal passed unanimously.

16-17-13 AFE: Certificate in Sustainable Agriculture Systems

This item represents further efforts by the College of Agriculture to create certificate programs. Chair Andries noted this topic is an area of growth and that there are jobs available for those with this training. The certificate program could be undertaken even by those not in AFE. There are four courses that form the core of the program and then options for the other course. There are minimal pre-requisites for the courses.

A motion to extend time for five minutes passed unanimously.

Chair Andries noted this is a 15 hour certificate. A guest asked if we have to go through CPE for approval. VP Jackson answered that since the program takes less than a year to complete, we do not.

The item passed unanimously.

9. Report of the Budget and Academic Support Committee – Reba Rye

Chair Rye explained that BASC is still gathering recent data to make a resolution on the university budget, specifically on instruction at the University. Last year BASC worked on a recommendation for increasing spending on instruction over a three-year period and will be bringing this item to Senate soon. Chair Rye reported that President Thompson is open to allowing BASC to be involved in budget decisions. She stressed that BASC's recommendations are intended to improve the university, not to create discord.

Chair Rye described an issue which overlaps with CC. She explained that she had emailed the Senate Executive Committee to explain that her Division Chair, Dr. Shelton, had told her the Studio Art program was to move into a teach out phase. Chair Shelton did not know where these instructions originated. Subsequently, Chair Rye, Division Chair Shelton, and VP Jackson met, although Chair Rye reported the meeting was inconclusive.

Chair Rye observed that recent notes taken at the Board Academic Committee meeting states that a regent inquired about the progress of teach out plans. Regent McFayden confirmed that it was not discussed in a closed meeting.

KSU does not currently have an art gallery, and seven majors will graduate this year, leaving six majors. Chair Rye stressed she is willing to discuss the possibility of teaching out the program if it is done in an open way. She also noted she had been approached by President Thompson and asked to write a plan to revitalize the program, which she will undertake.

A motion to extend time for five minutes passed unanimously.

Chair Rye shared that the status of the Art Education program has been ambiguous for some time. It is not included in the current catalogue and to her knowledge the discontinuation has not gone through Senate and CPE. President Sipes suggested research could be done in CC to establish the status of programs.

President Sipes noted that last year we had program reviews, but the results have not been sent to programs. Dr. Jackson explained that her office is working on a calendar for program review. The reviews were not submitted to CPE. We will start the cycle this year, trying to align the calendar with those programs which have external accreditations. President Sipes asked if there is a process ongoing to make recommendations to eliminate programs. Dr. Jackson replied that it depends on self-evaluation. President Sipes then asked if there were any comments in the recent Board meeting regarding closing programs. A guest replied that yes, there was, but not with much elaboration. Dr. Jackson confirmed that there were discussions, but we have not had seen anything in writing. Regent McFayden explained that the topic was posed by one of Regents, but there was no definitive response about teach out. He added that closed sessions address personnel or litigation issues, not issues such as program closure.

A guest pointed out that since Chair Rye had been told her program will proceed with teachout, it sounds like there has been a meeting at some level about this and inquired if there is a record of such meeting/meetings, the resulting decision and at what level the decision was made. Vice-

President Jackson declined to answer. Regent McFayden noted that part of the context for this situation comes from when Beverly Downing was Provost. Regent McFayden reported that Dr. Downing pushed for the elimination of the program, but he had argued at the time that no resources were being put into helping it succeed. He believes the issue has now circled back around.

10. Report of the Professional Concerns Committee – Cindy Glass

Chair Glass noted there has been work on *Faculty Handbook* by an ad hoc group that includes Dr. Jackson, Kim Sipes, Fariba Bigdeli, Ibukun Amusan, Joe Moffett, and herself. She explained the group had recently hit a problem with the resolution passed by the Board in November 2014 that gave then-President Burse all power in creating policies. This calls into question any action item coming from Senate over the last couple years and how they relate to changes that need to be recorded in the *Handbook*. Chair Glass asked Dr. Jackson if this issue had been addressed at the recent Board meeting, to which the VP replied that she had taken the issue to university legal counsel, but the Board agenda was too full to address the issue. Chair Glass then asked Dr. Jackson if she intended to bring the issue to the Board at the next meeting. Dr. Jackson replied that she planned to do so and that the 2014 resolution did not reflect the spirit of shared governance.

Chair Glass noted that PCC is still waiting on a response from the VP's office about pay for coordinators, which is uneven across the university. Dr. Jackson replied that we have had some unexpected expenses that have cut into the budget, but she stressed the pay is a priority and that she wants it to be fair and equitable across the university.

Chair Glass discussed the presentation by Dr. Wheeler on academic advising at the previous Senate meeting. Dr. Wheeler had sent an email response to the issues on 10/12, but Chair Glass was left off the list of recipients. Chair Glass shared that her sense was that departments could opt in to the change in advising structure if they wanted to do so. President Sipes asked for Dr. Wheeler's email to be sent to her. She could then disseminate it widely.

Chair Andries noted that faculty in CAFSSS would all be going up for tenure at the same time next year and therefore guidelines for their tenure process need to be in the revised *Faculty Handbook*. A senator pointed out there is a problem with inconsistent faculty standards across divisions and that some standards are noted in the *Handbook* and some are not.

11. Faculty Regent Report

Regent McFayden noted that the Board meeting did not have many action items. He shared that Title III Director Christina Leath noted that Title III funds had been used inappropriately in the past decade; they should be used for capacity building. Regent McFayden will be asking for an external audit from the State Auditor. He is concerned with the Title III process for basic procurements, and he wants to know how we decide how consultants are paid.

The Board discussed the university reorganization chart, and many questions were asked about it. No action was taken.

Regent McFayden said the university has the same recurring problems with finances. The issue with cash receipts has not been fixed; food services needs to be addressed (Gordon Rowe and Greg Rush are working on a new deal). The Internal Auditor will now report directly to the Board, which is what Regent McFayden would prefer, as opposed to the Internal Auditor reporting directly to the University President.

Regent McFayden serves as the Chair of the External Relations Committee of the Board. He has requested information, repeatedly, for data, such as how much external relations cost, how many people are the payroll, and how the university decides titles and funding. As an example, Regent McFayden noted that the university is paying a web designer between \$85,000 and \$90,000. Even though we have this web designer on salary, we send out bids for someone to redesign the webpage. We likely have students on campus who could work on the webpage for the experience.

Regent McFayden noted that at this time last year, there was \$90,000 in gifts to the university. This year, there is \$9,000. He argued that we are failing considerably in this area.

There was discussion that more scholarships need to be given to alumni organizations to disseminate so that out-of-state tuition can be brought in line with in-state. A senator pointed out that typically for graduate students, assistantships will nullify the difference of in-state and out-of-state tuition, but not at KSU.

A guest asked if there had been talk about an enrollment management plan. Regent McFayden replied there was not a vote on one. The document the university is working with currently is not specific enough. This document has been circulating on campus. Another guest asked what the plan says, and Regent McFayden responded that it speaks only in generalities, such as we need to work harder to recruit students.

Graduate Director James Obielodan added that the Graduate Council has recently addressed the out-of-state tuition waiver issue.

Chair Rye asked about how much money the university has spent on consultants, presumably from KSU Foundation funds since President Burse told BASC last year that the Registry was paid through the Foundation. Regent McFayden replied that he has not seen any report on how Foundation money is spent.

Time expired.

A quorum was lost at 5:05pm.

Respectfully submitted,
Joe Moffett, Faculty Senate Secretary



Racing toward KSU's Brightest Future



COMMITTEE BOOK

2016-17



Kentucky State University

Office of the President

November 1, 2016

Dear KSU family:

As we embark on a new strategic plan that “Races us toward our Brightest Future,” it is imperative that we have an organizational structure and organizational processes that assist us in getting there. Our committees and councils are essential for a properly working shared governance system. The “Book” is effective immediately and I ask that everyone who is assigned to a committee or council, carry out the roles assigned. You must become fully engaged in carrying out the mission of that committee and/or council along with keeping our focus on the mission of the University. I am committed as you are to having high expectations, producing high rigor and giving high input to our students and other University constituents. This is one clear way of showing this engagement.

As with our strategic plan, we will monitor the implementation and assessment of our committees and councils. If there are better ways to create, implement and maintain a shared structure of shared governance, I am available to listen to your assessment and suggestions. In addition, please feel free to contact our Office of Institutional Effectiveness for a conversation as to how we can improve.

Thank you for all you do and Go Thorobreds!

Sincerely,

Aaron Thompson, Ph.D.
Interim President

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GUIDELINES FOR UNIVERSITY COMMITTEES

University committees serve a wide variety of functions at the Kentucky State University and vary regarding their mission, membership, and representative term length. Some committees serve in a long-term advisory capacity while others convene for a short time to focus upon clearly identified tasks. Committees are typically comprised of members from the faculty, staff, and student communities. Respective members are nominated by the area senior leader to the Cabinet/VP. Nominations are considered, and recommendations are forwarded to the President for final selection and membership committee approval.

Philosophy of Committee Structure

The faculty, staff, administrators, and students of Kentucky State University (KSU) support a collegial system of shared governance that assures and promotes university-wide representation and joint deliberation across the institution. A collegial system of shared governance is defined as a communication process which encourages responsible participation and open discussion and provides opportunities to present diverse points of view resulting in increased institutional communication and stakeholder engagement.

KSU's committee structure serves to provide the clearest expression of viewpoints of various constituent groups at the University and functions as the primary mechanism for representative participation in shared governance.

Purpose of Committee Structure

- The administration shall coordinate University Standing and Ad Hoc Committees. The Faculty Senate, Staff Council, and Student Government shall work cooperatively to ensure: (1) appropriate and broad-based representation on committees, (2) equitable distribution of committee assignments; and (3) timely completion of committee tasks.
- Each committee is positioned under the appropriate Cabinet/VP level(s) that it advises. This reporting structure ensures that senior leaders are engaged in support and the decision-making that is required for continuous institutional improvement. Individual Cabinet/VP member is responsible for informing the senior university leaders of committee activity, recommendations and decisions.

Definition of University Standing Committees

There are two types of University Standing Committees: (1) University Standing Committees and, (2) University Ad Hoc Committees. Each is defined below:

University Standing Committee

Is a permanent committee appointed or established by the President to consider and advise on matters regarding a designated subject. University Standing Committees of KSU shall be classified as one of the following:

- Faculty Affairs committees,
- Student services and activities committees, or
- Institutional Committees
- Assessment Committees

All University Standing Committees contain the following properties:

- Have no stated termination date;
- Each committee is expected to function on an on-going basis to fulfill its stated purpose;
- Members are appointed as specified in University Policy for the purpose of facilitating University governance, operations, and administration; and
- Adhere to the “*General Principles Regarding the Functioning of University Committees.*”

University Ad Hoc Committees

Is a committee formed for a specific task or objective and dissolved after the completion of the task or achievement of the objective. University Ad Hoc Committees of KSU shall:

- Have a stated termination date;
- Does not duplicate the function, duties, or responsibilities of a University Standing Committees;
- Function on a short-term basis, normally defined as less than one year;
- Adhere to the “*General Principles Regarding the Functioning of University Committees.*”

Faculty Senate Committees

Are those where each voting Senator shall be assigned to at least one standing committee. Assignments shall be made each year by the elected officers of the Senate based upon a preference list submitted by each voting, Senator.

The remaining membership of each committee shall be comprised of Senators from educational units not already represented by the committee and any non-senator or ex-officio members as voting members of standing and ad hoc committees. At no time shall the non-senators and ex-officio members comprise a voting majority on ad hoc and standing committees. The Chairperson of each committee, except the Executive Committee, shall be elected by the membership of that committee.

Staff Council Committees

Are those who comprise members of the University staff. All members of the Staff Council are expected to participate in a sub-committee. In addition to standing sub-committees, needs can arise, and there may be ad hoc committees appointed by the Executive Committee in order to work on special projects. As appropriate, any existing committees functioning may be incorporated into the committee structure.

General Principles Regarding the Functioning of University Committees

The following principles, policies, and procedures regarding University committees shall apply to all University committees regardless of their particular title, whether ad hoc or standing.

All University Committees shall:

- Be established by University Policy, or as mandated by statute;
- Be terminated by University Policy, or as mandated by statute;
- Have a clearly defined and stated purpose;
- Have clearly defined and stated responsibilities;
- Have a clearly defined and stated composition;
- Have a stated administrative official/office at the Cabinet/Vice President level or higher to whom the committee makes recommendations and who coordinates appropriate fiscal and clerical support;

- Elect a Chairperson, Vice-Chairperson (as needed), and Secretary at its first meeting (unless otherwise designated);
- Use all possible sources of input from appropriate constituent groups, other committees, individuals, University officers, and the public if appropriate, in carrying out its purpose;
- Be responsible for making recommendations on issues, problems, and concerns that have been referred to it;
- Submit all Committee Minutes and recommendations to the appropriate Cabinet/Vice President, Secretary of the Faculty Senate, Staff Council, or Student Government Association; and
- Be governed by Robert's Rules of Order.

Committee Authority

- In the spirit of shared governance, committees are entrusted to take actions that advance the mission of the University and the welfare of students, faculty, staff, and the general public;
- Committee decisions reached democratically and within the scope of the committee's delegated area of responsibility are considered the authoritative will of the committee;
- Committee decisions are subject to review by the appropriate Cabinet/Vice President and the President. Decisions may be overturned by the President in cases when there presents a conflict with the President's mandate to manage the affairs of the University;
- The authority to overturn committee decisions does not apply to committees governed by federal policy, including select decisions made by the Institutional Review Board for Animal and Human Subjects.

Membership

- Any University employee may be required to serve on one or more University committees as part of his/her normal responsibilities;
- Individuals may also volunteer or agree to serve on more than one University committee, as long as the volunteer service does not interfere with the completion of regular duties;
- Committee membership on University committees shall be defined by the stated criteria under "Composition" given for each University committee;
- Term of service may be successive unless prohibited by criteria under "Composition";
- All faculty and staff appointments are for two-year terms, unless otherwise specified;
- All student appointments are for a one-year term, terminating in May of each year;
- Replacements for members of University committees shall be selected by the appointment procedures for that committee.

Meetings

- The eleven o' clock hour each Tuesday is reserved for committee meetings, and no other activities are to be scheduled at that time. The meeting time will be shared between University committees and college, school, program, and sector departmental committees;
- University committee meeting times begin with the third full week of school during the fall and spring semesters;
- Every first and third Tuesdays shall be reserved for University Committee meetings, including University-wide faculty meetings;
- Committees are expected to meet as required by the work of the committee;
- University Faculty meetings have priority over University Committee meetings;

- Committee meetings will not be scheduled during the eleven o'clock hour on Tuesday during finals;
- College, schools, program and sector departmental committee meeting times begin the second and fourth Tuesdays of each month. Meetings will not be scheduled during the eleven o'clock hour on Tuesday during finals;
- Chairpersons of committees and academic administrators may schedule additional meetings (outside of the Tuesday, eleven o'clock timeframe) if necessary for completion of activities and assignments;
- In months that have more than four Tuesdays, the additional Tuesdays are reserved for division/departmental sector meetings.

The Committee Chairperson shall:

- Submit at the end of each month, copies of approved minutes, committee reports, proposals, and other related documents to the appropriate Cabinet/Vice President Sharedrive folder for University Committees; and
- Prepare and submit an Annual summary of committee activities to the appropriate Cabinet/Vice President member. The summary should include member attendance, participation, and actions.

Attendance and Designees

- Committee appointments are an integral part of the employee's duties. Persons appointed or elected to University Committees are expected to participate in committee activities. If a committee member cannot attend a meeting, he/she may send a representative;
- The representative may participate in the committee's deliberations but cannot vote;
- Recommendations for the removal of inactive members are made to the appropriate Cabinet/Vice President by the Chairperson of the Committee; and
- When the term "designee" appears after a job title listed under "*Committee Composition*," the official holding that title has the option to appoint someone else to be the official member of the Committee. In such a case, the designee is appointed at the beginning of the academic year and is expected to attend each committee meeting throughout the year. The designee will have the official voting right for the duration of the appointment.

The Committee Secretary shall:

- Take minutes of each meeting (including attendance) and submit them to the Committee Chairperson within two weeks following the meeting;
- The secretary will create and send minutes to committee members at least one- week in advance of meetings so members can read the minutes for accuracy in a Committee (Titled) Sharedrive;
- Meeting minutes are to be reviewed and approved at the next scheduled committee meeting;
- In the Committee Sharedrive maintain an up-to-date record of approved minutes, committee actions, proposals, and recommendations.

Evaluation of Committees

- The appropriate Cabinet/Vice President and the President of the Faculty Senate (for Committees of the Faculty Senate) shall monitor and evaluate the effectiveness of the operation of each University committee within their respective areas;

- At the beginning of each academic year, and at other times as appropriate, the Cabinet/Vice President will meet with each committee for which it is responsible and clearly, delineate the purpose and responsibilities of the committee;
- The successful completion of this action shall be communicated to the appropriate Cabinet/Vice President folder in the University Committee Sharedrive, in writing, the meeting dates and communicated responsibility, who shall have full responsibility for the enforcement of this policy.

Evaluation of Committee Members

- The Chairpersons of committees at all levels, University, Faculty Senate/Staff Council, College, School, Program and sector area committees, shall evaluate each member of their committees in April of each year, using the *Evaluation of Committee Member Form* included in the Appendix.
- The evaluations will be uploaded to the appropriate Cabinet/Vice President's folder in the University Committee Sharedrive. Committee members shall be provided a copy of their evaluation.
- Prepare and submit an annual summary of committee activities to the appropriate Cabinet/Vice President member. The summary should include member attendance, participation, and actions.

Procedures for Requesting the Establishment of University Standing and Ad Hoc Committees

- Requests for the establishment of University Ad Hoc or Standing Committees shall be submitted to the appropriate Cabinet/Vice President.
- The appropriate Cabinet/Vice President shall forward the request to the President's Cabinet for consideration.
- The President's Cabinet shall review requests for establishing committees and make its recommendations to the President.
- The President shall review the requests and recommendations. If approved, the President shall make the appointments. If denied, the request shall be returned to the originator(s) with an explanation of the reasons.

The request should include the following information:

- General purpose
- Responsibilities
- Composition
- List of recommended individuals to fill the positions, and
- Time involved

UNIVERSITY COMMITTEE STRUCTURE

University Standing Committees

ACADEMIC APPEALS COMMITTEE

ACADEMIC ASSESSMENT AND EVALUATION COMMITTEE

ADMISSION AND RECRUITMENT COMMITTEE

ADVISORY COMMITTEE ON COMMUNICABLE DISEASES

AFFIRMATIVE ACTION COMMITTEE

AGRICULTURAL LITERACY COMMITTEE

ALL UNIVERSITY COURT COMMITTEE

ATHLETIC AFFAIRS COMMITTEE

CONVOCATION AND SPECIAL EVENTS COMMITTEE

EXTERNAL AFFAIRS AND DEVELOPMENT COMMITTEE

FACILITIES MANAGEMENT COMMITTEE

FACULTY AFFAIRS COMMITTEE

FACULTY APPEALS COMMITTEE

FACULTY RECOGNITION COMMITTEE

FACULTY RESEARCH COMMITTEE

FACULTY TENURE AND PROMOTION COMMITTEE

FINANCE AND ADMINISTRATION ASSESSMENT AND EVALUATION COMMITTEE

FINANCE AND GENERAL PURPOSE COMMITTEE

GRADUATE APPEALS REVIEW COMMITTEE

GRADUATE COUNCIL

HONORARY DEGREE COMMITTEE

INFORMATION TECHNOLOGY COMMITTEE

INSTITUTIONAL AND EXTERNAL SCHOLARSHIPS, AWARDS & PRIZES
COMMITTEE

INSTITUTIONAL EFFECTIVENESS COMMITTEE

INSTITUTIONAL MARKETING COMMITTEE

INSTITUTIONAL REVIEW BOARD FOR ANIMAL AND HUMAN SUBJECTS (IRB)

INTERNATIONAL STUDIES COMMITTEE
LIBERAL STUDIES CORE (General Education) CURRICULUM COMMITTEE
LIBRARY COMMITTEE
RESIDENCY COMMITTEE
SACSCOC LEADERSHIP TEAM
SAFETY AND RISK MANAGEMENT COMMITTEE
STUDENT PUBLICATIONS COMMITTEE
STUDENT REGISTRATION INFORMATION SYSTEM COMMITTEE
SUBSTANCE ABUSE PREVENTION COMMITTEE
TEACHER EDUCATION COMMITTEE
UNIVERSITY TENURE AND PROMOTION COMMITTEE

Faculty Senate Committees

FACULTY SENATE EXECUTIVE COMMITTEE
FACULTY SENATE ACADEMIC POLICIES COMMITTEE
FACULTY SENATE BUDGET AND ACADEMIC SUPPORT COMMITTEE
FACULTY SENATE CURRICULUM COMMITTEE
FACULTY SENATE PROFESSIONAL CONCERNS COMMITTEE

Staff Council Committees

STAFF COUNCIL EXECUTIVE COMMITTEE (Membership and Bylaws)
STAFF COUNCIL HUMAN RESOURCE SERVICES COMMITTEE
STAFF COUNCIL LEADERSHIP AND PROFESSIONAL DEVELOPMENT COMMITTEE

PRESIDENT'S CABINET

PURPOSE

To review information and advise the President on matters related to the University's operations.

To review and make recommendations to the President on all matters pertaining to committee governance and management.

A Chairperson from the Cabinet will be appointed by the President to oversee the management of the Committee Book structure and operations.

RESPONSIBILITIES

1. Review *The Committee Book* pertaining to committee structure and operations and recommend changes to the President when warranted.
2. Coordinate committee appointments at all levels.
3. Recommend to the President individuals to serve on University committees.
4. Review requests for the establishment of standing and ad hoc committees and make its recommendations to the President.
5. Inform the University community of all committee appointments.
6. Keep the University community informed of committee assignments, issues being considered, and actions taken by committees by publishing a newsletter four times each academic year.
7. Advise the President in the administration of University programs.
8. Review, revise, and recommend administrative policies and procedures of the University.
9. Review and recommend changes in the University's organizational structure.
10. Assume other responsibilities as deemed necessary by the University President.
11. Report to the University President.

PRESIDENT'S CABINET COMPOSITION

University President	Aaron Thompson (Interim)
Provost/Vice President for Academic Affairs	Candice Jackson (Interim)
Vice President for Business Affairs	Greg Rush
Chief Information Officer	Wendy Dixie
Vice President for External Relations and Development	Risk Smith (Interim)
Vice President for Student Affairs	Francene Gilmer (Interim)
Executive Director for Facilities and Maintenance Operations	
General Counsel	Gordon Rowe
Internal Auditor	Ingram Quick

ACADEMIC APPEALS COMMITTEE

PURPOSE

To act as a panel to hear student academic appeals as specified in the Academic Policies and Regulations of the University, and make recommendations to the Provost/Vice President for Academic Affairs regarding the same.

RESPONSIBILITIES

1. Make recommendations on all student appeals of suspension, and/or dismissal from the University.
2. Make recommendations on all student appeals of withdrawal deadlines.
3. Make recommendations on all student appeals of course grades.
4. Make recommendations on all student appeals for “academic bankruptcy.”
5. Make recommendations on all other student appeals which relate to the student’s academic performance and/or academic standing.
6. Provide written records of the committee’s decisions to the student, Office of the Registrar, Vice President for Academic Affairs, the student’s mentor/advisor, and the Academic Policies Committee of the Faculty Senate.
7. Recommend changes in academic policies and regulations to the Academic Policies Committee of the Faculty Senate.
8. Maintain confidentiality of proceedings and student records as required by the Buckley Amendment (FERPA).
9. The Chairperson of the Committee shall be appointed by the President from among the faculty members of the Committee. The Vice President for Academic Affairs shall arrange for adequate secretarial support for this Committee.

COMPOSITION

Two (2) faculty members who are members of the Academic Policies Committee of the Faculty Senate, appointed by the Academic Policies Committee

Three (3) faculty members who are not currently Faculty Senators, appointed by the President from a list of nominees submitted by the Faculty Senate

Registrar or Designee

Provost/Vice President for Academic Affairs or Designee

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Academic Appeals	Erin Wheeler	OAA	Provost/VP Academic Affairs designee
Academic Appeals	Marquetta Bivens	Registrar	Office of the Registrar
Academic Appeals	WAITING ON Faculty Senate APC Appointments		Faculty Senate Appointed Faculty from APC
Academic Appeals	WAITING ON Faculty Senate APC Appointments		Faculty Senate Appointed Faculty from APC
Academic Appeals	Egbunam Amadife	BSS	Faculty Members, not currently Faculty Senators (President Appointment)
Academic Appeals	Bruce Griffis	MaSci	Faculty Members, not currently Faculty Senators (President Appointment)
Academic Appeals	Obi Sunday	EDU	Faculty Members, not currently Faculty Senators (President Appointment)

ACADEMIC ASSESSMENT AND EVALUATION COMMITTEE

PURPOSE

To monitor the assessment criteria stipulated by the University, the Kentucky Council on Postsecondary Education (CPE), the Southern Association of Colleges and Schools (SACSCOC), and other accrediting agencies were applicable.

RESPONSIBILITIES

1. Ensure that assessment and evaluation activities are consistent with the principles and criteria as stipulated by the University.
2. Recommend changes in assessment policies and procedures to the Provost/Vice President for Academic Affairs and the Institutional Effectiveness Committee.
3. Recommend data standards and assessment protocols for academic analyses.
4. Recommend means of increasing effectiveness within Academic Affairs and to the appropriate administrators.

COMPOSITION

Associate Provost/Vice President Institutional Effectiveness

Faculty Liaisons from each Academic program area

One (1) Representative of the Faculty Senate Professional Concerns Committee

Two (2) faculty Representatives selected at large

A Student Representative of one of the degree programs being reviewed

Institutional Research Representative

Chief Information Officer

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Academic Assessment and Evaluation	Deneia Thomas	OAA	Associate Provost/Chair
Academic Assessment and Evaluation	Yuliana Susanto	IR	Director, Institutional Research
Academic Assessment and Evaluation	Wendy Dixie	Information Technology	CIO
Academic Assessment and Evaluation	Brian Bollinger	Residence Life	Student/Residence Life
Academic Assessment and Evaluation	Robert Hebble	Math	Faculty Liaison
Academic Assessment and Evaluation	Avinash Tope	AFE, MES	Faculty Liaison
Academic Assessment and Evaluation	Ashok Kumar	Computer Science	Faculty Liaison
Academic Assessment and Evaluation	Hunt Butler	Music	Faculty Liaison
Academic Assessment and Evaluation	Reba Rye	Art	Faculty Liaison
Academic Assessment and Evaluation	Nancy Capriles	Psy, Pos, Soc, His	Faculty Liaison
Academic Assessment and Evaluation	Vikas Kumar	AQU	Faculty Liaison
Academic Assessment and Evaluation	James Obielodan	Business	Faculty Liaison
Academic Assessment and Evaluation	Charlos Thompson	Criminal Justice	Faculty Liaison
Academic Assessment and Evaluation	Joe Moffett	LLP	Faculty Liaison
Academic Assessment and Evaluation		Education	Faculty Liaison
Academic Assessment and Evaluation		Nursing	Faculty Liaison
Academic Assessment and Evaluation		Whitney Young	Faculty Liaison
Academic Assessment and Evaluation			FS/PCC Member
Academic Assessment and Evaluation	Fariba Bigdehli-Jahed		Faculty at large
Academic Assessment and Evaluation	Tia Gafford		Faculty at large

ADMISSION AND RECRUITMENT COMMITTEE

PURPOSE

To serve in an advisory and judicial capacity for matters relating to the University's Office of Admission.

RESPONSIBILITIES

1. Review and revise as necessary the standards for admission of students.
2. Make recommendations on student applications who do not clearly meet the set standards for admission.
3. Hear appeals of students whose applications are denied.
4. Assist in the implementation and refinement of the University's recruitment plan.
5. Hear appeal of students who have been adjudged as non-residents of Kentucky for fee assessment purposes.

COMPOSITION

Director of Admissions

Director of Financial Aid

Office of Alumni Relations Representative

Office of the Registrar Representative

One Student Affairs Representative

One faculty member from each of the four colleges

1. College of Arts/Sciences
2. College of Business and Computer Science
3. College of Professional Studies
4. College of Agriculture, Food Sciences and Sustainable Systems

One (1) Administrative Staff Representative

One (1) Senior University Administrator

One (1) Student of at least junior standing

President of Faculty Senate or Designee

Office of Academic Affairs/Educational Success Representative

Intercollegiate Athletics Director

Director for Testing and Disability Services

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Admission & Recruitment	Qiana Hall	Director	Financial Aid
Admission & Recruitment	Francene Gilmer	Interim VP	Student Affairs
Admission & Recruitment	Christina Leath	Director, Title III/Asst. General Counsel	Sr. University Administrator
Admission & Recruitment			Junior Student
Admission & Recruitment	Erin Wheeler	Asst. Provost/Asst. VP	OAA/Educational Success Rep
Admission & Recruitment	Alice Watson	Acting Director	Admissions
Admission & Recruitment	Marquettia Bivens	Registrar	Registrar
Admission & Recruitment	JC Campbell	Asst. Director Alumni Affairs	Alumni Relations Rep
Admission & Recruitment	Danavan Ramon	IGS Professor	Whitney Young
Admission & Recruitment	Winfried Reilly	POS	Faculty Member from Arts & Sciences
Admission & Recruitment	Stephen Graham-Hill	BUS	Faculty Member from Bus & Com Sci
Admission & Recruitment	Joanne Bankston	AFE	Faculty Member from AFE
Admission & Recruitment	Shiphrah Williams-Evans	Nursing	Faculty Member from Professional Studies
Admission & Recruitment	Janessa Graham	Academic Advising	Administrative Staff
Admission & Recruitment	Kim Sipes	BUS	President Faculty Senate
Admission & Recruitment	William Graham	Athletics Director	Athletics Director
Admission & Recruitment	Llolyd Clark	Director Testing & Disabilities Services	Director Testing & Disabilities Services

ADVISORY COMMITTEE ON COMMUNICABLE DISEASES

PURPOSE

The Advisory Committee on Communicable Diseases (ACCD) is a collaborative group that addresses the risk of communicable disease outbreak within the KSU Campus.

RESPONSIBILITIES

1. To reduce the risk of, prepare for, and address the needs related to communicable disease outbreaks, ACCD:
2. Collaborates to promote the health and wellness of KSU students, employees, and visitors.
3. Disseminates information about potential threats related to communicable diseases and how to minimize risk.
4. Guides the University's preparation and response activities related to communicable diseases.
5. Advises the Cabinet/VP's and President on trends, risks, and appropriate responses.

**CURRENT ADVISORY: Zika Virus, Influenza, HPV, STD's (AIDS/HIV)*

Should prepare and post factsheet and information for symptoms

COMPOSITION

Asst. Provost/Assistant VP for Academic Affairs	University Orientation Coordinator
University General Counsel	Safety and Risk Mngt. Rep.
International Studies Representative	Student and Residence Life
Director, Betty White Health Services (Chair)	Human Resources
Food Services Representative	P-12 Representatives
Intercollegiate Athletics Director	
Media Relations and Communications Representative	
Two (2) Faculty from School of Nursing	
Student and Residence Life Representative	

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Advisory Group on Communicable Disease	Erin Wheeler	Asst. Provost/Asst. VP	Academic Affairs
Advisory Group on Communicable Disease	Gordon Rowe	General Counsel	University General Counsel
Advisory Group on Communicable Disease	George Baker	Chief of Police	Safety & Risk Management
Advisory Group on Communicable Disease	Cynthia Shelton	Asst. Professor/Chair Whitney Young	International Studies
Advisory Group on Communicable Disease	Floarine Wilson	Director	Health Services (Committee Chair)
Advisory Group on Communicable Disease	Brian Bollinger	Head Resident	Student & Residence Life Rep
Advisory Group on Communicable Disease	Brandy Davis	Director	Auxiliary Services/Food Services
Advisory Group on Communicable Disease	Devon Peterika	HR Manager	Human Resources
Advisory Group on Communicable Disease	William Graham	Director	Athletics
Advisory Group on Communicable Disease	Diane Hawkins	Director	Communications/Media
Advisory Group on Communicable Disease	Abdullah Alhurani	Asst. Professor	School of Nursing
Advisory Group on Communicable Disease	Scott Treadway	Assoc. Professor	School of Nursing
Advisory Group on Communicable Disease	Ron Chi	Chief Innovation Officer	P-12 Rep
Advisory Group on Communicable Disease	T'Ebony Torain	Student Success	P-12 Rep
Advisory Group on Communicable Disease	Marshawn Thomas	UNV Coordinator	First Year Students Rep

AFFIRMATIVE ACTION COMMITTEE

PURPOSE

To ensure the University's compliance with local, state and federal Affirmative Action and Equal Employment Opportunity policies.

RESPONSIBILITIES

1. Review and make recommendations on matters, issues, and concerns regarding Affirmative Action.
2. Assist with the development and implementation of Equal Employment Opportunity efforts.
3. Serve as an advisory and sounding board for the Affirmative Action Coordinator.
4. Develop and complete the KY CPE Kentucky State University Diversity Plan.

COMPOSITION

Vice President for Student Affairs

Provost/Vice President for Academic Affairs/Designee

President of Faculty Senate or Designee

University General Counsel

Director of Land Grant Programs

Director of Human Resources

One (1) Student

Student & Residence Life Representative

Staff Senate Representative

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Affirmative Action	Francene Gilmer	Interim Vice President	Student Affairs
Affirmative Action	Candice Jackson	Interim Provost/VP	Academic Affairs
Affirmative Action	Kim Sipes	Asst. Professor	Faculty Senate President
Affirmative Action	Gordon Rowe	General Counsel	General Counsel
Affirmative Action	Kirk Pomper	Interim Director	Land Grant Programs
Affirmative Action	Rayla Smoot	Director	Human Resources
Affirmative Action	MyPrincess Dickens	Student	Student Representative
Affirmative Action	Joseph Goodman	Director Upward Bound	Staff Council President
Affirmative Action	Dionne McDonald	Student Affairs	Student and Residence Life

AGRICULTURAL LITERACY COMMITTEE

PURPOSE

To enhance the relationship between the Land Grant Program and the University as a whole, as it relates to land grant experiences and opportunities.

RESPONSIBILITIES

1. Develop or identify methods to acquaint students with on-going agricultural research and extension experiences in the Land Grant Program.
2. Develop a plan that will provide accurate information to KSU students about the field of agriculture.
3. Recruit students into programs which provide the foundation for a career in agriculture.
4. Help implement agricultural and related courses.
5. Identify avenues or opportunities to enhance agricultural career choices.
6. Update informational and recruitment plans as needed.

COMPOSITION

Provost/Vice President for Academic Affairs

Director of Land Grant Programs

Director of Sponsored Projects

Office of Career and Professional Development Center Representative

Office of External Relations and Development Representative

Campus USDA Liaison

Director of Library

Representative of the College of Arts & Sciences

Representative of the College of Professional Studies

Representative of the College of Business and Computer Science

Representative of the College of Agriculture, Food Science, & Sustainable Programs

Chair of the Whitney M. Young, Jr., Program

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Agricultural Literacy	Cynthia Shelton	Assoc. Professor	Whitney Young
Agricultural Literacy	Kirk Pomper	Interim Director	Land Grant Programs
Agricultural Literacy	Ed Thompson	Director	Campus USDA Liaison
Agricultural Literacy	Candice Love Jackson	Provost/VP	Academic Affairs
Agricultural Literacy	Narayanan Rajendran	Professor	Faculty, Arts and Sciences
Agricultural Literacy	Gashaw Lake	Professor	Faculty, College PS
Agricultural Literacy	Abdul Turay	Professor/Chair	Faculty, College CBCS
Agricultural Literacy	Ken Semmens	Assoc. Professor	Faculty, College of AFE
Agricultural Literacy	Shiela Stuckey	Director	Blazer Library
Agricultural Literacy	Derrick Gilmore	Regent/Director	Sponsored Projects
Agricultural Literacy	Francene Gilmer	VP SA	Career & Prof. Dev Center
Agricultural Literacy	Louis DeFreeze	Director	External Relations Rep.
Agricultural Literacy	Vince Mattox	Outreach	Career & Prof. Dev Center Rep

ALL UNIVERSITY COURT COMMITTEE

PURPOSE

To serve as jurors for the University in compliance with policies and procedures stipulated in the [KSU Student Handbook](#).

JURISDICTION

1. The All-University Court will have original jurisdiction over:
 - a. Unacceptable acts of conduct and academic and practice as identified by the Board of Regents and listed in the KSU Student Handbook and Academic policy;
 - b. Cases involving the alleged violations as the Student Handbook and academic integrity.
 - c. Cases which the Student Court fails to hear within ten (10) calendar days of the date the student has been accused of the offense;
 - d. Hearings involving graduate students; and
 - e. Emergency administrative actions referred to it.
2. The All-University Court will have appellate jurisdiction over all cases arising in the Student Court, with pending sanctions of suspension or expulsion.
3. The All-University Court will also have the power to investigate alleged student infringements of University Policy.

RESPONSIBILITIES

1. Follow the judicial review process as stipulated in the current [KSU Student Handbook](#).
2. Make recommendations regarding sanctions and/or penalties to the Vice President for Student Affairs after each student hearing.

COMPOSITION

Three (3) Students, to be appointed by the President of the Student Government Association.
Three (3) Faculty Members, to be selected or elected in accordance with rules and regulations established by the Faculty Senate.

Three (3) Administrators, to be selected or elected by the President of the University or in the manner in which he/she chooses.

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
All University Court Committee	JC Campbell	Asst. Director	Alumni Relations
All University Court Committee	Ingram Quick	Internal Auditor	Auditor
All University Court Committee	Wendy Dixe	CIO	Information Technology
All University Court Committee	Dr. Shannon Brogan	Associate Professor	Fine Arts
All University Court Committee	Dr. Wilfred Reilly	Assistant Professor	BSS
All University Court Committee	Nkeichi Amadife	Librarian, Associate Professor	Blazer Library
All University Court Committee	Zechariah English	Student	Student, Appointed by SGA
All University Court Committee	Lamonica Coleman	Student	Student, Appointed by SGA
All University Court Committee	Marell Adams	Student	Student, Appointed by SGA

ATHLETIC AFFAIRS COMMITTEE

PURPOSE

To maintain the institutional integrity of Kentucky State University in all its intercollegiate athletic programs, in keeping with the educational goals of the University and with the rules of the athletic associations in which the University holds membership.

RESPONSIBILITIES

1. Oversee the athletic policies and regulations of Kentucky State University, includes the following:
 - a. seasonal sport schedules;
 - b. post-season, play;
 - c. grants-in-aid and other institutionally administered financial assistance to student athletes;
 - d. ticket pricing and distribution;
 - e. awards to athletes;
 - f. personal and professional conduct of coaches and athletes;
 - g. addition or deletion of sports;
 - h. institution, operation, and conduct during athletic meets; and
 - i. collaborate with the Vice President for External Relations and Development in the generation of revenue.
2. Review and make recommendations on the athletic program budget.
3. Review and make recommendations on the student-athlete financial aid program.
4. Review periodically and make recommendations on the athletic policies and practices with the athletic staff and teaching faculty.
5. Recommend an effective policy for the acquisition of instructional materials for athletes.
6. Recommend and verify intercollegiate athletic sports rosters in the light of eligibility requirements of the University and of the athletic associations in which the University holds membership.

7. Recommend and verify intercollegiate athletic sports schedules in compliance with policies and regulations of the University and of the athletic associations in which the University holds membership.
8. Recommend and verify intercollegiate athletic sports contracts in light of policies and regulations of the University and of the athletic associations in which the University holds membership.
9. Plan the annual athletic banquet.
10. Make recommendations regarding the University's advising and study policy relating to student-athletes.

COMPOSITION

Six (6) Faculty Members appointed by the President, including the Chairperson

Provost/Vice President for Academic Affairs or Designee

Chief Financial Officer

Vice President for Student Affairs or Designee, (Ex-Officio)

Vice President for External Relations and Development

Athletics Director, (Ex-Officio)

Director of Purchasing or Designee

Registrar

Director of Admissions

Director of Financial Aid

Athletic Academic Coordinator

One (1) Representative from Facilities Management

Two (2) Staff Members (appointed by the President)

Two (2) Students (these are appointed for a one-year term by the Student Government Association President)

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Athletic Affairs	William Welch	Faculty	Faculty (Appointed by President)
Athletic Affairs	Charlos Thompson	Faculty	Faculty (Appointed by President)
Athletic Affairs	Gavin Washington	Faculty	Faculty (Appointed by President) (Committee Chair)
Athletic Affairs	Elgie McFayden	Faculty	Faculty (Appointed by President)
Athletic Affairs	Shannon Brogan	Faculty	Faculty (Appointed by President)
Athletic Affairs	Kim Sipes	Faculty	Faculty (Appointed by President)
Athletic Affairs	Fatimah Shabazz	Assist AD	OAA Designee (appointed Provost/VP)
Athletic Affairs	Gregory Rush	VP-Finance	CFO, Business Affairs
Athletic Affairs	Francene Gilmer	Acting VP, Student Affairs	Student Affairs
Athletic Affairs	Rick Smith	Acting VP, External Relations	External Relations
Athletic Affairs	William Graham	Director, Athletics (ex-officio)	Athletics
Athletic Affairs	Michelle Sutton	Director, Purchasing	Purchasing
Athletic Affairs	Marquetta Bivens	Registrar	Registrar
Athletic Affairs	Alice Watson	Acting Director, Admission	Admissions
Athletic Affairs	Qiana Hall	Director, Financial Aid	Financial Aid
Athletic Affairs	Erica Dunn	Educational Support	Academic Coordinator
Athletic Affairs	Glen Hurt	Facilities	Facilities Representative
Athletic Affairs	Ingram Quick	Internal Auditor	Staff Appointee by President
Athletic Affairs	Isadore Rich	Staff	Staff Appointee by President
Athletic Affairs			Student appointed for 1 year term by SGA
Athletic Affairs			Student appointed for 1 year term by SGA

CONVOCATION AND SPECIAL EVENTS COMMITTEE

PURPOSE

To insure that University convocations and special events are planned and executed to the benefit of the University community and public. These events include convocations, student life events, homecoming, graduation, etc.

RESPONSIBILITIES

To plan, develop, recommend and implement University convocation programs and other University special events.

COMPOSITION

Vice President, External Relations and Development
Assistant Vice President, Student Affairs
Director, Admissions
Vice President, Facilities and Maintenance Operations
Director, Alumni Relations
Representative, Music Department
Representative, University Development
Miss Kentucky State University
Mr. Kentucky State University
President, Student Government Association
Junior Class President/Designee
Senior Class President/Designee
Two (2) Faculty Representatives
Two (2) Staff Representatives
Internal Auditor
Registrar

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Convocation & Special Events	Rick Smith	Interim VP	External Realtions
Convocation & Special Events	Francene Gilmer	Interim VP	Student Affairs
Convocation & Special Events	Alice Watson	Director	Admissions
Convocation & Special Events	George Baker	Director Campus Safety	Facilities Representative
Convocation & Special Events	JC Campbell	Asst. Director	Alumni Relations
Convocation & Special Events	Roosevelt O. Shelton	FA Chair	Music Department
Convocation & Special Events	Mary Jackson	Coordinator Development	University Development Rep
Convocation & Special Events	Natalie Berry	Student	Miss KSU
Convocation & Special Events	Jalen Brown	Student	Mr. KSU
Convocation & Special Events	Ralph Williams	President	SGA
Convocation & Special Events	Alyson Whitted	Junior Class President	Student Affairs
Convocation & Special Events	Alea Cardenas	Senior Class President	Student Affairs
Convocation & Special Events	Marlin McKay	Artist in Residence	Faculty Rep
Convocation & Special Events	Saleem Mustafa	Instructor of English	Faculty Rep
Convocation & Special Events	Christina Leath	Title III/Asst. Gen Counsel	Staff Rep
Convocation & Special Events	Sonia Sanders	Executive Assistant to the President	Executive Assistant to the President
Convocation & Special Events	Ingram Quick	Internal Auditor	Staff Rep
Convocation & Special Events	Candice Jackson	Interim Provost/VP Academic Affairs	Academic Affairs

EXTERNAL RELATIONS AND DEVELOPMENT COMMITTEE

PURPOSE

The External Relations and Development Committee has the primary mandate of overseeing the development of policies, principles and strategic plans by the administration for the approval of the Board of Trustees that support and enhance the University's brand, reputation and relationships with external constituencies and its goals for development and donor relations.

The Committee will utilize a proactive approach to monitor trends, initiatives and developments in the specific risk categories for approval of strategies and directions to mitigate the likelihood or severity of events or conditions that could contribute to the potential occurrence of the situations described in the respective Risk Definitions for those assigned risk categories.

The Committee will undertake a review of this mandate in 2016 and provide recommendations to the President with respect to its adequacy and effectiveness.

RESPONSIBILITIES

The Committee will achieve its mandate through being responsible for the following:

With respect to development and donor relations:

1. Developing a plan to create a philanthropic culture as an integral support of the University's mission.
2. Ensuring that a policy framework is in place that encourages philanthropy, is donor-focused and transparently communicates how fund raising and other development activities support the mission and strategic priorities of the University.
3. Providing strategic guidance and oversight to development and donor relations at the program level, leaving activities to the administration.
4. Reviewing and approving for ratification long-term institutional fund raising and other development strategies to support the academic and research strategies of the University, and recommending annual financial targets for fund raising and other development.
5. Monitoring and evaluating progress throughout the year in meeting fund raising and development financial targets and plans and reporting regularly to the President on the impact, efficiency and efficacy of fund raising and other development programs.

With respect to brand, reputation and relationship management with external constituencies:

6. Reviewing and recommending for approval of policies that support communications, marketing and relationship development and management strategies that will enhance Kentucky State University's identity and profile at the international, national, regional and local levels.
7. Develop Alumni standards, operating procedures and processes for Alumni giving and support.
8. Provide strategic guidance and oversight to government and stakeholder relations strategies at the program level, leaving activities to the administration.
9. Recommend strategic communications or marketing themes and key messages to targeted audiences designed to enhance relationships, influence outcomes and advance the University's interests.
10. Developing a monitoring process for the health of the KSU brand, and its reputation as measured objectively through development, communications, and marketing through external relations measures.
11. Establishing the development of communications, marketing and external relations measures for adequacy and efficiency.
12. Identify and address policy gaps that create risks in the areas of brand health, reputation management, external relationships, development and donor relations.

COMPOSITION

Vice President for External Relations and Development (Chair)

The President of the Alumni Association shall be an ex-officio member of the committee.

Director of Alumni Relations

Director of Communications

Director of Graphic Design

Director of Marketing

Representative Office of Admissions

Representative from Graduate Studies

Representative from each Academic Program

Asst. Provost/Asst. Vice President for Student Success and Retention

Assoc. Provost/Assoc. Vice President for Institutional Effectiveness

Asst. Director for Athletics

Director Grants & Sponsored Projects

Chief Innovation Officer

Representative Human Resources

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
External Relations and Development	Rick Smith	Interim Vice President for External Relations & Development	External Relations & Development (Chair)
External Relations and Development	Venita Hawkins	President KSUNAA	KSUNAA
External Relations and Development	JC Campbell	Assistant Director, Alumni Relations	Alumni Relations
External Relations and Development	Diane Hawkins	Director, Communications	Communications
External Relations and Development	Diane Murphy	Director, Graphic Design	Graphic Design
External Relations and Development	Mary Jackson	Development Services Coordinator	Development
External Relations and Development	Louis Defreeze	Digital Media	Marketing
External Relations and Development	Tichaedza Chikuni	Admissions	Office of Admissions
External Relations and Development	Hettie Oldham	Graduate Program Coordinator	Graduate Studies
External Relations and Development	Mirta Rimolo	Spanish	Representative from Academic Program
External Relations and Development	Ken Andries	AFE, Land Grant	Representative from Academic Program
External Relations and Development	Erin Gilliam	BSS	Representative from Academic Program
External Relations and Development	Reba Rye	Art	Representative from Academic Program
External Relations and Development	Cynthia Shelton	Whitney Young	Representative from Academic Program
External Relations and Development	Tamara Sluss	Biology	Representative from Academic Program
External Relations and Development	Saleema Mustafa	English	Representative from Academic Program
External Relations and Development	Robert Griffin	Music	Representative from Academic Program
External Relations and Development	Ibukun Amusan	Mathematics	Representative from Academic Program
External Relations and Development	Abdul Turay	Business	Representative from Academic Program
External Relations and Development	Jens Hannemann	Computer Science	Representative from Academic Program
External Relations and Development	Elgie Mcfayden	PUA,Criminal Justice, Social Work	Representative from Academic Program
External Relations and Development	Patricia Marraccini	Nursing	Representative from Academic Program
External Relations and Development	Education	Pat Higgins	Representative from Academic Program
External Relations and Development	Laura Glasscock	Communications	Representative from Academic Program
External Relations and Development	Erin Wheeler	Asst. Provost/Asst. Vice President for Student Success and Retention	Student Success and Retention
External Relations and Development	Deneia Thomas	Assoc. Vice Provost/Assoc Vice President for Academic Affairs	Institutional Effectiveness
External Relations and Development	Daniel Price	Asst. Athletics Director	Athletics
External Relations and Development	Derrick Gilmore	Director Grants & Sponsored Projects	Sponsored Projects
External Relations and Development	Ron Chi	Chief, Innovation Officer	University Innovation
External Relations and Development	Devon Peterika	Human Resources Manager	Human Resources

FACILITIES MANAGEMENT COMMITTEE

PURPOSE

The Facilities Management Committee was established to facilitate the updating of the University's master plan and development of annual capital plan to align with the state and SACSCOC accreditation mandates.

RESPONSIBILITIES

The Committee is charged with advising the Safety and Risk Management Committee, Vice President for Business Affairs and the President on campus-level facility issues in six areas:

1. Capital priorities for the renovation of existing space.
2. Capital priorities for the addition of new space.
3. Priorities for the utilization and reassignment of existing space.
4. Priorities for maintenance and repair projects.
5. Committee input to the Campus Master Plan updates.
6. Priorities for the enhancement of the campus landscape, including the annual allocation of the Campus Beautification funds.

COMPOSITION

Executive Director for Facilities and Maintenance Operations Management

Assoc. Provost/Assoc. VP for Institutional Effectiveness

Six representatives appointed/elected from the Faculty Senate

Two representatives appointed/elected from the Staff Council

Two representatives appointed/elected from the Student Government Association

Safety and Risk Management Representative

EX-OFFICIO

- Academic Affairs Representative
- Student Affairs Representative
- University Development Representative
- External Relations Representative

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Facilities Management Committee	George Baker	Director Safety	Representing Facilities and Maint. Operations
Facilities Management Committee	Deneia Thomas	Assoc VP for Inst Effectiveness	Assoc VP for Inst Effectiveness
Facilities Management Committee	Eric Robinson	Fire Safety	Safety and Risk Management Representative
Facilities Management Committee			Rep. Appointed by Faculty Senate
Facilities Management Committee			Rep. Appointed by Faculty Senate
Facilities Management Committee			Rep. Appointed by Faculty Senate
Facilities Management Committee			Rep. Appointed by Faculty Senate
Facilities Management Committee			Rep. Appointed by Faculty Senate
Facilities Management Committee			Rep. Appointed by Faculty Senate
Facilities Management Committee			Rep. appointed by Staff Council
Facilities Management Committee			Rep. appointed by Staff Council
Facilities Management Committee			Rep. appointed by SGA
Facilities Management Committee			Rep. appointed by SGA
Facilities Management Committee	Christina Leath	Title III Director	Appointed by President
Facilities Management Committee	Monesca Smith	Assoc Dean of Student and Residence Life	Student Affairs Rep
Facilities Management Committee	Rick Smith	Interim VP for External Relations and Development	University Development
Facilities Management Committee	Louis DeFreeze	Director of Marketing	External Relations
Facilities Management Committee	Wendy Dixie	Chief Information Officer	Appointed by President

FACULTY AFFAIRS COMMITTEE

PURPOSE

The Faculty Affairs Committee serves as advisory committee to the President for such faculty matters as promotion, tenure, termination and dismissal.

The committee considers matters relating to employment qualifications, professional standards, teaching quality, promotions, workload, and all matters affecting the welfare of the faculty. In alignment with Faculty Senate policies:

RESPONSIBILITIES

1. Review, evaluate, and make recommendations concerning the policies, procedures, and programs related to faculty benefits, in particular those policies dealing with insurance, retirement, salary schedules, sabbatical and other academic leaves of absence, summer fellowships, institutional research grants, deferred compensation, and the credit union, travel allowance, and reassigned time.
2. Review, evaluate, and make recommendations concerning the various University policies relating to the general academic and professional matters dealing with appointment, EEO, retention, tenure, promotion, rank, and performance evaluation.
3. Annually review the Faculty Handbook, the Catalog and Academic Policies Manual and make recommendations for revisions to the Provost/VPAA for Faculty Senate and at large.
4. Review and evaluate those policies regarding teaching and learning for students that are of professional concern to the faculty and make recommendations for changes.
5. Periodically conduct Faculty Life surveys to ensure the priorities of the committee represent the priorities and concerns of the overall faculty.

COMPOSITION

Five (5) Faculty elected-at-large

Two (2) Faculty Senators

Provost/Vice President for Academic Affairs or Designee

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Faculty Affairs			Faculty elected-at-large
Faculty Affairs			Faculty elected-at-large
Faculty Affairs			Faculty elected-at-large
Faculty Affairs			Faculty elected-at-large
Faculty Affairs			Faculty elected-at-large
Faculty Affairs			Faculty Senators
Faculty Affairs			Faculty Senators
Faculty Affairs	Roosevelt Shelton	Chair, FA	Provost/Vice President for AA or Designee

FACULTY APPEALS COMMITTEE

PURPOSE

To hear appeals from individuals with faculty status who have been denied tenure and promotion, as specified in the Policy on Appointment, Rank, Tenure, and Promotion, Section 2.7.6 Faculty Handbook.

RESPONSIBILITIES

1. Conduct appeals hearings as specified in the Policy on Appointment, Rank, Tenure, and Promotion. (Section 2.7.6)
2. Notify the faculty member initiating the appeal and the President of the decision of the Committee.
3. Maintain confidentiality regarding individual appellants, including materials reviewed by the Committee, the Committee's deliberations, and recommendations made by the Committee.
4. Forward any suggestions or recommendations for changes in tenure and promotion policies, standards, and procedures to the Faculty Senate and to the Provost/Vice President for Academic Affairs.

COMPOSITION

The Faculty Appeals Committee shall consist of seven (7) faculty members, one (1) of whom may be non-tenured.

1. No more than two (2) faculty members from the same college, school, or library may serve simultaneously.
2. If a non-tenured faculty member is to serve on this Committee, he/she must be a probationary faculty member who is on a tenure track.
3. The members of the Faculty Appeals Committee shall be elected by the faculty-at-large in accordance with Section 2.7.7.3 of the Faculty Handbook.

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Faculty Appeals	Egbunam Amadafie	Professor BSS	Faculty Member
Faculty Appeals	Bruce Griffis	Asst. Professor MaSci	Faculty Member
Faculty Appeals	Sunday Obi	Professor-EDU	Faculty Member
Faculty Appeals	Reba Rye	Assoc. Professor-FIAR	Faculty Member
Faculty Appeals	Mike Unuakhalu	Professor-COM Sci	Faculty Member
Faculty Appeals			Faculty Member
Faculty Appeals			Faculty Member

FACULTY RECOGNITION COMMITTEE

PURPOSE

To consider and make recommendations on all matters relative to faculty awards and honors, including the *Distinguished Professor Award*.

RESPONSIBILITIES

1. Review letters of nomination and supporting documentation for faculty awards, including the *Distinguished Professor Award*; and based upon that review and the criteria for the particular award, select the person or persons to receive the award, subject to approval by the President and the Board of Regents.
2. For the *Distinguished Professor Award*, the Committee shall recommend a slate of not more than three finalists for election by the faculty.
3. Review proposals for new faculty awards, including the criteria for the particular award and the selection process, and make recommendations to the Faculty Senate, Provost/Vice President for Academic Affairs, and the President for their adoption and implementation.
4. Review existing faculty awards, including the criteria and selection process, and make recommendations to the Faculty Senate, the Vice President for Academic Affairs, and the President for changes in those awards.

COMPOSITION

Seven (7) full-time members of the faculty, one member elected by the Faculty-at-Large and from each of the University's Colleges and the Blazer Library, nominated at College/Library faculty meetings and elected by secret ballot one week later, by Section 2.10 of the Faculty Handbook.

Provost/Vice President for Academic Affairs or Designee (Administrator)

President of the Student Government Association or Designee

One (1) alumnus chosen by the Alumni Association

One (1) member of the University's staff, selected in a manner consistent with other staff elections/selections

Committee Name	Name of Recommended Member	Title/Area Employeed	Role (i.e. Faculty Member, Academic Affairs Representative)
Faculty Recognition			Faculty
Faculty Recognition			Faculty
Faculty Recognition			Faculty
Faculty Recognition			Faculty
Faculty Recognition			Faculty
Faculty Recognition			Faculty
Faculty Recognition	Kristopher Grimes	Asst. Professor	Faculty
Faculty Recognition	Joe Moffett	Asst. Professor	Academic Affairs or Designee
Faculty Recognition	Ralph Williams	SGA President	SGA President or Designee
Faculty Recognition	Margaret Davis	Alumni	Alumnus from Alumni Association
Faculty Recognition			Member of University Staff consistent with other staff elections/selections

FACULTY RESEARCH COMMITTEE

PURPOSE

To make recommendations to the Provost/Vice President for Academic Affairs regarding financial assistance to full-time faculty to carry out the research proposals approved by the Faculty Research Committee when assistance is not available from departmental or other institutional budgets for such items as materials, student assistants, equipment, research travel, preparation of manuscripts and publication charges.

COMPOSITION

Two (2) from College of Arts and Sciences

Two (2) from College of Professional Studies

One (1) from College of Business and Computer Science

One (1) from College of Agriculture, Food Sciences and Sustainable Systems

One (1) from Whitney M. Young, Jr., program

One (1) from Blazer Library

Director of Sponsored Projects

Title III Director

Committee Name	Name of Recommended Member	Title/Area Employeed	Role (i.e. Faculty Member, Academic Affairs Representative)
Faculty Research	Robert Mania	Professor of Physics	Rep from College of Arts & Sciences
Faculty Research	Tia Gafford	Assoc. Professor	Rep from College of Arts & Sciences
Faculty Research	Stephen Ulrich	Asst. Professor	Rep from College of Professional Studies
Faculty Research	JoAnne Rainey	Interim Chair/Assoc. Professor	Rep from College of Professional Studies
Faculty Research	Abdul Turay	Chair/Professor	Rep from College of Business & Comp.
Faculty Research	Kirk Pomper	Interim Director	Rep from College of Agriculture
Faculty Research	Cynthia Shelton	WYC (Chair)	Rep from Whitney Young Jr
Faculty Research	Debbra Tate	Librarian Asst. Professor	Rep from Blazer Library
Faculty Research	Derrick Gilmore	Director	Director of Sponsored Projects
Faculty Research	Christina Leath	Director	Title III/Asst. General Counsel

FACULTY SENATE EXECUTIVE COMMITTEE

<http://kysu.edu/administration-governance/faculty-senate/>

PURPOSE

To serve as a Committee on Committees, appointing members to all standing and ad hoc committees of the Faculty Senate.

RESPONSIBILITIES

1. It shall serve as a Committee on Committees, appointing members to all standing and ad hoc committees of the Faculty Senate. In addition, it may appoint non-senators and ex-officio members as voting members to all standing and ad hoc committees of the Faculty Senate. At no time shall the non-senators and *ex-officio* members comprise a voting majority on ad hoc and standing committees. It shall, upon request, work with administrative officers of the University in forming administrative committees, in developing charges to such committees, and by nominating persons to serve as members of such committees.
2. It shall serve as liaison between the Faculty Senate and administrative officers of the University. It shall refer to the appropriate committee of the Senate any question of policy on which advice is sought. Responses to such requests shall be transmitted through the Executive Committee which shall record in its minutes any recommendations on policy.
3. It shall receive and retain typed reports of all committees of the Faculty Senate as required under University Model Retention Schedule.
4. It shall cause matters approved by the Faculty Senate to be brought to the attention of the appropriate administrative officers for action and information and shall report any action taken to the Faculty Senate.
5. It shall have authority to act for the Senate when for any reason the Senate is unable to meet, or when emergency action is required. All such actions shall be reported to the Faculty Senate at its next regular meeting.
6. It shall refer to the appropriate Faculty Senate committees for study and recommendations such matters as are designated by the Senate.
7. It shall prepare and distribute to the members of the Senate three (3) working days in advance the agenda for meeting of the Faculty Senate. The agenda shall include as a minimum a synopsis of all items to be acted upon.

COMPOSITION

The Executive Committee shall consist of officers of the Faculty Senate and the chairpersons of the standing committees of the Faculty Senate. Also, the immediate past president of the Faculty Senate shall serve *ex-officio* for one year, provided such person is not serving the University in any administrative role. The Executive Committee shall be chaired by the President of the Faculty Senate.

<http://kysu.edu/administration-governance/faculty-senate/current-membership/>

Committee Name	Name of Reccomended Member	Title/Area Employeed	Role (i.e. Faculty Member, Academic Affairs)
Faculty Senate Executive Committee	Kimberly Sipes, President	Assistant Professor	School of Business
Faculty Senate Executive Committee	Ashok Kumar, Vice President	Professor	Computer Science
Faculty Senate Executive Committee	Joe Moffett, Secretary	Assistant Professor	Literature, Language, & Philosophy
Faculty Senate Executive Committee	Robert Hebble, Parliamentarian	Assistant Professor	Math & Science
Faculty Senate Executive Committee	Reba Rye, Chair Budget and Academic Support Committee	Professor	Fine Arts
Faculty Senate Executive Committee	Ken Andries, Chair Curriculum Committee	Assistant Professor	AFE
Faculty Senate Executive Committee	Cindy Glass, Chair Professional Concerns Committee	Assistant Professor	BSS

FACULTY SENATE ACADEMIC POLICIES COMMITTEE

RESPONSIBILITIES

1. Develop and recommend the University Academic Calendar.
2. Recommend registration procedures.
3. Recommend class scheduling procedures.
4. Recommend advising procedures.
5. Recommend changes in the “Academic Regulations and Policies” section of the University catalog, such as grading policy and class attendance policy.

COMPOSITION

Each voting Senator shall be assigned to at least one standing committee; assignments shall be made each year by the elected officers of the Senate based upon a preference list submitted by each voting Senator. The remaining membership of each committee shall be composed of Senators from educational units not already represented on the committee and any non-senator or *ex-officio* members as voting members of standing and ad hoc committees. At no time shall the non-senators and *ex-officio* members comprise a voting majority on ad hoc and standing committees. The Chairperson of each committee, except the Executive Committee, shall be elected by the membership of that committee.

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Faculty Senate Academic Policy	Joe Moffett, Chair	Assistant Professor	Literature, Language, & Philosophy
Faculty Senate Academic Policy	Ashok Kumar, Vice Chair	Professor	Computer Science
Faculty Senate Academic Policy	Ibukun Amusan, Secretary Fall Term	Assistant Professor	Math & Science
Faculty Senate Academic Policy	Maheteme Gebremedhin, Secretary Spring Term	Assistant Professor	AFE
Faculty Senate Academic Policy	Nancy Capriles	Assistant Professor	BSS
Faculty Senate Academic Policy	Caroline Gibson	Artist in Residence	FIAR
Faculty Senate Academic Policy	Nkechi Amadife	Librarian, Associate Professor	Library, Non-Senator

FACULTY SENATE BUDGET AND ACADEMIC SUPPORT COMMITTEE

RESPONSIBILITIES

1. Recommend faculty priorities and work with the administration in developing the annual budget and the biennial budget report.
2. Analyze the finance and resource allocations of the University on a continuing basis so that it may advise the Faculty Senate and through the President of the University, on the relationship between the allocation of funds and the established missions of the University.
3. Make recommendations regarding the administrative services which the University provides for its faculty.
4. Make recommendations regarding academic support services such as the library, bookstore, copy and printing center, and any other support units affecting the academic programs of the University.

COMPOSITION

Each voting Senator shall be assigned to at least one standing committee; assignments shall be made each year by the elected officers of the Senate based upon a preference list submitted by each voting Senator. The remaining membership of each committee shall be composed of Senators from educational units not already represented on the committee and any non-senator or *ex-officio* members as voting members of standing and ad hoc committees. At no time shall the non-senators and *ex-officio* members comprise a voting majority on ad hoc and standing committees. The Chairperson of each committee, except the Executive Committee, shall be elected by the membership of that committee.

Committee Name	Name of Recommended Member	Title/Area Employeeed	Role (i.e. Faculty Member, Academic Affairs Representative)
Faculty Senate Budget & Academic Support	Reba Rye, Chair	Professor	Fine Arts
Faculty Senate Budget & Academic Support	Peter Smith, Vice Chair	Professor	LLP
Faculty Senate Budget & Academic Support	LeChrista Finn, Secretary	Assistant Professor	AFE, Non-Senator
Faculty Senate Budget & Academic Support	Rene Desborde	Associate Professor	BUA
Faculty Senate Budget & Academic Support	William Graham	Athletic Director	EDU
Faculty Senate Budget & Academic Support	Vikas Kumar	Assistant Professor	AQU
Faculty Senate Budget & Academic Support	Li Lu	Assistant Professor	Math & Science
Faculty Senate Budget & Academic Support	Sunday Obi	Professor	EDU, Non-Senator

FACULTY SENATE CURRICULUM COMMITTEE

RESPONSIBILITIES

1. Makes recommendations to the Faculty Senate, and through it to the University administration, in the area of general curriculum policy.
2. Review, evaluate and make recommendations to the Faculty Senate concerning courses, curricula, programs, and requirements which are received from the faculties of the educational units as listed in the Faculty Handbook and in cooperation with the Budget and Academic Support committee examine those proposals with reference to budget priorities.
3. Periodically review the Liberal Studies core requirements and make recommendations to the Faculty Senate regarding procedures for University-wide review and revision of the Liberal Studies core.

COMPOSITION

Each voting Senator shall be assigned to at least one standing committee; assignments shall be made each year by the elected officers of the Senate based upon a preference list submitted by each voting Senator. The remaining membership of each committee shall be composed of Senators from educational units not already represented on the committee and any non-senator or *ex officio* members as voting members of standing and ad hoc committees. At no time shall the non-senators and *ex officio* members comprise a voting majority on ad hoc and standing committees. The Chairperson of each committee, except the Executive Committee, shall be elected by the membership of that committee.

Committee Name	Name of Recommended Member	Title/Area Employeeed	Role (i.e. Faculty Member, Academic Affairs Representative)
Faculty Senate Curriculum	Ken Andries, Chair	Assistant Professor	AFE
Faculty Senate Curriculum	Changzheng Wang (At-Large), Vice Chair	Associate Professor	AQU
Faculty Senate Curriculum	Dantrea Hampton, Secretary	Librarian, Assistant Professor	Library
Faculty Senate Curriculum	Alice Collins	Instructor	Nursing
Faculty Senate Curriculum	Gary Elliott	Associate Professor	WYS
Faculty Senate Curriculum	Robert Griffin	Associate Professor	FIAR
Faculty Senate Curriculum	Narayanan Rajendran (At-Large)	Professor	Math & Science
Faculty Senate Curriculum	Donavan Ramon (Non-Senator)	IGS Professor	WYS

FACULTY SENATE PROFESSIONAL CONCERNS COMMITTEE

RESPONSIBILITIES

1. Review, evaluate, and make recommendations concerning the policies, procedures, and programs related to faculty benefits, in particular those policies dealing with insurance, retirement, salary schedules, sabbatical and other academic leaves of absence, summer fellowships, institutional research grants, deferred compensation, and the credit union, travel allowance, and reassigned time.
2. Review, evaluate, and make recommendations concerning the various University policies relating to the general academic and professional matters dealing with appointment, retention, tenure, promotion, rank, and performance evaluation.
3. Annually review the Faculty Handbook and make recommendations for changes.
4. Review and evaluate those policies regarding students that are of professional concern to the faculty and make recommendations for changes.

COMPOSITION

Each voting Senator shall be assigned to at least one standing committee; assignments shall be made each year by the elected officers of the Senate based upon a preference list submitted by each voting Senator. The remaining membership of each committee shall be composed of Senators from educational units not already represented on the committee and any non-senator or *ex officio* members as voting members of standing and ad hoc committees. At no time shall the non-senators and *ex officio* members comprise a voting majority on ad hoc and standing committees. The Chairperson of each committee, except the Executive Committee, shall be elected by the membership of that committee.

Committee Name	Name of Recommended Member	Title/Area Employeed	Role (i.e. Faculty Member, Academic Affairs Representative)
Faculty Senate Professional Concern Committee	Cindy Glass, Chair	Assistant Professor	BSS
Faculty Senate Professional Concern Committee	Steve Ulrich, Vice Chair	Assistant Professor	PUA, CJ, SW
Faculty Senate Professional Concern Committee	Buddhi Gywali, Secretary	Assistant Professor	AFE
Faculty Senate Professional Concern Committee	Abdullah Alhurani	Assistant Professor	Nursing
Faculty Senate Professional Concern Committee	Jens Hanneman	Assistant Professor	Computer Science
Faculty Senate Professional Concern Committee	Robert Hebble	Assistant Professor	Math & Science
Faculty Senate Professional Concern Committee	Fariba Bigdeli-Jahed (Non-Senator)	Associate Professor	Math & Science
Faculty Senate Professional Concern Committee	Mara Merlino (Non-Senator)	Associate Professor	BSS

FACULTY TENURE AND PROMOTION COMMITTEE

PURPOSE

To review the dossiers of candidates for tenure and promotion submitted according to the policies, standards, and procedures specified in the Policy on Appointment, Rank, Tenure, and Promotion, Sections 2.6 and 2.7 of the Faculty Handbook.

RESPONSIBILITIES

1. Review all dossiers of candidates for tenure and promotion.
2. Submit the Committee's recommendations for each applicant and a statement of rationale for each recommendation to the Provost/Vice President for Academic Affairs by the deadline dates in the calendar established for the academic year.
3. Maintain confidentiality regarding individual applicants, including materials reviewed by the Committee, the Committee's deliberations, and recommendations made by the Committee.
4. Forward any suggestions or recommendations for changes in tenure and promotion policies, standards, and procedures to the Faculty Senate and the Vice President for Academic Affairs.

COMPOSITION

The Tenure and Promotion Committee shall be composed of seven (7) tenured faculty members.

1. Each College shall have at least one member, and no more than one member may come from the same division, school or the Library.
2. Tenured members of the Library faculty are eligible to serve.
3. The members of the Tenure and Promotion Committee shall be elected by the faculty-at-large.
4. Each committee member shall serve a term of two years except for the chairperson, elected by the committee membership, who shall serve a three year term.

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)	Elected Term
Tenure and Promotion Committee	Mara Merlino	College of Arts & Sciences BSS	Faculty Member Elected	2015-2017
Tenure and Promotion Committee	Arthur Hayden	College of Professional Studies Criminal Justice	Faculty Member Elected	2015-2017
Tenure and Promotion Committee	Ashok Kumar	College of Business & Computer Science	Faculty Member Elected	2015-2017
Tenure and Promotion Committee	Bekele Tegene	Library	Faculty Member Elected	2015-2017
Tenure and Promotion Committee	Boris Gomelsky	College of AQU	Faculty Member Elected	2015-17
Tenure and Promotion Committee			Faculty Member Elected	
Tenure and Promotion Committee			Faculty Member Elected	

FINANCE AND ADMINISTRATION ASSESSMENT AND EVALUATION COMMITTEE

PURPOSE

To monitor the assessment criteria stipulated by the University, the Kentucky Council on Postsecondary Education (CPE), the Southern Association of Colleges, Commission on Colleges and Schools (SACSCOC), and other accrediting agencies were applicable.

RESPONSIBILITIES

1. Ensure that assessment and evaluation activities are consistent with the principles and criteria as stipulated by the federal government, CPE, SACSCOC and other accrediting agencies where applicable.
2. Recommend changes in assessment policies and procedures to the Vice President for Business Affairs and the Institutional Effectiveness Committee.
3. Recommend data standards and assessment protocols for finance and administration analyses.
4. Recommend means of increasing effectiveness within Business Affairs and to the appropriate administrators.

COMPOSITION

Executive Director for Facilities and Maintenance Operations

Director of Human Resources

Director of Risk Management

Bursar (Chairperson)

Director of Computer Information Services

One (1) Member from the Physical Plant

One (1) Faculty Member

One (1) Student Representative

Internal Auditor

Institutional Research Representative

Assoc. Provost/Assoc. Vice President for Institutional Effectiveness

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Finance and Administration Assessment and Evaluation Committee	George Baker	Public Safety	Facilities and Maint. Operations/Director of Risk Management
Finance and Administration Assessment and Evaluation Committee	Rayla Smoot	HR Director	Director of Human Resources
Finance and Administration Assessment and Evaluation Committee	Natalie Turner	Burser	Bursar (Chair)
Finance and Administration Assessment and Evaluation Committee	Wendy Dixie	CIO	CIO
Finance and Administration Assessment and Evaluation Committee	Joe Gronefeld	Director of Capital Planning	Physical Plant
Finance and Administration Assessment and Evaluation Committee	Ingram Quick	Internal Auditor	Internal Auditor
Finance and Administration Assessment and Evaluation Committee	Delandual Conwell	Compliance Coordinator	Institutional Research Representative
Finance and Administration Assessment and Evaluation Committee	Deneia Thomas	Assoc VP for Inst Effectiveness	Assoc VP for Inst Effectiveness
Finance and Administration Assessment and Evaluation Committee	Fariba Kashan	Asst. Professor Math	Faculty Member
Finance and Administration Assessment and Evaluation Committee			Student Representative
Finance and Administration Assessment and Evaluation Committee	Brian Bollinger	Head Resident	Residence Life (President Appointed)

FINANCE AND GENERAL PURPOSE COMMITTEE

PURPOSE

Monitoring the University's financial health. Prepare recommendations and protocol for the University budget planning process and management plan to the Vice President for Business and Financial Affairs. Make recommendations on University finance to the President.

RESPONSIBLE

1. Monitoring and facilitating the implementation of the University's financial and budget strategy.
2. Determining the fees and charges for the University's services.
3. Supervising the arrangements for investing the University's funds.

COMPOSITION

Vice President for Business and Finance/Designee (Ex-officio)

Executive Director for Facilities and Maintenance Operations

Director of Risk Management

Business and Finance Representative

Internal Auditor

General Counsel

Two (2) Faculty appointed by the Faculty Senate

Title III Director

Chief Information Officer

One (1) Staff Representative

One (1) Student Representative

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Finance and General Purpose Committee	Gregory Rush	Vice President - Business Affairs	Vice President - Business Affairs
Finance and General Purpose Committee	Michelle Sutton	Director of Accounting	Business and Finance Representative
Finance and General Purpose Committee	Ingram Quick	Internal Auditor	Internal Auditor
Finance and General Purpose Committee	Gordon Rowe	General Counsel	General Counsel
Finance and General Purpose Committee	Christina Leath	Title III Director	Title III Director
Finance and General Purpose Committee	Wendy Dixie	CIO	CIO
Finance and General Purpose Committee	Devon Peterika	HR Manager	Staff Representative
Finance and General Purpose Committee			Student Representative
Finance and General Purpose Committee	Reba Rye	Assoc. Professor	Faculty Senate Appointee
Finance and General Purpose Committee	Richard Hale	Asst. Professor	Faculty Senate Appointee

GRADUATE APPEALS REVIEW COMMITTEE

PURPOSE

The right of each student to appeal decisions of the graduate academic units is affirmed and specific appeal procedures are hereby established to ensure timely and appropriate consideration of each appeal to the Graduate Appeals Committee.

Specifically, the Graduate Appeals Committee reviews decisions on the following issues: admission decisions, revocation of admission, comprehensive exams, thesis prospectus, dismissal from a program, appeals by graduate students of course grade, retroactive withdrawal, any other issues the Director of the Graduate Studies deems appropriate.

RESPONSIBILITIES

To develop a policy for the effective communication and understanding of the process for a graduate appeal.

COMPOSITION

Director of Graduate Studies

Registrar

Three (3) members elected by Faculty Senate from the Graduate Faculty

Graduate Program Coordinators

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Graduate Appeals Review	James Obielodan	Professor, School of Business	Director of Graduate Studies
Graduate Appeals Review	Marquettia Bivens	Registrar	Registrar
Graduate Appeals Review			Faculty Senate Member of Graduate Faculty
Graduate Appeals Review			Faculty Senate Member of Graduate Faculty
Graduate Appeals Review			Faculty Senate Member of Graduate Faculty
Graduate Appeals Review	John Sedlacek	Chair, AFE-Environmental Studies	Graduate Program Coordinator
Graduate Appeals Review	Mara Merlino	Assistant Professor of Psychology and Sociology/Interdisciplinary Behavioral Science	Graduate Program Coordinator
Graduate Appeals Review	Shiphrah Williams Evans	Chair, Nursing/DNP	Graduate Program Coordinator
Graduate Appeals Review	Elgie McFayden	Chair, PUA, Criminal Justice & Social Work	Graduate Program Coordinator
Graduate Appeals Review	Mike Unuakhalu	Coordinator/Professor/Computer Science Technology	Graduate Program Coordinator
Graduate Appeals Review	James Tidwell	Chair, Aquaculture	Graduate Program Coordinator
Graduate Appeals Review	Albert Assibey-Mensay	Coordinator/Professor/Business Administration	Graduate Program Coordinator
Graduate Appeals Review	JoAnne Rainey	Chair, Education/Special Education	Graduate Program Coordinator

GRADUATE COUNCIL

PURPOSE

To develop and monitor policies relating to graduate studies, graduate students, and the graduate faculty.

RESPONSIBILITIES

1. Inform and advise the Director of Graduate Studies with regard to graduate admissions, program review, graduate student concerns and Graduate Faculty concerns.
2. Establish and publish the Graduate Faculty status criteria and policy.
3. Develop and recommend a policy and procedure for the submission and criteria for faculty applications to obtain Graduate Faculty Status.
4. Recommend for appointment Graduate Faculty status from among faculty with significant teaching, research, and professional accomplishment.

COMPOSITION

Coordinators of each Graduate Program

Three (3) At-large members

Director of Graduate Studies

Director/ Asst. Director of Admissions

Ex-officio members to include Registrar, Continuing Education, Graduate Students

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Graduate Council	Marquettia Bivens	Registrar	Ex-officio
Graduate Council	James Obielodan	Professor, School of Business	Director Graduate Programs
Graduate Council	John Sedlacek	Chair, AFE-Environmental Studies	Graduate Program Coordinator
Graduate Council	Mara Merlino	Assistant Professor of Psychology and Sociology/Interdisciplinary Behavioral Science	Graduate Program Coordinator
Graduate Council	Shiphrah Williams Evans	Chair, Nursing/DNP	Graduate Program Coordinator
Graduate Council	Elgie McFayden	Chair, PUA, Criminal Justice & Social Work	Graduate Program Coordinator
Graduate Council	Mike Unuakhalu	Coordinator/Professor/Computer Science Technology	Graduate Program Coordinator
Graduate Council	James Tidwell	Chair, Aquaculture	Graduate Program Coordinator
Graduate Council	Albert Assibey-Mensay	Coordinator/Professor/Business Administration	Graduate Program Coordinator
Graduate Council	JoAnne Rainey	Chair, Education/Special Education	Graduate Program Coordinator
Graduate Council	Phil Smith	Asst. Director Admissions	Admissions
Graduate Council			
Graduate Council			
Graduate Council			

HONORARY DEGREE COMMITTEE

PURPOSE

To recognize and pay tribute to individuals who by professional achievements, research, and service have made tangible contributions to Kentucky State University, higher education in general, or the world community of scholars by awarding of the KSU Honorary Degree.

RESPONSIBILITIES

1. Adhere to the University's "Honorary Degree Program" Policy, [Faculty Handbook](#), 2.10.2.
2. Collect, compile, and maintain all documenting materials for each nominee and review nominations in light of established criteria.
3. Submit Committee recommendations to the President prior to the first quarterly meeting of the Board of Regents each calendar year.
4. Recommend up to three (3) honorees during any given academic year.

COMPOSITION

Provost/Vice President for Academic Affairs (Chairperson)

President of the Faculty Senate or Designee

President of Student Government Association or Designee

President of Senior Class

Chairperson/Coordinator of Commencement

Chief Financial Officer

Two Faculty representatives elected by the Faculty Senate

Two Staff representatives appointed by the President

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Honorary Degree	Candice Love Jackson	Provost/VP	Academic Affairs
Honorary Degree	Kim Sipes	Asst. Professor of Accounting	President of Faculty Senate
Honorary Degree	Ralph Williams	President, SGA	SGA
Honorary Degree	Alea Cardenas	President, Senior Class	Senior Class President
Honorary Degree	Marquiettia Bivens	Registrar	Chair/Coordinator of Commencement
Honorary Degree	Greg Rush	VP Business Affairs	Chief Financial Officer
Honorary Degree	Egbunam Amadife	Professor	Faculty Rep elected by Faculty Senate
Honorary Degree	Stephen Graham-Hill	Professor	Faculty Rep elected by Faculty Senate
Honorary Degree	Sonia Sanders	Executive Assistant	President's Office, Staff Rep Appointed President
Honorary Degree	Donna Carter	Admin. Assistant	Division of Fine Arts, Staff Rep Appointed by President

INFORMATION TECHNOLOGY COMMITTEE

PURPOSE

To provide recommendations for the strategic technology direction, implementation, and sustainability of technology resources for Kentucky State University in alignment with the mission of the University. The Committee also recommends college-wide information technology policies, procedures, and standards to the Chief Information Officer.

RESPONSIBILITIES

1. Provide recommendations, updates, and oversight of the implementation of the Technology Strategic Plan.
2. Promote awareness of the Technology Strategic Plan.
3. Review, advise and recommend policies, procedures, and standards relating to technology.
4. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the University.
5. Monitor the implementation of the University wide policy for approvals for software purchases and use.

COMPOSITION

Chief Information Officer

Academic Affairs Representative

One (1) Faculty Member from each of the following units:

College of Agriculture, Food Science and Sustainable Systems

College of Arts and Sciences

College of Business and Computer Science

College of Professional Studies

One (1) Staff Member from each of the following units:

Athletics Representative

External Relations and Development Representative

Facilities and Maintenance Operations Representative

Business Affairs Representative

Library Representative
 Safety and Risk Management Representative
 Student Affairs Representative
 One (1) Student Member from the Student Government Association

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Information Technology	Wendy Dixie	Chief Information Officer (Chair)	Information Technology
Information Technology	Erin Wheeler	Astc. Provost/Asst. VP	Academic Affairs
Information Technology	Kirk Pomper	Interim Director	AFE Faculty Member, Faculty member
Information Technology	Andrew Martin	Assoc. Professor	Arts & Sciences Faculty
Information Technology	Chi Shen	Assoc. Professor	Business & Computer Science Faculty
Information Technology	Arthur Hayden	Professor	Professional Studies Faculty
Information Technology	Daniel Price	Staff	Athletics Rep., Staff
Information Technology	Rick Smith	VP	External Relations, Staff
Information Technology	Joseph Gronefield	Capital Project Manager	Facilities, Staff
Information Technology	Michelle Sutton	Director, Accounting	Business Affairs, Staff
Information Technology	Dantrea Hampton	Librarian Asst. Professor	Library Rep
Information Technology	Shimar Kieth	IR	IR
Information Technology	Brian Bollinger	Student & Residence Life	Student Affairs Rep (Appointed by President)
Information Technology			Student Member of SGA

INSTITUTIONAL AND EXTERNAL SCHOLARSHIPS, AWARDS, AND PRIZES COMMITTEE

PURPOSE

To recommend institutional and external scholarships and prizes in compliance with the University's policies and procedures.

RESPONSIBILITIES

1. Recommend updated changes for University policies and procedures pertaining to the application and administration of scholarships, prizes, and awards (not predetermined by other units).
2. Monitor the awarding of scholarships and prizes at all levels.
3. Identify and recommend external organizations and other sources of scholarships and prizes.
4. Review appeals for appropriate external scholarships and awards.
5. Inform faculty and students of the availability of external scholarships and awards.
6. Review appeals for University scholarships and make recommendations to the University President.
7. Provide the annual list of University honors for the Honors Convocation.

COMPOSITION

Provost/Vice President for Academic Affairs or Designee

Director of Admissions

One (1) Faculty Member from each College and/or School:

1. College of Arts and Sciences
2. College of Professional Studies
3. College of Business and Computer Science
4. College of Agriculture, Food Sciences and Sustainable Systems
5. Whitney M. Young, Jr., program

Two (2) Representative from Financial Aid

Vice President for Student Affairs

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Institutional & External Scholarships, Awards, And Prizes	Candice Jackson	Provost/VP	Academic Affairs
Institutional & External Scholarships, Awards, And Prizes	Alice Watson	Director	Admissions
Institutional & External Scholarships, Awards, And Prizes	Shannon Brogan	Assoc. Professor	College of Arts & Sciences, Faculty
Institutional & External Scholarships, Awards, And Prizes	Sunday Obi	Professor	College of Professional Studies, Faculty
Institutional & External Scholarships, Awards, And Prizes	James Obielodan	Professor	College of Business, Faculty
Institutional & External Scholarships, Awards, And Prizes	Kirk Pomper	Interim Chair	College of Agriculture, Faculty
Institutional & External Scholarships, Awards, And Prizes	Cynthia Shelton	Assoc. Professor	Whitney M. Young Jr Program, Faculty
Institutional & External Scholarships, Awards, And Prizes	Frank Kincaid	Asst. Director	Financial Aid
Institutional & External Scholarships, Awards, And Prizes	Leandra Lee	Financial Aid Specialist	Financial Aid
Institutional & External Scholarships, Awards, And Prizes	Chris Cribbs	VP	Student Affairs
Institutional & External Scholarships, Awards, And Prizes	Daniel Price	Athletics Rep	Athletics

INSTITUTIONAL EFFECTIVENESS COMMITTEE

PURPOSE

To ensure that Kentucky State University is in compliance with the assessment and accreditation criteria of the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), Kentucky Council on Postsecondary Education (CPE), and other accrediting agencies where applicable; and to recommend means of improving institutional effectiveness and accountability.

COMPOSITION

Assoc. Provost/Assoc.VP for Institutional Effectiveness

Vice President for Student Affairs

Bursar

President of Faculty Senate

Director of Development

Director of Blazer Library

Chief Information Officer

Director of Admissions

Director of Institutional Research

Educational Support and Retention Representative

One (1) Student Representative

One (1) Appointee, University Advancement

Internal Auditor

Human Resources Representative

SACSCOC Team Leadership

Alumni Affairs Representations

University Webmaster

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Institutional Effectiveness	Deneia Thomas	Assoc. Provost/Asst. VP	Academic Affairs
Institutional Effectiveness	Francene Gilmer	Interim VP	Student Affairs
Institutional Effectiveness	Natalie Turner	Bursar	Bursar
Institutional Effectiveness	Kim Sipes	Professor	President of Faculty Senate
Institutional Effectiveness	Mary Jackson	Director	Director of Development
Institutional Effectiveness	Sheila Stuckey	Director II	Blazer Library
Institutional Effectiveness	Wendy Dixie	CIO	Information Technology
Institutional Effectiveness	Alice Watson	Director	Admissions
Institutional Effectiveness	Yuliana Susanto	Director	Institutional Research
Institutional Effectiveness	Erin Wheeler	Asst. Provost/Asst. VP	Academic Affairs, Educational Support & Retention Rep
Institutional Effectiveness	Myles Ellison	Junior	Student Representative
Institutional Effectiveness	Rick Smith	Interim VP External Relations	Appointee University Advancement
Institutional Effectiveness	Ingram Quick	Auditor	Internal Auditor
Institutional Effectiveness	Devon Peterika	HR Manager	Human Resources
Institutional Effectiveness	Brian Bollinger	Student and Residence Life	Student and Residence Life
Institutional Effectiveness	JC Campbell	Asst. Director	Alumni
Institutional Effectiveness	Louis Defreeze	Digital Media	Webmaster
Institutional Effectiveness	<i>Interim Candice Jackson or Designee</i>	<i>Provost/VP</i>	<i>SACSCOC</i>
Institutional Effectiveness	<i>Greg Rush or Designee</i>	<i>VP Business</i>	<i>SACSCOC</i>
Institutional Effectiveness	<i>Erin Wheeler or Designee</i>	<i>Asst. Provost/Asst. VP</i>	<i>SACSCOC</i>
Institutional Effectiveness	<i>Elgie McFayden or Designee</i>	<i>Assoc. Professor</i>	<i>SACSCOC</i>
Institutional Effectiveness	<i>Joe Moffett</i>	<i>Asst. Professor</i>	<i>SACSCOC</i>
Institutional Effectiveness	<i>Yuliana Susanto</i>	<i>Director</i>	<i>SACSCOC</i>

INSTITUTIONAL MARKETING COMMITTEE

PURPOSE

The Institutional Marketing Committee, provides guidance on institutional and program-specific marketing plans, assists with coordination of marketing efforts across campus and monitors implementation of the institutional marketing plan. Members of the KSU Institutional Marketing Committee (IMC) should work to define KSU's distinctions, market position, messages and competitive environment. This work should culminate in the Institutional Marketing Plan, submitted by the VP of External Relations and Development.

RESPONSIBILITIES

The Institutional Marketing Committee advises the President on institutional and program-specific marketing plans and assists in implementing and monitoring these plans. In these capacities it:

1. Identifies the most effective ways for Willamette to strengthen its reputation and enhance its visibility.
2. Assists in the development of the Willamette's Institutional Marketing Plan.
3. Reviews and monitors program-specific marketing plans.
4. Assists in the implementation of the institutional marketing plans.
5. Makes recommendations regarding institutional marketing priorities.
6. Assesses University and program-specific marketing plans.
7. To monitor and maintain institutional identity standards.
8. To provide coordination of institutional and program-specific marketing initiatives.
9. To ensure alignment between the KSU strategic plan and institutional marketing efforts.

COMPOSITION

Vice President, External Relations and Development (Committee Chair)

University Webmaster

Office of Academic Affairs (appointed by Provost/Vice President of Academic Affairs)

Office of Student Affairs (appointed by Vice President of Student Affairs)

Director of Admissions

Assistant Registrar

Director of Land Grant Programs

President of Faculty Senate Designee

President of Student Government Association or Designee

Director of Institutional Research

Executive Director for Facilities and Maintenance Operations

Faculty Member At Large (appointed by the President)

University Alumnus who resides in Service Area (appointed by the President)

Representative of the Community Advisory Council (appointed by the President)

Student-At-Large (appointed by Student Government Association President)

Director of Distance Education and Continuing Education

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Institutional Marketing Committee	Rick Smith	Interim VP	External Relations & Dev
Institutional Marketing Committee	Louis DeFreeze	Asst. Director	Marketing & Digital Strategy
Institutional Marketing Committee	Erin Wheeler	Asst. Provost/Asst. VP	Academic Affairs
Institutional Marketing Committee	Brian Bollinger	Asst. VP	Student Affairs
Institutional Marketing Committee	Alice Watson	Director	Admissions
Institutional Marketing Committee	Yolanda Benson	Asst. Registrar	Office of the Registrar
Institutional Marketing Committee	Kirk Pomper	Director	Land Grant Programs
Institutional Marketing Committee	Kim Sipes	Professor	Faculty Senate President
Institutional Marketing Committee	Ralph Williams	SGA President	SGA
Institutional Marketing Committee	Yuliana Susanto	Director	Institutional Research
Institutional Marketing Committee	Rene Desborde	Assoc. Professor	Whitney Young, Faculty member at large
Institutional Marketing Committee	Patricia Ross	Alumni	University Alumnus
Institutional Marketing Committee			Rep. for Community Advisory Council
Institutional Marketing Committee			Student-at-large appointed by SGA
Institutional Marketing Committee	Jennifer Miles	Distance Education	Distance Education/Continuing Education

INSTITUTIONAL REVIEW BOARD FOR ANIMAL AND HUMAN SUBJECTS (IRB)

PURPOSE

To ensure the rights of subjects (human/animal) for any research conducted at the University.

RESPONSIBILITIES

1. Monitor institutional compliance with the Animal Welfare Act, Public Health Service Policy, and any other applicable federal, state, or local regulation. This includes but is not limited to the following:
 - a. Require all users of laboratory animals at the University to submit an application and receive approval for animal use prior to initiation of such animal use.
 - b. Inspect and review, every six months, all areas and housing facilities used for animals. Evaluate:
 - practices involving pain to animals
 - the condition of the animals, and
 - compliance with approved protocols
 - c. Maintain files of protocol reviews, inspection reports, remedial actions recommended for each animal use area and reports of corrective action taken.
 - d. Submit all applicable assurance statements and reports as needed to maintain compliance with the laws and regulations.
2. Review University research involving human subjects in order to safeguard the rights and welfare of people who may be subject to risk as a result of research activities.
3. Monitor all research activities covered by the National Research Act (PL 93-348), Protection of Human Subjects Regulation 45 CFR 46 and other relevant laws.
4. Monitor the protection of rights to privacy for human subjects.

COMPOSITION

Manager, KSU Farm

Director of Sponsored Projects

Director of Graduate Programs/Designee

Academic Affairs Representative

A minimum of:

One (1) Veterinarian

Four (4) Representatives from Behavioral & Social Sciences

Four (4) Representatives from Nursing

Four (4) Representatives from the Natural Sciences

Four (4) Representatives from Land Grant Program

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Institutional Review Board for Human Subjects	Eddie Reed	Manager	KSU Farm
Institutional Review Board for Human Subjects	Derrick Gilmore	Director	Sponsored Projects
Institutional Review Board for Human Subjects	James Obielodan	Professor	School of Business, Graduate Programs
Institutional Review Board for Human Subjects	Elgie McFayden	Faculty	Academic Affairs Rep
Institutional Review Board for Human Subjects			Veterinarian
Institutional Review Board for Human Subjects	Emmanuale Amadife	Professor	Behavioral & Social Sciences
Institutional Review Board for Human Subjects	Cynthia Glass	Asst. Professor	Behavioral & Social Sciences
Institutional Review Board for Human Subjects	Wilfred Reilly	Professor	Behavioral & Social Sciences
Institutional Review Board for Human Subjects	Johnathon Sharp	Professor	Behavioral & Social Sciences
Institutional Review Board for Human Subjects	Shiphrah Williams-Evans	Chair	School of Nursing
Institutional Review Board for Human Subjects	Rebecca McCoy	Asst. Professor	School of Nursing
Institutional Review Board for Human Subjects	Barbara Witty	Asst. Professor	School of Nursing
Institutional Review Board for Human Subjects	Vanessa Johnson	Assoc. Professor	School of Nursing
Institutional Review Board for Human Subjects	Li Lu	Asst. Professor	Natural Sciences
Institutional Review Board for Human Subjects	Bruce Griffis	Asst. Professor	Natural Sciences
Institutional Review Board for Human Subjects	Tamara Sluss	Assoc. Professor	Natural Sciences
Institutional Review Board for Human Subjects	Nancy Wallin	Assoc. Professor	Natural Sciences
Institutional Review Board for Human Subjects	George Antonious	Professor	Land Grant
Institutional Review Board for Human Subjects	JoAnne Bankston	Assoc. Professor	Land Grant
Institutional Review Board for Human Subjects	Buddi Gyawali	Asst. Professor	Land Grant
Institutional Review Board for Human Subjects	LeChrista Finn	Asst. Professor	Land Grant

INTERNATIONAL STUDIES COMMITTEE

PURPOSE

To formulate plans and make recommendations to the President regarding the internationalization of Kentucky State University exposure to an international curriculum which enables KSU students to compete effectively in the global arena.

RESPONSIBILITIES

Expand the University's Liberal Studies mission through the development and implementation of a program in international studies.

Determine study abroad scholarship awards related to global engagement opportunities.

COMPOSITION

Provost/Vice President for Academic Affairs or Designee

Director of Land Grant Programs or Designee

Director for the Career and Professional Development Center or Designee

Chair of Whitney M. Young, Jr., School of Leadership Studies

Five (5) Faculty Members

Director for Residence and Student Life

Director of Sponsored Projects

Director of Financial Aid

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
International Studies	Sherry Lyons	Director CAPS	Academic Affairs Designee
International Studies	Kirk Pomper	Director	Land Grant
International Studies	Cynthia Shelton (Committee Chair)	Chair WYC	Chair WYC
International Studies	Mirta Rimolo de Rienzi	Asst. Professor	Faculty
International Studies	Tamara Sluss	Asst. Professor	Faculty
International Studies	Alexander Lai		Faculty
International Studies	Donovan Ramone	Asst. Professor	Faculty
International Studies	Keith McCutchen	Fine Arts	Faculty
International Studies	Derrick Gilmore	Director Sponsored Programs	Sponsored Programs
International Studies	Qiana Hall	Director Financial Aid	Financial Aid
International Studies	Karen Brown	Coordinator Global Studies	Global Studies
International Studies	Community Rep		Community Rep
International Studies	Community Rep		Community Rep
International Studies	Francene Gilmer		Faculty, Career & Professional Dev. Designee
International Studies	Monesca Smith	Director	Residence & Student Life

LIBERAL STUDIES CORE CURRICULUM COMMITTEE

(General Education)

PURPOSE

To serve as the oversight committee for all aspects of the Liberal Studies Core Program to ensure that students receive a quality foundation in general education that prepares them for upper level and discipline specific course work, and provides knowledge, skills, and values needed to be productive citizens and life-long learners. The committee shall develop multiple means of assessing and documenting students' acquisition of the knowledge, skills, and qualities.

AUTHORITY

The Liberal Studies Core Program Coordinating Committee shall have authority to carry out all activities described above and all other activities relating to the Liberal Studies Core Program, with the approval of the Provost/Vice President for Academic Affairs. It may recommend changes to the academic unit responsible for specific courses and may request that weaknesses be remedied through course revision. The Liberal Studies Core Program Coordinating Committee may not, however, change the composition of the Liberal Studies Core Program.

RESPONSIBILITIES

1. Assist in obtaining faculty approval of student learning outcomes for the Liberal Studies Core.
2. Assist in the implementation of "Liberal Studies Student Outcomes."
3. Assist in ensuring that each course included in the Liberal Studies Core requirements supports three or more of the student learning outcomes and align with state and accreditation mandates.
4. Make recommendations regarding the refinement of the contents of the required liberal studies and general education core courses to ensure the materials are interrelated and sequential, and courses with multiple sections have equivalent learning requirements and measurements.

5. Assist in the development of multiple on-going formative and summative assessments, including a General Education process, to ensure that student learning outcome objectives are achieved.
6. Conduct on-going evaluations of assessment data and make necessary adjustments to continue improving the Liberal Studies Core Program.
7. The Committee shall report its activities to the Provost/Vice President for Academic Affairs at least twice a semester. It shall keep the chairs informed of actions taken regarding the Program, and provide an annual report to the Provost/Vice President for Academic Affairs.
8. Assist in securing funding from internal and external sources to provide support for program enhancement and faculty development initiative to improve instruction in the Liberal Studies Core Curriculum.

COMPOSITION

One (1) Full-Time Faculty Member who teaches English Composition

One (1) Full-Time Faculty Member who teaches Mathematics

One (1) Full-Time Faculty Member from the Division of Fine Arts

One (1) Full-Time Faculty Member from the Division of Behavioral and Social Sciences

One (1) Full-Time Faculty Member who teaches Science Courses

One (1) Full-Time Faculty Member who teaches Literature or a Foreign Language

One (1) Full-Time Faculty Member from the Whitney Young program

One (1) Full-Time Faculty Member who teaches in the College of Professional Studies

One (1) Full-Time Faculty Member who teaches in the College of Business and Computer Science

One (1) from the Faculty Senate Curriculum Committee

Director of the Career and Professional Development Center

Director of Testing and Disability Services

Assoc. Provost/Assoc. Vice President for Institutional Effectiveness

Assist. Provost/Assist. Vice President for Educational Support and Retention

Director of Institutional Research Representative

Registrar

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Liberal Studies Core Curriculum (General Education) Committee	Yuliana Susanto	Director	Institutional Research
Liberal Studies Core Curriculum (General Education) Committee	Marquietta Bivens	Registrar	Office of the Registrar
Liberal Studies Core Curriculum (General Education) Committee	Saleema Mustafa	English Instructor	Faculty, English
Liberal Studies Core Curriculum (General Education) Committee	Karen Heavin	Mathematics Instructor	Faculty, Math
Liberal Studies Core Curriculum (General Education) Committee	Caroline Gibson	Artist in Residence	Faculty, Fine Arts
Liberal Studies Core Curriculum (General Education) Committee	Jonathon Sharp	Professor	Faculty BSS
Liberal Studies Core Curriculum (General Education) Committee	Bruce Griffis	Asst. Professor	Faculty Science
Liberal Studies Core Curriculum (General Education) Committee	Mirta Rimolo	Asst. Professor	Faculty, Spanish
Liberal Studies Core Curriculum (General Education) Committee	Cynthia Shelton	Interim Chair/Assoc Professor	Whitney Young
Liberal Studies Core Curriculum (General Education) Committee	Charles Nichols	Visiting Professor	Faculty, CBCS
Liberal Studies Core Curriculum (General Education) Committee	Jo Anne Rainey	Interim Chair	Faculty, CPS
Liberal Studies Core Curriculum (General Education) Committee	Ken Andries	Asst. Professor	Member, Faculty Senate Curriculum Committee
Liberal Studies Core Curriculum (General Education) Committee	Francene Gilmer	Interim VP Student Affairs	Career & Professional Development Center
Liberal Studies Core Curriculum (General Education) Committee	Deneia Thomas	Assoc. Provost/Assoc. VP	Academic Affairs
Liberal Studies Core Curriculum (General Education) Committee	Erin Wheeler	Asst. Povost/Asst. VP	Academic Affairs
Liberal Studies Core Curriculum (General Education) Committee	Lloyd Clark	Testing & Disability Services	Testing & Disability Services

LIBRARY COMMITTEE

PURPOSE

To review accreditation criteria and University policies about the Library and its services, make recommendations to ensure compliance, promote the use of the University Library, and advise the Director on all aspects to improve Library operations.

RESPONSIBILITIES

1. Ensure that Blazer Library is in compliance with the [Principles of Accreditation, of the Commission on Colleges, Southern Association of Colleges and Schools \(SACSCOC\)](#), and other relevant accreditation agencies.
2. Advise the Director of the Library on all matters to improve the Blazer Library.

COMPOSITION

One (1) Faculty Member from each College/Library:

1. College of Arts and Sciences
2. College of Professional Studies
3. College of Business and Computer Science
4. College of Agriculture, Food Sciences and Sustainable Systems
5. Whitney M. Young, Jr., program
6. Blazer Library

Two (2) Staff Members

Two (2) Undergraduate Students

Two (2) Graduate Students

Assoc. Provost/Assoc. Vice President for Institutional Effectiveness

Chief Information Officer

Director for Career and Professional Development Services

Director for Testing and Disability Services

Director for Student and Residence Life Representative

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Library Committee	Mara Merlino	Assoc. Professor	College of Arts & Sciences, Faculty
Library Committee	Steven Ulrich	CPS	College of Professional Studies, Faculty
Library Committee	Steven Graham-Hill	CBCS	College of Business & Computer Science, Faculty
Library Committee	Nancy Calix	CAFSSS	College of Agriculture, Faculty
Library Committee	Donovan Ramon	Whitney Young	Whitney M. Young, Jr., Faculty
Library Committee	Sharon McGee	Assoc. Professor	Blazer Library, Faculty
Library Committee	Joe Goodman	Director, SSS	Staff
Library Committee	T'Ebony Torain	Director, Upward Bound	Staff
Library Committee	Erin Gilliam	Graduate Student	Graduate Student
Library Committee			Graduate Student
Library Committee			Undergraduate Student
Library Committee			Undergraduate Student
Library Committee	Deneia Thomas	Assoc. Provost/Assoc. VP	Academic Affairs
Library Committee	Wendy Dixie	CIO	Information Technology
Library Committee	Francene Gilmer	Interim VP	Career and Professional Development Services
Library Committee	Lloyd Clark	Program Director	Testing & Disability Services
Library Committee	Maurice White	Coordinator of Student Activities	Student & Residence Life

RESIDENCY COMMITTEE

PURPOSE

To advise the Vice President for Student Affairs on issues regarding student residency eligibility.

RESPONSIBILITIES:

1. Review and revise as necessary the standards for residence halls and residence life in general.
2. Make recommendations as to areas of improvement for residence halls and residence life.
3. Assist in the implementation and refinement of the University's residence hall plan.
4. Hear appeals of students who have been denied space in residence halls.

COMPOSITION

Director of Admissions

Two (2) Designees, Bursar's Office

Designee, Financial Aid

Designee, External Relations and Development

One (1) Faculty Appointee-At-Large

One (1) Staff Appointee-At-Large

Director of Graduate Studies

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Residency Committee	Alice Watson	Director	Admissions
Residency Committee	Natalie Turner	Bursar	Bursar's Office Designee
Residency Committee	Larma Collins	Student Counselor	Bursar's Office Designee
Residency Committee	Frank Kincaid	Assistant Director	Financial Aid Designee
Residency Committee	Rick Smith	Interim VP	External Relations
Residency Committee	Wilfred Reilly	Assist. Professor	Whitney M. Young, Jr, Faculty Appointee-at-Large
Residency Committee	Travis Haskins	Advising	Staff Appointee-at-Large
Residency Committee	James Obielodan	Director Graduate Studies	Director Graduate Studies

SACSCOC LEADERSHIP TEAM

Teams and Committees

Steering Committee

This committee serves as an audit committee for the SACSCOC process. It supervises and sets the timeline for policies for the SACSCOC Committees and interacts with the Leadership Team and other administrators regarding the needs for the SACSCOC QEP and monitoring process, ensuring that expected actions are achieved.

Members:

Deneia Thomas, Chair and SACSCOC Liaison

Leadership Team

This team is comprised of the University President (CEO), the Provost/Vice President for Academic Affairs (CAO), the Vice President for Business and Finance (CFO), the Accreditation Liaison and Associate Provost/Associate Vice President for Institutional Effectiveness, the Assistant Provost/Assistant Vice President for Educational Support and Retention, Faculty/Chair Representative, and Faculty Representative, Director for Institutional Research. The duties of this committee are outlined in the SACSCOC Resource Guide.

Members:

President Aaron Thompson

Candice Jackson

Greg Rush

Deneia Thomas

Erin Wheeler

Elgie McFayden

Joe Moffett

Yuliana Sustano

Committee on Core Requirements (2.1-2.11)

This committee is responsible for completing the Certificate of Compliance, ensuring that the institution meets established standards regarding governance, institutional mission and effectiveness, educational programs, faculty, learning resources and services and student support services providing documentation for each of these areas.

Members:

Erin Wheeler, Chair

Elgie McFayden, Co-Chair

Quality Enhancement Plan (QEP) (2.12)

This committee is responsible for drafting the QEP document and ensuring that there is broad-based institutional participation in the identification of a topic or issue to be addressed by the QEP. The committee must also demonstrate that the plan is a part of the institution's ongoing planning and evaluation process.

Members:

Joe Moffett, Chair

Committee on the Institutional Mission, Governance and Effectiveness for Federal Regulations (3.1, 3.2, 3.3, 4.0, 4.1-4.8)

This committee is responsible for ensuring that operation of all components of the institution are consistent with its mission, including administrative qualifications and functions, and the relationship between the institution and other related units. This committee also identifies the expected outcome of the institution's educational programs and its administrative and educational support services, assesses whether it achieved these outcomes, and provided evidence of improvement based upon analysis of those results. Finally, this committee will evaluate the institution's success with respect to student achievement in relation to its mission and demonstrate institutional compliance with Title IV and other federally mandated programs.

Members:

Yuliana Susanto, Chair

Committee on Educational Programs (3.4-3.9)

This committee is responsible demonstrating the university's compliance with all areas related to the awarding of degrees, demonstrating the foundation and competency of faculty members, verifying that the institution has adequate library facilities and learning resources, and confirming that the institution publishes clear and appropriate statements of student rights and responsibilities.

Members:

Candice Jackson, Chair

Committee on Financial and Physical Resources (3.10)

This committee is responsible for demonstrating that the institution's recent financial history represents financial stability. The committee must also utilize documents and multiple measures for determining the financial health of the institution. The committee must also demonstrate that the institution operates and maintains physical facilities that are adequate to serve the needs of its educational programs, support services and other mission-related activities.

Members:

Greg Rush, Chair

***Membership will be established by Committee Chairpersons*

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
SACSCOC Leadership/Steering Committee Chair	Deneia Thomas	Assoc. Provost/Assoc. VP	Academic Affairs (SACSCOC Liaison)
Leadership Team	Aaron Thompson	President	KSU
Leadership Team	Candice Jackson	Provost/VP	Academic Affairs
Leadership Team	Greg Rush	VP	Business Affairs
Leadership Team	Deneia Thomas	Assoc. Provost/Assoc. VP	Academic Affairs
Leadership Team	Erin Wheeler	Asst. Provost/Asst. VP	Academic Affairs
Leadership Team	Elgie McFayden	Assoc. Professor	College Professional Studies
Leadership Team	Joe Moffett	Asst. Professor	Division of Literature
Leadership Team	Yuliana Susanto	Director	Director, Institutional Research
Core Requirements Committee Co-Leader	Erin Wheeler, Chair	Asst. Provost/Asst. VP	Academic Affairs
Core Requirements Committee Co-Leader	Elgie McFayden, Co-Chair	Assoc. Professor	College Professional Studies
Quality Enhancement Leader	Joe Moffett, Chair	Asst. Professor	English Department
Institutional Mission, Governance & Effectiveness Leader	Yuliana Susanto, Chair	Director	Institutional Research
Educational Programs Leader	Candice Jackson, Chair	Provost/VP	Academic Affairs
Financial & Physical Resources Leader	Greg Rush, Chair	CFO	Business Affairs
<i>*Committee Members will be determined by the Committee Chairpersons</i>			

SAFETY AND RISK MANAGEMENT COMMITTEE

PURPOSE

To monitor and ensure the safe operation of the entire University.

RESPONSIBILITIES

1. Review, evaluate, authorize, deny, modify, or terminate University operations.
2. Review the qualifications of operators of University equipment and resources.
3. Establish, maintain and review University radiological health rules, policies, procedures and controls.
4. Recommend or order remedial action to correct safety deficiencies.
5. Establish, maintain, and supervise University training programs for ensuring the safe and efficacious use of all University equipment and resources.

COMPOSITION

Director of Safety and Risk Management (Chairperson)

Chairperson for the Division of Mathematics & Sciences

One (1) Faculty Member from Physics

One (1) Staff Member from College of Agriculture, Food Service and Sustainable Systems

Senior Buyer from Purchasing Unit

Executive Director for Facilities and Maintenance Operations

Executive Director of Human Resources

Director of Testing and Disability Services

Information Technology Representative

Internal Auditor

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Safety and Risk Management Committee	Fariba Bigdeli-Jahed	Division Chair	Chair, Division of Mathematics & Sciences
Safety and Risk Management Committee	Robert Mania	Professor of Physics	Faculty Member from Physics
Safety and Risk Management Committee	Eddie Reed	College of Agriculture	Staff member from College of Agriculture
Safety and Risk Management Committee	Alecia Oldham	Purchasing Manager	Senior Buyer from Purchasing Unit
Safety and Risk Management Committee	George Baker	Director Public Safety	Director Public Safety and Risk Management (Chair)
Safety and Risk Management Committee	Rayla Smoot	HR Director	Director of Human Resources
Safety and Risk Management Committee	Lloyd Clark	Director Testing and Disability Services	Director of Testing and Disability Services
Safety and Risk Management Committee	Wendy Dixie	CIO	Information Technology Representative
Safety and Risk Management Committee	Ingram Quick	Internal Auditor	Internal Auditor

STAFF COUNCIL

PURPOSE

To serve as the official representative organization of University staff.

RESPONSIBILITIES

1. Serve as a body for voicing staff concerns.
2. Solicit suggestions from staff members on how to enhance the University's efficiency.
3. Review and make recommendations regarding fringe benefits.
4. Review operational procedures and personnel policies and make recommendations for improvements through the Executive Director of Human Resources and the Vice President for Business Affairs.
5. Coordinate the University's Employee of the Month and Employee of the Year awards.
6. Provide feedback to University staff.
7. Report to the University President.

COMPOSITION

Seven (7) Elected Members for Job Codes

Five (5) Elected Members for At Large

Eight (8) Elected Members for Administrative Units

STAFF COUNCIL EXECUTIVE COMMITTEE

(BY-LAWS COMMITTEE and MEMBERSHIP)

The Executive Committee will meet at least once a month outside the regular Council meetings. This committee exists to review and update the by-laws to remain consistent with the Council actions as they are deemed necessary. This committee will receive resolutions and bring them to the floor for discussions and inclusion into the updated by-laws. The committee will handle the nomination and election process each year. This committee may also assist with membership issues including addressing members not attending meetings, assigning alternates to assume missing members' seats, etc.

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Executive Committee	Donna Carter		Academic Affairs
	Dorothy Compassi		Academic Affairs
	Sikitia Lanier		Human Resources
	Travis Haskins		Academic Advising
	Derrick Gilmore		Sponsored Grants
7 MORE MEMBERS FOR JOB CODES			
8 ELECTED MEMBERS FOR ADMINISTRATIVE UNITS			

STAFF COUNCIL HUMAN RESOURCE SERVICES COMMITTEE

This committee provides input on relevant personnel policies and provides advisory input on issues related to compensation and benefits issues.

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Staff Council Human Resource Services Committee	Staff Council Recommendations needed		

**STAFF COUNCIL LEADERSHIP AND PROFESSIONAL DEVELOPMENT
COMMITTEE**

This committee works with appropriate Cabinet/VP to recommend professional development series for the Staff Council. Through increased leadership development, members of the Staff Council will be able to lead more effectively within their respective Divisions.

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Staff Council Leadership and Professional Development	Staff Council Recommendations needed		

STUDENT AFFAIRS ASSESSMENT AND EVALUATION COMMITTEE

PURPOSE

To monitor the assessment criteria stipulated by the University, the Kentucky Council on Postsecondary Education (CPE), the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), and other accrediting agencies were applicable.

RESPONSIBILITIES

1. Ensure that assessment and evaluation activities are consistent with the principles and criteria as stipulated by federal and state law and accreditation agencies.
2. Recommend changes in assessment policies and procedures to the Vice President for Student Affairs and the Institutional Effectiveness Committee.
3. Recommend data standards and assessment protocols for Student Affairs data and analysis.
4. Recommend means of increasing effectiveness within Student Affairs and to the appropriate administrators.

COMPOSITION

Assistant Vice President for Student Affairs or Designee
Chief of Police
Director of Athletics or Designee
Director of Career and Professional Development Center
Director of Health Services
Director of Institutional Research
Director of Student and Residence Life
Director of Student Publications
Assoc. Provost/Assoc. VP for Institutional Effectiveness
One (1) Faculty Member
Three (3) Students

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Student Affairs & Assessment	Chris Cribbs	Asst. VP	Student Affairs
Student Affairs & Assessment	Francene Gilmer	Interim VP Student Affairs	Career Placement & Development
Student Affairs & Assessment	Doug Brennaman	Chief of Police	Police
Student Affairs & Assessment	Kim Harriord	Administrative Assistant , Athletics	Athletics Designee
Student Affairs & Assessment	Floarine Wilson	Director	Health Services Representative
Student Affairs & Assessment	Yuliana Susanto	Director	Institutional Research
Student Affairs & Assessment	Monesca Smith	Associate Dean	Student & Resident Life
Student Affairs & Assessment	Laura Glascock	Faculty, LLP	Student Publications
Student Affairs & Assessment	Asha French	Faculty, LLP	Faculty Member
Student Affairs & Assessment	Taylor Cummings	Student	Student Representative
Student Affairs & Assessment	Adam Crews	Student	Student Representative
Student Affairs & Assessment	Ivy Chen	Student	Student Representative
Student Affairs & Assessment	Deneia Thomas	Assoc. Provost/Assoc. VP	Institutional Effectiveness

STUDENT FINANCIAL AID COMMITTEE

RESPONSIBILITIES

To review federal, state, and institutional policies and regulations for awarding financial assistance and make recommendations to the Vice President for Student Affairs regarding the same.

RESPONSIBILITIES

1. Determine compliance with criteria for awarding financial assistance.
2. Respond to Financial appeal letters.
3. Recommend and review institutional policies for awarding financial assistance.
4. Review federal and state financial aid regulations.
5. Review policies and procedures for dismissal of recipients for documented violations.
6. Review deadlines for submitting applications.
7. Review award processes and procedures.
8. Recommend changes when deemed necessary.
9. Monitor compliance with regulations regarding satisfactory academic progress for recipients receiving financial aid.
10. Develop and publish timelines for receipt of financial awards, verification selection process and timelines for response.

COMPOSITION

Director of Financial Aid (Chair)

Director of Admissions

Vice President for Student Affairs or Designee

Provost/Vice President for Academic Affairs or Designee

Registrar

Two (2) Staff Members

Two (2) Faculty Members

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Student Financial Aid Committee	Qiana Hall	Financial Aid Director	Financial Aid Director
Student Financial Aid Committee	Alice Watson	Director of Admissions	Director of Admissions
Student Financial Aid Committee	Francene Gilmer	Interim VP Student Affairs	Student Affairs
Student Financial Aid Committee	Candice Jackson	Provost/VP OAA	Provost
Student Financial Aid Committee	Marquettia Bivens	Registrar	Registrar
Student Financial Aid Committee	Amber Doss	Admin. Asst President's Office	Staff
Student Financial Aid Committee	Walter Malone	Academic Advisor	Staff
Student Financial Aid Committee	Suzette Polson	Assoc. Professor	Faculty
Student Financial Aid Committee	Herman Walston	Professor	Faculty

STUDENT LIFE PLANNING COMMITTEE

PURPOSE

To formalize and coordinate the integration of academic and non-academic activities; that is, to ensure that students at Kentucky State University have the opportunity to share intellectual experiences and to relate these to their social, cultural, and personal experiences.

COMPOSITION

Designee of the Vice President for Student Affairs

Provost/Vice President for Academic Affairs or Designee

Director of Student & Residence Life

Student Government Association Second Vice President

Advisors to Freshman, Sophomore, Junior, and Senior Classes

Director of First Year Experience or Designee

Three (3) Faculty Members recommended by the Vice President for Academic Affairs

One (1) Traditional and one (1) Non-traditional Student recommended by the Student Government Association President

One (1) Student recommended by the Vice President for Student Affairs

Two (2) Staff Members appointed by the President

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Student Life Planning	Chris Cribbs	Asst. VP	Student Affairs
Student Life Planning	Erin Wheeler	Asst. Provost/Asst. VP	Academic Affairs
Student Life Planning	Monesca Smith	Assoc. Dean	Student & Residence Life
Student Life Planning	Arielle Anderson	2nd VP SGA	SGA Second VP
Student Life Planning	Ray Bankston	First Year Programs	First Year Experience Designee
Student Life Planning	Keith McCutchen	Asst. Professor	Faculty
Student Life Planning	Asha French	Asst. Professor	Faculty
Student Life Planning	Gavin Washington	Asst. Professor	Faculty
Student Life Planning			Traditional Student
Student Life Planning			NonTraditional Student
Student Life Planning	Ralph Williams	President, SGA	SGA President
Student Life Planning			Student recommended by Student Affairs VP
Student Life Planning	Churi Level	First Year Programs	Staff Represented President Appointment
Student Life Planning	Maurice White	Coordinator Student Life	Staff Represented President Appointment

STUDENT PUBLICATIONS COMMITTEE

PURPOSE

To oversee the management and control of the *Thorobred News* and the *Thorobred Yearbook* by the University's student publications policy.

RESPONSIBILITIES

1. Approve the written publications policy of each student publication, including such items as purpose, size, quantity controls, and time, place and manner of distribution.
2. Contract with the University for operating funds for each student publication.
3. Approve the operating budget for each publication.
4. Approve the contractual relationships for printing, photography, advertising, and other services.
5. Set qualifications for and upon nomination by the Director of Student Publications, appoint the editor of each publication who shall serve for one-year term unless reappointed or removed by the President.
6. Set qualifications for and, upon nomination by the Editor, appoint staff members for each publication, and remove any of these staff members for cause if warranted.
7. Arrange for student publications personnel seminars with skilled publications experts for discussion for journalistic techniques.
8. Provide the *Thorobred News* and *Thorobred Yearbook* staff with counseling and training.

COMPOSITION

Advisor of Student Publications

President of Student Government Association

Editor of *Thorobred News*

Editor of *Thorobred Yearbook*

Director of Public Relations (Ex-Officio)

Student and Residence Life Representative

Two (2) Faculty Members; Two (2) Student Members

Two (2) Staff Members

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Student Publications Committee	Laura Glascock	Faculty, LLP	Advisor of Student Publications
Student Publications Committee	Ralph Williams	President	SGA President
Student Publications Committee			Editor Thorobred News
Student Publications Committee			Editor Thorobred Yearbook
Student Publications Committee	Danny Collum	Faculty, LLP	Faculty
Student Publications Committee	Abdul Turay	Chair, Business	Faculty
Student Publications Committee	Mr. Jesse Osbourne	Publications and Communications Coordinator	Staff
Student Publications Committee	Ray Jordan	Office of Nontraditional Student Education	Staff

STUDENT REGISTRATION INFORMATION SYSTEM COMMITTEE

PURPOSE

To review and revise as necessary a coordinated procedure for input and retrieval of data into the Student Information System (SIS).

RESPONSIBILITIES

1. Create and maintain accurate on-line records that provide for monitoring of academic and financial information regarding students.
2. Study new computer software and hardware to make recommendations for upgrading the electronic registration and information storage/retrieval system.
3. Coordinate the functions of those offices involved in the registration and financial operations of students.

COMPOSITION

Registrar (Chair)

Director of Student and Residence Life

Director of Financial Aid

Bursar

Head Cashier

Director of Academic Advising

One (1) Representative from each of the following:

Accounting

Information Technology

Office of Admissions

Institutional Research Representative

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Student Registration Information System Committee	Marquettia Bivens	Registrar	Registrar
Student Registration Information System Committee	Qiana Hall	Director	Financial Aid
Student Registration Information System Committee	Natalie Turner	Bursar	Business Affairs
Student Registration Information System Committee	Larma Collins	Head Cashier	Business Affairs
Student Registration Information System Committee	Sherrie Lyons	Director	Director of Academic Advising
Student Registration Information System Committee	Michelle Sutton	Director	Accounting
Student Registration Information System Committee	Wendy Dixie	CIO	Information Technology
Student Registration Information System Committee	Racquel Johnson	Admissions Counselor	Admissions
Student Registration Information System Committee	Sherri Scrogam	Data Communications Specialist	IR Rep

SUBSTANCE ABUSE PREVENTION COMMITTEE

PURPOSE

To provide leadership and support for a University-wide initiative to reduce the use and abuse of mind-altering substances by students, faculty, and staff.

RESPONSIBILITIES

1. Ensure cooperation of segments of the University Community in the development of an active substance abuse prevention program.
2. Establish relationships between and among individuals and groups committed to the prevention of substance abuse on campus.
3. Provide leadership in the development of alcohol and other drug education programs within the curriculum.
4. Review and update policy as warranted to ensure specific needs are addressed and that policy is enforced in a fair and equitable manner.

COMPOSITION

Coordinator of Substance Abuse Programs

Comprehensive Counselor

Director of Student Health Services

President Student Government Association

Vice President for Student Affairs or Designee

Provost/Vice President for Academic Affairs or Designee

One (1) Representative from each of the following:

Health, Physical Education, and Recreation

Division of Behavioral and Social Sciences

Division of Social Work and Criminal Justice

Office of Residence Life

University Police

Commuting Student

Non-Traditional Student

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs Representative)
Substance Abuse Prevention Committee	Stefan Turner	Coordinator	Substance Abuse Programs
Substance Abuse Prevention Committee	William Mynk	Coordinator, Mental Health	Comprehensive Counselor
Substance Abuse Prevention Committee	Floarine Wilson	Director	Director of Student Health Services
Substance Abuse Prevention Committee	Ralph Williams	President, SGA	SGA President
Substance Abuse Prevention Committee	Dionna McDonald	Director	Student Affairs/Designee
Substance Abuse Prevention Committee	Lorna Shaw	Asst. Provost/Asst.VP	Academic Affairs/Designee
Substance Abuse Prevention Committee	William Welch	Faculty, EDU	Health, Physical Education & Recreation
Substance Abuse Prevention Committee	Erin Gilliam	Faculty, BSS	Behavioral & Social Sciences Representative
Substance Abuse Prevention Committee	Dana Simmons	Faculty, PUA	Social Work & Criminal Justice Representative
Substance Abuse Prevention Committee	Monesca Smith	Associate Dean	Office of Residence & Student Life
Substance Abuse Prevention Committee	George Baker	Director Public Safety	University Police
Substance Abuse Prevention Committee			Commuting Student
Substance Abuse Prevention Committee			Non-Traditional Student

TEACHER EDUCATION COMMITTEE

PURPOSE

To recommend policies for the University's Teacher Education Program.

RESPONSIBILITIES

1. Coordinate all aspects of the Teacher Education Program.
2. Review, recommend and enforce policies and procedures relating to admission into the Teacher Education Program and supervised teaching.
3. Review, recommend and enforce policies and procedures relating to student field and clinical experiences, including supervised teaching.
4. Review curricula leading to teacher certification and recommend curricular changes to the TEC affecting the Teacher Education Program.
5. Monitor Education Professional Standards Board and NCATE requirements and incorporate required changes into teacher education policies, procedures, and curricula.

COMPOSITION

Chairperson of the Department of Education (Committee Chair)

Director of Clinical Field Experiences

Director of Blazer Library

Director for the Center for Professional and Career Preparation

All full-time Faculty Members from the Division of Education

One (1) Faculty Member from each Discipline with a Teacher Education Curriculum

President of the Campus Chapter of the Student National Education Association

One (1) Student from a Discipline with a Teacher Education Curriculum

Two (2) Representatives from KSU service area K-12 School Systems

Director of Student Teaching

One (1) representative from Registrar's Office (Ex-Officio)

Committee Name	Name of Recommended Member	Title/Area Employed	Role (i.e. Faculty Member, Academic Affairs)
Teacher Education Committee	JoAnne Rainey	Interim Chair, EDU	Committee Chair, Dept of Education
Teacher Education Committee			Director, Clinical Field Experiences
Teacher Education Committee	Shiela Stuckey	Director II	Director, Blazer Library
Teacher Education Committee	Marquettia Bivens	Registrar	Registrar (ex-officio)
Teacher Education Committee	Francene Gilmer	Interim VP Student Affairs	Director, Center for Professional and Career Preparation
Teacher Education Committee	Patricia Higgins	Faculty	Fulltime faculty member from the Division of Education
Teacher Education Committee	Sundy Obi	Faculty	Fulltime faculty member from the Division of Education
Teacher Education Committee	William Graham	Faculty	Fulltime faculty member from the Division of Education
Teacher Education Committee	Gavin Washington	Faculty	Fulltime faculty member from the Division of Education
Teacher Education Committee	William Welsh	Faculty	Fulltime faculty member from the Division of Education
Teacher Education Committee	Herman Walston	Faculty	Fulltime faculty member from the Division of Education
Teacher Education Committee	Bruce Griffis	Faculty	Faculty Member from Discipline with a Teacher Ed Curriculum
Teacher Education Committee	Erin Gilliam	Faculty	Faculty Member from Discipline with a Teacher Ed Curriculum
Teacher Education Committee	Roosevelt Shelton	Faculty	Faculty Member from Discipline with a Teacher Ed Curriculum
Teacher Education Committee	Leah Halliday	Faculty	Faculty Member from Discipline with a Teacher Ed Curriculum
Teacher Education Committee	Alvin Level	Faculty	Faculty Member from Discipline with a Teacher Ed Curriculum
Teacher Education Committee	Reba Rye	Faculty	Faculty Member from Discipline with a Teacher Ed Curriculum
Teacher Education Committee	Karen Heaven	Faculty	Faculty Member from Discipline with a Teacher Ed Curriculum
Teacher Education Committee	Ron Chi	Chief Innovation Officer	Campus-Community Rep
Teacher Education Committee	Vince Mattox	School & District Outreach	Campus-Community Rep
Teacher Education Committee		SNEA President	President of the Campus Charter, Student National
Teacher Education Committee			1 Student from a discipline with Teacher Education Curriculum
Teacher Education Committee	Larry Murphy	Early Learning Village	Service Area Rep (School System)
Teacher Education Committee	Chelsea Gibson		2 Reps from KSU service area K-12 school systems
Teacher Education Committee			Director of Student Teaching

APPENDIX

EFFECTIVE MEETING GUIDELINES

Meetings are a standard part of every organization, but they often feel too long and end without clear or useful results. Below are a few tips that I hope you will find helpful for making your next meeting more productive.

Save meeting time for important deliberation and decision-making only: distributing information, making announcements, and trading gossip should be done using other means.

Create a realistic and useful agenda: for each item include a practical allotment of time, some key background information, and the key questions to be answered, e.g. what is our policy related to this matter, what are some potential solutions, or what is our plan for action.

Have all your information on hand: have at least one person responsible for bringing and organizing by-laws, policies, budgets, minutes, and other organizational documentation to be easily referenced throughout each meeting.

Use concise point form in your documentation: make it easy for members to skim and reference backgrounders, reports, plans, minutes, and other written materials before and during meetings.

Allow the Chair to interrupt speakers: establish meeting rules that include the option for a chair to interrupt a speaker and ask if they are on subject, being concise, or repeating already stated points.

Share the responsibility for effective chairing of the meeting: everyone present should work to ensure that the meeting follows the agenda and that discussion stays constructive and on topic.

Push for concrete outcomes: while deliberative process is important, your organization needs a clear direction to move forward. Throughout the meeting drive discussion towards answering the key questions, documenting decisions, and delegating action items.

Give clear direction for delegated responsibility: use the meeting to decide basic plans and then empower individuals to make them happen. Give them goals, parameters, scope, a time line with milestones, any related policies, and specify when and how they will report on their progress.

Immediately publish concise meeting outcomes: distribute point form action items and decisions from a meeting to the members as soon as possible to promote momentum towards their application and completion.

Display key information in the meeting to inform the discussion: use a white board, flip chart, overhead projector or data projector to allow all participants to read and reference pertinent questions and information for the current topic of discussion. This will help reduce the chance of a “What were we deciding?” conversation occurring.

Refrain from creating unnecessary debate: playing the "devil's advocate" is popular in our culture, but if you don't believe in a counter argument, don't waste the group's time by raising it. Don't deliberate about what you don't know: if an issue under discussion requires further investigation to make a sensible decision, then specify the required research, delegate it as an action item, and move on to the next item on the agenda. Don't let meetings deal with issues that should be delegated: don't give agenda time to issues that should be addressed by an individual responsible for that area of a project or organization.

Equal opportunity shall be provided to all persons throughout the University. Kentucky State University does not discriminate in the administration of or access to any educational services or in regard to any employment decisions on the basis of race, color, religion, gender, sexual orientation, age (except for minors), national origin, ethnicity, citizenship status (except as required by law), disability, military service status, marital status or any other status protected by law, absent a bona fide occupational qualification. Non-discrimination requires compliance with federal, state and local employment laws and regulations, including, but not limited to, the following: Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, and the Americans with Disabilities Act.

COMMITTEE MEETING AGENDA TEMPLATE

Committee Name

Date (Day Month dd, yyyy)

Meeting Time

Meeting Room

Meeting Building

Call To Order - Presenter, *Position/Role*, (estimated time [optional])

Agenda

1. **Agenda Item** - Presenter, *Position/Role*, (estimated time [optional])
2. **Agenda Item** - Presenter, *Position/Role*, (estimated time [optional])
 - a. **Sub Item**
 - b. **Sub Item** – Web Link Example
 - c. **Etc.**
3. **Agenda Item**
 - a. **Agenda Item** - Presenter, *Position/Role*, (estimated time [optional])
 - b. **Etc.**

Additional Notes

Old Business

1. **Etc.**

New Business

1. **Etc.**

Adjourn

Directions to Meeting

[Optional]

Agenda prepared by - Presenter, *Position/Role*, Date

COMMITTEE MINUTES TEMPLATE

Committee Name

Date (Day Month dd, yyyy)

Meeting Time

Meeting Room

Meeting Building

Members Present: Member Names, *Title [optional]*;

Members Absent: Member Names, *Title [optional]*;

Ex-Officio Members Present: Member Names, *Title*;

Ex-Officio Members Absent: Member Names, *Title*;

Guests Present: Member Names, *Title [optional]*;

Call to Order - Presenter, *Position/Role*

Agenda Item

Agenda Item minutes

1. Sub Item
2. Sub Item
3. Etc.

Additional Notes

Agenda Item Etc.

Old Business

Old Business minutes

New Business

New Business minutes

Adjourn

Minutes submitted by - Presenter, *Position/Role*, Date

Self-Evaluation Tool (SAMPLE)

The committee self-evaluation process is a collective, introspective, and comprehensive reflection by your committee members. By asking specific questions, your committee members, in collaboration with the committee chair, can find ways to enhance the effectiveness of the committee.

Your committee should conduct a self-evaluation on an annual basis. This evaluation can be done in a number of different ways. The sample questions included in this document are examples and intended to provide a starting point to evaluate the performance and effectiveness of your committee. Your committee should use the evaluation process to identify strengths and weaknesses, to flag areas for improvement, and to plan for further action as appropriate.

Before you complete the evaluation, determine how you are going to ensure the responses you receive will reflect an open and positive exchange of ideas and opinions. The self-evaluation process should not become an opportunity to criticize anyone in particular or to vent frustrations about members of the committee.

The following pages provide a framework and suggested questions for use in evaluating your committee. Not all questions will be appropriate for your committee. Use the questions provided as a basis for your own committee evaluation. The best tool to evaluate your committee will be the one that you construct to meet your own unique needs.

Self-Evaluation Tool Sample

Goals or Purpose of Committee

1. All committee members understand the goals and purpose of our committee.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

2. The committee members agree on the goals and purpose of the committee.

□ 1 □ 2 □ 3 □ 4 □ 5
Strongly Agree Strongly Disagree

3. There is alignment between our goals and purpose and the actions taken and/or the decisions made by the committee.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

Support for the Committee

4. Our committee has adequate resources (for example, budget, people) to support its function.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Strongly Agree Strongly Disagree

6. Our meetings are held regularly and with appropriate frequency.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

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☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 Strongly Agree Strongly Disagree

20. What I like the most about our meetings?

22. What areas should the committee focus on in the future?

Individual Committee Member Evaluation

1. Performance as a committee member in the following areas: (check spaces that apply below)

- a. Input into policy development and decision making

Very Good

Adequate

Needs Work

- b. Committee participation

Very Good

Adequate

Needs Work

- c. Understanding goals, objectives of the committee in relation to the university mission and goals

Very Good

Adequate

Needs Work

Comments:

2. What factors contributed to member performance or lack of performance in the areas above. (Please describe and be specific)

3. Suggestions to increase (maintain) my level of Committee commitment.

4. Other comments or suggestions that will help the committee to be more effective?

COMMITTEE ANNUAL REPORT

University Standing Committee _____ insert name _____

Academic Year Covered by Report _____

Date Report Submitted _____

Report Submitted by _____

Number of times committee met _____

RECOMMENDATIONS

SUMMARY OF DISCUSSION ITEMS/ACTIVITIES OF COMMITTEE

RECOMMENDATION FOR REVISION OF CHARGE AND/OR MEMBERSHIP CONFIGURATION (if applicable)

Kentucky State University's Strategic Plan
"Racing Toward KSU's Brightest Future"
2016 – 2021

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Message from the President

I am honored to lead Kentucky State University's 2016-2021 strategic planning process. During my short time as your Interim President, I have been inspired by those around me: students, faculty, staff and administrators, board members, community leaders and alumni. I have also been inspired by the history and heritage of KSU. In this important process we are about to embark upon, my role is twofold: to lead us toward a better future and to protect this great institution's past. Our past, in many ways, frames the road ahead. In moving forward, we must build upon our historic strengths while concurrently harnessing our best strategic thinking. Our predecessors worked tirelessly, often during uncertain times, and we must do the same. The road to our brightest future requires our collective intellectual capital, and a commitment to organizational agility and informed decision-making.

The KSU mascot, the *Thoroughbred*, is a symbol of hard work and discipline. *Thoroughbreds* love to run and they live to win. They are beautiful creatures nurtured and trained to finish first. The informal meaning of Thoroughbred is "of outstanding quality" and it is this meaning that undergirds the University's motto: "*In all Things Excellence*". KSU has a 130-year history of investments made by loyal, hardworking student scholars, faculty, administrators, and alumni--all who were dedicated to making KSU a better place. And so today, together, we are poised to *Race Toward KSU's Brightest Future*.

Many members of the KSU community have invested their time and talent in the development of this map to the future. The process began, as many planning processes do, with a planning committee and focus groups, colleagues working together to develop an initial draft. Their efforts laid the groundwork that serves as this plan's foundation. The early draft was broad in scope, and in some ways represented all things to all people. But today, we need to focus on those goals that are mission-central. Once our foundation is strong, we can then move to higher ground.

The initial draft was in some ways usual and customary, heavy on development and light on deployment. Over the past several months, however, we have come to realize that the task before us is not usual or customary. This awareness has led us to this revised document. The strategic processes and targeted outcomes included in this plan represent our greatest expectations-- that can only be realized through a combination of shared governance, shared accountability, and shared self-discipline. I invite all KSU stakeholders to embrace this vision of our future and dedicate themselves to the task ahead.

Sincerely,

Aaron Thompson, Ph.D.
Interim President

Introduction to KSU's Strategic Plan

Kentucky State University began its strategic planning initiative in 2015. The strategic planning process included the establishment of a planning committee, the collection of data, a review of organizational structure, and discussions concerning overall institutional functions. The planning committee was engaged in the development of an initial draft plan that resulted after many focus groups were held and data from Institutional Research were analyzed. A record of meetings and focus group activities can be found on KCU's shared drive.

The early work of the planning committee resulted in more than an initial draft plan as those engaged in the process realized that KSU needed to begin immediately to increase expectations and shore up existing processes across the institution. As a result, work began related to admissions and enrollment management, student services and student life, academic persistence and student career development, and refined and informed student advising. Articulation agreements were revisited and creative new transfer processes were discussed and developed. State and regional occupational outlook data were reviewed and utilized to focus on recruiting and reinstituting transfer agreements.

University faculty and administrators declared a need to review and up-date handbooks and the catalog, develop new academic policies, and build a faculty development program focused on the skills required for mastery teaching. It was clear we needed to review academic programs, refine the General Education Core, and more accurately map curricula and program specific outcomes in order to enhance student success. Assessment and Institutional Effectiveness processes were refined and deployed. The organizational structure of Academic Affairs was also reviewed and a new structure implemented. The university committee structure and individual committee responsibilities have been reviewed and substantive changes have been proposed. In addition, the processes required to launch a successful SACS reaffirmation process have begun.

Since last year, the research capacity of the University has been enhanced by proposed new policies and procedures that improve compliance and encourage incentives for faculty engaged in research. . Software was purchased to assist faculty and administrators in identifying grant funding to cover the costs of existing programs, new research endeavors, student support, and other new valuable ventures. Programs and incentives to support grantsmanship will soon be underway.

Since this process began, an emphasis has been on business efficiency resulting in a comprehensive review of campus technology, the elimination of unnecessary redundancies and the implementation of better and more efficient hardware and software. Business units have been challenged to consider the impact of service quality and satisfaction across campus. In addition, all units have been encouraged to establish benchmarks and five-year trending data to improve their efficiency and effectiveness.

In the area of External Relations and Development, talented individuals have been hired, and processes have been redesigned and launched that are intended to increase alumni and

community support. Robust development and community engagement projects are underway. Improvements in marketing and University communications are also under review for rapid deployment.

Though some of the hard work that has been accomplished over the past year has not been celebrated, make no mistake it was *all* appreciated.

Strategic Planning vs. Strategic Thinking and Agility

Strategic planning has long been criticized as a process that generally ends with a plan in a file, or a plan on a shelf. Organizations often embark on robust strategic planning ventures, but then fall short when it comes to deploying the processes required to actually change the future of the organization. We know, however, that we can't change the future without carefully crafted goals and the action steps necessary to accomplish each goal. Much like teaching a course, terminal goals are developed along with the enabling objectives necessary to achieve the intended outcomes. KSU's plan has been developed much the same way. Its ultimate success rests in the accomplishment of each strategic objective. This plan then is different from other plans in that each goal includes carefully crafted objectives with detailed strategies to move toward the future.

As with any good planning processes, stakeholders must have the freedom to think strategically and embrace agility. The landscape of higher education is a rapidly changing scene that has become increasingly more competitive. To meet the demands of today's marketplace, KSU must move quickly to realize the goals and objectives of this strategic plan. As the landscape moves and changes, so must KSU. This plan is a call to action that requires collegiality and consensus, transparency and communication. Our future depends on what we *do*, not just what we *say*.

Strengths, Opportunities, Weaknesses and Threats

Typical strategic planning processes include an assessment of institutional Strengths, Opportunities, Weaknesses and Threats. This is called the *SWOT* process. Most strategic plans include this analytic process up front. It is from this process that goals and objectives are crafted. Strengths and Weaknesses are internally focused, while Opportunities and Threats are externally focused, each is defined below:

- *Strengths*: KSU characteristics that give it an advantage over others Universities.
- *Weaknesses*: Characteristics that place KSU at a disadvantage relative to other Universities.
- *Opportunities*: External elements that the University could use to its advantage given its strengths.
- *Threats*: External elements that could impact KSU success if not strategically managed.

After the early SWOT process, which included an analysis of institutional and market data, KSU stakeholders reviewed the history of KSU knowing it was not wise to move forward without an

appreciation for the past. After much consideration, KSU's MISSION statement was revised. Early planning also allowed those involved to craft a new VISION STATEMENT and a new set of INSTITUTIONAL VALUES—all grounded in the history and heritage of KSU.

History, Mission, Vision and Values

Organizational History and Structure

From its modest beginnings as a small normal school that trained Black teachers for Black schools in Kentucky, Kentucky State University has evolved to become a unique liberal studies institution serving students without regard to race, age, sex, national origin, or economic status.

The University was chartered in May 1886 as the State Normal School for Colored Persons, the second state-supported institution of higher learning in Kentucky. During the euphoria of Frankfort's 1886 centennial celebration, when vivid recollections of the Civil War remained, the city's 4,000 residents were keenly interested in having the new institution located in Frankfort. Toward that end, the city donated \$1,500—a considerable amount in those days—and a site on a scenic bluff overlooking the town. This united display of community enthusiasm and commitment won the day. The new college was located in Frankfort in spite of competition from several other cities.

Recitation Hall (now Jackson Hall), the college's first building, was erected in 1887. The new school opened on October 11, 1887, with three teachers, 55 students, and John H. Jackson as president. In 1890, the institution became a Land Grant college with the departments of home economics, agriculture, and mechanics added to the school's curriculum. The school produced its first graduating class of five students in the spring of that year. A high school was organized in 1893. This expansion continued into the twentieth century in both name and program. In 1902, the name was changed to Kentucky Normal and Industrial Institute for Colored Persons. The name was changed again in 1926 to Kentucky State College for Colored Persons. In the early 1930s, the high school was discontinued, and, in 1938, the school was named the Kentucky State College for Negroes. The term "for Negroes" was dropped in 1952. Kentucky State College became a university in 1972, and, in 1973, the first graduate students enrolled in its School of Public Affairs.

Kentucky State University's 882-acre campus includes a 307-acre agricultural research farm and a 306-acre environmental education center. Kentucky State University has an enrollment of more than 1,700 students and more than 125 full-time instructional faculty members.

Kentucky State University, today, has more than 43 campus structures that support its teaching, research and service missions. Many courses are taught each academic year in off-campus classes throughout Franklin County and the surrounding six-county service area. The University's student-faculty ratio is the lowest among public institutions of higher learning in Kentucky, and a highly prized indicator of program quality. Today's students have the opportunity to receive associate (two-year), baccalaureate (four-year), master's and doctoral degrees. Students may also

elect to prepare for entrance into professional schools through the university's arrangements with other prominent institutions.

Mission

Kentucky State University (KSU) is a public comprehensive, liberal arts, Land Grant institution that provides a nurturing learning environment for the education of critical thinkers who are expected to become transformational societal leaders in the Commonwealth of Kentucky, other regions of the United States, and the world. As a Historically Black College and University, KSU is committed to opportunity and access, and dedicates itself to responsibly preparing a diverse student population for the ever-changing demands of the workplace. Through a student-centered campus focused on experiential learning, students become successful scientists, scholars, and business and community leaders who are academically prepared with the necessary skill sets to contribute and thrive in the 21st century global environment.

Vision

Kentucky State University (KSU) a Historically Black College and University will become a nationally ranked, liberal arts university known for providing students and graduates with the skills necessary to thrive in life and career. KSU will be renowned for the leadership of our graduates, the excellence of our programs, the quality of our instruction, the innovation of our research and outreach, and the significant contributions we make to our community, state, nation, and the world.

Values

The acronym that results from the declarative *values* commitment statements spells INSPIRED. With this strategic initiative, all KSU stakeholders are called to be INSPRIED to *Race Toward KSU's Brightest Future*.

- I Integrity and Ethical Decision-Making
- N Nurturing and Supportive Campus Climate
- S Student-Centered Philosophy and Student Centered Processes
- P Perseverance Today and Every Day
- I Innovation through Creativity and Discovery
- R Responsible Citizenship On and Off Campus
- E Excellence in All Things - through Continuous Quality Improvement
- D Distinctiveness Earned through Discipline and Diversity

All of the decisions that need to be made in order to accomplish the strategic initiatives laid out in this plan, and thus accomplish the university's *Vision*, must be made within the *Values* articulated above. Together, they promise graduates who will be career ready responsible citizens.

Framework for the Future - Baldrige Quality Expectations

KSU is committed to move forward within the Baldrige *Performance Excellence in Education* framework. The "Baldrige" process requires systematic assessment and continuous improvement across all university units. This focus on process improvement links goals and objectives to results. The Baldrige framework is based on the following core values and concepts. These values and concepts represent the beliefs and behaviors that are found in all high-performing Universities:

- Systems perspective and systems improvement
- Visionary leadership
- Student -focused service
- Valuing the people within the university that are mission central
- Organizational learning and agility
- Focus on success
- Managing for innovation
- Management by fact
- Societal responsibility
- Ethics and transparency
- Delivering value and results

The Baldrige process includes an annual assessment of the University against the following Baldrige performance criteria:

- Leadership - the ability of KSU's senior leaders to lead.
- Strategy - the ability of KSU to develop and deploy strategic initiatives.
- Student Focus - the ability of KSU to meet and exceed the expectations of students and alumni.
- Measurement, Analysis, and Knowledge Management - the ability of KSU to use data to improve university outcomes.
- Workforce - the ability of KSU to demonstrate that it values its workforce.
- Operations - the ability of KSU to continuously improve all operational processes.
- Results - the ability of KSU to use data in decision-making in order to increase all institutional outcomes. Results data must demonstrate progress toward improvement.

The goals and strategies included in this plan represent the next steps toward meeting the *Baldrige Criteria for Excellence in Education*. The Baldrige Criteria, can be found in Appendix A

KSU Strategic Goals and Objectives and Plans for Deployment

KSU's Strategic Goals and Objectives have been crafted to align with the KSU chart of organization. This type of alignment was utilized to ensure there is no confusion regarding positional authority, and the accountability for results.

Kentucky State University's Strategic Plan "*Racing Toward KSU's Brightest Future*" 2016-2021 includes five goals. The Goals are:

- Goal 1 Enhance Student Enrollment, Improve Student Life and Engagement, and Improve Student Advising and Career Development.**
- Goal 2 Achieve Academic Excellence Across all Programs and Colleges, Increase Student General Education Skills, Degree Persistence, Career Readiness and Graduation Rates.**
- Goal 3 Increase the University's Financial Strength and Operational Efficiency.**
- Goal 4 Enhance the Impact of External Relations and Development.**
- Goal 5 Obtain Maximum Institutional Effectiveness through the Implementation of a Continuous Quality Improvement Process framed within the seven *Baldrige Performance Excellence in Education* criteria.**

Goals, Objectives, Timelines for Deployment and Results, and Responsibilities

Under the President's direction, KSU's senior leaders are responsible for the data analysis that is required to accomplish each goal as well as the tactical deployment of each objective assigned to them. Each senior leader shall work with the appropriate KSU committees, departments, colleges, and business units to accomplish his/her respective goals, and to ensure shared governance where appropriate. Each senior leader will routinely report progress to the University President and Cabinet colleagues. Each senior leader will provide quarterly progress reports to the President. These reports will be utilized to develop biannual reports to the Board of Regents and the campus community. A table of progress report due dates can be found in Appendix B.

For simplicity, a legend was utilized to code the individual or group responsible for developing and deploying each tactic as well as those responsible for reviewing and approving tactics and results. The legend can be found in the table below.

Group, Position, Committee Responsible for Tactics, Approval and Results	Responsibility Code
Board of Regents	BOR
Board of Regents - Academic Affairs Committee	BOR - AAC
Board of Regents - Student Affairs Committee	BOR - SAC
Board of Regents - Finance and Audit Committee	BOR - F&AC
Board of Regents - External Relations and Development Committee	BOR - ER&DC

University President	UP
Provost/Vice President for Academic Affairs	PVPAA
Chief Information Officer	CIO
Vice President for Student Affairs	VPSA
Internal Auditor	IA
General Counsel	GC
Vice President for Business Affairs	VPBA
Administrative Assistant to the President	AAP
Vice President for External Relations and Development	VPER&D
Academic Chairs & Deans	AC&D
Faculty Senate	FS
University Staff	US
Student Government	SG
Associate Provost for Institutional Effectiveness	APIE
Assistant Provost Educational Support	APES
Institutional Research	IR

It is expected that the decisions in support of institutional goals and objectives will be made using data. Where none exist, processes should be launched to either secure the data necessary from external sources (CPE, KCTCS, KY Occupational Outlook & Breaking Glass, etc.) or internally from Institutional Research. Some of the information necessary to deploy this plan will require data collection from constituent groups through surveys, focus groups or other means. The KSU senior leaders responsible for each goal shall immediately assess all relevant data resources to establish benchmarks along with multi-year trend lines and growth targets.

Each Institutional goal and associated strategic objectives shall be tracked and reported in a uniform manner. Strategic objectives are included in Gantt charts to assist in timely work and strategic outcomes. Each strategic objective should be mapped using the electronic form found in Attachment C. An example of a condensed form can be found in the figure that follows. The University "Dashboard" should be utilized to track progress on all goals and related objectives.

<p align="center"><i>Kentucky State University</i> <i>Strategic Goals, Objectives, Tasks, Timelines, Progress and Results</i> <i>Tracking Form</i></p>	
Goal 1 Enhance Student Enrollment, Improve Student Life and Engagement, and Improve student Advising and Career Development.	
Goal 2 Achieve Academic Excellence Across all Programs and Colleges, Increase Student General Education Skills, Degree Persistence, Career Readiness and Graduation Rates.	
Goal 3 Increase the University's Financial Strength and Operational Efficiency	
Goal 4 Enhance the Impact of External Relations and Development.	
Goal 5 Obtain Maximum Institutional Effectiveness through the Implementation of a Continuous Quality Improvement Process framed within the seven <i>Baldrige Performance Excellence in Education</i> criteria.	
University Strategic Goal:	

Objective :			
Strategy or Tactics with Deadlines:			
Performance Measures: (These should be data driven and measurable)			
Primary Responsibility:		Other Responsible Individuals:	
Action Taken/Results to Date:			
Deadlines:		Resources:	
Comments:			

KSU's Strategic Goals, Objectives and Timelines

Each of KSU's strategic goals includes objectives and timelines for activity completion. The Gantt charts that correspond with each goal are plotted out over eight quarters or two years. Midcourse corrections, if any, should be made at the end of the 4th quarter and at the end of the 8th quarter.

Goal 1 Enhance Student Enrollment, Improve Student Life and Engagement, and Improve Student Advising and Career Development.

Objectives

1. a Enhance student enrollment (Target enrollment 1,800 Fall of 17 & 2,100 by Fall 2018). Track the impact of each new tactic below to provide enrollment impact data that will be utilized to continuously improve enrollment processes and resulting yield. The *Student Enrollment Management Plan* (September 2016) should be used to guide enrollment processes.

1.b Identify a list of high enrollment yield high schools and develop a high school recruitment plan with admission and enrollment targets. Identify new recruiting territories to foster relationships in unlikely places, especially cities that have significant African American populations in states that do not have an HBCU; Minnesota (Minneapolis), Wisconsin (Madison, Milwaukee, Green Bay), Nebraska (Omaha), Iowa (Des Moines, Waterloo), and more. Test new markets with new recruitment tactics.

1.c Identify KY workforce needs and link programs of study to employment promise. Utilize employment promise as an enrollment management tactic.

1.d Identify the driving forces that compel students to enroll at KSU and the barriers to enrolling. Develop processes that enhance the driving forces and reduce the barriers.

1.e Design and utilize cutting edge technology (dynamic web content, cell phone blasts, text messages that entice, student success information and student testimonies) to push information about KSU out to perspective students.

1.f Design robust AP transfer, and cross enrollment agreements with area high schools.

1.g Work with all KY community colleges (first priority: Bluegrass CC, Jefferson CC, Elizabethtown CC) to offer early conditional admission to well qualified CC students, and automatic admission to graduates that meet valid and reliable admission metrics.

1.h Craft and utilize admissions counseling messages that are data driven (i.e., for students who are academically qualified, and those who are not).

1.i Develop and deploy early admission processes to conditionally admit high school students during their junior year.

1.j Continually work with Institutional Research to hone admission metrics that are valid and reliable. Utilize multiple year trend lines to identify problems and establish targets.

1.k Identify strategies to increase the enrollment of students who are well qualified academically. Assess international recruiting opportunities and develop tactics that respond to the opportunities revealed by the assessment of international markets. Those countries that have large international U.S. company presence may be a starting point and could serve to support international travel and internships abroad.

1.l Review admissions processes to ensure rapid response to perspective students across the admission process continuum.

1.m Identify methods to "stay close" to admitted students in order to ensure matriculation and decrease the number of students who enroll elsewhere. Contact admitted students who enroll elsewhere to assess KSU's barriers to enrollment.

1.n Deploy a student life survey (overall satisfaction, health and wellness, safety and security, student activities and engagement, career counseling, advising, academic support, academic rigor, and more) and use the results to rapidly deploy student life improvement tactics.

1.o Utilize NSSE data to identify opportunities that bolster student engagement.

1.p Design and deploy advising processes focused on student success, career counseling, career development, and career readiness.

1.q Design opportunities in each discipline for student research, internships, employment, service, international travel or study abroad.

1.r Appoint and utilize an advisory committee of KY employers able to provide advice on curricula, career development, internships and employment opportunities.

1.s Identify Frankfort community continuing education needs and launch plans for robust evening, weekend and enhanced on-line programming.

1.t Identify all area companies that provide a tuition benefit, and identify ways to support business owner's employee development and educational needs.

Goal 1 tactics, responsibilities and deadlines for progress are found in the table below.

Goal 1 Enhance Student Enrollment, Improve Student Life and Engagement, and Improve Student Advising and Career Development.									
Primary Responsibility: VPSA	Approval: UP, BOR, BOR-SAC								
Objectives	<i>Resp. Code</i>	<i>1st Q</i>	<i>2nd Q</i>	<i>3rd Q</i>	<i>4th Q</i>	<i>5th Q</i>	<i>6th Q</i>	<i>7th Q</i>	<i>8th Q</i>
1.a Enhance student enrollment (Target enrollment 1,800 Fall of 17 & 2,100 by Fall 2018). Track the impact of each new tactic below to provide enrollment impact data that will be utilized to continuously improve enrollment processes and resulting yield. The <i>Student Enrollment Management Plan</i> (September 2016) should be used to guide enrollment processes.	VPSA								
1.b Identify high enrollment yield high schools and develop a high school recruitment plan with admission and enrollment targets. Identify new recruiting territories to foster relationships in unlikely places, especially cities that have significant African American populations in states that do not have an HBCU; Minnesota (Minneapolis), Wisconsin (Madison, Milwaukee, Green Bay), Nebraska (Omaha), Iowa (Des Moines, Waterloo), and more. Test new markets with new recruitment tactics.	VPSA								
1.c Identify KY workforce needs and link programs of study to employment promise. Utilize employment promise as an enrollment management tactic.	VPSA VPAA								
1.d Identify the driving forces that compel students to enroll at KSU and the barriers to enrolling, develop	VPSA APIE IR								

processes that enhance the driving forces and reduce the barriers. Utilize a follow-up survey process.									
1.e Design and utilize cutting edge technology (dynamic web content, cell phone blasts, text messages that entice, student success information and student testimonies) to push information about KSU out to perspective students.	VPSA CIO VPER&D								
1.f Design robust AP transfer, and cross enrollment agreements with area high schools.	VPSA VPAA								
1.g Work with all KY community colleges (first priority: Bluegrass CC, Jefferson CC, Elizabethtown CC), and offer early conditional admission to well qualified CC students, and automatic admission to graduates that meet valid and reliable admission metrics.	VPSA VPAA								
1.h Craft and utilize admissions counseling messages that are data driven ie: for students who are academically qualified, and those who are not.	VPSA VPAA								
1.i Develop early admission processes to conditionally admit high school students during their junior year.	VPSA VPAA								
1.j Continually work with Institutional Research in hone admission metrics that are valid and reliable.	VPSA VPAA VPIE IR								
1.k Identify strategies to increase the enrollment of students of who are extremely well qualified academically. Assess international recruiting opportunities and develop tactics that respond to the opportunities revealed by the assessment of international markets. The countries that have large international U.S. company presence may be a starting point and could serve to support international travel and internships abroad.	VPSA VPAA AC&D FS								

1.l Review admissions processes to ensure rapid responses to perspective students across the admission process continuum on admission decisions.	VP SA								
1.m Identify methods to "stay close" to admitted students in order to ensure enrollment and decrease the number of students who enrollment elsewhere. Contact admitted students who enroll elsewhere to assess KSU's barriers to enrollment.	VP SA								
1.n Deploy a student life survey (overall satisfaction, health and wellness, safety and security, student activities and engagement, career counseling, advising, academic support, academic rigor, and more), use the results to rapidly deploy student life improvement tactics.	VP SA VP IE IR								
1.o Utilize NSSE data to identify opportunities to bolster student engagement.	VP SA VP IE								
1.p Design and deploy advising processes focused on student success, career counseling and career development.	VP SA VP AA								
1.q Design opportunities for student research, internships, employment, international travel or study abroad.	VP SA VP AA								
1.r Appoint and utilize an advisory committee of KY employers who will be able to provide advice on career development, internships and employment opportunities.	VP SA								
1.s Identify Frankfort community continuing education needs and launch plans for robust evening and on-line course offerings	VP SA VP ER&D								
1.t Identify all area companies that provide a tuition benefit, and identify ways to support business owner's employee development and educational needs.	VP SA VP ER&D								
Data and other resources to be utilized in Goal 1, Goal 1 resources can be found in Appendix D: KY Occupational Outlook, Breaking Glass Database, Application and									

Enrollment Data, Directory of Local and KY Major Employers, Registry Enrollment Policy and Process Recommendations, Kentucky Community College Data Report, Bachelor Cohort "Last Institution" Report, KY Community College Enrollment and Degrees awarded and Adult Education Enrollment Report, Monthly and Annual Enrollment Management Reports, IR Quick Facts Reports, KY Postsecondary Feedback Reports, Schools Attended by Admitted Students Who Did Not Attend KSU Report, The Student Enrollment Management Plan (2016). ACT/HS GPA Report (Sept 2016)

Goal 2 Achieve Academic Excellence Across all Programs and Colleges, Increase Student General Education Skills, Degree Persistence, Career Readiness and Graduation Rates.

Objectives

2.a Launch the Assessment and Institutional Effectiveness Plan ensuring that the data required to support Goal 2 objectives are available.

2.b Develop and Deploy a *Quality Enhancement Plan* that when reviewed against the SACS *Indicators of an Acceptable Quality Enhancement Plan* would receive an Exceptional [??] rating on all four indicators (CR2.12, Indicator 1.A, 1.B, 2.A, 2.B).

2.c Launch an effective program review process. Provide development opportunities for the faculty who are responsible for program reviews to ensure all program reviews are meaningful, help in program level decision making and are evaluated as exceptional by KSU administrators and KYCPE and SACS. Problems areas should be identified and undergo more frequent reviews until issues are resolved.

2.d Review all academic programs for sustainability using enrollment and revenue over expenditure data. Identify academic programs that are high yield and those that need to enhance enrollment and yield. Work with IR to establish a common set of program indicators that can be monitored annually using benchmarks and trending data.

2.e Link every academic program to occupation outlook data and review curricula to ensure programs are supporting career readiness. Each discipline should utilize an outside advisory committee to assist in evaluating curricula, especially courses that are targeted to include internships, research and employment opportunities.

2.f Deploy alumni surveys in order determine the return on student's tuition investment.

2.g Develop specific plans to increase the number of bachelor's degrees conferred per 100 FTE student by 20 %.

2.h Develop specific plans to increase the enrolled student progression rate to 41%.

2.i Develop specific plans to increase the student retention rate to 71%, the URM retention rate to 65% and the low income retention rate to 65%.

2.j Develop specific plans to increase the overall graduation rate to 46%, the URM graduation rate to 34% and the low income graduation rate to 35%.

2.k Develop strategies to double the rate of STEM program enrollment, retention and graduation.

2.l Develop and deploy plans to significantly increase post-graduate opportunities.

2.m Develop a plan to enhance faculty professional development opportunities with a focus on developing teaching skills and engaging students through high-impact teaching and learning strategies. Deploy a Faculty Development Survey process to inform a faculty development program. Develop a robust faculty development program that supports on campus and off campus training for faculty.

2.n Develop a process to update promotion and tenure policies to reflect the increased importance of engaging students using innovative teaching methods, advising, and the opportunities for scholarship in the areas of teaching and learning, research and service.

2.o Develop strategies to increase opportunities for faculty scholarship, research and creative endeavors, especially faculty-student collaborations. Launch formal faculty incentives to engage in undergraduate student/faculty research programs.

2.p Deploy programs that support academic leadership growth among faculty. Ensure that such programs contribute to leadership skill development through follow-up assessment processes. This should include the ACE Fellows Program and HBCU faculty exchanges.

2.q Design and implement a comprehensive recruitment and retention plan for diverse faculty. Utilize the HBCU Faculty Exchange program. Deploy the Faculty *Life Survey* and annually address faculty life issues as faculty life satisfaction contributes to retention.

2.r Recognize faculty who are exemplary teachers.

2.s Develop and deploy workshops and mentoring programs to help faculty prepare for promotion and tenure. Include the use of electronic portfolios that are linked to assessment and faculty evaluation data. Engage faculty in revising the annual faculty evaluation process to ensure equity across all programs and disciplines.

2.t Develop a more robust undergraduate research program for students through seed money incentive programs in each of the disciplines.

2.u Increase research quality and productivity among individual faculty, across departments, and within academic programs through investments in infrastructure, the development of additional graduate assistantships and fellowships and the recruitment of additional successful research faculty.

2.v Work collaboratively and with partner institutions and alumni to develop research programs and research and service centers that result in regional and national recognition for KSU. Research programs and research centers should build on existing strengths.

2.q Develop a plan to invest in state-of-the-art, cutting-edge teaching and learning technology across all programs. Develop and ensure information literacy skills among students.

2.r Utilize General Education assessment processes to improve general education teaching and learning outcomes. Add general education content related to African Studies and Diaspora to honor the history and heritage of KSU. Adding such content will bolster student's ability to contribute as global citizens.

2.s Develop processes to bolster the University's General Education Core in order to foster cross-disciplinary, experiential, and inquiry-based learning. In addition; increase cross-listing of courses and co-teaching, integrate critical and analytical thinking skills, integrate computational and design thinking, integrate technical writing skills, and promote environmental awareness.

2.t Conduct a "General Education Symposium" that provides a platform to showcase the best practices in cross-disciplinary General Education.

2.u Processes will be put into place to ensure all faculty are engaged in their professional associations and participate in professional or discipline related association activities.

2.v Bolster faculty distinctiveness by encouraging extramural support for research and program development. Develop extramural funding portfolios for every academic program and its faculty by 2017. 2.w Increase the number of faculty involved in interdisciplinary research and research collaboration with external institutions. Deploy the *Research Culture Survey* in order to identify the factors that drive and restrain research activity at KSU. Use survey results to improve the research culture across campus.

2.x Develop a plan to promote opportunities for faculty, staff, and students to participate in significant and conscientious shared governance.

2.y Design a process to increase student engagement in community service, service learning experiences, and study abroad.

2.z In collaboration with other HBCU's host a national conference on African American/Africana/Diasporic studies.

2.aa Design a process to strengthen and promote the Aquaculture Program.

2.bb Design tactics to promote the teacher education program as a program of distinction built on a culturally responsive curriculum. The School will graduate teachers who are competent and skilled at teaching in any cross-cultural or multicultural setting and who contribute to the workforce needs of Kentucky.

2.cc Design processes to promote the Whitney Young Center for Leadership program.

2.dd Design and launch a plan to promote the School of Business to offer a Business Management program of distinction that collaborates with businesses to prepare graduates as leaders for positions in business economics/investment banking, enterprise systems and data analytics, and supply chain management.

2.ee Form a group of faculty and research supervisors in charge of capstone courses to develop multidisciplinary, cross functional projects. Teams of seniors from across disciplines will form the Capstone Project teams. Team members with different interests and skills will contribute to various aspects of the project such as business aspects, environmental impact, community impact, aesthetic aspects, technical requirements, and the like.

2.ff Develop a process to catalyze exemplary and relevant Land Grant research programs to resolve agricultural, educational, economic, and social problems for the people of the Commonwealth of Kentucky, especially economically and socially disadvantaged persons and families.

2.gg Design and deploy a plan to strengthen the relationship between the Land Grant Program the other colleges in setting research, education, and extension programming goals.

2.hh Launch the processes necessary to ensure an exemplary SACS Reaffirmation process. Assess all academic programs to ensure programmatic accreditation where applicable.

2.ii Increase the number of students, alumni, faculty, and staff engaged in volunteer activities.

Goal 2 tactics, responsibilities and deadlines for progress are found in the table below.

Goal 2 Achieve Academic Excellence Across all Programs and Colleges, Increase Student General Education Skills, Degree Persistence, Career Readiness and Graduation Rates.									
Primary Responsibility: VPAA	Approval: UP, BOR, BOR-AAC								
Objectives	<i>Resp. Code</i>	<i>1st Q</i>	<i>2nd Q</i>	<i>3rd Q</i>	<i>4th Q</i>	<i>5th Q</i>	<i>6th Q</i>	<i>7th Q</i>	<i>8th Q</i>
2.a Launch the Assessment and Institutional Effectiveness Plan ensuring that the data required to support Goal 2 objectives are available.	VPAA VPIE IR								
2.b Develop and Deploy a <i>Quality Enhancement Plan</i> that when reviewed against the <i>SACS Indicators of an Acceptable Quality Enhancement Plan</i> would receive an	VPAA APIE COI IR								

Exceptional rating on all four indicators (CR2.12, Indicator 1.A, 1.B, 2.A, 2.B).									
2.c Launch an effective program review process. Provide development opportunities for the faculty who are responsible for program reviews to ensure all program reviews are meaningful, help in program level decision making and are evaluated as exceptional by KSU administrators and KYCPE and SACS.	VPAA VPIE AC&D								
2.d Review all academic programs for sustainability using degree program enrollment and revenue over expenditure data. Identify academic programs that are high yield and those that need to be developed to enhance enrollment and yield.	VPAA VPBA								
2.e Link every academic program to occupation outlook data and review curricula to ensure programs are supporting career readiness. Utilize outside advisory committees to assist in evaluating curricula especially courses that are targeted to include internships, and research and employment opportunities.	VPAA AC&D								
2.f Develop and deploy alumni surveys in order determine Graduate satisfaction and the return on students' tuition investment.	VPAA VPER&D								
2.g Develop specific plans to increase the number of bachelor's degrees conferred per 100 FTE student to 20 %.	VPAA								
2.h Develop specific plans to increase the enrolled student progression rate to 41%.	VPAA APES AC&D FS								
2.i Develop specific plans to increase the student retention rate to 71%, the URM retention rate to 65% and the low income retention rate to 65%.	VPAA APES AC&D FS								
2.j Develop specific plans to increase the overall graduation rate to 46%, the	VPAA AC&D								

URM graduation rate to 34% and the low income graduation rate to 35%.	FS								
2.k Develop tactics to double the rate of STEM program enrollment, retention and graduation.	VPAA AC&D								
2.l Develop and deploy plans to significantly increase post graduate opportunities.	VPAA								
2.m Develop a plan to enhance faculty professional development opportunities with a focus on developing teaching skills and engaging students through high-impact teaching and learning strategies. Deploy a Faculty Development Survey process to inform a faculty development program. Develop a robust faculty development program that supports on campus and off campus training for faculty.	VPAA VPIE FS AC&D IR								
2.n Develop a process to update promotion and tenure policies to reflect the increased importance of engaging students, using innovative teaching methods, advising, scholarship of teaching and learning, research and service.	VPAA FS AC&D								
2.o Develop tactics to increase opportunities for faculty scholarship, research and creative endeavors, and faculty-student collaborations. Launch formal faculty incentives to engage in research.	VPAA FS AC&D								
2.p Deploy programs to support academic leadership growth and capacity among faculty. Ensure that such programs are on target and contribute to leadership skill development through follow-up assessment processes.	VPAA FS AC&D								
2.q Design and implement a comprehensive recruitment and retention plan for diverse faculty. Utilize the HBCU Faculty Exchange program. Deploy the <i>Faculty Life</i>	VPAA FS AC&D								

Survey and annually address faculty life issues as faculty life satisfaction contributes to retention.									
2.r Develop a process that recognizes faculty who are exemplary teachers.	VPAA FS AC&D								
2.s Develop and deploy processes to help faculty prepare for promotion and tenure. Include the use of electronic portfolios that are linked to assessment and faculty evaluation data. Engage faculty in revising the annual faculty evaluation process to ensure equity across all programs and disciplines.	VPAA AC&D								
2.t Develop and deploy a process to recognize both faculty and students who are doing exemplary work in research. Support faculty through seed money investments and improved research management processes. Develop a more robust undergraduate research program for students.	VPAA AC&D								
2.u Processes will be put into place to ensure all faculty are engaged in their professional associations and participate in professional or discipline related association activities.	VPAA AC&D								
2.v Bolster faculty distinctiveness by encouraging extramural support for research and program development. Develop extramural funding portfolios for every academic program and its faculty by 2017.	VPAA AC&D								
2.w Increase the number of faculty involved in interdisciplinary research and research collaboration with external institutions. Deploy the <i>Research Culture Survey</i> in order to identify the factors that drive and restrain research activity at KSU. Use survey results to improve the research culture across campus.	VPAA AC&D								
2.x Develop a plan to promote opportunities for faculty, staff, and	VPAA FS								

students to participate in significant and conscientious shared governance.	AC&D								
2.y Design a process to increase student engagement in community service, service learning experiences, and study abroad.	VPAA VPSA VPER&D SG								
2.z In collaboration with other HBCU's host a national conference on African American/Africana/Diasporic studies.	VPAA AC&D								
2.aa Design a process to strengthen and promote the Aquaculture Program.	VPAA AC&D								
2.bb Design tactics to promote the teacher education program as a program of distinction built on a culturally responsive curriculum. The School will graduate teachers who are competent and skilled at teaching in any cross-cultural or multicultural setting and who contribute to the workforce needs of Kentucky.	VPAA AC&D								
2.cc Design processes to promote the Whitney Young Center for Leadership program.	VPAA AC&D								
2.dd Design and launch a plan to promote the School of Business to offer a Business Management program of distinction that collaborates with businesses to prepare graduates as leaders for positions in business economics/investment banking, enterprise systems and data analytics, and supply chain management.	VPAA AC&D								
2.ee Form a group of faculty and research supervisors in charge of capstone courses to develop multidisciplinary, cross functional projects. Teams of seniors from across disciplines will form the Capstone Project teams. Team members with different interests and skills will contribute to various aspects of the project such as business aspects, environmental impact, community	VPAA AC&D								

impact, aesthetic aspects, technical requirements, and the like.									
2.ff Develop a process to catalyze exemplary and relevant Land Grant research programs to resolve agricultural, educational, economic, and social problems of the people of the Commonwealth of Kentucky, especially economically and socially disadvantaged persons and families.	VPAA AC&D								
2.gg Design and deploy a plan to strengthen relationships between the Land Grant Program and partners, and stakeholders in setting research, education, and extension programming goals.	VPAA AC&D								
2.hh Launch the processes necessary to ensure an exemplary SACS Reaffirmation process. Assess all academic programs to ensure programmatic accreditation where applicable.	VPAA VPIE								
2.ii Design a process to increase the number of students, alumni, faculty, and staff engaged in volunteer activities.	VPAA VPSA VPER&D								
Data and other resources to be utilized in Goal 2. Goal 2 resources can be found in Appendix E Academic Support Action Plan (Sept 2016), AIEP Plan, Reaffirmation Launch Plan, Registry reports regarding Whitney Young Center, Shared Governance Issue Paper, KYCPE Scorecard Data, IPEDS Aspirational Peer Group Feedback Report, Faculty Development Survey, Projected 2 Year Faculty Development Plan, KYCPE Performance Metrics for Budgeting, SACS QEP Criteria, Degree Program Enrollment Report with R/E Data, KY Occupational Outlook Report, Breaking Glass Database Information, Registry Enrollment Based Budgeting Policy, Registry Program Review Recommendations, Registry Promotion and Tenure Recommendations, Draft IDC Rate Policy, Draft Research Incentive Plan, Sponsored Programs Development Plan, Research Culture Survey.									

Goal 3: Increase the University's Financial Strength and Operational Efficiency.

Objectives

3.a Develop a plan to ensure quality and efficiency in all University operations by implementing process improvements that are measured routinely using standard operational metrics.

3.b Develop new budgeting processes focused on funding strategic initiatives, State performance based funding realities, and enrollment based performance.

3.c Develop processes to assess and fund administrative departments based on administrative performance.

3.d Conduct an annual departmental faculty workload analysis to ensure responsible stewardship of resources and to determine capacity across all programs.

3.e With the VPAA develop formal plans to enhance resources through grants and contracts from federal and state agencies, corporations, and foundations.

3.f Implement a campus master plan, including a comprehensive analysis of space. Identify teaching capacity based on space availability. Identify opportunities to maximize space utilization, especially space that can generate revenue.

3.g Develop and deploy a plan to address deferred maintenance.

3.h Develop and launch a plan to increase the efficiency and user satisfaction of all business units.

3.i Create and launch a sustainability plan for the KSU campus to reduce energy use (electrical power, water, gas, and coal) by using environmentally sustainable methods.

Goal 3 tactics, responsibilities and deadlines for progress are found in the table below.

Goal 3: Increase the University's Financial Strength and Operational Efficiency.									
Primary Responsibility: VPBA	Approval: UP, BOR, BOR-F&AC								
Objectives	<i>Resp. Code</i>	<i>1st Q</i>	<i>2nd Q</i>	<i>3rd Q</i>	<i>4th Q</i>	<i>5th Q</i>	<i>6th Q</i>	<i>7th Q</i>	<i>8th Q</i>
3.a Develop a plan to ensure quality and efficiency in all University operations by implementing process improvements that are measured routinely using standard operational metrics.	VPBA IA								
3.b Develop new budgeting processes focused on funding strategic initiatives, State performance based funding realities, and enrollment based performance.	VPBA IA								
3.c Develop processes to assess and fund administrative departments based on administrative performance.	VPBA								
3.d Conduct an annual departmental faculty workload analysis to ensure	VPBA								

responsible stewardship of resources and to determine capacity across all programs.									
3.e With the VPAA develop formal plans to enhance resources through grants and contracts from federal and state agencies, corporations, and foundations.	VPBA								
3.f Implement a campus master plan, including a comprehensive analysis of space. Identify teaching capacity based on space availability. Identify opportunities to maximize space utilization, especially space that can generate revenue.	VPBA								
3.g Develop and deploy a plan to address deferred maintenance.	VPBA								
3.h Develop and launch a plan to increase the efficiency and user satisfaction of all business units.	VPBA AVPIE								
3.i Create and launch a sustainability plan for the KSU campus to reduce energy use (electrical power, water, gas, and coal) by using environmentally sustainable methods.	VPBA								
3.a Develop a plan to ensure quality and efficiency in all University operations by implementing process improvements that are measured routinely using standard operational metrics.	VPBA								
Data and other resources to be utilized in Goal 3. Goal 3 Resources can be found in Appendix G. Registry Enrollment Based Budgeting Plan, CPE March 2016 Benchmarks for Performance, Degree Program Enrollment Report, Registry Enrollment and R/E Data by Academic Department and Program, Grants and Contracts Report, Extramural Funding Plan.									

Goal 4 Enhance the Impact of External Relations and Development.

Objectives

4.a Develop a plan to continue to increase brand awareness and the image of the KSU brand.

4.b Assess internal and external communication processes and develop a plan that will result in improved communications.

4.c Develop and launch a plan to foster pride in KSU by developing a distinctive University experience for all students, faculty, staff, and visitors.

4.d Develop and launch a plan to bolster the engagement of alumni, include Alumni in recruiting, mentoring, and supporting students through formal programs and informal processes.

4.e Invest in processes that result in KSU's ability to better track its alumni.

4.f Solicit feedback from alumni on degree program satisfaction, employment, KSU loyalty and opportunities for engagement.

4.g Using the strategic plan, identify and develop case statements that can be utilized to solicit giving. Develop a plan that supports various types of giving from a variety or potential donors with a goal of 2.9 million by Fall 2018.

4.h Develop and deploy a plan to enhance relationships between the University and the local community.

Goal 4 tactics, responsibilities and deadlines for progress are found in the table below.

Goal 4 Enhance the Impact of External Relations and Development.									
Primary Responsibility: VPER&D	Approval: UP, BOR, BOR-ER&DC								
Objectives	<i>Resp. Code</i>	<i>1st Q</i>	<i>2nd Q</i>	<i>3rd Q</i>	<i>4th Q</i>	<i>5th Q</i>	<i>6th Q</i>	<i>7th Q</i>	<i>8th Q</i>
4.a Develop a plan to continue to increase brand awareness and the image of the KSU brand.	VPER&D								
4.b Assess internal and external communication processes and develop a plan that will result in improved communications.	VPER&D VPAA VPSA CIO US SG								
4.c Develop and launch a plan to foster pride in KSU by developing a distinctive University experience for all students, faculty, staff, and visitors.	VPER&D								

4.d Develop and launch a plan to bolster the engagement of alumni, include Alumni in recruiting, mentoring, and supporting students through formal programs and informal processes.	VPER&D								
4.e Invest in processes that result in KSU's ability to better tracking alumni.	VPER&D AVPIE								
4.f Launch processes to solicit feedback from alumni on degree program satisfaction, employment, KSU loyalty and opportunities for engagement.	VPER&D AVPIE								
4.g Using the strategic plan, identify and develop case statements that can be utilized to solicit giving. Develop a plan that supports various types of giving from a variety or potential donors with a goal of 2.9 million by Fall 2018.	UP VPER&D								
4.h Develop and deploy a plan to enhance relationships between the University and the local community.	VPER&D								
Data and other resources to be utilized in Goal 4. Goal 4 Resources can be found in Appendix G. Benchmark Development Data form IPEDS Peer Group Feedback Report, Development Data for KSU and All KY Public Institutions, KSU Development Trends, Sample Alumni Feedback Survey.									

Goal 5 Obtain Maximum Institutional Effectiveness through the Implementation of a Continuous Quality Improvement Process framed within the seven *Baldrige Performance Excellence in Education* criteria.

Objectives

5.a Launch an Employee Perceptions Survey that measures perceptions of: institutional leadership, Strategic planning and deployment, strategic engagement, student centeredness, KSU's ability to analyze data and utilize data in process improvement, KSU's ability to manage by fact, KSU's operational efficiency, workforce satisfaction, and overall campus culture.

5.b Using the results from the Employee Perceptions Survey, develop processes to improve perceptions and prioritize campus culture investments.

5.c Assess KSU's ability to meet all seven Baldrige Criteria. Develop a report to the Board on KSU's potential to apply for a Baldrige Quality Award.

5.e Evaluate KSU Ranking among HBCU and develop a plan to move KSU up in rankings (15th-17th)

5.f Create an institutional diversity plan that develops and implements comprehensive initiatives that promote access, diversity, intercultural competence, equity, inclusiveness and mutual respect for all members of the campus community.

Goal 5 tactics, responsibilities and deadlines for progress are found in the table below.

Goal 5 Obtain Maximum Institutional Effectiveness through the Implementation of a Continuous Quality Improvement Process framed within the seven <i>Baldrige Performance Excellence in Education</i> criteria.									
Primary Responsibility: UP, APIE						Approval: UP BOR			
Objectives	<i>Resp. Code</i>	<i>1st Q</i>	<i>2nd Q</i>	<i>3rd Q</i>	<i>4th Q</i>	<i>5th Q</i>	<i>6th Q</i>	<i>7th Q</i>	<i>8th Q</i>
5.a Launch an Employee Perceptions Survey that measures perceptions of: institutional leadership, Strategic planning and deployment, Strategic engagement, Student Centeredness, KSU's ability to analyze data and utilize data in process improvement, KSU's ability to manage by fact, KSU's operational efficiency, workforce satisfaction, and overall campus culture.									
5.b Using the results from the Employee Perceptions Survey, develop processes to improve perceptions and prioritize campus culture investments.									
5.c Assess KSU's ability to meet all seven Baldrige Criteria. Develop a report to the Board on KSU's potential to apply for a Baldrige Quality Award.									
5.e Evaluate KSU Ranking among HBCU and develop a plan to move KSU up in rankings (15 th -17 th)									
5.f Create an institutional diversity plan that develops and implements comprehensive initiatives to promote access, diversity, intercultural competence, equity, inclusiveness and									

mutual respect for all members of the campus community.									
Data and other resources to be utilized in Goal 5. Resources for Goal 5 can be found in Appendix H. Campus Culture Survey, Campus Cultural Competence Instruments, Baldrige Criteria, and the Baldrige <i>ARE WE MAKING PROGRESS INSTRUMENT</i>.									

Plans for Reviewing and Refining the Plan

Successful strategic planning processes include opportunities to make midcourse revisions. As both the internal and external environments change, so must institutional strategies. With this in mind, midcourse revisions, where appropriate, should be entertained following the 4th quarter and the 8th quarter.

Acknowledgement

Many dedicated individuals took the time and used their talent in crafting this strategic plan. The plan was developed as a road map to move KSU toward its vision. Many of those involved have invested their professional careers in the mission and values of the KSU experience, and for that, they are greatly appreciated. All of the individuals who contributed to this plan are listed in Appendix H.

Appendices

Appendix A	Baldrige Criteria for Excellence in Education
Appendix B	Progress Report Due Dates
Appendix C	Goal and Objectives Tracking and Reporting Form
Appendix D	Goal 1 Resources
Appendix E	Goal 2 Resources
Appendix F	Goal 3 Resources
Appendix G	Goal 4 Resources
Appendix H	Goal 5 Resources
Appendix	List of those who were involved in KSU's Planning Process

Academic Policies Committee Meeting (October 24, 2016)

Members Present: Joe Moffett (Chair), Ashok Kumar (Vice Chair), Ibukun Amusan (Secretary), Nancy Capriles, Maheteme Gebremedhin, Caroline Gibson

Guest: Daryl Lowe (Associate Dean of Student Conduct and Title IX)

The meeting was called to order at 3:14 pm.

The Agenda was approved after Dean Lowe's Proposal on Academic and Classroom Management was moved to the top.

Chair Moffett introduced Caroline Gibson, the new member of APC, from Fine Arts.

Associate Dean Lowe's proposal on Academic and Classroom Management was discussed.

After hearing about academic misconduct and disruptive behaviors in the classroom, Dean Lowe decided to write a proposal that will assist with managing such situations. Instructors should be able to ask a student to leave class for a couple of days temporarily, pending meeting with the Dean and until the student has understood what is expected of him/her. Permanent removal/exclusion from the class must go through the necessary student disciplinary process, which has to be clearly defined. Apart from plagiarism, there is not much about this in the faculty handbook. Students have been simply moved between classes with different professors in the past, and this may not be fair on the new professor.

The procedures for disciplinary actions should be specified so that instructors know exactly what to do. Dean Lowe said he would like academic misconduct hearings to end with Academic Affairs and student misconduct issues end with Student Affairs.

It was mentioned that a student confronted a professor in the classroom this semester and he refused to leave the class after the professor asked him to leave. The professor was unnerved and gave a report to chief of security but has not heard anything the incident since. Dean Lowe advised that campus police should be contacted immediately whenever such situations occur in class. Dean Lowe should also be contacted, and an incident report should be completed online. Dean Lowe said instructors can ask students to leave class temporarily, even if it is just about repeated violations of policies on the syllabus such as no cell phones, attendance issues, and so on. It was suggested that the student code of conduct that defines disruptive behavior should be added to the syllabus. Disruptive behaviors include any behavior that obstructs or disrupts the learning environment.

The catalogue has a subsection on Disposition of Cases of Academic Offenses that addresses the responsibility of instructors when dealing with academic offenses/misconduct.

APC plans to work on attendance policy and will incorporate Dean Lowe's suggestions on attendance and punctuality.

The minutes of the previous meeting on October 3, 2016 was approved.

Chair Moffett said he forwarded APC's suggestions about the qualities/qualifications of the next KSU president to the presidential search committee. The composition of the committee was discussed briefly, and it was mentioned that someone at the previous senate meeting recommended having more than one faculty on the committee since this was the practice in other universities in Kentucky. The only faculty presently on the committee is the faculty regent. There are many people from the community on the committee that may not know about what is currently happening - the academic activities - within the university.

Chair Moffett gave an update on the Transfer Student Policy for IGS courses. The policy was forwarded to the Curriculum Committee (CC) and the CC chair will carry APC along on any update from that committee.

The Revised Online Program proposal was approved. The previous president signed off on a PPC proposal which stated that all faculty/course evaluations are to be part of the annual review. Therefore, the statement that would allow faculty to decide whether they want to include evaluations of their virtual courses in their dossier was removed.

APC was asked to provide two members for the university Appeals Committee. Nancy Capriles and Caroline Gibson volunteered to serve on the committee.

The meeting adjourned at 4:28 pm.

Curriculum Committee Meeting

Library Conference Room 219

10/24/16

Roll Call – Ken Andries, Donavan Ramon, Robert Griffin, Dantrea Hampton, Alice Collins, Tamara Sluss and Reba Rye

Absence - Changzheng Wang - Excused

Excused Absence - Narayanan Rajendran

Meeting Called to order

– 3:13pm

Approval of the agenda – agenda was approved

Approval of minutes of the last meeting – minutes were approved

Introductions

New Business:

- FSCC 16-17-06 – BIO 116 (Orientation Class) – Title change and change number of credit hours. There was a motion made and seconded to approve and it was approved by the committee.
- FSCC 16-17-07 – BIO 303 (Physiology) - There was a motion made and seconded to approve and it was approved by the committee.
- FSCC 16-17-08 – BIO 433, BIO 434, BIO 435 and BIO 436 – Deletion of courses. There was a motion made and seconded to approve and it was approved by the committee.
- FSCC 16-17-09 – BIO 431 and BIO 432 – Course revision, content changes/updates were required. Prerequisite offerings are also required. There was a motion made and seconded to approve and it was approved by the committee.
- FSCC 16-17-10 – New revised major – Biotechnology major. There was a motion made and seconded to approve and it was approved by the committee.
- FSCC 16-17-11 – Behavioral/Social Sciences – Minor in Intelligence Studies with the creation of 6 courses – PSY/SOC/POS 468, 466. There was a motion made and seconded to approve and it was approved by the committee.
- FSCC 16-17-12 – Creation of a minor in Interdisciplinary Intelligence Studies. There was a motion made and seconded to approve and it was approved conditionally by the committee. Looking to receive Tracking Document and Curriculum Ladder.

- FSCC 16-17-13 – AFE – Certificate of Sustainable Agriculture Systems – 15 credit hour with required 12 hour core. Chemistry and Biology are the only pre-required courses. There was a motion made and seconded to approve and it was approved by the committee.

Old Business

Change in classification of common core classes – the committee is in favor of moving forward.

Other Business

Nominations for Academic Appeals Committee – please solicit nominations from your areas – looking to fill 3 seats with faculty who are non-senators.

Information on Close of Art Program area- Reba – Reba Rye addressed the Curriculum Committee expressing a need for proper procedural execution, faculty input and data evaluation and finding out whether there is a budgetary issue relating to the viability of the program.

Adjournment - There was a motion made and seconded to adjourn at 4:59pm and it was approved by the committee.

Respectfully Submitted by Dantrea Hampton



KENTUCKY STATE UNIVERSITY

FACULTY SENATE
CURRICULUM COMMITTEE

FSCC# _____

Effective Date _____

NEW COURSE / COURSE CHANGE TRACKING DOCUMENT

ACADEMIC UNIT: MASC

DATE SUBMITTED: 10/21/2016

1. BRIEF EXPLANATION OF PROPOSED CHANGE:

The new course **MAT 200 Introduction to Statistical Reasoning and Analysis** has been created to fulfill a request by the Council on Postsecondary Education that all public universities in the state of Kentucky offer a general education statistics pathway. MAT 200 will fulfill the KSU general education mathematics course requirement and provide general education mathematics transfer credit between other public Kentucky postsecondary institutions. This course will serve students who are seeking a KSU degree that does not require successful completion of MAT 115. This course will not serve as a pre-requisite for any other mathematics course.

2. CHECK ITEM(s) BELOW FOR CHANGES DESIRED:

- ☒ New Course(s) ☐ Revised Course
☐ Course Level (number) Change ☐ Other (specify below):

I. Chair's Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Faitha Bigdeli
(Signature)

Date: 11-3-16

II. Curriculum Committee Action:

- ☒ Approved ☐ Disapproved ☐ Returned for Recommended Change

Chairperson: (signature): [Signature]

Date: 11/7/16

III. Faculty Senate Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Senate President (signature): _____

Date: _____

IV. Dean's Action:

- ☐ Approved ☐ Disapproved ☐ Returned for Recommended Change

Dean's (signature): _____

Date: _____

Course change proposals and new course proposals approved by the senate are sent to the provost/vice president of academic affairs and president of the university as an informational items (Faculty Senate Constitution, Article I.B.)

Approved as of 9/14/2015

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KENTUCKY STATE UNIVERSITY
FACULTY SENATE
CURRICULUM COMMITTEE

CURRICULUM COMMITTEE
NEW COURSE PROPOSAL

ACADEMIC UNIT: Mathematics

DATE PREPARED: October 21, 2016

PRIMARY AUTHOR(S): Karen Heavin

Karen Heavin

ACADEMIC DISCIPLINE

FACULTY APPROVED:

(Committee Chairperson's Signature)

Tariba Byrd

11/3/16
(Date)

CHAIRPERSON/DEAN

APPROVED:

(Chairperson's/Dean Signature)

Tariba Byrd

11/3/16
(Date)

1. **NEW COURSE NUMBER:** MAT 200

2. **NEW COURSE TITLE:** Introduction to Statistical Reasoning and Analysis

3. **CAPSULE STATEMENT OF COURSE CONTENT FOR CATALOG:**

Prerequisite: Appropriate scores on ACT, SAT, COMPASS and KYOTE College Readiness.

MAT200 is a 4-credit hour course consisting of three hours of regular classroom contact taught by Mathematics Faculty and a 1 hour career application laboratory. The career application laboratory curriculum will be collaboratively designed by faculty and external business partners to provide career applications and experiences in the design, interpretation and usage of statistical measures. Topics will include sampling techniques, data measurement and classification, measures of central tendency, representation and communication of statistical information symbolically, visually and numerically, probability, evaluation and assessment of different statistical models such as normal distributions, linear regression, confidence intervals and one sample hypothesis testing. This course will serve as a general education mathematics requirement for students whose intended major does not require them to complete College Algebra. This course does not serve as prerequisite for any other mathematics course.

4. **DESCRIPTION OF COURSE CONTENT FOR COURSE SYLLABUS:**

MAT 200 is a four credit hour course consisting of three hours of regular classroom contact taught by Mathematics Faculty and a 1 hour career application laboratory. This course will serve as a general education mathematics requirement for students whose intended major does not require them to complete College Algebra. The career application laboratory curriculum will be collaboratively designed by faculty and external business partners to provide career applications and experiences in the design, interpretation and usage of statistical measures.

Final Faculty Senate Approved Form as of 10/4/89



Topics included in this course:

1. Understanding and defining the purpose of statistical measurements and studies and the necessity of proper interpretation
2. Interpret and distinguish differences between experimental and observational studies:
 - A. Students will understand the differences between: reliability, validity, bias, and variability
 - B. Random variables
 - i. Determine the difference between categorical, continuous, discrete and other measurement variables
 - ii. Identify the different experimental variables:
 - Response
 - Explanatory
 - Confounding
 - Interacting
 - Lurking
 - C. Observational Studies – Identify the usage and importance of the different elements
 - i. Randomization
 - ii. Correlation
 - iii. Types of observational studies
 - Case-control
 - Retrospective study
 - Prospective study
 - iv. Efficacy: correct and incorrect interpretation and usage
 - D. Experimental Design - Usage and importance of the different elements:
 - i. Treatments
 - ii. Control groups, placebo and placebo effect
 - iii. Experimental and quasi experimental design
 - iv. Causation
3. Sampling – Purpose and importance of random sampling
 - A. Terminology: population, sampling frame, sample
 - B. Sampling method
 - i. Simple random sampling
 - ii. Stratified random sampling
 - iii. Systematic random sampling
 - iv. Other sampling methods
 - C. Sampling variability
 - i. Behavior of sample proportions and means
4. Descriptive statistics
 - A. Statistics versus parameter
 - B. Measures of central tendency
 - i. Mean, median and mode
 - C. Measures of disbursements
 - i. Variance, standard deviation, percentiles and quartiles
 - D. Graphical displays
 - i. Continuous data: histogram, stem plot, box plot, scatterplot and line graph
 - ii. Categorical data: bar graph, pie chart and pictogram.

5. Inferential statistics
 - A. Confidence intervals
 - i. Margin of error, standard error, confidence level and interval interpretation
 - B. Hypothesis testing
 - i. Null and alternative hypothesis, statistical significance ~~will~~, type I and type II errors, test interpretation, false positives and false negatives
6. Normal distribution
 - A. Standard score, percentiles and probabilities, empirical rule and relation to sampling variability
7. Linear regression
 - A. Scatterplots
 - B. Correlation and interpretation of r and r^2
 - C. Regression analysis and least squares regression
 - D. Categorical variables
8. Probability – Introductory rules and computations as applied to
 - A. Relative frequency
 - B. Accumulated probability
 - C. Expected value
 - D. Conditional probability
 - E. Independent and dependent events

The following KSU liberal studies learning outcomes will be addressed in this course:

- To communicate accurately and effectively in writing and speech. (LSO #1)
- To think critically and analytically. (LSO #2)
- To use the methods of mathematical and scientific inquiry. (LSO #4)

The following statewide student learning outcomes for quantitative reasoning will be covered in this course:

- Interpret information presented in mathematical and/or statistical forms
- Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.
- Determine when computations are needed and to execute the appropriate computations.
- Apply an appropriate model to the problem to be solved.
- Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

5. PREREQUISITES:

MAT 171 - C or higher or,
ACT math subscore ≥ 19 or,
SAT math subscore ≥ 460 or,
COMPASS math subscore ≥ 36 or,
KYOTE College Readiness ≥ 22

6. REQUIRED COURSE: ____ Yes X No General Education Course

7. CREDITS: (a) Number 4

(b) Variable credit Explanation:

(c) Will course be repeatable for credit: ____ Yes ____ No

(d) Grading systems permitted: X A-F ____ P/F ____ Credit/No Credit

Exceptions: _____

8. Course Level: X Elementary
____ Intermediate
____ Intermediate/Advanced
____ Advanced

9. CROSSLISTING DEPARTMENTS (attach supporting letters):

10. SCHEDULING PLAN: X Each semester
____ Annually
____ Biennially
____ Occasionally

11. STARTING WITH:

____ Fall, X Spring, ____ Summer: 2016/2017 Academic Year

12. IS THIS A "SPECIAL TOPICS" COURSE? ____ Yes X No

13. EXPLANATION OF NEED FOR THE SPECIFIC COURSE:

Incoming students who are not required to take MAT115 (College Algebra) currently only have the option of taking MAT 111 (Contemporary Mathematics) to meet their general education requirement. For some majors, statistics is a more appropriate general education math course than MAT 111. The Council on Postsecondary Education has requested that all public universities/colleges in the state of Kentucky offer a general education statistics pathway for students not in the college algebra pathway. For some majors, this course could be a more appropriate general education requirement than college algebra. This course will provide the math department a direct transfer of credits for transferring students from other postsecondary institutions, who have successfully completed a statistics course as their general education math requirement.

14. RELATIONSHIP TO OTHER LIKE COURSES IN THE DISCIPLINE/UNIVERSITY:
This course will fulfill the general education mathematics requirement similar to MAT 111.

15. COURSE WHICH MAY BE DROPPED AS A RESULT OF THIS PROPOSAL:

16. INSTRUCTIONAL STAFF (if non-faculty, attach Vita):
This course will be taught by faculty in the Mathematics Unit.

17. COURSE SYLLABUS AND TEXT REFERENCE:
Attached

Chairs Report on BASC meeting Nov. 7, 2016:

The BASC discussed the enrollment data provided by Institutional Research that shows and FTE of 1,266 undergraduates and 108 graduates, using CPE formula $FTE = (\text{undergraduate student credit hours}/15) + (\text{graduate student credit hours}/12)$

There are 210 Freshmen (we assume first time admits), 270 high school dual credit students (pay reduced credit hour tuition) and 10 Donovan Scholars (pay no tuition). There are also 69 students for Fall 2016 who received the 4.0 GPA scholarship and pay no tuition. It is our understanding this scholarship will not be continued, so full tuition income should be realized for them in Spring 2017. We hope to find out if the budget is still considered to be balanced considering this data.

Chair Rye has requested updated data on the attached "CPE KY Public Insts Expenditures per Program" document from the CPE that includes FY1314 – FY1617 in continuing research on a Budget Resolution.

We discussed strategy to receive data on funds that have been expended at KSU for consultants over the past two years, including expenses associated with the Registry and funds used from the KSU Foundation for such. We are also still interested in receiving information on specific recommendations submitted by the Registry.

Reba Rye
Chair Budget & Academic Support Committee, Faculty Senate
Professor of Art & Art Area Coordinator
Kentucky State University
Shauntee Hall [111](#)
[Frankfort, KY 40601](#)
(502) 597-5994

Fall 2016 FTE Data as of Census Date

Data compiled on 11-4-16 at 9:30am

1.) how many FTE students are enrolled this semester (FTE for Fall 2016)

201710	Hours	FTE Calculation	
Graduate	1,296		108
Undergraduate	18,984		1,266

CPE formula FTE = (graduate student credit hours/12)

CPE formula FTE = (undergraduate student credit hours/15)

2.) how many are new Freshmen

210

3.) number of FTE that are Dual Credit high school students and number of 3 credit classes they represent

Total High School Students 270

High School 3hr student count 134

4.) number of Donovan Scholars and number of 3 credit classes they represent

Total Senior Citizens over 65 10

3 hr senior student count 4

Note: we have no information on Donovan Scholarship

5.) number of scholarship recipients due to 4.0 GPA Spring 2016

69

**Kentucky Public Institutions
Expenditures by Program**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Kentucky											
Instruction	\$ 245,471	\$ 248,816	\$ 238,330	\$ 242,344	\$ 260,345	\$ 254,522	\$ 242,518	\$ 255,411	\$ 267,116	\$ 273,047	\$ 258,751
Research	191,286	211,106	225,690	241,288	249,328	258,283	261,672	272,710	280,347	269,566	253,323
Public Service	165,522	170,945	190,693	219,444	254,781	284,681	298,804	307,302	346,811	364,602	336,987
Academic Support*	71,671	68,589	61,898	82,934	90,254	95,272	98,537	102,504	106,104	110,318	107,004
Other E&G**	154,119	231,904	228,882	237,940	271,603	205,216	212,059	204,615	222,132	278,807	251,083
Auxiliary/Hospital	403,481	427,852	499,307	585,360	664,049	766,149	810,603	883,000	919,507	1,015,076	1,033,843
Total Expenditures	\$ 1,231,550	\$ 1,359,212	\$ 1,444,800	\$ 1,609,310	\$ 1,790,360	\$ 1,864,123	\$ 1,924,193	\$ 2,025,542	\$ 2,142,016	\$ 2,311,415	\$ 2,240,991
University of Louisville											
Instruction	\$ 177,105	\$ 178,454	\$ 185,456	\$ 196,150	\$ 214,224	\$ 228,050	\$ 238,769	\$ 244,353	\$ 251,989	\$ 258,579	\$ 270,249
Research	87,831	100,548	115,711	116,670	131,062	135,765	133,573	141,583	145,213	145,794	142,854
Public Service	53,412	56,059	55,914	68,480	71,571	75,115	85,021	84,450	83,857	92,756	83,618
Academic Support*	45,741	47,866	50,032	54,279	57,408	68,742	88,242	90,081	86,976	89,810	105,564
Other E&G**	159,471	128,354	110,330	114,956	131,270	178,881	224,316	245,128	256,098	273,690	286,031
Auxiliary/Hospital	61,465	63,356	66,346	71,432	75,562	81,970	88,952	91,292	96,732	92,543	112,243
Total Expenditures	\$ 585,025	\$ 574,637	\$ 583,789	\$ 621,967	\$ 681,097	\$ 768,523	\$ 858,873	\$ 896,888	\$ 920,864	\$ 953,172	\$ 1,000,560
Eastern Kentucky University											
Instruction	\$ 62,899	\$ 62,961	\$ 66,207	\$ 70,678	\$ 78,258	\$ 85,940	\$ 86,442	\$ 85,968	\$ 88,006	\$ 92,387	\$ 94,673
Research	739	870	1,609	4,307	7,011	5,570	2,295	3,198	3,284	2,815	2,130
Public Service	34,164	44,656	45,216	47,662	56,369	54,356	49,391	48,221	45,554	46,176	45,650
Academic Support*	18,190	18,596	18,633	20,643	23,654	22,344	22,322	22,852	23,551	19,585	25,298
Other E&G**	79,950	84,281	93,410	108,909	114,034	127,142	141,602	149,248	161,552	164,550	149,630
Auxiliary/Hospital	10,070	10,235	11,075	11,564	13,680	17,753	16,732	19,831	19,900	20,524	23,239
Total Expenditures	\$ 206,012	\$ 221,599	\$ 236,150	\$ 263,763	\$ 293,006	\$ 313,105	\$ 318,784	\$ 329,317	\$ 341,847	\$ 346,038	\$ 340,619
Kentucky State University											
Instruction	\$ 13,128	\$ 14,478	\$ 12,679	\$ 11,672	\$ 12,075	\$ 14,440	\$ 14,424	\$ 13,302	\$ 12,721	\$ 14,382	\$ 13,703
Research	7,171	8,845	8,356	5,129	4,753	4,671	5,390	4,910	4,854	7,669	5,784
Public Service	879	671	787	4,143	4,444	4,016	4,546	4,462	8,681	6,113	5,420
Academic Support*	2,601	2,575	3,987	3,249	3,165	3,376	2,929	3,219	4,038	4,286	3,368
Other E&G**	22,767	27,903	24,258	23,502	25,765	30,942	31,731	38,002	41,063	37,044	37,506
Auxiliary/Hospital	4,989	3,958	4,193	4,310	4,727	5,247	6,479	6,556	5,546	6,208	5,706
Total Expenditures	\$ 51,535	\$ 58,430	\$ 54,260	\$ 52,005	\$ 54,929	\$ 62,692	\$ 65,499	\$ 70,450	\$ 76,903	\$ 75,702	\$ 71,487

**Kentucky Public Institutions
Expenditures by Program**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Morehead State University											
Instruction	\$ 35,470	\$ 38,438	\$ 40,398	\$ 43,000	\$ 44,627	\$ 46,348	\$ 45,399	\$ 45,169	\$ 46,295	\$ 45,592	\$ 44,203
Research	1,240	1,371	1,578	1,728	2,341	2,592	1,608	1,994	2,026	2,033	2,241
Public Service	9,274	8,835	9,700	8,561	7,314	7,088	7,350	7,114	6,907	6,139	5,623
Academic Support*	8,796	9,447	9,770	11,200	9,929	11,573	13,680	15,025	15,673	15,208	15,313
Other E&G**	74,204	76,721	32,166	83,517	88,838	103,823	117,914	122,190	132,960	141,491	146,941
Auxiliary/Hospital	12,484	12,424	13,496	12,054	12,695	14,822	13,875	14,868	14,899	13,397	15,152
Total Expenditures	\$ 141,468	\$ 147,236	\$ 107,108	\$ 160,060	\$ 165,744	\$ 186,246	\$ 199,825	\$ 206,360	\$ 218,760	\$ 223,859	\$ 229,474
Murray State University											
Instruction	\$ 45,926	\$ 46,737	\$ 47,312	\$ 50,741	\$ 55,692	\$ 55,747	\$ 55,417	\$ 54,906	\$ 54,225	\$ 57,431	\$ 58,528
Research	2,430	3,603	3,139	3,023	2,244	2,138	1,518	3,240	3,047	2,593	1,650
Public Service	5,197	5,543	6,484	6,700	6,282	7,348	7,251	8,244	8,193	8,409	8,343
Academic Support*	7,644	8,096	8,064	8,985	9,452	9,533	8,985	9,144	9,817	10,109	10,466
Other E&G**	41,210	30,003	46,199	51,031	59,840	57,183	60,014	64,755	63,251	64,361	63,812
Auxiliary/Hospital	16,123	16,989	17,766	19,312	19,154	21,928	22,269	23,947	24,940	27,238	28,306
Total Expenditures	\$ 118,530	\$ 110,971	\$ 128,964	\$ 139,792	\$ 152,664	\$ 153,877	\$ 155,453	\$ 164,236	\$ 163,473	\$ 170,141	\$ 171,105
Northern Kentucky University											
Instruction	\$ 45,410	\$ 47,728	\$ 52,054	\$ 55,542	\$ 58,610	\$ 63,300	\$ 66,026	\$ 66,875	\$ 67,051	\$ 72,568	\$ 76,193
Research	441	790	1,154	1,326	1,482	1,446	1,376	1,706	1,849	1,681	1,453
Public Service	4,734	4,675	4,799	5,916	7,555	9,513	14,362	10,448	11,003	12,111	13,046
Academic Support*	12,816	13,373	14,360	16,209	17,365	19,369	18,931	19,427	20,229	20,755	22,492
Other E&G**	48,948	66,940	57,015	64,867	73,792	74,472	87,333	89,833	92,836	91,705	93,022
Auxiliary/Hospital	4,765	5,349	5,930	6,387	8,105	8,204	12,164	11,608	12,790	11,339	9,821
Total Expenditures	\$ 117,114	\$ 138,855	\$ 135,312	\$ 150,247	\$ 166,909	\$ 176,304	\$ 200,192	\$ 199,896	\$ 205,757	\$ 210,160	\$ 216,026
Western Kentucky University											
Instruction	\$ 64,137	\$ 70,449	\$ 75,676	\$ 79,925	\$ 82,222	\$ 87,739	\$ 85,607	\$ 91,385	\$ 99,239	\$ 102,638	\$ 105,761
Research	6,440	7,004	8,324	10,841	13,310	12,691	12,392	12,415	10,965	10,313	8,759
Public Service	16,645	15,490	15,512	16,590	14,214	13,579	14,220	14,108	14,820	15,401	15,551
Academic Support*	10,463	11,848	12,903	14,482	17,321	18,874	21,745	23,419	24,714	25,974	24,815
Other E&G**	86,557	94,332	85,344	97,710	107,799	116,492	134,536	138,888	129,787	145,454	142,831
Auxiliary/Hospital	15,962	15,519	15,005	17,194	16,494	20,563	23,092	21,707	22,253	24,208	24,734
Total Expenditures	\$ 200,204	\$ 214,642	\$ 212,764	\$ 236,742	\$ 251,360	\$ 269,938	\$ 291,591	\$ 301,922	\$ 301,777	\$ 323,987	\$ 322,451

**Kentucky Public Institutions
Expenditures by Program**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
KCTCS											
Instruction	\$ 142,433	\$ 145,257	\$ 171,948	\$ 177,564	\$ 190,563	\$ 210,654	\$ 214,360	\$ 237,567	\$ 232,593	\$ 243,115	\$ 244,640
Research	0	0	0	0	0	0	0	0	0	0	0
Public Service	33,245	31,578	30,072	30,278	35,826	35,865	34,372	36,662	37,835	37,641	36,183
Academic Support*	25,686	29,745	34,181	27,176	28,381	33,573	33,500	36,198	35,883	39,634	40,068
Other E&G**	221,912	233,864	249,314	206,132	210,444	225,725	264,275	342,574	368,342	362,472	346,484
Auxiliary/Hospital	16,397	17,646	841	631	600	557	0	0	0	0	0
Total Expenditures	\$ 439,673	\$ 458,090	\$ 486,356	\$ 441,781	\$ 465,814	\$ 506,374	\$ 546,507	\$ 653,001	\$ 674,653	\$ 682,863	\$ 667,375

System											
Instruction	\$ 831,979	\$ 853,318	\$ 890,060	\$ 927,616	\$ 996,616	\$ 1,046,740	\$ 1,048,962	\$ 1,094,934	\$ 1,119,234	\$ 1,159,738	\$ 1,166,700
Research	297,578	334,137	365,561	384,312	411,531	423,156	419,823	441,756	451,584	442,464	418,194
Public Service	323,072	338,452	359,177	407,774	458,356	491,561	515,316	521,010	563,660	589,349	550,420
Academic Support*	203,608	210,135	213,828	239,157	256,929	282,656	308,871	321,868	326,985	335,679	354,388
Other E&G**	889,138	974,302	926,918	988,564	1,083,385	1,119,876	1,273,778	1,395,234	1,468,020	1,559,573	1,517,340
Auxiliary/Hospital	545,736	573,328	633,959	728,244	815,066	937,193	994,167	1,072,810	1,116,567	1,210,534	1,253,044
Total Expenditures	\$ 3,091,111	\$ 3,283,672	\$ 3,389,503	\$ 3,675,667	\$ 4,021,883	\$ 4,301,182	\$ 4,560,916	\$ 4,847,612	\$ 5,046,049	\$ 5,297,338	\$ 5,260,087

*Includes expenditures for libraries.

**Includes expenditures for student services, institutional support, operation and maintenance, scholarships and fellowships, and transfers.

Notes: Auxiliary/Hospital for UK and UL include intercollegiate athletics.

Includes unrestricted and restricted expenditures.

Source: Council on Postsecondary Education Comprehensive Database Finance Component (FD2-A).

October 9, 2014

PCC Meeting Notes
November 7, 2016

Attendees

PCC members	Ex Officio/Guest
Cindy Glass- President (Excused)	
Stephen Ulrich –Vice President	Kim Sipes
Buddhi Gyawali- Secretary	
Jens Hannemann	
Mara Merlino (Excused)	
Fariba Bigdeli-Jahed	
Catherine Vedder	
Rebecca McCoy (absent)	
Rita Sharma	

Meeting called to order at 3:15 PM

Vice President Stephen Ulrich chaired the meeting.

Minutes of October 24 were passed. Stephen read Chair Cindy's email and initiated a discussion about the task for revising tenure and promotion and faculty evaluation criteria and benchmarks. Kim Sipes shared her discussion with Cindy about a deadline to submit a revised T&P and evaluation benchmark policy and the expectation to receive a draft of the revised policy before next Board of Regents meeting in January 2017. PCC members have been gathering such information from different institutions for a group discussion in the meeting. Three senators have emailed such documents.

Kim reiterated the board and administration's request for a consistent policy for tenure and promotion. suggesting that KSU should have a standard benchmark for teaching, research, and public service evaluation, while allowing for flexibility within the scholarship area. Each department should also prepare its own benchmark and make them consistent to the KSU's T&P benchmarks. Kim talked about Boyer's model (*Scholarship Reconsidered priorities of the professoriate*) and handed it out to the PCC members for review. She also shared other two documents "*Defining Scholarship for the Discipline of Nursing*" and "*Scholarly and Professional Activities*" Business-Accreditation- ACBSP and asked us to review. She suggested PCC can utilize Boyer's model for preparing to redefine benchmarks for scholarship. It broadly considers scholarship, which is traditionally perceived as conducting research and publishing in peer reviewed journals. In the Boyer's model, scholarship is considered inclusive of discovery, integration, application, and teaching. There are many ways faculty member can accomplish scholarship of discovery. It is discussed that as more teaching institutions are requiring faculty to engage in research, there must be different avenue for research. In KSU, we don't have always resources to do traditional type of research so there is less likely of significant outcomes that

define traditional definition of research (such as publication). Kim asked us to read/review and think about if we put in place a policy that is measurable as much as possible. We can develop one consistent policy campus wide and a plan can be discussed at the divisions level for its implementation.

A senator raised a concern how it be possible to have a standard policy that can be adopted campus wide since not all faculty have full teaching load, especially in College of Agriculture. Kim expressed the idea that the criteria for evaluating teaching effectiveness should be the same no matter if you have full teaching load or not. She said we should be evaluated same way since we all are teaching. Another senator said we teach different things and different types of courses (e.g. music, arts, computers, laboratory work) using different methods therefore we may not be able to have standard measures to evaluate teaching. Kim said she believes it should be the same criteria for evaluating every faculty's teaching effectiveness. However, for scholarship we can use Boyer's model. Another senator suggested standard teaching benchmark may be good for faculty who teach lower level courses such as College Algebra, for which national assessment standards for students' evaluation can be used.

Another senator inquired if we already have a general framework of faculty evaluation that can be reviewed and revised and applied across the campus. The senator argued that faculty member who are going for tenure should follow the same rule. Another senator argued that those criteria for "Meets Expectations" or "Exceeds Expectations" were never applied in many Divisions. It was discussed that if a faculty member is horrible in teaching would that person get tenure? It was discussed that it depends on how that person has been evaluated and his/her teaching load. Another senator suggested that annual DEA (Distribution of Effort Agreement) should be used as criteria for a faculty's annual evaluation and can be used such benchmarks towards T&P evaluation. Another senator argued that some faculty are hard and others are soft to students and standard teaching evaluation criteria and students' evaluation scores may be subjective. It has been discussed among faculty members many times that student evaluations receive poor response rate and are unreliable and the contents need to be revised to capture broader elements of teaching effectiveness. A senator asked if there is any research comparing the effectiveness of online evaluation against in class or paper evaluation.

A senator suggested to adopt DFW (Drop/Fail/Withdraw) rate for timely monitoring of teaching effectiveness during a semester. Some Divisions have been practicing this method and feedback to instructors have become very useful to improve instruction, monitoring attendance and assessment of students and a follow up of underperforming students. In some Divisions, Chairs keep records of DFW for each class and they follow up with each faculty twice a semester. Those faculties with high DFW rates submit a plan for improvement. But if a systematic pattern of high DFW rates is observed on a faculty it can be speculated that this faculty has some issue about his/her teaching performance. That faculty should be responsible for analyzing reasons for high DFW rate in his/her class. For instance, that faculty can develop a plan for adopting better ways to increase attendance and timely submission of assignments. A senator was concerned if high DFW rate can be considered as punitive. It was discussed that if a DFW rate is the only one

criteria that may be considered for punishment but it should not be only reason for punitive action.

In the later part of discussion, all senators suggested that each unit can have own evaluation schema and fit it into the university's evaluation benchmarks. A senator suggested there should be some procedure at campus that evaluates the faculty fairly.

Some senators compiled faculty evaluation documents of other universities similar to KSU. It was found that when a faculty is hired, he/she is immediately assigned with a mentor and is made aware of unit level faculty T&P criteria, evaluation benchmarks as stated in the T&P policies of most of the universities they reviewed. They also practice class room observation for teaching evaluation and provide feedback to junior faculty in positive way, which is not punitive.

F/S president Sipes asked how can we meet the January deadline. Suggestions were made to form subcommittees to work on teaching, scholarship and public service. Steven suggested that each senator review Boyer's model along with Registry's recommendations and work in three sections and make one action item to the senate in the next PCC meeting. Senators can suggest the criteria that can be made consistent across the university.

Sipes reminded that all policies have to be approved by BOR unless they rescind earlier decision which made president Burse responsible for the day to day operations of the University (November 2014) which is awaiting reconsideration by the Board at its next meeting.

Senators agreed to come to the next meeting with a draft of teaching effectiveness section after reviewing two documents Sipes provided (Boyer and Nursing.), and any other research they have found. Senators can also review current faculty handbook benchmarks, CAFSSS's revised T&P evaluation criteria (full senate approved in 2015) and Registry's report and recommendations for revising T&P policy.

Meeting adjourned at 4: 40 PM

Notes prepared by

Buddhi Gyawali

PCC secretary

A SPECIAL REPORT

Scholarship Reconsidered

PRIORITIES OF THE PROFESSORiate

ERNEST L. BOYER



THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING

Enlarging the Perspective

SINCE COLONIAL TIMES, the American professoriate has responded to mandates both from within the academy and beyond. First came teaching, then service, and finally, the challenge of research. In more recent years, faculty have been asked to blend these three traditions, but despite this idealized expectation, a wide gap now exists between the myth and the reality of academic life. Almost all colleges pay lip service to the trilogy of teaching, research, and service, but when it comes to making judgments about professional performance, the three rarely are assigned equal merit.

Today, when we speak of being “scholarly,” it usually means having academic rank in a college or university and being engaged in research and publication. But we should remind ourselves just how recently the word “research” actually entered the vocabulary of higher education. The term was first used in England in the 1870s by reformers who wished to make Cambridge and Oxford “not only a place of teaching, but a place of learning,” and it was later introduced to American higher education in 1906 by Daniel Coit Gilman.¹ But scholarship in earlier times referred to a variety of creative work carried on in a variety of places, and its integrity was measured by the ability to think, communicate, and learn.

What we now have is a more restricted view of scholarship, one that limits it to a hierarchy of functions. Basic research has come to be viewed as the first and most essential form of scholarly activity, with other functions flowing from it. Scholars are academics who conduct research, publish, and then perhaps convey their knowledge to students or apply what they have learned. The latter functions grow *out of* scholarship, they are not to be considered a part of it. But knowledge is not necessarily developed in such a linear manner. The arrow of

causality can, and frequently does, point in *both* directions. Theory surely leads to practice. But practice also leads to theory. And teaching, at its best, shapes both research and practice. Viewed from this perspective, a more comprehensive, more dynamic understanding of scholarship can be considered, one in which the rigid categories of teaching, research, and service are broadened and more flexibly defined.

There is a readiness, we believe, to rethink what it means to be a scholar. Richard I. Miller, professor of higher education at Ohio University, recently surveyed academic vice presidents and deans at more than eight hundred colleges and universities to get their opinion about faculty functions. These administrators were asked if they thought it would be a good idea to view scholarship as more than research. The responses were overwhelmingly supportive of this proposition.² The need to reconsider scholarship surely goes beyond opinion polls, but campus debates, news stories, and the themes of national conventions suggest that administrative leaders are rethinking the definitions of academic life. Moreover, faculty, themselves, appear to be increasingly dissatisfied with conflicting priorities on the campus.

How then should we proceed? Is it possible to define the work of faculty in ways that reflect more realistically the full range of academic and civic mandates? We believe the time has come to move beyond the tired old “teaching versus research” debate and give the familiar and honorable term “scholarship” a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work. Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students. Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching*.

THE SCHOLARSHIP OF DISCOVERY

The first and most familiar element in our model, the *scholarship of discovery*, comes closest to what is meant when academics speak of “research.” No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead. Research is central to the work of higher learning, but our study here, which inquires into the meaning of scholarship, is rooted in the conviction that disciplined, investigative efforts within the academy should be strengthened, not diminished.

The *scholarship of discovery*, at its best, contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university. Not just the outcomes, but the process, and especially the passion, give meaning to the effort. The advancement of knowledge can generate an almost palpable excitement in the life of an educational institution. As William Bowen, former president of Princeton University, said, scholarly research “reflects our pressing, irrepressible need as human beings to confront the unknown and to seek understanding for its own sake. It is tied inextricably to the freedom to think freshly, to see propositions of every kind in ever-changing light. And it celebrates the special exhilaration that comes from a new idea.”³

The list of distinguished researchers who have added luster to the nation’s intellectual life would surely include heroic figures of earlier days—Yale chemist Benjamin Silliman; Harvard naturalist Louis Agassiz; astronomer William Cranch Bond; and Columbia anthropologist Franz Boas. It would also include giants of our time—James Watson, who helped unlock the genetic code; political philosopher Hannah Arendt; anthropologist Ruth Benedict; historian John Hope Franklin; geneticist Barbara McClintock; and Noam Chomsky, who transformed the field of linguistics; among others.

When the research records of higher learning are compared, the United States is the pacesetter. If we take as our measure of accomplishment the number of Nobel Prizes awarded since 1945, United States scientists received 56 percent of the awards in physics, 42 per-

cent in chemistry, and 60 percent in medicine. Prior to the outbreak of the Second World War, American scientists, including those who fled Hitler's Europe, had received only 18 of the 129 prizes in these three areas.⁴ With regard to physics, for example, a recent report by the National Research Council states: "Before World War II, physics was essentially a European activity, but by the war's end, the center of physics had moved to the United States."⁵ The Council goes on to review the advances in fields ranging from elementary particle physics to cosmology.

The research contribution of universities is particularly evident in medicine. Investigations in the late nineteenth century on bacteria and viruses paid off in the 1930s with the development of immunizations for diphtheria, tetanus, lobar pneumonia, and other bacterial infections. On the basis of painstaking research, a taxonomy of infectious diseases has emerged, making possible streptomycin and other antibiotics. In commenting on these breakthroughs, physician and medical writer Lewis Thomas observes: "It was basic science of a very high order, storing up a great mass of interesting knowledge for its own sake, creating, so to speak, a bank of information, ready for drawing on when the time for intelligent use arrived."⁶

Thus, the probing mind of the researcher is an incalculably vital asset to the academy and the world. Scholarly investigation, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. The intellectual excitement fueled by this quest enlivens faculty and invigorates higher learning institutions, and in our complicated, vulnerable world, the discovery of new knowledge is absolutely crucial.

THE SCHOLARSHIP OF INTEGRATION

In proposing the *scholarship of integration*, we underscore the need for scholars who give meaning to isolated facts, putting them in perspective. By integration, we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too. In calling for

a scholarship of integration, we do not suggest returning to the “gentleman scholar” of an earlier time, nor do we have in mind the dilettante. Rather, what we mean is serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research.

This more integrated view of knowledge was expressed eloquently by Mark Van Doren nearly thirty years ago when he wrote: “The connectedness of things is what the educator contemplates to the limit of his capacity. No human capacity is great enough to permit a vision of the world as simple, but if the educator does not aim at the vision no one else will, and the consequences are dire when no one does.” It is through “connectedness” that research ultimately is made authentic.

The scholarship of integration is, of course, closely related to discovery. It involves, first, doing research at the boundaries where fields converge, and it reveals itself in what philosopher-physicist Michael Polanyi calls “overlapping [academic] neighborhoods.”⁸ Such work is, in fact, increasingly important as traditional disciplinary categories prove confining, forcing new topologies of knowledge. Many of today’s professors understand this. When we asked faculty to respond to the statement, “Multidisciplinary work is soft and should not be considered scholarship,” only 8 percent agreed, 17 percent were neutral, while a striking 75 percent disagreed (table 2). This pattern of opinion, with only slight variation, was true for professors in all disciplines and across all types of institutions.

The scholarship of integration also means interpretation, fitting one’s own research—or the research of others—into larger intellectual patterns. Such efforts are increasingly essential since specialization, without broader perspective, risks pedantry. The distinction we are drawing here between “discovery” and “integration” can be best understood, perhaps, by the questions posed. Those engaged in discovery ask, “What is to be known, what is yet to be found?” Those engaged in integration ask, “What do the findings *mean*? Is it possible to interpret what’s been discovered in ways that provide a larger, more comprehensive understanding?” Questions such as these call for the

power of critical analysis and interpretation. They have a legitimacy of their own and if carefully pursued can lead the scholar from information to knowledge and even, perhaps, to wisdom.

Table 2
Multidisciplinary Work Is Soft and Should Not Be
Considered Scholarship

	AGREE	NEUTRAL	DISAGREE
All Respondents	8%	17%	75%
Research	7	9	84
Doctorate-granting	6	13	80
Comprehensive	8	14	78
Liberal Arts	8	16	77
Two-Year	9	27	63

SOURCE: The Carnegie Foundation for the Advancement of Teaching, 1989 National Survey of Faculty.

Today, more than at any time in recent memory, researchers feel the need to move beyond traditional disciplinary boundaries, communicate with colleagues in other fields, and discover patterns that connect. Anthropologist Clifford Geertz, of the Institute for Advanced Study in Princeton, has gone so far as to describe these shifts as a fundamental “refiguration, . . . a phenomenon general enough and distinctive enough to suggest that what we are seeing is not just another redrawing of the cultural map—the moving of a few disputed borders, the marking of some more picturesque mountain lakes—but an alteration of the principles of mapping. Something is happening,” Geertz says, “to the way we think about the way we think.”

This is reflected, he observes, in:

. . . philosophical inquiries looking like literary criticism (think of Stanley Cavell on Beckett or Thoreau, Sartre on Flaubert), scientific discussions looking like belles lettres *morceaux* (Lewis Thomas, Loren Eiseley), baroque fantasies presented as deadpan empirical observations (Borges, Barthelme), histories that consist of

equations and tables or law court testimony (Fogel and Engerman, *Le Roi Ladurie*), documentaries that read like true confessions (Mailer), parables posing as ethnographies (Castañeda), theoretical treatises set out as travelogues (Lévi-Strauss), ideological arguments cast as historiographical inquiries (Edward Said), epistemological studies constructed like political tracts (Paul Feyerabend), methodological polemics got up as personal memoirs (James Watson).¹⁰

These examples illustrate a variety of scholarly trends—*interdisciplinary*, *interpretive*, *integrative*. But we present them here as evidence that an intellectual sea change may be occurring, one that is perhaps as momentous as the nineteenth-century shift in the hierarchy of knowledge, when philosophy gave way more firmly to science. Today, interdisciplinary *and* integrative studies, long on the edges of academic life, are moving toward the center, responding both to new intellectual questions and to pressing human problems. As the boundaries of human knowledge are being dramatically reshaped, the academy surely must give increased attention to the *scholarship of integration*.

THE SCHOLARSHIP OF APPLICATION

The first two kinds of scholarship—discovery and integration of knowledge—reflect the investigative and synthesizing traditions of academic life. The third element, the *application* of knowledge, moves toward engagement as the scholar asks, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?” And further, “Can social problems *themselves* define an agenda for scholarly investigation?”

Reflecting the *Zeitgeist* of the nineteenth and early twentieth centuries, not only the land-grant colleges, but also institutions such as Rensselaer Polytechnic Institute and the University of Chicago were founded on the principle that higher education must serve the interests

of the larger community. In 1906, an editor celebrating the leadership of William Rainey Harper at the new University of Chicago defined what he believed to be the essential character of the American scholar. Scholarship, he observed, was regarded by the British as “a means and measure of self-development,” by the Germans as “an end in itself,” but by Americans as “equipment for service.”¹¹ Self-serving though it may have been, this analysis had more than a grain of truth.

Given this tradition, one is struck by the gap between values in the academy and the needs of the larger world. Service is routinely praised, but accorded little attention—even in programs where it is most appropriate. Christopher Jencks and David Riesman, for example, have pointed out that when free-standing professional schools affiliated with universities, they lessened their commitment to applied work even though the original purpose of such schools was to connect theory and practice. Professional schools, they concluded, have oddly enough fostered “a more academic and less practical view of what their students need to know.”¹²

Colleges and universities have recently rejected service as serious scholarship, partly because its meaning is so vague and often disconnected from serious intellectual work. As used today, service in the academy covers an almost endless number of campus activities—sitting on committees, advising student clubs, or performing departmental chores. The definition blurs still more as activities beyond the campus are included—participation in town councils, youth clubs, and the like. It is not unusual for almost any worthy project to be dumped into the amorphous category called “service.”

Clearly, a sharp distinction must be drawn between *citizenship* activities and projects that relate to scholarship itself. To be sure, there are meritorious social and civic functions to be performed, and faculty should be appropriately recognized for such work. But all too frequently, service means not doing scholarship but doing good. To be considered *scholarship*, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity. Such service is serious, demanding work, requiring the rigor—and the accountability—traditionally associated with research activities.

The *scholarship of application*, as we define it here, is not a one-way street. Indeed, the term itself may be misleading if it suggests that knowledge is first “discovered” and then “applied.” The process we have in mind is far more dynamic. New intellectual understandings can arise out of the very act of application—whether in medical diagnosis, serving clients in psychotherapy, shaping public policy, creating an architectural design, or working with the public schools. In activities such as these, theory and practice vitally interact, and one renews the other.

Such a view of scholarly service—one that both applies and contributes to human knowledge—is particularly needed in a world in which huge, almost intractable problems call for the skills and insights only the academy can provide. As Oscar Handlin observed, our troubled planet “can no longer afford the luxury of pursuits confined to an ivory tower. . . . [S]cholarship has to prove its worth not on its own terms but by service to the nation and the world.”¹³

THE SCHOLARSHIP OF TEACHING

Finally, we come to the *scholarship of teaching*. The work of the professor becomes consequential only as it is understood by others. Yet, today, teaching is often viewed as a routine function, tacked on, something almost anyone can do. When defined as *scholarship*, however, teaching both educates and entices future scholars. Indeed, as Aristotle said, “Teaching is the highest form of understanding.”

As a *scholarly* enterprise, teaching begins with what the teacher knows. Those who teach must, above all, be well informed, and steeped in the knowledge of their fields. Teaching can be well regarded only as professors are widely read and intellectually engaged. One reason legislators, trustees, and the general public often fail to understand why ten or twelve hours in the classroom each week can be a heavy load is their lack of awareness of the hard work and the serious study that undergirds good teaching.

Teaching is also a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be

carefully planned, continuously examined, and relate directly to the subject taught. Educator Parker Palmer strikes precisely the right note when he says knowing and learning are communal acts.¹⁴ With this vision, great teachers create a common ground of intellectual commitment. They stimulate active, not passive, learning and encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over.

Further, good teaching means that faculty, as scholars, are also learners. All too often, teachers transmit information that students are expected to memorize and then, perhaps, recall. While well-prepared lectures surely have a place, teaching, at its best, means not only transmitting knowledge, but *transforming* and *extending* it as well. Through reading, through classroom discussion, and surely through comments and questions posed by students, professors themselves will be pushed in creative new directions.

In the end, inspired teaching keeps the flame of scholarship alive. Almost all successful academics give credit to creative teachers—those mentors who defined their work so compellingly that it became, for them, a lifetime challenge. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge dangerously diminished.

Physicist Robert Oppenheimer, in a lecture at the 200th anniversary of Columbia University in 1954, spoke elegantly of the teacher as mentor and placed teaching at the very heart of the scholarly endeavor: “The specialization of science is an inevitable accompaniment of progress; yet it is full of dangers, and it is cruelly wasteful, since so much that is beautiful and enlightening is cut off from most of the world. Thus it is proper to the role of the scientist that he not merely find the truth and communicate it to his fellows, but that he teach, that he try to bring the most honest and most intelligible account of new knowledge to all who will try to learn.”¹⁵

Here, then, is our conclusion. What we urgently need today is a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching.¹⁶ We acknowledge that these

four categories—the scholarship of discovery, of integration, of application, and of teaching—divide intellectual functions that are tied inseparably to each other. Still, there is value, we believe, in analyzing the various kinds of academic work, while also acknowledging that they dynamically interact, forming an interdependent whole. Such a vision of scholarship, one that recognizes the great diversity of talent within the professoriate, also may prove especially useful to faculty as they reflect on the meaning and direction of their professional lives.

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Diversity in Nursing

Purpose: This document provides standards that clarify and describe a full range of scholarship within the discipline of nursing. In particular, this statement focuses on four aspects of scholarship that are salient to academic nursing-- discovery, teaching, applications in clinical practice, and integration of ideas from nursing and other disciplines. These areas support the values of a profession committed to both social relevance and scientific advancement. This document is not intended as prescriptive, or as exclusive of other considerations. It is a descriptive tool, and may be used to guide promotion, tenure, and merit reviews in a way that is appropriate to the profession; expand the scope of recognized scholarly activities; guide individual career planning; and demonstrate the growth of the profession over time. The unique culture and context of each academic institution, and the priorities of each nursing unit, will determine the relevance and value of the proposed standards within its own setting.

BACKGROUND

Colleges and universities across the nation are striving to meet the challenges of rapidly changing educational systems, and are reconsidering the role of the faculty in an increasingly complex learning environment. An important part of that role is the creation of scholarship pertinent to the discipline of the individual faculty member. Many academic disciplines such as history, engineering, social work, psychology, business, education, and many others are in the process of redefining the traditional boundaries of scholarship, and are examining the faculty reward system that perpetuates these boundaries (Diamond & Adam, 1995; Glassick, Huber, & Maeroff, 1997).

Nowhere is this dialogue more pertinent than in nursing, where rigorous scholarly inquiry must be applied in the realities and demands of practice. Nursing faculty, like others whose discipline brings together scientific investigation and application through professional services, often function in a system designed to reward and promote a narrow definition of academic success. Nursing, however, may have priorities for teaching, scholarship, and service that are linked directly to the goals of the profession.

RATIONALE

Boyer (1990) challenged all disciplines to embrace the full scope of academic work, moving beyond an exclusive focus on traditional and narrowly defined research as the only legitimate avenue to further the knowledge of the discipline, and to obtain rewards for professorial performance. He proposed that scholarship involves four areas that are critical to academic work. These are the scholarship of

...discovery, where new and unique knowledge is generated;
 ...teaching, where the teacher creatively builds bridges between his or her own understanding and the students' learning;
 ...application, where the emphasis is on the use of new knowledge in solving society's problems; and
 ...integration, where new relationships among disciplines are discovered.

These four aspects of scholarship are salient to academic nursing, where each specified area supports the values of a profession committed to both social relevance and scientific advancement. This document builds upon the work of Boyer (1990) and Diamond & Adam (1995); the rich history of nursing scholarship (Donaldson & Crowley, 1978; Stevenson, 1988); and statements by members of the profession that clarify the beliefs and

values of academic leadership on interdisciplinary collaboration (AACN, 1995), research (AACN, 1998), faculty practice (AACN, 1993), and education (AACN, 1997).

DEFINITION OF SCHOLARSHIP IN NURSING

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods. This definition is applied in the following standards that describe scholarship in nursing.

STANDARDS

Scholarship of Discovery

The scholarship of discovery is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that "takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p.1)." The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself.

Primary empirical research is the systematic collection of data to answer an empirical question or test an hypothesis. A variety of qualitative and quantitative designs is used, including experimental, quasi-experimental, descriptive, exploratory, case studies, and ethnography. Source materials include primary empirical measurements, observations and specimens, databases created for other purposes, and published reports of research.

Historical research includes original investigations using manuscripts, documents, oral narrative, and other printed and non-printed materials.

Theory development is the process of drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power with respect to an area of experience. Scientific theories suggest explanations for phenomena that may be subjected to empirical tests.

Methodological studies include the development and testing of new or revised methods of inquiry that have utility in generating knowledge.

Philosophical inquiry in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. It seeks to answer questions related to the meaning of health and illness in the context of human life, how we acquire and evaluate knowledge, and the standards of conduct of life. Whether arguments are inductive or deductive in nature, assumptions are thoroughly examined and principles of logical thought and proof are followed.

EXAMPLES OF DOCUMENTATION OF THE QUALITY OF THE SCHOLARSHIP OF DISCOVERY

peer-reviewed publications of research, theory, or philosophical essays;
presentations of research, theory, or philosophical essays;
grant awards in support of research or scholarship;
mentorship of junior colleagues in research or scholarship;
state, regional, national, or international recognition as a scholar in an identified area; and
positive peer evaluations of the body of work.

SCHOLARSHIP OF TEACHING

The scholarship of teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge, and adds to deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

Knowledge of the discipline or specialty applied in teaching-learning includes innovations that demonstrate the knowledge of the faculty member in relation to teaching (such as authorship of textbooks or other learning aids), technology application, and theory building in the teaching-learning assessment context.

Development of innovative teaching and evaluation methods includes research in teaching strategies, course development and outcome evaluation, curricular and faculty evaluation innovations, research related to the knowledge and pedagogy of nursing, and creation of innovative learning environments that support diverse groups of students.

Program development and learning outcome evaluation includes the development of outcomes assessment programs, accreditation reports, grant proposals for educational programs, disciplinary and interdisciplinary programs, and educational evaluation models.

Professional role modeling includes the mentoring of students and novice faculty, leadership roles in curriculum and instruction, development of programs for lifelong learning, and leadership in shaping educational policy.

EXAMPLES OF DOCUMENTATION OF THE QUALITY OF SCHOLARSHIP OF TEACHING

peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories;

accreditation or other comprehensive program reports;

successful applications of technology to teaching and learning;

positive peer assessments of innovations in teaching;

state, regional, national, or international recognition as a master teacher;

published textbooks or other learning aids;

grant awards in support of teaching and learning;

design of outcome studies or evaluation/assessment programs; and

presentations related to teaching and learning.

SCHOLARSHIP OF PRACTICE (APPLICATION)

The scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993).

Models through which the scholarship of practice may be accomplished are varied (Norbeck & Taylor, 1998). These models may include structural typologies for practice, such as nursing centers, joint appointments with external agencies, and faculty development; faculty role approaches, such as teacher, practitioner, administrator, and consultant; specialty practice arrangements, encompassing all types of clinical expertise in nursing, including community health, primary care, anesthesia services, midwifery services, clinical specialties, and others; and administrative approaches, such as volunteer, collaborative, revenue-generating, and contractual service models. In all models, the focus is on the scholarship generated through practice. Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models.

Components of the scholarship of practice include:

development of clinical knowledge, which entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas of expertise;

professional development, which includes self-development to improve competency beyond the basic practice of professional nursing and research in specialty practice arrangements and faculty role concepts (Brown et al., 1995);

application of technical or research skills that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative

health care delivery models, and others; and

service, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the mentoring of professional staff and students, leadership roles in developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care (Boyer, 1990).

EXAMPLES OF DOCUMENTATION OF THE QUALITY OF PRACTICE SCHOLARSHIP

peer-reviewed publications of research, case studies, technical applications, or other practice issues;
presentations related to practice;
consultation reports;
reports compiling and analyzing patient or health services outcomes;
products, patents, license copyrights;
peer reviews of practice;
grant awards in support of practice;
state, regional, national, or international recognition as a master practitioner;
professional certifications, degrees, and other specialty credentials;
reports of meta-analyses related to practice problems;
reports of clinical demonstration projects; and
policy papers related to practice.

SCHOLARSHIP OF INTEGRATION

The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas, and brings new insight to bear on original concepts and research. Critical analysis and interpretation are two common methodologies, but interdisciplinary work may take place through any medium for scholarship such as those described as discovery, teaching, or practice (Boyer, 1990). Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights.

Integrative scholarship requires participation from two or more disciplines in inquiry that advances knowledge across a wide range of techniques and methodologies. Works that would be recognized in the scholarship of integration in nursing include interfaces between nursing and a variety of disciplines. Integrative reviews of the literature, analysis of health policy, development of interdisciplinary educational programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines are examples of the scholarship of integration.

EXAMPLES OF DOCUMENTATION OF THE QUALITY OF INTEGRATIVE SCHOLARSHIP

peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others;
copyrights, licenses, patents, or products for sale;
published books;
positive peer evaluations of contributions to integrative scholarship;
reports of interdisciplinary programs or service projects;
interdisciplinary grant awards;
presentations; and
policy papers designed to influence organizations or governments.

SUMMARY

While the mission of institutions of higher learning is unique in each setting, the commitment to scholarly approaches to education, practice, and research creates common bonds across the academic nursing community. This document is intended to clarify, extend, and enhance the scholarly work of nursing in academic settings. The application of the standards proposed in this document will differ by institution, yet will provide a framework for the advancement of nursing knowledge that will ultimately improve the health of people.

AACN TASK FORCE ON DEFINING STANDARDS FOR THE SCHOLARSHIP OF NURSING

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Section 5.8 Scholarly and Professional Activities

Criterion 5.8.1. Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent with the stated institutional mission.

5.8.1 Scholarship:

To demonstrate compliance with Criterion 5.8.1, describe or explain:

- the types of scholarly research in which your faculty members are involved;
- the publications in which your faculty members have recently published; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching; (2) the scholarship of discovery; (3) the scholarship of integration; and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully assessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:

The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows—teachers must be widely read and intellectually engaged in their fields—but teaching becomes consequential only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be documented and assessed. Documentation could include publications dealing with pedagogy and/or teaching techniques, participation in workshops and seminars devoted to improving teaching skills, written evaluations of teaching materials, and the development of outcomes assessment tools.

The scholarship of discovery is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; however, institutions having research missions and graduate programs would be expected to have on-going research activities.

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Writing comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars, and textbook writing are examples of the scholarship of integration.

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application does not include regular service activities or routine consulting. (These are considered professional activities and are discussed below.) The scholarship of application must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation--if these are meaningful intellectual activities. This kind of scholarship requires creativity and critical thought in analyzing real problems. These activities must be documented and should include an evaluation from those receiving these services.

5.8.2 Professional Activities:

The concept of "actively involved" intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

The concept of "reasonable balance" indicates that all four areas of scholarship (teaching, discovery, application, and integration) and professional activities described below should be represented in the activities of the faculty as a whole. Though the extent of representation and the balance may vary from institution to institution based on mission, it is expected that students will be exposed to faculty members with a full range of scholarly and professional activities.

It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If adjunct faculty members provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school.

For the purposes of this standard, **professional activities** are defined as:

- activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.);
- activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in leadership roles in professional organizations); and
- professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as for volunteer services. The key determination is "professionally-related." Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally related.

The determination of "professionally related" depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally related; however, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related.

Professionally related also includes activities in support of professional organizations. This might include: serving as an officer of a professional organization; participation in a professional meeting as a program chairperson, paper presenter or a discussant; or participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

A. To demonstrate compliance with Criterion 5.8.2, please describe or explain:

- professional activities in which your faculty members are involved; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

B. Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6.

Another consideration to this example could be to add a column for classroom activities and take credit for developing case studies and exercises as scholarly activities.

Figure 5.6 is an example that assumes the Boyer model. If your school uses another model or process to determine scholarly activities, please describe your process.

List the faculty member's name, highest earned degree, and any professional certificate held. Professional certificates must be the result of a written test monitored and graded by a professional organization (e.g., a Certified Public Accounting examination).

Figure 5.6
Scholarly and Professional Activities

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Smith, Mary	Ph.D.		B = 2 C = 1 D = 1	A = 1 B = 2 D = 1	B = 1	D = 1	C = 2	3	2	3	
Most Recent Year											
Year 2			A = 2	A = 1 C = 1	B = 2 C = 1	2	C = 1 D = 1	1	2	3	
etc.											

Codes to Use for Scholarly Activities

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

Criterion 5.8.3 Scholarship for Doctoral Programs:

A minimum of 80 percent of the academically- and/or professionally-qualified faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If your institution deviates significantly (five percent or more) from this research participation level, you must explain your explicit rationale for the alternate requirements and provide performance evaluation results to demonstrate that your participation level is sufficient, as related to your student learning and scholarship program objectives.



Defining Scholarship: Boyer's 4 Models and The new digital scholarship: A Faculty Conversation

Joseph McNabb, PhD and Nancy Pawlyshyn, PhD
Faculty Fellows in Higher Education Administration

March 13, 2014

Faculty Professional Development Day



Boyer poses some interesting issues...

- “Faculty reward systems do not match the full range of academic functions.”
- Work life for faculty has changed to encompass a range of “competing obligations”
- “Can we define scholarship in ways that reflect new realities?”
- Does scholarship take in to account the application of new knowledge to real problems?
- “What does it mean to be a scholar?”



The Scholarship of Discovery

- Search for new knowledge
- Traditional definition of scholarship
- Discovery of new information and new models
- Sharing discoveries through scholarly publication

“..the commitment to knowledge for its own sake, to freedom of inquiry”



The Scholarship of Integration

- Integration of knowledge from different sources
- Presents overview of findings in a resource topic
- Bringing findings together from different disciplines to discover convergence.
- Identify trends and see knowledge in new ways.

“Bringing insight to bear on original research” with “interpretive, integrative, interdisciplinary” approaches.



The Scholarship of Application

- Discovering of ways that new knowledge can be used to solve real world problems.
- “New intellectual problems can arise out of the very act of application.”

*“Higher education must serve the interests of the larger community”
with the application of knowledge to real world problems.*



The Scholarship of Teaching

- Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge.
- Informal/formal. Teaching, advising, mentoring
- “Knowing and learning are communal tasks.”
- “Faculty, as scholars, are also learners.”

“Aristotle said: ‘Teaching is the highest form of understanding.’ ”



Boyer's Conclusion

- “Need for a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice and through teaching.”

“The richness of faculty should be celebrated.”



Application of Boyer's models

- Value to labeling/identifying intellectual endeavors in the 4 categories.
- Value to identifying intersections / how they contribute to the dynamic of faculty life.



Examples of scholarship of teaching

- Development of new or substantially revised courses, curricula
- Innovative teaching materials/strategies
- Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
- Projects funded by external or internal grants to support instructional activities
- Production of videos for instruction
- Technical, procedural or practical innovations made clinically or professionally
- Publication of textbooks or teaching materials.



Examples of application

- Consulting activities in field or industry that directly relate to the intellectual work of the faculty member
- Support or development of community activities in the field or industry that link with academic discipline
- Formal development and /or oversight of practica/partnerships on behalf of the University that connect students with the field/industry
- The application of theory in the field to real world problems.
- Development of centers for study or service
- Media contributions (newspaper, magazine, etc.)



Examples of integration

- Professional development workshops
- Literature reviews
- Presentations of research at conferences
- Non-academic publications that address discipline-related concerns
- Meta-analysis (contrasting or combining results from different studies)



Examples of discovery

- Internally or externally funded research projects
- Research projects
- Working papers
- Peer-reviewed journal articles
- Book chapters and /or books
- Creative activity: Compositions, presentations, performances, exhibits and projects.



What is digital scholarship?

- The use of digital evidence, methods of inquiry, research, publication and preservation to achieve scholarly and research goals.
- [Rumsey, A. (July 2011, “New-model scholarly communication: Road map for change,” Scholarly Communication Institute 9. University of Virginia Library.)]
- An open model for scholarly communication.



Examples of digital scholarship

- Blogs / commentaries as communication in virtual spaces
- Open Education Resources
- Data visualization and manipulation
- Metadata generation
- Digital publishing



Closing

Resources and bibliography will be posted on
Faculty Central.

Thank you for engaging in the conversation!