

**BOARD OF REGENTS**  
*for*  
**KENTUCKY STATE UNIVERSITY**



**Regular Meeting of the Board of Regents**  
Thursday, September 6, 2018  
1 p.m.

Harold R. Benson Research & Demonstration Farm  
1525 Mills Lane  
Frankfort, KY 40601

# KENTUCKY STATE UNIVERSITY

## MISSION STATEMENT

Kentucky State University is a public, comprehensive, historically black land-grant university committed to advancing the Commonwealth of Kentucky, enhancing society, and impacting individuals by providing quality teaching with a foundation in liberal studies, scholarly research, and public service to enable productive lives within the diverse global economy.

# KENTUCKY STATE UNIVERSITY

## VISION STATEMENT

Kentucky State University prepares today's students as global citizens, lifelong learners and problem solvers. To accomplish this, Kentucky State University must challenge itself and its students to be the best. It must recognize its strengths, expand and excel. Notwithstanding, it must also welcome change and quality improvement. By doing so, KSU will gain widespread recognition as one of the region's strongest universities. As a university of distinction, Kentucky State University will create an environment where:

- Students are first.
- Diversity is valued, understood and respected.
- Diverse, motivated and talented students, staff and faculty are actively recruited and retained.
- An intellectual environment conducive to leadership in teaching, research and community service is encouraged and supported.
- Effective teaching is promoted both inside and outside the classroom.
- Students are taught how to obtain, evaluate and use information.
- Learning is lifelong.
- Effective and efficient fiscal management by the administration is the norm.
- Collegiality is the norm, not the exception.
- Each person is a change agent.
- Excellence starts with me.

# KENTUCKY STATE UNIVERSITY

## CORE VALUES

Through the core values, we- the faculty, staff, administration and students of Kentucky State University – communicate to all our stakeholders and constituents the way in which we choose to do business. The following values that we hold are essential to achieving the University’s mission:

### **Student Centered Philosophy**

In everything we do, our students come first. We strive to create an environment that values the unique backgrounds, perspectives and talents of all our students and provide them with the academic, leadership and social tools to help them grow as responsible, knowledgeable and creative global citizens. We encourage attitudes and behaviors that lead to a desire to learn, a commitment to goals and respect for the dignity of others. Ultimately, we encourage attitudes and behaviors that build success.

### **Excellence and Innovation**

We believe in student’s potential to learn and to connect what they learn inside and outside the classroom to solving problems for productive changes. We strive to offer excellent academic programs; to encourage exploration and discovery through providing outstanding instruction, technology and facilities; and to ignite a curiosity toward the world and a passion for lifelong learning. We seek to reward the pursuit and achievement of excellence and innovation in an environment where freedom of thought and expression are valued. We want all members of our campus community to leave a mark through their creativity, curiosity, discovery, exploration and ingenuity.

### **Ethical Conduct**

We encourage the sharing of information in an open and responsible manner while maintaining the highest ethical and moral standards. The standards are reflected in our commitment to accountability and to personal responsibility for our choices and actions. We encourage respect for the dignity, diversity and right of individuals. We welcome all students who commit themselves to learning, knowing that students and faculty with diverse perspective enhance our classroom experience.

### **Social Responsibility**

We share responsibility for each other and are committed to providing opportunities for the participation in the economic, political and cultural life of our local, state, regional, national and global communities. We are sensitive to our surrounding community; therefore, we recognize the value of integrating classroom learning with the community experience. Our commitment is to provide leadership and to establish partnerships for addressing community and workforce needs and to make a positive difference in the city of Frankfort, the Commonwealth of Kentucky and the world.

# KENTUCKY STATE UNIVERSITY INSTITUTIONAL OFFICERS

**Dr. M. Christopher Brown II**  
*Eighteenth President*

**Dr. Lucian Yates III**  
*Interim Provost and Vice President for Academic Affairs*

**Mr. Douglas R. Allen II**  
*Vice President for Finance and Administration / CFO*

**Ms. Clara Ross Stamps**  
*Vice President for Brand Identity and University Relations*

**Dr. Jeffery T. Burgin Jr.**  
*Acting Vice President for Enrollment Management and Student Management*

**Ms. Wendy Kobler**  
*Vice President for Institutional Advancement*

**Ms. Lisa Lang**  
*General Counsel and Records Custodian*

**Ms. Etienne Thomas**  
*Director of Intercollegiate Athletics*



# KENTUCKY STATE UNIVERSITY BOARD MEMBERS

Mr. Ron Banks (2023)

Ms. Mindy Barfield, Esq. (2021)

Dr. Karen W. Bearden (2019)

Dr. Elaine Farris (2020), *Chairperson*

Mr. Derrick Gilmore, MS (2019), *Staff Regent*

Mr. Paul C. Harnice, Esq. (2022)

Mr. Dalton Jantzen, MS (2022)

Dr. Elgie McFayden (2019), *Faculty Regent*

Dr. Syamala H.K. Reddy (2021)

Mr. Roger Reynolds (2024)

Mr. Micheal Weaver (2019), *Student Regent*

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# KENTUCKY STATE UNIVERSITY ELECTED BOARD OFFICERS

Dr. Elaine Farris, *Chairperson*

Mr. Dalton Jantzen, *Vice Chairperson*

Dr. M. Christopher Brown II, *Secretary*

Vacant, *Treasurer*

# KENTUCKY STATE UNIVERSITY

## BOARD COMMITTEES

### ACADEMIC AFFAIRS

Regent Dalton Jantzen, *Chair*  
Regent Ron Banks  
Regent Mindy Barfield  
Regent Elgie McFayden

### BRAND IDENTITY AND UNIVERSITY RELATIONS

Regent Roger Reynolds, *Chair*  
Regent Michael Weaver  
Regent Dalton Jantzen  
Regent Elgie McFayden

### INSTITUTIONAL ADVANCEMENT

Regent Ron Banks, *Chair*  
Regent Karen Bearden  
Regent Syamala Reddy  
Regent Roger Reynolds

### FINANCE AND ADMINISTRATION

Regent Mindy Barfield, *Chair*  
Regent Elaine Farris  
Regent Derrick Gilmore  
Regent Dalton Jantzen

### ENROLLMENT MANAGEMENT AND STUDENT ENGAGEMENT

Regent Elaine Farris, *Chair*  
Regent Karen Bearden  
Regent Michael Weaver  
Regent Paul Harnice

### GOVERNANCE

Regent Paul Harnice, *Chair*  
Regent Elaine Farris  
Regent Derrick Gilmore  
Regent Syamala Reddy

### EXECUTIVE

Regent Elaine Farris, *Chair*  
Regent Ron Banks  
Regent Mindy Barfield  
Regent Paul Harnice  
Regent Dalton Jantzen  
Regent Roger Reynolds  
Regent Karen Bearden, *Past Chair*

# KENTUCKY STATE UNIVERSITY BOARD OF REGENTS

## Annual Retreat of the Board of Regents

**Wednesday, September 5, 2018, 6:00 p.m.**

Glen-Willis House  
900 Wilkinson Boulevard  
Frankfort, Kentucky 40601

**Thursday, September 6, 2018, 9:00 a.m.**

Harold R. Benson Research and Demonstration Farm  
1525 Mills Lane  
Frankfort, Kentucky 40601

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### RETREAT AGENDA

#### Wednesday, September 5, 2018

6:00pm	<b>Welcome Dinner</b>	<i>Student Government Association</i>
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#### Thursday, September 6, 2018

8:00am	<b>Breakfast &amp; Conversation</b>	<i>Office of the President</i>
8:45am	<b>Greetings</b>	<i>Dr. Elaine Farris, Board Chair</i>
8:55am	<b>Transforming KyStateU: A Campus Overview</b>	<i>Dr. M. Christopher Brown II Eighteenth President</i>
9:15am	<b>Board Governance: A SACSCOC Perspective</b>	<i>Dr. Dorothy Cowser Yancy President Emeritus Shaw University &amp; Johnson C. Smith University</i>
10:45am	<b>Board Evaluations: Creating a New Baseline</b>	<i>Dr. Beverly Schneller Vice Provost for Academic Affairs</i>
12:00pm	<b>Lunch: Chat &amp; Chew</b>	<i>President's Council</i>

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**Kentucky State University Board of Regents  
2018 Quarterly Meeting Dates  
December 6-7, 2018**

# KENTUCKY STATE UNIVERSITY BOARD OF REGENTS

## Quarterly Meeting of the Board of Regents

**Thursday, September 6, 2018, 1:00 p.m.**  
Harold R. Benson Research and Demonstration Farm  
1525 Mills Lane  
Frankfort, Kentucky 40601

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### MEETING AGENDA

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>1. Call to Order</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Regent Elaine Farris,<br>Chair, Board of Regents      |
| <b>2. Roll Call</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | President M. Christopher Brown II,<br>Board Secretary |
| <b>3. Adoption of the Agenda</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Regent Elaine Farris                                  |
| <b>4. Opening Remarks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Regent Elaine Farris                                  |
| <b>5. Statutory Board Actions</b> <ul style="list-style-type: none"><li>* Swearing in of Regent Roger Reynolds</li><li>* Election of 2018-2019 Board Officers</li><li>* Signing of Annual Legal Documents</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Attorney Lisa Lang, Legal Counsel                     |
| <b>6. President's Quarterly Report</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | President M. Christopher Brown II                     |
| <b>7. Consent Agenda</b> <ul style="list-style-type: none"><li><i>A. Approval of Atwood Renovation</i></li><li><i>B. Approval of Budget Increase for Hunter Hall Renovation</i></li><li><i>C. Approval of Budget Increase for The Halls Renovation</i></li><li><i>D. Approval of Blackboard Contract</i></li><li><i>E. Approval of Clear Bag Policy</i></li><li><i>F. Approval of Faculty Tenure for New Hires</i></li><li><i>G. Approval of Kentucky Heritage Land Conservation Fund Acquisition</i></li><li><i>H. Approval of Minutes of the July 19, 2018 Special Meeting of the Board of Regents</i></li><li><i>I. Approval of Request for Unpaid Leave for Dr. Tamara Sluss</i></li><li><i>J. Approval of University Bell Tower Project</i></li><li><i>K. Rescind Faculty Tenure for Dr. Tameka Winston</i></li></ul> | Regent Elaine Farris                                  |



## 8. Committee Areas

### A. Academic Affairs

Regent Dalton Jantzen

#### 1. Action Item

- a. *Approval of The Center for Research on the Eradication of Educational Disparities (C.R.E.E.D Center)*

#### 2. Information Item

- a. *Southern Association of Colleges and Schools Commission on Colleges Update*

### B. Brand Identity and University Relations

Regent Roger Reynolds

#### 1. Information Items

- a. *2018 Homecoming Schedule*
- b. *Alumni Relations Survey*
- c. *Quarterly Media and Brand Identity Report*

### C. Enrollment Management and Student Engagement

Regent Elaine Farris

#### 1. Information Items

- a. *Fall 2018 Enrollment Report*
- b. *Fall 2018 Persistence and Retention Report*
- c. *Fall 2018 Housing Update*
- d. *Introduction of 2018-2019 Student Government Association Executive Board*

### D. Finance and Administration

Regent Mindy Barfield

#### 1. Information Item

- a. *Quarterly Review of Campus Facilities and Priorities*

### E. Governance

Regent Paul Harnice

#### 1. Action Items

- a. *Approval of Board Self-Evaluation Policy*
- b. *Approval of Open Records Policy*

### F. Institutional Advancement

Regent Ron Banks

#### 1. Information Item

- a. *Introduction of Development Staff*

### G. Other Business

- 1. Action Items moved from Consent Agenda

## 9. Closed Session

Regent Elaine Farris

A. Pending Litigation (KRS 61.810 (1)(c))

B. Individual Personnel Matters (KRS 61.810 (1)(f))

- 10. Public Action(s)** Regent Elaine Farris  
A. Approval of Legal Action(s) or Settlement(s)  
B. Approval of AY2019 Presidential Performance Baselines
- 11. Campus Stakeholder Presentations (3 minutes each)**  
A. Faculty Senate Updates Dr. Joe Moffett  
B. Staff Senate Updates Mr. Travis Haskins  
C. Student Government Updates Regent Michael Weaver
- 12. Closing Remarks** Regent Elaine Farris
- 13. Adjournment** Regent Elaine Farris



## **PRESIDENT'S QUARTERLY REPORT**

- September 2018 -

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### **PEOPLE**

- Thomas C. Calhoun, Vice President for Enrollment Management & Student Engagement resignation
- Divisional Organizational Charts

### **PERFORMANCE**

- Inaugural Pre-College Academy funded by CPE
- Project Completion Initiative 2.0 (*e.g., Credit for Life*)
- Accreditation Commission for Education in Nursing approval

### **PHYSICAL PLANT**

- Boiler function, history, and issues (circa 2010/2012)
- Douglas & Langford easement project ongoing (Winter 2018)
- Main Street Pedway completion target date (Winter 2018)

### **PLANNING**

- SB 153 – Postsecondary Education Performance Fund for distribution through the Council on Postsecondary Education (a working group should be established for triennial evaluation).
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) pending visit March 12-14, 2019

### **POLICIES**

- KSU Policy and Procedures Cataloging Initiative
- New campus dress code policy for professional staff

## **PROCESSES**

- RFP for Enrollment Management CRM
- RFP for Financial Aid call center support and staffing
- Interfolio – Faculty Profiles, Reviews, and Dossiers
- Managerial Performance Assessments
- Personnel Vacancy and Action forms

## **PROFITS**

- Cost of Living Salary Supplement funded for AY2019
- Challenge of unbudgeted NGE litigation resolution(s)
- Waste Management and Collection savings

## **PROJECTS**

- POSSIBLE CESSATION \*\*\* Campus-wide Salary Assessment: Status, Comparisons, and Targets – Chaired by Dr. Gus Ridgel and Co-Chaired by Ms. Clara Stamps and Mr. Greg Rush.
- Green Ribbon Commission on Academic Prioritization and Budget Alignment – Chaired by Dr. Patricia Higgins
- Faculty and Student Handbook Revisions (e.g., Emotional Support Animals)

## **PUBLICATIONS**

- Back-to-School Advice for College Trustees
- Not Financially Enrolled: The Crisis at Clark Atlanta University
- Salary Survey Evaluation Report

## **PUBLIC EVENTS**

- September 20<sup>th</sup> – State of the University Address (11:00 am)
- October 12<sup>th</sup> – Founder's Day Convocation (10:00 am)
- October 13<sup>th</sup> – Homecoming Celebration
- November 15<sup>th</sup> – CPE Stronger by Degrees Presentation
- December 13<sup>th</sup> – Baccalaureate (11:00 am)
- December 14<sup>th</sup> – Winter Commencement (9:00 am)

## **POTPOURRI**

- Fall 2018 Encampment





BOARD OF COMMISSIONERS

NURSING EDUCATION  
REPRESENTATIVES

JO ANN M. BAKER, DNP, MSN, RN, FNP  
Instructional Director, Nursing  
Delaware Technical Community College  
Dover, Delaware

AMY M. HALL, PhD, RN, CNE  
Dean, School of Nursing  
Franciscan Missionaries of Our Lady University  
Baton Rouge, Louisiana

CATHERINE MCJANNET, MN, RN, CEN  
Professor  
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San Diego, California

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Chair, School of Nursing  
Daytona State College  
Daytona Beach, Florida

DEBBIE J. RAHN EDD, MSN, RN, FABC  
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Reading, Pennsylvania

GWENDOLYN TAYLOR, EDD, MSN, RN  
Dean of Allied Health and Nursing  
Augusta Technical College  
Augusta, Georgia

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Associate Professor, School of Nursing  
Troy University  
Troy, Alabama

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Dean of Nursing  
Cuyahoga Community College  
Cleveland, Ohio

KATHLEEN ZAJIC, EDD, MSN, RN  
Associate Dean of Health Professions  
College of Saint Mary  
Omaha, Nebraska

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Chief Executive Officer  
Estes Behavioral Health, LLC  
Lewisport, Kentucky

LENETRA JEFFERSON, PhD, RN, CNE, LMT  
Registered Nurse Educator  
JeffCare, Jefferson Parish Human Services Authority  
Metairie, Louisiana

RAQUEL PASARON, DNP, APRN, FNP-BC  
ARNP/Pediatric Surgery Liaison  
Nicklaus Children's Hospital  
Miami, Florida

PUBLIC  
REPRESENTATIVES

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President  
York College  
York, Nebraska

ANDREW WALKER FULP  
Dean, Educational Technology  
Savannah College of Art and Design  
Savannah, Georgia

JOHN H. RUSSELL, PhD  
St. Augustine, Florida

August 27, 2018

M. Christopher Brown, PhD  
President  
Kentucky State University  
400 East Main Street  
Frankfort, KY 40601

Dear Dr. Brown:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) Board of Commissioners. The Commissioners thoroughly reviewed the substantive change report for the baccalaureate nursing program at Kentucky State University related to the implementation of a pre-licensure program option, which will occur Fall 2018. Based on this review, and considering the program's outcomes and next accreditation site visit date, the ACEN Board of Commissioners approved the substantive change, which is effective the date of this letter. Additionally, the Commissioners authorized a focused visit, to be combined with the program's Spring 2019 site visit, for review of compliance with select Accreditation Standards.

In accordance with ACEN Policy #19 Focused Visits, the program is required to submit a Focused Visit Report to the ACEN in preparation for the focused visit; the report will be due six (6) weeks prior to the visit. Please refer to Policy #19 and the *Guidelines for the Preparation of the Focused Visit Report* available in the Resources section of our website under *Resources for Nursing Programs*.

On behalf of the ACEN Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

Marsal Stoll, EdD, MSN  
Chief Executive Officer

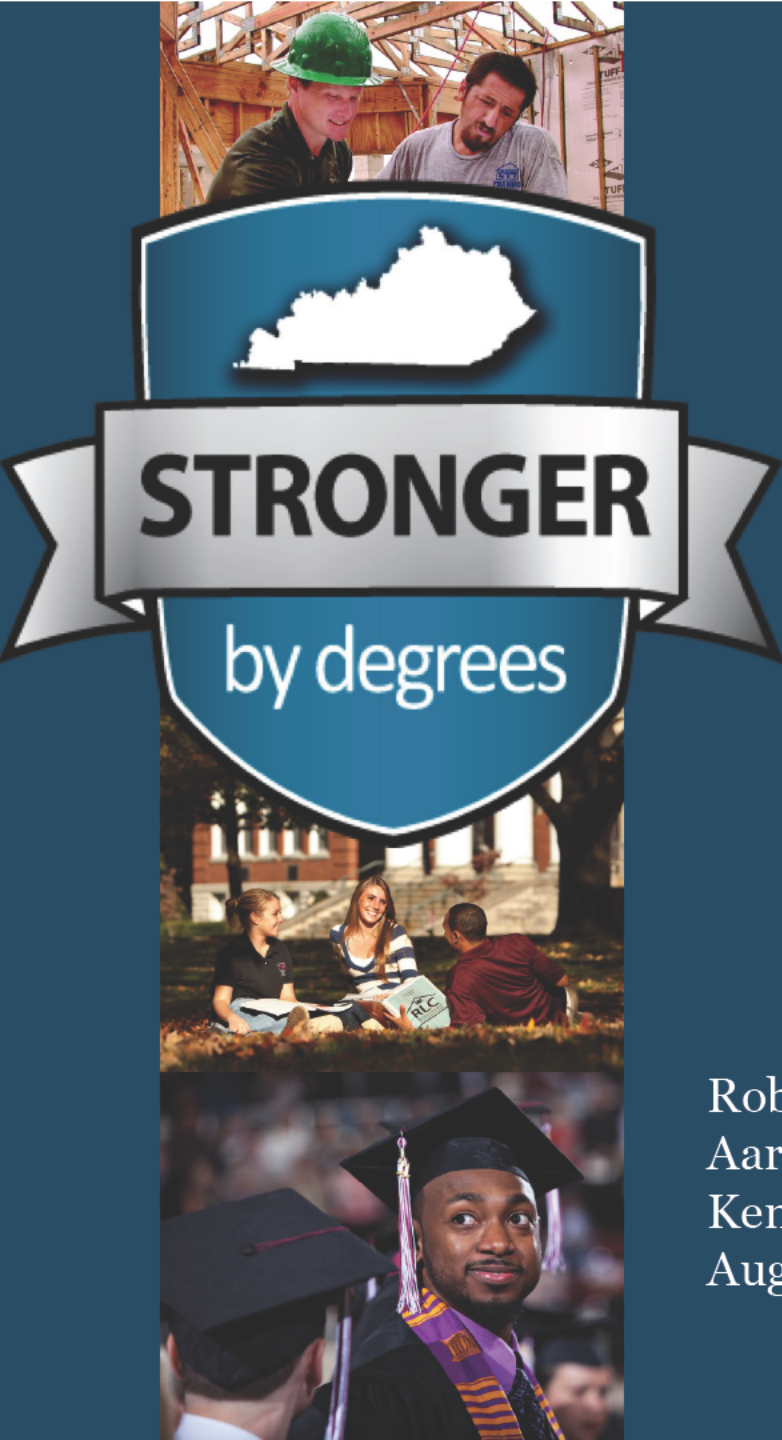
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AUG 31 2018

Kentucky State University  
Office of the President

**COMPARISON OF THREE-YEAR AVERAGES USED FOR 2017-2018 AND 2018-2019  
IN FUNDING MODEL  
RATE OF GROWTH GREATER THAN SECTOR AVERAGE**

	Degrees				Progression							Indicators		Distribution
	Bach-N	STEM+H	URM	Low Income	30 Hrs.	60 Hrs.	90 Hrs.	Cr. Hrs. Earned	Sq. Ft.	Instr.+ S.S.	FTE Students	# Above	# Below	
UK	X	X	X	X	X	X	X	X	X	X	X	11	0	\$9,119,000
U of L						X	X	X	X	X	X	6	5	\$2,507,100
EKU		X			X			X	X		X	5	6	\$3,387,300
MoSU	X	X	X				X			X		5	6	0
MuSU	X		X	X						X		4	7	\$557,800
<b>KSU</b>	<b>X</b>	<b>X</b>		<b>X</b>								3	8	0
NKU			X	X								2	9	\$4,837,200
WKU							X					1	10	\$3,748,600



## Kentucky's Performance Funding Model for Postsecondary Education

Robert L. King, President  
Aaron Thompson, Executive Vice President  
Kentucky Council on Postsecondary Education  
August 30, 2018

# Previous Distribution Method

- State appropriations were distributed based on share of funding received the prior year
- Incremental budgeting approach that applied base plus (or base minus) methodology
- This approach failed to recognize changes in:
  - Enrollment
  - Program mix
  - Student outcomes (progression, degree completion)
- No financial incentives for achieving desired state goals for postsecondary education



# Development Process

- The 2016 budget bill (HB 303) directed the Council to establish a working group composed of:
  - The Governor (or representative)
  - President of Senate (or representative)
  - Speaker of the House (or representative)
  - President of each public university and KCTCS
  - Council president
- Charged with developing a comprehensive model for allocating state appropriations that incorporates:
  - Campus performance
  - Mission
  - Enrollment

# Development Process (Cont'd)

- The working group met five times between April and November 2016
- Report recommendations were endorsed by presidents and submitted to Governor and IJCE on December 1
- Formed basis for SB 153, introduced February 2017
- It passed the House and Senate with no changes and was signed into law by Governor on March 21, 2017 (KRS 164.092)
- Creating the model required compromise on part of every institution, ultimately consensus was achieved

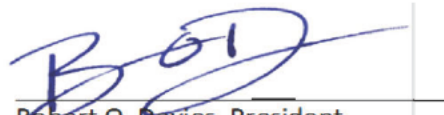
# Consensus Achieved

## Postsecondary Education Working Group December 1, 2016

The Postsecondary Education Working Group established pursuant to HB 303 of the 2016 General Assembly, working in collaboration with Council on Postsecondary Education staff, reached consensus on comprehensive funding models for the allocation of state General Fund appropriations described in this report. The signatories to this report endorse the recommendations set forth and will support their full implementation.



Robert L. King, President  
KY Council on Postsecondary Education



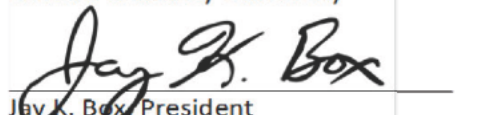
Robert O. Davies, President  
Murray State University



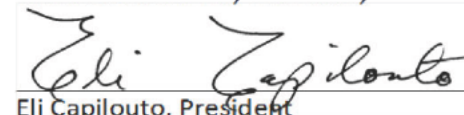
Michael T. Benson, President  
Eastern Kentucky University



Geoffrey S. Mearns, President  
Northern Kentucky University



Jay K. Box, President  
Kentucky Community and Technical College  
System



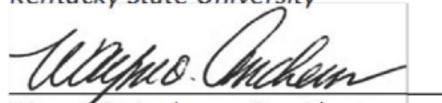
Eli Capilouto, President  
University of Kentucky



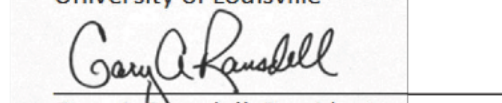
Aaron Thompson, Interim President  
Kentucky State University



Neville G. Pinto, Interim President  
University of Louisville



Wayne D. Andrews, President  
Morehead State University



Gary A. Ransdell, President  
Western Kentucky University

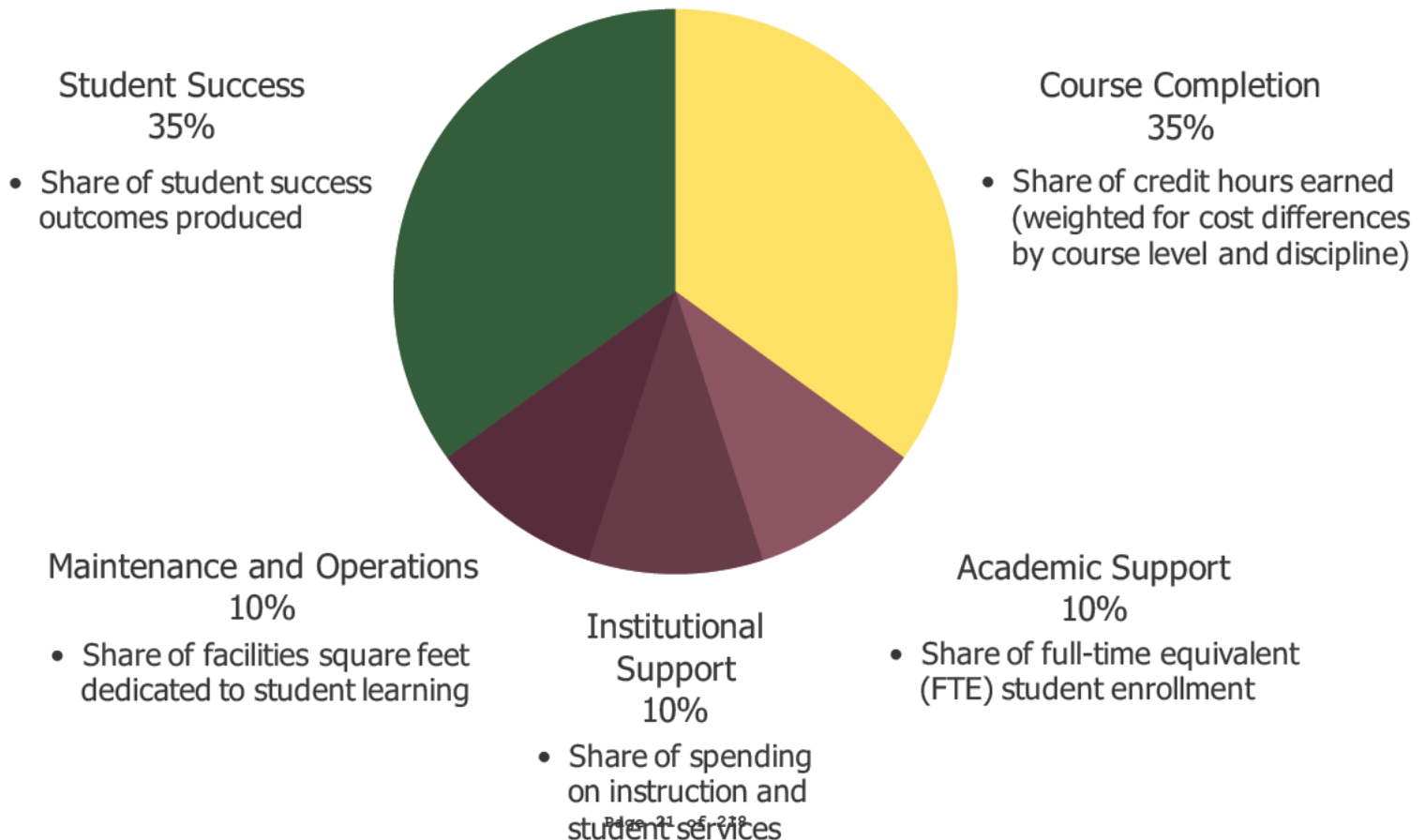
# State Goals (Get Better Faster)

- Increase retention and progression of students toward timely completion
- Increase numbers of degrees and credentials earned by all student types
- Produce more degrees and credentials that garner higher wages upon completion:
  - STEM+H fields
  - high demand fields and targeted industries
- Close achievement gaps by growing numbers of degrees and credentials earned by minority, low income, and underprepared students



# Model Components

## Kentucky's Performance Funding Model Distribution of Allocable Resources



# Student Success Metrics

## Universities

- Bachelor's degrees earned
- Degrees per 100 FTE students
- Bachelor's degrees earned in:
  - STEM+H Fields
- Bachelor's degrees earned by:
  - URM Students
  - Low Income Students
- Progression (@ 30, 60, 90 Credit Hours)

KCTCS (will be presented by KCTCS President Jay Box)



# Component Funding Pools

## Kentucky Performance Funding Model

### Major Components, Allocation Percentages, and Funding Pools

Fiscal 2018-19 (Dollars in Millions)

Model Component	Allocation Percentages	Component Funding Pools	Distribution Method
Student Success	35%	\$181.9	Share of student success outcomes produced
Course Completion	35%	181.9	Share of weighted student credit hours earned
Maintenance and Operations	10%	52.0	Share of facilities square feet dedicated to student learning
Institutional Support	10%	52.0	Share of spending on instruction and student services
Academic Support	10%	52.0	Share of FTE student enrollment
Total Allocable Resources	100%	\$519.8	



# Student Success Funding Pools

## Kentucky Performance Funding Model

### Success Metrics, Allocation Percentages, and Funding Pools

Fiscal 2018-19 (Dollars in Millions)

<u>Student Success Metric</u>	<u>Allocation Percentages</u>	<u>Student Success Pool</u>
Progression @ 30 Hours	3%	\$15.6
Progression @ 60 Hours	5%	26.0
Progression @ 90 Hours	7%	36.4
Bachelor's Degrees	9%	46.8
STEM+H Degrees	5%	26.0
URM Bachelor's Degrees	3%	15.6
Low Income Bachelor's Degrees	3%	15.6
Total Student Success Allocable Resources	35%	\$181.9

# Bachelor's Degree Distribution

Kentucky Performance Funding Model  
Distribution of Bachelor's Degree Component Funds  
Fiscal Year 2018-19

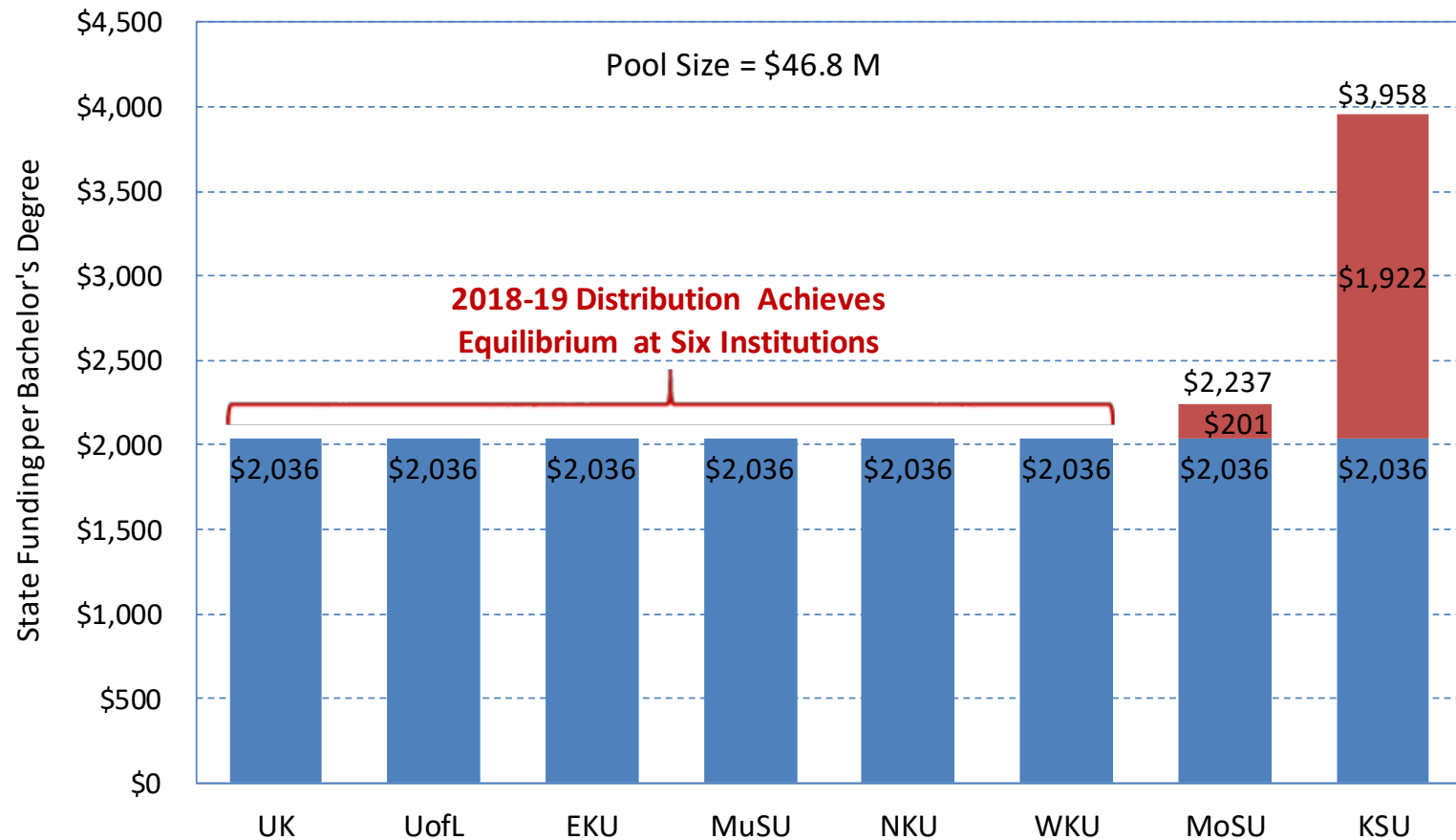
Bachelor's Degree Pool      \$46,784,400

Institution	Weighted Bachelor's Degrees <sup>1</sup>	Degree Share	Funding Distribution
University of Kentucky	7,286	31.7%	\$14,836,200
University of Louisville	4,843	21.1%	9,861,800
Eastern Kentucky University	2,651	11.5%	5,397,400
Kentucky State University	307	1.3%	626,100
Morehead State University	1,188	5.2%	2,418,800
Murray State University	1,694	7.4%	3,449,100
Northern Kentucky University	2,285	9.9%	4,653,900
Western Kentucky University	2,721	11.8%	5,541,100
Total	22,975	100.0%	\$46,784,400

<sup>1</sup> Three-year rolling average of bachelor's degrees produced, weighted to promote efficient degree production through use of a degrees per 100 FTE student index and to account for cost and mission differences between the research and comprehensive sectors.

# Pursuing Equilibrium (Bachelor's Degrees)

Kentucky Performance Funding Model  
Bachelor's Degree Component Funding per Weighted Bachelor's Degree  
Fiscal Year 2018-19



# Premiums for Underserved Populations

Kentucky Performance Funding Model

Premiums for Low Income and Minority Student Degree Production

Fiscal Year 2018-19

<u>Component Category</u>	<u>Allocation Percent</u>	<u>Size of Pool</u>	<u>Weighted Degrees</u>	<u>State Funding per Degree</u>	<u>Funding Multiple</u>
→ Bachelor's Degrees	9.0%	\$46,784,400	22,975	\$2,036	1.0
Bachelor's Degrees				\$2,036	
→ Low Income Bachelor's	3.0%	\$15,594,800	11,606	1,344	
Low Income Total				\$3,380	1.7
Bachelor's Degrees				\$2,036	
→ Minority Bachelor's	3.0%	\$15,594,800	2,410	6,471	
Minority Total				\$8,507	4.2

Total Allocable Resources: \$519,827,100





# Gradual Phase In

- **Fiscal 2017-18** → Distribute \$42.9 M Performance Fund (KSU Excluded from Model)
  - **Fiscal 2018-19** → Hold Harmless
  - **Fiscal 2019-20** → 1% Stop Loss
  - **Fiscal 2020-21** → 2% Stop Loss (Reconvene Working Group)
- Maximum Possible  
Redistribution  
3% Over 3 Years

# Impact on Institutions

- State funding is no longer being distributed based on historical share
- Funding based on outcomes provides incentives for student progression and timely completion
- Most of the funding disparities that developed over time have been rectified
- With the exception of two institutions, equilibrium has been achieved within university funding model
- Less productive institutions could see a portion of their funding shift to others beginning in 2019-20

# Detailed Attributes

- Backs out research and public service appropriations that are not instruction related
- ▶ Removes \$4.5 M from formula at each comprehensive university as a small school adjustment
- Weights student credit hours earned to account for cost differences by degree level and discipline
- ▶ Applies 50% weighting for credit hours earned by out-of-state students (100% for in-state students)
- Uses degrees per 100 FTE index to encourage efficient degree production

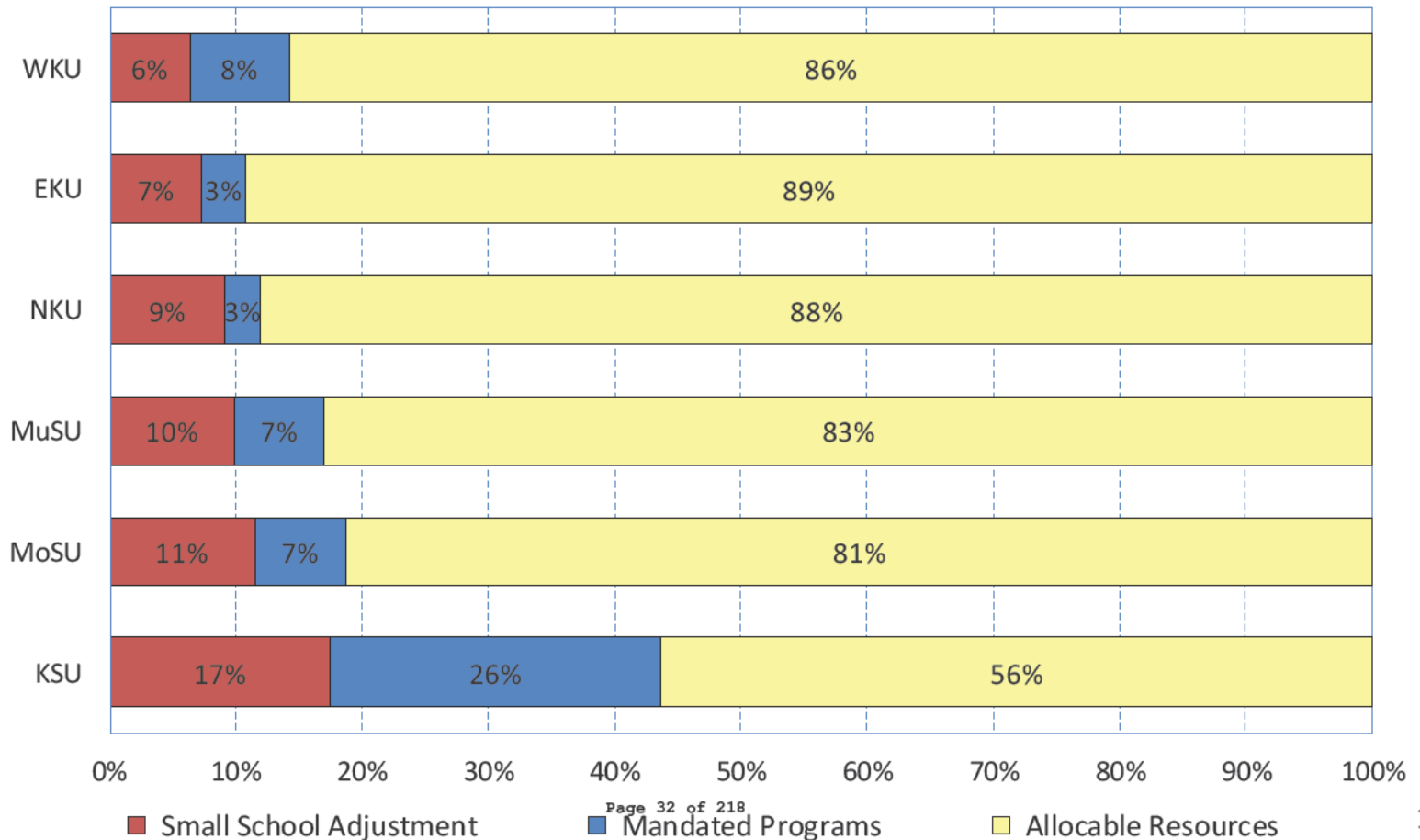
# Detailed Attributes (Cont'd)

- ▶ Provides premiums for degrees earned by low income and minority students
- ▶ Provides premiums for degrees earned in STEM+H and high demand fields
- Distributes state funds based on share of outcomes produced (i.e., provides like funding for like activities)
- ▶ Uses hold harmless and stop loss provisions to provide gradual phase in (max 3% over 3 years)
- Rewards percent growth above the sector average, once equilibrium is achieved



# Small School Adjustment (\$4.5 M each)

Kentucky Comprehensive University  
Funding Model Deductions as a Percent of General Fund Appropriations  
Fiscal Year 2018-19



# Credit Hour Weights

Weighted Average Instruction Costs per Credit Hour  
By Course Level and Discipline (Average of FL, IL, & OH Cost Studies)

Student Credit Hour Cost Indices by Discipline and Level

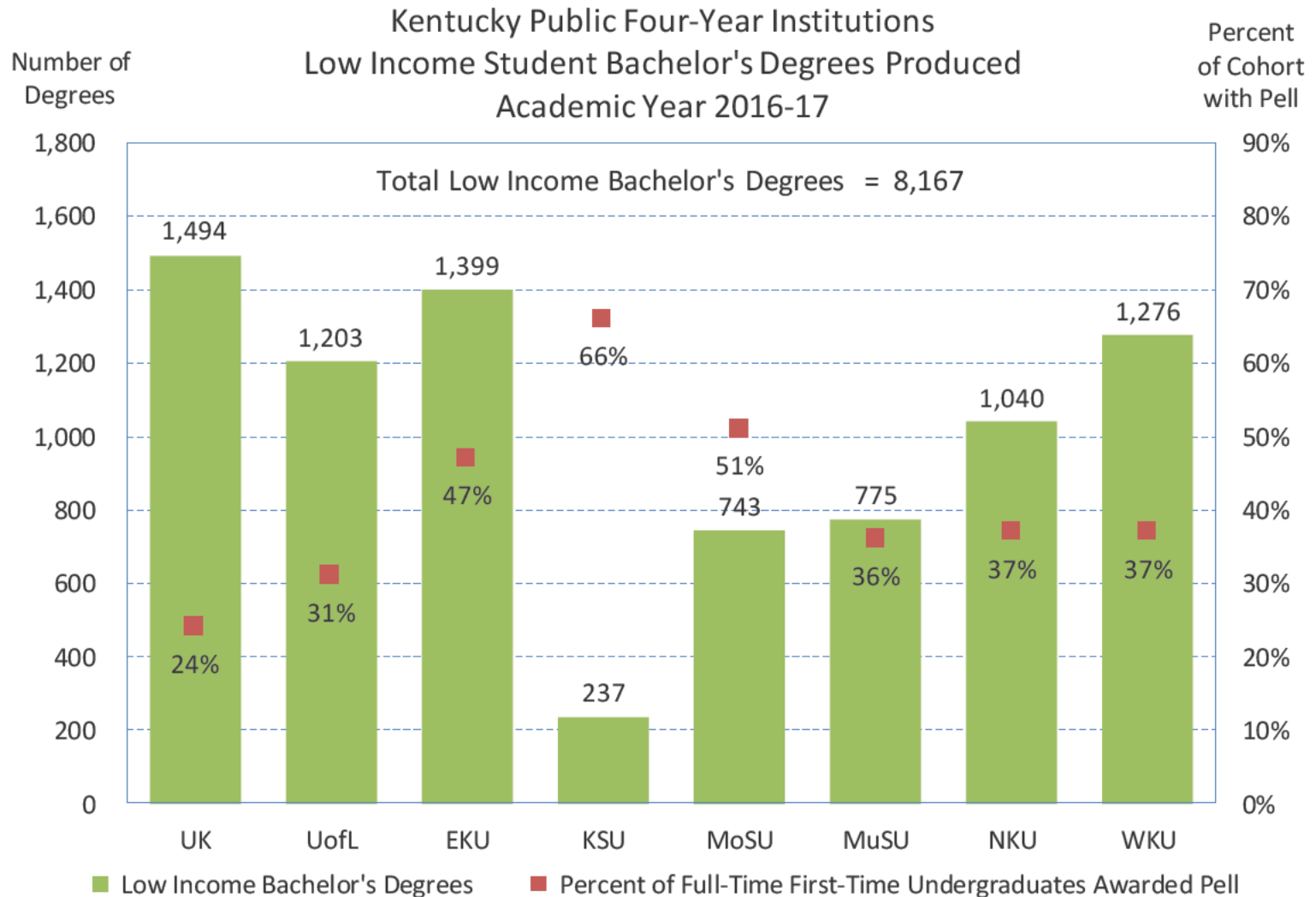
Discipline	Course Level					
	Lower Division	Upper Division	Master's	Other Graduate	Doctoral I	Doctoral II
Liberal Arts, Math, Social Sciences	1.07	1.48	3.27	3.27	3.81	4.34
Basic Skills	1.00	1.22	2.19	2.19	3.17	4.16
Business	1.00	1.44	2.68	2.68	5.42	8.17
Education	1.17	1.47	2.32	2.32	3.28	4.24
Service	1.06	1.22	2.19	2.19	3.17	4.16
Visual and Performing Arts	1.36	2.24	4.49	4.49	4.50	4.51
Trades and Technologies	1.45	1.97	2.95	2.95	3.62	4.30
Sciences	1.18	1.86	4.70	4.70	4.74	4.79
Law	1.52	1.25	3.33	3.33	4.47	5.61
Engineering/Architecture	1.57	2.52	4.37	4.37	4.47	4.58
Health	1.44	1.76	4.13	4.13	4.66	5.19
Nursing	1.44	1.76	4.13	4.13	4.66	5.19
Other	1.00	1.22	2.19	2.19	3.17	4.16

Note: Indices calculated by dividing the cost per credit hour for each category by the cost per credit hour of the lowest cost category.

Source: SHEEO Four-State Cost Study.

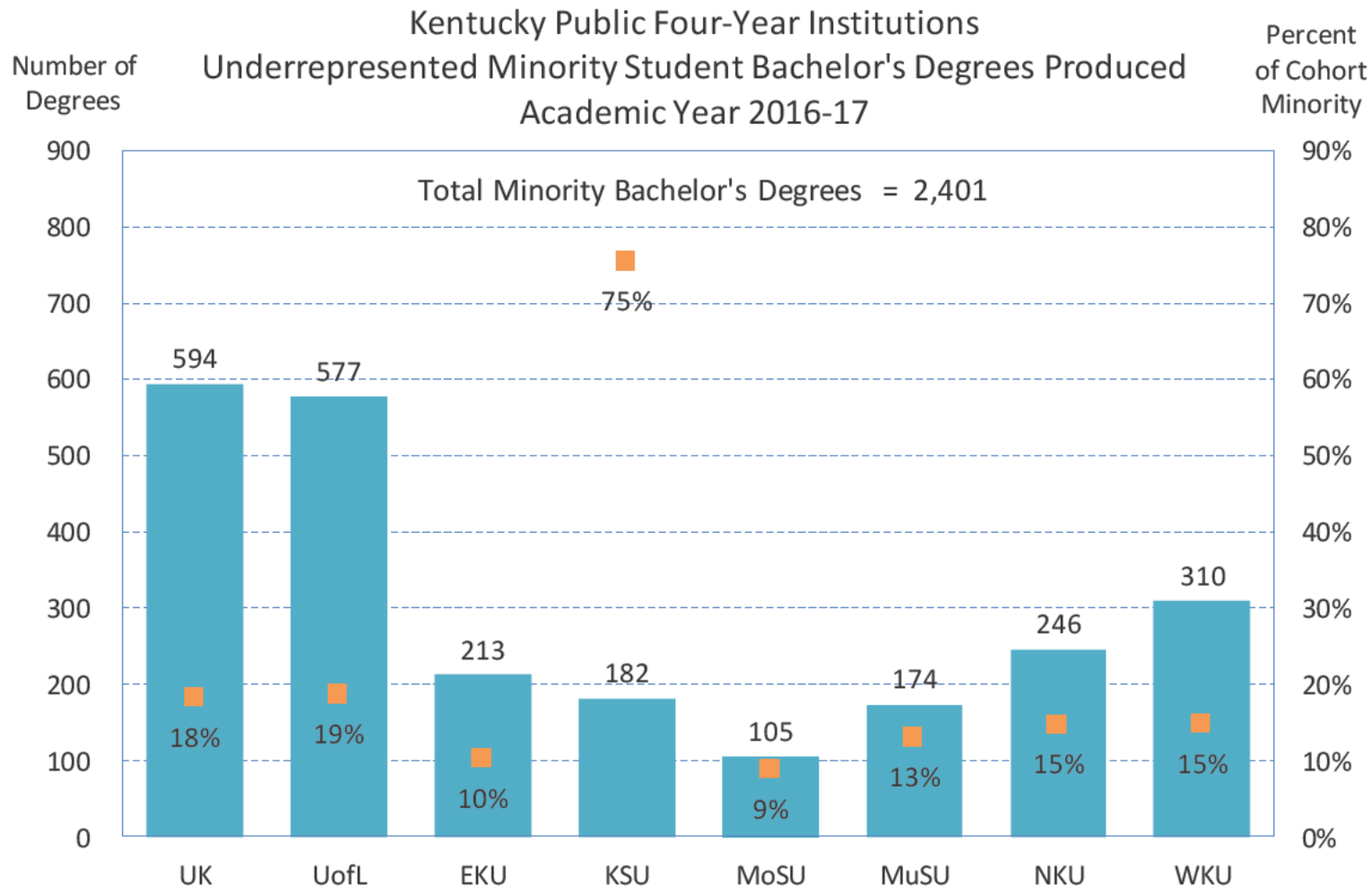


# Serving Low Income Students



Sources: Low Income Degree Data, CPE Comprehensive Database; Fall 2015 Cohort Data, IPEDS.

# Serving Minority Students



■ Minority Student Bachelor's Degrees ■ Percent of Full-Time First-Time Undergraduates Who Are Minority

Page 35 of 218

Sources: Minority Degree Data, CPE Comprehensive Database; Fall 2015 Cohort Data, IPEDS.



# Performance Distribution (2018-19)

Kentucky Performance Funding Model  
Distribution of Postsecondary Education Performance Funds  
Fiscal Year 2018-19

<u>Institution</u>	<u>Distribution</u>
University of Kentucky	\$9,119,000
University of Louisville	2,507,100
Eastern Kentucky University	3,387,300
Kentucky State University	0
Morehead State University	0
Murray State University	557,800
Northern Kentucky University	4,837,200
Western Kentucky University	3,748,600
KCTCS	6,843,000
Total	\$31,000,000

The enacted budget for 2018-20 (HB 200) appropriated \$31.0 million to the Postsecondary Education Performance Fund in fiscal year 2018-19. These funds are being distributed among institutions according to provisions of SB 153 (2017).

# Model Rewards Growth in Outcomes

Kentucky Performance Funding Model

Metrics Where Rates of Growth Exceeded Sector Average  
Between Fiscal Years 2017-18 and 2018-19

Performance Metric	UK	UofL	EKU	KSU	MoSU	MuSU	NKU	WKU
<b>Student Success Outcomes</b>								
Bachelor's Degrees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STEM+H Bachelor's Degrees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
URM Bachelor's Degrees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Low Income Bachelor's Degrees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Progression @ 30 Hours	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Progression @ 60 Hours	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Progression @ 90 Hours	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Earned Credit Hours	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Operational Support Activity</b>								
Instructional Square Feet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct Cost of Instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FTE Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metrics Above Sector Average	11	6	5	3	5	4	2	1

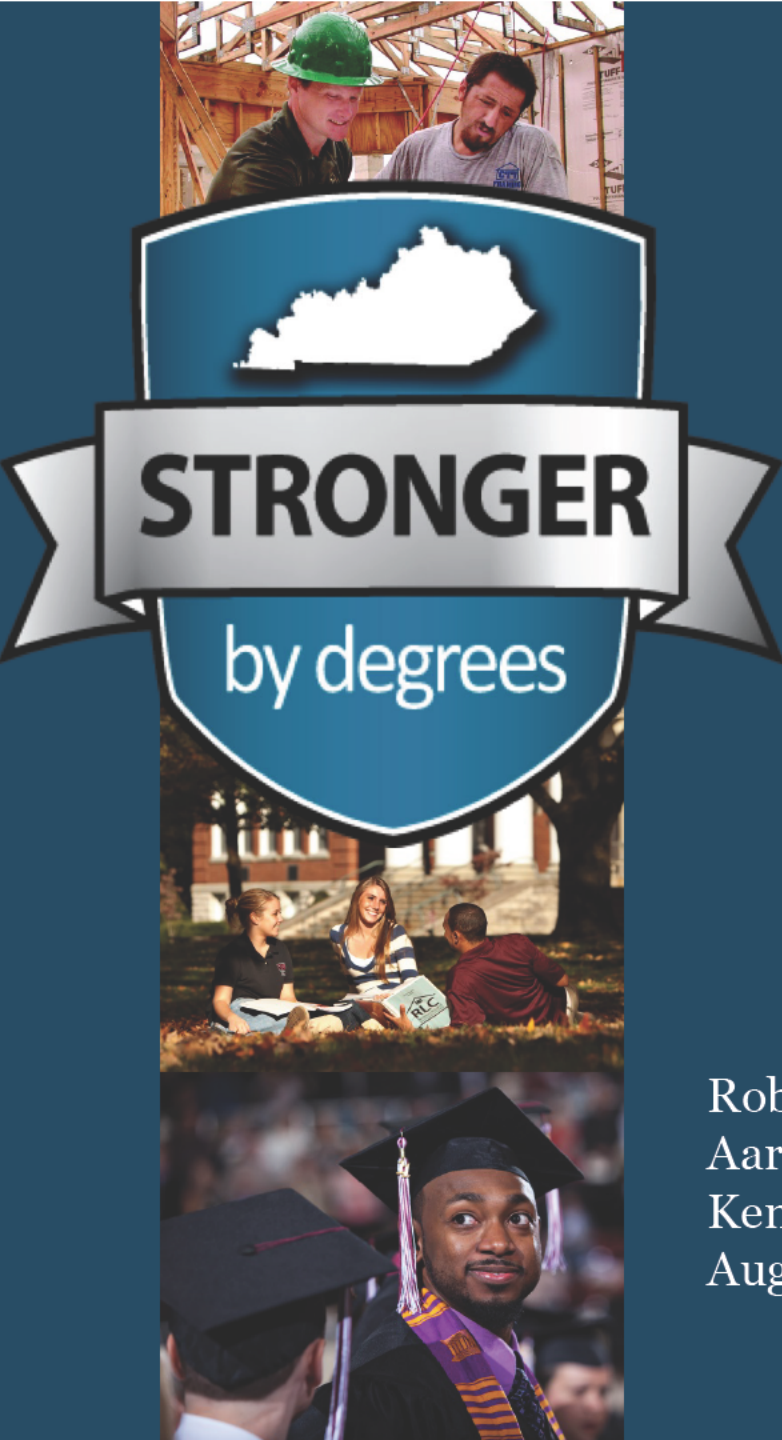


# How to Win in the Model

- Enroll and retain greater numbers of academically qualified degree seeking students
- Encourage students to take full course loads and provide support services to help them progress to timely completion
- Increase graduation rates and produce more degrees, especially among underserved student populations or in areas of pressing state need
- Beat the sector average

# Model Advantages

- Rational
- Comprehensive
- Dynamic
- Fair



## Kentucky's Performance Funding Model for Postsecondary Education

Robert L. King, President  
Aaron Thompson, Executive Vice President  
Kentucky Council on Postsecondary Education  
August 30, 2018

AUG 03 2018

Kentucky State University  
Office of the President

July 30, 2018

Dr. M. Christopher Brown, II  
President and Chief Executive Officer  
Kentucky State University  
400 East Main Street  
Hume Hall, Suite 201  
Frankfort, KY 40601

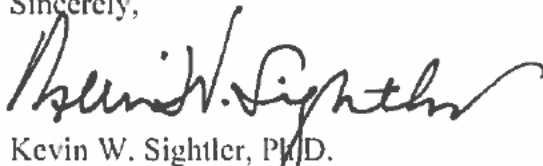
Dear Dr. Brown:

Thank you for your letter of April 18, 2018, notifying the Commission of modifications to the institution's mission statement. In preparation for its decennial reaffirmation accreditation, the institution noted several versions of its mission statement which had not been edited for grammar or syntax. Following campus-wide input and internal ratification, the final edited mission statement was approved by the Kentucky State University Board of Regents. A crosswalk between earlier versions of the mission statement and the final edited mission statement was included.

The revised mission statement appears to be a result editorial changes and clarifications and not a substantive change in the established mission or objectives of the institution and, therefore, is not a substantive change requiring approval.

**We acknowledge the information and will add it to our files.**

Sincerely,



Kevin W. Sightler, Ph.D.  
Director of Substantive Change

KWS/MAC:efk

cc: Dr. Kristen Broady, Vice Provost for Graduate Education and Academic Specialization  
Dr. Nuria M. Cuevas



# VACANCY ANNOUNCEMENT SYSTEM (VAS) POSITION VACANCY ANNOUNCEMENT REQUEST

Date: \_\_\_\_\_ Department: \_\_\_\_\_

Application Deadline: \_\_\_\_\_ Date position to be filled: \_\_\_\_\_

Position Title: \_\_\_\_\_ Civil Service Pay Level: \_\_\_\_\_

Salary (annual): \_\_\_\_\_ or Salary Range: \_\_\_\_\_ to \_\_\_\_\_

## Please check all categories that apply to this position:

### STATUS

☐ Part-time  
% of time

☐ Full-time

### FACULTY POSITION

☐ Temporary

☐ Tenure

☐ Tenure Track (Probationary)

☐ Grant

☐ Contract

### UNCLASSIFIED POSITION

☐ Administrative

☐ Temporary

☐ Permanent

☐ Grant

☐ Contract

### CLASSIFIED POSITION

☐ Probationary

☐ Job Appointment

☐ Provisional Appointment

Contact Person: \_\_\_\_\_ Telephone No.: \_\_\_\_\_

Contact Email Address \_\_\_\_\_

Contact email address is for ☐ Human Resources utilization only ☐ posting to VAS website

## Brief job description [Maximum 12 lines @ 250 characters (including spaces) per line]:

## Minimal qualifications [Maximum 12 lines @ 250 characters (including spaces) per line]:

## Remarks/How To Apply (letter of application, curriculum vita, resume, references, etc):/Mailing Address [Maximum 12 lines @ 250 characters (including spaces) per line]:

**NOTE: Approved Position Vacancy Authorization form(s) must be received in the Office of Human Resources before vacant positions will be announced.**



# POSITION VACANCY AUTHORIZATION

REQUEST THAT THE POSITION TITLE \_\_\_\_\_ AS DESCRIBED BELOW

BE AUTHORIZED AS A VACANCY FOR \_\_\_\_\_

DEPARTMENT OR UNIT

☐ Replacement

☐ Civic Service

☐ Tenured

☐ New Position

☐ Temporary

☐ Probationary *(For faculty this is the same as tenure track)*

☐ Unclassified

☐ Faculty

## SOURCE OF FUNDS

☐ State

☐ Grant-in-Aid

☐ System Revenue

☐ Agency Fund State

## VACANCY DESCRIPTION AND JUSTIFICATION

(Include rank (for faculty) and approximate salary; initiator of form must have prior approval of salary/salary range with the appropriate Vice-President, Provost and/or President. Salaries for classified positions must be approved through Human Resources).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Salary Range: \_\_\_\_\_ Previous incumbent *(if replacement)* \_\_\_\_\_

☐ Approved ☐ Disapproved \_\_\_\_\_  
ORIGINATOR DATE

☐ Approved ☐ Disapproved \_\_\_\_\_  
DEPARTMENT HEAD DATE

FINANCE/BUDGET OFFICE ONLY	
Funds Available	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
Signature	Date
Budget Number	

HUMAN RESOURCES OFFICE ONLY			
Existing/Approved Position			
<input type="checkbox"/> Yes		<input type="checkbox"/> No	
Employee Class:		Job Class:	
Verified By			Date

☐ Approved ☐ Disapproved \_\_\_\_\_  
DIVISION VICE PRESIDENT DATE

☐ Approved ☐ Disapproved \_\_\_\_\_  
VICE PRESIDENT OF FINANCE AND ADMINISTRATION DATE

☐ Approved ☐ Disapproved \_\_\_\_\_  
Page 43 of 218  
PRESIDENT DATE





POSITION NUMBER						
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## PROFILE OF PERSON RECOMMENDED

Current Employer \_\_\_\_\_

Check One ☐ New Appointment ☐ Continuation ☐ Sabbatical ☐ Leave of Absence  
☐ Transfer ☐ Replacement ☐ Other (Specify) \_\_\_\_\_

Identify Budget: \_\_\_\_\_ Location \_\_\_\_\_  
Form Code: \_\_\_\_\_ Page \_\_\_\_\_ Item # \_\_\_\_\_

Change of:	From	To
Position		
Status		
Salary		

Source of Funds	Amount

\*See Reverse Side Graduate School signature (if applicable): \_\_\_\_\_

REVISÉD 8/8/18

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

**ETHNIC ORIGIN** (Please check one): ☐ Hispanic or Latino ☐ Non-Hispanic or Latino

**RACE** (Please check all that apply):

- ☐ White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa or the Middle East.
- ☐ Black, not of Hispanic origin. A person having origins in any of the Black racial groups of Africa.
- ☐ Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.
- ☐ Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Phillipine Islands and Samoa.
- ☐ American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

COMMENTS

EMPLOYEE REGULAR WORK SCHEDULE:

EMPLOYEE DIRECT SUPERVISOR:

SUPERVISOR/DEPARTMENT CONTACT NUMBER

NUMBER OF EMPLOYEES SUPERVISED, (if any)

**HR USE ONLY:** STATUS (check one) ☐ Exempt ☐ Non-Exempt

**GUIDELINES:** All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Office of Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid Office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a photo ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by the Office of Human Resources before employment is offered.

**CLASS OF EMPLOYMENT (VISA STATUS):**

<u>TYPE</u>	<u>CODE</u>	<u>EXPIRES</u>
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Student Emp. FT Student at Kentucky State University	F1	
OPT (F-1 Visa-INS Prior Approval-“Practical Work Experience”)	F0	

**DO NOT WRITE BELOW THIS AREA**  
**FOR HUMAN RESOURCE AND BUDGETARY CONTROL USE ONLY!**

**PAF APPROVAL PROCESS CHECKLIST** (Must have the information outlined below):

- ☐ Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- ☐ Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- ☐ Application for Employment Form Admin/Fac/Uncl Position (Civil Service application for Classified)
- ☐ Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check Form)
- ☐ Supervisory Criminal/Background Check Form (completed by employee/verified and signed by supervisor)
- ☐ Exemptions Survey Form (signed by employee and budget head)
- ☐ Proposed Employer Appointment
- ☐ Proposed Employee Clearance
- ☐ Restricted/Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

OPINION

Back-to-School Advice for College Trustees

By Allen C. Guelzo

For everyone from kindergartners to collegians, the aisles at the big-box stores are filling up with back-to-school pens, calculators, paper and notebooks. But there is one educational contingent that won't find much help in the pens-and-paper department: incoming college trustees. Only about half of public institutions provide training for newly arrived board members. Here's some unsolicited advice from someone who has spent a few decades with wing tips on the ground.

- *Learn the language.* Like any business, higher education has its own language stem and a lot of land-mine vocabulary—diversity, vocationalism, tenure, teaching load. People who live inside higher education are masters of words, but not necessarily of clarity. Learning the dynamics of higher-ed speak is indispensable. That will be particularly true when phrases common in the business world—incremental budgeting, strategic planning—turn out to have entirely different meanings on campus.
- *Make time.* Being a trustee of a college or university requires more

attention to more problems than ever before. Sexual harassment, free-speech confrontations, presidential turnover, money and new students, students and new money—all these issues will demand your attention. It's no longer possible, even for trustees of small colleges, to regard the job as consisting of four volunteer weekends a year. Think instead about how to arrange visits between board meetings, touring on-campus research institutes, sitting in on classes, and making yourself and your colleagues visible and available.

- *Ignore the resistance.* The first response you are likely to receive for these efforts will disappoint you: suspicion. It will come first from the faculty, already primed to mistrust authority figures. Its members will wonder what dark agenda is driving you. But faculty suspicions will fade quickly. In fact, eventually professors will be relieved to find trustees who respect their work and take a genuine intellectual interest in it. You will be dismayed to find more suspicion coming from administrators. Years ago, I worked for a president who frankly regarded board meetings as his greatest annoyance. He cheerfully encouraged his underlings to tell the

trustees whatever would make them happy. If you encounter this, push back. It is a sign of deceit.

- *Seek mentors.* Many colleges and universities impose term limits on their boards. This pumps new outlooks into the veins of an institution, but it also leaves new trustees wishing they had more experienced hands

**Many institutions offer no training for newly arrived board members. Here are some tips from a veteran.**

to seek advice from. Look for the veterans on your board, and identify a trustee with a particularly deep interest in one facet of academic life—for example, state and federal regulations, which impose staggering overhead costs—and make yourself into that trustee's successor. In some colleges where trusteeship is taken seriously, new trustees are actually assigned mentors, and an internal governance committee might do a bi-annual assessment of a new trustee's performance.

- *Read the books.* Faculty publications and breakthrough books on higher education will enable you to see your institution in the larger, and more ominous, context of higher education's challenges. About trusteeship itself, turn to "How to Run a College" (2018) by Brian Mitchell and Joseph King. For administrative sclerosis, study Benjamin Ginsberg's "The Fall of the Faculty" (2013). "Academically Adrift: Limited Learning on College Campuses" (2011), from Richard Arum and Josipa Roksa, is an excellent primer on the failures and successes in learning. Once you've read the books, ask embarrassing questions: How does hiring more-and-more adjuncts affect teaching and learning? What are faculty actually rewarded (or punished) for doing? Does the college need to do everything? And, above all, why does this institution exist?
- *Find—and follow—the money.* This is what people frequently think is the trustee's first, and sometimes only, responsibility. It is true that the trustees are the first line of a university's financial defense. The future is not an indefinite series of tuition increases. But it also means, for that same reason, that you are the air-

brake on the many varieties of politically correct hooliganism and administrative pusillanimity that have defaced campuses like Middlebury, Lewis and Clark, Reed, Berkeley, Evergreen State and the University of Oregon. If you find the money, you have a responsibility to ask how the money is spent and on whom.

American colleges and universities were once little more than finishing schools for the wealthy. At the end of the Civil War, there were only 112,000 undergraduate students in the U.S., according to the National Center for Education Statistics. A century and a half later, the Education Department estimates the student population at 20 million, and the bachelor's degree is regarded as the middle class's key of promise. Whether it can—or even should—stay that way will rest on the shoulders of college faculties, administrations, government overseers and even parents. But it will rest mostly on you. Welcome back to school.

*Mr. Guelzo is a professor of history at Gettysburg College.*

Peggy Noonan is on leave and will return in the fall.

**Subject:** The Housing Crisis at Clark Atlanta University

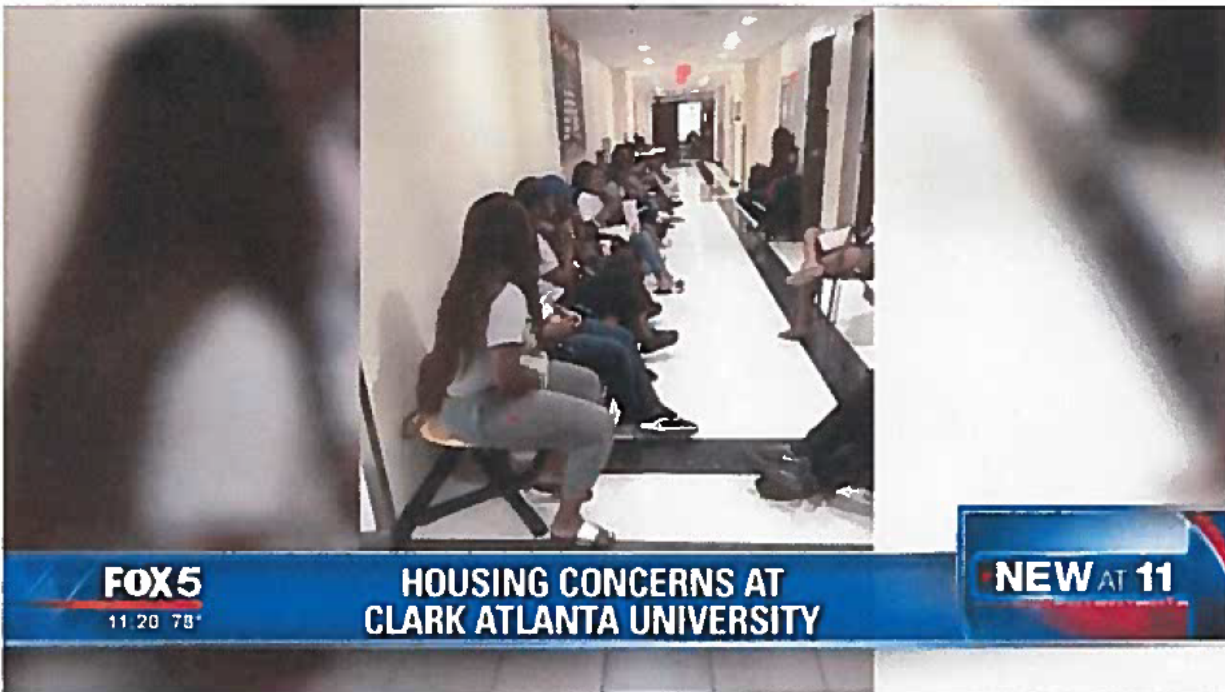
**Date:** Wednesday, August 22, 2018 at 11:34:26 PM Eastern Daylight Time

**From:** M Brown

**To:** KSU, President, mcb2

## 'Not Financially Enrolled': The Crisis at Clark Atlanta University

[Michael Harriot](#) [Today 9:42am](#)



Students line up at Clark Atlanta University to receive housing

Screenshot: Fox 5

The night before leaving for college, Malana Wells was excited.

Malana Wells was thrilled about leaving her hometown in the suburbs of Cleveland, Ohio, to study in the Black Mecca of Atlanta. She was eager to become a student at a historically black university. As a 2018 high school graduate, Malana was even enthusiastic about the opportunity to continue her education.

But Shirelle Copeland, Malana's mother, was nervous.

Her anxiety didn't come from the fact that she was sending her 18-year-old



daughter halfway across the country. She wasn't even nervous about the money she had spent on flights, hotel rooms and a rental car to take her daughter to begin her freshman year at Clark Atlanta University.

Copeland was nervous because she had no idea what was going on.

Copeland didn't know what she was supposed to do when she arrived at Clark. She had been trying to contact the university's financial aid department for weeks, to no avail, so she had no idea how much money she owed for her daughter's first year. She didn't even know where on campus her daughter would be living.

According to Copeland and documents provided to The Root, Copeland attempted to contact the financial aid and housing departments at Clark dozens of times for more than a month. Unable to reach anyone in the financial aid or housing department, she desperately began dialing numbers to every administrative office she could find.

She finally reached a woman identified in emails as Ms. Udley, who tried to assist Copeland with the enrollment process and determining her daughter's financial standing with the school.

"We finally figured out that there was about a \$4,000 gap between what financial aid provided and what I owed, which was what I expected," Copeland explained to The Root.

Even though this was not official, and she still hadn't spoken to anyone in the financial aid department, Copeland booked nonrefundable flights and prepared to take her daughter to Clark to begin her freshman year.

"They told me there was a housing issue but assured me they would handle it. Every time I called they told me 'We're in meetings about it, don't worry, she'll be fine,'" Copeland said. "But the night before I left, I got a gut feeling that I should call again. And that was the day I found out that I had to come up with \$8,000 if my daughter was going to attend Clark.

"They told me she was 'not financially enrolled,'" said Copeland. "I had no idea what that means. I have a sophomore in college and I've never heard that in my life. How is she 'not financially enrolled' if they've accepted her financial aid

award? It just doesn't make sense and there was no one who can give you a clear understanding of what the procedure is.

"This was my first time dealing with an HBCU [Historically Black College or University] and it was not good at all."

---

It turns out, Shirille Copeland's last minute call may have been a good thing after all because it could have been worse. Her daughter could have been homeless.

Dozens of Clark Atlanta University students were denied housing just 24 hours before classes were scheduled to start according to [WSBTV in Atlanta](#). Like Malana Wells' situation, the university has resorted to blaming the problem on students and parents not completing the financial enrollment process.

Further complicating the mess is the fact that there is no off-campus alternative because, according to the college's [housing and residence life policy](#), "all students enrolled or accepted to Clark Atlanta University will be required to reside on the campus until they have earned 58 or more credit hours."

You read that correctly. Freshman and sophomores are *required* to live on campus even if they have no place to stay. While the university policy forcing students to use something that is not available to them might sound as contradictory as making Miley Cyrus twerk or forcing Donald Trump to get a brain scan, I've been told that the grass at Clark Atlanta is *really plush*. It's so soft, you could almost sleep on it.

Almost.

Incidents like Wells' are not rare at Clark Atlanta. Other parents have experienced the same issues with communication, clarity on financial aid and understanding what "financial enrollment" consists of. At least 150 students arrived at CAU only to find out that they had no place to live.

In a story that sounds eerily similar to Copeland and Wells', Nicole Redd, another mother of a student, described driving down from Baltimore only to discover that her daughter was "not financially enrolled" and had no housing, [according to the Atlanta Journal-Constitution](#). Other parents have reached out to The Root and aired their frustration on social media.

We've had nothing but issues, I've dreamed of sending my child to an HBCU and this has been the worst experience ever, and this is our second year. I'm to the point she can go to school at home. They hold money, I'm buying books off Amazon and I've signed over thousands! A month into the semester and no book money! Now there is an issue with room assignments, no is going to call you back and once they notice your number, they won't answer. I am beyond disappointed. They will put her in classes she does not need to be in also so be careful and keep being verbal.

Clark Atlanta's crisis is indicative of the problems of many small colleges. Institutions that are financially strapped or don't have large endowments like larger, predominately white institutions that often survive on the revenue from tuition and housing. Because of this, these kinds of issues become prevalent,

especially at historically black colleges.

Sara Goldrick-Rab, a professor of higher education policy and sociology who researches college housing at Temple University, says colleges force students to live on campus oftentimes because colleges view housing as a money-maker.

"It often isn't. It is hard to do housing well," Goldrick-Rab, [told Diverse Education](#), "Schools are making estimates. They're making projections ... and they're hoping that they get it right."

Clark Atlanta insists they explained the housing and financial aid process clearly and says they have housing for all of the students who are financially enrolled. Apparently, Clark believes that 150 students refused to follow directions, are lying or they prefer the campus' thick Bermuda grass lawns to dormitory life.

In response to inquiries from The Root, Sam D. Burston, CAU's vice president and chief advancement officer in the Office of Institutional Advancement and University Relations, emailed us the following statement on Wednesday, August 15:

As of 5:00 PM today, we have assigned housing to all freshmen and sophomores seeking on-campus accommodations who have met the financial enrollment requirements.

On-campus housing is still available for any additional freshmen and sophomores who become financially enrolled.

In addition, we are working with upperclassmen seeking housing to complete the financial enrollment process. Students in temporary on-campus housing have been notified that they have until Thursday, August 16, 2018, to fulfill their financial obligations.

The Office of Student Services and Campus Life's operating hours remain 9:00 a.m. to 5:00 p.m.; all students signed in by 5:00 p.m. will receive service.

---

Malana Wells ultimately stayed in Ohio and enrolled in Kent State University.

After Shirelle Copeland decided not to risk her daughter's college education on



what she views as an unresponsive and inept administration, she chalked up the more than \$1,000 she spent on flights, hotels and rentals as a lost cause and her daughter's disappointment as a "hard lesson she had to learn."

But she assumed, for the sake of decency, that Clark Atlanta would at least refund the \$475 "confirmation fee" required of all incoming students. After all, if her daughter, like the 150 or so other students, was "not financially enrolled," then what exactly were they confirming by paying \$475?

"I ended up at the president's office after calling them probably about 100 times repeatedly until they hung on me," Copeland said. "They refused to allow me to wait on hold for the president. They refused to give him the phone. They kept saying he wasn't there for days at a time."

Copeland finally received a letter from Associate Vice President of Enrollment Michael J. Marshall informing Copeland that he "engaged the primary stakeholders to thoroughly review" her refund request. But the refund request was denied "after careful thought and deliberation." After the letter was emailed, it seems as if Clark Atlanta University blocked all email communication from Copeland, according to documents received by The Root.

Aug 9, 2018, 9:29 AM (17 days ago)

Mail Delivery Subsystem

Message blocked Your message to caupresident@cau.edu has been blocked. See technical details below for more information.

Screenshot: Shirelle Copeland

While Copeland acknowledges that "everything happens for a reason," she admits she is not only left with a hole in her pocket but the calamity made her reluctant to send her daughter to *any* historically black college or university.

"I'm a single black mother trying to get my daughter into higher learning and this is the experience you leave me with?" she asked. "I was told that this was to be accepted at an HBCU. I even heard Tom Joyner say it. But why are we expecting that? We wouldn't accept it from anywhere else," Copeland explained, adding:

"They are literally responsible for the lives of our children ... our future. If they can't handle something as simple as providing a bed and a roof over their heads, why would I send my child there?"

Copeland's argument sounds reasonable...

But dat grass, tho!

KENTUCKY STATE UNIVERSITY  
FACULTY SENATE



**SALARY SURVEY  
EVALUATION REPORT**

**PREPARED BY:**

MARA MERLINO, *Division of Behavioral and Social Science*  
BUDDHI GYAWALI, *College of Agriculture, Food Science, and Sustainable Systems*

**TO SUBMIT TO:**

SALARY COMPENSATION COMMITTEE  
KENTUCKY STATE UNIVERSITY  
AND  
PRESIDENT M. CHRISTOPHER BROWN II

**JUNE 17, 2018**









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\*Document printed as submitted.

# Executive Summary

Kentucky State University Faculty Senate conducted a faculty salary compensation survey with all faculty members between May 8-14, 2018 to gather the faculty's thoughts about the current discussions about faculty compensation. An electronic survey via SurveyMonkey.com was sent to all 145 KSU faculty members, of which 69 (44.47%) faculty members responded to the survey. Of these, two surveys were completed outside the time limit, so these responses are not included in the data analyses. The number of respondents varies by question, as some faculty members declined to respond to all questions.

Of the 67 faculty members who participated, 26 respondents (38.8%) currently hold tenure, 25 respondents (34.3%) are in tenure-track positions, and 11 respondents (16.4%) are in non-tenure track positions. Of the 58 faculty members who responded to race/ethnicity question, 20 (34.4%) identified their race/ethnicity as African American or other African descent, 31 (53.4%) identified themselves as Caucasian, and 3 (5.2%) identified as Asian/Pacific Islander. One faculty member (1.7%) identified as having more than one race or ethnicity. Twelve faculty members (20.7%) declined to respond to this question. Fifty-seven faculty members (85.1%) responded to the question about sex. Of these, 30 (52.6%) were female and 27 (40.3%) were male. Ten of the total 67 faculty members (14.9%) declined to respond to this question.

Among the 61 faculty members who responded (91.0%), the mean number of years of service was 9.3 years, with a median of 10 years of service. Both the mean and the median year of hire for these respondents was 2007. Among the 64 faculty members who responded (96.0%), the mean number of years of service was 9.3 years, with a median of 10 years of service. Of the 64 faculty members who responded (96.0%), 35 (54.7%) were hired at the Assistant Professor level, while another 19 (29.7%) joined KSU as visiting or adjunct faculty, lecturers, or instructors. Of the 61 faculty members who responded (91.0%), 44 (72.1%) were currently in either 9-month or 12-month tenure track positions.

Although these data represent the responses of a subset of the faculty members at Kentucky State University, they provide clear evidence that faculty compensation in many areas is inconsistent both within and across Divisions. Of the 61 faculty members (91.0%) who responded to this question, 42 (68.8%) reported that new faculty members have been hired in their Divisions at higher salaries than those earned by current faculty members who have been working for many years at lower salaries. Fifty-five of the 67 faculty members (82.1%) responded to the question of salary equity by academic rank. Of these, 30 faculty members (54.5%) felt that their salaries were not at all equitable for the number of years in their rank. There have been no raises for many years and rank/discipline ranges have not been adjusted since 2012.

Sixty-six of the total 67 faculty members (99.0%) responded to the question about KSU salary equity compared to similar institutions. Of these, 60 (90.9%) indicated that salaries at Kentucky State University are not competitive when compared to salaries at similar comprehensive state universities. Faculty opinions about this matter were based on information from a variety of reliable sources, including CUPA-HR, AAUP, and comparisons with other institutions. The survey data clearly indicate that faculty across campus feel that there is a substantial discrepancy between current Kentucky State University salaries and the salaries offered for similar positions at comparable institutions.

## **RECOMMENDED ANNUAL SALARY**

The mean and median recommended 9-month base salaries for Assistant Professors were \$69,445 and \$65,000, respectively. The mean and median recommended 9-month base salaries for Associate Professors were \$79,049, and \$75,000, respectively. The mean and median recommended 9-month base salaries for Full Professors were \$93,636 and \$90,000.

## **COST OF LIVING INCREASE**

Sixty-five of the total 67 faculty members (97.0%) responded to the question about cost of living increases. Of these, 36 faculty members (55.4%) felt that cost of living (COL) increases should occur annually, with an additional 17 faculty members (26.2%) recommending a COL living increase at least every other year.

Sixty-two of the total 67 faculty members responded to the question about the percentage increase for cost of living (COL). Of these, 28 faculty members (45.1%) indicated that cost of living increases should be in the amount of 2% to 3%, while another 12 respondents (19.3%) indicated that increases should be 4% or 5%. Ten respondents (16.1%) recommended raises of 5% because most faculty have not had raises for many years. Other respondents reported COL should cover inflation or at least equal to the Cost-Of-Living Adjustment (COLA) as determined by the Social Security Administration.

## **GENDER AND RACIAL SALARY EQUITY**

Forty of the 67 faculty members responded to this question. Of these, 27 respondents (67.5%) reported lower levels of gender equity in faculty salaries, while 13 respondents (32.5%) reported a moderate or complete level. Verbatim comments demonstrated mixed responses about the extent of gender equity. In terms of racial equity, of the 31 faculty members who responded to this question, 20 (64.6%) felt that salaries at KSU reflect racial disparity, while 11 respondents (35.5%) indicated that there is moderate or complete salary equity.

## **SALARY EQUITY AND TEACHING, SCHOLARLY ACTIVITY, AND SERVICE PRODUCTIVITY**

Of the 62 faculty members who responded to these questions, an average of 54.8% reported that recognition of teaching merit was not at all reflected in their salaries. Similarly, of the 57 faculty members who responded to questions about scholarly activity, an average of 42.3% felt that research and scholarly activity was not at all reflected in their salaries. Sixty-one faculty members responded to the questions about service activities. Of these, 61.9% responded that their service activities had no impact on salaries.

## **MERIT INCREASE**

Twenty faculty members recommended an amount of 5% for merit increases awarded with yearly evaluations. Sixteen faculty members recommended a 3% increase, while an additional 11 recommended a 2% increase. However, Faculty who have been here for many years should be brought current to pay for new hires in the same department. The raises for rank (such as COL or merit raise) increases should apply after salaries are brought to current market levels.

## **OVERLOAD AND SUMMER SALARIES**

The mean recommended compensation for teaching an overload course at the graduate level was \$3,974, the median was slightly lower at \$3,600. The mean recommended compensation for teaching an overload course at the undergraduate level was \$3,121; the median was slightly lower at \$2,850. The mean recommended compensation for teaching a summer course was \$3,534. The median was slightly lower at \$3,000.

# Recommendations

The goal of this study was to gain an accurate snapshot of faculty opinions that represent all departments, divisions, and disciplines. This 'opinion' based survey report is intended to be a supplement to the comprehensive work of the ad hoc Salary Compensation Committee appointed by President Brown, and therefore is not intended to supplant, or serve its expected official data driven study.

## **BASED ON THE SURVEY RESULTS, WE PROVIDE FOLLOWING RECOMMENDATIONS:**

- 1.** Appropriate Cost of Living (minimum 5%) and salary raise should be provided to all faculty immediately effective July 2018. Consideration should be given to bring salaries of faculty who have been at KSU for many years to current market levels based on rank and years of service to ensure salary equity with salaries of new hires in the same department. Cost of living and merit raises should apply after equity has been achieved.
- 2.** Create a standard KSU CUPA Faculty Salary chart based on the rank, discipline, and years of service. The recommended average salaries are: \$69,445 for Assistant Professors, \$79,049 for Associate Professors and \$93,636 for Full Professors. Salary for 12-month faculty should be then be calculated accordingly.
- 3.** Review salaries frequently and give raises as necessary to keep KSU faculty salaries consistent with market levels for rank and years of service. Offer starting salaries that are consistent with market levels, and provide annual cost of living increases to help prevent the current level of salary inversion from occurring in the future.
- 4.** Develop and publish clear and consistent policies for all. Require administrators who are in positions to approve hiring and salary decisions to follow KSU policy to ensure that all faculty are treated fairly.
- 5.** Merit increases should be based on demonstrable achievement to help minimize the impact of evaluator subjectivity. Achievement should be empirically documented and consistent across the university. Merit increase evaluations should be vetted by a university-wide Committee similar to the Tenure and Promotion Committee.
- 6.** Administrators should follow policies and procedures already in place for hiring faculty and administrators with rank and tenure. Faculty should have more input into administrative hiring proceedings in the interests of shared governance.
- 7.** Faculty should receive a stipend equivalent to the amount awarded for teaching an overload class or a percentage of the Indirect Costs awarded to the university (whichever is greater) for producing grant proposals that are successfully funded.



# SECTION 1: Respondent Information

**QUESTION 1:** What is your current base salary, rounded to the nearest hundred dollars?

Sixty-four faculty members responded to this question. The average salary reported among the respondents was \$60,990. The median salary was slightly lower at \$60,000. The modal salary was \$73,300, reported by five faculty members. Three faculty members declined to report their current salary level. Table 1 demonstrates the salary distribution by faculty area of appointment that includes both nine- and 12-months appointment.

**TABLE 1: FACULTY SALARY DISTRIBUTION BY AREA OF APPOINTMENT**

Department/Area	N	Mean	Median	Std. Deviation	Range
Business	7	\$ 65,771.43	\$ 65,700.00	\$ 13,801.05	\$ 35,000.00
Math & Science	6	\$ 51,316.67	\$ 48,950.00	\$ 10,308.52	\$ 28,600.00
Agriculture, Food Science, Sustainable Systems	14	\$ 77,121.43	\$ 73,650.00	\$ 8,394.34	\$ 29,600.00
Government and Public Admin	3	\$ 50,333.33	\$ 51,000.00	\$ 2,081.67	\$ 4,000.00
Behavioral/Social Sciences	5	\$ 53,780.00	\$ 49,700.00	\$ 11,468.30	\$ 28,000.00
English/LLP	5	\$ 46,660.00	\$ 45,000.00	\$ 6,154.51	\$ 15,300.00
Computer Science	3	\$ 61,700.00	\$ 61,200.00	\$ 6,963.48	\$ 13,900.00
Library	4	\$ 60,525.00	\$ 59,550.00	\$ 9,013.09	\$ 19,000.00
Education	5	\$ 55,800.00	\$ 53,000.00	\$ 8,318.65	\$ 20,000.00
Mass Communication	1	\$ 42,000.00	\$ 42,000.00		\$ -
Nursing/Professional Studies	4	\$ 56,250.00	\$ 60,000.00	\$ 7,500.00	\$ 15,000.00
Whitney Young	1	\$ 72,000.00	\$ 72,000.00		\$ -
Fine Arts	2	\$ 54,500.00	\$ 54,500.00	\$ 6,363.96	\$ 9,000.00

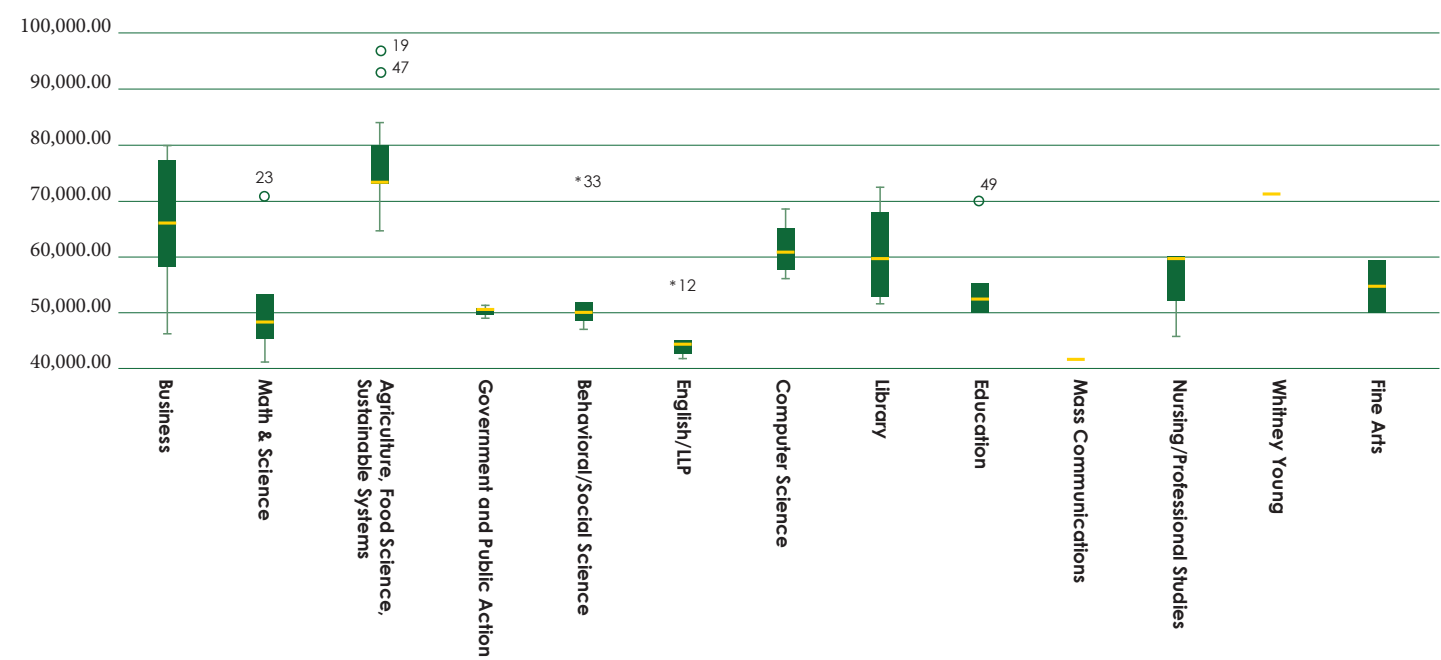
<sup>1</sup>The mean, or average, is calculated by summing all salaries in an area and dividing the sum by the number of salaries. For example, if 5 salaries are reported for a group, then the 5 salaries are first added, and then divided by 5. (\$1,000 + \$2000 + \$4,000 + \$5,000 + \$9,000 = \$21,000/5 = \$4,200).

<sup>2</sup>The median salary is the amount at which exactly 50% of the salaries fall above, and 50% of the salaries fall below. For example, if 5 salaries are reported for a group (\$1,000, \$2000, \$4,000, \$5,000, \$9,000), then the median salary for that group would be \$4,000. If only 4 salaries are reported, (\$1,000, \$2000, \$5,000, \$9,000), then the median is calculated by adding the two salaries at the center (\$2,000 + \$5,000 = \$7,000) and then dividing the sum by 2 (\$7,000/2 = \$3,500). It is important to examine both the mean and the median values because extreme values—in this case, a salary of \$9,000—may result in an average that does not accurately reflect the true distribution of the salaries, as indicated by the differences of several thousands of dollars in some of the areas in Table 1.

<sup>3</sup>The mode is defined as the most frequently occurring value in the distribution (in this case, the distribution of salaries among all 64 members who responded to this question).

<sup>4</sup>All faculty in Agriculture, Food Science and Sustainable systems and Library have 12-month appointment. Division chairs, deans and few additional faculty affiliated to other Divisions may have 12-months appointment and their reported salaries reflect salaries for 12 months.

The high standard deviations, or average distance of the reported salaries from the area group mean, indicate that the salary levels in several of the groups vary widely; for example, one faculty member in Behavioral and Social Sciences reported a salary of \$74,000 at the Assistant Professor level, while the remainder of the salaries reported by Assistant and Associate Professors in that area ranged from \$46,000 to \$51,200. In these instances, a more accurate indicator of area salary levels may be the median, or the salary amount that falls exactly in the center of the reported salaries (in this example, \$49,700). Figure 1 demonstrates the distribution of salaries by quartile, with the median salary levels depicted by the dark horizontal line in the box. <sup>5</sup>



**FIGURE 1.** The boxplot and whisker diagram above demonstrates that a few faculty members who reported their salaries are earning substantially more than the median salary for their group. Influential outliers are indicated in Math and Science, Agriculture, Food Science, and Sustainable Systems, and Education. Statistically significant outliers were identified in Behavioral and Social Sciences, 1and in English/LLP. No boxes were created for Mass Communications or Whitney Young because only one faculty member from each program responded to the survey.

Another source of the wide variability among the reported salaries may be accounted for by the academic rank of the faculty who responded to this question. For example, in Mathematics and Science, faculty salaries reported at the Assistant Professor level are quite low, ranging from \$42,400 to \$47,000, while faculty salaries at the Associate Professor level range from \$50,900 to \$71,000, thus inflating the mean.

A third source of possible bias in these data may be minimal faculty response from several areas. For example, only one faculty member responded from Whitney Young, and one from Mass Communications, and only two faculty members responded from Fine Arts. These low response rates may in fact be due to the low number of faculty currently serving in these areas, as many areas are understaffed.

Although these data represent the responses of a subset of the faculty members at Kentucky State University, they provide clear evidence that faculty compensation in many areas is inconsistent both within areas and across areas.

<sup>5</sup> A box plot graphically depicts groups of numerical data by quartiles. Quartiles are divisions of data values into four groups. The first quartile (25%) is that number at which 25% of the values fall below and 75% of the values fall above. The second quartile (50%) is that number at which 50% of the values fall above, and 50% fall below (the median). Box plots may also have lines extending vertically from the boxes (whiskers) indicating variability outside the upper and lower quartiles. These values are called “outliers.” In this diagram the influential outliers are depicted by circles where their values fall, and the statistically significant outliers are depicted by an asterisk (\*). The numbers next to the circles and asterisks refer to the line of data in the spreadsheet where these values can be found.

**QUESTION 2:** To what extent do you think your current salary is competitive among other comprehensive state universities that are similar to KSU?

Sixty-six of the 67 faculty members (98.5%) responded to this question. Faculty were asked to indicate the extent to which they believed Kentucky State University salaries are competitive with similar institutions on a four-point Likert-type scale ranging from 1 (not at all competitive) to 4 (extremely competitive). Table 2 demonstrates the distribution of responses.

Sixty of the 66 the faculty respondents (90.9%) indicated that salaries at Kentucky State University are not competitive when compared to the salaries at similar comprehensive state universities. Of the 66 respondents, only 6 (9.1%) felt that Kentucky State University salaries approached comparability. One faculty member declined to respond.

**TABLE 2: COMPETITIVENESS OF KSU SALARIES COMPARED TO COMPARABLE INSTITUTIONS**

	Percent	Number
<b>Not at all</b>	<b>57.6%</b>	<b>38</b>
<b>Somewhat</b>	<b>33.3%</b>	<b>22</b>
<b>Moderately</b>	<b>7.6%</b>	<b>5</b>
<b>Extremely</b>	<b>1.5%</b>	<b>1</b>
<b>Total</b>	<b>100%</b>	<b>66</b>

These data clearly indicate that faculty across campus feel that there is a substantial discrepancy between current Kentucky State University salaries and the salaries offered for similar positions at comparable institutions.

**QUESTION 3:** Please describe the knowledge or standard you used, if any, to determine your previous answer. For example, did you compare your current salary to the CUPA-HR standards, the AAUP faculty salary survey data, or another source of information?

Sixty-four of the 67 faculty members (95.5%) responded to this question. Table 3 presents a summary of the sources according to how frequently they were mentioned. Percentages in the table do not sum to 100% because many faculty members mentioned multiple sources of information in their responses.

These data indicate that just over half of the respondents (53%) based their opinions about the competitiveness of Kentucky State University salaries on CUPA-HR standards, which is consistent with previous institutional practice. Other commonly used information sources include the annual AAUP Faculty Salary Survey and other online sources, and comparisons with other institutions.

**TABLE 3: SOURCES OF CURRENT MARKET SALARY INFORMATION**

	Source	Number	Percent
	CUPA-HR	34	53.1%
	Comparisons with other institutions	14	21.9%
	AAUP	13	20.3%
	Other	8	12.5%
	Kentucky University Public Salary Databases	7	10.9%
	Higher Ed Jobs	4	6.3%
	Chronicle of Higher Ed	3	4.7%
	Self knowledge/experience	2	3.1%
	Other HBCUs	2	3.1%
	Comparisons with other faculty	1	1.6%
	Glassdoor	1	1.6%
	<b>Total</b>	<b>89</b>	<b>139.10%</b>

The faculty comments below are reported verbatim from the survey responses. Minor spelling errors have been corrected for clarity.

- o CUPA-HR.
- o AAUP.
- o AAUP faculty salary survey data.
- o AAUP data.
- o Knowledge comes from researching others similarly positioned (i.e., Chronicle of Higher Education).
- o Another source.
- o Fresh post doc hired as assist prof on honey bees at UK has a salary of \$84,500 while I have much more experience and worked here for 5 years.
- o CUPA 2007-2008, CUPA 2011-2012, CUPA 2016-2017, Glassdoor, AAUP faculty salary survey, job postings from other universities.
- o Internet Sources.
- o CUPA, AAUP, BLS, and personal knowledge of peer salaries around the state.
- o Yes, CUPA-HR and self-knowledge/experience.
- o I am a 12-month faculty, when I converted my salary to 9-month and compared with the salary of the similar position in my discipline in other universities it is way low.
- o I used the CUPA-HR standards for Master's institutions in the field of Business, Management, and Marketing.
- o Communications with faculty at other HBU's.
- o CUPA-HR.
- o I compared my salary to the information on HigherEdJobs.com.
- o Another source of information.
- o CUPA.
- o Both of those, plus the Chronicle of Higher Education.
- o Discussions and presentations with faculty in similar positions or with similar degrees and experience.
- o Higher Ed Jobs.

*Respondent Information cont.*

- o I was faculty at another university before taking this position. My salary is lower in this job.
- o CUPA HR, AAUP faculty survey data, similar sized schools in KY & SACS South Central region, other Land Grant HBCUs
- o Compared to CUPA-HR and to the salaries of colleagues at other Kentucky publics and state schools in the South.
- o The CUPA-HR standards, the AAUP faculty salary survey data, and from friends.
- o CUPA.
- o CUPA-HR.
- o Based on what I know starting salaries are across the state in my field.
- o CUPA-HR and Salary.com-Higher Education Salaries.
- o Before I started my position I used internet data bases to determine what a competitive salary for my position would be.
- o Articles over time. Can't recall the latest one.
- o AAUP survey data.
- o Personal contacts and knowledge.
- o Cupa.
- o CUPA-HR.
- o Years of service.

**QUESTION 4:** In what department is your faculty appointment?

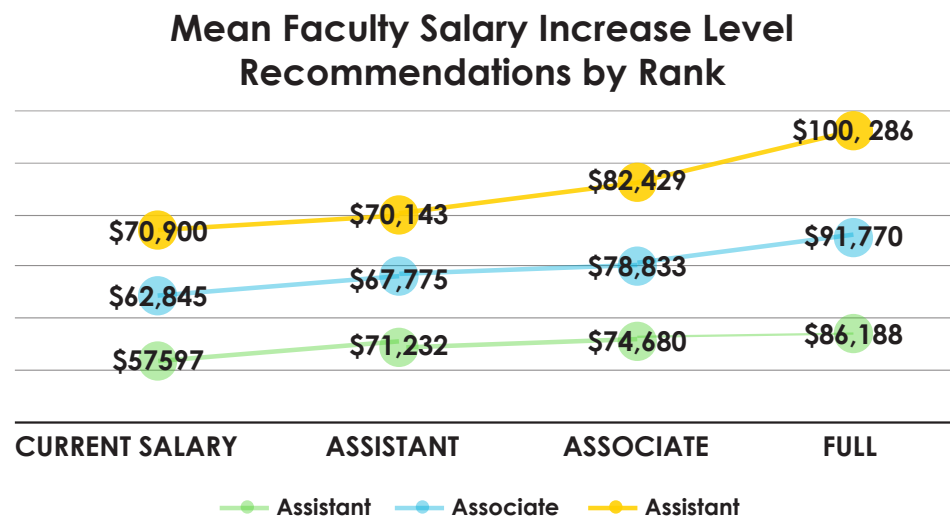
Fifty-eight of the 67 faculty members (86.6%) responded to this question. Table 4 presents the distribution of respondents by faculty rank and area. One respondent from English/LLP, one from Library, and one from Agriculture, Food Science, and Sustainable Systems did not report rank.

**TABLE 4: FACULTY RESPONDENTS BY REPORTED SCHOOL OR DIVISION**

	Department	Assistant	Associate	Full	Total Faculty by Department
	Business	2	4	1	7
	Math & Science	3	3	0	6
Agriculture, Food Science, Sustainable Systems		8	3	3	14
	Government and Public Admin	1	2	0	3
	Behavioral/Social Sciences	3	2	0	5
	English/LLP	1	2	1	4
	Computer Science	2	0	1	3
	Library	1	2	0	3
	Education	2	3	0	5
	Mass Communication	1	0	0	1
	Nursing/Professional Studies	4	0	0	4
	Whitney Young	0	1	0	1
	Fine Arts	1	0	1	2
Total Faculty by Rank		29	22	7	58

## SECTION 2: Salary Levels by Faculty Rank

Questions 5-10 provide information about the salary levels faculty believe are appropriate for each academic rank. Figure 2 presents summary data for Questions 5, 7, and 9 according to the rank of the faculty respondent. Table 5 presents the means and standard deviations of recommended salary levels by rank of respondent. We noticed that the mean salaries for Assistant, Associate, and Full professors reported by Assistant professors (Figure 2 and Table 5) looked strange and were not consistent to the figures reported by Associate and Full professors. We double checked the original data for accuracy but found the reported figures were accurate. We believe that this may be a function of the number of faculty within departments who responded to the survey.



**FIGURE 2.** Recommended salary levels by academic rank are presented along with the respondents’ current mean salaries. Based on the difference between current mean salaries and recommended mean salary levels, Full Professors perceived the greatest deficit in current salaries across rank (between \$28,591 and \$29,925) while Assistant Professors perceived the least deficit (between -\$757 and \$13,365).

**TABLE 5: SALARY RECOMMENDATIONS BY RANK OF RESPONDENT**

SALARY RECOMMENDATIONS MADE BY ASSISTANT PROFESSORS				
Department/Area	N	Mean	Median	Std. Deviation
Recommended Assistant	31	\$ 71,232	\$ 68,000	\$ 12,624
Recommended Associate	20	\$ 67,775	\$ 75,000	\$ 15,971
Recommended Full	7	\$ 70,143	\$ 90,000	\$ 14,496
SALARY RECOMMENDATIONS MADE BY ASSOCIATE PROFESSORS				
Department/Area	N	Mean	Median	Std. Deviation
Recommended Assistant	25	\$ 74,680	\$ 60,850	\$ 18,188
Recommended Associate	21	\$ 78,833	\$ 75,000	\$ 14,498
Recommended Full	7	\$ 82,429	\$ 88,900	\$ 17,831
SALARY RECOMMENDATIONS MADE BY FULL PROFESSORS				
Department/Area	N	Mean	Median	Std. Deviation
Recommended Assistant	24	\$ 86,188	\$ 70,000	\$ 29,411
Recommended Associate	20	\$ 91,770	\$ 80,000	\$ 16,119
Recommended Full	7	\$ 100,286	\$ 90,000	\$ 24,233
CURRENT MEAN FACULTY SALARIES BY RESPONDENT RANK				
Department/Area	N	Mean	Median	Std. Deviation
Assistant Professor	31	\$ 57,597	\$ 65,000	\$ 11,966
Associate Professor	22	\$ 62,845	\$ 75,000	\$ 12,841
Full Professor	7	\$ 70,900	\$ 90,000	\$ 17,497



**QUESTION 5:** Approximately what annual salary, rounded to the nearest \$100, do you think a person with a terminal degree in your field should be paid at the assistant professor level?

Sixty-one of the 67 faculty members (91.0%) responded to this question. Of these, 31 (50.8%) were currently serving as Assistant Professors. Recommended salaries ranged from \$50,000 to \$105,000. The mean recommended salary for Assistant Professors was \$69,445. The median recommended salary was \$65,000.

**QUESTION 6:** For how many years have/did you served at this faculty rank?

Sixty-two of the 67 faculty members (92.5%) responded to this question. Years of service at the Assistant Professor level ranged from 0 to 20. The mean number of years of service was 5.6. The median was 5 years of service.

**QUESTION 7:** Approximately what annual salary, rounded to the nearest \$100, do you think a person with a terminal degree in your field should be paid at the associate professor level?

Fifty-three of the 67 faculty members (79.1%) responded to this question. Of these, 21 (39.6%) were currently serving at the Associate Professor level. Recommended salaries ranged from \$53,000 to \$120,000. The mean recommended salary for Associate Professors was \$79,049. The median recommended salary was \$75,000.

**QUESTION 8:** For how many years have/did you served at this faculty rank?

Fifty-five of the 67 faculty members (82.1%) responded to this question. Of these, 22 (40.0%) were currently serving as Associate Professors. Years of service at the Associate Professor level ranged from 0 to 20. The mean number of years of service was 4.8. The median was 3.5 years of service.

**QUESTION 9:** Approximately what annual salary, rounded to the nearest \$100, do you think a person with a terminal degree in your field should be paid at the full professor level?

Fifty-one of the 67 faculty members (76.1%) responded to this question. Of these, 7 faculty members (7.3%) were currently serving as Full Professors. Recommended salaries ranged from \$60,000 to \$150,000. The mean recommended salary for Full Professors was \$93,636. The median recommended salary was \$90,000.

**QUESTION 10:** For how many years have/did you served at this faculty rank?

Forty-nine of the 67 faculty members (73.1%) responded to this question. Of these, 7 faculty members (14.3%) were currently serving as Full Professors. Years of service at the Full Professor level ranged from 0 to 13. The mean number of years of service was 0.8. The median was 0 years of service. The number of years faculty spent at the rank of Assistant Professor, Associate Professor, or Full Professor was unrelated to their recommendations for annual salary levels for all faculty ranks.

## SECTION 3: Salary Negotiation

**QUESTION 11:** Have you been hired as faculty more than once at KSU?

Sixty-three of the 67 faculty members (94.0%) responded to this question. Of these, 9 (14.3%) reported that they had been hired by Kentucky State University more than once. Fifty-four (85.7%) were first-time hires. Four faculty members (6.0%) declined to respond to this question.

**QUESTION 12:** Thinking about your most recent faculty appointment at KSU, were you allowed to negotiate your starting salary?

Fifty-nine of the 67 faculty members (88.0%) responded to this question. Of these, 5 (8.5%) reported that they had been able to negotiate salary at the time they were hired. Fifty (84.7%) stated that they were not allowed to negotiate. Four faculty members (6.8%) responded that they were unable to remember, and 8 declined to respond to this question.

**QUESTION 13:** If you negotiated your starting salary, then approximately how much, rounded to the nearest hundred dollars, did your salary increase from the original offer? If you didn't negotiate your starting salary, then please enter "no negotiation."

Fifty-nine of the 67 faculty members (88.0%) responded to this question. Of these, only 5 (8.5%) indicated that they were allowed to negotiate their starting salary, while 50 faculty members (84.7%) reported that they were not allowed to negotiate. Four faculty members (6.8%) responded that they could not remember. Negotiated starting salary increases ranged from \$2,500 to \$5,000 greater than the originally offered amount.

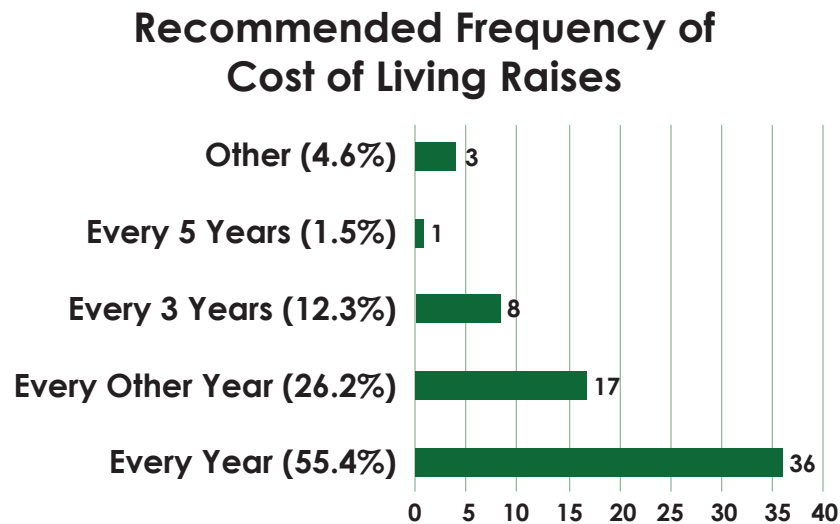
SEVERAL FACULTY MEMBERS PROVIDED ADDITIONAL COMMENTS ABOUT SALARY NEGOTIATION:

- o "Communication issues with KSU admin[istration] made negotiation impossible."
- o "[I] was told it was not allowed at KSU."
- o "[N]o negotiation, decision was made and offer given one day before start of semester."
- o "No negotiation was allowed. I asked to negotiate and was told it was against policy. Since that time, others in my division have been hired and allowed to negotiate."
- o "Never get increased."

## SECTION 4: Salary Equity

**QUESTION 14:** How frequently should KSU offer cost of living increases?

Sixty-five of the 67 faculty members (97.0%) responded to this question. Figure 3 presents the distribution of responses. Of these, 36 faculty members (55.4%) felt that cost of living increases should occur annually, with an additional 26.2% of the respondents recommending a cost of living increase at least every other year.



**FIGURE 3.** Most faculty members felt that cost of living increases should occur either yearly or every other year.

FACULTY MEMBERS MADE SEVERAL ADDITIONAL COMMENTS:

- o The last round of cost of living increase was several years ago.
- o Every year, if not possible, every other year.
- o As often as possible, at least every other year.

**QUESTION 15:** Faculty who are more recently hired at KSU sometimes are offered higher salaries than faculty who have worked at KSU for a longer time. To your knowledge, has this happened recently in your department?

Sixty-one of the 67 faculty members (91.0%) responded to this question. Of these, 42 (68.9%) reported that new faculty members have been hired in their departments at higher salaries than current faculty members are earning. Seven faculty members (11.5%) reported that this had not occurred in their area. Thirteen faculty members (21.3%) reported that they did not know whether this had occurred. Five (8.2%) declined to respond to this question.

**QUESTION 16:** What steps, if any, do you think KSU should take to prevent newly hired faculty from being paid at equal or higher rates than long-time KSU faculty?

Sixty-three faculty of the 67 faculty members (94.0%) responded to this question, while four faculty members (5.0%) declined to respond. Minor spelling corrections were made to provide clarity; otherwise, respondent comments are reported verbatim:

- o All faculty salaries should be reviewed frequently and raised as necessary in line with market.
- o Number of years at KSU.
- o Offer a fair starting wage, and give cost-of-living increases annually.
- o Chairs need to establish a protocol of review.
- o Equalize pay according to MERIT where accomplishments and contributions can be clearly seen through documentation.
- o Increase the other faculty salary as needed.
- o Regulating the process; upgrading the rates of longer term serving faculty.
- o Make sure that current faculty salaries reach market standards (e.g., current CUPA standards), and that they stay current with cost of living. Faculty should at the very least receive cost of living increases, and those who go above and beyond should be able to receive merit increases, which are part of KSU's policies but are only received by a few. Raises should be based on merit and cost of living, and not on cronyism. In the past we have been told that we are to receive raises, and then nothing comes through. We have been told that tenure and promotion are suspended, but at the same time seen several members of administration and two faculty members receive substantial salary increases. I personally am hoping to see change, but I have been here for some time and have instead seen faculty salaries fall farther and farther below market level. Salary equity is crucial, especially when we are not allowed to hire people into vacancies, and our classes get overloaded and we teach multiple overloads. The longer this continues, the lower our morale, and we lose many very fine colleagues who leave because of these issues.
- o I think that a tenure track should be an option for new faculty which does compensate to a certain degree.
- o Prioritize salary equity.
- o For new faculty hires, why not pay according to qualifications to begin with?
- o I am fine to offer higher salary based on merit and negotiation to the competitive faculty. However, there also needs to be fair evaluation of the faculty who have been in KSU for long time. Faculty who have been serving here for long time and are productive, their salary should be raised at the standard CUPA level. It is unfortunate to see salaries of some associate faculty who are productive less than assistant professor in the same discipline.

- o KSU should give long-time faculty regular increases in their base salary (provided that they meet or exceed expectations), thereby reducing this problem.
- o Administrators and Human Resources should establish a formula for salaries, based on degree status, experience, performance, and number of years in the field.
- o I don't think it matters, unless one of faculty member is less productive than the other.
- o Increase the pay of current faculty members so everyone's pay scale is up to date.
- o Honestly I'm not sure what would be the best route.
- o Use scale.
- o If a higher rate is needed to attract good faculty, then give raises to bring the long-time faculty up to that rate.
- o Long-time employees should receive raises comparable to other universities and to be compensated more than newly hired.
- o Annual living increases; accountability for decisions leading to disparities and inequities in pay based on race, gender, experience and service; adjustments made to salaries to accommodate financial lost to employees impacted negatively by these decisions.
- o Faculty should be recruited and compensated based on merits, e.g. teaching record, service record, publication record. If long-time KSU faculty are tenured but not actively publishing, relatively weak on service, and/or not earning as strong teaching reviews, then they should rightfully be paid lower than newly recruited faculty with stronger credentials. This is how KSU can improve its student retention and graduation rates long term. Invest in good new faculty.
- o Full transparency. Names, appointments, ranks, salaries should be published, on the KSU website (there are many precedents for this and it is public information).
- o VPAA and President should follow policy when making hire recommendations to the Board of Regents, and conduct thorough background checks, not recommend any promotion from previous rank at another institution to a higher rank at KSU; not recommend and grant Tenure to new hires except in the case of VPAA and Deans ad prescribed by policy; review ranks and salaries of current faculty within hire units for a fair perspective.
- o It's more complicated than that. I don't think this is something we should try to "prevent." Faculty whom we want to recruit will naturally be offered more money than some faculty already on campus. We need to make competitive offers for faculty we want, and we do need more good faculty of color. I do think, though, that current faculty should be paid at a rate somewhere in the ballpark of what their colleagues in the same fields are being paid at our sister institutions. And we should not have to take effective pay cuts by not having COLA raises and by paying so much in insurance.
- o Equity raises at the end of contract year, as happened at my previous institution.
- o Upgrade existing salaries.
- o Continual salary compression reviews.
- o Reinstate merit system, give cost of living adjustments regularly.

- o Pay long-term loyal faculty adequately.
- o Annual review of salaries with cost of living increases as a minimum
- o I do not think this is a problem, IF CoL increases, merit pay raises, and some negotiation opportunities remain competently and consistently available to all faculty.
- o Raise long term employees salary or pay what long term employees are making
- o Steps should be taken
- o Examine existing salaries first so a "reasonable" offer can be made. Then try to raise salary for existing faculty to the same range.
- o Require multiple level review and approval. Establish a HR policy to this effect.
- o KSU should give long-time faculty regular pay raises (provided that they meet or exceed expectations) to minimize this problem.
- o Based on position.
- o Set up standard base salary based on the rank and discipline. We should do the same for administration position as well.
- o Obviously start to make-up to those faculty that have seniority a more relevant market value salary.
- o Set policy and FOLLOW IT.
- o This is not easy to do since market rate goes up faster than the cost of living increase. Furthermore, if the University wants to hire divers and highly qualified faculty, it should pay them according to the market rate.
- o One solution would be for the University to adjust its pay ranges with the market rate by the discipline every few years and build that into the cost of living increase.
- o Salary inversion is an issue that exists in degree fields that are in high demand such as business and accounting. It is difficult, but necessary for morale to at least acknowledge this issue and make some adjustments to current faculty salaries
- o Pay what must be paid to procure new, highly qualified faculty, but focus on quickly bringing the experienced faculty up to an appropriate level.
- o Determine all salaries based on education and professional experience.
- o Bring current employees to current standards.
- o If everyone is paid their worth, then it won't be an issue. Once salaries are raised to an appropriate level and we continue to get cost of living and/or merit pay, that should not have to happen.
- o Balance budgets to make sure that all faculty are being paid competitively. Salaries are a joke across the board. If the university

is trying to get new faculty, they have to offer salaries that the new hire wouldn't scoff at. Unfortunately, anyone newly minted PhD with six figure debt would laugh at every salary at this school except the salaries of white professors who became chairs of their departments. Since the university hasn't raised salaries in years, it's inevitable that new hires would be offered more than current faculty.

- o Move existing faculty up to competitive salaries if they have shown adequate merit.
- o None. It should depend on qualification rather than seniority.
- o Base pay raises to stay competitive, but it is not possible as starting salary often moves faster than raises.
- o Have annual cost of living increases also applied to the rank/discipline ranges. Then long term faculty who fall out the bottom of the range would have to be raised more.
- o If the new hire is hired in at a competitive salary, then every professor in the department should be (1) brought up immediately to a matching amount, and then (2) increased beyond that to reflect their years of service.
- o Should be left between the Department and candidate. KSU does not need to regulate this, other than to possibly raise salaries for long serving faculty who have demonstrated merit.
- o Survey comparative salaries, and pay per merit
- o More discretion given to the department Chair or Dean rather than it being mostly an HR call.
- o Hire an ethical and competent HR director and keep an ethical and competent admin in place for more than 18 months. Stop the friends with benefits financial practices that continue to plague this university.

Apart from the readily evident views about the need for substantial equity increases, regular cost of living increases, and support for merit-based salary increases, several themes arise from these comments:

- (1) There is a strong sense among faculty that salary advantages have been provided to some individuals for reasons other than rank, merit, or cost of living. Several comments directly mention issues such as "cronyism," "friends with benefits," and "cliques." These issues are perceived as ongoing problems and should be addressed.
- (2) Other comments call for clear and consistent policies for all, which are actually followed by administrators who are in the position to grant salary increases.
- (3) Merit increases should be based on empirically documented achievement, at levels that are consistent across campus.
- (4) Policies and procedures in place for hiring faculty and administrators with rank and tenure should be followed by administration. Per the KSU Faculty Handbook, no administrative candidate below the level of Vice President of Academic Affairs should be hired with rank or tenure in an academic unit without following policies related to the vetting of that candidate by unit faculty. Faculty should have more input into administrative hiring proceedings, and administration should be guided by faculty opinion in the interests of shared governance.

**QUESTION 17:** To what extent would you say that KSU salaries reflect equity for the number of years you have been in rank?

Fifty-five of the 67 faculty members (82.1%) responded to this question. Of these, 30 faculty members (54.5%) reported that their salaries were not at all equitable for the number of years in their rank, while an additional 19 (34.5%) reported that their salaries only somewhat reflected their years in rank. Six faculty members (10.9%) reported that their salaries moderately reflected years in rank. Twelve of the total 67 faculty members (17.9%) declined to respond to this question.

FACULTY COMMENTS INCLUDED THE FOLLOWING:

- o Vis-a-vis the university, and not the nation
- o I am currently at 2007-2008 CUPA level. I have never received a merit increase, despite measurably exceeding expectations year after year.
- o Have not worked long enough to fill a bubble above. Hired last August (2017).
- o I don't know the salaries well enough to answer this.
- o I have been a professional for 35 years but only after CAFSSS was given rank.
- o Employees at random who are just starting at the University, without experience and sometimes the credentials or work to do are often paid more than employees with experience in the field, longevity with the University, many credentials and an overwhelming amount of expectations for their program areas.
- o Equity in rank has been moderate, however, not for the current position I am in.
- o I have not compared salaries with many people of the same rank who have worked here longer.
- o Due to years of service, and holding multiple jobs and administrative jobs.
- o I can only base it on my experience. It may not be the same for others.
- o In our area there was only one case of inequity. All others have been treated the same.
- o Another professor in my department in YEAR ONE is earning significantly more than myself and others in this department after six to ten years of service. There is no way this is equitable.



**QUESTION 18:** To what extent would you say that KSU salaries reflect gender equity?

Forty of the 67 faculty members (59.7%) responded to this question. Of these, 13 (32.5%) were male, while 22 (55.0%) were female. Of the 40 respondents, 27 (67.5%) felt that KSU salaries either did not, or only somewhat reflected gender equity. Thirteen faculty members (32.5%) felt that moderate or complete salary equity by gender exists at Kentucky State University. Twenty-seven faculty members (40.3% of the total 67 respondents) declined to respond to this question. Table 6 presents a crosstabulation of the distribution of responses for perceived gender salary equity by respondent gender.

**TABLE 6: PERCEIVED SALARY EQUITY BY GENDER**

Salary Equity	Male	Female	Declined*	Total
Not at all	1	11	2	14
Somewhat	5	7	1	13
Moderately	5	4	2	11
Completely	2	0	0	2
Declined*	14	8	5	27
Total	27	30	10	67

## FACULTY COMMENTS INCLUDED THE FOLLOWING:

- o Again, this depends on who you are. Some people receive preferential treatment.
- o I have anecdotal evidence that KSU salaries reflect gender equity.
- o I have observed men receiving higher salaries and been told that they deserve more.
- o Men are giving a boost in salaries regardless of their abilities to do the job effectively.
- o I have only compared salary with one other faculty member of the opposite gender, our salaries were the same.
- o I am paid least even though my years of service are comparable.
- o Almost completely. With other variables adjusted for, this does not seem to be a major issue.
- o Males make more than females.
- o I have anecdotal evidence that KSU salaries reflect gender equity.
- o Overall chair salaries are significantly less for female chairs; in my experience males in my same position were always paid more.
- o There is no difference between males and females in same rank/discipline in our area. Don't know about others.

**QUESTION 19:** To what extent would you say that KSU salaries reflect racial equity?

Thirty-one of 67 faculty members (46.3%) responded to this question. Table 7 presents the distribution of the responses by reported race or ethnicity. Of the 31 faculty members who provided a value on the scale 13 (41.9%) were African American, 12 (38.7%) were Caucasian, 3 (9.7%) were Asian/Pacific Islander, and 2 (6.5%) declined to respond.

Of the 31 faculty members who responded, 20 (64.6%) responded not at all or somewhat, indicating that salaries at Kentucky State University are perceived by these faculty to reflect racial disparity, while 11 respondents (35.5%) indicated that there is moderate or complete salary equity. Thirty-six faculty members (53.7% of the 67 total respondents) declined to respond to this question.

**TABLE 9: PERCEIVED SALARY EQUITY BY RACE/ETHNICITY**

Race/Ethnicity	Not at all	Somewhat	Moderately	Completely	Declined*	Total
Other (please specify)	0	0	1	0	0	1
African American	6	2	4	1	5	18
Other African descent	0	0	0	0	2	2
Asian/Pacific Islander	1	1	1	0	0	3
Caucasian	2	7	2	1	19	31
Declined*	1	0	0	1	10	12
<b>Total</b>	<b>10</b>	<b>10</b>	<b>8</b>	<b>3</b>	<b>36*</b>	<b>67</b>

COMMENTS FROM 11 FACULTY MEMBERS INCLUDED THE FOLLOWING:

- o It is clear that one race above all is preferred for the highest tier jobs on campus.
- o I certainly feel that in the past KSU administration has offered most opportunities for advancement to colleagues of color, to the detriment of the university in several instances. I know of several very deserving people who have experienced salary discrimination.
- o I have anecdotal evidence that KSU salaries reflect racial equity.
- o You have to be kidding.
- o White Men and women make more salary for less experience, credentials and ability to do their jobs; people of color are considered subservient and not given opportunities to advance in positions, negotiate salaries and/or receive pay increases to accommodate for inequities.
- o This varies unit by unit and a reasoned opinion cannot be offered until such time as HR provides requested data to the Salary Compensation Committee and BASC.
- o Please see my answer to #16. In our department's recent hiring practices, the salaries did not reflect racial equity, but black faculty are in demand nationwide, so that makes sense. It's not an issue that some faculty are paid more than others, so long as no one is being underpaid, which is what's happening now.
- o I have only compared salary with one other faculty member of a different race/ethnicity, our salaries were the same.
- o Perhaps a slight advantage for African Americans.
- o I have anecdotal evidence that KSU salaries reflect racial equity.
- o In the School of Business, there does not appear disparity by race.

**QUESTION 20:** Thinking about salary equity based on demonstrated teaching ability, to what extent would you say that KSU salaries reflect merit equity? That is, to what extent do salaries demonstrate recognition of high performance for each of the following areas?

Table 8 presents the response distribution for this set of items pertaining to teaching activities. The number of faculty members who declined to answer each item ranged from 15 to 18 respondents.

TABLE 8: SALARY EQUITY AND TEACHING ABILITY

Teaching ability demonstrated by the use of technology in the classroom		
	Number	Percent
Not at all	38	76.0%
Somewhat	3	6.0%
Moderately	7	14.0%
Completely	2	4.0%
17 Declined, Total Number	50	100%

Teaching ability demonstrated by curriculum development		
	Number	Percent
Not at all	35	67.3%
Somewhat	6	11.5%
Moderately	9	17.3%
Completely	2	3.8%
15 Declined, Total Number	52	100.0%

Teaching ability demonstrated by student course evaluations		
	Number	Percent
Not at all	34	65.4%
Somewhat	9	17.3%
Moderately	8	15.4%
Completely	1	1.9%
15 Declined, Total Number	52	100.0%

Teaching ability demonstrated by grant writing to support teaching and learning		
	Number	Percent
Not at all	29	58.0%
Somewhat	8	16.0%
Moderately	11	22.0%
Completely	2	4.0%
17 Declined, Total Number	50	100.0%

Teaching ability demonstrated by innovative teaching techniques		
	Number	Percent
Not at all	35	70.0%
Somewhat	5	10.0%
Moderately	6	12.0%
Completely	4	8.0%
17 Declined, Total Number	50	100.0%

Teaching ability demonstrated by obtaining grant funding to support teaching and learning		
	Number	Percent
Not at all	30	61.2%
Somewhat	5	10.2%
Moderately	12	24.5%
Completely	2	4.1%
18 Declined, Total Number	49	100.0%

Teaching ability demonstrated by experiential learning opportunities for students		
	Number	Percent
Not at all	36	70.6%
Somewhat	4	7.8%
Moderately	8	15.7%
Completely	3	5.9%
16 Declined, Total Number	51	100.0%

Teaching ability demonstrated by proficiency in the use of Blackboard, Campus Labs, and other resources		
	Number	Percent
Not at all	35	68.6%
Somewhat	3	5.9%
Moderately	9	17.6%
Completely	4	7.8%
16 Declined, Total Number	51	100.0%

THESE FINDINGS DEMONSTRATE THAT MOST FACULTY RESPONDENTS FELT THAT THEIR VARIOUS TEACHING SKILLS HAD EITHER NO IMPACT OR LITTLE IMPACT ON THEIR SALARIES. FACULTY COMMENTS INCLUDED THE FOLLOWING:

- o Effective teaching ability!
- o Skill and productivity make no difference in my experience. Most of us have been paid the minimum for our rank, and kept there for years.
- o I don't have any knowledge about raises and the reasons for them. I do know that "merit" is not easy to measure in my field.
- o The hiring and evaluation system is set up to promote and reward those faculty members by providing the necessary resources. This includes supporting them with opportunities to teach, write grants, and have staffing to advance their careers. Those opportunities are not equitable and the evaluations are not accurate.
- o These opinions are admittedly based on speculation and cannot be verified in relationship to campus-wide data. However, anecdotally there seems to be problems in this area. Chairs have such varying criteria for merit evaluations that a data driven analysis is challenging.
- o There is no merit based salary increase throughout my stay at KSU.
- o There is no evidence (or I don't have any information) that indicates any of the above demonstrated teaching abilities are considered when salary raises are considered. Basically we have not had merit raise for many years. But it would be very important for the University to recognize high performance as stated above for merit equity. There are many innovative, high performing faculty whose salaries are not nearly close to the published salary ranges.
- o Salary adjustments have not been given based on merit as I ever recall in the past 18 years.
- o Salary adjustments have been made equitably across the board.
- o I do not have enough information to answer. I do know that I have the lowest salary in my department and I am doing far more than my peers in regards to improving student learning.
- o Merit salary increases have not yet been implemented at KSU.
- o Merit is only rewarded by promotions, which bring raises. Otherwise it doesn't seem to matter as long as you do enough to avoid being fired.
- o My pay, nor others in my department, has ever been modified due to merit. Therefore, the response to these questions can only be Not At All.
- o I have never seen this demonstrated. The pay scale is determined by level of friendship and clique affiliation.

**QUESTION 21:** Thinking now about creative and scholarly productivity and research activities, to what extent would you say that KSU salaries reflect merit equity in the following areas?

Table 9 presents the response distribution for this set of items pertaining to research and scholarly activities. The number of faculty members who declined to answer each item varied, but ranged between 21 and 41 of the 67 total respondents.

TABLE 9: SALARY EQUITY AND SCHOLARLY PRODUCTIVITY

#### Music/vocal/theater performance

	Number	Percent
Not at all	14	51.9%
Somewhat	6	22.2%
Moderately	4	14.8%
Completely	3	11.1%
40 Declined, Total Number	27	100.0%

#### Scholarly publications in trade journals

	Number	Percent
Not at all	21	50.0%
Somewhat	13	31.0%
Moderately	6	14.3%
Completely	2	4.8%
25 Declined, Total Number	42	100.0%

#### Art/sculpture/photography exhibitions

	Number	Percent
Not at all	17	65.4%
Somewhat	3	11.5%
Moderately	4	15.4%
Completely	2	7.7%
41 Declined, Total Number	26	100.0%

#### Scholarly books/book chapters

	Number	Percent
Not at all	22	51.2%
Somewhat	12	27.91%
Moderately	7	16.28%
Completely	2	4.65%
24 Declined, Total Number	43	100.0%

#### Creative writing/journalism/ non-academic publications

	Number	Percent
Not at all	18	58.1%
Somewhat	5	16.1%
Moderately	5	16.1%
Completely	3	9.7%
36 Declined, Total Number	31	100.0%

#### Significant contributions to projects with multiple writers

	Number	Percent
Not at all	23	57.5%
Somewhat	11	27.5%
Moderately	5	12.5%
Completely	1	2.5%
27 Declined, Total Number	40	100.0%

#### Scholarly publications in peer-reviewed academic journals

	Number	Percent
Not at all	27	58.7%
Somewhat	10	21.7%
Moderately	7	15.2%
Completely	2	4.3%
21 Declined, Total Number	46	100.0%

#### Webcasts/podcasts/electronically transmitted presentations

	Number	Percent
Not at all	26	70.3%
Somewhat	6	16.2%
Moderately	4	10.8%
Completely	1	2.7%
40 Declined, Total Number	37	100.0%

Presenting workshops/trainings for  
members of the field

	Number	Percent
Not at all	29	72.5%
Somewhat	5	12.5%
Moderately	3	7.5%
Completely	3	7.5%
27 Declined, Total Number	40	100.0%

Receiving funding for submitted grants

	Number	Percent
Not at all	23	57.5%
Somewhat	7	17.5%
Moderately	7	17.5%
Completely	3	7.5%
27 Declined, Total Number	40	100.0%

Invited presentations/speeches/  
performances/exhibitions

	Number	Percent
Not at all	29	65.9%
Somewhat	6	13.6%
Moderately	5	11.4%
Completely	4	9.1%
23 Declined, Total Number	44	100.0%

Managing or supervising a lab

	Number	Percent
Not at all	23	60.5%
Somewhat	7	18.4%
Moderately	6	15.8%
Completely	2	5.3%
29 Declined, Total Number	38	100.0%

Peer reviewed presentations/speeches/  
performances/exhibitions

	Number	Percent
Not at all	29	63.0%
Somewhat	9	19.6%
Moderately	7	15.2%
Completely	1	2.2%
21 Declined, Total Number	46	100.0%

Providing research infrastructure  
such as equipment or facilities

	Number	Percent
Not at all	24	60.0%
Somewhat	9	22.5%
Moderately	6	15.0%
Completely	1	2.5%
27 Declined, Total Number	40	100.0%

Poster presentations at professional venues

	Number	Percent
Not at all	27	65.9%
Somewhat	7	17.1%
Moderately	6	14.6%
Completely	1	2.4%
25 Declined, Total Number	41	100.0%

Obtaining scholarships, internships, or other  
opportunities for students or colleagues

	Number	Percent
Not at all	26	63.4%
Somewhat	6	14.6%
Moderately	6	14.6%
Completely	3	7.3%
26 Declined, Total Number	41	100.0%

Writing grants to fund research  
and scholarly activities

	Number	Percent
Not at all	23	53.5%
Somewhat	9	20.9%
Moderately	7	16.3%
Completely	4	9.3%
24 Declined, Total Number	43	100.0%

CONSISTENT WITH FACULTY RESPONDENT OPINIONS THAT TEACHING ACTIVITIES WERE NOT REALLY RELATED TO THEIR SALARY LEVELS, THE RESPONSES FOR THIS QUESTION INDICATE THAT RESPONDENTS FELT SIMILARLY ABOUT THEIR SCHOLARLY ACTIVITIES AND THEIR SALARY LEVELS. FACULTY COMMENTS INCLUDED THE FOLLOWING:

- o I am a productive scholar, and these activities have made absolutely NO difference in my salary. Once when I had received a grant and asked to be paid the \$1,500 for submitting a successful grant proposal (this was in KSU's policies, but to my knowledge nobody has ever received this award), I was told "nobody asked you to do that." My response was that nobody had to ask, which should certainly be worth consideration, but this is just one example of how policies for compensating faculty have not been followed.
- o There is no evidence (or I don't have any information) that indicates any of the above demonstrated creative and scholarly abilities are considered when salary raises are considered. The PI and senior personnel of grants usually receive summer salary or stipend or release time from the grant.
- o I don't recognize pay adjustments being made for any of these activities unless it is in conjunction with promotion.
- o Merit salary increases have not yet been implemented at KSU.
- o Only rewarded at promotion.
- o No work that our department has ever done has ever earned us any pay raises. Therefore, the answer can only be Not At All.

**QUESTION 22:** Thinking now about service activities, to what extent would you say that KSU salaries reflect merit equity for the following?

Table 10 presents the distribution of the responses to this series of items pertaining to service activities. The number of faculty members who declined to answer each item varied, but ranged between 13 and 18 of the 67 total respondents.

TABLE 10: SALARY EQUITY AND SERVICE ACTIVITIES

Service on departmental committees			Chairing or directing committees		
	Number	Percent		Number	Percent
Not at all	37	68.5%	Not at all	36	66.7%
Somewhat	8	14.8%	Somewhat	7	13.0%
Moderately	8	14.8%	Moderately	9	16.7%
Completely	1	1.9%	Completely	2	3.7%
13 Declined, Total Number	54	100.0%	13 Declined, Total Number	54	100.0%

Service on university-wide committees			Service on Faculty Senate		
	Number	Percent		Number	Percent
Not at all	38	70.4%	Not at all	37	71.2%
Somewhat	7	13.0%	Somewhat	7	13.5%
Moderately	8	14.8%	Moderately	6	11.5%
Completely	1	1.9%	Completely	2	3.8%
13 Declined, Total Number	54	100.0%	15 Declined, Total Number	52	100.0%



### Chairing or directing a faculty senate committee

	Number	Percent
Not at all	35	71.4%
Somewhat	5	10.2%
Moderately	7	14.3%
Completely	2	4.1%
18 Declined, Total Number	49	100.0%

### Belonging to appropriate professional organizations

	Number	Percent
Not at all	39	78.0%
Somewhat	5	10.0%
Moderately	6	12.0%
Completely	0	0.0%
17 Declined, Total Number	50	100.0%

### Chairing or directing a university-wide committee

	Number	Percent
Not at all	35	70.0%
Somewhat	8	16.0%
Moderately	6	12.0%
Completely	1	2.0%
17 Declined, Total Number	50	100.0%

### Serving the community in a capacity requiring your professional skills

	Number	Percent
Not at all	40	76.9%
Somewhat	4	7.7%
Moderately	7	13.5%
Completely	1	1.9%
15 Declined, Total Number	52	100.0%

### Advising or managing a student organization

	Number	Percent
Not at all	36	73.5%
Somewhat	5	10.2%
Moderately	6	12.2%
Completely	2	4.1%
18 Declined, Total Number	49	100.0%

### Serving in an international organization or working group

	Number	Percent
Not at all	38	76.0%
Somewhat	5	10.0%
Moderately	6	12.0%
Completely	1	2.0%
17 Declined, Total Number	50	100.0%

### Serving at university functions

	Number	Percent
Not at all	39	76.5%
Somewhat	4	7.8%
Moderately	6	11.8%
Completely	2	3.9%
16 Declined, Total Number	51	100.0%

### Serving in a national organization or working group

	Number	Percent
Not at all	38	76.0%
Somewhat	6	12.0%
Moderately	6	12.0%
Completely	0	0.0%
17 Declined, Total Number	50	100.0%

### Serving as an officer of a professional organization

	Number	Percent
Not at all	37	74.0%
Somewhat	6	12.0%
Moderately	6	12.0%
Completely	1	2.0%
17 Declined, Total Number	50	100.0%

### Serving in a regional or state organization or working group

	Number	Percent
Not at all	40	78.4%
Somewhat	4	7.8%
Moderately	7	13.7%
Completely	0	0.0%
16 Declined, Total Number	51	100.0%



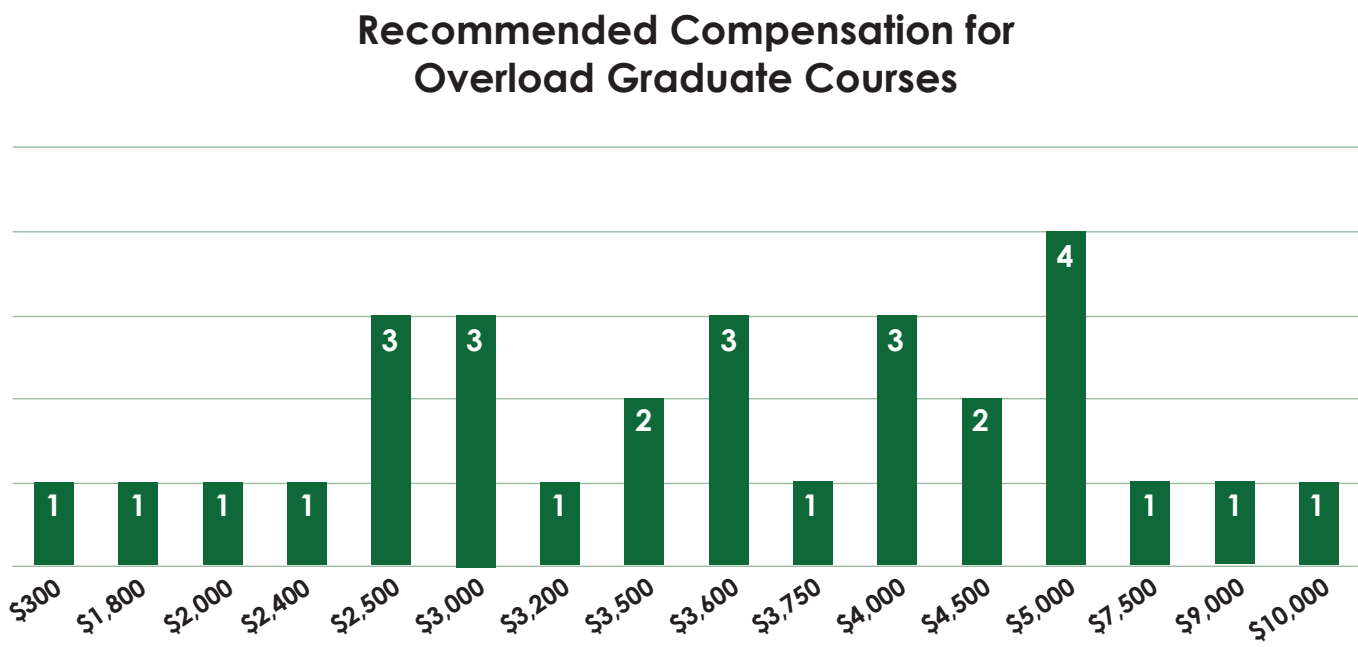
AS WITH THE PREVIOUS TWO QUESTIONS, FACULTY RESPONDENTS LARGELY FELT THAT THEIR SERVICE ACTIVITIES HAD LITTLE IMPACT ON SALARY LEVEL. FACULTY COMMENTS INCLUDED THE FOLLOWING:

- o I have an extensive record of service at KSU. I am still paid the absolute minimum for my rank, and that minimum is at 2007-2008 CUPA standards.
- o The above service activities are not considered for salary raises. Some faculty may receive stipend or release time working on some ad hoc committees or performing certain services. The reward for good work is more work. Occasionally a stipend will be given for taking on an extra responsibility, but serving on additional committees is generally not compensated.
- o Merit salary increases have not yet been implemented at KSU.
- o Only awarded by promotion.
- o Even after five years of “Exceeding Expectations” my pay has not changed due to my service. To my knowledge, the same is true of other faculty in my department. Therefore, the answer can only be Not At All.

# SECTION 5: Recommended Overload and Summer Salaries

**QUESTION 23:** How much per graduate-level course do you think faculty should be compensated for overload pay?

Twenty-nine of the 67 faculty members (43.3%) responded to this question with actual dollar amounts per course or per credit hour. The mean recommended compensation for teaching an overload course at the graduate level was \$3,974. The median was slightly lower at \$3,600. The modal amount was \$5,000 per course. Figure 4 presents the distribution of these responses.



**FIGURE 4.** Recommended salaries ranged from \$300 to \$10,000 per course. Twenty-seven of the 67 total faculty members (40.3%) declined to respond.

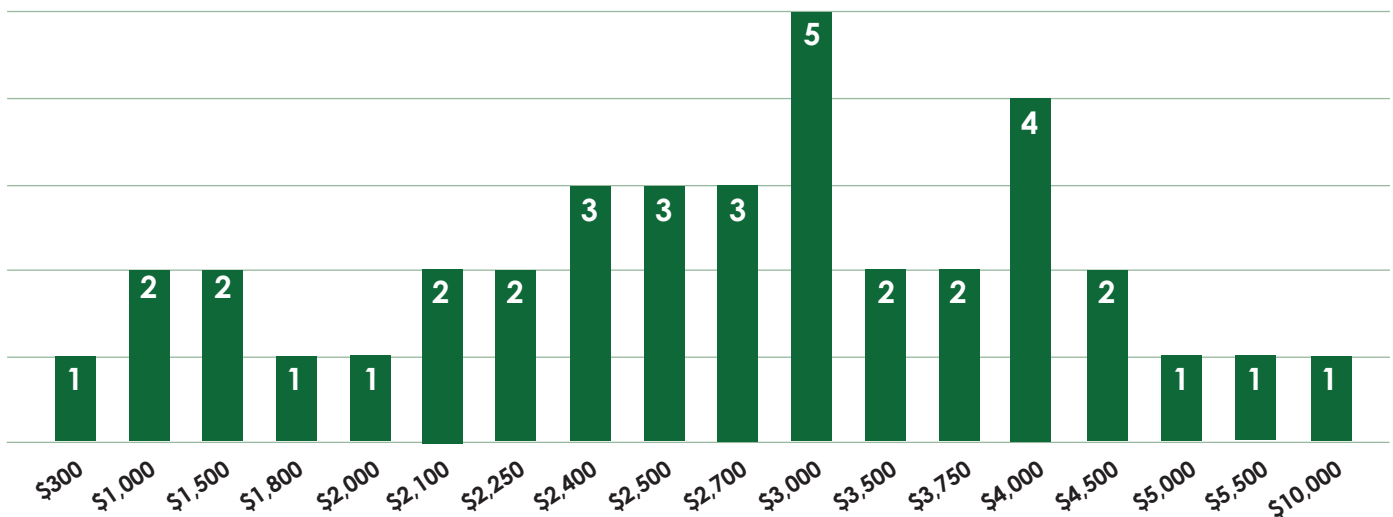
- AN ADDITIONAL 11 FACULTY MEMBERS (16.4%) RESPONDED WITH THE SUGGESTIONS LISTED BELOW:
- See what other universities do. Do not reinvent the wheel.
  - 15% of base salary.
  - 6 credit hours.
  - 7% of salary.
  - 10% of gross.
  - It depends on the size of the class. If the class size in big enough, 3 graduate classes should be a full load. More than that should be compensated.

- o Same as pay for summer school.
- o 1000/credit hour, not a % based on current salary, which disproportionately increases higher salaries.
- o Should be part of their teaching load calculation, same as undergraduate.
- o \$4500 to \$5000 (At my prior institution, I earned \$3000 per undergraduate course overload, and that was almost a decade ago).

**QUESTION 24:** How much per undergraduate-level course do you think faculty should be compensated for overload pay?

Thirty-eight of the 67 faculty members (56.7%) responded with actual dollar amounts per course or per credit hour. The mean recommended compensation for teaching an overload course at the undergraduate level was \$3,121. The median was slightly lower at \$2,850. The modal amount was \$3,000 per course. Figure 5 presents the distribution of these responses.

### Recommended Compensation for Overload Undergraduate Courses



**FIGURE 5.** As with the graduate level overloads, recommended salaries for undergraduate overloads ranged from \$300 to \$10,000 per course. Twenty-nine faculty members (43.3%) of the total 67 respondents) declined to respond.

TWELVE FACULTY MEMBERS RESPONDED WITH THE FOLLOWING RECOMMENDATIONS:

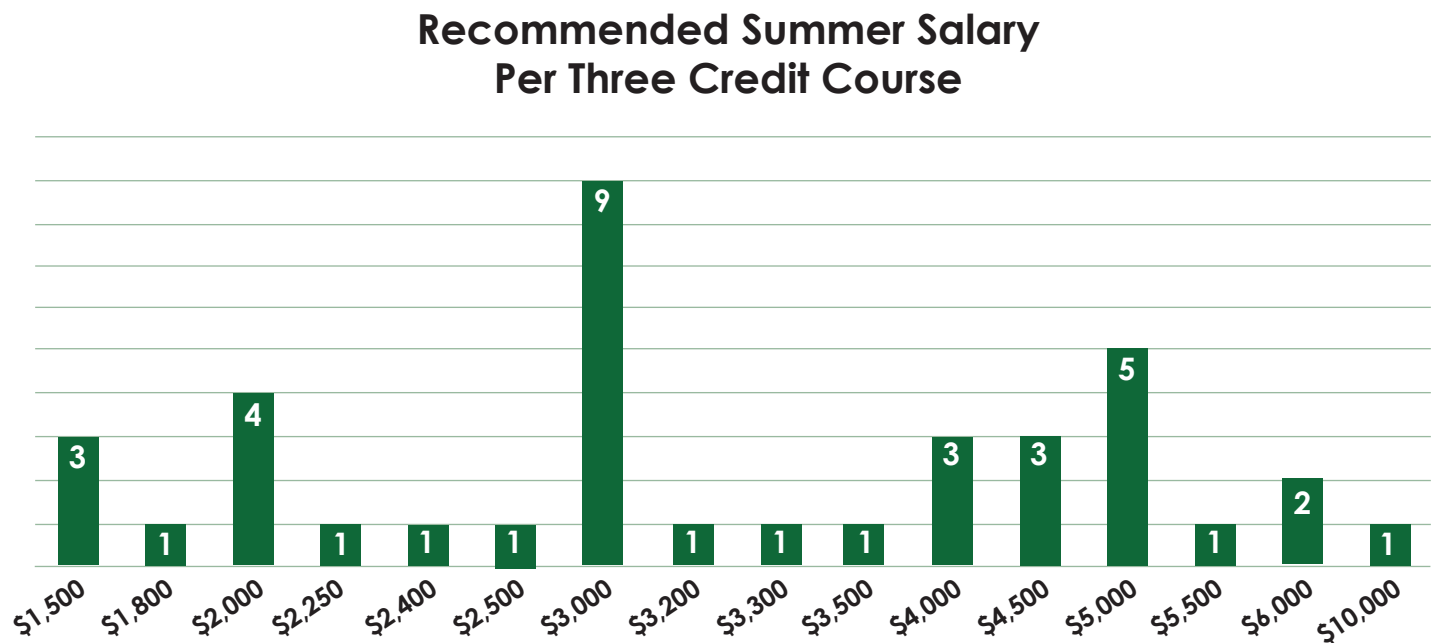
- o See what other universities do. do not reinvent the wheel.
- o 10% of base salary.
- o 6 credit hours.

- o 5% of salary.
- o 2400 per course, commensurate with adjunct pay per class at sister institutions. Why would I overload here if I need money and I can adjunct elsewhere that pays better? I know many colleagues who feel (and do) similarly.
- o 10% of gross.
- o Over 12 credits.
- o Same as pay for summer school.
- o No salary differential between teaching grad & undergrad courses, and I teach both. 1000/credit hour, not a % based on current salary, which disproportionally increases higher salaries.
- o 0, overload should not happen.
- o 1/8th of their annual salary.
- o \$1,000 minimum per semester for instructor rank

**QUESTION 25:** How much per summer course do you think faculty should be compensated?

Thirty-seven of the 67 faculty members (55.2%) responded with actual dollar amounts per course or per credit hour. Twenty-three of the 67 total faculty members (34.5%) declined to respond.

The mean recommended compensation for teaching a summer course was \$3,534. The median was slightly lower at \$3,000. The modal amount was also \$3,000 per course. Figure 6 presents the distribution of these responses.



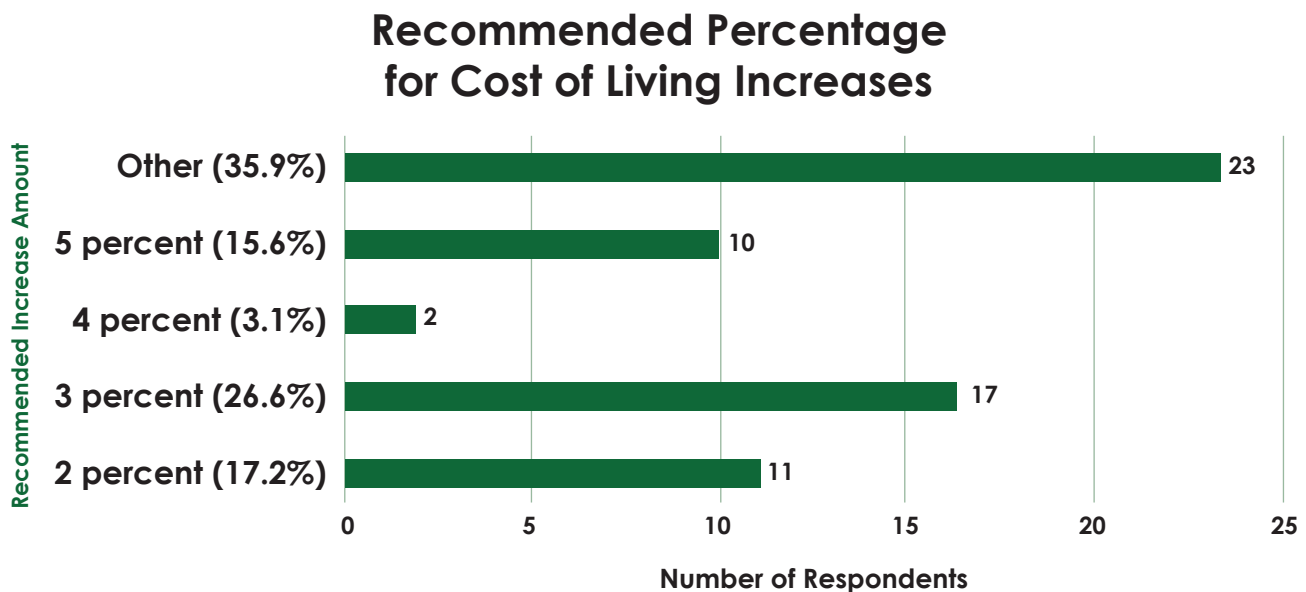
**FIGURE 6.** The recommended salary for summer courses ranged again from \$300 to \$10,000 per course.

SEVEN FACULTY MEMBERS RESPONDED WITH THE SUGGESTIONS LISTED BELOW:

- o See what other universities do. do not reinvent the wheel.
- o 10% of base for undergrad, 15% of base for grad.
- o 6 credit hours.
- o Depends on length, credit hours etc.
- o I'm 12 month appointment, does not apply.
- o 8 to 10% of base pay per course; sister institutions in KY average 9% of base per course.
- o Same as overload course.

**QUESTION 26:** What percentage should faculty receive as a cost of living increase?

Sixty-three of the 67 faculty members (94.0%) responded to this question. Figure 7 presents the distribution of these responses. Of these, 28 faculty members (43.8%) indicated that cost of living increases should be in the amount of 2% to 3%, while another 12 faculty members (18.7%) indicated that increases should be 4% or 5%. Four of the 67 total faculty members (5.8%) declined to respond.



**FIGURE 7.** Recommended percentage for annual faculty cost of living increase.

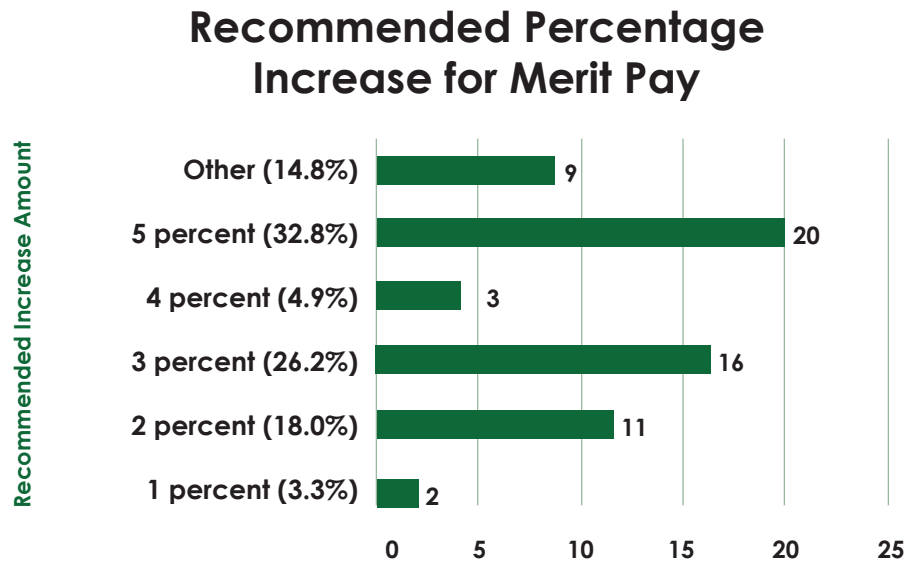
THE 23 FACULTY MEMBERS (35.9%) WHO RESPONDED “OTHER” MADE THE RECOMMENDATIONS LISTED BELOW:

- o At least equal to the Cost-Of-Living Adjustment (COLA) as determined by the Social Security Administration.
- o Depend on CPI.

- o At least equal to the rate of inflation.
- o Increase should be based on the yearly rate of inflation.
- o This should be dependent on inflation and other factors that determine cost of living in Kentucky.
- o 7%
- o Tied to inflation.
- o Base on COLA assessment.
- o Currently five percent since we haven't had one in so long.
- o Comparable to national averages.
- o Use the national reported COL increase for Soc. Sec. and other similar programs.
- o Increases should be based on the annual U.S. inflation rate.
- o An amount equal to the federal COLA.
- o 5%, only be given to those under \$45,000 with 9 month contract.
- o Depends on the state of the economy.
- o 5%, unless someone just received a large raise or they are already being wayyyy overpaid.
- o It depends on the increase in the cost of living.
- o Should be tied to inflation or consumer price index.
- o Change in cost of living.
- o Depends on the actual cost of living as determined by federal government.
- o 2% with additional if it is justified by regional cost of living increases.
- o Base it on actual cost of living data.

**QUESTION 27:** What percentage should faculty receive as a merit-based increase on their annual performance evaluation?

Sixty-one of the 67 faculty members (91.0%) responded to this question. Figure 8 presents the distribution of responses. Twenty faculty members (29.8%) recommended an amount of 5% for merit increases awarded with yearly evaluations. Sixteen faculty members (26.2%) recommended a 3% increase, while an additional 11 (18.0%) recommended a 2% increase. Six of the total 67 faculty members (9.0%) declined to respond.



**FIGURE 8.** Most faculty members who responded to this question felt that merit pay increases should be 5% annually.

NINE FACULTY MEMBERS RESPONDED WITH THE RECOMMENDATIONS LISTED BELOW:

- o This should depend on measurable impact or contribution. A presentation at a local meeting is not the same as a presentation at a national or international meeting. Service on a KSU committee is not the same as service on an international or national committee. Local activities are valuable, but meetings or activities at larger venues may be more impactful.
- o I do not trust the evaluation of faculty merit by those outside of a department.
- o With current Chairs and Deans in place such evaluations would have to be vetted by a university-wide Committee similar to the Tenure and Promotion Committee. Otherwise, it is a formula for continued discrimination.
- o 3~5%
- o Varies with level of merit, eh?
- o There should be a merit pool of money that is distributed to those who have met the requirements for merit pay.
- o Depends on what is measured - and the validity of the measurement.
- o Depends on their evaluation.
- o This should vary based upon level of service, scholarship and teaching evaluations.



# SECTION 6: Respondent Information

## QUESTION 28: In what year were you hired?

Sixty-one of the 67 faculty members (91.0%) responded to this question. Figure 9 presents the distribution of these responses. The mean year of hire for these respondents was 2007, while the median was 2007. The modal year of hire was 2017, during which 9 faculty respondents reported that they joined Kentucky State University. Seven faculty members declined to respond to this question.

Faculty Date of Most Recent Hire

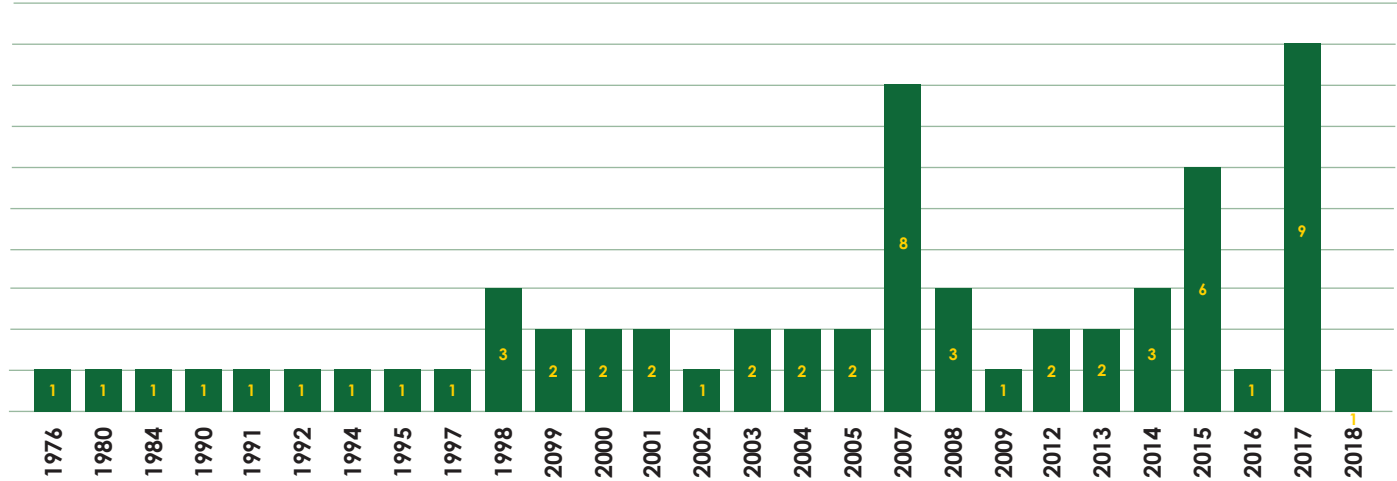


FIGURE 9. Year of hire ranged from 1976 to 2018, with a relatively large number of reported hires occurring in 2017 (9 faculty), 2007 (8 faculty), and 2015 (6 faculty).

## QUESTION 29: For how many years have you been a faculty member at KSU?

Sixty-four of the 67 faculty members (96.0%) responded to this question. Figure 10 presents the distribution of these data. The mean number of years of service was 9.3 years, with a median of 10 years of service, and a mode of 1 year.

Faculty Date of Most Recent Hire

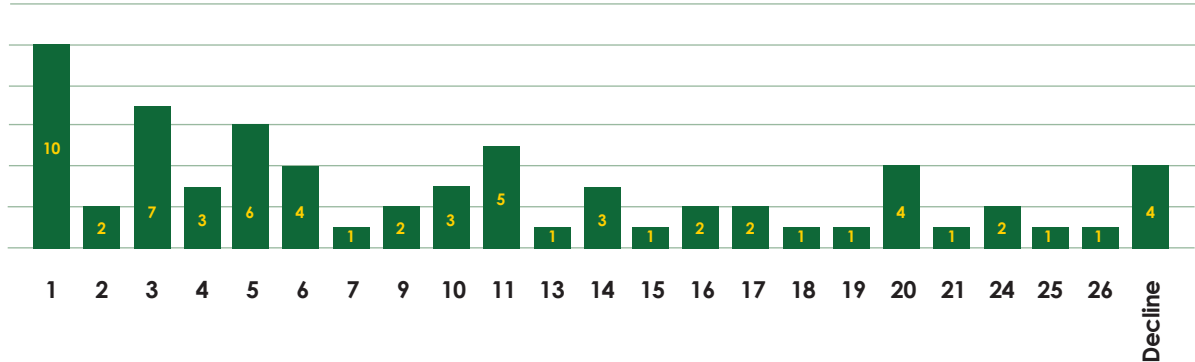


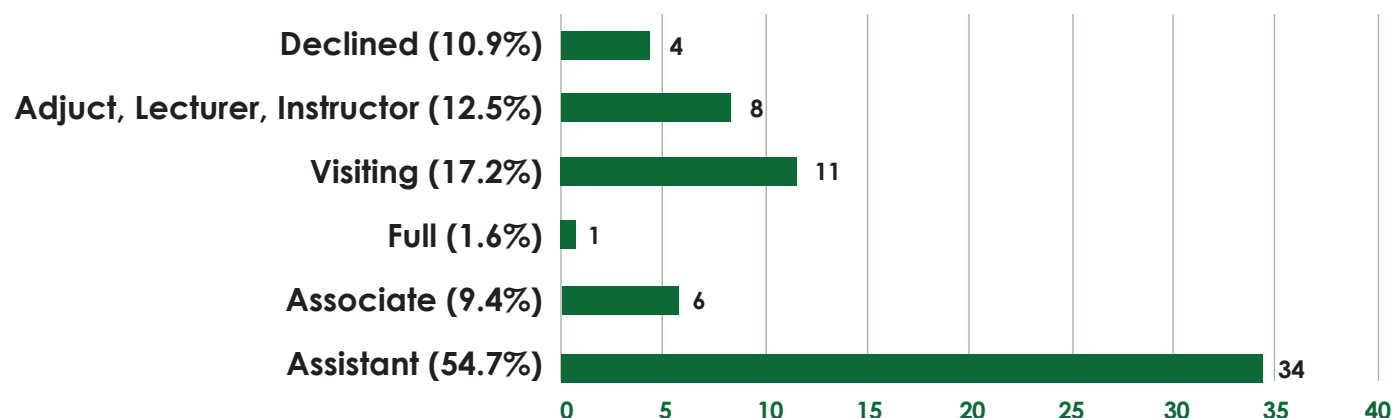
FIGURE 10. Ten faculty members served at Kentucky for a year or less at the time of this survey. The cluster of new hires from 2014 to 2018 largely represents replacements for faculty who either quit, retired, or were released from the university, although many areas are still understaffed.

**QUESTION 30:** At what rank were you hired?

Sixty-four of the 67 faculty members (96.0%) responded to this question. Figure 11 presents the distribution of responses. Seven faculty members declined to respond.

Of the 64 faculty respondents, most (54.7%) were hired at the Assistant Professor level, while another 19 (29.7%) joined Kentucky State University as visiting or adjunct faculty, lecturers, or instructors. Faculty hired at these levels are not expected to share in advising or service activities. This practice unduly burdens the tenured and tenure-track faculty by forcing them to take additional service responsibilities and/or teach overloads to maintain compliance with SACSCOC and the Kentucky Council on Postsecondary Education standards.

### Faculty Rank at Time of Hire

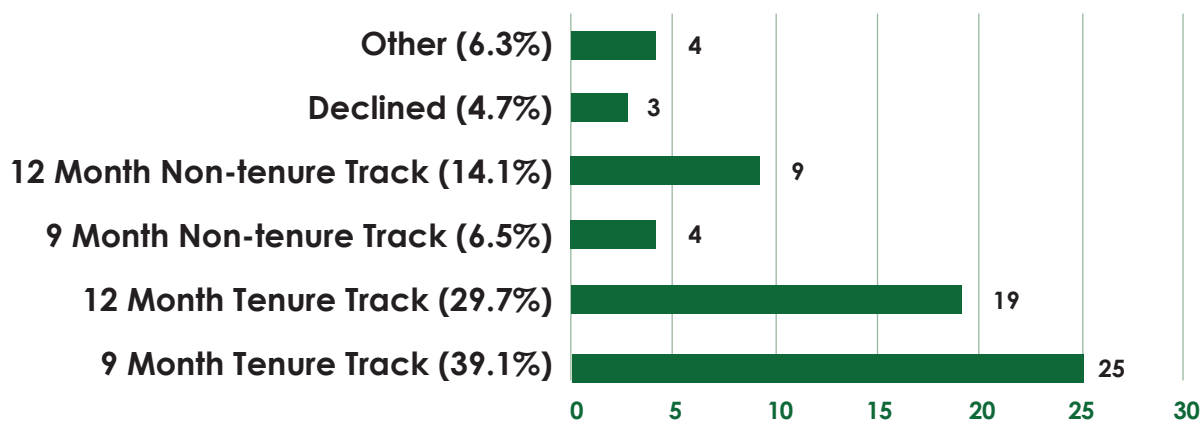


**FIGURE 11.** Most faculty members reported being hired as Assistant Professors, although 19 reported being hired as adjuncts, lecturers, instructors, or visiting professors.

**QUESTION 31:** What is your current appointment?

Sixty-one faculty members responded to this question. Figure 12 presents the distribution of these results. Forty-seven faculty members (77.0%) were currently in either 9 month or 12-month tenure track positions. Six of the 67 total faculty members (8.9%) declined to respond to this question.

### Current Faculty Appointment



**FIGURE 12.** Most respondents held tenure track positions.

### QUESTION 32: Which best describes your tenure status?

Fifty-nine of the 67 faculty members (88.1%) responded to this question. Of these, 26 faculty member respondents (44.1%) currently held tenure, while 25 respondents (42.4%) are in tenure-track positions. Eleven respondents (18.6%) are in non-tenure track positions. Eight of the 67 total faculty members (11.9%) declined to respond to this question. Figure 13 presents the distribution of these results.

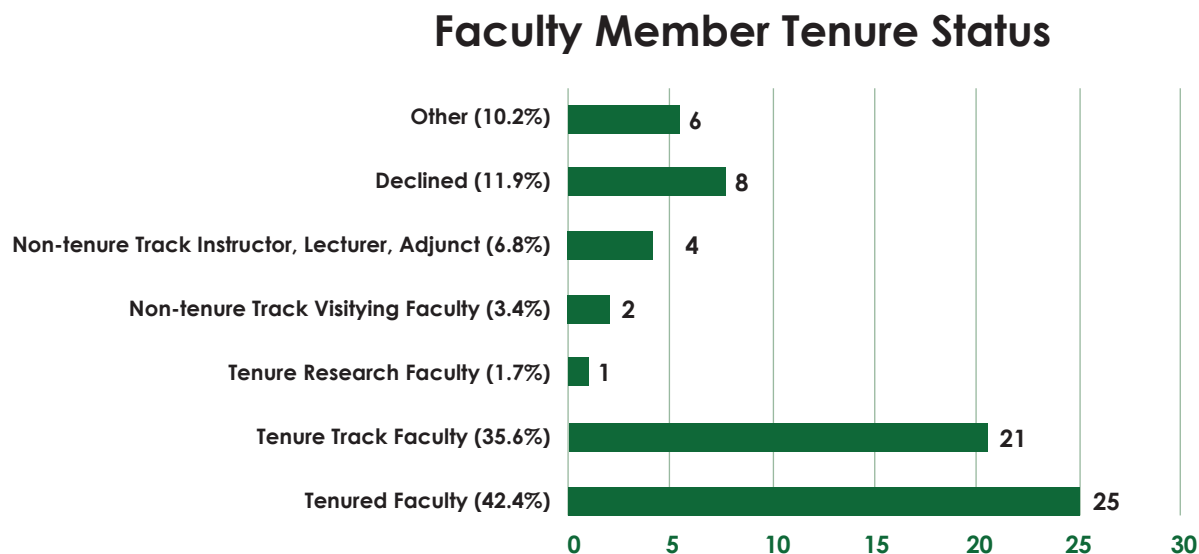


FIGURE 13. Most faculty member respondents were either tenured or on tenure track.

### QUESTION 33: Which best describes you?

Fifty-eight faculty members responded to this question. Figure 14 presents the distribution of these results. Twenty faculty members (34.4%) identified their race/ethnicity as African American or other African descent, while 31 faculty member respondents (53.4%) identified their race/ethnicity as Caucasian. Twelve of the total 67 faculty members (17.9%) declined to respond to this question.

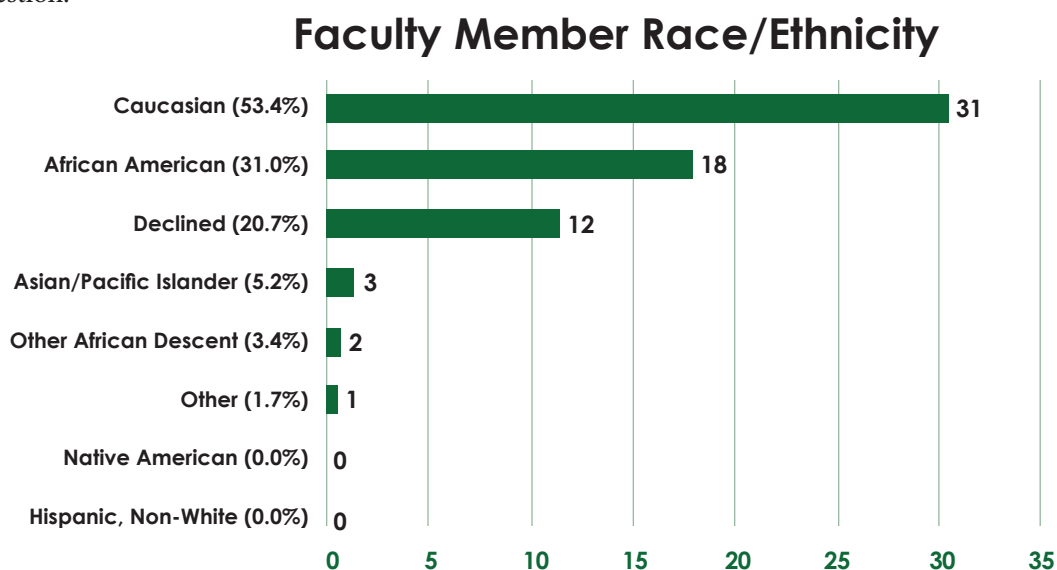


FIGURE 14. Faculty member respondent self-reported race/ethnicity. No faculty reported as non-white Hispanic or Native American. One faculty member reported as mixed/multiple race or ethnicity.

### QUESTION 34: Are you male or female?

Fifty-seven of the 67 faculty members (85.1%) responded to this question. Of these, 30 (52.6%) were female and 27 (47.4%) were male. Ten of the 67 total faculty members (14.9%) declined to respond to this question.

## SECTION 7: Faculty Comments

**QUESTION 35:** Are there any comments you would like to make about other compensation issues we have not mentioned?

- o Disparity in salaries between female faculty members with terminal degrees versus male faculty members who finish terminal degrees after hire.
- o The process of hiring and compensation, you should be overseen by KSU president; lower rank administration at departments offer very unequal salaries and cover it up by arguing that the other faculty "negotiated" to silence any complaint.
- o When considering our comparable institutions, we should stay away from comparing ourselves only with our sister HBCUs. I believe that in the past this has been used as a way to justify why faculty should be paid at a different and much lower level than faculty at other institutions in our region. My field's professional organization does a very good job of examining the relationships between factors such as race, sex, and other demographic variables. This organization reports that salaries of African American faculty in my field earn approximately \$5,000/year more than faculty of other races, yet KSU faculty are tragically underpaid. Several years ago, when a colleague and I were discussing salaries, that person remarked, "we don't need to 'Jim Crow' ourselves." This is especially the case when we are trying to attract African American colleagues who can demand (and receive) substantially higher salaries elsewhere.
- o Percentage-based raises will only exacerbate current salary discrepancies.
- o We lack resources! The university could engage in fundraising efforts to expand the resource base - by reaching out more, by marketing aggressively, by involving all alumni, faculty, staff, and the community. The current administration is showing a lot of promise. The mere fact of sending out this survey indicates good intent, and I applaud that! We need to be able to sustain ourselves, and we can. Let us join forces to make a positive difference!
- o Revise KSU's 2012 CUPA salary to 2018 level first in each Division/Discipline. Provide reasonable raise to the faculty who were hired before 2012, are competent but have not received any raise, Provide raise to them at least at KSU's 2012 CUPA level. Give additional raise (5% every year) to faculty who brings significant amount of competitive grants and create stipends for students. Provide cost of living every year minimum 1%. Reward and punish to those faculty who are meritorious or vice versa based on annual performance evaluation.
- o Faculty should receive compensation according to grant proposals that are successfully funded. The compensation should be a specific fraction of the Indirect Costs awarded with the grant.
- o Raises should be given to faculty members who earn their doctorate, or other certifications.
- o I appreciate the survey - it shows effort on behalf of the University.
- o They are unfair.

- o I was denied promotion by the university TP committee when I first applied, even though I was unanimously recommended by my department. That was in about 2007. Since then, I have received very few raises, none for the past 3 years, and my standard of living has declined severely due to increases in the cost of living. The university should realize that when faculty are treated as disposable or not valuable, the faculty member's willingness to go the extra mile or to speak positively about the institution is not great. I teach many freshman courses in a field where students are not well prepared for college, and it is a constant struggle to remain positive when the administration threatens us with our DFW rate and never asks us what should be done to improve student performance. Instead, outside "retention experts" are hired at extremely high salaries. We are perceived as the enemy.
- o In my field, I am below an incoming assistant professor. My Extension appointment made a faculty position unavailable until CAFSSS was created.
- o Faculty salaries at the low end should be increased significantly. KSU is wasting enormous dollars on new unnecessary administrators. The students are noticing. I overheard a group of students a couple weeks back complaining about how KSU seems to be making up new titles for new administrators, while raising tuition significantly and firing popular professors.
- o I wish the university had been competent to negotiate salary when I was hired. It was not.
- o The DOFA chair discriminates extensively between academic disciplines relating to part time salaries and refuses to even recommend equitable part time compensation to a retired Associate Professor, Doctorate and only KSU employee qualified to teach Elem Art Education, 33 years of fulltime service. He makes less than non-terminal degree part time Music employers. DOFA chair hired new "Visiting Artists" at \$48,000 and \$50,000 while tenure track Assistant Professors (who were vetted via an extensive nationwide/ year long search) made \$44,000 for four years of stellar performance (and hired away for obvious reasons). (2) Chair salaries across campus are inequitable. (3) The current Faculty Regent received a 116% salary increase last year, was named Chair, and as such approves his own divisional budget as Regent. (4) The single most significant contributor to university salary inequity is the continuing practice of hiring with full tenure and promotion to full Professor, contrary to policy and undercutting the tenure and promotion process.
- o All are covered, and a sad state of affairs.
- o Salary inequity exists. A tenured Associate Professor in a large discipline should earn more than \$51,000 annually at year 10.
- o To be simple: Equal pay and make it work! create a standard salary chart based on the rank, discipline, and years of service. Also, please do the same for staff as well.
- o I realize the University is trying to remedy this situation as best they can but, you will still continue to lose quality faculty because they will have no other choice but to seek employment elsewhere due to the substandard salaries.
- o I find a large number of my fellow faculty have a overblown opinion of their worth. I also find these to be the biggest complainers of compensation. If I wasn't satisfied with my compensation, I would leave.
- o University of Kentucky is an 1862 Land Grant University while we are an 1890 Land Grant University. Our college of ag functions in research, extension and teaching as does U.K. and we have the same expectations as U.K. faculty, but are paid, on average, \$25,000.00 less per year. This seems to be acceptable to everyone. To me, however, it is NOT acceptable, because we should not be willing to accept lower pay than our Land Grant counterpart 30 minutes down the road from us just because we're the 1890s Land Grant Program.

- o Salaries at KSU are not the lowest in the state, but they always have been inequitable. Most (not all) of the salaries in our department are \$20,000 - \$30,000 below what professionals with our education and experience would make in the community. Of course, we all recognize that some faculty are most qualified than others, so some could gain employment elsewhere, while others could not (despite their claims). Also, over the years, some faculty have been allowed to negotiate their salaries, while that door has been firmly closed for others. Then, under the last administration, changes were made in the name of racial equity for a few faculty - not many - based on individual negotiations and relationships, and the discrepancies and hurt feelings grew, across campus. We have lost excellent faculty, over the years, due to this problem and we need to deal with it.
- o I hope that the outcome of the survey will be an increase in long-term faculty's salaries rather than a reduction in new faculty salaries. If we cut new faculty salaries, we could lose them and be left with the alt-right, 80% white faculty we currently have, which makes the university an anomaly among HBCUs.
- o I have brought in over \$1.1 million in competitive outside funding. I believe that faculty should be given financial incentives for bringing in outside funding to the university. It is common for other research institutions to award a bonus to faculty who are awarded grants.
- o Change in status happened in 2012 without any consideration for past service. It is difficult to answer some of these questions based on that issue. Rank and salary were not adjusted when that happened based on past service to the university. That needs to be addressed before we can we can balance compensation in this department.
- o KSU faculty salaries are profoundly demoralizing. There have been no raises for nine years. Rank/discipline ranges have not been adjusted for 12 years. We feel abused and forgotten.
- o I am pleased to hear Dr. Brown's comments about potential raises. However, in addition to increases with rank changes, all faculty, and especially in my department, are long overdue for raises in general, and at the least, professors who have been here for many years should be brought current to pay for new hires in the same department. Then, the raises for rank increases should apply after that has been achieved.

Question 36: Is there anything you would like to say about any topic not addressed in this survey?

- o In August, the president boasted about KSU's being the most diverse HBCU in the nation. Then he introduced his resoundingly non-diverse cabinet. The administration seems anything but color-blind.
- o Unfairness and inability to report grievances to respective dean when spouse is the chairman of the division/department where the grievance arises from.
- o It would be helpful to many faculty, staff, and students if there were better communication from Academic Affairs. I have heard quite a few people say that it is difficult to get responses, or that meetings are often cancelled. Another communication issue is the way that KSU news and announcements are now handled. We used to be able to just scroll down on the web page to see all the announcements, but now things are going out in emails that go into clutter or junk mail, and people don't get news as they should. The current policy of not publishing anything that is not submitted by Monday afternoon really inhibits communication about things that may come up on short notice. For example, I receive information from several sources where webinars are announced, and I would customarily share them through the public announcements. Now I am unable to do this, and I believe that opportunities are being missed because the word doesn't get out in time. Making people click on links to read things is likely to make them scroll past without bothering to click. Please don't make it harder to communicate with colleagues and students.

- o Let not the change in administration affect progress. Let us abide by the promises made to faculty when they were hired, even if that happened during the tenure of a previous administration. That is the primary way to attract and retain talented and hard-working faculty who can bring positive change. It is sad when a word given during hire is not kept prompting someone to look for other options.
- o Conduct annual evaluation of Chairs and Deans by their faculty. Remove chairs who have not transformed their programs and produced competitive workforce, have not increased substantially enrollment and graduation rate. Don't allow chairs to continue to serve in a unit for more than 5 years who are not effective. Chairs should be rotated by giving chance to other capable faculty within the divisions. Ensure fair, transparent and competitive hiring practice. Encourage and recognize faculty who have been actively involved and provided outstanding professional service to the campus. Establish annual awards for outstanding faculty within each college. Encourage 9-month faculty to write grants, provide research seed money and additional incentives to them. Institutionalize research more aggressively within the university. There are many agencies who intend to fund HBCUs. We need to tap them. Make every administrative position's job description transparent and make them accountable. Organize summer faculty retreat for teaching faculty's professional and pedagogical development by training them about cultural pedagogy, new teaching methods, active learning, integration of technology, research and critical thinking modules in classroom. Expand study abroad program. Make university committees effective by having meetings periodically.
- o Faculty with split appointments (teaching/research/extension) should be evaluated by different criteria than full-time teaching faculty.
- o I wish that the UNV courses and Student Success programs would do more to instill a better idea of the necessity of work and study habits in students. Many of our students have never had to read book chapters or write essays, and they are not aware of the time it takes to complete assignments, or of the focus required to learn material. I think that administrators would be shocked to observe a typical freshman English classroom, in which most students are not paying any attention at all.
- o Please consider the grant funding and national recognition that Extension Specialists with terminal degrees provide.
- o Not valued at this institution.
- o Support for travel for professional development is also worth considering.
- o There's been lots of studies over the years on salary. There's been little done as a result of them, save for once well over 10 years ago.
- o Evaluations need to be standardized and based on direct service to KSU in order to receive merit increases and tenure.
- o Should add staff salary survey.
- o Just that this needs to be completed and remedied as soon as possible.
- o With the current financial situation that the university is in, any adjustments in compensation need to be directed to those who have the lowest compensation (<\$50,000).
- o Retirement: It should be recognized that, even if salaries become fairer, that will be of limited help to long-time faculty who are not in KTRS and are nearing retirement. It is my understanding that KSU continues to contribute more to the retirement of employees in KTRS than those whose retirement is with TIAA. If salaries are increased for folks in KTRS for 5 years, that will positively impact their retirement. If they are increased for folks like me, who are not in KTRS - and we're already receiving less contribution from KSU - then what? How can we remedy this long-term inequity?



- o One additional point, the Extension Associate in the U.K. College of Ag with a M.S. degree makes a higher salary than many of our full professor Ph.D. researchers with over 20 years of experience.
- o The salaries of faculty who teach basic requirement courses should be raised the same percentage as the drop each year in ACT scores of admitted students. For example, if accepted ACT scores drop by 15 percent, instructor salaries should increase by 15 percent.
- o We need to address issues of unequal expectations. Evaluations are not uniform. Also, the understanding of merit and how that should be applied cannot address most of the issues that prompted this discussion.
- o I have to admit that I am skeptical that this survey will have any impact. We've been told for years that we would get raises. Show me the money.
- o Glad to be at KSU serving Kentuckians.
- o Nothing will change until an objective way to truly measure performance is developed. Right now a lot of pay increases are based on those who are the best at self-promotion which is in direct contrast to student promotion. Servants do not self promote and those serving the students are being ignored or over looked.

**QUESTION 37:** Are there any other issues you feel Faculty Senate should address on behalf of the faculty?

- o I believe there should be no favored religious group at KSU. In accordance with this, I feel that mentioning Jesus in official convocations is an affront to non-Christian faculty, staff, and students.
- o "Integrity" issues particularly where sexual misconduct involving faculty member and student arises.
- o Better communication about what is actually going on in the Board of Regents would be helpful. Faculty Senate can't do anything to assist or provide input if we don't know what topics are under discussion. There are many dedicated and talented faculty at KSU who could contribute more to the institution if they are allowed to have a voice and participate in shared governance.
- o Raising standards should go hand-in-hand with raising salaries, and vice versa. Making things transparent, clear, forceful, and goal-oriented, and truly implementing shared governance will go a long way, I believe.
- o Organize orientations and training to new faculty. Ensure for timely T&P calendar, implementation of policies and procedures stated in the faculty handbook, such as evaluation of deans and chairs. Update faculty handbook every year. Ensure for appropriate release time for faculty who serve in the executive positions of F/S. Ensure for timely approval and implementation of action items by administrators approved by the senate. Coordinate with the Academic Affairs office for organizing professional development workshops, periodic trainings and summer retreat for faculty for pedagogical development. Assist administrators in making fall/spring institute (encampments) more effective by organizing additional sessions such as faculty T&P preparation training, innovative teaching methods, grants writing, etc.
- o The faculty senate should recommend the revision of the annual evaluation criteria for faculty. Faculty with split appointments should be evaluated according to their work in teaching, research and extension. Faculty who are full-time teaching should be evaluated for their teaching.
- o The fact that sick leave conversion to retirement time was discontinued by the Burse administration without the knowledge of any faculty/senate etc. Is there even a slight chance this could be reversed?

- o Equity by gender and race.
- o Merit pay criteria should be decided at the department level.
- o Respect for the non-teaching faculty/professionals in research and Extension.
- o Unit operating budgets.
- o Senate needs to pass an action item stating that if any non-teaching faculty serve in positions that are compensated by release time (president/secretary), those non-teaching faculty should get a commensurate stipend during their service. As it is, non-teaching faculty who serve in such positions, as Dr. Hampton last year, are treated unfairly. This is also a disincentive to non-teaching faculty to run for such positions.
- o Don't have the energy to do so.
- o Unqualified individual promoted to administrative positions.
- o Poor communication between administration and faculty- specifically the short notice that we often receive for mandatory meetings and short notice about changes to schedules or providing information about mandatory events like graduation.
- o Consistent pursuit of reliable competence from the executive staff side of the house.
- o Faculty evaluation criteria and forms.
- o Yes. Something is better than nothing, we will never satisfy everyone so this needs to be in the minds when decisions are made.
- o We need to change the course evaluations. Most students don't complete them and yet they are used for promotion, tenure, and perhaps now, for merit increases. How can we evaluate our courses with more reliability and validity? We also need more assistance with the tasks that need to be accomplished for SACSCOC. Some faculty are familiar with creating SLOs, valid assessments and rubrics, innovative instructional strategies, and curricular matrices, while others are not. Hit-and-miss workshops and trainings are not enough. We need an ACE lab for faculty, staffed by experts in teaching, learning, and assessment.
- o There should be an optional stipend for non-teaching faculty who serve in Senate positions offering release time.
- o Race. Why are we the only HBCU without Black professors? Why am I working in a slavocracy?
- o Increase the percentage of the budget going towards instruction and direct student support.
- o Need to address issues with faculty handbook and find a way to get university to follow the policy better. It is improving but still needs improvement.
- o The ever-growing mountain of institutional research work (assessment data, etc.) being piled on to faculty and the related demand that we "quantify" every aspect of the educational process.
- o I think Senate is doing a good job on our behalf, and have been for the past several years.
- o Rank when someone comes in as a full professor from previous institutions.



*KSUForward*



# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: September 6, 2018  
SUBJECT: Approval of Atwood Renovation  
FROM: Office of Finance and Administration  
ACTION ITEM: YES

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**BACKGROUND:** The Atwood Research facility was closed in early 2013 and as a result, the Kentucky State University Land Grant program has very little dedicated research space on campus. Also, additional appropriations received from the Kentucky General Assembly for the Land Grant program led to significant program expansions beginning in fiscal 2017. As a result, the space shortage has become a critical issue facing the program.

The General Assembly reauthorized a federally funded capital project to renovate the Atwood Agricultural Research Building in 2016. Federal funds are authorized up to \$7,428,393 for this project. The renovation, along with the Hunter Hall renovation, will provide sufficient space for research, extension and teaching for the Land Grant program for the foreseeable future.

**SUMMARY OF PROGRAMS/ACTIVITIES:** Working with the Finance and Administration Cabinet, the University has developed a renovation plan and design for the facility. The University will work with the Finance and Administration Cabinet to manage the renovation project. Estimated completion date is fall of 2019.

### ALIGNMENT WITH STRATEGIC GOALS:

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

Agricultural research is a foundational activity of the University and this project will provide the facilities needed to support the Land Grant program.



# KENTUCKY STATE UNIVERSITY

## Board of Regents

COMMITTEE/PROGRAM ACTION: N/A

PROGRAM IMPLICATIONS: N/A

FISCAL IMPLICATIONS: Total budget for this project is \$7,428,393 in federal funds.

ATTACHMENTS: N/A

RECOMMENDATION: Approve Renovation of the Atwood Agricultural Research Facility



# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: September 6, 2018

SUBJECT: Approval of Budget Increase for Hunter Hall Renovation

FROM: Office of Finance and Administration

ACTION ITEM: YES

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### BACKGROUND:

The Hunter Hall renovation project is designed to transition Hunter Hall from a residence hall to an office, classroom, and laboratory building to be occupied by the Kentucky State University Land Grant Program. In April of 2016, the Kentucky State University Board of Regents approved a \$1,900,000 federally funded project to renovate and transition the space to fit the needs of the Land Grant program.

### SUMMARY OF PROGRAMS/ACTIVITIES:

The Hunter Hall project design phase has been completed and the current project scope has increased to \$2,296,476. Federal funds are available to fund this scope increase. Renovation is expected to take approximately 18 months. Finance and Administration Cabinet staff handle design team selection, bidding and procurement, and contract administration for this project as the scope exceeds \$40,000.

### ALIGNMENT WITH STRATEGIC GOALS:

Hunter Hall Renovation:

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

The Land Grant Program is a foundational program for Kentucky State University and this project, along with the Atwood Building renovation project (currently underway) will provide sufficient operating space for the program for the foreseeable future.

COMMITTEE/PROGRAM ACTION: N/A

PROGRAM IMPLICATIONS: N/A





# KENTUCKY STATE UNIVERSITY

## Board of Regents

### FISCAL IMPLICATIONS:

The Hunter Hall renovation is funded completely with Federal Funds. There is no university match requirement. The total project budget is now \$2,296,475.

ATTACHMENTS: N/A

RECOMMENDATION: Approve the budget increase for the Hunter Hall Renovation.



# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: September 6, 2018  
SUBJECT: Approval of Budget Increase for The Halls Renovation  
FROM: Office of Finance and Administration  
ACTION ITEM: Yes

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### BACKGROUND:

The Halls is a 319 bed residence hall that has been closed since 2013. Original estimates for a renovation of this building were approximately \$6 million and determined to not be financially feasible. However, that renovation cost assumed gutting the building and reconfiguring it extensively. In April 2018, the Kentucky State University Board of Regents approved a renovation project for \$900,000 with an expectation of project completion by August 2019.

The mechanical review of the facility completed during the summer by the Finance and Administration Cabinet determined that the mechanical systems of the building had failed and the renovation of those systems will be more extensive than originally anticipated. The revised estimate for the mechanical renovation is \$2,100,000.

Phase A design of the project is currently underway and was completed on September 4, 2018. Project completion is now scheduled for July 15, 2019.

### SUMMARY OF PROGRAMS/ACTIVITIES:

The Halls renovation now consists of:

- Mold remediation
- Mechanical redesign and repair – primarily focused on air handling and building mechanical systems
- Cleaning and repair of soffits, bathrooms, etc.



# KENTUCKY STATE UNIVERSITY

## Board of Regents

Design and construction are now anticipated to take approximately 10 months and be complete by July 15, 2019. Finance and Administration Cabinet staff handle design team selection, bidding and procurement, and contract administration for this project as the scope exceeds \$40,000.

### ALIGNMENT WITH STRATEGIC GOALS:

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

Renovating The Halls will provide an additional 319 beds for students for the upcoming academic year. This will alleviate overcrowding and any need to provide temporary housing for students. It will also increase capacity for the University's summer program, providing excess summer capacity which will allow other residence halls to be taken off line for cleaning, and renovation and repair.

COMMITTEE/PROGRAM ACTION: N/A

PROGRAM IMPLICATIONS: N/A

### FISCAL IMPLICATIONS:

The Halls renovation is funded with university funds. It will be funded from the university's fund balance but will be repaid from auxiliary revenues. At full occupancy at current housing rates, The Halls will generate approximately \$1,000,000 per year in housing revenues.

ATTACHMENTS: N/A

**RECOMMENDATION:** Approve the budget increase to \$2,100,000 for The Halls renovation project.

# Blackboard

This Blackboard Order Form ("Order Form") by and between **Blackboard Inc.** ("Blackboard") and **Kentucky State University** ("Customer") details the terms of Customer's use of the products and services set forth below ("Product and Pricing Summary"). This Order Form, together with the Blackboard Master Agreement located at <http://agreements.blackboard.com/bbinc/blackboard-new-master-agreement-all-products.aspx> and incorporated by this reference, form the entire agreement between the parties in respect of the products and services set forth in the Product and Pricing Summary.

Notwithstanding anything to the contrary in any purchase order or other document provided by Customer, any product or service provided by Blackboard to Customer in connection with a purchase order related to this Order Form is conditioned upon Customer's acceptance of this Order Form and the Blackboard Master Agreement. Any additional, conflicting or different terms proffered by Customer in a purchase order or otherwise shall be deemed null and void. Each of the individuals executing this Order Form represent and warrant that he or she is authorized to execute the Agreement on behalf of Customer or Blackboard, as applicable.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

## A. Software & Services Product and Pricing Summary

Qty	Product Code	Product or Service	Initial Term Period #1 Effective Dates	Initial Term Period #1 (USD)	Initial Term Period #2 (USD)	Initial Term Period #3 (USD)
1	AS-LE3-HE-P	LEARNING ESSENTIALS		\$81,245.00	\$76,745.00	\$76,745.00
1	AS-CD	COURSE DELIVERY				
1	AS-CS	CONTENT MANAGEMENT				
1	AS-CM	COMMUNITY ENGAGEMENT				
1	CL-WC-FTE	WEB CONFERENCING				
1	AS-TPD-S	TRAINING PROGRAM DEVELOPMENT - SUBSCRIPTION				
1	AS-TRN-OLN-S	LEARN ONLINE TRAINING - SUBSCRIPTION				
1	MOB-LRN	MOBILE SOLUTIONS				
1	AS-CDDEV	COURSE DELIVERY DEVELOPER EDITION				
1	AS-CM-TEST	COMMUNITY ENGAGEMENT TEST				
1	AS-CD-TEST	COURSE DELIVERY TEST				
1	AS-CS-TEST	CONTENT MANAGEMENT TEST				

1	AS-HST-GOLD-P	GOLD HOSTING PACKAGE		\$19,122.00	\$19,122.00	\$19,122.00
1	AS-HST-GOLD	GOLD HOSTING				
1	SS-SDO-HD-INC	HELPDESK SUPPORT		\$12,707.50	\$0.00	\$0.00
1	SS-SDI-TECH-HDBD	TECHNOLOGY IT HELPDESK		\$4,295.00	\$0.00	\$0.00
			<b>Total</b>	<b>\$117,369.50</b>	<b>\$95,867.00</b>	<b>\$95,867.00</b>

## B. Terms

1. The Initial Term of this Order Form shall be as specified in the Product and Services Pricing Summary above.
2. Unless otherwise specified in the Product or Service Description above, this Order Form shall be renewed automatically for successive periods of one (1) year (each a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Customer provides Blackboard, or Blackboard provides Customer, with a written notice to the contrary thirty (30) days prior to the end of the Initial Term or Renewal Term, as applicable.
3. Effective Date: November 24, 2018

## C. Payment Terms

1. All initial and subsequent payments shall be due Net 30. Unless otherwise stated, all prices are in United States currency.
2. Sales Tax: If applicable, a copy of your Sales Tax Direct Pay Certificate or your Sales Tax Exemption Certificate must be returned with this Order Form.

## D. Special Provisions

1. Section 15.2 entitled Conflict Resolution in the Blackboard Master Agreement shall be modified as follows:  
**15.2 Conflict Resolution.** In the event of any controversy or claim arising out of or relating to this Agreement, or a breach thereof, the parties will consult and negotiate with each other and attempt to reach a satisfactory solution. The U.N. Convention on Contracts for the International Sale of Goods shall not apply to the Agreement.

The applicable governing Law is the State of Kentucky.

Sales Approved:
Initial:

Customer: Kentucky State University
Signature:
Name:
Title:
Date:
<p>Is a Purchase Order (PO) required for the purchase or payment of the products on this Order Form?</p> <p>No</p> <p>Yes - Please complete below</p> <p>PO Number:</p> <p>PO Amount:</p> <p>Attach PO :</p>

Blackboard Inc.
Signature: 
Name: Bill Jones
Title: Deputy General Counsel
Date: August 15, 2018

Attach Tax Exemption:





# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: September 6, 2018  
SUBJECT: Clear Bag Policy  
FROM: Office of the President  
ACTION ITEM: YES

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**BACKGROUND:** Students and spectators deserve to be in a safe, secure environment when attending Kentucky State University (Kentucky State) athletic events. It is for that reason Kentucky State recommends adopting the attached clear bag policy that prohibits any spectator from bringing a bag into an athletic event unless that bag adheres to specified requirements.

**SUMMARY OF PROGRAMS/ACTIVITIES:** Kentucky State University has designed a process that will ensure both safety and that will improve the overall spectator experience. This policy will enhance safety inside and outside the athletic venues and speed the security screening process for all spectators.

**ALIGNMENT WITH STRATEGIC GOALS:**

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

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

**COMMITTEE/PROGRAM ACTION:** Not Applicable

**PROGRAM IMPLICATIONS:** Execution of the MOA and acquisition of the property will benefit the University Community as a whole and increase the University's positive impact on surrounding communities.

**FISCAL IMPLICATIONS:** NONE

**ATTACHMENTS:** Policy

**RECOMMENDATION:** Approve



# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: August 15, 2018

SUBJECT: Approve Faculty Tenure for New Hires

FROM: Office of the President and the Interim Provost and Vice President of Academic Affairs

ACTION ITEM: YES

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**BACKGROUND:** Based on the review of credentials and the offer, Office of the President and the Interim Provost and Vice President of Academic Affairs recommend tenure of faculty members to the governing board. It is recommended that the governing board approve these hires to ensure retention of quality faculty members.

**SUMMARY OF PROGRAMS/ACTIVITIES:** Academic Affairs recommend:

	FACULTY NAME	FACULTY POSITION	COLLEGE	REQUEST
1.	Dr. Beverly Schneller	Vice Provost, Professor	Academic Affairs College of the Humanities and Social Sciences School of the Humanities and Performing Arts	Tenure
2.	Dr. F. Erik Brooks	Interim Dean, Director, Professor	College of the Humanities and Social Sciences Whitney Young Honors Collegium	Tenure
3.	Dr. Scott Wicker	Associate Professor, Interim Chair	College of Natural, Applied, and Health Sciences School of Natural Sciences	Tenure

**ALIGNMENT WITH STRATEGIC GOALS:**

Goal 2 – Achieve academic excellence across all programs and colleges, Increase student general education skills, Degree persistence, Career readiness and graduation rates.

**COMMITTEE/PROGRAM ACTION:** Not Applicable

**PROGRAM IMPLICATIONS:** These appointments are indispensable to the success of KSU in fulfilling its obligations to its students as well as completing the reorganization of the Academic Affairs division as previously approved.

**FISCAL IMPLICATIONS:** This action is revenue neutral as tenure does not carry financial incentives, and these positions are included as part of the 2018-2019 budget and reorganization.

**ATTACHMENTS:** Curricula vita are attached.

**RECOMMENDATION:** The president recommends the award of faculty tenure to all individuals as presented.

Beverly E. Schneller, Ph.D. (updated June 2018)

Campus Address: Department of English  
Janet Ayers Academic Center 3068  
Belmont University  
1900 Belmont Blvd  
Nashville, TN 37212  
[Beverly.schneller@belmont.edu](mailto:Beverly.schneller@belmont.edu)  
615-460-6992

Home: 4400 Belmont Park Terrace, #167  
Nashville, TN 37215  
[Beverly.schneller14@gmail.com](mailto:Beverly.schneller14@gmail.com)  
717-471-0856

### Career History

Professor of English, **Belmont University** (2013-present)  
Associate Provost, Academic Affairs, (2013-2017); Manager, OAIR (2015-17)  
Acting Associate Dean (2015-16), Mike Curb College of Entertainment and Music  
Business

Teagle Assessment Scholar (2010-present), Center of Inquiry, **Wabash College**

Associate Provost, Academic Affairs, **University of Baltimore** (2011-13)

**Millersville University** (1989-2011):  
Chairperson, Department of English (2002-2011)  
Coordinator of General Education Program (2009-2012)  
Full Professor of English, Ph.D., Eighteenth-Century British Literature (1989-2011)

**NIH Protecting Human Research Participants Certification 2420626** (June 2017)  
**Belmont University Title IX Investigator (2016- present)**

### Background

#### Education

Post-doctoral      Rare Book School, The University of Virginia, 1995  
Course: "The Stationers' Company to 1637"  
Instructor: Peter M.W. Blayney, Folger Shakespeare Library  
Project: Presentation on Joyce Norton, woman bookseller

American Antiquarian Society Program, 1995  
Course: "The Business of Publishing"  
Instructors: Michael Winship, University of Texas and  
Bill Barlow, Accountant and President of the Bibliographical

### Society of America

NEH Summer Seminar for College and University Teachers, 1993

Course: "Theories of Satire"

Instructor: John Sitter, Emory University

Projects: The Satire of Matthew Prior's "Alma" (poem)  
Charlotte Lennox's Female Quixote and Satirical Responses

Folger Institute Seminar, Folger Shakespeare Library, 1992

Course: "Re-Viewing Tudor Literary History"

Instructor: Arthur F. Kinney, University of Massachusetts

Project: Presentation on "Acts of Enclosure and the Tudor Literary Imagination"

Folger Shakespeare Library Weekend Workshop, 1992

Course: "Shakespeare and the Concept of Character"

Instructors: Guest lecturers on topics related to theme

NEH Summer Institute, Folger Shakespeare Library, 1990

Course: "Shakespeare and the History of Taste"

Instructor: Joseph Price, Penn State University

Projects: "Advertising Shakespeare in Eighteenth-Century Dublin:  
Thomas Sheridan and the Smock Alley Theatre in 1753"  
"Reception History of Coriolanus"

#### Degree-Related

Ph.D. The Catholic University of America, 1987

Dissertation: "Mary Cooper: Eighteenth-Century London Bookseller, 1743-1761"

An enumerative bibliography with prefatory essay on the career of Mary Cooper, who was active in London from 1743 to 1761.

M.A. The Catholic University of America, 1982

As part of the course work, I took

Folger Institute Seminar, 1983

Course: "English Poetic Forms, 1660-1899"

Instructor: Stuart Curran, The University of Pennsylvania

Project: The Poetry of Mark Akenside

B.A., Magna Cum Laude, The University of St. Thomas, 1980

#### Non-degree Related

Graduate studies at the Centre for Thomistic Studies, The University of St. Thomas, 1981

Courses: Nineteenth-Century British Philosophy

## Employment

*Belmont University, Nashville, TN. Private, non-denominational Christian institution with nine colleges and enrollment of near 8,000; SACS-COC and college level accreditations.*

**Professor of English** (since 2013): Offer courses in English studies and General Education; serve on departmental and campus committees; and maintain scholarly activity at level appropriate for a tenured Full Professor. Courses offered: First year writing, Third year writing, First year Seminar, Humanities electives. College level service: Continuous Improvement of Teaching Committee. Departmental Service: Graduate Committee, Writing Curriculum Committee, and Graduate-level Assessment Committee.

**Associate Provost, Academic Affairs** (2013-2017) and Acting Director, Office of Assessment and Institutional Research (2016-2017 (18 mos)): Provided leadership to twelve academic and student services units; successfully raised \$14 million for Bridges to Belmont Program; awarded \$10,000 NetVue curriculum development grant as PI; created programs in support of faculty professional development and faculty diversity; authored SACS 2017 reaffirmation report; served as NC-SARA compliance officer; chaired University Curriculum Committee; chaired search for Dean of the College of Visual and Performing Arts; managed strategic planning efforts in supervisory areas; served on task force relative to planned giving as part of strategic plan, Vision 2020; reported to the Board of Trustees subcommittee on Academic Affairs four times per annum; taught two undergraduate courses per academic year.

*University of Baltimore, Baltimore, MD. Majority minority serving institution in the University System of Maryland; three colleges and approximately 5,000 students; MSCHE and college-specific accreditations.*

**Associate Provost for Academic Affairs and Professor, Communication and Design** (2011-13): Provided leadership in development of culture of assessment on UB campus; supervised course and program review; created Provost Assessment Fellowship; designed and implement new model for General Education based in competencies; oversaw successful revision of Graduate student orientation; supervised creation of UB Veterans Affairs Center; supervisor of academic programs; Shady Grove campus; single-author of Middle States Periodic Report; developed culture of assessment; reviewed promotion and tenure for Provost; created Chairs Council.

*Millersville University of Pennsylvania, Millersville, PA. Regional public university in State System of PA (Passhe); three colleges and approximately 8,000 students; MSCHE and college/program specific accreditations.*

**Tenured Professor of English** (1989-2011); **Chair, Department of English** (2002-2011); **Chair, General Education Program** (2009-2011); **Dean's Fellow Teacher Education Assessment** (2002-3); supervised 27 FTE and 10-12 part-time faculty; accreditation reporting; recruitment, retention, and enrollment management relative to English degrees (BA, BSE, MEd and MA, post-baccalaureate certification); implemented strategic plans and strategic directions for NCATE and MSCHE; served on triennial review committees for two University presidents. As Director of General Education- implemented policies; revised curriculum proposal and review process; implemented diversity course requirement in General Education core; designed and implemented program reporting and assessment; reported to the campus through shared governance on the state of the General Education program.

**Teagle Assessment Scholar, Wabash College** (since 2010): Paid consultant- assisting faculty in design and implementation of assessment and curricular enhancement projects.

*Marist College, Poughkeepsie, NY. Private Catholic University; currently 6600 students; currently seven colleges: MSCHE accreditation*

**English Faculty Member and Assistant Director of the Writing Program, Marist College** (1985-1989): Promoted to Associate Professor with Tenure in 1989; managed all employment, supervision and personnel review of over 30 adjunct writing faculty; created the Writing Faculty Library; created policies related to writing proficiency; designed holistic writing placement assessment; implemented common syllabus and other assessment measures to ensure program coherence and alignment with state and national accreditation standards. Designed and taught courses in writing and literature.

### **Professional Activities**

#### **Guest Lectureships and Special Events**

General Education rubric and assessment development consultant with Dr. Larry Wacholtz, professor, Belmont University, Samford University, November 1, 2016

Keynote speaker, "The impact of civic engagement and service learning" Middle TN Campus Compact meeting, June 14, 2016

Teagle Assessment consultant: Washington College, 2013, Wabash College 2012 and 2013, St Lawrence University, 2013

Guest Lecturer, Irish History, George Mason University, Fairfax, VA, 2011

Guest lecturer, Franklin and Marshall College, Lancaster, PA, 2007

Guest Speaker, Pace University, New York City, 2006

Guest Speaker, American-Irish Historical Society, New York City, 2006

Scholar-in-Residence, University of St. Thomas, Irish Studies, 2005

Guest Lecturer, English Department, The Catholic University of America, 2006, 2000, 1997, 1996, 1995, 1993, 1989

Topics: "Unusual Resources in Bibliography and Textual Criticism"

"When Your Enemy Dresses Like You: Same-Sex Violence in Representative Eighteenth-Century British Novels"

"The Value of Newspaper Advertisements In Bibliography"

"Research Possibilities in English Periodicals"

"Mary Cooper's Career in The British Booktrade"

"Writing a book with bibliomethodology: The Case of Anna Parnell"

Guest Speaker, The Folger Shakespeare Library Evening Colloquium Series, 1992

Topic: "Using Newspaper Advertisements to Study the Book Trade"

Note: I was the first of nine speakers competitively selected to re-open this lecture series.

### **Special Events**

" Understanding the positives in assessment of General Education." faculty workshop, Samford University, November 1, 2016

Participant, LEAP States Summit, AACU on behalf of NACU, Milwaukee, WI, Sept 13-15, 2016

External reviewer, Cabrini University Adult Degree programs in NJ, July 2016 - evaluated their proposed partnership in Camden, NJ with LEAP Academy for NJ Department of Education, 2 day site visit and report

Teagle Scholar Professional Development Workshop, Trinity University, Jan 8-10, 2015

Guest Speaker (only US scholar) John Hill Universal Genuis, King's College, London, Oct 31-Nov 1, 2014

Chair, 2012 Annual Meeting, East-Central Society for Eighteenth-Century Studies, Baltimore, MD, Nov. 1-3, 2012

2012

AACU General Education Conference, Panelist, New Orleans, LA 2012

IUPUI Assessment Conference, Poster and Seminar, Indianapolis, 2011

AACU Diversity Conference, Houston, TX, October 2010, poster session

AAC & U First Annual Engaging Departments Institute, University of Pennsylvania, July

2009

Wabash National Study, Assessment Team Leadership, 2010-

ADE Summer Program for Chairs, Kiawah Island, S.C., June 2007

The Adrian Flannery Show, Irish Radio, interviewed Feb. 4, 2006 on Anna Parnell's Political Journalism

*University Academic Theme*, 1995-97, Co-chairperson, Millersville University

With a steering committee of three and a co-chairperson, I participated in program selection, scheduling, advertising, and introducing the theme programs for "Preparing for Life in the 21<sup>st</sup> Century." I was directly responsible for managing the \$37,500 budget and for co-ordinating all the activities of the guest presenters while they were on-campus. Our budget was accurately managed: we conserved \$2,300 and delivered a quality theme. In previous years, the managers of the theme resorted to the Provost's office for additional funds.

*Conference Chair*, XXII<sup>nd</sup> Annual Meeting of the East-Central group of the American Society for 18<sup>th</sup> Century Studies (ASECS), Millersville University, 1991

I managed all the events surrounding hosting an on-campus academic conference. I collected dues, managed the budget, corresponded with members, and located hotels and ground transportation for 110 participants. I received no release time or student assistants for this activity.

*2000-1: Academic Theme: Partnerships with the Community through the Arts.*

With a colleague, I am planned the events calendar for the 2000 year theme on the arts. We identified speakers on creativity and arts education and located the artists we wish to bring to



campus. Simultaneously, we are working to create a Minor Option in the Arts and an Arts Center, which will permanently house programs in the arts.

1997-2011: *Co-ordinator* of Poetry Month events in department

### **Publications**

#### **Books:**

#### **In-Print:**

Anna Parnell's Political Journalism (Dublin:Maunsel, 2005) *Nominated for the Barbara Kanner Prize, Western Women's History Association, in Bibliomethodology* (October 2006; reviewed in Irish Literary Supplement July 2007; The Recorder 2008 and Irish Women's History 2008)

Writing about Business and Industry, Oxford UP, 1995 (Described by Journal of Advanced Composition as "the best collection of essays on business")

Writing about Science, with Elizabeth Bowen, Oxford UP, 1991

In-Progress: Between Love and Terror: contemporary Iraqi women poets, an anthology.

Ed by Al-Araki, McDowell and Schneller ( in progress)

#### **Articles in Books:**

"Administrative Redesign: Human-centered Design Applications for Sustaining Change" in Serving the New Majority Student. Working from Within to Transform the Institution. Ed by Eric Malm and Marguerite Weber, Rowman and Littlefield, 2018

"Appendix: Faculty Workshop Discussion Guide" op cit

"Educating the New Majority - an interview with Marguerite Weber and Eric Malm", in Academic Transformation: Designing Learning for the New Majority," 2 vols. Ed by Weber and Malm Rowman and Littlefield, 2017

" The Business of Music at Belmont University" with Don Cusic in Nancy Hensel, ed. Exploring, Experiencing and Envisioning Integration in US Arts Education, Palgrave Macmillan, 2017

"John Hill and Mary Cooper: A Case Study in Author-Publisher Engagement " for Fame and Fortune, Eds. George Rousseau and Clare Brandt, Cambridge 2017

"Leveraging the Talents of Faculty Members to create an Engaged Retirement Ecosystem At the University of Baltimore" ( Bryan, Cardona, Pitta and Schneller -\* this essay was in r and r when I left UB and I was replaced as first author) in Van Ummersen, et al, Faculty Retirement Best Practices for Navigating the Transition. Stylus Press, 2014: 129-44

" A new and braver point to make: parting thoughts on the brilliant career of Betty Rizzo" in Women, gender and print culture: Essays in Honor of Betty Rizzo, eds. T. Berg and S. Kane ( Lehigh UP, 2013): 305-11

“No ‘Brave Irishman’ Need Apply: Sheridan, Shakespeare, and the Smock-Alley Theatre” in Shakespeare in Ireland, ed. Mark Thornton Burnett and Ramona Wray, London:Macmillan, 1997 (reviewed by Brenda Tooley in JEGP 98:1, 2000, pp. 47-51)

“The Use of Newspaper Advertisements in Bibliography: A Year in the Life of Mary Cooper,” in Writers Books and Trade: A Miscellany for William B. Todd, ed. O.M. Brack, Jr. New York: AMS, 1994

“Nora in a Box: Spatial Imagery in A Doll House” in Teaching Composition from Literature, ed. Dana Gioia, New York: HarperCollins 1994 and 1998

#### As Contributing Editor:

The Quintessential Hitman: The Story of L. Russell Brown with Larry Wacholtz, Nashville: Thumbs Up Publishing 2017

The 360 Music Industry, 2<sup>nd</sup> Edition with Larry Wacholtz, Nashville: Thumbs Up Publishing, 2018

The 360 Music Industry with Larry Wacholtz, Nashville: Thumbs Up Publishing, 2017

Monetizing Entertainment with Larry Wacholtz, Taylor and Francis, 2016

#### Articles in Journals:

“ There’s Got to Be a Better Way: Introducing Faculty to Midcourse Formative Reviews” Currents in Pharmacy Teaching and Learning Vol. 10:9 (2018) TBD in press.

“ Assessing Professional and Liberal Learning in the First-year Seminar at Belmont University: A Pilot Pairing to Increase Value in Liberal and Professional Education ,” with Larry Wacholtz, Assessment Update, May-June 2018, Vol.30, No.3: 4,12.

"Assessing Spiritual Development in Short term Missions." Assessment Update, Jan-Feb 2016.

“Broken Vows in Aphra Behn’s The History of the Nun and Elizabeth Inchbald’s A Simple Story” The St. Austin Review, March/April 2009: 16-20.

“Assessing An English Program “ with Dr. Daniel Weinstein, Assessment Update , March-April 2009, Vol. 21, No. 2: 8-9.

“Anna Parnell: The Avondale Home Rulerress,” The Recorder, the Journal of the American-Irish Historical Society, Fall 2007.

“‘Visible and Visitable’: The Use of History in Select South Asian Novels” Journal of Narrative Theory, Vol. 31, no.2: Summer 2001.

“‘Which was the Worst of All My Voyages?’: John N. Morris and Jonathan Swift”, The McNeese Review, Vol. 38: 2000.

“Narrative Compression in Castle Rackrent” Mississippi Studies in English 1997.

“Mary Cooper’s Periodical Publications” The Journal of Newspaper and Periodical History 6:2(1990).

“Maria Edgeworth, George Crabbe, and Oliver Goldsmith: A Reassessment of Castle Rackrent” Eire-Ireland XXIV 3(1989).

Articles in Proceedings and Newsletters:

“Stella Gibbons, Neglected Author” ALSC Newsletter, Spring 2005

“Vers Collage: The Remembrance Work of Poetry” NYU School of Visual Arts

“Frederick Turner and the Moral Imperative of the Art” NYU School of Visual Arts

“The Throckmorton Treason Pamphlet: News or Fiction?” Proceedings 1993, English Association PA State Universities

“Yeats’ Spiritual Marriages and Unity of Being” Proceedings, EAPSU 1991

“Using Newspaper Advertisements to Study the Booktrade” East-Central Intelligencer New Series I (1989)

School of Visual Arts On-line Proceedings, 2002-5

Essays and Articles in Reference Books as Paid Contributor:

Great Lives of the Incredibly Wealthy (Salem 2010): Emilio Bacardi Moreau; Sir Edward Guinness with two sidebars on the Bacardi Museum and Kenwood House

The Forties in America (Salem Press, 2010): Golf; Nylon stockings

Critical Survey of American Poets (Salem 2010): update- Turner Cassity; new -Mark Jarman

Masterworks of Christian Literature (Salem 2007) : Watts, Hymns; Jarman, Questions for Ecclesiastes; Kennedy, Beasts of Bethlehem; Steele, Sapphics and Uncertainties

Great Events of the 18<sup>th</sup> Century (Salem 2006): “Volta and the Battery” and “Buffon’s Natural History”

Great Lives of the 18<sup>th</sup> Century (Salem, 2006): “Sophie von la Roche”

Great Events of the 19<sup>th</sup> Century (Salem, 2006): “James Wakely founds ‘The Economist’” “The Virgin Mary appears at Lourdes”

Great Lives of the 19<sup>th</sup> Century (Salem, 2006): “Charlotte Mary Yonge”

Great Events of the 20<sup>th</sup> Century (Salem, 2006): “The American Legion”

Encyclopedia of Literary Places (Salem Press 2003): Bennett, The Old Wives’ Tale  
Meredith, Diana of the Crossways

Greenwood Encyclopedia of Women Novelists (2001): “Mary Wesley”

Poetry Masterplots II (Salem Press, 1997-8; 2001):

J. V. Cunningham “With a Copy of Swift’s Works”  
James McMichael, Four Good Things  
Yvor Winters, “To the Holy Spirit”  
Timothy Steele, “The Library” and “Sapphics against Anger”

Critical Survey of Poetry 2<sup>nd</sup> rev. ed (2002)

Edgar Bowers  
Lincoln Kirsten

Critical Survey of Long Fiction (2000; revised and updated 2008)

Mark Helprin

The New Dictionary of National Biography (Oxford, Clarendon Press, 2001)

Anna Eliza Bray, Edward Atkyns Bray, William Jerdan, Mona Caird, Ethel Mannin,  
Matilda Houston, Lady Agnes Grove, Hugh Kelly, Phyllis Bottome  
*Note: The New DNB has won the Dartmouth Medal for outstanding reference work ; the Longman-  
History Today Trustees Award; the Besterman/McColvin Medal for outstanding electronic reference  
work and a special citation from the American National Book Critics Circle*

Encyclopedia of Feminist Literary Theory, ed. Beth Kowaleski-Wallace (Garland, 1997)

Satire, Mimesis, New Criticism

Masterplots, 20<sup>th</sup> Anniversary Edition (Salem Press, 1996-7)

James Merrill, The Changing Light at Sandover  
Edna St. Vincent Millay, The Harp-Weaver  
Addison and Steele, The Spectator

Cyclopedia of World Authors (Salem Press, 1997)

Henry Brooke, Turner Cassity, Austin Clarke, Yvor Winters, Stanley Kunitz

Consumer Magazines of the British Isles, ed. Samuel Reilly (Greenwood, 1993)

“Encounter” and “In Britain”

British Romantic Novelists, ed. Bradford K. Mudge, (Gale, 1992)

Anna Eliza Bray

British Literary Publishing Houses, eds. Jonathan Rose and Patricia Anderson, 2 vols. (Gale, 1992)

Barrie and Jenkins, Browne and Nolan, Chatto and Windus, Victor Gollancz, and Herbert Jenkins

Encyclopedia of Romanticism, ed. Laura Dabundo (Greenwood, 1992)

John Murray, The Monthly Magazine, The Essay, Nineteenth-Century British Publishing

British Women Writers: A Critical Reference Guide, ed. Janet Todd (Continuum, 1988)

Isabella Bird Bishop, Phyllis Bottome, Anna Eliza Bray, Rhoda Broughton, Mona Alice Caird, Catherine Cockburn Trotter, Emily Eden, Aemelia Ann Edwards, Susan Ferrier, Felicia Hemans (included at my suggestion), Mary Kingsley, Ethel Mannin, and Gladys Mitchell

Historical Dictionary of Tudor England, ed. Ronald Fritze (Greenwood, 1991)

Edmund Spenser      Philip Sidney  
[Reviewed in Albion and The Library Journal]

Book Reviews: Albion, Review, Eighteenth-Century Current Bibliography, Eighteenth-Century Novel, East-Central Intelligencer (Since 1989), European Romantic Review, South Atlantic Review, Rapportage: The Journal of the Lancaster Literary Guild; Eighteenth-Century Scottish Society; Irish Literary Supplement

Recipient of \$3,000 research grant from Irish American Cultural Institute for edition of Anna Parnell's (1852-1911) political journalism.

Column: MU Faculty Exchange: "Assessment in English" March 16, 2006: 3

Contribution as unpaid contributor: Cambridge Companion to the Eighteenth-Century British Novel, April London, ed. 2018. Four articles on two novels each by John Hill and Elizabeth Helme

#### Conference Participation

(Selected)

As a Session Chair: "Ingenuity: The 21st century career skill," NACU, June 2014  
(Selected) "New Media in the 18<sup>th</sup> century" SHARP, 2007

"New Voices in Poetry Criticism,"  
West Chester Poetry Conference 2001

"George Faulkner and the Irish Publishing Community"  
International Congress on the Enlightenment, 1999

“A Roundtable on “The Ghost of a Tradition”  
Fifth Annual Exploring Form and Narrative Conference  
West Chester, PA 1999

“Form and Meaning in Contemporary Poetry”  
Fourth Annual Exploring Form and Narrative Conference  
West Chester, PA 1997

“Bibliography and the Book Trade”  
EC-ASECS, 1996

“Getting There: Cartography, Navigation and Mapping”  
EC-ASECS, 1994

“Recent Critical Approaches to 18<sup>th</sup> Century Texts”  
EC-ASECS, 1991, 1996, 1998

As a Panelist:  
(Selected)

“Entertaining Lives: An Humanities Elective in Life-writing for Music Business and EIS Students,” MEIEA 2018

“Using course evaluations in course redesign” Drexel University Assessment Conference, with Larry Wacholtz, September 2017

“Improving Student Persistence with course pairings: survey of Music Business and the FYS,” Association for General and Liberal Studies, with Larry Wacholtz, September 2017

“Assessing SLOs when FYS is paired with the first course in the major” Assessment Institute, with Larry Wacholtz, October 2017

"Students as creative disruptors in the entertainment and music business," with Larry E. Wacholtz, Professor, Curb College, Music Business Association, Music Educators Seminar Speakers, May 2017

"Team Teaching a Liberal Arts FYS and the Survey of Music Business" with Dr. Larry E. Wacholtz, Professor, Curb College, College English Association, Hilton Head, NC, March 2017

"Teaching Creativity" with Dr. Larry E. Wacholtz, Professor, Curb College, Belmont University, College English Association, Denver, March 2016

"Changing the Faculty Handbook at Belmont University: transformation and collaboration," NACU, Hamline University, June 2015

"Making the 'Switch' in Music Business" (with Dr. Larry E. Wacholtz, Professor, Curb College, Belmont University) IUPUI Assessment Institute, October 2016

- " Assessing Spiritual Development through Haiti- based Service" ( with Dr. Martha Minardi, adjunct professor of REL, Belmont University), Live Text, Nashville, TN July 2015
- " Time and Place in the California Poetry of Dana Gioia," College English Association, Baltimore, MD, March 2014
- " Ingenuity: the 21st century career skill" NACU, Redlands, CA, June 2014
- " Access: Bridges to Belmont," Live Text, Chicago, July 2014
- " Assessing Spirituality: Maymester in Haiti" AAC&U Global, Minneapolis, MN, October 2014
- " Assessing Program Redesign" NCHC, Denver, CO, November 2014
- " The Sophomore Seminar and Common Read" AGLS, Sept 2013
- " Assessing General Education" , MSCHE, Philadelphia, Dec 2012
- " General Education Learning Goals," IUPUI, Indianapolis, IN, Oct 2012
- "Diversity Awareness among Teacher Education Candidates," ATE, Philadelphia, August 2011
- "Middle Level Education Curriculum: A collaboration between education and the arts," NMSA, November 2010
- "Understanding Diversity Awareness: A course-based survey approach" with Dr. Thomas Burns, AACU, Houston, 2011
- "The Dialog between Faith and Doubt in the poetry of Mark Jarman" NEMLA, April 2010
- "Uncovering the Woman Behind the Mask: Reading the Diaries of Elizabeth Inchbald", East-Central American Society for 18<sup>th</sup> century Studies, October 2009
- "Increasing Faculty Buy-In for Assessment: Strategies for Liberal Arts Faculty, " Assessment Institute, October 2009
- " What made you a Christian?: Doctrinal Thinking in selected works of Elizabeth Inchbald" American Society for Eighteenth-Century Studies, March 2009
- "The Argument from the Bookstall: The Politics of Publishing in 18<sup>th</sup> century London" SHARP, July 2007
- "My Aim is to make them Better': Anna Eliza Bray's Life of Handel" American Handel Festival, April 2007

“Jonathan Swift: History’s Most Eligible Bachelor” American Society for Eighteenth-Century Studies (ASECS), March 2007

“Frances Hodgson Burnett’s The Lady of Quality: A modern heroine from the 18<sup>th</sup> century” MW-ASECS, October 2006

“Craft(y)ng Narratives in Some Personal Papers: Theories of Narrative and theories of Truth” O’Connor and other Southern Writers, Georgia College and State University, Milledgeville, GA March 29-April 1, 2006

American Conference on Irish Studies (ACIS), 2005: “Anna Parnell’s Ladies’ Land League and Women’s Voluntary Organizations”

ALSC, 2004: “Dana Gioia’s Use of Stream-of-Consciousness” (Selected)

NYU School of Visual Arts, 2003: “The Artist as Educator in Select British Novels, 1879 – 1919”

NYU School of Visual Arts, 2002: “Vers Collage: The Remembrance Work of Art and Poetry

East-Central ASECS, 2002

“‘None Can Equal the Elephant in Magnitude’: Dean Mahomet’s Travels (1793 – 1794)”

Southeast Central ASECS, 2002:

“J.V. Cunningham and Jonathan Swift: The 18<sup>th</sup> Century Voice in Modern Satire”

Irish – American Society 2001: “Doing My Bit was not a Great Sham: Anna Parnell, Margaret Skinnider”

SAMLA, 2001: “Ann Radcliffe’s The Castles of Athlin and Dunbayne; or How to write a Gothic”

NYU School of Visual Arts 2001: “Frederick Turner and the Moral Imperative of Arts.”

Association of Literary Scholars and Critics, 2000, “The New Aesthetics” (respondent)

ASECS 1999: “Metabiography: The Case of Defoe and Robinson Crusoe”

16<sup>th</sup> Century Studies Society, 1998: “The Throckemorton Treason Pamphlet, News or Creative Non-Fiction”

SCECS 1998: “The Future is Come at Last: 18<sup>th</sup> Century Poetry in the 21<sup>st</sup> Century”



MLA 1997: “Women’s Uses of the Stationers’ Register”

1995: “Eighteenth-Century Women in the Book Trade”

ASECS 1993: “New Paradigms for Studying Women in the Book Trade”

EC-ASECS 1996: “Women’s Uses of the Stationers’ Register”

1992: “Acts of Enclosure in Castle Rackrent”

NE-ASECS 1990: “Fielding’s Fallen Women”

[Accepted for, but unable to attend due to illness: 18<sup>th</sup> Century Scottish Society, 2008; International Comparative Literature Association, “Charlotte Brooke as poet and Translator,” 1997; due to lack of funds: Jewett at 150, “Jewett Wharton and the 18<sup>th</sup> c Novel,” 1995]

**Special topics conferences:** In addition to MSCHE, NACU, IUPUI, selection of the following:

Midwestern 2000 Conference on Literature and History, “Some Versions of India”

6<sup>th</sup> Annual Exploring Form and Narrative Conference 1999: “Rita Dove’s Thomas and Beulah”

Contemporary Literature and Contemporary Writing 1999: “Rita Dove’s Approach to Family in Thomas and Beulah”

5<sup>th</sup> Annual Exploring Form and Narrative Conference 1998: “Turner Cassity and the Couplet”

4<sup>th</sup> Annual Exploring Form and Narrative Conference 1997: “Extending the Franchise of Form”

4<sup>th</sup> Annual Meeting on Women Writers, 18<sup>th</sup> and 19<sup>th</sup> Century, 1995: “Charlotte Brooke’s Reliques of Irish Poetry, 1789”

Swift and Irish Studies, 1991: “Opposition to Development in Castle Rackrent”

#### University and Administrative Service:

At Belmont University:

- Chair, Catalog and Curriculum Committee (both graduate and undergraduate)
- Chair, University Theme Committee
- Chair, Faith in the Academy annual lecture February each AY
- Co- chair, Chairs Council (with HR) 2013-15

- Chair, Diverse Faculty at Belmont group
- Campus representative: Lilly Network, SACS, NACU
- Administrative liaison to Faculty Senate, General Education Council
- Title IX investigator
- Supervisor of Honors Program, Teaching center, Lila D Bunch Library, Service Learning program, Instructional Design, Office of Career and Professional Development, Bridges to Belmont Program, Sophomore Transitions Center (GPS), General Education program, and three campus scholarship programs- Ingram Scholars, Community Scholars, and Rose Park Scholars
- Budget and personnel management for Office of the associate provost, academic affairs
- Shepherded ODK Chapter into existence
- Designed Legal Studies 3+3 accelerate degree program
- Launched Faculty Authors interview proem showcasing recent publications by faculty members in 50 min q&a
- Co-designed BS in Public Health
- Implemented and design new forms for curriculum proposals and for faculty hiring (used by the senior leaders)
- Revised and created new sections of the University Faculty Handbook on attendance policies, final examinations, use of University email accounts, and other operational issues
- 

At the University of Baltimore:

- Chair, Graduate Council
- Chair, MHEC Critical Reading Grant
- Chair, Cultural Diversity Working Group (writes the Cultural Diversity Report annual)
- Chair, Committee on Learning Outcomes Software
- Chair, Committee on development of technology learning outcomes
- Representative to USM for Graduate Deans
- Chair, Summer School 2013 working group
- Chair, President's Faculty Award Committee
- Chair, Prior Learning Assessment Policy Working Group
- Representative to the Universities of Shady Grove
- Provided administrative leadership to the General Education committee in implementing competencies based curriculum
- Created and supervised Provost Assessment Fellows program
- Designed and implemented PLA
- Designed and implemented minor in Irish Studies (undergraduate with Study Abroad component)

University Positions (elected) at Millersville University:

- Search Committees:
  - Library Director, 2007-2008
  - Vice-President for Institutional Planning and Assessment, 2006-2007
  - Provost Search Committee, 2002 – 2003

- Associate Dean Search Committee, 2001-2
- Other:
  - Sabbatical Leave Committee 2000-2003
  - Commencement Speaker Committee 1997-2000
  - Women's Studies Curriculum Committee, Chair, 1997-9; 1999-2001: Review course proposals
  - For inclusion in the minors; assist in faculty development of course proposals; serve as
  - Representative to the Faculty Senate; preside over selection/election of director of Women's
  - Studies
  - Academic Theme Committee, 1992-5; 1995-8 Review proposals for theme programs from
  - campus-wide submissions by faculty and students; evaluate proposals and recommends
  - selections to Faculty Senate for approval
  - Undergraduate Course and Program Review Committee, 1992-5; 1995-8 Review curriculum
  - development and modifications; make recommendations to the Faculty Senate
  - Academic Outcomes Assessment, 1992-5 Review proposals for assessment projects and
  - makes recommendations to the Provost for funding; hold and attend assessment workshops;
  - write assessment newsletter
  - University Promotion and Tenure Committee, 1996-8 Review applications for promotion
  - and tenure; evaluates, ranks and supports candidates through the administrative approval process; elected Chair, 1997-8
  - Re-elected: 2007-2009
  - Chair: 2008-09
  - Admissions, Advisement and Student Affairs, 1995-8 Work with administration in these areas
  - to ensure a faculty voice in decision-making
  - Student Affairs, Chair, 1991-4 Assist the office of student affairs in creating and implementing extra-curricular experiences for students; agenda from the Faculty Senate and the administration
  - Academic Policies, 1989-91, 2003-2005 Review all policies governing student academic performance; writes policies and recommendations to the Faculty Senate for action
  - Faculty Senator, 1991-4; Alternate, 1994-7; Secretary of the body, 1997-8; 1992-4 Represent the department to the Senate; interact with department chair and administration to ensure representative government; as secretary, set agenda, wrote biweekly minutes, represented the senate at commencement, on committees, and to the public
- University Positions (appointed) at Millersville University:
  - Task Force on the Creation of the Interdisciplinary Studies Major (appointed by the Provost, December 2009 to May 2011)
  - Coordinator of General Education (appointed by the Provost, 2009-2012)
  - Council on Institutional Effectiveness and Assessment, Inaugural Chair (appointed by the Provost), 2008-10)
  - Middle States Steering Committee (appointed by the Provost), 2008-10
  - Chair, Associate Director of Career Services Search , 2007 (appointed by the Provost)
  - Associate Provost for Academic Affairs Search Committee, 2005-06 (appointed by the Provost)

- Enrollment Management Steering Committee, 1997—2000 (appointed by the President)
- APSCUF Professional Development Committee – 1997 – 2001 (appointed by the Union President)
- Faculty Professional Development Committee, 1991-1997 Reviews and recommends grants written by faculty for professional development projects to be funded by the state system's funds (appointed by the Provost)
- Senate Policies Review Committee, chair 1993-4 Led committee of four which undertook the first evaluation of the Senate's charter and made recommendations for its revision; created the Admissions, Advisement and Student Affairs Committee as a result (approved in May 1995) (appointed by Chairman of the Faculty Senate)
- Departmental Committees (elected) at Millersville University:
  - Evaluation, Chair 1994-5; 1995-6; 1999-2000 Reviews applications for promotion and tenure and makes recommendation to the Dean
  - Search Committees, 1989, 1991 (chair)-1993: 1999
  - Composition, Curriculum, Library and Graduate (since 1989) Performs assorted leadership and curricular functions for the department
  - Outside Evaluator, Department of Communications and Theater, incl. Chairperson's tenure, 1995-6 Co-chair, 1996-7 Academic Theme
  - Library Liaison 2002 – 2010

#### VARIA

- Chair, East-Central American Society for 18th century studies annual meeting, Baltimore, 2012
- Chair, MHEC Critical Reading Grant, 2011-12, University of Baltimore
- Presenter, IUPUI, 2008- present; topics include General Education reform, curriculum mapping, developing assessment scholars on campuses, and the aesthetics of assessment design
- Presenter, Middle States Annual Meeting, 2012: Using Student Artifacts to support Standard 14
- Transfer Articulation Agreement PAC report author, Feb. 2011-July 2011
- 2009 Appointed Associate Editor, The Scriblerian and Kit-Cats
- 2008-11 Staff Writer/Contributor, Routledge Annotated Bibliography in English Studies (Routledge ABS), online annual bibliography of year's work in English language and literature
- 2008 -11 Choir member and Choir Director, St. Lawrence Catholic Church, Harrisburg, PA and St. Anthony of Padua Catholic Church, Lancaster, PA

Middle States Fall Workshops on Assessment, Baltimore, MD, December 4-7, 2007 (as part of CIA chair duties)

- 2007 Summer Seminar for Department Chairs and Graduate Coordinators, East
  - Session, Kiawah Island, S.C., June 3-8.
    - Immigration Processing Seminar, PASSHE Chancellor's Office teleconference
- 2006 Selection Committee, Lancaster County, Poet Laureate with Lancaster Literary Guild
  - Review essay, Restoration, Fall 2006
  - Member of the Board, Lancaster Literary Guild (until 2008)

- 2005 Reader and Examiner, Ph.D. program, Indiana University of Pennsylvania
- 2004 Presenter, programs on Assessment, Center for Academic Excellence, Millersville University
- 2003 Referee, PMLA
- 2002-2003 Board, Friends of Ganser Library
- 2002 Elected by School as Humanities Rep., Library Budget Comm.
  
- Referee – European Romantic Review, South Atlantic Quarterly, Book History
- Interviewed by Lancaster New Era on 100 Best Books List
  - Speaker on Promotion and Tenure, New Faculty Orientation
- Judge, Graduate Student Essay Awards, English Department
- Attended two-day conference on writing and computing, Penn State-Berks.
  - “Women in the Book Trade,” Rare Books and Special Collections Exhibit, Theodore Hesburgh Library, University of Notre Dame, IN, March 1-August 27, 1995
  - Included in Who’s Who in the East, Silver Anniversary Edition Marquis Publishing
- Nominated as Middle States Evaluator by President J.A. Caputo, MU
  - Co-Chair of Women’s Studies Film Series evening, October 17
  - Book Review exhibited at the Small Press Center in New York City, M.E. Mulvihill’s edition, Poems by Ephelia (Mellen, 1994)
- Faculty Marshall at August Commencement, through 1994
  - Appointed member of President’s Reappointment Committee, Provost’s Search Committee, and General Education Review Committee of the Faculty Senate in my role as Secretary to the Faculty Senate
- 1990 –2012 Sponsor of graduate and undergraduate conference presentations; thesis director and reader, B.A. and M.A.
  
- External Reader for Ph.D. Thesis Projects, 2011 (Indiana University of PA) and 2018 (Temple University)
  - *Thesis Projects at Millersville University:*
    - 2012: The role of plot in identity development among select women writers in Arabic speaking countries (M.A. thesis director)
    - 2012: Epistemology and the Avant Garde (M.A. thesis reader)
    - 2011: World War I in the Times of London, (M.A. thesis reader)
    - 2009: “The Image of the Land in selected Northern Irish Poetry” (B.A. Honors, Reader)
      - “Revenge is Sweet” (M.A., Director)
    - 2008: “The Novella and Narratology” (M.A. Director; student did not complete project)
      - “The Byronic Hero in America” (M.A. reader)
      - “The films of Jack Nicholson” (M.A. reader)
    - 2007: “Charlotte Bronte’s Theory of Characterization” (M.A. director)
    - 2006: “Symbolism in The Stories of Eva Luna” (M.A., reader)
    - 2005: “‘A Raisin in the Sun’ and American Culture” (M.A. reader)
      - “Alan Ramsey and Alexander Pope: A Reappraisal” (Sponsor, EAPSU Undergraduate Student Research Conference)
    - 2004: “Wollstonecraft’s Burke” (Dir. B.A. Honors)

- “The Indian Family and the Diaspora” (M.A., Dir.)
- 2003: “Women and Food in the Fiction of M. Atwood” (Dir. B.A. Honors)
  - “Irish Women’s Use of Mythology in Poetry, “ (Dir., B.A. Honors)
- 2002: “Alienated Characters in Selected Short Stories of Flannery O’Connor (Director, B.A. Honors)
  - “Fiction and Truth in Film and Literature,” B.A., reader
  - “Film Adaptations of Austen” M.A., (reader)
- 2001: Modern Romantics: Auden, Fenton, Gioia (director)
- 1999: Feminist Poetics in Playwriting (reader)
  - Dialects in American Speech (reader)
- 1998: M.A. Multiple Gazes in Virginia Woolf’s Fiction (director)
- 1997: B.A. Telling the Terror: Narrative Modes in Gothic Fiction
  - (director)
  - M.A. Shelley’s ‘The Last Man’ (reader)
- 1996: M.A. Mary Renault’s Classicism (director)

## **F. Erik Brooks, Ph.D.**

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### *Education*

- 1999-2002 Doctor of Philosophy- Public Policy and Administration L. Douglas Wilder School of Government Virginia Commonwealth University Richmond, Virginia
- 1997-1999 Master of Education- Secondary Education, Alabama State University Montgomery, Alabama
- 1997-1998 Master of Public Administration- Nonprofit Management, Auburn University at Montgomery, Montgomery, Alabama
- 1991-1992 Master of Science- Agency Counseling and Human Development, Troy State University at Montgomery, Montgomery, Alabama
- 1985-1989 Bachelor of Science- Journalism and Art, Troy State University Troy, Alabama

### **ADMINISTRATIVE & ACADEMIC POSITIONS**

#### *Administrative Positions*

Associate Director, Centennial Honors College, Western Illinois University, 2017 to Present.

- Assist the director in providing collegial and dynamic leadership for faculty, staff, and students
- Assist with crafting and articulating a vision of excellence for the College
- Serve as point person in development, fundraising, and help write grants and identifying cultivate honors donors
- Facilitate and implement strategic planning to reach Honors College and University goals
- Build and foster strategic collaborations and partnerships with local and regional community
- Actively engage in fundraising and development activities to support the mission of the College
- Provides support for student intellectual development, scholarship, and academic responsibility
- Assist with management of curriculum for the Honors College
- Develops and administers initiatives and programs such as Undergraduate Research Day, Constitution Day, Thurgood Marshall Conference, Pre-Law, and Pre-Medicine Symposiums
- Oversees student honor Societies under the Centennial Honors College
- Serve on various committees including the University Honors Council, Summer Stipend Committee, Fulbright Scholarship Committee, and University Strategic Planning Committee
- Collaboratively plan and develop appropriate policies for the College
- Recruit the best available faculty and staff to participate in Honors College activities
- Spearheads and produces Honors College newsletter
- Identifies and recruit honors students and assists with major scholarship nominations (e.g. Rhodes, Truman, Goldwater, Udall, Boren Scholarships)
- Facilitate creative/scholarly activities and professional development of the faculty

Chair, Department of African American Studies, Western Illinois University, 2012 to 2016.

- Developed and implemented departmental strategic plan
- Managed departmental operation and travel budgets
- Scheduled courses for department and developed four-year course rotation
- Evaluated teaching, research, and service efforts for core and affiliated faculty
- Reformed and updated courses in curriculum and expanded course offerings

- Headed department's comprehensive program review and site visit
- Developed marketing plan and guided department's marketing effort
- Developed fundraising plan and guided department's fundraising for scholarships
- Coordinated departmental community outreach efforts
- Developed departmental newsletter and other marketing materials
- Established department's student advisory council
- Established department's advisory board
- Evaluated the department's office manager

Interim Director of the Gwendolyn Brooks Cultural Center, 2015.

- Directed supervision over all operations at the Gwendolyn Brooks Cultural Center (Center) Responsible for administering programming and services offered by the Center
- Responsible for hiring, supervising, and evaluating graduate student staff and student workers
- Responsible for budget planning and oversight; conflict management, planning and goal setting, and program assessment
- Supervised a shared office manager
- Worked collaboratively with existing offices in the Multicultural Center, the Casa Latina Cultural Center and the Women's Center
- Worked with various internal and external constituencies, to meet the university's diversity and inclusion goals
- Served as the advisor to the following student organizations:
  - African Student Association;
  - Black Student Association;
  - Christian Faith Campus Ministry;
  - Cultural Expressions;
  - Gwendolyn Brooks Cultural Center Dance Troupe;
  - Heritage Ensemble; and the WIU-NAACP Chapter

Interim Chair, Department of Political Science, Georgia Southern University, 2011-2012.

- Scheduled courses for three units: political science, criminal justice, public administration
- Managed departmental operation and travel budgets
- Increased departmental budget by offering more on-line courses
- Guided department preliminary self-study review as a part of SACS accreditation
- Steered the department hiring efforts of three new hires in political science and public administration
- Supervised pre-tenure review for two junior faculty member
- Supervised tenure review for one faculty member
- Supervised post-tenure review for one faculty member
- Evaluated teaching, research and service efforts of 24 faculty member department
- Hired and evaluated the departmental office manager and secretary

Assistant to the Dean, College of Liberal Arts and Social Sciences, Georgia Southern University 2011-2012.

- Piloted and developed the supplemental instruction program
- Managed and directed eight student supplemental instruction leaders
- Served as a liaison between student instruction leaders, instructors, and dean
- Conducted student instruction leader teaching training
- Benchmarked programs for policies for the College of Liberal Arts and Social Sciences

Director of Master of Public Administration Program Department of Political Science, Georgia Southern University, 2004-2007.

- Increased student enrollment by 45 percent
- Increased on-line public administration course offerings
- Consulted with chair to scheduled courses for public administration program
- Consulted with chair to evaluated teaching, research, and service of MPA faculty
- Directed efforts to reform public administration curriculum
- Steered reaccreditation efforts for MPA program and site visit



Resident Director, Rhoads Residence Hall, Virginia Commonwealth University 1999-2002.

- Oversaw approximately 900 freshmen students
- Managed and evaluated 8 student resident assistants
- Served as a liaison between housing administration and resident assistants
- Conducted workshops and student leadership trainings

Coordinator of Commuter & Nontraditional Student Programs, Alabama State University 1997-1999.

- Reconstituted a program that had been dormant for three years
- Guided university's policy efforts to involve commuter and non-traditional students
- Served as an advocate for commuter and non-traditional students
- Conducted workshops and student leadership training programs
- Developed a student mentorship program with a local elementary school

Counselor, Department of Advancement Studies, Alabama State University 1992-1997.

- Counseled students who scored low on standardized scholastic aptitude exams
- Advised and scheduled students for courses
- Monitored students' progress and grades in courses
- Conducted study skills workshops and trainings

### ***Academic Positions***

Professor

Department of Liberal Arts & African American Studies, Western Illinois University, 2012 to present

Associate Professor

Department of Political Science, Georgia Southern University, 2009 -2012

Africana Studies Program, Georgia Southern University Center for Africana Studies, 2009 – 2012

Assistant Professor

Department of Political Science, Georgia Southern University, 2002 -2008

Africana Studies Program, Georgia Southern Center for Africana Studies, 2003-2008

Adjunct Instructor

Jepson School of Leadership, University of Richmond, 2001- 2002

Department of Advancement Studies, Alabama State University, 1993-1996

### ***Academic Staff Positions***

Student Coordinator, Ph.D. Program Public Policy and Administration

Virginia Commonwealth University 2000-2002

- Assisted students in the Ph.D. Program. Served as a liaison between the director of the Ph.D. program and students. Served as a student advisor for incoming Ph.D. students by helping them chart a course of study.
- Facilitated student forums and information sessions for students.

Academic Advisor, Academic Advising Center

Alabama State University 1995-1997

- Consulted with students who experienced academic difficulty and identified reasons for their academic problems. Helped students chart a course that would enable them to bring their academic performance to an acceptable level. Reviewed and analyzed data and assessed students' individual needs, interests, and potential.

Counselor, Department of Advancement Studies

Alabama State University 1992-1995

- Counseled students who scored low on standardized tests such as the ACT and SAT and helped them adjust to the rigors of college academics and living. Analyzed student data, identified problems and determined advisability of counseling referrals to other specialists or agencies. Provided individual confidential counseling sessions and assisted students with developing coping skills adequate to resolve and overcome personal, crisis, educational, and psychological problems and concerns.

## **TEACHING & INSTRUCTION**

### *Undergraduate Level Courses taught in Political Science*

Southern Politics  
Civil Rights Movement  
The United States Presidency  
From Barack Obama to Martin Luther King, Jr.  
American Government  
Foundations of the Contemporary World  
African American Politics

### *Undergraduate Level Courses taught in African American Studies*

Social and Political Thought  
Race and Sports in the United States  
Civil Rights Movement  
Black Intellectual Tradition  
Research Methodology for African American Studies  
African American Community  
African Americans in the Age of the Obama Presidency

### *Undergraduate Level Courses taught in Honors College*

Profiles in Courage  
Political Cartooning  
Great Ideas  
Massive Resistance and the Civil Rights Movement

### *Undergraduate Level Courses taught as Adjunct Instructor*

Introduction to Leadership  
First Year Experience and Basic Study Skills

### *Graduate Level Courses taught in Public Administration*

Public Personnel Administration  
Intergovernmental Relations  
Ethics in Public Administration  
Organizational Behavior  
Diversity in Public Administration  
Nonprofit Administration  
Foundation of Public Administration  
Introduction to Higher Education Administration  
Leadership in Public Organizations

### *Graduate Level Courses taught in African American Studies*

Africa and African Diaspora World  
Research Methodology for African American Studies

## ***Certifications and Faculty Development***

Georgia Southern University Eagle Leadership Administrative Training, 2011  
Georgia Southern University China Faculty Development Delegation, 2009  
Certificate of Nonprofit Management, Auburn University at Montgomery, 1998  
Class-A Professional Educator Certificate, State of Alabama, 1999-2005

## **SCHOLARSHIP & SCHOLARLY ACTIVITY**

### ***Books and Monographs***

Walker, L., **Brooks, F.E.**, and Goings, R. (2017). *How the Obama Presidency Changed the Political Landscape*. Praeger Publishing.

Hart, A., and **Brooks, F. E.** (2016). *The Student Athlete's Guide to Success*, Greenwood Press.

**Brooks, F.E.** (2015). *The African American Student Guide to Success in College*. Santa Barbara, CA: ABC-CLIO Publishing.

**Brooks, F. E.** (2015). *Tigers in the Tempest: Savannah State University and the Civil Rights Movement*. Macon, GA: Mercer University Press.

G.L. Starks & **F. E. Brooks**, (2012). *Thurgood Marshall: A Biography*. Westport, CT: Greenwood Press.

**Brooks, F. E.** & Starks, G. L., (2011). *Historically Black Colleges and Universities*. Santa Barbara: ABC-CLIO Publishing.

Brooks, F. E. (2010). *Gridiron, Guts, and Glory: A History of Georgia Southern Football*. Atlanta, GA: Kennesaw State University Press.

Brooks, F.E. (2009). *Defining Their Destiny: The Story of the Willow Hill School*. Willow Hill, Portal, GA: Renaissance and Heritage Center Press. *(This was a service project that raised \$10,000)*

Starks, G. L., & **Brooks, F. E.** (2008). *How Government Really Works*. Westport, CT: Greenwood Press.

Brooks, F. E. (2006). *Pursuing A Promise: A History of African Americans at Georgia Southern University*. Macon, GA: Mercer University Press.

***Books and Monographs (Under Contract and in Progress)***

Brooks, F. E. and Placide, M., *Barack Obama: A Life in American History* (scheduled for release in 2018). Greenwood Publishing.

Brooks, F.E. and Starks, G.L., *African Americans and U.S. Presidents: From Washington to Trump* (scheduled for release in 2019). Greenwood Publishing.

***Book Chapters and Journal Articles***

Brooks, F.E., (2015). The Beauty and the Burden: Historically Black Colleges and Universities and the Extant Challenges Confronting these Institutions in Lillian Drakeford, *The Race Controversy in American Education*, (pp. 375-398), Praeger Publishing.

Brooks, F.E. (2014) Modern Affirmative Action Takes Shape: President Lyndon Johnson and Executive Order 11246, Johnson's famous Howard University Speech on Affirmative Action and the Voting Rights Act of 1965. In J. Beckman, ed. *Modern Affirmative Action: An Encyclopedia*. (pp. 17-36), Santa Barbara, CA: ABC-CLIO Publishers.

Brooks, F.E., (2012) Race, Reconstruction, Radical Republicans, and a Renegade: The Rise and Fall of Tunis G. Campbell in Matthew Lynch (ed.), *Obama: A Reappraisal of Black Reconstruction Era Politicians*. (pp. 159-182), Praeger Publishing.

Borland-Davis, P. G., Thompson, W., and **Brooks, F.E.**, (2010) Activism and the 30<sup>th</sup> & 21<sup>st</sup> Centuries, in Robert Heath (ed.) *Handbook of Public Relations* (pp. 409-420), Newbury Park, CA: SAGE Publications.

Brooks, F.E. (2010) Black and Bound: Race, Politics, and Desegregation in Georgia Higher Education, in P. Ford (ed.), *African Americans in Georgia: A Reflection of Politics and Policy in the New South*. (pp. 193-210), Macon, GA. Mercer University Press.

Brooks, F.E. (2009) Desegregation Busing and Affirmative Action. In B. Johnson and Z. Trodd (ed.), *Toward the Next American Century, 1974-2007*. (52-68), New York: Facts on File, Inc.

Brooks, F. E. (2006). An Old Journey in a New Direction: The Desegregation of Alabama's Historically Black Colleges and Universities. In R. Moore (ed.), *African Americans and Whites: Changing Relationships on College Campuses* (pp. 213-228). Lanham, MD: University Press of America.

Brooks, F. E. (2004). Colin Powell. In E. Mihalkanin (ed.), *American Statesmen: Secretaries of State from John Jay to Colin Powell* (pp. 406-416). Westport, CT: Greenwood.

Starks, G.L. & **Brooks, F.E.** (2009), Strategic Human Capital Planning: Recruiting and Retaining New Federal Employees. *The Public Manager*, 38 (1), 60-67.

**Brooks, F. E.**, Pino, N., & Chee, K. H. (2006). From Beats to Ballots: The Hip-Hop Generation and the 2004 Presidential Election. *Journal of Public Management and Social Policy*, 12 (2), 55-72.

Brooks, F. E. (2006). *Knight v. Alabama*: Alabama's Higher Education Desegregation Saga Continues. *The Griot: The Journal of Black Heritage*, 25(1), 43-59.

Brooks, F. E. (2005). The Iron-Will Warrior: Fred Gray and the Segregation Challenges that Changed the Social Fabric of America. *The Journal of Public Affairs and Issues*, 9(3), 3-19.

Brooks, F. E. (2004). Through Courts, Policy, and Litigation: The Troubled History of Equity in Public Higher Education in the South. *Journal of Public Affairs and Issues*, 7(3), 51-63.

Brooks, F. E. (2004). Residue of the Past: Vestiges of Segregation in Higher Education. *The Journal of Negro Education*, Special 50<sup>th</sup> Anniversary of *Brown v. Board of Education*, *Topeka, Kansas Issue*, 73(3), 350-364.

#### ***Encyclopedia Entries***

The following entries published in Flynt, W., ed. (2008). *The Encyclopedia of Alabama*. Auburn, AL: Alabama Humanities Foundation. Available:[http://encyclopediaofalabama.org/about\\_eoa.htm](http://encyclopediaofalabama.org/about_eoa.htm)

E.D. Nixon, Alabama State University

Richard Arrington

Booker T. Washington,

Sixteenth Street Baptist Church

John Lewis

Southern Christian Leadership Conference

The following entries published in E. Baptist (ed.), (2007). *Encyclopedia of Slavery*, New York: Facts on File, Inc.

The Institution of Slavery in Georgia

The Curse of Ham

Free Soil Party

Booker T. Washington

The following are entries published in Scheb, J. III, & Stephens, O., eds. (2006). *The Encyclopedia of Civil Rights and Liberties*. Westport, CT: Greenwood.

Boycotts (pp. 103-104), Diversity (pp. 254-255)

Employment Discrimination (pp. 306-308)

Rodney King Incident (pp. 885-886)

Sexual Harassment (pp. 942-943)

The following are entries published in Ernst, H. R., & Sabato, L. J., eds. (2006). *Encyclopedia of American Parties and Elections*. New York: Facts on File, Inc.

Civil Rights Legislation (pp. 69-70)

Civil Rights Movement (pp. 70-71)

Congressional Black Caucus (pp. 77-78)

Fifteenth Amendment (pp. 151-152)

Fourteenth Amendment (pp. 154-155)

Literacy Test (p. 206)

Three-Fifths Compromise (pp. 456-457)

The following are entries published in Beckman, J., ed. (2006). *Affirmative Action: An Encyclopedia*. Phoenix, AZ: The Oryx Press.

*Berea v. Kentucky* (pp. 93-95)

William Brennan (pp. 114-115)

Gerald Ford (pp. 406-407)

Dr. Martin Luther King Jr. (pp. 542-545)

*Knight v. Alabama* (pp. 546-548)

Richard M. Nixon (pp. 643-647)

A. Phillip Randolph (pp. 723-725)

*Sipuel v. Board of Oklahoma* (pp. 806-807)

Southern Christian Leadership Conference (pp. 824-825)

*United States v. Fordice* (pp. 909-914)

*United States v. Louisiana* (pp. 914-916)

The following are entries published in Inscoe, J., ed. (2005). *The New Georgia Encyclopedia*. Athens, GA: University of Georgia Press. Available: <http://www.georgiaencyclopedia.org/nge/Home.jsp>

Roy Barnes

Party Changers

### **Book Reviews**

Cox, D., (2017), *Village on the Plains, Auburn University, 1856-2006*, Tuscaloosa: University of Alabama Press, Journal of Southern History.

Kotz, N. (2005). *Judgment Days: Lyndon Baines Johnson, Martin Luther King, Jr., and the Laws that Changed America*. New York: Houghton Mifflin. [Vol. 37(4), 2007] (pp. 788-791), Presidential Studies Quarterly.

Kennedy, R. (2002). *Nigger: The Strange Career of a Troublesome Word*. New York: Pantheon Books. [Vol. 33(1), 2005] (pp. 202-203), Journal of Politics & Policy.

The 9/11 Commission. (2004). *Final Report of the National Commission Terrorist Attacks Upon the United States*. New York: W.W. Norton Company. [Vol. 33(2), 2005] (pp. 376-377), Journal of Politics & Policy.

Mohl, R. A. (2004). *South of the South: Jewish Activists and the Civil Rights Movement in Miami, 1945-1960*. Gainesville, FL: University of Florida Press. [Vol. 33(4), 2005] (pp. 778-779), Journal of Politics & Policy.

Clinton, W. J. (2004). *My Life*. New York: Knopf Publishing. [Vol. 32( 3), 2004] (pp. 579-580), Journal of Politics & Policy.

Williams, W. (2003). *Reaganism and the Death of Representative Democracy*. Washington, D.C.: Georgetown University Press. [Vol. 32(4), 2004] (pp. 762-763), Journal of Politics & Policy.

### *Grant Activity and Joint Service Research Projects*

National Endowment for the Humanities, Bridging Cultures Grant, **F. Erik Brooks**, Tim Roberts, Tammy Sayles, June 2013. \$1,200.

Georgia Southern University Faculty Service Grant, F. Erik Brooks, Willow Hill School in Portal, Georgia, August 2006. \$4,000

Georgia Southern University Faculty Service Grant, with C. D. Johnson & **F. Erik Brooks**, Kappa League Challenge, August 2006. \$6,000

Contributing Researcher, Elizabeth Brown, Karen McCurdy, Pidi Zhang, **F. Erik Brooks** and Sally Harton, Bulloch County Homeless Persons and Families Community Needs Assessment Project, The Bureau of Public Affairs, Georgia Southern University, September 2003. \$8,000

### ***Conferences Papers and Presentations***

Presenter with C. D. Johnson, *Martin Luther King, Jr. The Beloved Community and Modern Organizations: An Examination of the Work Life, and Legacy of Dr. Martin Luther King Jr. Through the Lens of Moral Leadership*. Association of Social and Behavioral Scientists Conference, Macon, Georgia March 2009.

Panelist, *Is It Really That Critical? A Multidisciplinary Look at Critical Race Theory and Critical Race Theory and Critical Gender Theory*, Association of Social and Behavioral Scientists Conference. Macon, Georgia March 2009.

Panelist, *African American Student Association and Latino Student Association*, “Is America Ready for a Black President?” Indiana Purdue University, West Lafayette, March 2007.

Presenter, with Nathan W. Pino, *From Beats to Ballots: The Hip Hop Generation and the 2004 Presidential Election*. Southwest Social Science Association Conference, San Antonio, Texas, April 2006.

Panel Participant, *Involving Alumni in the Administration and Development of MPA Programs*, National Association of Schools of Public Affairs and Administration Conference Washington D.C., October 2005.

Presenter, *Capitalizing on the Capstone Experience*, Southeastern Conference of Public Administration, Little Rock, Arkansas, October 2005.

Presenter, *Ethics and Diversity in Educational Leadership Conference*, College of Education, Georgia Southern University, Statesboro, Georgia, June 2005.

Presenter, *The Economic Impact of Nonprofit Organizations in the State of Georgia*, Georgia Society of Association Executive Conference, Savannah, Georgia, June 2005.

Presenter, *The Iron-Will Warrior: Fred Gray and the Segregation Challenges that Changed the Social Fabric of America*, National Council for Black Studies Conference, New Orleans, Louisiana, March 2005.

Panel Chair, *African American Political Attitudes and Public Policy*, National Council for Black Studies Conference, New Orleans, Louisiana, March 2005.

Presenter, *Flag Flap: Confederate Flag Controversy in Alabama, Georgia, Mississippi, and South Carolina*, Georgia Political Science Association, Savannah, Georgia 2004.

Program Chair, Southeastern Conference of Public Administration, Savannah Georgia, September 2003.

Panel Chair, Graduate Student Roundtable, Southeastern Conference of Public Administration, Savannah, Georgia, September 2003.

Panel Chair, *Human Rights and Nonprofit Organizations*, Georgia ASPA Academic Research Conference, Milledgeville, Georgia, March 2003.

Presenter, *Leadership and Change in the African Diaspora*, Southern Conference on African American Studies, Charleston, South Carolina, February 2003.

Presenter, *Ethical Dilemmas in Public Finance*, Georgia Government Finance Officers Association Conference, Savannah, Georgia, 2003.

Presenter, *The New Fight for Black Political Equality: The Use of Black Political Organizations in the Suburbs of Richmond*, Virginia and Montgomery Alabama, Southwestern Political Science Association Conference, New Orleans, Louisiana, 2002.

Panel Discussant, *Assuring the Dignity and Spirit of Public Personnel*, Southeastern Conference of Public Administration, Columbia, South Carolina, September 2002.

Presenter, *Leadership Theory: Equipping Future Leaders With the Tools For Success*, General Electric Student Leadership Conference, Tuskegee University, March 1996.

Presenter, *Student Mentoring: A Tool of Success in Developmental Education*, ALADE State Conference, Birmingham, Alabama, October 1994.

#### **PROFESSIONAL, UNIVERSITY, DEPARTMENTAL, and COMMUNITY SERVICE**

##### ***University Service at Western Illinois University***

Strategic Planning Committee, 2017 to present.

Centennial Honors College Council, 2017 to present.

Centennial Honors Scholarship Committee, 2017 to present.

Phi Kappa Phi Honor Society Scholarship Committee, 2017 to present.

United States Constitution Day Committee and Moderator, 2017.

Chair Thurgood Marshall Lecture Committee, 2017.

Advisor Student Honors association, 2017,

Advisor Golden Key Honour Society, 2017.

African American Studies Black History Month Committee, 2014-2016.

College of Arts and Sciences Multicultural General Education Committee, 2015.

College of Arts and Sciences Interdisciplinary Sub Committee, 2013.

Gwendolyn Brooks Center Black History Month Committee, 2012-2013.

##### ***Service on Doctoral Dissertation Committees Georgia Southern University College of Education***

Consuela Ward, Ed. D., *Purgatory's Place in the South: A Black Woman's Journey to the Promised Land*. April 2011.

Lawanda P. Gillis, Ed. D., *Courageous Conversations: Rural South Georgia Teachers Moving Toward Developing a Strategy for Eliminating the Achievement Gap*. June 2009.

Angela Pope, Ed. D., *An Assessment of the Criteria Used to Evaluate the Effectiveness of Different Types of Alternative Education Programs in Georgia*. March 2007.

Linda Clark, Ed. D., *Strategies and Techniques Use By Exemplary Georgia Middle School Principals to Influence the Achievements of Students with Disabilities and Meet Adequate Yearly Progress Goals*. March 2007.

Lisa Herring, Ed. D., *The Journey to the Superintendency: How Female Educators Move From Power to Empowerment*. March 2007.

Georj Lewis, Ed. D., *African American Male Senior Administrators at Predominately White Institutions: A Study on Resilience*, March 2007.

Zack Phillips, Ed. D., *Elementary Principals' Perceptions of the Effects of Partial Involvement on Students Achievement in Georgia Title I Schools*. April 2006.

Zheadric Barbra, Ed. D., *An Evaluation of Facilities at Elementary Schools in Georgia Title I Schools*. April 2006.

Robert Minter, Ed. D., *Strategies Georgia Middle School Principals Use to Improve Test Scores of Students Whose Achievement on Standardized Tests Are Not Consistent With Classroom Achievement*. March 2006.

Clara Taylor, Ed. D., *Reading Through Brown Eyes: A Study of Cognitive Learning Styles and Reading Curriculum for African American Males*. December 2005.

##### ***Service of Thesis Committees Georgia Southern University Master of Social Sciences Department of Sociology***

Marlaina Dreher, *Black Female Characterization in Films: A Content Analysis of Change Across Time*, January 2013.

Jolene Bryne, *Framing Income Inequality in the Media: Is there a Liberal or Neoliberal Bias*, May 2012.

Emily Eisenhart, *Message or Messenger: The Effects of the Political Attitudes and Source on Perception of Media Bias*, April 2011.

#### ***Department and University Service at Other Universities***

General Education Curriculum Committee 2010-12.  
CLASS Curriculum Committee 2011-12.  
Chair, Tenure Committee 2010-11.  
Advisor, Kappa Alpha Psi Fraternity Inc., 2005-08.  
Education Curriculum Studies and Social Foundations Search Committee, 2006.  
SOAR Leadership Selection Committee, 2006.  
Omicron Delta Kappa Society, Mentor 2005.  
Provost Online Course Development Project Summer, 2005.  
Minority Advising Program Faculty Mentor, 2005.  
Black History Month Committee, 2005.  
McNair Scholar Fellowship Faculty Mentor, 2005 -06.  
Student Media Advisory Board, 2005 -present.  
Advisor, Black Student Association, 2003-05.  
Graduate Student Recruitment Task Force, 2003  
National Association of Public Affairs and Administration Representative, 2003-06.  
Chair, Department of Political Science Third Year Review Committee, 2009.  
Chair, Master of Public Administration Hiring Committee, 2006.  
Department Representative, Day For Southern Campaign, 2003-11.  
Political Science Tenure and Promotion Publication Review Committee, 2003.  
Master of Public Administration Curriculum Committee, 2003.  
Academic Advisor, Department of Political Science, 2002 –2012  
Academic Advisor, Public Administration Program, 2002 – 2012  
Advisor, Pi Alpha Alpha Honor Society in Public Administration, 2002 -2009.  
Honors Day Program Committee, Alabama State University, 1998.  
Fall Convocation Committee, Alabama State University, 1998.  
SACS Accreditation Committee, Student Affairs Alabama State University, 1998.  
Parents' Day Committee, Alabama State University, 1996.  
Advisor, Student Government Legislative Branch, Alabama State University, 1995-96.  
Advisor, Commuter Student Association, Alabama State University, 1995-98.  
Advisor, Junior Class, Alabama State University, 1995.  
Advisor, Sophomore Class, Alabama State University, 1994.  
Advisor, Alpha Phi Omega Service Organization, Alabama State University, 93.  
Student Orientation-Study Skills Committee, Alabama State University, 1992-94.

#### ***Professional Service***

Phi Kappa Phi Honor Society, Incoming Vice President, Western Illinois University, 2017.  
Pi Alpha Alpha Public Administration Honor Society Membership Committee, 2005-12.  
Pi Alpha Alpha Public Administration Honor Society Mini-Grant Committee, 2006-12.  
Georgia Professional Standards Commission Assessment for the Certification of Educators Political Science Item Review & Advisory Committee, 2006-08.  
Campaign Consultant, Bobbie Jean Collins, Swainsboro City Council Campaign, 2005.  
Southern Political Science Association Special Task Force on HBCU Participation, 2005.  
Southern Political Science Association Marketing Committee, 2005.  
National Association of Public Affairs and Administration Accreditation Site Visit Team, University of Central Florida, 2005.  
Southern Political Science Association Membership Committee, 2004-06  
Georgia American Society of Public Administration Chapter Council 2004-08.  
Book Review Editor, Politics and Policy, 2004-2006.  
Southern Political Science Association Membership Committee, 2004-06.  
Site Visit Team Training, National Association of Public Affairs and Administration, Indianapolis, Indiana, 2004



Delegate, National Association of Public Affairs and Administration Strategic Planning Initiative Meeting, Atlanta, Georgia, 2003

***Community Service***

Keynote Speaker, Annual Dr. Martin Luther King, Jr. Lecture, Hamline University, St. Paul, Minnesota, 2018.

Keynote Speaker and Panelist, The Beloved Community Town and Gown Group, Statesboro, Georgia, 2017.

Panelist, Making Sense of Charlottesville, Virginia, Expanding Cultural Diversity Program, Western Illinois University, 2017.

Panelist, Public Memory and Charlottesville Virginia, Department of History, Western Illinois University, 2017.

Panelist, When Is the Appropriate Time to Protest?, Department of Liberal Arts, Western Illinois University, 2017.

Panelists, Deconstructing Flag Protests, Alpha Kappa Alpha Sorority Week, Western Illinois University, 2017.

Keynote Speaker, Student Education Association, Western Illinois University, 2017.

Keynote Speaker, Universal Unitarian Church, Macomb, Illinois, April 2017.

Keynote Speaker, Black Student Achievement Awards, Western Illinois University, April 2017.

Keynote Speaker, Tau Sigma Induction Ceremony, Western Illinois University, Macomb, Illinois, April 2017.

Keynote Speaker, Martin Luther King, Jr. Celebration, Quincy Chapter of NAACP and the City of Quincy, Quincy, Illinois, January 2015.

Keynote Speaker, President's Diversity Council Luncheon, Western Illinois University, May 2013.

Keynote Speaker, Minority Achievement Awards, Gwendolyn Brooks Multicultural Center, Western Illinois University, May 2013.

Keynote Speaker, Martin Luther King Jr. Celebration, Martin Luther King, Jr. Day Committee, Western Illinois University, January 2013.

Keynote Speaker, Martin Luther King Jr. Celebration, Martin Luther King, Jr. Day Committee, Georgia Gwinnett College, January 2010.

Keynote Speaker, Martin Luther King Jr. Celebration, Martin Luther King, Jr. Day Committee, Union South Carolina, January 2009.

Keynote Speaker, Martin Luther King, Jr. Celebration, Martin Luther King Day Committee, Union South Carolina, January 2008.

Panel Speaker, Jumpstart Back to School, Statesboro, Georgia, July 2006.

Mentor, Statesboro National Association for the Advancement of Colored People Mentoring Program, 2006.

Keynote Speaker, Universal Unitarian Fellowship, Statesboro, Georgia, May 2006.

Keynote Speaker, Martin Luther King, Jr. Holiday, Screven County, Martin Luther King Jr. Day Committee, January 2006.

Keynote Speaker, Martin Luther King, Jr. Celebration, Bulloch County National Association for the Advancement of Colored People, January 2006.

Keynote Speaker, Saint James Missionary Baptist Church, Waugh, Alabama, August 2005.

Keynote Speaker, Annual Youth Day, Unity Baptist Church, White Hall, Alabama, June 2005.

Keynote Speaker, Georgia Southern University Educational Opportunity Programs Senior Banquet, Statesboro, Georgia April 2005.

Keynote Speaker, Swainsboro High School, Gradation Examination Seminar, Swainsboro, Georgia, March 2005.

Civil Rights Student Trip to Birmingham, Alabama, Montgomery, Alabama, and Selma, Alabama, February 2005

Keynote Speaker, Swainsboro High School, Black History Month Assembly, Swainsboro, Georgia, February 2005.

Guest Lecturer, Troy University African American Leadership Lecture Series, Troy, Alabama, January 2005.

Keynote Speaker, NAACP Martin Luther King Prayer Breakfast, Statesboro, Georgia, January 2005.

Civil Rights Student Trip to Birmingham, Alabama, Montgomery, Alabama, and Tuskegee, Alabama, February 2004.

Keynote Speaker, Georgia Southern University Educational Talent Search Student and Parent Banquet, Statesboro, Georgia, April 2004.

Keynote Speaker, Annual Mission Day Program, First Baptist Church, White Hall, Alabama, May 2003.

Keynote Speaker, Black History Month Program, Swainsboro Technical College, Swainsboro, Georgia, February 2003.

Speaker, Understanding the Relationship: State and Local Governmental Relations, City/County Leadership Class, Ludowici, Georgia, October 2002.

Keynote Speaker, Men and Women's Day Program, Fifth Baptist Church, Richmond, Virginia, September 2002.

Keynote Speaker, Agape Church of God in Christ, Statesboro, Georgia September 2002.

Consultant, Almost Home Half Way House, Statesboro, Georgia, August 2002.

### ***Student Affairs and Residence Life Service***

Southern Pines Residence Hall, "Does Racism Still Exist?" Black History Month, February 2005.

Georgia Southern University Black History Month Colloquium, "Unsung Heroes of the Civil Rights Movement" February 2005.

Johnson Hall, "The Montgomery Bus Boycott" Black History Month, February 2005.

Southern Courtyard Residence Hall, "Minstrel Shows and Black Face" Black History Month, February 2005.

United Caribbean Association's Caribbean Awareness Week, "Marcus Garvey: The Man and His Mission," March 2004.

Watson Hall Residence Hall, "Ruben Hurricane Carter" Black History Month Program, February 2004.

Southern Courtyard Residence Hall, "13 Ways of Looking at A Black Man" Black History Program, February 2004.

Panelist, Georgia Southern University National Association for the Advancement of Colored People and Black Student Alliance Forum, Statesboro, Georgia, October 2004.

Speaker, Zeta Delta Delta, Chapter of Omega Psi Phi Fraternity, Inc. Achievement Week Program, Statesboro, Georgia, April 2004.

***Newspaper & Television Media Analyst for the following:***

George-Anne Georgia Southern University Student Newspaper  
Election Program Georgia Southern University Media Services, 2004 and 2008.  
Statesboro Herald  
Jacksonville Sun Times  
Montgomery Advertiser  
Brunswick News

**HONORS, AWARDS, & MEMBERSHIPS**

***Awards***

Phi Kappa Phi International Honor Society, 2017.  
Golden Key International Honour Society, 2017.  
Tau Sigma Academic Honor Society, 2017.  
GSU College of Liberal Arts and Social Sciences Award for Excellence Recipient, 2005.  
GSU Black Empowerment Outstanding Faculty Award Recipient, 2005.  
Pi Alpha Alpha Public Administration National Honor Society Ph.D. Program, 2001.  
State Council of Higher Education for Virginia Fellowship Recipient, 1999.  
National Dean's List, 1999.  
Pi Alpha Alpha Public Administration National Honor Society MPA Program, 1998.  
Pi Sigma Alpha Political Science National Honor Society MPA Program, 1998.  
Reader's Digest Education Fellowship Recipient, 1997.  
Listed Among Who's Who Among America's Teachers, 1996.  
Alabama State University Student Government Staff Person of the Year, 1996.

***Professional and Social Affiliations***

National Council of Black Studies, 2002-14.  
Georgia Society of Public Administration Association, 2002-06.  
Georgia Political Science Association, 2002-06.  
American Society of Public Administration, 2002-08.  
National Education Association, 1992-99.  
Southern Political Science Association, 2002-08.  
Kappa Alpha Psi Fraternity, Incorporated, 1986-present.

***Board Memberships and Advisory Committees***

Georgia Professional Standards Commission Political Science Committee, 2006-08.  
Georgia Chapter ASPA, 2005-07.  
Politics & Policy Editorial Board, 2005-08.  
Bulloch County Shelter Advisement Board, 2002-03.  
Alabama Association of Developmental Education, Executive Board 1993-95.

***References***

Jack Thomas, Ph.D.  
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Western Illinois University  
Macomb, Illinois  
(309) 298-1824  
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Ron Williams, Ed. D.  
Vice President of Student Affairs  
Western Illinois University  
Macomb, Illinois  
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**Curriculum Vitae**  
**Scott Ambrose Wicker, Ph.D.**

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Zachary, LA 70791-0996  
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Phone: (225) 771-5119  
Cell: (225) 202-1153  
[swickerphd@gmail.com](mailto:swickerphd@gmail.com)

**Appointment:**

- 2017-Present      Assistant Professor of Chemistry, Department of Biological Science and Chemistry, College of Science and Engineering, Southern University and A & M College, Baton Rouge, LA.
- 2017-Present      Professional Development Instructor, Faculty Professional Development Institute (FacultyPDI), Office of Academic Affairs, Southern University and A & M College, Baton Rouge, LA
- 2017-Present      Senior Faculty Investigator, NextGenC3 II Composite CREST Center, Southern University and A & M College, Baton Rouge, LA
- 2016-2018        Faculty Senator, Acting Treasurer, Southern University and A & M College, Baton Rouge, LA.
- 2013-2017        Adjunct Professor of Chemistry, Department of Biological Science, Chemistry and Environmental Toxicology, College of Science, Southern University and A&M College, Baton Rouge, LA.
- 2013-2015        Faculty Research Associate, NextGenC3 Composite CREST Center, Southern University and A & M College, Baton Rouge, LA.
- 2012-2013        Post-Doctoral Research Associate, Department of Chemistry, College of Science, Southern University and A & M College, Baton Rouge, LA.
- 2007-2008        Environmental Scientist Laboratory Internship, Louisiana Department of Environmental Quality, Baton Rouge, LA.
- 2005-2011        Graduate Research Assistant, Department of Environmental Toxicology, College of Science, Southern University and A & M College, Baton Rouge, LA.

**Education:**

- 2012      Post-Doctoral Research Associate, Department of Chemistry, College of Science, Southern University and A & M College, Baton Rouge, LA 70813
- 2011      Ph.D. in Environmental Toxicology, M.S. Equivalence in Chemistry, Southern University and A&M College, Baton Rouge, LA  
            **Dissertation Title:** *Development of a Green Soft Chemical Method for the Synthesis of Cathode Materials Utilized in Lithium-ion Energy Storage Technologies*  
            Overall GPA: 3.805/4.0
- 2001      B.S. in Biology, Wildlife, Grambling State University, Grambling, LA, May 20  
            Overall GPA: 3.325/4.0

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### Scott Ambrose Wicker, Ph.D.

#### Research Interests:

Current research interests include: 1). Developing new complex metal oxides for the use in batteries, fuel cells, photoelectrochemical cells, sensors and catalysis. 2). Design environmentally friendly, cheap and low temperature methods for the synthesis of nano to micro size complex metal oxide particles. 3). Use *in situ* X-ray & Neutron scattering techniques and TGA-FTIR methods to study phase changes and reaction kinetics. 4). Use Density Functional Theory (DFT) to predict probable transition states of the solid-solid and liquid-solid state reaction mechanism.

#### Chemistry Experience:

**Senior Faculty Investigator:** NextGenC3 II Composite CREST Center, Southern University and A & M College, Baton Rouge, LA (September 2017 – Present)

Contributing author and senior investigator for Subproject 3: “Smart Multi-Scale Porous Polymer Nanocomposite for Structural Application”

- Task 1. Quantify impurities in carbon nanomaterials
- Task 2. Purify carbon nanomaterials
- Task 3. Surface modification of carbon nanomaterials
- Task 4. Develop a “grafting from” synthesis technique to add a mono-layer of small initiator molecules covalently attached to carbon nanomaterials.
- Mentor and Develop REU student projects during the summer REU program

**Faculty Research Associate:** NextGenC3 Composite CREST Center, Southern University and A & M College, Baton Rouge, LA.

Chemistry Consultant:

- Solve chemistry problems for the group
  - Composite base polymers (Thermoplastic & Thermoset Resins)
  - Single Wall Carbon Nanotubes and Ionic Liquids
  - Graphene Sheets
  - Activated carbons filters
  - Dyes
  - Ceramic oxide filters and catalyst

**Post-Doctoral Research Associate:** Professor Edwin H. Walker Jr., Ph.D., Department of Chemistry, Southern University and A&M College, Baton Rouge, LA (March 2012 – January 2013)

Developed *in situ* Powder X-ray Diffraction analysis of solid-solid and liquid-solid reaction mechanisms

- Studied the kinetics and structural phase changes of the reaction mechanisms
- Use TOPAS & GSAS Rietveld Analysis to study time resolved (in situ) structural phase changes.
- Use non-isothermal TGA-FTIR analysis to study the Iso-conversional kinetics of the reaction mechanisms.
- Calculated Coefficient Thermal Expansion of cubic and monoclinic crystal systems from in situ PXRD data

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### Scott Ambrose Wicker, Ph.D.

**Graduate Research Assistant-Faculty:** Director, Professor John W. Owens, Ph.D., Department of Environmental Toxicology, Southern University and A & M College, Baton Rouge, LA (August 2005 – December 2011)

Developed a soft chemical method for synthesizing cathode materials

- Examined the effects organic moieties complexes with metal nitrate and hydroxides
- Examined the effects of pH, various atmospheres and thermal treatments procedures
- Studied the reaction mechanism using TGA iso-conversional kinetics
- Synthesize various small organic acids
- Build Lithium-ion batteries

#### Industrial Experience:

**Environmental Scientist Laboratory Internship:** (LDEQ-ELI Program), Melvin Mitchell, Louisiana Department of Environmental Quality, Baton Rouge, LA (January 2007 – January 2008).

- Air monitoring (QA/QC) using GC-FID and GC-MS

**Laboratory Technician,** Leo Sanders, Amitech America, LTD., Zachary, LA (May 2003 – June 2005).

- Prepared polyester resin for the pipe production facility
- QA/QC fiberglass reinforce pipe
- Perform mechanical testing of the pipe
- Wrote SOP for different testing procedures

**Laboratory Technician,** Myron Morrison, Lofton Staffing at ExxonMobil Refinery, Baton Rouge, LA (July 2001 – November 2002).

- QA\QC Diesel, Jet (JP-8) and Aviation fuel
  - ASTM Testing Methods
- Assistant at the drop-off counter

#### Teaching Experience:

**Assistant Professor of Chemistry:** Dean, Professor Patrick Carriere and Chairman, Professor Eduardo Martinez, and Chemistry Program Leader, Associate Professor Edward Doomes, Department of Biological Science and Chemistry, College of Science and Engineering, Southern University and A & M College, Baton Rouge, LA (August 2017 – present).

**General Chemistry I (CHEM 132),** Southern University and A & M College, Baton Rouge, LA: Fall 2017, 2016, 2015, 2014, and Summer 2016. General Chemistry 132 is an introductory course work for those students pursuing a degree in a STEM field and is preparation for the foundation course work. This introduction course provided students with basic fundamental laws, principles of chemistry, and chemical concepts with emphasis on essential concepts, particularly the Mole concept, as well as Stoichiometry, Atomic Structure, and Periodicity. Problem solving and class discussion focused on Chemical Reactions with particular attention paid to stoichiometry, nomenclature, bonding, and enthalpy. Instructional strategies focused on developing students Intellectual & Practical Skills and Integrative & Applied Learning needed to become a competent scientist. Written assignments focused on active reading strategies using Nivaldo J. Tro, Fourth Edition of Chemistry: A Molecular Approach.

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**General Chemistry II (CHEM 133)**, Southern University and A & M College, Baton Rouge, LA: Spring 2018, 2017, 2016, 2015, and Summer 2015. General Chemistry 133 is the second part of an introductory course work series for those students pursuing a degree in a STEM field and is preparation for the foundation course work. This introduction course provided students with fundamental laws, principles of chemistry, and chemical concepts with emphasis on essential concepts, such as Solutions, Properties of Acids, Bases, and Salts, various equilibria including chemical equilibrium, ionic equilibria, and solubility equilibria, Kinetics, Thermodynamics, and Electrochemistry. Problem solving, and class discussion focused on Chemical Reaction with particular attention paid to kinetics, equilibrium, and thermodynamics. Instructional strategies focused on developing students Intellectual & Practical Skills and Integrative & Applied Learning needed to become a competent scientist. Written assignments focused on active reading strategies and concept maps using Nivaldo J. Tro, Fourth Edition of Chemistry: A Molecular Approach.

**Chemical Research (CHEM 422/423)**, Southern University and A & M College, Baton Rouge, LA: **422**: Fall 2017, 2016, 2015, 2014, 2013 and **423**: Spring 2018, 2017, 2016, 2015, 2014, 2013. Chemical Research courses are designed to give undergraduate chemistry majors in-depth training in research and in the art of communicating their research results in written and verbal form. Chemistry students receive in-depth experience in identifying research problems, conducting literature searches, formulating research protocol, performing independent research, writing research papers, and making formal presentations. This in-depth course work built on and/or integrated the student's knowledge of the five foundation areas. The in-depth experience built technical expertise, provides a more sophisticated view of chemical concepts, fosters critical thinking, promotes skill development, and gives student opportunity for intellectual growth and rigorous thinking that comes from engaging in chemical research topics at a high level. Instructional strategies focused on hands-on laboratory experiments and weekly group meetings to defend research progress and project. Written assignments focused on referred journal articles active reading strategies and senior thesis using Angelika H. Hofmann Third Edition of Scientific Writing and Communication Papers, Proposals, and Presentations.

**Adjunct Professor of Chemistry:** Dean, Professor Robert Miller and Chairman, BASF Endowed Professor Edwin H. Walker, Jr., Department of Chemistry, College of Science, Southern University and A & M College, Baton Rouge, LA (January 2013 – July 2017).

**General Chemistry Laboratory (CHEM 108)**, Southern University and A & M College, Baton Rouge, LA: Fall 2015 and 2014. General Chemistry Laboratory 108 is an introductory course work series for those students planning careers in nursing, nutrition, dietetics, or other healthcare professions. This introduction course provided students an opportunity to learn, use various laboratory techniques, and experiments techniques used in general, organic, and biochemistry. Problem solving, class discussion, and experiments focused on Chemical Reactions with particular attention paid to stoichiometry, and nomenclature. Instructional strategies focused on developing students Intellectual & Practical Skills and Integrative & Applied Learning needed to become a competent health care professional. Written assignments focused on writing laboratory notebook and laboratory reports using a custom Catalyst The Pearson Custom Library for Chemistry, General, Organic, and Biological Chemistry Laboratory 108 laboratory manual by Pearson Learning Solutions.

**General Chemistry Laboratory (CHEM 112)**, Southern University and A & M College, Baton Rouge, LA: Fall 2014, 2013, and Spring 2014, 2013. General Chemistry Laboratory 112 is an introductory course work series for those students pursuing a degree in a STEM field and is preparation for the foundation course work. This introduction course provided students an opportunity to learn and use various laboratory techniques, and experiments dealing with fundamental principles and laws of chemistry as well as with



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physical properties and chemical reactions with emphasis on experiments of a quantitative nature. Problem solving, class discussion, and experiments focused on Chemical Reactions with particular attention paid to stoichiometry, nomenclature, bonding, and enthalpy. Instructional strategies focused on developing students Intellectual & Practical Skills and Integrative & Applied Learning needed to become a competent scientist. Written assignments focused on writing laboratory notebook and laboratory reports using a custom General Chemistry Quantitative and Qualitative Laboratory Experiments second edition laboratory manual by Russell, Bramwell, Pritchett, Reeves, Tourne, and Abugri.

**General Chemistry Laboratory (CHEM 113)**, Southern University and A & M College, Baton Rouge, LA: Summer 2015 and Spring 2015. General Chemistry Laboratory 113 is an introductory course work series for those students pursuing a degree in a STEM field and is preparation for the foundation course work. This introduction course provided students an opportunity to learn and use advance laboratory techniques, and experiments dealing with fundamental laws, principles of chemistry, and chemical concepts with emphasis on essential concepts, such as solutions, properties of acids, bases, and salts, various equilibria including chemical equilibrium, ionic equilibria, and solubility equilibria, and kinetics. Problem solving, class discussion, and experiments focused on Chemical Reactions with particular attention paid to equilibrium, solubility equilibria, and kinetics. Instructional strategies focused on developing students Intellectual & Practical Skills and Integrative & Applied Learning needed to become a competent scientist. Written assignments focused on writing laboratory notebook and laboratory reports using a custom General Chemistry Quantitative and Qualitative Laboratory Experiments second edition laboratory manual by Russell, Bramwell, Pritchett, Reeves, Tourne, and Abugri.

**General Chemistry (CHEM 128)**, Southern University and A & M College, Baton Rouge, LA: Summer 2017 and 2016. General Chemistry 128 is an introductory course work for those students planning careers in nursing, nutrition, dietetics, or other healthcare professions. This introduction course provided students with fundamentals of general chemistry. Problem solving, and class discussion focused on Chemical Reactions with particular attention paid to stoichiometry, and nomenclature. Instructional strategies focused on developing students Intellectual & Practical Skills and Integrative & Applied Learning needed to become a competent health care professional. Written assignments focused on active reading strategies using Karen C. Timberlake Fifth Edition General, Organic, and Biological Chemistry Structures of Life.

**Inorganic Chemistry Laboratory and Inorganic Chemistry Lecture (CHEM 440/443)**, Southern University and A & M College, Baton Rouge, LA: 440/443: Fall 2016, 2015, 2014, 2013. Inorganic Chemistry course is a foundation course designed to systematic study of the representative groups of elements, transition metals, lanthanides, actinides, coordination compounds, and ligand field theory. This foundation course is to provide breadth in inorganic chemistry conceptual topics such as Atomic Structure, Covalent Molecular Substances, Transition Elements, Coordination Chemistry, and Solid-State Materials. The inorganic chemistry laboratory focus on Synthetic, Purification, and Characterization Methods. Instructional strategies focused on developing students Intellectual & Practical Skills and Integrative & Applied Learning needed to become a competent chemist. Written assignments focused on writing a detailed laboratory notebook and laboratory reports using a custom Inorganic Chemistry Laboratory Manual by Edwin H. Walker, Jr.

**Instrumental Analysis (CHEM 450)**, Southern University and A & M College, Baton Rouge, LA: Spring 2017, 2016, 2015, 2014, 2013. Instrumental Analysis course deals in-depth with the principles and applications of major instruments to various types of analyses. Emphasis is placed on electroanalytical methods, various absorption methods (such as UV, IR, NMR, and X-ray), Mass Spectrometry, and Chromatographic Methods. This in-depth course work built on and/or integrated the student's knowledge

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of the five foundation areas. The in-depth experience built technical expertise, provides a more sophisticated view of chemical concepts, fosters critical thinking, promotes skill development, and gives student opportunity for intellectual growth and rigorous thinking that comes from engaging in instrumental analysis topics at a high level. Instructional strategies focused on hands-on instrumentation experiments and analysis. Written assignments focused on writing a detailed laboratory notebook and laboratory reports using a custom Vernier Laboratory Manual.

**Upward Bound – Mathematics and Science Instructor:** Director Earl Lee, Southern University and A & M College, Baton Rouge, LA (June 2012 – July 2012).

- General Chemistry to 11<sup>th</sup> and 12<sup>th</sup> graders
- Develop individual and group research project

#### Undergraduate Honors Research Advising:

Raven L. Buntyn. “Synthesis of Water-Soluble Cadmium Sulfide Quantum Dots Through Surface Modification by Using L-Glutamic Acid”, B.S. Chemistry, May 2018.

Aisha L. Cook. “The Application of Transition Metals as Heterogeneous Catalysts for Biofuel Production, B.S. Chemistry”, May 2017.

Khadijah Cessac. “Synthesis, Characterization, and Spectroscopic Investigation of Metal-Hydrazine Complexes as Potential Stimulants for Green Energetic Materials (GEMS)”, B.S. Chemistry, May 2016.

Nsombi J. Roberts. “Using Job’s Method to Determine the Stoichiometric Ratio of Metal-Aminopolycarboxylate Complex in a Non-Aqueous Medium”, B.S. Chemistry, May 2016.

Annie P. Clark. “Effect of Roselle Water Extract (*Hibiscus Sabdariffa* L.) Solution on Composition, Tenderness, and Antioxidant Activity of Goat Meat”, B.S. Chemistry, May 2015.

Shannon N. Jones-Butts. “Nutritional Characteristics and Antioxidant Activity of High-Protein Hibiscus Parfait, B.S. Chemistry”, May 2015.

Charissa Carroll. “Determining the Stoichiometric Ratio of 3, 3', 3''-Nitrilotripropionic Acid Coordinated to Iron(III) Chloride”, B.S. Chemistry, May 2015.

#### Professional Associations or Affiliations:

- Regular Membership:
  - American Association of University Professors (AAUP)
  - Lindau Nobel Laureates Meetings Alumni
  - American Chemical Society (ACS) (Pending)
  - Electrochemical Society

#### Professional Activities and Service:

Southern University and A & M College, Baton Rouge, LA 70813

- MCAT Selection Funding Committee, Chairman, 2017 - present
- Academic Program Prioritization Taskforce, 2018 - present
- Accreditation Committee, 2017 - present
- Assessment Committee, 2017 - present
- Quality Enhancement Plan, Co-chair, 2017 - present
- Supplemental Benefit Committee, 2017 - 2018

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- Non-Faculty Grievance Committee, 2016 - 2018
- Senate Executive Committee, 2016 – 2018
- Ad Hoc Committee, Noel-Levitz Report, 2015 – 2017
  - Strategy II: Fully Prepared for the First Day of Class
  - Strategy III: Academic Labs to Supplement Classroom Instruction
  - Strategy V: Summer Bridge Program

Southern University System, Baton Rouge, LA 70813

- System-Wide Grievance Committee, 2017 – present
- SUS Project, STEM Courses Redesign Using Open Education Resources (OER)

Department of Biological Science and Chemistry, College of Science and Engineering (CSE), Southern University and A & M College, Baton Rouge, LA 70813

- CSE Assessment Committee, 2017 - present
- Chemistry Program, Strategic Planning Committee, 2018 - present
- Chemistry Program's Assessment Coordinator, 2015 - present
- Chemistry Program's ACS Re-certification Committee, 2018 - present

#### Awards/Honors:

Outstanding Service Award, For Exemplary Service in the Area of Honors Thesis Research Supervision, Dolores Margaret Richard Spikes Honors College, 2015 Pinning Ceremony, Southern University and A & M College, Baton Rouge, LA 70813 (October 30, 2015)

Faculty Academy of Master Educators (FAMERs), 2015 Instructional Technology and Curriculum Development Summer Institute (SI), Southern University and A & M College, Baton Rouge, LA 70813 (June – July, 2015)

Center for Enabling New Technologies Through Catalysis (CENTC) Summer School, University of Washington, Seattle, Washington, NSF award (July 19 – 22, 2010).

Twelfth National School on Neutron and X-ray Scattering, Argonne National Laboratory, Chicago, IL & Oak Ridge National Laboratory, Oak Ridge, TN, U.S. Department of Energy award (June 12 – 26, 2010).

Invited Participant to the 59<sup>th</sup> Meeting of Nobel Laureates 19<sup>th</sup> Forum dedicated to Chemistry in Lindau, Germany, NSF award (June 28<sup>th</sup> to July 3<sup>rd</sup>, 2009).

HBCU-RISE, Southern University and A&M College (January 2006 – May 2008).

Carl Storm Underrepresented Minority Fellowship, Gordon Research Conferences on SOLID STATE CHEMISTRY I, Colby-Sawyer College in New London, NH. (July 23 – 28, 2006).

#### Publications:

##### Refereed Articles:

1. Zegeye, Ephraim, Woldeesenbet, E., and **S.A. Wicker**. “*AC and DC electrical properties of graphene nanoplatelets reinforced epoxy syntactic foam*” Materials Research Express. Vol. 5. April 2018.
2. Ghamsari, Ali, Woldeesenbet, E., and **S.A. Wicker**. “*Bucky Syntactic Foam; Multi-Functional Composite Utilizing Carbon Nanotubes-Ionic Liquid Hybrid*” Composites: Part B 67 (2014) 1-8. June 2014.

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3. **Scott A. Wicker** and Edwin H. Walker, Jr. “*Revisited: Decomposition or Melting? Formation Mechanism Investigation of  $\text{LiCoO}_2$  via In-Situ Time-Resolved X-ray Diffraction*”. Inorganic Chemistry. Volume 52, Number 4, pp. 1772-1779, Web. January 31, 2013. DOI: 10.1021/ic301516a.
4. Ch. V. Subba Reddy, Rudolf Holze, **Scott A. Wicker Sr.**, Edwin H. Walker Jr., Quinton L. Williams, and Rajamohan R. Kalluru. “*Synthesis and Characterization of  $(\text{Ru-Sn})\text{O}_2$  Nanoparticles for Supercapacitors*”. Materials Sciences and Applications. Volume 2, Number 9, pp. 1175-1179, September 2011. DOI:10.4236/msa.2011.29158
5. Ch. V. Subba Reddy, Rudolf Holze, Edwin H. Walker, Jr., **Scott A. Wicker, Sr.**, Rajamohan R. Kalluru, Quinton L. Williams, Wilbur Walters. “*Synthesis and Characterization of Lithium Vanadates for Electrochemical Applications*”. International Journal of Electrochemical Science. 5, pp. 1355-1366, 2010.
6. Ch. V. Subba Reddy, Edwin H. Walker, Jr., **Scott A. Wicker, Sr.**, Quinton L. Williams, and Rajamohan R. Kalluru. “*Synthesis of  $\text{VO}_2(\text{B})$  Nanorods for Li Battery Application*”. Current Applied Physics, Vol. 9, Issue 6, pp. 1195 – 1198, DOI:10.1016/j.cap.2009.01.012, November 2009.
7. Ch. V. Subba Reddy, **Scott A. Wicker Sr.**, Edwin H. Walker, Jr., Quinton L. Williams, and Rajamohan R. Kalluru. “*Vanadium Oxide Nanorods for Li-Ion Battery Applications*”. Journal of The Electrochemical Society. 155 (8), pp. a599-a602, 2008.
8. Ch. V. Subba Reddy, Edwin H. Walker Jr., **Scott A. Wicker Sr.**, Quinton L. Williams, and Rajamohan R. Kalluru. “*Characterization of  $\text{MoO}_3$  Nanorods for Lithium Battery Using PVP as a Surfactant*”. Journal of Solid State Electrochemistry, 13, pp. 1945 – 1949, 2009. DOI:10.1007/s10008-008-0741-x, 2008.

**Conference or Symposium Presentations:**

1. **Oral research**, “*Catalyst Quantification and Surface Modification of Carbon Nanomaterials*”, CREST Center Symposium, College of Science and Engineering, 123 Pinchback, Southern University and A & M College, Baton Rouge, LA (July 25, 2018).
2. **Poster**, “*Catalyst Quantification and Surface Modification of Carbon Nanotubes*”, CREST Center Symposium, College of Science and Engineering, 123 Pinchback, Southern University and A & M College, Baton Rouge, LA (July 25, 2018).
3. **Oral research**, “*Catalyst Quantification and Surface Modification of Carbon Nanomaterials*”, CREST Center Seminar, Professional Development, College of Science and Engineering, 123 Pinchback, Baton Rouge, LA (July 20, 2018)
4. **Invited Faculty Panelist**, “*Faculty perspectives on the role of faculty involvement with the social, moral, economic values of graduates*”, 79<sup>th</sup> Annual Conference of Louisiana Colleges & Universities, Southeastern Louisiana University, War Memorial Student Union Ballrooms, 303 Texas Avenue, Hammond, LA 70402 (March 8, 2018)
5. **Oral**, “*Assessment*”, Professional Development Seminar, 313 T.T. Allain, Professional Development Institute, Office of Academic Affairs, Southern University and A & M College, Baton Rouge, LA (February 2, 2018)
6. **Oral**, “*TopHat*”, DoIT 2017 Technology Summit, Royal Cotillion Ballroom, Smith-Brown Student Union, Division of Information Technology, Southern University and A & M College, Baton Rouge, LA (October 18, 2017).

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7. **Oral**, “*Core Values, Assessment, Instructional Strategies*”, Professional Development Seminar, High Tech Room, 123 Pinchback, Professional Development Institute, Office of Academic Affairs, Southern University and A & M College, Baton Rouge, LA (September 29, 2017)
8. **Oral research**, “*Mapping our QEP’s Modality*”, Quality Enhancement Plan Open Forum, Donald C. Wade House, Leon G. Netterville Drive, Baton Rouge, LA (September 27, 2017)
9. **Invited Guest Speaker** for the Karen Stephens BRCC Science Lecture Series, “*Development of a Green Soft Chemical Method for the Synthesis of Cathode Materials Utilized in Lithium-ion Energy Storage Technologies*”, BRCC Louisiana Board Room 108, Baton Rouge, LA (October 18, 2011)
10. **Oral research**, “*Utilizing a Green Soft Chemical Method to Synthesize  $\text{LiNiO}_2$  Cathode Material for Energy Storage Devices*”, LSU-CAMD User Meeting in Baton Rouge, LA (Friday, April 16, 2010)
11. **Oral research**, “*Characterization of Potential PhotoElectroChemical (PEC) Materials for the Photoelectrolysis of Water*”, NSF Center for Chemical Innovation: Solar Fuels in Huntington, CA (January 29 – 31, 2010).
12. **Poster**, “*Utilizing (MADHAM) Soft Chemical Method to Synthesize  $\text{LiNiO}_2$  Cathode Material for Energy Storage*”, Inorganic Chemistry Division at the 64<sup>th</sup> Southwest Regional Meeting (SWRM) American Chemical Society in Little Rock, AK (October 1 – 4, 2008).
13. **Poster**, “*Utilizing (MADHAM) Soft Chemical Method to Synthesize  $\text{LiNiO}_2$  Cathode Material*”, Alternative Fuels Division at the 64<sup>th</sup> Southwest Regional Meeting (SWRM) American Chemical Society in Little Rock, AK (October 1 – 4, 2008).
14. **Poster**, “*Investigation of the Correlation of Physicochemical & Electrochemical Properties of Layered  $\text{LiCoO}_2$  Cathode Materials Prepared by the MADHAM method*”, Solid State Chemistry I Gordon Research Conference at Colby-Sawyer College in New London, NH (July 27 – August 1, 2008).
15. **Oral research**, “*Synthesis and Non-Isothermal Kinetic Studies of  $\text{LiCo}_{0.76}\text{Ni}_{0.24}\text{O}_2$  utilizing the Michael-Addition Directed Hydrogelation of Acrylates for Materials Synthesis Method*”, 64<sup>th</sup> Annual Meeting of Beta Kappa Chi / The National Institute of Science, Greensboro, NC. (March 14 – 18, 2007).
16. **Poster**, “*Synthesis and Non-Isothermal Kinetic Studies of  $\text{LiCo}_{0.76}\text{Ni}_{0.24}\text{O}_2$  utilizing the Michael-Addition Directed Hydrogelation of Acrylates for Materials Synthesis (MADHAMS) Method*”, Inorganic Chemistry Division at the 62<sup>nd</sup> Southwest Regional Meeting (SWRM) American Chemical Society, Houston, TX. (October 19 – 22, 2006).

#### Accepted Proposals:

1. Eighteen-Eighty Grant Reference Number FY 2018-040, Southern University System Foundation (SUSF), Grant Title “Learning Glass Studio”, 2018, (\$8,000)
2. Capital One Grant, Title “Innovation, Collaboration and Empowerment for the Southern University System”, 2017 – 2020, (\$500,000), Co-PI for the sub-proposal title “Faculty Externships” 2017-2020, (\$100,000)
3. CREST Center for Next Generation Multifunctional Composites (NextGen Composites Phase II), Division of Human Resource Development, National Science Foundation, Senior Investigator and contributing author

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for subproject 3, 2017 – 2022, (\$3,000,000) (Note: At the time the proposal was submitted I was an Adjunct Professor. By SUBR policy, I couldn't be a Co-PI on the proposal).

4. PRN SU-EW813 Double Crystal Monochromator beamline proposal for the use of the synchrotron at the J. Bennett Johnston, Sr., Center for Advance Microstructures and Devices, 2009 - Continuous beamtime.
5. GUP-22272, Title "Understanding Solid-State Reaction Kinetics to Explore Possible Phase Transitions During the Synthesis of Cathode Materials for Lithium-Ion Energy Storage Devices" 1-BM-C beam line proposal for the use of the synchrotron at the Advance Photon Source, an Office of Science User Facility operated for the U.S. Department of Energy (DOE) Office of Science by Argonne National Laboratory, was supported by the U.S. DOE under contract No. DE-AC02-06CH11357, 2009, 4 days of beamtime.

**Rejected Proposals:**

1. Louisiana State Board of Regents, Co-PI, Equipment Enhancement for Research and Education on Functionalized Nanomaterials, \$79,852, 6/1/2017 – 5/31/2018.
2. Louisiana State Board of Regents, Co-PI, Raman Equipment to Enhance Undergraduate Student Training, \$200,588, 6/1/2017 – 5/31/2018.
3. National Science Foundation (NSF) American Competitiveness in Chemistry-Fellowship (ACC-F), "PhotoElectroChemical (PEC) Cobalt-Iron-Aluminum Oxide (CIA) Catalysis use for Splitting Water", 2010 – 2012, \$200,000.

**Professional Development/Workshops:**

- |                |                                                                                                                                                                                                                                                   |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 13, 2018  | SUS-PDI-W3 Harnessing the SUS Open Library For Education (SUOL4ED): Designing OER-BASED Courses, Southern University and A & M College, 801 Harding Blvd., J.B. Cade Library – Training Center, Room 224, Baton Rouge, LA 70813                   |
| May 21, 2018   | Addressing the SACSCOC Standards, Silver Accreditation Workshop Series, Southern University and A & M College, 801 Harding Blvd., Ag Training Center, Baton Rouge, LA 70813                                                                       |
| April 20, 2018 | SACSCOC Workshop focusing on Student Achievement and Institutional Effectiveness, Silver Accreditation Workshop Series, Southern University and A & M College, 801 Harding Blvd., Ag Training Center, Baton Rouge, LA 70813                       |
| April 11, 2018 | EAB/GradesFirst Faculty Training, P.B.S. Pinchback, Engineering Building, Room 115, Southern University and A & M College, Baton Rouge, LA 70813                                                                                                  |
| April 6, 2018  | Top Hat Certification, Using Real-Time Assessment to Improve Comprehension and Teaching Efficiently and Effectively, Room 115, P.B.S. Pinchback, College of Science and Engineering, Southern University and A & M College, Baton Rouge, LA 70813 |

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- March 16, 2018      SUS-PDI-W2 Peer Reviewing an Online Course for Quality Assurance, Southern University and A & M College, 801 Harding Blvd., J.B. Cade Library – Training Center, Room 224, Baton Rouge, LA 70813
- March 13, 2018      SACSCOC Workshop focusing on Mission, Eligibility, and Governance, Silver Accreditation Workshop Series, Southern University and A & M College, 801 Harding Blvd., Ag Training Center, Baton Rouge, LA 70813
- March 9, 2018      SUS-PDI-W1 SUBR Quality Matters National Certification, Southern University and A & M College, 801 Harding Blvd., J.B. Cade Library – Training Center, Room 224, Baton Rouge, LA 70813
- December 4, 2017      CS-097 Using Thinking Routines to Empower and Engage Students, Room #: C141 Level 1, Convention Center, Dallas, Texas, Southern Association of Colleges and Schools (SACSCOC) 2017 Annual Meeting “Students Are the HEART of Education”.
- December 4, 2017      CS-140 Bringing the Simulation Lab into the Classroom, Room #: C148 Level 1, Convention Center, Dallas, Texas, Southern Association of Colleges and Schools (SACSCOC) 2017 Annual Meeting “Students Are the HEART of Education”.
- December 4, 2017      CS-173 Show Me the Data!: Tracking Student Engagement and Using the Data to Make Meaningful Campus Decisions, Room #: D162 Level 1, Convention Center, Dallas, Texas, Southern Association of Colleges and Schools (SACSCOC) 2017 Annual Meeting “Students Are the HEART of Education”.
- December 3, 2017      CS-14 Who Says Students Can’t Pass Developmental Math?: Adaptive Learning at RBC, Room #: C155 Level 1, Convention Center, Dallas, Texas, Southern Association of Colleges and Schools (SACSCOC) 2017 Annual Meeting “Students Are the HEART of Education”.
- December 3, 2017      CS-45 Using Course Evaluation Results to Impact High-Level Change, Room#: C156 Level 1, Convention Center, Dallas, Texas, Southern Association of Colleges and Schools (SACSCOC) 2017 Annual Meeting “Students Are the HEART of Education”.
- December 3, 2017      CS-93 Mining NSSE: Using Student Engagement Results for Continuous Improvement, Room #: D174 Level 1, Convention Center, Dallas, Texas, Southern Association of Colleges and Schools (SACSCOC) 2017 Annual Meeting “Students Are the HEART of Education”.
- December 4, 2017      CS-097 Using Thinking Routines to Empower and Engage Students, Room #: C141 Level 1, Convention Center, Dallas, Texas, Southern Association of Colleges and Schools (SACSCOC) 2017 Annual Meeting “Students Are the HEART of Education”.
- October 27, 2017      Assessment Workshop and Training, Silver & Associates, Event Center, Southern University and A & M College, Baton Rouge, LA 70813. This workshop covered

## **Curriculum Vitae**

### **Scott Ambrose Wicker, Ph.D.**

Developing Program Outcomes, Student Learning Outcomes, Curriculum Maps and Hands-On group exercises.

- October 18, 2017 Academic Program Assessment Workshop and Training, Silver & Associates, Dean's Conference Room, P.B.S. Pinchback, College of Science and Engineering, Southern University and A & M College, Baton Rouge, LA 70813.
- Mar 31 – 1 Apr '17 Extreme Science and Engineering Discovery Environment (XSEDE) Workshop, Room 115, P.B.S. Pinchback Hall, College of Science and Engineering, Southern University and A & M College, Baton Rouge, LA 70813.
- December 5-6, 2016 Louisiana Board of Regents Open Educational Resources (OER) Workshop and Project, Claiborne Building, 1201 N. Third St., Baton Rouge, LA.
- June – July 2015 Instructional Technology and Curriculum Development Summer Institute (SI), Division of Information Technology, in collaboration with the Center for Teaching and Learning Excellence (CTLE) and Academic Affairs, Southern University and A & M College, Baton Rouge, LA 70813
- August 26-31, 2012 Regional Meeting and Cultural Exchange, South African PhD Project Durban Conference, South African (SA) National Research Foundation (NRF) PhD Project, Johannesburg, South Africa,
- June 13-17, 2011 ICDD X-ray Diffraction Clinics, Session II – Advanced Methods in X-ray Powder Diffraction, 12 Campus Boulevard, Newtown Square, Pennsylvania, 19073-3273
- June 07-09, 2011 Bruker AXS Spotlight Series Software Training, DIFFRAC<sup>plus</sup> TOPAS Spotlight Applications Training, 5465 East Cheryl Parkway, Madison, WI 53711-5373
- 8/31 - 9/02, 2011 Neutron Powder Diffraction Workshop, Room C-156, Building 8600, Spallation Neutron Source, Oak Ridge National Laboratory, Oak Ridge, TN
- April 2-4, 2009 CCI Research to Innovation Workshop (R2I), Microsoft Research New England, One Memorial Drive, Cambridge, MA 02142
- June 1-5, 2008 Bruker AXS Application Training, SPECTRA<sup>plus</sup> Version 1.7 for S4 Systems, 2700 Technology Forest Drive, The Woodlands, TX 77381
- June 8-12, 2008 Bruker AXS Maintenance Training, S4 EXPLORER, 2700 Technology Forest Drive, The Woodlands, TX 77381
- May 21-24, 2007 Bruker AXS Training, D8 ADVANCE Training, 5465 East Cheryl Parkway, Madison, WI 53711-5373

#### **Computer Technology Skills:**

Operating Systems: Windows XP, Vista, 7, Mac, Linux, Parallels Workstation



## **Curriculum Vitae**

### **Scott Ambrose Wicker, Ph.D.**

Computer Languages:	Basic knowledge about C/C++
Scientific Applications:	EVA, Commandar, TOPAS, Fit2D, GSAS, FullProf, SixPack, Athena, Artemis, Hephaestus, CIFEDIT, pdCIFplot, CrystalMaker, CrystalDiffract, PowDLL Converter, Jfeff, Octave, Spartan '10
Office Applications:	Microsoft PowerPoint, Excel, Word, Publisher
Database:	FindIt, ICDD PDF 2, AMCSD
Learning Management Systems:	Blackboard, Moodle, LiveText, Banner, ARGOS

#### **Scientific Instrumentation Skills:**

##### **X-rays Spectroscopy:**

- Bruker D8 Advance (PXRD), LynxEye, Gobel Mirror, Graphite Monochromator
- Bruker S4 Exploer (XRF)
- Center for Advanced Microstructures & Devices (LSU-CAMD) Synchrotron
  - Double-Crystal Monochromator Beamline, (XAS - XANES, EXAFS)
  - Powder Diffraction Beamline (XPD)
- Advanced Photon Source, Argonne National Laboratory, 1-BM-B,C
  - Bending Magnetic, Transmission mode, Capillary, Heated Stage, 2D detector (HR-PXRD)

##### **Fourier Transform Spectroscopy:**

- Bruker 400 MHz NMR, TopSpin 1.3
- Bruker EPR
- Bruker Tensor 27 FT-IR

##### **Atomic Spectroscopy:**

- PerkinElmer Optima 2100DV ICP-OES
- PerkinElmer AAnalyst 400 AAS

##### **Chromatography:**

- 7890 Agilent Technologies 5975C VL MSD - GC-MS, GC-FID
- PerkinElmer 2400 Series II CHNS/O System

##### **Thermal Analysis:**

- TA Q600-SDT, Q500-TGA-FTIR, Q10-DSC
- Bomb Calorimetry

##### **Microscopy:**

- JEOL JSM-6390 SEM with Apollo X EDS (EDAX)

##### **Electrochemical:**

- Solartron SI Electrochemical Interface, ZPlot
- Solartron 1252A Frequency Analyzer
- EG&G Princeton Applied Research Model 273, Potentiostat/Galvanostat
- Arbin Battery Tester, 4 - channels



# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: September 6, 2018

SUBJECT: Contracts-Memorandum of Agreement

FROM: Office of the General Counsel

ACTION ITEM: Approval of Memorandum of Agreement

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**BACKGROUND:** Kentucky State University established and currently maintains the Environmental Education Resource Center (EERC). The EERC is made up of 307 acres of Kentucky's wild lands. It creates a collaborative learning facility which connects students, faculty, and staff to the environment through meaningful learning activities. The EERC is also open to the public for its environmental educational benefit.

Kentucky State University seeks to expand the program and land in Henry County, Kentucky. The University applied for funds from the Kentucky Heritage Land Conservation Fund Board (KHLCFB) to acquire an additional 82 acre-tract of land to expand the EERC. The KHLCFB approved the University's application and awarded it \$374,500.00 exclusively for the acquisition of the 82 acres in Henry County.

The University entered into a Memorandum of Agreement with the Commonwealth for the acquisition of the property in Henry County.

**SUMMARY OF PROGRAMS/ACTIVITIES:** The Memorandum of Agreement memorializes the University's acquisition of an 82 acre-tract of land in Henry County, Kentucky for \$374,500.00. The University applied for funds from the KHLCFB and was awarded the funds to purchase the land. The Board must approve all real property acquisitions.

### **ALIGNMENT WITH STRATEGIC GOALS:**

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.



# KENTUCKY STATE UNIVERSITY

## Board of Regents

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.

COMMITTEE/PROGRAM ACTION: Not Applicable

PROGRAM IMPLICATIONS: Execution of the MOA and acquisition of the property will benefit the University Community as a whole and increase the University's positive impact on surrounding communities.

FISCAL IMPLICATIONS: The University was awarded \$374,500.00 from the KHLCF to acquire the real property.

ATTACHMENTS: Memorandum of Agreement

RECOMMENDATION: Approve

**SPECIAL MEETING  
KENTUCKY STATE UNIVERSITY  
BOARD OF REGENTS**

**Thursday, June 19, 2018  
1:00 p.m.**

Julian M. Carroll Academic Services Building  
Board of Regents Room, Second Floor  
Kentucky State University  
Frankfort, Kentucky 40601

**MINUTES**

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**I. Call to Order**

Chairperson Elaine Farris, Ed.D. called the meeting to order at 1:00 p.m.

**II. Roll Call**

President M. Christopher Brown II, Ph.D. conducted roll call:

Regent Ron Banks	Present
Regent Mindy Barfield, Esq.	Present
Regent Karen Bearden, Ph.D.	Absent
Regent Michael Weaver, Jr.	Present
Regent Elaine Farris, Ed.D.	Present
Regent Derrick Gilmore	Present
Regent Paul Harnice, Esq.	Present
Regent Dalton Jantzen	Present
Regent Elgie McFayden, Ph.D.	Present
Regent Syamala H. K. Reddy, M.D.	Present
Regent Roger Reynolds	Present

Ten (10) Regents were in attendance; a quorum was established.

**III. Adoption of the Agenda**

Dr. Brown requested that the Board adopt the Agenda with the exclusion of Item 6(B), the Election of 2018-2019 Board Officers. Dr. Brown suggested that this Item be deferred until an Executive Order is issued.

Regent Farris asked if any members wanted to pull any items from the Consent Agenda for discussion. No Consent Agenda Items were pulled for discussion.

**MOTION** by Regent Reddy:

Move the Board to adopt the Agenda as amended.

Seconded by Regent McFayden and passed without dissent.

#### **IV. Opening Remarks**

Dr. Brown gave his opening remarks.

#### **V. Approval of Minutes**

**MOTION** by Regent McFayden:

Move to approve the minutes of the June 7, 2018, Regular Meeting of the Board of Regents Meeting.

Seconded by Regent Reddy and passed without dissent.

#### **VI. Statutory Board Actions**

- A. Swearing in of 2018-2019 Student Regent  
Mr. Michael Weaver, Jr., Student Government Association President, was sworn in as a member of the Kentucky State University Board of Regents.

#### **VII. Consent Agenda**

- A. Approval of Amended Presidential Employment Contract
- B. Approval of Board Resolution on Operational Efficiency
- C. Approval of Bruker Optics Contract for Dr. Wang
- D. Approval of Candidates and Hires for Promotion and/or Tenure
- E. Approval of Memorandum of Agreement – Board Approval Pursuant to Provision X(10) with the Commonwealth
- F. Approval of Pedestrian Walkway Signage Project
- G. Approval to Conclude the 2018 Voluntary Separation Incentive Program
- H. Execution of Section 4.10 of Employment Contract
- I. Recommendation of Dr. Roosevelt Shelton for Professor Emeritus

**MOTION** by Regent Barfield:

Move to approve the Consent Agenda Items.

Seconded by Regent McFayden and passed without dissent.

#### **VIII. Discussion Agenda**

- A. Finance and Administration

- 1. Action Items:

- a. Approval of Laundry Fee and Correction of Fee Schedule

**MOTION** by Regent Farris:

Move to approve the Laundry Fee and Correction of Fee Schedule.

Seconded by Regent Reynolds and passed without dissent.

- B. Legal Affairs

- 1. Action Items:

- a. Approval of Food Services Contract

**MOTION** by Regent Jantzen:  
Move to approve the Food Services Contract.  
Seconded by Regent Barfield and passed without dissent.

***Regent Reynolds publicly recused himself from the discussion of this item and was not present for the vote.***

**IX. Closed Session**

**MOTION** by Regent McFayden:  
Move to go into Closed Session to discuss personnel matters and pending litigation pursuant to KRS 61.810 (Kentucky Open Meetings Act).  
Seconded by Regent Reynolds and passed without dissent.

**X. Open Session**

**MOTION** by Regent McFayden:  
Move the Board to reconvene in General Session.  
Seconded by Regent Reddy and passed without dissent.

**XI. Public Actions**

A. Affirm the Revocation of Tenure for Dr. Karah Stokes

**MOTION** by Regent Barfield:  
Move the Board to affirm the revocation of tenure for Dr. Karah Stokes.  
Seconded by Regent McFayden and passed without dissent.

**XII. Closing Remarks**

Dr. Brown gave his closing remarks.

**XIII. Adjournment**

**MOTION** by Regent Barfield:  
Move the Board to adjourn at 2:14 p.m.  
Seconded by Regent McFayden and passed without dissent.

Submitted by:

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Dr. M. Christopher Brown II, Board Secretary  
Kentucky State University  
Board of Regents

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Dr. Elaine Farris, Chair  
Kentucky State University  
Board of Regents

\_\_\_\_\_ Approved with no corrections

\_\_\_\_\_ Approved with corrections





# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: August 20, 2018

SUBJECT: Approval for unpaid leave for Dr. Tamara Sluss

FROM: Office of the President and the Interim Provost and Vice President of Academic Affairs

ACTION ITEM: YES

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**BACKGROUND:** Dr. Tamara Sluss joined Kentucky State University in 2005 as an Assistant Professor in Biology. She received tenure and promotion to Associate Professor in 2011, and promotion to Professor in September 2017. She previously received a sabbatical in Spring 2013. Dr. Sluss requests an unpaid leave of absence for the 2018-19 academic year.

**SUMMARY OF PROGRAMS/ACTIVITIES:** Dr. Tamara Sluss requests an unpaid leave of absence for the 2018-19 academic year. Dr. Sluss will be teaching and conducting research with the University of Louisville, Interdisciplinary Studies in Sustainability. Section 2.12.4 of the Kentucky State University Faculty Handbook provides for the approval of the leave, stating the following. “A professor, associate professor, or assistant professor who has been employed for at least two consecutive years, may be granted an extended leave of absence without pay for a period of one full year or one semester. The leave shall be for the purpose of graduate study, teaching, and/or research.” Dr. Sluss meets these requirements.

**ALIGNMENT WITH STRATEGIC GOALS:**

Goal 2 – Achieve academic excellence across all programs and colleges, Increase student general education skills, Degree persistence, Career readiness and graduation rates.

**COMMITTEE/PROGRAM ACTION:** N/A

**PROGRAM IMPLICATIONS:** Dr. Sluss is a faculty member in the School of Natural Sciences. Her courses are being covered by other faculty members within the School. She will continue to serve on committees of the KSU Masters of Environmental Science (MES) students during the leave period and collaborate with colleagues to extend work from the Louis Stokes Alliance for Minority Participation (LSAMP) funds from the 2018 summer research program.

**FISCAL IMPLICATIONS:** No additional funds are required for this item. Dr. Sluss' salary savings were allocated to other items in E&G.

**ATTACHMENTS:** Sluss CV attached.

**RECOMMENDATION:** President Brown and Provost/VPAA Yates recommend the approval of Dr. Tamara Sluss' request for unpaid leave for the academic year 2018-19.





# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: September 6, 2018

SUBJECT: Approval of University Bell Tower Project

FROM: Office of Finance and Administration

ACTION ITEM: YES

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**BACKGROUND:** Using private donations matched with SAFRA funds, the University has the opportunity to construct a bell tower in the plaza in front of Blazer Library. Bell towers often become a symbol of a university and provide focal point and gathering areas for students, alumni, and faculty and staff. The bell tower provides the opportunity to develop new traditions and community at the University.

**SUMMARY OF PROGRAMS/ACTIVITIES:** Working with the Finance and Administration Cabinet, the University will design and construct a bell tower in the plaza in front of Blazer Library. Design and construction are estimated to take approximately 8 months and construction should be complete by May 1, 2019.

### ALIGNMENT WITH STRATEGIC GOALS:

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

Community gathering spaces are essential for the campus. This project will develop a new gathering space on campus and provide a symbol for the advancement of the campus.

COMMITTEE/PROGRAM ACTION: N/A

PROGRAM IMPLICATIONS: N/A



# KENTUCKY STATE UNIVERSITY

## Board of Regents

**FISCAL IMPLICATIONS:** The project will be funded through a combination of private donations matched with SAFRA funds. Total budget for the project is \$500,000.

**ATTACHMENTS:** N/A

**RECOMMENDATION:** Approve the University Bell Tower Project.



# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: August 15, 2018

SUBJECT: Rescind Faculty Tenure for Dr. Tameka Winston

FROM: Office of the President and the Interim Provost and Vice President of Academic Affairs

ACTION ITEM: YES

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**BACKGROUND:** During the July 19, 2018 meeting of the Kentucky State University Board of Regents, tenure was awarded to Dr. Tameka Winston. Dr. Winston was offered and accepted a position as Dean of the College of Humanities and Social Sciences with tenure, subject to Board approval. She subsequently withdrew her acceptance of the Interim Dean position.

**SUMMARY OF PROGRAMS/ACTIVITIES:** Dr. Brown and Interim Provost Yates make the recommendation to rescind faculty tenure for Dr. Tameka Winston, since she will not be working at Kentucky State University

**ALIGNMENT WITH STRATEGIC GOALS:**

Goal 2 – Achieve academic excellence across all programs and colleges, Increase student general education skills, Degree persistence, Career readiness and graduation rates.

**COMMITTEE/PROGRAM ACTION:** N/A

**PROGRAM IMPLICATIONS:** The position of Dean of the Colleges of Humanities and Social Sciences was reopened, and an offer subsequently made to another individual.

**FISCAL IMPLICATIONS:** This action is revenue neutral as tenure does not carry financial incentives.

**ATTACHMENTS:** N/A

**RECOMMENDATION:** The president recommends the July 19<sup>th</sup> award of faculty tenure to Dr. Tameka Winston be rescinded.



# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: September 7, 2018

SUBJECT: Approval of The Center for Research on the Eradication of Educational Disparities (C.R.E.E.D Center)

FROM: Academic Affairs

ACTION ITEM: YES

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**BACKGROUND:** Educators are faced with many challenges in and out of the classroom. One of the top issues in the PK-12, as well as in academia, seems to stem from the problem of the disparities which exists among many students today. Unfair conditions of unequal and noticeable differences among ethnic groups, limited English proficient students, between the sexes, those involved in the juvenile justice system, access to healthcare, even geographic locales (urban or rural) contribute to this “gap”. All of these, in their own particular way, tend to make for an imbalanced level of learning in our educational system. These disparities translate to unambiguous achievement gaps in college and career readiness, student achievement, and access to resources and educational opportunities. The impact of these disparities is far reaching – negatively affecting communities locally, statewide, nationally and globally.

**SUMMARY OF PROGRAMS/ACTIVITIES:** The Center for Research on the Eradication of Educational Disparities (C.R.E.E.D.) will promote critical, collaborative research agenda which brings PK-12, postsecondary educators, field-based educational leaders, educational policy makers, and community members together to assess, analyze, and remove educational barriers and disparities in the Commonwealth of Kentucky and Globally. The C.R.E.E.D. Center will develop and support a more vigorous and robust research agenda that addresses educational disparities in our schools and our universities. The Center will have a scholarly focused that is aligned with Kentucky State University’s strategic goals and objectives. We wish to engage multiple constituencies in a cycle of research, education, and conversation while strengthening networks of educators, field-based educational leaders, policy makers, and community members in the service of equity and social justice in Kentucky’s schools. The center can be a mechanism for leveling the playing field and shed light on the inequities in public education by hosting regional and statewide workshops, professional development activities for schools and school districts, and share research in the academic and popular press.

Specific objectives include but are not limited to:

- Increase collaborative/interdisciplinary educational research activities.
- Obtain increased external grant funding.
- Perform quality, cutting-edge research and scholarship that leverages the expertise of faculty and staff on the Kentucky State University campus
- Solve problems recognized as having important societal impact.
- Provide an infrastructure to translate research and scholarship into applications with societal and educational impact
- Build a virtual and physical intellectual hub which acts as a both agent and conduit to generate and disseminate knowledge

**ALIGNMENT WITH STRATEGIC GOALS:** *Goal #1: Enhance student Enrollment, Improve Student Life and Engagement, and Improve Advising and Career Development.* Technically, the Center will work with producing better high school graduates, many of whom will become Kentucky State University students.

*Goal #4: Enhance the Impact of External Relations and Development.* The work (research, workshops, op-ed articles, etc.) will have a far reaching impact throughout the Commonwealth and the nation and will enhance the Brand of Kentucky State University.

**COMMITTEE/PROGRAM ACTION:** N/A

**PROGRAM IMPLICATIONS:** By creating this Center, Kentucky State University will be place at the epicenter in solving The Commonwealth's learning gaps, regardless of the source.

**FISCAL IMPLICATIONS:** The initial outlay will cover the costs of a Director, Assistant Director, and an administrative assistant. The Center, through contracts, professional development activities, publications, grants, and School and District-based workshops should become self-sufficient.

**ATTACHMENTS:** N/A

**RECOMMENDATION:** Approve the establishment of the Center for Research on the Eradication of Education Disparities (C.R.E.E.D. Center).

## **Proposal for The Center for Research on the Eradication of Educational Disparities at Kentucky State University**

**Nelson Mandela, “Education is the most powerful weapon you can use to change the world”**

**September 2018**

For more than 130 years, Kentucky State University has been educating students to make a positive difference in the world. In an era in which the lived experience of many Americans, as well as their senses of hope and opportunities for living a fulfilling and self-sufficient life are determined by access to basic needs such as food and shelter and a quality education, the social and economic gaps seem to widen every year. The proposed Center for Research on the Eradication of Educational Disparities seeks to address these inequities from the opportunity mindset; that is, the C.R.E.E.D. will look at the patterns, causes, problems that are associated with educational disparities. In developing solutions, the Center will look to find sustainable ways to educate educators and the larger community in how to recognize inequitable and disparate access to resources and reverse the achievement gap with positive approaches to accessible educations for all. In keeping with the mission of Kentucky State university as a “public, comprehensive, historically black, land-grant university committed to advancing the Commonwealth of Kentucky, enhancing society, and impacting individuals by providing quality teaching with a foundation in liberal studies, scholarly research, and public service to enable productive lives within the global economy,” the Center will concentrate efforts on the citizens, and students, in the Commonwealth of Kentucky, and seeks to offer a national model for improving society locally and at large.

### **Summary of Need**

The research literature is saturated with the fact that there are significant achievement gaps between majority and minority students, those with Limited English Proficiency (LEP) and English language learners, between males and females, between socio-economic groups, and between regular-education students and those with special needs. Additionally, there are gaps when one considers access to health care, the juvenile justice system, and gifted programs. The “achievement gap” in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures. It is most often used to describe the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and those who are better off. Racial disparities in educational achievement are one of the most important sources of American inequality. Racial inequalities in adulthood in areas as diverse as employment, incarceration, and health can be traced to unequal academic outcomes in childhood and adolescence (Belfield and Levin 2007). For example, African American students, on average, scored 31 points below white students in eighth-grade math and 26 points below in eighth-grade reading (NCES 2014).<sup>1</sup> Historically, black students made steady gains in closing the gap after school desegregation in the 1960s; however, this progress leveled off in 1990. The gap has fluctuated slightly since then, but has

ultimately changed little over the past two decades. For twelfth grade students, in fact, the gap in NAEP reading is wider now than it was in 1992 (NCES 2014). While minority students and students from high poverty areas continue to struggle academically, it has a direct effect on the dropout rate in the United States. Nationwide, it has been reported that a student drops out every 26 seconds on the average, equating to 1.3 million students each year. From a national and local perspective, the graduation rates for Black and Hispanic students are even lower (American Graduate D.C., 2014). While the status dropout rate decreased from 10.9 % to 5.9% over the period spanning the years 2000 through 2015, some groups are disproportionately affected by the drop out phenomenon. Further analysis of data disaggregated by composite populations indicated that males drop out at slightly higher rates than females, and most minority groups continue to drop out at higher rates than their white peers (Carr, 2017).

The public is calling for the closing of these pernicious, and all too pervasive, gaps. Moreover, with national and international accountability movements upon us, business, civic, and religious leaders, as well those who create commissioned reports in the non-profit world, are calling for the achievement and disparity gaps to close now. They are labelling this effort “The New Civil Rights Movement” to heighten awareness of social injustices. Parents, who are key drivers in this area, are demanding more for their children, vocally expressing the consequences of the mis-education of their children.

Teachers and principals, state agencies including the Kentucky Department of Education, The Council on Postsecondary Education (CPE), and The Educational and Professional Standards Board are all seeking ways to ameliorate the gross inequities in our schools in ways that improve society as a whole.

### **C.R.E.E.D.’s Niche**

Kentucky State University proposes to establish the interdisciplinary Center for Research on the Eradication of Educational Disparities. Its functions will be to research gaps in achievement and attainment, develop training programs for schools and school districts, and host equity, diversity, and achievement/attainment programs for teachers, principals, and other school personnel in Kentucky. This interdisciplinary Center will become:

- The repository for materials on closing the achievement gap (geographic, medical, law, educational, racial, gender, and Limited English Proficiency learners, etc.)
- The hub for research on closing the achievement gap
- The center for developing a cadre of professionally trained mentors and coaches
- The resource in providing technical assistance to schools and districts across the state
- A professional development source for grants and sponsored research

The agility needed to provide real time and timely solutions in a holistic way to schools, providers, and local educational districts is a significant asset of the proposed Center. Totally committed to engaging the question of how to close the achievement gap, the Center will be focused and intentional in its work, producing timely, productive, and targeted results.

The Center will be staffed by a director, an assistant director, and administrative support staff. Faculty with requisite experience may be selected as C.R.E.E.D. Fellows and given release-time to assist with training, work in the community, research and expanding the reach of the Center through grants and

sponsored research. The Center will be advised by a national panel of experts, and eventually, a peer-review research journal, overseen by an Editorial Board, is planned that will serve as a vehicle for disseminating research, studies, and other publications documenting the Center's work.

"Change happens when the discomfort of remaining the same,  
is great than the discomfort of change"

Anonymous

### **C.R.E.E.D Working Statement of Purpose**

The Center for Research on the Eradication of Educational Disparities at Kentucky State University strives to:

- Raise awareness of and train emerging educational leaders and teachers in the necessity of providing safe and inclusive learning environments for all students
- Disseminate educational materials on closing the opportunity gap to schools, teachers, and communities in an effort to holistically improve student learning and promote a culture of life-long learning
- Provide resources through research, workshops, and conferences that will empower families, students and educators to advocate effectively for legislation and policies development that will continue to close the achievement gap in education

### **Working Programmatic Overview**

- Workshops
- Conferences
- Public Programs
  
- Opportunities for faculty professional development through grants and publications in the C.R.E.E.D. journal

### **The Director:**

Dr. Roger Cleveland will serve as the Director of the C.R.E.E.D Center. He has a vision to make all aspects of public education easily accessible to students across the nation; a vision to diminish and remove systemic barriers that have reduced educational success in our system. Amid his academic achievements and his awards stands a man who is dedicated and passionate about attaining educational equity. Behind his accomplishments is a work ethic that assures smooth implementation of the Center's plan as well the ability to set and maintain high achievement standards.

Dr. Roger Cleveland "has been at the forefront of equity and inclusion for over a decade. He has facilitated the activities of high school diversity clubs, served as a diversity adviser, and as a moderator and presenter at over eighty-five various conferences promoting diversity, equity and inclusion."



Cleveland is widely sought for his expertise in such areas as cultural proficiency, instructional equity, implicit bias, closing achievement gaps, learning styles, transforming school culture, conducting culture audits, and school improvement planning. He has led staff development events for many school districts, social service agencies, state educational agencies and universities and conducted training sessions addressing equity and achievement gaps issues from Alaska to Mississippi.

In academia, Roger has taught at Morehead State University, University of Kentucky, Middle Tennessee State University, and Eastern Kentucky University.

In 2013, he received the P.G. Peeples Equity and Excellence Achievement Award from the Fayette County Equity Council for his work in improving local schools. Cleveland was inducted into the Kentucky Civil Rights Hall of Fame 2014. Two years earlier, he was honored by the Kentucky Association of Blacks in Higher Education as Professor of the Year and was recognized as "Teachers Making a Difference at Eastern Kentucky University."

Cleveland is also the associate director of the nationally recognized Black Males Working (BMW) Academy Program at First Baptist Church of Bracktown. The Academy helps African American Males focus on college and career readiness, through academics, social emotional learning and student achievement.

The Middlesboro, Kentucky, native, also served two terms on the Commonwealth's School Curriculum, Assessment and Accountability Council, and was appointed by Mayor Jim Gray to the Lexington-Urban County Human Rights Commission. Recently, Lexington-Fayette County Urban League honored Cleveland as The Individual Champion for Diversity Award at the League's 48<sup>th</sup> annual Empowerment Banquet. The award recognizes an individual or business "that embraces, celebrates and applies holistic inclusion and participation of a diverse people."

He is currently a full professor in the School of Education at Kentucky State University and will serve as the Director, Center for Research in Eradication of Educational Disparities (C.R.E.E.D).

He resides in Lexington, Kentucky with his wife, Audra and Children, Maya, Taylor and Dorian.

# KENTUCKY STATE UNIVERSITY HOMECOMING

# 2018

**COME BACK, GIVE BACK:**  
CONTINUE THE LEGACY  
OF THOROBRED PRIDE!



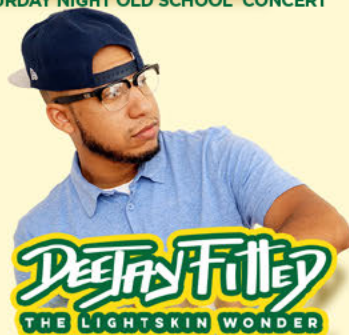
## AL LA CARTE HOMECOMING EVENTS

Membership .....	\$50.00
Classes In Reunion Gala .....	\$60.00
Young Alumni Kickback .....	\$10.00
Club 1886 II .....	\$25.00
KSU-TA'KANDA Older Party .....	\$35.00
KSU-TA'KANDA Younger Party .....	\$20.00
Jam Session Lounge .....	\$10.00
K-Club Banquet .....	\$25.00
K-Club Golf Tournament .....	\$85.00



## MEN AT LARGE

SATURDAY NIGHT OLD SCHOOL CONCERT



**DJ Fitted**  
THE LIGHTSKIN WONDER

## THURSDAY OCT 11TH

Pre-Registration Package Pick Up	3:00 pm - 6:00 pm	Capital Plaza Hotel
The 89th Kentucky State University Coronation & Royal Reception	7:30 PM	Exum Center
An Evening In Paris		

## FRIDAY OCT 12TH

Pre-registration / Package Pick Up	8:00 am - 12:00 pm 1:00 pm - 5:00 pm	Capital Plaza Hotel
Registration/Ticket Sales	8:00 am - 12:00 pm 1:00 pm - 9:00 pm	Capital Plaza Glass room
K-Club Golf Tournament	9:00 am - 12:00 pm	Duckers Lake Golf Course
Founder's Day	10:00 am - 12:00 pm	Bradford Hall Auditorium
Luncheon	12:00 PM	Cafeteria
Street Fest	12:00 PM	Student Center Courtyard
General Assembly Meeting	2:00pm - 4:00pm	Student Center Ballroom
"KSU History Happy Hour"	5:00 pm - 7:00 pm	Buffalo Trace Distillery
Step Show	7:00 pm Doors Open 8:00 pm Show Starts	Exum Center
Classes In Reunion Cocktails Reception	6:00 pm - 7:00 pm	Capital Plaza Ballroom Hallway
K-Club Hall of Fame Banquet	6:00 pm - 9:00 pm	Student Center Ballroom
Classes In Reunion Dinner and Gala	7:15 pm - 9:30 pm	Capital Plaza Ballroom
Club 1886 feat. Live Band "Toy Factory"	10:00 pm- 2:00 am	Capital Plaza Ballroom
Young Alumni Kickback	10:00 pm- 2:00 am	Capital Plaza Caucus Room

## SATURDAY OCT 13TH

Homecoming Tailgate	6:30 am Gate Opens	Alumni Stadium
Community Parade/ Ham & Jam	9:00 AM 10:00am (Parade)	Downtown Frankfort
Annual Alumni Breakfast	11:00 am	Hill Crest Manor
Game/Miles College	2:00 PM	Alumni Stadium
KSU -TA'KANDA Forever African Themed Party & Concert(Old School Jam)	9:00 pm - 3:00 am	Capital Plaza, All rooms
Welcome to KSU'TAKANDA African Themed Party feat.DJ FITTED (Young Alumni Party)	10:00 pm - 3:00 am	KSU Student Center Ballroom (on campus)

## SUNDAY OCT 14TH

Campus Wide Clean-Up	10:00 am	Campus
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# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: September 6, 2018  
SUBJECT: Alumni Relations Survey  
FROM: Division of Brand Identity and University Relations  
ACTION ITEM: No

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**BACKGROUND:** The Division of Brand Identity and University Relations will administer the 2018 Alumni Relations Survey from September 1 through November 1 to determine the degree in which alumni connect to our brand position and feel value for Kentucky State University.

**SUMMARY OF PROGRAMS/ACTIVITIES:** The survey will be posted at [www.kysu.edu](http://www.kysu.edu), shared via email and social media in order to give ample opportunity for alumni participation.

**ALIGNMENT WITH STRATEGIC GOALS:** It is our goal to position Kentucky State University among the nation's most visible post-secondary institutions and as an effective force for progress in the Commonwealth of Kentucky, working collaboratively and efficiently to boast its position of providing the highest quality education for the highest return on investment while improving the quality of life and driving economic growth in the Commonwealth.

**COMMITTEE/PROGRAM ACTION:** None required.

**PROGRAM IMPLICATIONS:** Alumni feedback is vital to the success of Kentucky State University. We must be able to measure the "Thorobred Experience" to build greater levels of efficiency and foster connectivity.

**FISCAL IMPLICATIONS:** None

**ATTACHMENTS:** Survey attached.

**RECOMMENDATION:** Encourage graduates to complete the alumni survey, by visiting [www.kysu.edu](http://www.kysu.edu).



# 2018 Alumni Survey

## Welcome Kentucky State University Thorobreds!

Thank you for agreeing to take this vital survey for Kentucky State University. This survey is sponsored by the Division of Brand Identity and University Relations and it should take less than 15 minutes to complete.

The survey is completely voluntary. All responses are confidential, so please be candid. Survey results will only be viewed in the aggregate, and identifying information will not be associated with any responses.

Your participation is greatly appreciated and we value your opinions.

For more information about this survey, please contact Vice President for Brand Identity and University Relations Clara Ross Stamps at Clara.Stamps@kysu.edu.

## Relationship with Kentucky State University

	Excellent	Good	Average	Fair	Poor	Don't Know/NA
1. What is your perception of the reputation of Kentucky State University?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. What do you believe is the general public's perception of the reputation of Kentucky State University?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Don't Know/NA
3. How satisfied were you with your experiences as a student at Kentucky State University?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How satisfied are you with Kentucky State University today?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. What can Kentucky State University do to improve its reputation?						

## Communication from Kentucky State University

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Don't Know/NA
6. How satisfied are you with each type of communication that you receive from Kentucky State University?						
- <i>Onward &amp; Upward</i> magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Magazine or newsletter from your degree/major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Communication from President Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Mail asking for contributions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Phone calls asking for contributions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(please specify)					
	Weekly or More Often	Bi-weekly	Monthly	Quarterly	Annually or Less Often	Don't Know/NA
7. How often do you receive information from Kentucky State University?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How often do you hear about Kentucky State University?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What correspondence would you like to receive from Kentucky State University? (Check all that apply)

- ☐ Calendar of Events    ☐ News from Board of Regents    ☐ Messages from the President  
☐ Messages from Deans of Specific Schools    ☐ Alumni Achievements/Class Notes    ☐ Alumni News  
☐ Student News    ☐ Fundraising News    ☐ Faculty/Staff News    ☐ Changes on Campus  
☐ Other \_\_\_\_\_

(please specify)

10. How do you prefer to stay connected to Kentucky State University? (Check all that apply)

- ☐ Mail    ☐ Phone    ☐ Email    ☐ Website    ☐ Social Media    ☐ Text Messages    ☐ University Events/Activities

	Very Well Informed	Well Informed	Somewhat Informed	Somewhat Uninformed	Very Uninformed
11. How well informed do you feel currently about the University?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. If you have a cell phone, do you also use it for:

- |              | Yes                      | No                       | N/A                      |
|--------------|--------------------------|--------------------------|--------------------------|
| Email        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Text         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Web access   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apps         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. Which technologies do you have? (check all that apply)

- ☐ Phone without data plan    ☐ Android    ☐ Blackberry  
☐ iPhone    ☐ Other smart phone    ☐ Computer  
☐ iPad    ☐ Other tablet    ☐ E-book reader

14. What social networks do you use? (please check all that apply)

- ☐ Facebook    ☐ Foursquare    ☐ Google+    ☐ Snapchat  
☐ Linked In    ☐ Twitter    ☐ YouTube    ☐ Instagram  
☐ Other \_\_\_\_\_ ☐ None

(please specify)

	More Than Once a week	Once a Week	Once a Month	Never
15. How often do you visit or use the following Kentucky State University social media?				
Kentucky State University Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky State University Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky State University Instagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky State University Alumni Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky State University Alumni webpage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Within the last year, how often have you visited the Kentucky State University website?

- ☐ Daily    ☐ At least monthly  
☐ Almost daily    ☐ A few times in the last year  
☐ Weekly    ☐ Never

17. For what purpose(s) do you visit the Kentucky State University website?

- ☐ To keep up with what is happening at Kentucky State in general  
☐ To stay in touch with faculty, administrators or students at the University  
☐ To register for alumni events  
☐ To check sports scores/athletics news  
☐ For work-related purposes  
☐ Other \_\_\_\_\_



Chapter Involvement

18. Are you a member of a Kentucky State University alumni chapter?

Yes

No

☐

☐

If so, which chapter \_\_\_\_\_

19. What are your reasons for joining or not joining an alumni chapter? (check all that apply)

☐ Career Services

☐ Lifetime Membership

☐ Seminars

☐ Community Involvement

☐ Networking

☐ Social Reasons

☐ Didn't Know About It

☐ Never Contacted

☐ Sports Related Events

☐ Education

☐ No Interest

☐ Too Busy

☐ Lifelong Email

☐ Scholarships

☐ Other \_\_\_\_\_

(please specify)

20. What would encourage you to establish or increase your involvement with Kentucky State University?

Participation

21. What is your awareness, previous participation and likelihood to participate in the future in the following events or activities: (answer each section for each item)

	Awareness		Participation		Likelihood to Participate in the Future				
	Aware	Not Aware	Yes	No	Definitely	Might or Not	Probably Not	Definitely Not	Don't Know/NA
A. Career Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Continuing Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Fall Baccalaureate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Fall Commencement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Fall Encampment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Founder's Day Convocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Homecoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Honors Convocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Email Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Online Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. National Discounts & Incentives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Purchases of Kentucky State Merchandise from the Bookstore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. Reunions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. Seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P. Spring Baccalaureate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q. Spring Encampment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R. Sporting Events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S. Travel Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T. Women's Assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. Veteran's Day Assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. The lifeline of many institutions are the contributions (large and small), gifts and bequests made by alumni. What has prompted you or would prompt you to become a benefactor of Kentucky State University?

23. Would you like someone at Kentucky State University to call you to discuss any questions or issues? ☐ Yes ☐ No

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Best time to contact: \_\_\_\_\_

24. Do you have any comments you would like to share to improve the level of service provided to you by Kentucky State University?

## Demographics

25. What is your class year? (If you have more than one degree, please list in order of obtaining)

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26. Are you?

- ☐ African-American or Black
- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Caucasian or White
- ☐ Interracial
- ☐ Native Hawaiian or Pacific Islander
- ☐ Other \_\_\_\_\_

27. Are you? ☐ Male ☐ Female

28. What is your age range?

- ☐ 25 or younger
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ 66-75
- ☐ 75 or older

29. Which of the following best describes your employment status?

29. Which of the following best describes your employment status?

- |                                                                      |                                       |
|----------------------------------------------------------------------|---------------------------------------|
| <input type="checkbox"/> Employed, working 1-39 hours per week       | <input type="checkbox"/> Semi-Retired |
| <input type="checkbox"/> Employed, working 40 or more hours per week | <input type="checkbox"/> Retired      |
| <input type="checkbox"/> Not employed, seeking work                  | <input type="checkbox"/> Disabled     |
| <input type="checkbox"/> Not employed, full-time student             | <input type="checkbox"/> Other _____  |

30. Are you a first-generation college graduate? \_\_\_\_\_ ☐ Yes ☐ No

**Thank you very much for taking the time to share your opinions and provide insight regarding how Kentucky State University can enhance services they deliver to you.**



# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: September 6, 2018

SUBJECT: Quarterly Media and Brand Identity Report

FROM: Brand Identity and University Relations

ACTION ITEM: Informational Only

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**BACKGROUND:** The Quarterly Media and Brand Identity Report reveals insights into the brand reputation and position of Kentucky State University in the news and among its publics.

**SUMMARY OF PROGRAMS/ACTIVITIES:** Brand Identity creates content and support University programs and activities to promote, increase, advance and monitor the brand reputation of Kentucky State University while strengthening broad public and internal support of the institution.

**ALIGNMENT WITH STRATEGIC GOALS:** It is our goal to position Kentucky State University among the nation's most visible post-secondary institutions and as an effective force for progress in the Commonwealth of Kentucky, working collaboratively and efficiently to boast its position of providing the highest quality education for the highest return on investment while improving the quality of life and driving economic growth in the Commonwealth.

**COMMITTEE/PROGRAM ACTION:** None required.

**PROGRAM IMPLICATIONS:** By establishing and monitoring strategic communications targeted to specific constituency groups, we will be able to advance and increase the brand position and reputation of Kentucky State University.

**FISCAL IMPLICATIONS:** The total quarterly value of Kentucky State University's free media and brand efforts is \$1,651,315.

**ATTACHMENTS:** Report attached.

**RECOMMENDATION:** Please continue to share news, media and branding strategies with the Division of Enrollment Management and Brand Identity via [news@kysu.edu](mailto:news@kysu.edu).



# KENTUCKY STATE BRAND IDENTITY

## SEPTEMBER 2018 SYNOPSIS



## SOCIAL MEDIA



**Page Likes: 8,416**

**Posts: 54**

**Post Engagements: 76,104**

**Total Reach: 20,505**

**Video View: 36,095**

**Most Liked Post:**

@KyStateU names interim provost and vice president for academic affairs || Dr. Lucian Yates III, a lifelong educator and native Kentuckian, will soon step into the chief academic officer role.



**2,343 Reactions,  
Comments and Shares**



**4,158 Followers**

**Tweets: 106**

**Top Tweet: Top Tweet: Pop Quiz @KySUGrad18!**

**10,097 Impressions**

**1,224 Total Engagements**

**847 Media Engagements**

**119 Likes**

**137 Detail Expands**

**73 Retweets**

**40 Profile Clicks**

**3,040 Media Views**

**6 Hashtag Clicks**

**2 Replies**

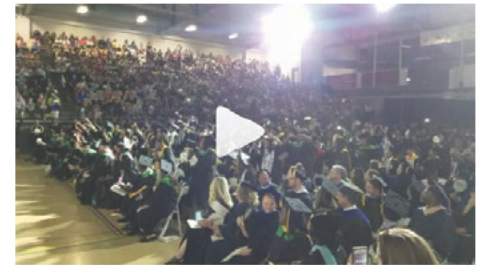


**2,477 Followers**

**Photos: 91**

**Most Interaction: (1,282 Views)**

**Most Interaction: Pop Quiz #KySUGrad18!**



**Photos: 37**

**Most Viewed (8): Greetings: Ashley Hannan  
|| Senior Class President**



**Videos: 3**

**Most Viewed (28): Congratulations #KySUGrad18**

## WEBSITE

**Sessions: 216,862**

**Users: 81,960**

**Page Views: 1,127,961**

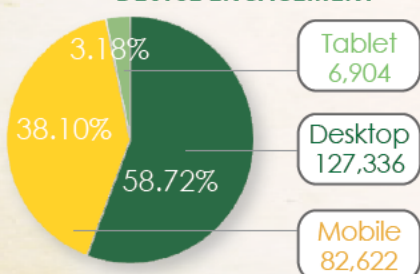
**Page Sessions: 5.20**

**Avg. Session Duration: 3:25**

**Bounce Rate: 7.31%**

**New Sessions 74.8%**

### DEVICE ENGAGEMENT



### DEMOGRAPHICS

**Top 10 States**

1. Kentucky
2. Georgia
3. Illinois
4. Ohio
5. Tennessee
6. Michigan
7. Indiana
8. Texas
9. Florida
10. California

**Sessions**

- 119,326
- 15,401
- 11,746
- 8,828
- 8,328
- 6,079
- 4,600
- 3,251
- 2,382
- 2,766

**Top 10 Cities**

1. Frankfort
2. Lexington
3. Louisville
4. Atlanta
5. Chicago
6. Nashville
7. Detroit
8. Shelbyville
9. Indianapolis
10. New York

**Sessions**

- 69,964
- 14,381
- 14,255
- 12,625
- 9,356
- 4,945
- 3,223
- 2,762
- 2,382
- 1,438

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### VISITORS

**NEW**



**74.8%**  
72,013

**RETURNING**



**25.2%**  
24,201

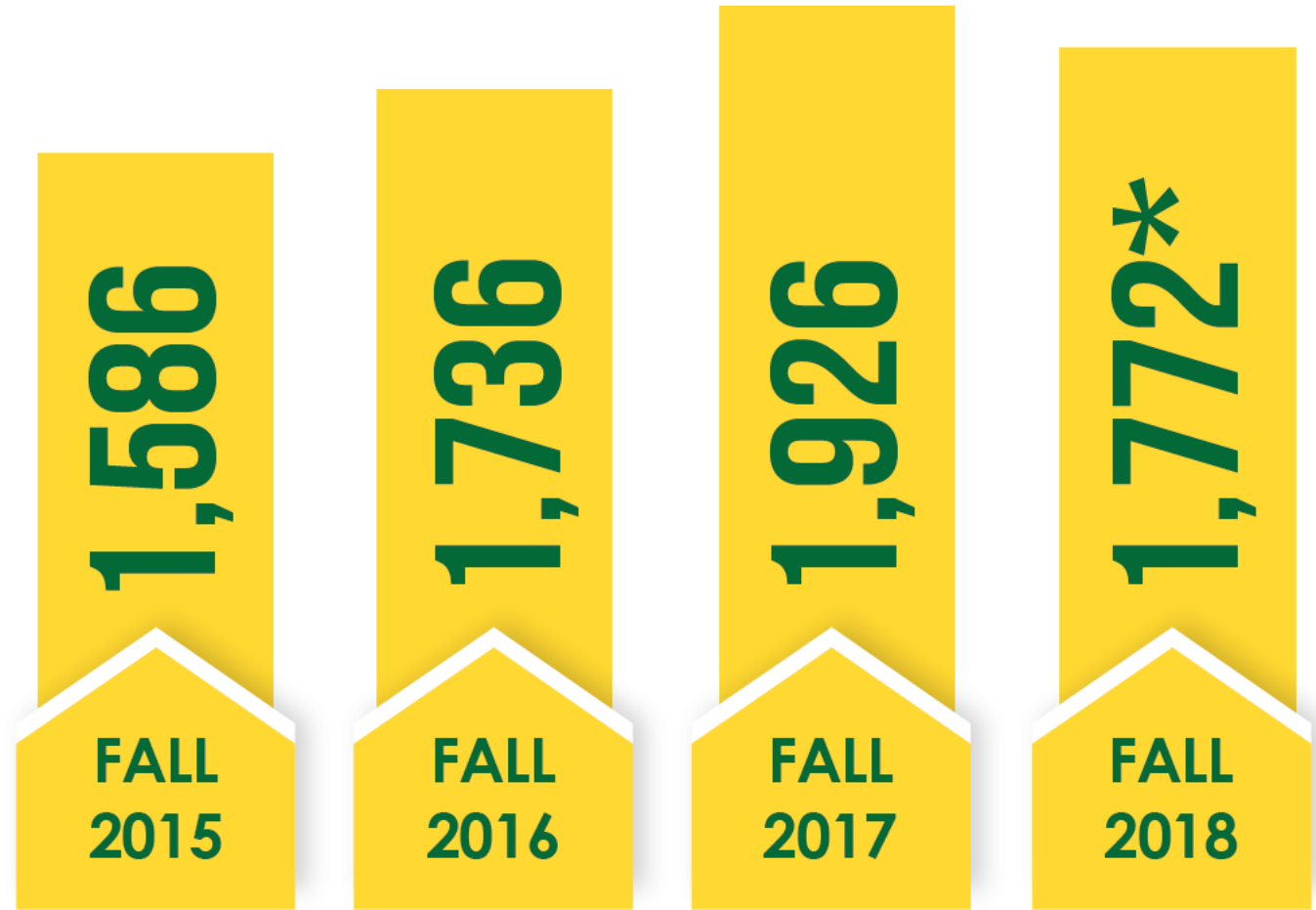
# THE SHIFT: GROWING VS. SWELLING



Enrollment declined represents strict adherence to official admissions standards.



Shift in graduate admissions and funding yielded less than 10 new students.





## OFFICE OF ADMISSIONS ACTION PLAN

Stephen A. Williams- Director of Admissions  
Akiliah Haley- Associate Director of Recruitment and Outreach

## Contents

Mission of the Office of Admissions .....	2
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Territory Management Plan (TMP) 2018-19 .....	9

## Mission of the Office of Admissions

The Office of Admissions' mission is to market, recruit, and admit an eligible, diverse student population regionally, nationally, and internationally. The Office of Admissions also maintains the integrity of the admissions process; thus, this office ensuring that each applicant is provided a fair, impartial, efficient and systematic evaluation of credentials. Through multiple recruitment strategies, the Office of Admissions works to ensure that all eligible students have access to higher education.

## Vision of the Office of Admissions

The vision of the Office of Admissions is to be a best-practice leader among peer institutions in optimizing processes and programs in order to achieve the University's enrollment goals, true to the liberal arts and 1890 Land Grant Tradition. We will be the model for campus-wide communication and collaboration. We will maintain an energetic, creative, and customer-focused environment where diversity is valued and excellence in achievement is recognized.

## Fall 2018 Admissions Data

The following information highlights recent activity for the Office of Admissions. As of August 21, 2018, the total number of received applications for Fall 2018 is 5875. Of those with completed applications, 2764 have been admitted, 0 have been placed on the waiting list, and 753 have been denied admission. 2200 applications are incomplete (this includes the number of applicants with outdated documents).

Classification	As of Aug. 28, 2017	As of Aug. 28, 2018
Graduate	164	104
Undergraduate	1659	1572
Total	1823	1676
Graduate	164	104
Freshman	780	792
Sophomore	265	255
Junior	255	210
Senior	361	315
Total	1823	1676

New Graduate	51	19
New Undergraduate	492	411
<b>Total</b>	<b>543</b>	<b>430</b>
New Graduate	51	19
New Freshman	320	312
New Transfer	172	99
<b>New Total</b>	<b>543</b>	<b>430</b>
High School Students	306	345

## Recruitment Events Fall 2018-19

The fall recruitment schedule is being finalized. The Kentucky Association for College Admission Counseling (KYACAC) college fair dates have been set for the 2018 -2019 school year.

## Scholarship Update

### **Narrative:**

The Office of Admissions and Financial aid worked together to promote and award incoming and returning students scholarship awards for the Fall 2018 school year. *See newly approved scholarship chart for Kentucky State University enrollment, page 4.*

### **Scholarship Update for Fall 2018-Spring 2019:**

*A breakdown of total scholarship dollars awarded will be provided once the final enrollment reporting is complete.*

### **Revised Academic Scholarship Program:**

The Academic Scholarship Program at Kentucky State University is designed to recognize and reward students who have exemplified academic excellence. Scholarships recipients are identified by the Admissions Office to entering students who have not completed a bachelor's degree program. Scholarships are awarded on a competitive basis and are renewable for subsequent semesters when criteria are met. ***The scholarship allocations provided below reflect implementation for year one.***

**Scholarship discount cannot be used in conjunction with other institutional Scholarships.** The scholarship discount will be reduced by the amount of any Federal Grant and/or external scholarship eligibility. In a case where two institutional scholarship discounts are offered, the Scholarship of greater value will be included as part of the financial aid package. Refunds cannot be generated from institutional discounts.

**Scholarship discount can be used in conjunction with other institutional Scholarships up to the direct cost of attendance** (tuition – up to 18 credit hours, standard fees, housing and meals – if residing on campus) and will be reduced by the dollar amount of any Federal Grant and/or external scholarship. Refunds cannot be generated from institutional discounts.

*Proposed allocation based on Spring 2018 enrollment numbers.*

#### **SCHOLARSHIPS FOR GRADUATING HIGH SCHOOL SENIORS**

<b>Type</b>	<b>Criteria</b>	<b>Value</b>	<b>Renewal</b>
<b>The John Henry Jackson (KJHJ) Distinguished Achiever Scholarship*</b>  <b>Three recipients per academic class. Limited to 12 recipients annually. \$78,000.00</b>	First time Freshman who have paid their Admission Application fee 3.50 HS GPA Minimum 25 ACT or SAT equivalent	Full tuition and mandatory fees (up to 18 semester credit hours) standard housing, meals and books for eight consecutive semesters	-Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline. -Minimum 3.50 GPA maintained while completing minimum 15 non-repeated credit hours per semester. Provide 50 verifiable hours of Community Service as a Tutor or Writing Coach in the University College every academic year
<b>The Rufus Ballard Atwood (KRBA) Prestigious Scholarship*</b>  <b>Three recipients per academic class. Limited to 12 recipients annually. \$72,000.00</b>	First time Freshman who have paid their Admission Application fee 3.2-3.49 HS GPA Minimum 22 ACT or SAT equivalent	Full tuition and mandatory fees (up to 18 semester credit hours) books and half the cost for standard housing, meals for eight consecutive semesters	-Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline. -Minimum 3.00 GPA maintained while completing minimum 15 non-repeated credit hours per semester. Provide 40 verifiable hours of Community Service as a Tutor or Writing Coach in the University College every academic year

#### **SCHOLARSHIPS FOR TRANSFER STUDENTS**

<b>Type</b>	<b>Criteria</b>	<b>Value</b>	<b>Renewal</b>
<b>Onward and Upward Distinguished (KTOW) Transfer Scholarship*</b>	-Be admitted to Kentucky State University from any other Kentucky	-Full tuition and mandatory fees (for up to 18 semester credit hours) standard	- Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline.



<b>Limited to 6 recipients annually.</b> <b>\$36,000.00</b>	Community and Technical System member institution. -40 completed semester hours or an Associate Degree -3.5 GPA	housing, meals and books for 4 consecutive semesters	-Minimum 3.5 GPA is maintained while completing minimum 15 non-repeated credit hours per semester and providing 50 verifiable hours of community service as a Tutor or Writing Coach with the University College every academic year
<b>The “Green to Gold” Transfer Scholarship* (KTGG)</b>  <b>Limited to 6 recipients annually.</b> <b>\$36,000.00</b>	- Be admitted to Kentucky State University from any other Kentucky Community and Technical System member institution. -40 completed semester hours or an Associate Degree 3.2-3.4 GPA	-Full tuition and mandatory fees (for up to 18 semester credit hours) books and half the cost of standard housing and meals for 4 consecutive semesters	- Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline. -Minimum 3.0 GPA is maintained while completing minimum 15 non-repeated credit hours per semester and providing 40 verifiable hours of community service as a Tutor or Writing Coach with the University College every academic year

#### Academic Scholarships

Type	Criteria	Value	Renewal
<b>The State of Kentucky Rising Scholar+ (RISE)</b>  <b>Limited to the number of recipients that encumber the University to the annual approved allocation.</b>	-First time freshmen and first time transfer students who have paid their Admission Application fee. -3.0 HS GPA -Minimum 19 ACT or SAT equivalent and residents of Kentucky	-Scholarship will pay half of in state tuition (for up to 18 credit hours) for eight consecutive semesters	-Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline. -Minimum 2.7 GPA maintained while completing minimum 15 non-repeated credit hours per semester. Provide 35 verifiable hours of Community Service with the University College

<p><b>The Commonwealth Connector Scholarship+ (formerly Destiny Scholarship) (KCCA)</b></p> <p><b>Limited to the number of recipients that encumber the University to the annual approved allocation.</b></p>	<p>-First time freshmen and first time transfer students who have paid their Admission Application fee. -3.0 HS GPA -Minimum 19 ACT or SAT equivalent and residents of the seven (7) neighboring states of Tennessee, Ohio, Missouri, Indiana, Illinois, Virginia and West Virginia</p>	<p>-Scholarship will pay in state portion of tuition (for up to 18 credit hours) for eight consecutive semesters</p>	<p>-Valid FAFSA completed annually by Jan. 15<sup>th</sup> priority deadline. -Minimum 2.7 GPA maintained while completing minimum 15 non-repeated credit hours per semester. Provide 35 verifiable hours of Community Service with the University College</p>
<p><b>The Valedictorian Scholarship+ (KHSV)</b></p> <p><b>Allocation determined by the number of entering freshmen with this distinction on the Final Official High School Transcript.</b></p> <p><b>Estimated at \$20,000.00 annually</b></p>	<p>- First time freshmen applicants who have paid their Admission Application fee while presenting a final official High School transcript with this designation</p>	<p>-Full In State tuition scholarship (for up to 18 semester credit hours) for eight consecutive semesters</p>	<p>-Valid FAFSA completed annually by Jan. 15<sup>th</sup> priority deadline. -Minimum 2.7 GPA maintained while completing minimum 15 non-repeated credit hours per semester. Provide 30 verifiable hours of Community Service with the University College</p>
<p><b>The Salutatorian Scholarship+ (KHSS)</b></p> <p><b>Allocation determined by the number of entering freshmen with this distinction on the</b></p>	<p>- First time freshmen applicants who have paid their Admission Application fee while presenting a final official High School transcript with this designation</p>	<p>-Scholarship covers standard housing and meal charges for eight consecutive semesters</p>	<p>-Valid FAFSA completed annually by Jan. 15<sup>th</sup> priority deadline. -Minimum 2.7 GPA maintained while completing minimum</p>

<b>Final Official High School Transcript.</b>  <b>Estimated at \$20,000.00 annually</b>			15 non-repeated credit hours per semester. Provide 25 verifiable hours of Community Service with the University College
<b>The Heritage Scholarship+ (Formerly Legacy Scholarship) (KHAW)</b>  <b>Alumni Giving Incentive</b>	-Meet all University admission requirements	-\$5,000.00 per academic year to those chapters at a giving level of \$20,000.00 per year. -Two recipients can be designated by the Chapter for each year of giving at this level.	-Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline. -Minimum 2.0 GPA maintained while earning 15 non-repeated credit hours per semester
<b>The Thorobred Achievers Scholarship+ (KTAA)</b>  <b>\$2,988,000.00 Based on Spring 2018 Enrollment.</b>	-New and returning students that consistently demonstrate their dedication to academics will receive a onetime discount each semester	-Entering First Time Freshman – Up to \$1,000 per academic year -Sophomores – Up to \$2,000 per academic year -Juniors – Up to \$3,000 per academic year -Seniors – Up to \$4,000 per academic year	- Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline. -Minimum 2.0 GPA maintained while completing minimum 15 non-repeated credit hours per semester
<b>KSU Derby-Run with me Scholarship+ (KDRB)</b>	-Students in good standing who successfully recruit and enroll a new student to KSU	-\$1,000 for each newly enrolled student who verifies they came to KSU due to their effort	
<b>FAO Appreciation Scholarship+ (KFAO)</b>	-Returning student	-\$100 tuition discount	-Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline.
<b>A New and Bright Initiative – KSU Urban Center Scholarship+ (KNUB)</b>	KSU's new effort to provide a learning environment offering a less stressful demographic for students graduating in large urban areas of the nation	-Scholarship will pay in state portion of tuition (for up to 18 credit hours) for eight consecutive semesters	-Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline. -Minimum 2.7 GPA. Renewable with a 2.5 GPA while completing minimum 15 non-repeated credit hours per semester. Must

			provide 30 verifiable hours of Community Service with the University College
<b>International Student Scholarship +(KINT)</b>	-Meet all University admission requirements	-Provides half the cost of In-State Tuition (Kentucky Residents) or half the cost of the Non-Resident Fee	International and Ineligible Non-Citizens with a 3.0 GPA one time Scholarship
<b>KSU Upward Bound Scholarship+ (KUPB)</b>	Graduating Seniors who are participants in the KSU Upward Bound Program	-Provides half the cost of tuition, standard housing and meals	-Valid FAFSA completed annually by Jan. 15 <sup>th</sup> priority deadline. -Maintain a 2.5 GPA and volunteer with the KSU Upward Bound Program

## Office of Admissions Goals 2018-19 Year

- Define the functions of the office
- Create and implement policy, procedures, and guidelines aligned with Commonwealth of Kentucky (Kentucky Association of College Admissions Counselors) and overall enrollment goals of the university
- Create a staffing model that is most beneficial to the university enrollment goals
- Enhance recruitment and outreach endeavors in designated service counties of the Commonwealth of Kentucky
- Re-establish recruitment report and partnerships with local high school counselors and college-readiness coordinators to build pipeline for in-state and regional recruitment
- Improve data processing and outreach by streamlining Banner processes and implementation of CRM (Customer Relationship Management) system
- Identify perspective students by fostering new territory recruitment and non-traditional territories in areas without a HBCU presence
- Increase frequency outreach communication, including usage of social media and other creative technology, with perspective applicants throughout enrollment funnel
- increase recruitment efforts and strengthening enrollment partnerships with local community colleges
- Implement “KYSU” days at Bluegrass CC, Elizabethtown CC, and Jefferson CC, promoting academic brand and “one-stop” recruitment-to-enrollment opportunities

## Territory Management Plan (TMP) 2018-19

Each Admissions Specialist of the Office of Admissions has been provided a rubric to follow so that they maximize recruitment return on investment (ROI).

### **Kentucky State University's Office of Admissions Recruitment Zone Assignments (effective 7/2/2018):**

#### **Admissions Specialist Assigned Service Counties for the Commonwealth of Kentucky:**

1. Henry County
2. Owens County
3. Anderson County
4. Scott County
5. Franklin County
6. Shelby County

**\*\*Kentucky has a total of 120 counties less the 6 service counties mentioned above. This policy serves as your document of assigned counties within the Commonwealth of Kentucky. In addition to your already assigned recruiter states, these counties will be considered your responsibilities also.**

**You are required to set up 2 private visits per week at high schools within your assigned service counties and regions within Kentucky.**

***Please visit the following website for more specific information on your assigned regions within the Commonwealth of Kentucky: <http://www.trailsrus.com/wmas/index.html>***

#### **The Great Commonwealth of Kentucky consist of the following 5 regions:**

1. Purchase Region
2. Green River Region
3. Bluegrass Region
4. Southeast Region
5. Northeast Region



**\*\*\*\*\*It is vital that you are aware of all your counties within your region and your assigned service counties. Some recruiters many have service counties that are not within your region.**

## **CORE Responsibility for your Service Counties and Counties within your Region:**

- Make phone calls to prospective students AND Schedule high school visit appointments
- Attend college fairs
- Visit high schools (2 per week within your Region and/or counties-table set up with applications and brochures)
- Conduct on-site admission events
- Process applications for admission
- Evaluate application packets
- Write to potential students
- Establish rapport with your high school's counselor/college readiness coordinator for your high schools within your service counties and regions.
- Sponsor and host recruitment events

## **Responsibilities of a territory manager:**

- Serve as territory manager for KYSU's recruitment efforts. Travel extensively to high schools and attend college fairs in this region to recruit students and strengthen ties with high school counselors, alumni and other key influences in the recruitment process.
- Utilize social media, telecommunications and a high degree of personal contact to maintain and enhance a student's level of interest in the University. **\*\*\* (Work Cell phones are given to you for this reason—especially while away from campus—please utilize them) \*\*\***
- Maintain accurate reports and records pertaining to high school visits, follow-up activities, alumni contacts and quarterly recruitment analysis. **\*\*\* (Always reach out to local alumni in your assigned states for assistance with fairs and be the point of contact for them, they should know you are the admissions counselor and recruiter for that state) \*\*\***
- **\*\*\* Any phone calls, emails from prospective students, alumni, high school counselors and or coordinators of events, that contacts our office in your assigned area, you will be responsible to communicate with them. I will advise the entire office to refer these correspondences and calls to the assigned territory manager/recruiter. \*\*\***

## **Current Territory Management Assignment:**

*(Subject to change based on travel needs):*

Admissions Specialist: Courtney Gray

- Ohio
- Illinois
- Indiana
- Michigan
- Wisconsin
- West Virginia
- North Carolina
- Pennsylvania
- Missouri

- Minnesota
- North East Coast

Admissions Specialist: Joshua Williams

- Tennessee
- Arkansas
- Louisiana
- Mississippi
- Alabama
- Georgia
- S. Carolina
- N. Carolina
- Florida
- Virginia
- Texas

Admissions Specialist

- Entire State of Kentucky (Mainly In-state travel)
- Southern Ohio
- Eastern- West Virginia
- California
- Oklahoma
- Kansas
- West Coast States and other states not assigned
- **\*Any overflow area not mentioned or 2<sup>nd</sup> recruiter for over-populated areas. Such as but not limited to: Illinois, Tennessee, Ohio, Indiana, Texas\*\***

**HIGH SCHOOL VISIT GUIDELINES:**

**It is the responsibility of the Recruitment Team member to service EVERY high school within their designated service counties/Regions and States.** Counselors will research their service counties and regions using the high school profile and online tools such as [www.greatschools.com](http://www.greatschools.com) to determine whether the appointment will be a drop-off or a private visit. All visits are required to be reported to Associate Director to be posted on the master recruitment calendar. Counselors must check the recruitment calendar regularly to plan appropriately for travel.

**On-site Admission:** online application must be submitted prior to on-site admission. Students should have official transcript and official test scores ready for evaluation.

**Private visits:** scheduled with the goal of performing on-site admission every time. Counselors are to inform the high school staff of the opportunity to perform on-site admission and what is required of the student prior to the visit. A request to meet in a computer lab or area with access to computers may be beneficial.

**Drop-off visits:** may be performed for schools with a low percentage of targeted students and consists of scheduling brief meetings with the school staff to build rapport with the school and inform the school about Kentucky State University, its programs, and how we can serve their students.

**Service calls:** are to be performed for “feeder” schools with a traditionally high percentage of students attending Kentucky State University. Service calls should be performed at least once every semester to maintain good rapport and encourage additional applicants. A service call or “check-in” is to ensure the counselor and their students are completely satisfied with their KYSU experience and to offer assistance if needed. Service calls can also be performed for schools with an extremely low percentage of targeted students and consists of building rapport with the school staff, introducing them to KYSU and its programs and informing them on how we can serve their students.

### **Scheduling Appointments**

One of the core responsibilities of an admissions counselor/specialist/recruiter is to build relationships with prospective students, parents and high schools. In order to build trust and rapport, the first contact made to a high school guidance counselor will always be via telephone. It is important to make this connection so the counselor can feel the excitement and sincerity in your voice inflection that can sometimes be lost through e-mail. A follow-up e-mail for confirmation of appointment and the details of the visit (i.e. on-site requirements) is encouraged.

### **Appointment Day**

Plan to arrive to the appointment early. This is a perfect time to converse and build rapport with the counselor prior to the visit if their schedule permits. Try to arrive with a gift. Remember, we are building lasting relationships with the schools and we want to leave a great impression. You will be surprised how far a cup of coffee will take you. It shows compassion and appreciation to the counselor and they will remember you for it. Present information in a clear, concise and professional manner while maintaining enthusiasm for KYSU. Remember, these are TEENAGERS we are selling KYSU to. Smile often and speak to the things teenagers are excited about.

### **Follow-Up**

There is an old sales quote that states, “The fortune is in the follow-up” and it holds true. Send a quick e-mail thanking the counselor for the opportunity to meet with him/her and his/her students and let them know you are their KYSU Admissions Counselor/Specialist/Recruiter and you are here to serve them and their students. It is a gesture counselors appreciate.

### **College Fair Guidelines:**

#### **At the Program - Always:**

- Smile and look approachable.

- Stand at all times.

- Stay alert and by your table: Visit with the students...NOT other recruiters.

- Use eye contact to draw your audience.

- If a student approaches your table, introduce yourself, inquire of student’s name, and possibly shake the student’s hand. Remember, if you use the student’s name in your conversation, this is always impressive.

- Make each student/parent feel important.

- Know your information/be honest.

- Be tactful and civil at all times, even if the student is not.

- If the parent dominates the conversation, include the student by using his/her name and directing questions to them (but do not aggravate the parent).



**At the Program - Never:**

- Rate schools.
- Speak ill of other schools.
- Guarantee financial aid/scholarships.
- Pretend KYSU has programs that it does not.
- Recruit students away from other tables.

**After the Program:**

- Do not leave early. All students (even those that arrive ten minutes before the fair ends) deserve a chance to meet with college representatives.
- Pack up materials and leave the surrounding area clean.
- Fill out evaluation provided by school or fair (if applicable).
- Thank counselor and/or coordinator for inviting us.



## RETENTION AND COHORT RATES (CONT.)

Cohort Year	2013	2014	2015	2016	2017
Current Completers	89	41		1	
Non-Attending	29	2			
Current Graduation Rate	19.22%	14.64%	0.00%	0.62%	0.00%
Cohort Count	463	280	174	161	248

Remaining Cohort	2013	2014	2015	2016	2017
0-30 Hours	276	120	72	58	187
31-60 Hours	46	41	22	64	61
61-90 Hours	18	21	44	36	
91-120 Hours	34	57	36	2	

Enrolled in Fall 2018	2013	2014	2015	2016	2017
0-30 Hours		1	2	1	81
31-60 Hours	3	1	2	43	58
61-90 Hours	5	9	33	35	
91-120 Hours	19	47	35	2	
Enrollment as of 8/28/2018					



## FALL 2018 HOUSING OCCUPANCY INFORMATION (AS OF AUGUST 28, 2018)

### COMPREHENSIVE DATA FOR FALL 2018 OCCUPANCY

RESIDENCE HALL	CAPACITY	OCCUPANCY	OCCUPANCY %
Chandler	109	109 (all female)	100%
Combs	106	106 (all male)	100%
Kentucky	136	136 (all female)	100%
McCullin	97	97 (19 females and 78 males)	100%
Young	146	146 (76 females and 66 males)	100%
Capital City Rental Apartments	24	24 (all male)	NA
<b>Total</b>	<b>618</b>	<b>618</b> (340 females and 278 males)	<b>104%</b>

### COMPREHENSIVE DATA FOR FALL 2017 OCCUPANCY

RESIDENCE HALL	OFFICE	OCCUPANCY	MAJOR
Chandler	108	108 (all female)	100%
Combs	77	77 (all male)	100%
Kentucky	127	127 (all female)	100%
McCullin	85	85 (all males)	100%
Young	141	141 (64 females and 77 males)	100%
Capital Plaza Hotel	56	56 (11 females and 45 males)	NA
<b>Total</b>	<b>594</b>	<b>594</b> (310 females and 283 males)	<b>110%</b>

These charts above reflect 100% occupancy in all residence halls with habitable rooms.



## STUDENT GOVERNMENT ASSOCIATION EXECUTIVE BOARD MEMBERS

### CURRENT YEAR: 2018-2019

NAME	OFFICE	GPA	MAJOR
Michael Weaver	President	3.37	Music Education
Alexis Anderson	1st Vice President	3.01	Mass Communication & Journalism
Cheryll Eskridge	2nd Vice President	2.70	Business Administration
Tia Taylor	Secretary	3.60	Nursing
Sydney Miller	Treasurer	3.02	Psychology
Mikal Muhammad	Chief Justice	3.67	History
Cierra Couch	Miss KSU	3.06	Business Administration
Trevor Stephens	Mr. KSU	3.35	Political Science
Briana Patterson	Chief of Staff	3.43	Political Science & Business Administration

### PRIOR YEAR: 2017-2018

NAME	OFFICE	GPA	MAJOR
Onaje Cunningham	President	2.940	Social Science
Michael Weaver	1st Vice President	3.585	Music Education
Fabian Churchill	2nd Vice President	2.642	Physical Education
Blake Scott	Secretary	3.580	Business Administration
Sydney Miller	Treasurer	2.935	Psychology
Marelle Adams	Chief Justice	3.232	Criminal Justice
Dorian Wright	Miss KSU	3.051	Social Science
Damian Logan	Mr. KSU	2.730	English
Alexis Anderson	Chief of Staff	2.790	Mass Communications

NOTE: 2018-19 Executive Board GPA 3.25  
2017-18 Executive Board GPA was 3.09

Kentucky State University

Finance and Administration

## **FACILITIES PROJECT UPDATES**

September 6, 2018

### State Funded Projects

- **Repair Boilers and Aging Distribution Lines** – State Account Number – C756  
Scope of Work – Replace coal fired boilers with natural gas boilers and replace distribution lines.  
Appropriation - \$10,400,000; Project cost to date - \$10,300,000.  
Project complete – under warranty. Remaining project funds will be used by Division of Engineering and Contract Administration to address HVAC issues on campus.
- **Pedestrian Bridge** – State Account Number – 151064  
Scope of Work – Install pedestrian bridge across US 60.  
Appropriation (to Transportation Cabinet as part of Road Plan) - \$8,200,000; Project cost to date - \$5,100,000 (tentative, obtaining updated amount from Transportation Cabinet).  
Project 98% complete, pending installation of cameras and final finishing.  
Estimated completion date – September 15, 2018.

### Federally Funded Projects

- **Renovate Atwood Agricultural Research Building** – State Account Number C751  
Scope of Work – Total renovation of building to create modern spaces for research, teaching and extension for land grant program.  
Federally approved project cost - \$7,428,393.  
Initial design completed by OMNI Architects. RFP for initial demolition has been let, pending federal approval of contract. Board approval for overall project requested at September 6, 2018 meeting.  
Estimated completion date – September 2019
- **Renovate Hunter Hall** – State Account Number - C8XM  
Scope of Work – Total renovation of building to create modern spaces for research, teaching and extension for land grant program.  
Federally approved project cost - \$2,296,476 (Board approval of scope increase requested at September 6, 2018 meeting).  
Project is in design phase, Butch Hatcher with the Division of Engineering and Contract Administration has been assigned as project manager.  
Estimated completion date – December 2019

### University Funded Projects

- **Blazer Library Feasibility Study** – State Account Number – C8K3  
Scope of Work – Develop cost estimate of renovations for Blazer Library.  
Project budget and design work being developed.
- **Emergency Roof Repair** – Exum HPER Center – State Account Number – C8HZ  
Scope of Work – Emergency repairs to roof completed – cost \$19,350. **Project closed August 2018.** Further repairs and/or replacement will be determined as part of overall campus roof evaluation.
- **Jordan Building and Warehouse Roof Replacement** – State Account Number – C66S  
Scope of Work – Replace section of Jordan Warehouse roof. **Project closed August 2018.** Further repairs and or replacement will be determined as part of overall campus roof evaluation.
- **Mold Remediation and Mechanical Renovation – The Halls** – State Account Number – C8XN  
Scope of Work – Remediate mold throughout the building and repair mechanical systems. Approved project budget - \$900,000; Expended to date - \$45,000.  
Mold remediation complete – July 2018. Mechanical repairs are more extensive than anticipated. CMTA Engineers are completing phase A design. Updated project budget will be submitted for Board approval at the September 6, 2018 meeting. Project Completion - 5%.
- **Develop Campus Master Plan** – State Account - C913  
Scope of Work – Develop campus master plan. Approved budget - \$325,000.  
Working with Division of Engineering and Contract Administration to select architect.  
Review team for selection of Architect has been assigned.
- **Design Study for Shauntee Hall** – State Account – C914  
Scope of Work – Develop cost estimate and initial design to convert Shauntee Hall to Nursing Education facility. Approved budget - \$30,000.  
Working with Division of Engineering and Contract Administration to select architect.
- **Campus Roof Evaluation and Repair** – State Account – C915  
Scope of Work – Evaluate issues and develop repair estimates for campus buildings with roof problems. Evaluate alternative designs. Approved Budget - \$50,000  
Working with Division of Engineering and Contract Administration to select architect.

- **Emergency Generator Replacement** – State Account – C916  
Scope of Work – Replace and reposition emergency generator. Approved budget - \$300,000.  
Working with Division of Engineering and Contract Administration to select engineering firm for phase A design.
- **Install Signage and Lighting on Pedway** – State Account – C95V  
Scope of Work – Design and install signage and lighting on the pedway that crosses US 60. Approved budget - \$80,000.  
Working with Division of Engineering and Contract Administration to select design and installation firm.
- **Energy Performance Savings Contract** – State Account – N/A  
Scope of Work – Develop project to reduce energy costs and improve efficiency. Project is funded from guaranteed savings.  
Presentations from interested firms scheduled for September 12<sup>th</sup>. Firms will be evaluated by a joint team of Kentucky State University staff and Division of Engineering and Contract Administration staff.  
Estimated completion date – December 2020

#### Privately Funded Projects

- **Transition to Synthetic Athletic Field** – State Account – N/A  
Scope of Work – Install a synthetic athletic field.  
Working with stakeholders to develop budget and potential cost sharing for the project.  
Estimated completion – April 1, 2019





POLICY TITLE  
**Board of Regents Self-Evaluation Policy**

<b>Responsible Board:</b> <i>Board of Regents</i>	<b>Effective Date:</b> <i>09/06/18</i>
<b>Responsible Committee:</b> <i>Board of Regents Executive Committee</i>	<b>Last Reviewed Date:</b> <i>N/A - new policy</i>
<b>Policy Classification:</b> <i>Governance</i>	<b>Origination Date:</b> <i>09/06/18</i>

## I. POLICY STATEMENT AND RATIONALE

The Board of Regents of Kentucky State University (Regents) is committed to establishing and advancing an evidence-based planning and assessment culture that is focused on continuous improvement. The Regents are committed to closing the assessment loop by 1) conducting an Annual Self-Evaluation, 2) analyzing the results, and 3) using the results to identify areas for improvement. Implementation of this policy will allow Regents to strengthen its policy-making role and function. A select list of expected outcomes of the Regents Annual Self-Evaluation shall include:

- Identification of Regents accomplishments
- Identification of Regents strengths
- Identification of Regents weaknesses
- Identification of Regents strategies to enhance Regent performance
- Identification of Regents goals, objectives and priorities for the coming year
- Identification of Regents expectations in their policy-making role

This policy reinforces the Regents expectation that their campus will continue to engage students, faculty, staff, and administrators in a planning and assessment model that is systematic, integrated, research-based, ongoing and comprehensive. The goal of this institutional effectiveness effort is academic and administrative excellence.

Ultimately the implementation of this policy shall provide the Regents with an opportunity to assess its performance, contributions and establish a strategic forward-looking policy priorities agenda. Working in concert with the University's President, clear expectations of the administration will be determined on an annual basis by identifying agreed-upon goals and objectives that are specific, measurable, achievable, results-driven and time-bound (S.M.A.R.T.). The outcome of this collaborative effort will best serve the interests of Kentucky State University.

## II. POLICY SCOPE AND AUDIENCE

This policy applies to the eleven (11) members of the Kentucky State University Board of Regents.

## III. POLICY COMPLIANCE

In December 2017, the 2018 Edition of the Southern Association of Schools and Colleges, Commission on Colleges (SACS-COC) Principles of Accreditation — Foundations for Quality was adopted by the College Delegate Assembly. Implementation of this Board Self-Evaluation Policy shall ensure the the Regents are in compliance with SACS-COC Principle 4.2.g. that states the *Governing Board defines and regularly evaluates its responsibilities and expectations (Board Self-Evaluation)*.

## IV. POLICY DEFINITIONS

**Kentucky State University Board of Regents.** The Regents are vested with the responsibility via The Constitution of the Commonwealth of Kentucky adopted in 1792 and specific Commonwealth of Kentucky Revised Statutes for the management and supervision of its institutions, statewide agricultural programs and other programs which comprise the Kentucky State University System.

**Southern Association of Schools and Colleges, Commission on Colleges (SACS-COC).** SACS-COC is the regional body for the accreditation of the degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of education quality throughout the region and improvement of the effectiveness of institutions by ensuring that they meet the standards established by the higher education community that address the needs of society and students. It serves as the common denominator of shared values and practices among the divers institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, Latin America and other international sites approved by SACS-COC that award associate, baccalaureate, master's or doctoral degrees. SACS-COC also accepts applications fro other international institutions of higher education.

Accreditation by SACS-COC signifies that the institution (1) has a mission appropriate to higher education (2) has resources, programs and services sufficient to accomplish and sustain that mission and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers and that indicate whether it is successful in achieving its state objectives.

**Policy Classification.** Within the proposed Board Policy Manual, policies shall be classified as follows:

1. Academic Affairs
2. Athletics
3. Audit
4. Brand Identity and University Relations
5. Enrollment Management and Student Engagement
6. Finance and Business Administration
7. General Counsel
8. **Governance**
9. Institutional Advancement

**Institutional Effectiveness.** Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to its mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

**Responsible Board.** The unit charged with oversight for the development, review, update, archive and implementation of this Board policy.

**Responsible Committee.** The committee that is responsible for the implementation of this Board Policy.

**Policy Implementation Procedures.** A series of interrelated steps or guidelines necessary to implement Board policies.

## **V. POLICY IMPLEMENTATION PROCEDURES**

The implementation of this policy involves the annual administration and analysis of a Board-approved Self-Evaluation Instrument.

- Each Regent shall participate in the Annual Self-Evaluation process by completing a Regent approved Self-Evaluation Instrument.
- Board Self-Evaluations shall occur annually, at the Board's annual retreat.
- Each Regent shall be involved in the discussion of results and shall participate in charting a path forward for improving and strengthening the Board's policy-making role and function.
- The Executive Committee is charged with facilitating an Annual Board Self-Evaluation Process that:

- Underscores confidentiality and integrity.
- Creates a customized Board Self-Evaluation Instrument that is flexible and user friendly.
- Administers the Board's Annual Self-Evaluation Instrument at its annual retreat.
- Analyzes the results of the Board's Self-Evaluation and identifies areas of strength and areas of concern for Board members.
- Provides an assessment report which:
  - ▶ Gives the Board an opportunity to engage in constructive dialogue on how to close the "gaps" between expectations and performance.
  - ▶ Sets the stage for strategic improvements.
  - ▶ Establishes S.M.A.R.T. policy goals and priorities for the upcoming year.

#### **VI. POLICY RELATED INFORMATION**

SACS-COC Principle 4.2.g. that requires a Board Self-Evaluation, which is contained in the 2018 Edition of the SACS-COC Principles of Accreditation — Foundations for Quality located at [www.sacs.org](http://www.sacs.org).

#### **VII. POLICY HISTORY AND REVIEW CYCLE**

This is a new policy. The effective date of this policy is determined by the approval date of the Board of Regents Chair. This policy is subject to a four-year policy review cycle.

#### **VIII. POLICY URL**

This section identifies the Kentucky State University website where the Board policies are archived - [www.kysu.edu/Regents](http://www.kysu.edu/Regents).

#### **IX. POLICY APPROVAL - SIGNATURE, NAME, TITLE AND DATE OF OFFICIAL**

This is a new policy. The effective date of this policy is determined by the approval date of the Board of Regents Chair. This policy is subject to a four-year policy review cycle.

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**The Honorable Dr. Elaine Farris**  
*Chairperson, Kentucky State University Board of Regents*

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**Effective Date of Policy**



## KENTUCKY STATE UNIVERSITY BOARD OF REGENTS ANNUAL SELF-EVALUATION INSTRUMENT

### SECTION I

Instructions: Please indicate your level of agreement with each statement below

	<b>Board Policy-Making Role and Function</b>	LEVEL OF AGREEMENT				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
1	The Board understands that its primary role and function is policy-making.					
2	The Board's policy-making process is clear, public and inclusive.					
3	The Board periodically reviews its policies to ensure that both its Bylaws and Policy Manual are current, relevant and useful.					
4	Board members uphold the final majority decision of the Board.					
5	The Board regularly reviews the role, scope and mission of the University.					

		LEVEL OF AGREEMENT				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
Board Organization and Operation						
6	Board officer responsibilities are clearly defined in the Board's Bylaws.					
7	Board committees have clear and appropriate responsibilities to effectively assist the Board in its policy-making role and function.					
8	Board meetings are effectively conducted to advance the Board's policy-making role and function.					
9	Board meeting agendas are relevant to the Board's policy-making role and function.					
10	Board minutes effectively capture and summarize Board actions.					

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	Board Leadership and Accountability		LEVEL OF AGREEMENT				
			Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
11	The Board understands and adheres to its legal responsibilities as defined in its Bylaws.						
12	The Board adheres to the Commonwealth of Kentucky Code of Ethics for public officials.						
13	Board members are well-prepared for Board meetings.						
14	The Board has an active Board development program that includes new Board members receiving comprehensive orientation to the Board institution.						
15	The Board periodically evaluates itself to assess its performance, contributions and to establish a strategic forward-looking policy priorities agenda.						

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		LEVEL OF AGREEMENT				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
	<b>Board Expectations</b>					
16	The Board engages in long-range strategic planning evidenced by a current Board Strategic Plan and expects its institution to do likewise.					
17	The Board expects the development and implementation of an institutional effectiveness model across the university designed to establish an evidence-based planning and assessment culture focused on continuous improvement that will further elevate academic and administrative excellence.					
18	The Board monitors the effectiveness of the university in fulfilling its stated mission by routinely examining performance data for established expected outcomes for the University.					
19	The Board expects the development and implementation of a financial health index across the University.					
20	The Board expects to be informed of all relevant accomplishments, issues and concerns across the University.					

		LEVEL OF AGREEMENT				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
	<b>Board — President Relations</b>					
21	The Board sets clear expectations for the President of Kentucky State University.					
22	The President's job description is current and active.					
23	The Board effectively evaluates the President.					
24	The Board maintains open communication with the President.					
25	The Board provides the highest level of support for the President.					



## SECTION II

**Instructions:** Indicate your overall rating of Board performance and provide responses to the open ended questions

- My overall rating of the Board's Performance is:
  - ☐ 5— Outstanding
  - ☐ 4— Above Average
  - ☐ 3— Average
  - ☐ 2— Below Average
  - ☐ 1— Poor
- What are the Board's greatest strengths? (*List at least 3 examples*)
  - 
  - 
  -
- What are the areas in which the Board could improve? (*List at least 3 examples*)
  - 
  - 
  -
- What are the major accomplishments of the Board this past year? (*List at least 3 examples*)
  - 
  - 
  -
- As a Board member, I am most pleased about:
  -
- As a Board member, I am most concerned about:
  -
- Given this is the first year to establish baseline assessment data; I recommend that the Board adopt the following three (3) goals for the coming year. *The analysis and discussion of the Board Self-Evaluation results will serve as the basis for establishing future goals.*
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## **KENTUCKY STATE UNIVERSITY OPEN RECORDS POLICY & PROCEDURES**

### **OPEN RECORDS POLICY**

Kentucky's Open Records Act of 1976, outlined in KRS 61.870 to KRS 61.884 provides the examination of a public entity's records. All of a public entity's records is presumed to be available to the public. Certain exceptions may apply to the disclosure of those records. Kentucky State University shall promptly release requested records that is not confidential by law, either constitutional, statutory, or by judicial decision, or information for which an exception to disclosure has not been sought.

### **OPEN RECORDS PROCEDURES**

Pursuant to KRS 61.876, Kentucky State's Open Records Policy is as follows:

1. All requests to inspect public records must be made in writing via U.S. Mail or hand-delivery to following:

Records Custodian  
Kentucky State University  
400 East Main Street  
Hume Hall, Room 103  
Frankfort, KY 40601

2. The request should include, but is not limited to the following: a legible name of the requestor, contact information/ mailing address of the requestor, description of the requested records, and if applicable, a statement of commercial purpose.
3. Kentucky State has three (3) business days to respond to records requests. The time begins to run the next business day after the request is received by the Records Custodian. Any requests received outside of normal business hours will be considered received on the following business day.
4. Kentucky State's normal business hours are 8:00-4:30, Monday through Friday, excluding holidays. KSU's holidays can be found at <https://kysu.edu/human-resources/employee-benefits/>.
5. Kentucky State may require a requester to conduct an on-site inspection, before receiving copies if the requester resides or has his/her principal place of business in the county where the records are located and/or if he or she fails to precisely describe the records. While not required, an appointment to inspect records in person is suggested.

6. KRS 61.874(3) allows a public agency to charge “a reasonable fee for making copies of nonexempt public records requested for use for noncommercial purposes.” As such, Kentucky State charges \$.10 per photocopy. For records that are mailed, Kentucky State will charge postage in accordance with KRS 61.874(1). Additionally, Kentucky State reserves the right to charge for “the costs of the media and any mechanical processing cost incurred by the public agency,” as prescribed in KRS 61.874(3). Alternatively, the records can be inspected in person upon request.
7. Records request of a commercial purpose shall be charged according to the provisions of KRS 61.874(4). Additionally, per KRS 61.874(4)(b), Kentucky State shall require a certified statement from the requestor stating the commercial purpose for which it shall be used. [LINK FOR FORM]
8. Payments for records must be made in advance by cash or check/money order made payable to Kentucky State. For cash payments, Kentucky State requests notice to ensure that appropriate change is available.
9. Some public records are exempt from release. The exemptions can be found in KRS 61.878(1). Non-public or exempt information may be redacted from copies of otherwise non-exempt public records provided.
10. The Open Records Act, and all applicable statutes, can be found on the Legislative Research Commission’s website at [www.lrc.ky.gov](http://www.lrc.ky.gov) or can be provided by the Records Custodian upon request. The University’s General Counsel serves as the Records Custodian. The General Counsel’s contact information is as follows:

General Counsel/Records Custodian  
400 East Main Street  
Hume Hall, Room 103  
Frankfort, KY 40601  
[General.counsel@kysu.edu](mailto:General.counsel@kysu.edu)



# KENTUCKY STATE UNIVERSITY

## Board of Regents

DATE: August 17, 2018

SUBJECT: Institutional Advancement staff hirers

FROM: Office of Institutional Advancement

ACTION ITEM: No

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BACKGROUND: Hiring approved positions to support annual and major gifts to the institution.

SUMMARY OF PROGRAMS/ACTIVITIES: Hired two new staff members. Sean Ross, Director of Major Gifts, and Michael DeCourcy, Director of Annual Fund and Analytics.

ALIGNMENT WITH STRATEGIC GOALS: Goal 4- Enhance the Impact of External Relations and Development.

COMMITTEE/PROGRAM ACTION: N/A

PROGRAM IMPLICATIONS: Begin outreach to our constituents to raise philanthropic support, develop online giving interface, launching facility/staff giving campaign, annual giving initiatives, engaging and building relationships within the region including business leaders, foundations, alumni, friends and campus partners.

FISCAL IMPLICATIONS: N/A

ATTACHMENTS: None

RECOMMENDATION: Information only.