



Northern Kentucky University
Board of Regents Materials

March 10, 2021

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AGENDA
Northern Kentucky University

Joint Finance and Policy Meeting
Video Teleconference – Wednesday, March 10, 2021 – 9:00 a.m.

9:00 a.m.

A. Joint Finance and Policy Committee:

1. Graduate Education, Research, Outreach (Durojaiye, Langley, Brumback, Kim, Martin, Schildmeyer, Ucci)
2. NKU Mental Health Initiative (Curran, Derks, Lawrence, Ndoye, Vaidya)
3. Legislative Update (Hickerson, Grayson, Flesch)

Board of Regents Meeting
Video Teleconference – Wednesday, March 10, 2021 – 1:00 p.m.

1:00 p.m.

- Call to Order
- Roll Call
- Approval of January 20, 2021 Board Minutes
- Presidential Comments
- Joint Finance and Policy Committee Summary, Secretary of the Board of Regents

1:20 p.m.

B. Presidential Reports:

1. Facilities Management Report (Hales)
2. Research/Grants/Contracts Report (December 1, 2020 – January 31, 2021) (Durojaiye)
3. Fundraising Report (July 1, 2020 – January 31, 2021) (Gentry)
4. Quarterly Financial Report (Hales)
5. Policies Report (Gates, Durojaiye)

1:40 p.m.

C. Presidential Recommendations:

1. *Academic Affairs Personnel Actions
2. *Academic Affairs Reappointment, Promotion and Tenure
3. *Non-Academic Personnel Actions
4. *Major Gifts Acceptance
5. *Naming Recommendations
6. *Faculty Emeritus Status (Bratcher, Ellis)
7. *New Master of Science Degree in Health Administration

2:00 p.m.

D. Executive Session

*Consent Agenda Items - (Items placed on the consent agenda are passed in one motion without discussion. Any Regent may request that an item be removed from the consent agenda for a separate motion by calling Wendy Peek in the Office of the President, 572-5172, by 2 p.m., Monday, March 8, 2021).

**Board of Regents Video Teleconference Meeting
Northern Kentucky University
January 20, 2021**

Regent André Ward, Chair, called the video teleconference meeting of the Board of Regents to order at 1:00 pm, Wednesday, January 20, 2021.

Roll Call: Michael Baranowski, Richard Boehne, Normand Desmarais, Lauren Goodwin, Jim Parker, Ken Perry, Dennis Repenning, W. Lee Scheben, Gregory Shumate, André Ward. Absent: Ashley Himes (all Regents joined the meeting by video teleconference).

Other Attendees: Ashish Vaidya, Wendy Peek, Bonita Brown, Ken Bothof, Joan Gates, Eric Gentry, Mike Hales, Valerie Hardcastle, Darryl Peal, Ande Durojaiye, Kim Scranage, Lori Southwood, Eddie Howard, James Votruba (all attendees and audience joined the meeting by video teleconference).

Regent Gregory Shumate seconded Regent Normand Desmarais's motion to approve the minutes of the November 11, 2020 and December 2, 2020 Board of Regents meetings. **(Motion carried)**

Presidential Comments:

Thank you, Chair Ward and members of the Board.

And thank you to everyone who is joining this Board meeting via live stream. We appreciate your participation.

President Emeritus James C. Votruba

I will begin my comments today by congratulating my friend and colleague, President Emeritus Jim Votruba, on his retirement and well-deserved pending Professor Emeritus status in the College of Education where he has taught and mentored educational leadership students for the past several years.

NKU's 3rd President and the longest-serving, Dr. Votruba served this institution with distinction from 1997 to 2012. Here are just a few of the accomplishments we attained during his tenure:

- The creation of the Haile/US Bank College of Business and the College of Informatics.
- Enrollment increases from less than 12,000 at his arrival to over 15,000.
- 19 bachelor's degrees, 42 master's degrees and its first two doctoral programs.
- The construction of the Dorothy Westerman Herrmann Science Center, the BB&T Arena, Griffin Hall and the Student Union, which rightly bears the name ... James C. and Rachel M. Votruba Student Union.
- And the move of our athletics programs to Division I.

Under Dr. Votruba, NKU solidified its role as a national leader in regional stewardship. In fact, he told NKU Magazine not long ago when asked about his proudest accomplishments, that it was "taking responsibility for advancing not only the dreams of our students, but the dreams of our region and our community."

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That commitment to stewardship of place is part of what brought me here and I am proud that NKU continues that regional engagement mission today.

WE HAVE ASKED DR. VOTRUBA TO JOIN US AND SAY A FEW WORDS. Jim, congratulations. Thank you for your unwavering support of NKU students and this region. Best wishes for a fulfilling retirement.

As we say goodbye for now to Dr. Votruba, we have a couple new members of the NKU leadership team to welcome.

VP for Student Affairs: Dr. Eddie J. Howard

During our last full Board of Regents meeting in November, I was happy to welcome Dr. Eddie J. Howard to NKU as our new Vice President for Student Affairs.

Dr. Howard officially began his new role on Jan. 1, bringing to our community his wealth of knowledge and experience advocating for student success and inclusive excellence. Again, welcome, Dr. Howard.

Provost Search

The search for our next Provost and Executive Vice President for Academic Affairs resumed last week with two candidates participating in open forums with the campus. A third candidate was recently identified and is participating in interviews this week.

We hope to complete all interviews by the end of January or early February with an announcement soon after. In the interim, Ande Durojaiye has been ably leading the division of Academic Affairs. I want to thank all who have participated in these hiring processes to fill such important roles for our university. Your engagement in these important decisions greatly impacts the future of NKU.

Spring Forward

Last week, NKU students began the Spring semester under the Spring Forward plan. Similar to last fall, classes are being held with a mix of face-to-face, online and hybrid delivery.

Per the plan, departments are maintaining minimum staffing levels on-campus so their locations are open to serve faculty, staff and students in-person, as necessary.

NKU will continue to follow the Commonwealth's guidelines and reinforce our Norse Nine principles for those on campus, and the COVID-19 Preparedness Team will monitor the situation and recommend adjustments as necessary.

While we are happy to be back in many cases, I know this is still not the campus life anybody is used to whether we are faculty, staff or students. I know many are still concerned about the financial uncertainty they and their families are facing and many are struggling academically and emotionally.

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We took those concerns to heart and made several adjustments:

We removed registration hurdles by eliminating certain registration holds and rolling-out a centralized holiday break virtual one-stop so students could call or email their questions with a 24-hour response time.

Tuition has remained unchanged and there have been no institutional scholarship renewal requirements. Parking is free in all garages to allow students to attend classes without worry. There is no online course fee, no late registration fee, no late graduation fee and no commuter meal plan mandatory fee. IT continues to provide laptops, hotspots and other technology resources.

Additionally, we are dedicated to supporting the health and wellness of our students. The following strategies will ensure students have access to wellness programming:

- The Campus Recreation Center is open so we can all stay active during these cold months.
- Health, Counseling and Student Wellness is available for students to answer their questions, perform COVID 19 testing and provide emotional support.
 - That included on-call support over the winter break,
 - And just yesterday, Vice President Eddie Howard announced that counseling fees at HCSW have been suspended for the Spring 2021 Semester.

Finally, we are committed to enhancing engagement opportunities on campus. This month, students have been invited to “Pitch a Program” – an opportunity to pitch their idea for a program or event on campus. Open sessions will take place tomorrow, Friday and next Monday. We will also maintain campus traditions such Homecoming in different but safe formats.

Another new engagement opportunity is NKU's new TikTok account — @nkuedu1 — which launches later this month. We are looking for student, faculty and staff ambassadors to join the NKU TikTok team to create fun content representing their college, student organization, athletic program or affiliation with the university. Please follow this account and contact social@nku.edu to join the NKU TikTok team.

Vaccine Update

Last week, I provided an update to the campus about COVID vaccinations. While we do not have all the answers, I can report that NKU will offer the COVID-19 vaccine on campus for faculty, staff and students and there will be no charge for getting the vaccine.

To that end, we are monitoring the Commonwealth of Kentucky’s Draft COVID-19 Vaccination Plan and Updates to develop our distribution protocols and prioritization schedule. Currently, we know that NKU faculty and staff are part of Phase 1C.

Last week, our licensed clinical healthcare faculty and staff who might be mobilized under the new crisis standards of care operations, as well as students who will have clinicals in healthcare settings began getting the vaccine through our healthcare partners.

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We have now been informed that NKU employees over the age of 70 and those who work in K-12 schools will be able to receive the vaccine. We urge them to get registered as soon as possible to get vaccinated.

Then, beginning in mid-March, we hope that the remainder of NKU employees and students with underlying or preexisting health conditions will be able to get vaccinated.

Students without underlying health conditions will be able to get vaccinated when Phase 2 (over age 40) and Phase 3 (over age 16) vaccinations are available. At this point, we do not have a date when we can begin vaccinating those students.

We are currently developing a plan and a set of protocols for administering and distributing the vaccine in the most efficient manner possible. Updates will be shared through the Provost's COVID weekly message.

SACSCOC Reaffirmation

Last year, SACSCOC, our institutional accrediting body had placed NKU on warning for not meeting the requirements for Core Requirement 11.1, which covers library and learning information resources, and standard 8.2b, which covers student outcomes in general education.

They requested a monitoring report to be submitted in Fall 2020. We implemented a plan to address the concerns raised by SACSCOC and submitted the monitoring report in September 2020. At its December 2020 meeting, the SACSCOC Board of Trustees reviewed our report and reaffirmed our 10-year accreditation without any additional requirements. The Board of Trustees was very impressed with the progress made by NKU. Our next reaffirmation will take place in 2029.

Thank you to all across campus who contributed to this effort and congratulations. This is an important accomplishment for our institution.

Student Success Summit

And speaking of student success, this past Friday, faculty, staff and students gathered virtually for our Second Annual Student Success Summit. This event is a new tradition on campus and has replaced the traditional convocation gathering with an engaging event focused on our core mission.

The summit featured a keynote panel moderated by interim Provost and Executive Vice President for Academic Affairs Ande Durojaiye and speakers included Jacqueline Smith, the Vice President of the Arizona State University Foundation, and Dr. Bridget Burns, the Executive Director of the University Innovation Alliance. The panel focused on innovations in student success, as well as community engagement.

We also acknowledged and celebrated examples of CARE — a concept that while new in name, is quite familiar to most of us here at NKU.

CARE is an acronym for Creativity, Appreciation, Resiliency and Engagement. The past year, the COVID-19 pandemic, economic crisis and a renewed national movement toward equality have truly challenged this university and we have risen to the challenge time and again.

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Ryan Padgett, Assistant Vice President for Enrollment & Student Success, moderated a panel with colleagues and students from across campus to discuss and demonstrate how the NKU family exemplifies the four elements of CARE in our everyday work and interactions.

Panelists included Professor Abdullah Al-Bahrani, Associate Dean Gannon Tagher, Amy Clark, Director of Student Counseling Services, Bill Moulton, Assistant Director of Facilities, Duncan Rebilas a student in the Adult Learner program and coach of NKU's inaugural Esports team, Americorps Vista NKU ROCKS Coordinator and alum, Jennifer Toyo and first-year student Mackenzie Mitchell.

In fact, we will continue to tell the story of CARE and you can help by sharing your experience with Staff Congress and reading about others' at nku.edu/nkucare.

Third Annual MLK Day of Service

Two days ago, NKU celebrated the Third Annual Dr. Martin Luther King Jr. Day of Service to honor the life and legacy of Dr. King.

While we were unable to gather together for in-person community service, many in the community still took the opportunity to serve through needed donations to local organizations in need such as the Women's Crisis Center and the Brighton Center, which remain in great need of personal care items.

We held a virtual celebration attended by NKU students, staff, faculty, alumni, community members, and family members. The program included a live keynote address from Alfonzo Jones, a national speaker with more than 25 years of experience working in higher education and a passion for working with students to help them achieve success. After his address, Mr. Jones led a discussion on race for our community. We also enjoyed student performances and other opportunities for NKU and community engagement.

I am proud of NKU's continued service to the community and I look forward to returning to in-person service next year.

The 2021 legislative session has begun in Frankfort and here are some updates.

Legislative Items for 2021

This session will include the passage of the FY22 budget since the General Assembly passed a one-year budget a year ago.

We are encouraged and pleased by the Governor's commitment to postsecondary education by including a 2% increase in state appropriations in his proposed budget, 1% of which will be to the base and 1% to performance fund.

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AVP for Economic Engagement & Government Relations Carmen Hickerson, Trey Greyson with CivicPoint and I met with members of the NKY legislative caucus to advocate for our legislative priorities, which include:

- Needed legislation for bond payments on our pension exit, which Senator McDaniel is leading on behalf of NKU;
- Adoption of the recommendations of the CPE Performance Funding Working Group;
- and funding for higher education appropriation and asset preservation bonds.
-

We will keep you updated on any needed legislative action during the session, which is scheduled to wrap up by the end of February

CPE Performance Funding Working Group Recommendations

I served on a CPE Performance Funding Working Group over the summer and fall that was responsible for developing recommendations to the General Assembly. Those recommendations include:

- The establishment of a general fund appropriation “floor” for each public postsecondary institution that equals the institution’s net general fund appropriation for FY 2020-21.
 - Going forward there would be no redistribution of this base funding.
 - All new appropriated funds would be run through the Performance Funding Model.
 - And performance Funding Model distributions are non-recurring, so each institution must earn them in subsequent years.
 -
- The working group will continue to discuss additional adjustments to the funding model over the next two years
 - These could include:
 - All degrees and credentials being considered in the model and not just 4-year degrees;
 - Revisiting 50-percent weighting of nonresident students;
 - Premiums for underserved populations and under-represented minorities.

Pension

Following the Board’s approval of the pension soft freeze at the December special board meeting, a work group was established and is meeting weekly to plan for the anticipated taxable bond issuance in early March 2021. This group includes NKU personnel, our underwriters at Morgan Stanley, financial advisors with Commonwealth Economics, bond counsel at Dinsmore & Shohl and Frost Brown Todd, and the State Office of Financial Management.

Last December 11, NKU officially submitted our application to KRS to exit the KERS nonhazardous plan. Again, we are continuing to work with our legislators and state agencies to receive the necessary authorizations and approvals for the bond issuance. If everything proceeds as anticipated with the bond issuance in early March, we will make an initial payment on April 1, 2021, to KRS for our estimated cost to exit and a final true-up payment in early 2022.

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OK, we do have a lot great news across campus. Let us begin with an update from the Office of Diversity, Equity and Inclusion.

Diversity, Equity and Inclusion

Last August, we implemented new federal regulations around Title IX and we were required to educate and ensure that the NKU campus community was informed about the new processes, protocols and resources available to those who have experienced sexual harassment and/or relationship violence.

In response, the Office of Inclusive Excellence and Title IX provided four uniquely designed online trainings tailored for specific populations for

- Incoming freshman;
- Returning students;
- Graduate students;
- And faculty, staff and administrators.
-

Nearly 11,000 members of the NKU community completed the hour-long training, including 70 percent of our students and 69 percent of our employees.

The office is dedicated to a commitment beyond compliance and maintaining NKU's values and ethic of care for all involved.

The Academic Affairs division also has some news regarding DEI, beginning with an update about the Pathfinders program.

Academic Affairs Updates

- NKU has converted the Pathfinders support program — a required program of support to enhance the probability of persistence for students identified at the time of admission and based on high school performance – to eliminate the use of ACT or SAT scores. We believe this change offers more effective support and eliminates the biases that may exist related to standardized tests as a criteria for admission.
- At the recent national EAB Connected 20 Conference, NKU was one of only a handful of schools recognized for its work to train faculty and staff in the area of academic advising on issues related to equity, racial bias, and cultural understanding. NKU's work on diversity and inclusion in advising was presented to more than 800 institutions across the country in one of the EAB sessions.

There is more from Academic Affairs.

- The Chase College of Law received a grant from the Kentucky Bar Foundation Diversity Fund to support our newly launched program called "All Rise," which is another 2020 Innovation Challenge funding recipient. This program supports students from diverse backgrounds throughout their law-school careers with financial and professional development assistance. The Chase Finish Line Fund, which provides awards to students as they prepare for the bar exam, has completed its first year in operation with highly

successful results. In 2020, Finish Line Fund recipients achieved a 96 percent pass rate on the bar exam, which bested the state average of 86 percent.

- The Center for Innovation and Entrepreneurship in the Haile/US Bank College of Business has been recognized as one of the Top 3 Finalists for Excellence in Entrepreneurship Teaching and Pedagogical Innovation by the 2020 Global Consortium of Entrepreneurship Centers.
- The Center for Economic Education provided programming to 2,000 elementary, high school, and college students in 2020. They also trained 15 teachers through Danny Dollar Academy, an increase from 8 the previous year, reaching 1,000 students from 13 different schools in Kentucky and Ohio.
- NKU student Isaiah Kelly won the Regional Entrepreneur Organization (EO) Global Student Entrepreneur Awards competition for the Cincinnati/Midwest Region. His company, Smoove Creations, is one of the 15 Greater Cincinnati's 2021 Startups to watch. Isaiah and fellow NKU students Liz Shroul and Ally Creech have been accepted as Top 50 finalists in the Baylor New Venture Competition. Only a handful of schools in the nation have more than one team in the top 50, putting NKU in the company of Yale, Rutgers, UCLA, UC San Diego, Texas A&M, and the University of Virginia.
- Community Connections and the School of the Arts teamed up to make Martin Luther King Jr. Day activity packets that were distributed to local schools. More than 550 packets were ordered by teachers and the activity packets contained hashtags so the kids who completed them could share what they created by tagging NKU and SOTA. NKU faculty members Julie Mader-Meersman, Randel Plowman, Julia Sebastian, and several VCD students collaborated to create this impactful community outreach project. Thank you to everyone for this important work.
- During fall 2020, CINSAM piloted the STEM Peer Mentor program, which had been awarded an NKU Innovation Grant. Seventeen peer mentors enrolled in SCI 393, received a \$500 stipend, and were placed in first-year STEM seminar courses. Through this program, STEM Peer Mentors reached more than 430 first-year and Young Scholar Academy students. Faculty teaching these courses reported that Peer Mentors “helped our freshmen feel like it was okay to have questions and not be sure of everything in that first semester,” and that they helped “build a bridge and connect students.”
- Finally, the College of Informatics launched the new Bachelor of Science program in Applied Software Engineering. This program was developed in collaboration with an external advisory council and it will provide the region with graduates proficient in server-side, mobile, and web application development, with a foundation that includes software security, human-computer interaction, technical writing, and ethics. This alternative to the traditional Computer Science degree is appropriate for career-changers and is one of only a few such programs in the country.

We have a lot more good news to report from each of our divisions as well. So, let us move on to the latest good news from Administration and Finance.

Administration and Finance Update

- During the winter break, the second phase of the SBARRO's Italian Restaurant was completed in the Student Union Food Court and the restaurant is now complete.
- As part of our new university banking agreement with PNC, we have completed the installation of a state-of-the-art video banking machine in the Student Union. This machine allows patrons

to conduct banking transactions virtually on site with the ability to speak with a banker via the video feature. A small working office structure was also built to allow PNC personnel to periodically work on-campus. PNC Bank has also installed two additional traditional ATMs on-campus, located in the University Center and Norse Commons. Under the current COVID-19 conditions, we anticipate the opening of the Student Union location in early February 2021.

- Human Resources is working with TIAA to rollout a comprehensive Communication, Education, & Advice Strategy plan for Tier 3 employees transitioning to the NKU Defined Contribution Pension Plan on July 1, 2021. The plan includes educational webinars, weekly TIAA Virtual Office Hours with a TIAA financial consultant and one-to-one advice and counseling sessions to support the Tier 3 employees.

Athletics

- In Athletics, our Norse student-athletes continue to shine in the classroom. This fall, the department recorded a 3.42 cumulative GPA with all 17 programs achieving at least a 3.0 GPA. This continues a long stretch of academic success in Athletics. It is the 19th-straight semester above a 3.0 GPA, 13th-straight above a 3.2 and 7th in a row with at least a 3.37. Congratulations to all!
- Competition resumed in late November for our men's and women's basketball programs and, to date, the men's team has completed 11 of the 15 originally scheduled contests while the women have played 9 of 12. In order to be eligible for the NCAA postseason, teams have to reach 13 games played.
- Finally, spring competition is just around the corner. Due to COVID-19, both the traditional fall sports and regularly scheduled spring sports will compete this spring. Volleyball, track & field, cross country and tennis begin this month, while men's and women's soccer, softball, baseball, and golf begin in February. While I am happy that our athletes are going to be able to compete again, the Horizon League will continue to provide safety protocol oversight in order to ensure the health of the teams and athletics staff.
- On the national front, the NCAA is addressing the issue of Name Image and Likeness, Transfer and financial sustainability. The NCAA Presidential Forum, on which I serve as the representative of the Horizon League, has been tasked with providing guidance on the financial sustainability of college athletics issue. We are currently reviewing the very bold recommendations of the Knight Commission in that regard.

President Vaidya at AASCU Student Success Institute for Provosts

This past Friday, I was delighted to present on the topic of Leadership and Change at the inaugural AASCU Student Success Institute for Provosts where we discussed NKU's strategic framework and how Success by Design was born, the process by which we adopted it, implementation and challenges during a global pandemic.

Late last year, I was honored to be elected to the AASCU Board of Directors for a three-year term and I continue to look forward to advancing AASCU's commitment to underrepresented students and meeting the association's strategic priorities on behalf of the more than 3.5 million students we serve.

Federal Reserve Board in Cleveland Board Appointment

The Federal Reserve Bank of Cleveland is one of 12 regional Reserve Banks that join the Board of Governors in Washington D.C. to make up the Federal Reserve System. The Cleveland Fed is part of the nation's central bank and participates in the formulation of federal monetary policy, supervises banking organizations, provides payment and other services to financial institutions and the US Treasury, and performs many activities that support Federal Reserve operations. Additionally, the Bank supports the well-being of communities across its district through research, outreach, and education activities. The Bank has two branches, one in Pittsburgh and the other in Cincinnati.

NKU has a history of partnering with the Federal Reserve Bank of Cleveland and the Cincinnati Branch. They partner with the Center for Economic Education in the Haile US Bank College of Business under the leadership of Professor Al-Bahrani on a financial literacy program for fifth- and sixth-grade local students and in providing data for our economics students to compete in a virtual experiential learning opportunity the Econ Games.

That is why I am pleased to share that I was appointed to the Federal Reserve Bank of Cleveland branch board in Cincinnati by the Board of Governors of the Federal Reserve System. My role is to represent the education sector on the board. My appointment began officially on January 1, 2021. As one of seven members on the board for the Cincinnati branch, I will work with colleagues to provide input about local business conditions and industries.

24/7 Wall St.

Finally, in a special report released just last week, 24/7 Wall St. – a financial news and opinion company - reviewed a range of data from the U.S. Department of Education at over 6,000 colleges and universities, including tuition costs, graduate employment rates, student debt repayment, and median salaries after enrollment, to identify the most affordable colleges with the best outcomes in every state. For the Commonwealth of Kentucky, the university that was identified was – Northern Kentucky University!

Chair Ward and members of the Board that concludes my remarks for today's meeting.

B. Presidential Reports:

1. Facilities Management Report (Interim Vice President of Administration & Finance/CFO Mike Hales).

- a. New Residence Hall
- b. Fine Arts Elevator Replacement
- c. Nunn Hall Elevator Replacement
- d. Nunn Hall Return Fans
- e. Callahan Hall Renovations
- f. Math Education Psychology Center/Administrative Center Bridge Parapet Repair
- g. Herrmann Science Center Plaza Replacement

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- h. Albright Health Center Condensate Tank Replacement
- i. Landrum Generator Replacement
- j. Norse Hall Renovations Phase II
- k. University Police Renovation
- l. Electrical Switchgear Replacement in Three Buildings
- m. US 27 Development

2. Research, Grants, and Contracts Report (October 1, 2020 through November 30, 2020) (Interim Provost and Executive Vice President André Durojaiye).

During the October 1, 2020 through November 30, 2020 time period, 7 grants were awarded. The total amount of money awarded was \$208,164. For the fiscal year 2020-21, the cumulative total number of grants awarded is 29 totaling \$4,026,298.

3. Fundraising Report (July 1, 2020 through November 30, 2020) (Vice President of University Advancement Eric Gentry).

The Fundraising Report summarized fundraising resources committed from July 1, 2020 through November 30, 2020 totaling \$5,415,727 in support of the university.

4. Quarterly Financial Report (July 1, 2020 through September 30, 2020) (Interim Vice President of Administration & Finance/CFO Mike Hales).

The Report was reviewed by the Board of Regents Audit Committee in accordance with Article III (D) (2) of the Board of Regents Bylaws.

5. Policies Report (Interim Provost and Executive Vice President André Durojaiye and Vice President for Legal Affairs/General Counsel Joan Gates).

The Policies Report summarized all policies that were approved at the executive-level after proceeding through the campus vetting process. The President and other university administrators determined that approval of these policies by the Board of Regents was not needed per the criteria established in Presidential Recommendation C-7 of the January 2015 regular meeting.

Following policies were approved on this report.

Academic Standing (Warning, Probation, Suspension)
Security Cameras

6. Faculty Development Awards – Project Grants (Interim Provost and Executive Vice President André Durojaiye).

The Project Grant Report reflected the grants that have been awarded for 2021-2022.

7. Faculty Development Awards – Faculty Summer Fellowships (Interim Provost and Executive Vice President André Durojaiye).

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The Faculty Summer Fellowship Report reflected the fellowships that have been awarded for the Summer 2021.

C. Presidential Recommendations:

Consent Agenda Items: A motion was made by Regent Gregory Shumate and seconded by Regent Michael Baranowski to approve the Presidential Recommendations as listed; C-1 through C-8. **(Motion carried)**

1. Academic Affairs Personnel Actions:

a. Faculty Appointments:

Dr. Angela Boyd, Clinical Assistant Professor in the School of Kinesiology, Counseling, and Rehabilitative Sciences, College of Health and Human Services, effective October 15, 2020.

b. Phased Retirement:

Dr. Lynne Smith, professor in the college of education, beginning August 9, 2021 and terminating May 19, 2023.

c. Retirements:

Dr. John Metz, associate professor in History and Geography, College of Arts and Sciences, effective December 2020.

d. Departures:

Dr. Sandra Grinnell, Tenured professor in the School of Nursing, College of Health and Human Services, effective December 31, 2020.

e. Temporary Faculty Appointments:

Dr. Kahlil King, Department of Psychological Science, effective Spring 2020 Semester; Ms. Mindi Doolin, Institute for Health Innovation, effective Fiscal Year 2021.

2. Non-Academic Personnel Actions:

The following categories of non-academic personnel actions which occurred between October 10, 2020 and December 4, 2020 received approval by the Board of Regents: Activations/Rehires; Reassignments, Reclassifications, Title/Status Changes, Promotions; Transfers; Contract/Temporary/Student to Regular & Regular to Contract; Departures; Retirements; Administrative/Executive.

3. Major Gifts Acceptance:

The Board of Regents accepted contributions totaling \$170,000 received by the NKU Foundation Inc. for the benefit of Northern Kentucky University during the period October 1, 2020 through November 30, 2020.

4. Naming Recommendations:

The Board of Regents approved the following naming action:

1. The naming of an endowed scholarship that will support an accepted degree-seeking full-time student with a minimum of six credit hours in the Masters of Social Work program. The scholarship will give preference to a first-generation Kentucky resident. "Linda and David Ault Endowed Scholarship"
2. The naming of a scholarship for students who have been accepted for admission as degree seeking in one of the technology majors within the College of Informatics. These majors include: Applied Software Engineering, Business Information Systems, Computer Information Systems, Computer Science, Cybersecurity, Data Science, Health Informatics, and Media Informatics. "Alva Jean Crawford and Dr. Alvin H. Crawford Diversity Scholarship Fund"
3. The naming of an emergency student support scholarship for international students seeking a degree at Northern Kentucky University. "Emergency Scholarship Fund for International Students"

5. Faculty Emeritus:

Emeritus status for the following individuals received Board of Regents approval:

Dr. Bill Attenweiler, associate professor in Psychological Science, Arts, College of Arts and Sciences, effective May 2021.

Ms. Nancy Jentsch, lecturer in World Languages and Literature, College of Arts and Sciences, effective November 2020.

Dr. James Votruba, professor in the college of education, effective January 1, 2021.

6. College of Education Reorganization:

The Board of Regents approved that the College of Education (COE) be reorganized to form three internal units, effective July 1, 2021.

7. Sabbatical Leaves:

The Board of Regents approved the sabbatical leave recommendations for the 2021-2022 academic year.

8. Resolution to Authorize Release of Housing Reserve Funds:

The Board of Regents approved the following resolution.

Be it resolved that the Board of Regents of Northern Kentucky University authorizes Michael Hales, Interim Vice President for Administration and Finance/CFO/Treasurer to request the release of all funds held in the Northern Kentucky University Housing System Repair and Replacement Reserve on deposit with the trustee, Huntington Bank.

Item C-9 was presented to the Board by Interim Vice President of Administration and Finance/CFO Mike Hales.

9. Pension Bond Sale Resolution:

The Board of Regents adopted the Resolution which provides for the sale and issuance of General Receipts Bonds in the aggregate principal amount of up to \$320,000,000 for the purpose of (i) financing the costs of the voluntary cessation from participation in the Kentucky Employees Retirement System and (ii) paying costs of issuance of the General Receipts Bonds.

Motion: A motion was made by Regent Richard Boehne and seconded by Regent Normand Desmarais to approve Presidential Recommendation C-9. (**Motion carried, Regent Gregory Shumate abstained from the vote**).

D. Executive Session:

Regent Michael Baranowski seconded Regent Andr Ward’s motion to enter into executive session pursuant to KRS 61.810(1) (c). (**Motion carried**)

At 3:15 p.m., Regent Dennis Repenning seconded Regent Jim Parker’s motion to adjourn. (**Motion carried**)

Signature On File
Wendy J. Peek
Assistant to the Vice President/
Chief Strategy Officer

Signature On File
Bonita J. Brown
Vice President and Chief Strategy Officer
Secretary to the Board of Regents

I, Gregory Shumate, Secretary of the Board of Regents of Northern Kentucky University, certify that the foregoing is a true copy of the minutes of the meeting held on January 20, 2021 and that such matters are still in force and effect.

Signature On File
Gregory Shumate
Secretary of the Board of Regents

FACILITIES MANAGEMENT REPORT

1. New Residence Hall

Moody Nolan (MN) architects, of Columbus, Ohio and Lord Aeck Sargent (LAS) of Lexington, Kentucky and Atlanta, has designed a new 297-bed student residential facility. A significant part of LAS' higher education practice is the planning and design of student residential facilities. Messer Construction is serving as construction manager. The building is located on the front (south) section of Lot F. It will include 297 semi-suite style beds featuring two double-occupancy bedrooms sharing one private shower room, one private toilet room, and two sinks. The building will include ample communal gathering and study space to foster student engagement.

Construction began in April 2020. Structural steel and concrete deck installation continues, and framing of exterior walls is underway. The building will operate with a geothermal HVAC system, and the geothermal wells are in the ground. While both the Campus Recreation Center (Albright Health Center addition) and the Health Innovation Center/Founders Hall project included geothermal wells, this residence hall will be the first NKU building to operate with only a geothermal system. The project is scheduled for Fall 2021 occupancy.

Architect of Record: Moody/Nolan

Student Life/Interior Design Consultant: Lord Aeck Sargent

Engineers: CMTA, THP, The Kleingers Group, Geotechnology, Inc.

Landscape Architect: Vivian Llambi & Associates

Construction Manager: Messer Construction

Scope: Approx. \$26.5M

Fund Source: NKU Bonds – Supported by Housing Revenue

Anticipated Completion: Summer 2021



Site Photo January 30, 2021

New Residence Hall – Continued



New Residence Hall, February 4, 2021



View from Kenton Drive, January 27, 2021

2. Fine Arts Elevator Replacement

The mechanical equipment for the passenger elevator in the original section of Fine Arts is original to the building and in need of total replacement. Increasingly unreliable, modernization of this elevator is essential to ensure safe, continued operation. Otis was the low bidder. Because the freight elevator shares a shaft with the freight elevator, the freight elevator may also be out of service throughout the construction period.

Fine Arts Elevator Replacement - Continued

Material to replace the elevator has begun to arrive on campus, but supply chain issues are continuing to cause time delays for this project. The construction start date is uncertain.

Engineer: Pedco E&A Services

Contractor: Otis

Scope: \$285,000

Fund Source: Deferred Maintenance Project Pool

Anticipated Completion: TBD

3. Nunn Hall Elevator Replacement

Nunn Hall has three elevators, and all are at the end of their useful life. The elevators have become increasingly unreliable and are often out of service. Modernization is essential to ensure safe, continued operation. Otis was the low bidder. One elevator will be out of service throughout the construction period.

The equipment order was placed January 2021. Material supply chain issues are causing time delays for this project; the construction start date is uncertain.

Engineer: Pedco E&A Services

Contractor: Otis

Scope: \$800,000

Fund Source: Deferred Maintenance Project Pool

Anticipated Completion: TBD

4. Nunn Hall Return Fans

The return fans in Nunn Hall, original to the building, have out lived their life expectancy. The repair cost for the obsolete parts is extremely high, with long delivery times. The fans help regulate temperature and door function due to air pressure. This project is complete.

Engineer: N/A

Contractor: Daiking

Scope: \$550,000

Fund Source: Deferred Maintenance Project Pool

Completion: February 2021

5. Callahan Hall Renovations

Callahan Hall, a 150,792 GSF residence hall in the East Residential Village, was built in 1962 and renovated in 2008. Due to budget constraints, the 2008 renovation included minimal HVAC system upgrades.

Callahan Hall Renovations – Continued

This project includes replacement of the hot and cold water HVAC distribution piping and portions of the domestic hot and cold water distribution piping; the piping rises vertically through the building in mechanical closets and then extends horizontally above ceilings to each residential unit. This vertical and horizontal piping, original to the building, is in poor condition. Problems include clogs, rust pitting, weeping/leaks, poor insulation, etc. This project also includes replacement of the hot water heaters; installation of a chemical water treatment system for HVAC piping; and, minor chiller repairs.

Construction documents are complete and bidding is underway.

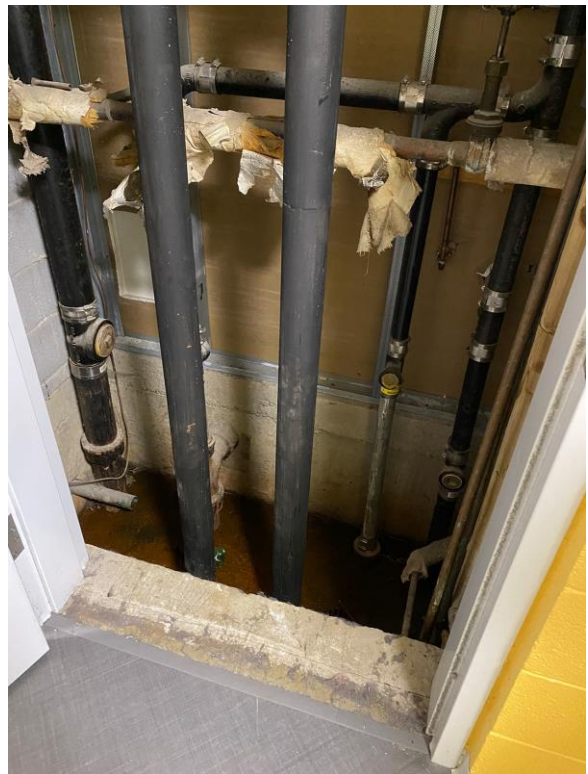
Engineer: CMTA

Contractor: TBD

Scope: \$3,913,715.59

Fund Source: NKU Bonds – Supported by Housing Bond Revenue

Anticipated Completion: Summer 2022



Typical basement ceiling condition due to leaks and typical mechanical closet condition.

6. Math Education Psychology Center/Administrative Center Bridge Parapet Repair

The concrete parapets (vertical railing pieces) on the bridge connecting the second floor of the Mathematics Education Psychology Center to the Administrative Center/University Center plaza are in need of repair. The project includes various concrete crack repairs, steel repairs and application of a coating to deteriorating concrete. The addition of a second bridge drain and repair to a plaza drain are also included. Repair work is underway and will be complete in the spring.

Engineer: THP Limited

Contractor: Lithko

Scope: \$200,000

Fund Source: Deferred Maintenance Projects Pool

Anticipated Completion: Spring 2021

7. Herrmann Science Center Plaza Replacement

The concrete pavers in the circular Science plaza are in poor condition and have become a tripping hazard. A new design for the plaza, using stained concrete with paver accents, has been bid. The design is based on a compass, with the ordinal directions identified with a letter as shown in the graphic below. Project bids are under evaluation. Construction will begin this spring and be complete this summer.

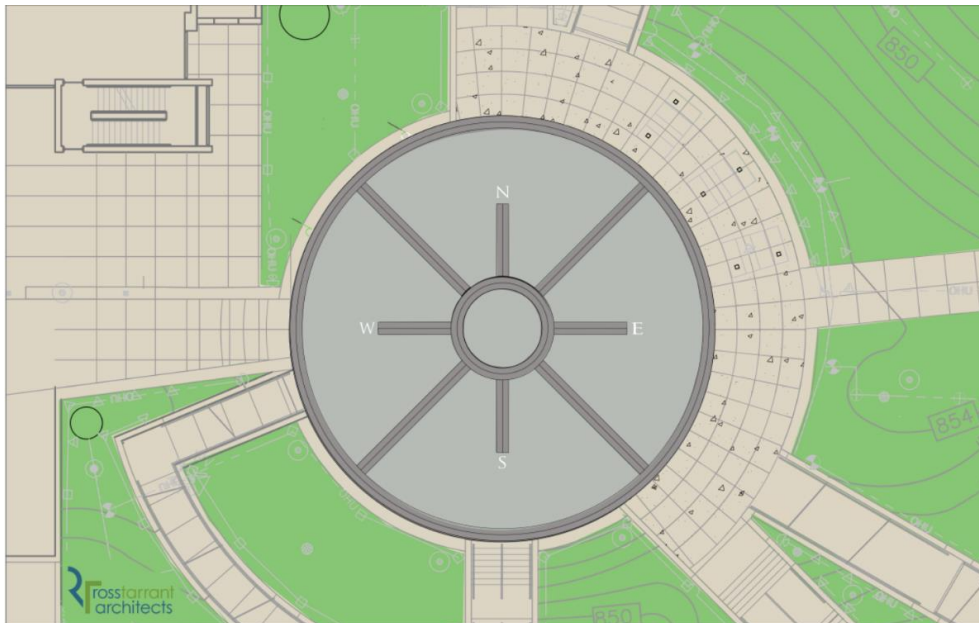
Landscape Architect: RossTarrant

Contractor: TBD

Scope: \$150,000

Fund Source: Deferred Maintenance Project Pool

Anticipated Completion: Summer 2021



Science Plaza's New Paving Design

Herrmann Science Center Plaza Replacement – Continued



Science Plaza Existing Conditions

8. Albright Health Center Condensate Tank Replacement

The Health Center’s condensate tank system and pumping system, original to this 1984 building, are overdue for replacement. The condensate tank captures the by-product of cooled steam, which is condensate, and sends it back to the boiler for re-use. The tank now resides in a space below the mechanical room floor, because the heat exchanger sits on the floor. The goal is to replace and remove the condensate tank system from the sub-floor area by also raising the heat exchanger up off the floor. The project also includes replacement and modernization of the pneumatic valve/actuators on the existing heat exchanger. The project is in the design phase.

Engineer: CMTA

Contractor: TBD

Scope: \$142,000

Fund Source: Deferred Maintenance Project Pool

Anticipated Completion: Summer 2021

9. Landrum Generator Replacement

Landrum’s generator is original to the building and in need of life cycle replacement. The generator provides critical back-up power in the event of a power outage. This project is in the design phase.

Engineer: Advantage Group (Structural Design)

Contractor: TBD

Scope: \$150,000

Fund Source: Deferred Maintenance Project Pool

Anticipated Completion: Summer 2021

10. Norse Hall Renovations Phase II

Repairs to Norse Hall’s exterior balconies, steel stairs and railings were complete in summer 2020. Traffic membrane coatings at all balconies will be completed summer 2021, completing Phase I work scope.

Phase II of the project includes installation of new fan coil (HVAC) units; replacement of failing shower pan liners; installation of new exterior doors and frames; and, repairs to the exterior insulation system (the façade).

Norse Hall, constructed in 1992, includes a mix of two bedroom apartments and efficiencies, housing 308 students. These repairs are critical upgrades necessary to provide an attractive living environment and extend the life of the building.

Engineer: THP (Structural Design) and Staggs & Fisher (MEP Engineers)

Contractor: TBD

Scope: \$3,600,000

Fund Source: NKU Bonds – Supported by Housing Bond Revenue

Anticipated Completion: Fall 2021

11. University Police Renovation

The Honors House, vacant since the move of the Honors College to Founders Hall in May 2018, will be renovated to house University Police. This facility will provide University Police with space to facilitate community engagement and collaboration as they strive to partner with the University community in the pursuit of positive safety outcomes for all stakeholders.

Renovation work will include creation of accessible, secure, and modern space with resilient systems designed to support routine and emergency safety services around-the-clock. This includes a modernized dispatch office, secure storage rooms on the lower level, renovation of several restrooms, and replacement of interior finishes. The project also includes installation of a generator, upgraded fiber and data network service, and upgrades related to University Police’s responsibility to provide uninterrupted service and monitor campus safety 24/7.

Work will be accomplished with a combination of in-house labor and various subcontractors retained for specialty aspects of the work. Interior demolition has begun, and detailed coordination planning is progressing well. Work will continue through the spring and summer, and occupancy will occur next fall.

Design: RMF Engineering (Electrical Assessment), Advantage Group (Structural)

Contractor: In-House and Subcontractors TBD

Scope: \$880,000

Fund Source: Net Position

Anticipated Completion: Fall 2021

12. Administrative Center Electrical Switchgear Replacement - Design

Switchgear equipment distributes a building's incoming electric power to its internal electrical systems. The electrical high voltage switchgear in the Lucas Administrative Center is located inside the building, making replacement a challenge. The unit, original to the building, has reached the end of its useful life, and risk of failure is a significant concern. Failure would cause loss of power resulting in a building shutdown. Given the location of the campus data center in the Administrative Center, this is a critical project. Design work has begun.

Engineers: KLH

Contractor: TBD

Scope: \$40,000 (Design only)

Fund Source: Deferred Maintenance Project Pool

Anticipated Completion: TBD

13. Electrical Switchgear Replacement in Three Buildings

Switchgear equipment distributes a building's incoming electric power to its internal electrical systems. The electrical high voltage switchgear in Landrum, Fine Arts and Nunn Hall are located inside the buildings, making replacement a challenge. In all three cases, the units (original to the buildings) had reached the end of their useful lives, and risk of failure had become a significant concern. Failure would have caused loss of power resulting in a building shutdown.

Power was restored, as planned, on January 3, 2021. Work is complete.

Engineers: KZF, RMF and KLH

Contractor: Mayers Electric Company

Scope: \$1,250,000

Fund Source: Deferred Maintenance Project Pool

Completion: February 2021

14. US 27 Development

Fairmount Properties continues due diligence and planning for the US 27 Development. The project will be a mixed-use development with a pedestrian-friendly, ground floor street presence. Phase One is a 65,000 square foot office building and associated parking garage on the north side of the Nunn Drive intersection for St. Elizabeth Healthcare and OrthoCincy.

Phase Two, on the south side of Nunn Drive, will be a mixed-use development of 30-38,000 square feet of full-service and casual restaurant and retail tenants; a 110-room hotel; 75-150 market rate apartments; parking; and, potentially some office space. Retail uses will result in a safe, active pedestrian experience, complete with al fresco dining on patios, sidewalk amenities, public art installations and an urban environment that embraces the notion of a unique street experience.

US 27 Development – Continued

The State TIF (Tax Increment Financing) application has been reviewed and a final award of \$14.2M was approved. State and local TIF funds will be used to help with the cost of infrastructure development on the Phase II site. OKI has approved an \$861,704 STP/SNK Transit infrastructure support grant for the project. Funds allocated through two federal programs, the Surface Transportation Block Grant program and the Transportation

Alternatives program, will be spent on road, transit and pathway improvements benefitting the project. Fairmount will match the grant funds with \$369,302 in project funds.

With occupancy of the St. Elizabeth Medical Office Building in April 2019, Phase One is complete.

Phase II Progress - South side of Nunn Drive:

- Fairmount continues to have discussions with potential hoteliers and retailers.
- Master Planning is underway to incorporate design for both sides of Nunn Drive, to ensure a look that is consistent with the objective of creating a new campus gateway.
- Ground Lease negotiations with Fairmount are nearing completion.



US 27 Phase II Site Plan

OFFICE OF RESEARCH, GRANTS, AND CONTRACTS REPORT

The attached report lists the grants awarded, with the amount awarded for each grant, for NKU faculty and staff for December 1, 2020 through January 31, 2021, for Fiscal Year 2020-21:

- During the December, 2020 through January 31, 2021 time period, **4** grants were awarded. The total amount of money awarded was **\$12,221,245**.
- For the fiscal year 2020-21, the cumulative total number of grants awarded is **33** totaling **\$16,247,543**

NKU Office of Research, Grants and Contracts
Grants Awarded Funding: December 01, 2020 - January 31, 2021
FY 2020-2021

<u>Category</u>	<u>Type</u>	<u>College/Administrative Office Department</u>	<u>Project Title</u>	<u>Sponsor</u>	<u>Sponsor Total</u>
<i>Administration and Finance</i>					
Institutional Support	New	Administration and Finance	CRF (Coronavirus Relief Fund)	Office of the KY State Budget Director	\$2,415,000
Institutional Support	Continuation	Administration and Finance	NKU CARES ACT Higher Ed Emergency Relief Fund II (Institutional - COVID)	U.S. Department of Education	\$9,714,429
<i>Chase College of Law</i>					
Student Support	New	Student Affairs and Enrollment Management	Chase Law All Rise	Kentucky Bar Foundation	\$11,000
<i>College of Arts & Sciences</i>					
Basic Research	Continuation	Physics, Geology and Engineering Technology	HELIX: The High Energy Light Isotope Experiment (Bridge Funding)	National Aeronautics and Space Administration	\$80,816
Total Number of Awards 12/01/2020 - 01/31/2021		= 4		Total Funds Awarded	\$12,221,245
<i>Total Number of Awards FY 2020-21</i>		<u>33</u>		<i>Total Funds Awarded FY 2020-2021</i>	<u>\$16,247,543</u>

FUNDRAISING RESOURCES

The following Fundraising Report summarizes fundraising resources committed from July 1, 2020 through January 31, 2021 totaling \$6,723,585 in support of the university.

The report includes:

1. Resources in support of the colleges, Academic Affairs and University Designated programs, Steely Library, Norse Athletics, Institute for Health Innovation/Health Innovation Center, and Student Affairs.
2. Resources for Fiscal Year 2021.

FY21 Fundraising Resources Through 1/31/21	
Designation	FY 2021 at 1/31/2021
Academic Affairs/Univ. Designated	\$412,388
Athletics	\$784,872
Chase College of Law	\$478,241
College of Arts & Sciences	\$2,782,898
College of Education	\$57,620
College of Health and Human Services	\$405,083
College of Informatics	\$1,344,339
Haile US Bank College of Business	\$269,193
Honors College	\$860
Institute for Health Innov./Health Innov Ctr.	\$35
Steely Library	\$53,257
Student Affairs	\$134,798
Total	\$6,723,585

NORTHERN KENTUCKY UNIVERSITY

QUARTERLY FINANCIAL REPORT

FOR THE PERIOD JULY 1, 2020 THROUGH DECEMBER 31, 2020

Northern Kentucky University
Quarterly Financial Report

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Current Restricted Fund Schedule of Expenditures

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Schedule of Current Investments

Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Statement of Net Position
As of December 31, 2020 and 2019
(in thousands)

	2021	2020
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 99,845	\$ 104,960
Notes, loans and accounts receivable, net	8,818	8,303
Other current assets	1,933	1,866
Total current assets	110,596	115,129
Noncurrent Assets		
Cash and cash equivalents	45,758	51,065
Investments	13,744	14,048
Notes, loans and accounts receivable, net	1,333	1,604
Capital assets, net	362,979	371,858
Other noncurrent assets	286	251
Total noncurrent assets	424,100	438,826
Total assets	534,696	553,955
DEFERRED OUTFLOWS OF RESOURCES		
Bond refunding loss	2,369	2,730
Pension and OPEB	37,460	40,635
Total deferred outflows of resources	39,829	43,365
LIABILITIES		
Current Liabilities		
Accounts payable and accrued liabilities	12,681	12,575
Unearned revenue	2,187	1,222
Long-term debt-current portion	958	907
Other long-term liabilities-current portion	269	544
Total current liabilities	16,095	15,248
Noncurrent Liabilities		
Deposits	11,436	10,875
Long-term debt	134,407	139,532
Other long-term liabilities	2,094	2,148
Net pension and OPEB liability	383,648	369,866
Total noncurrent liabilities	531,585	522,421
Total liabilities	547,680	537,669
DEFERRED INFLOWS OF RESOURCES		
Service agreements	713	888
Pension and OPEB	15,031	12,644
Total deferred inflows of resources	15,744	13,532
NET POSITION		
Net investment in capital assets	262,480	268,928
Restricted		
Nonexpendable	7,616	7,616
Expendable	2,939	8,139
Unrestricted	(261,934)	(238,564)
Total net position	\$ 11,101	\$ 46,119

Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Statement of Revenues, Expenses and Changes in Net Position
For the Quarter Ended December 31, 2020 and 2019
(in thousands)

	<u>2021</u>	<u>2020</u>
OPERATING REVENUES		
Student tuition and fees (net of scholarship allowances of \$22,758 in 2021 and \$22,470 in 2020)	\$ 63,935	\$ 63,933
Federal grants and contracts	1,382	1,285
State and local grants and contracts	1,240	1,290
Nongovernmental grants and contracts	1,515	1,356
Sales and services of educational departments	1,061	2,074
Auxiliary enterprises		
Housing and food service (net of scholarship allowances of \$513 in 2021 and \$507 in 2020)	2,527	5,449
Other auxiliaries	1,431	2,666
Other operating revenues	2,867	4,269
Total operating revenues	<u>75,958</u>	<u>82,322</u>
OPERATING EXPENSES		
Educational and general		
Instruction	44,591	42,544
Research	1,465	1,180
Public service	4,124	4,701
Libraries	3,452	3,180
Academic support	10,992	11,252
Student services	11,207	13,122
Institutional support	17,032	15,407
Operation and maintenance of plant	7,510	9,679
Depreciation	8,392	8,510
Student aid	11,985	10,296
Auxiliary enterprises		
Housing and food service	1,640	2,468
Other auxiliaries	582	707
Auxiliary depreciation	1,544	1,606
Other expenses	13	137
Total operating expenses	<u>124,529</u>	<u>124,789</u>
Net income (loss) from operations	<u>(48,571)</u>	<u>(42,467)</u>
NONOPERATING REVENUES (EXPENSES)		
State appropriations	28,736	28,765
Federal grants and contracts	9,610	7,264
State and local grants and contracts	6,562	6,007
Private gifts and grants	51	44
Investment income (loss)	1,631	1,590
Interest on capital asset-related debt	(2,233)	(1,994)
Other nonoperating revenues (expenses)	(92)	(1,452)
Net nonoperating revenues	<u>44,265</u>	<u>40,224</u>
Income (loss) before other revenues, expenses, gains or losses	<u>(4,306)</u>	<u>(2,243)</u>
Capital grants, gifts and contracts	3	284
Total other revenues	<u>3</u>	<u>284</u>
Increase (decrease) in net position	<u>(4,303)</u>	<u>(1,959)</u>
NET POSITION		
Net position-beginning of year	15,404	48,078
Net position-end of quarter	<u>\$ 11,101</u>	<u>\$ 46,119</u>

Statements for Management Use Only
Excludes required GASB Pension/OPEB Reporting

Condensed Statement of Net Position

	12/31/2020	12/31/2019
ASSETS		
Current assets	\$ 110,596	\$ 115,129
Capital assets, net	362,979	371,858
Noncurrent assets	61,121	66,968
Total assets	<u>534,696</u>	<u>553,955</u>
DEFERRED OUTFLOWS OF RESOURCES	<u>2,369</u>	<u>2,730</u>
LIABILITIES		
Current liabilities	16,095	15,248
Noncurrent liabilities	147,937	152,555
Total liabilities	<u>164,032</u>	<u>167,803</u>
DEFERRED INFLOWS OF RESOURCES	<u>713</u>	<u>888</u>
NET POSITION		
Net investment in capital assets	262,480	268,928
Restricted		
Nonexpendable	7,616	7,616
Expendable	2,939	8,139
Unrestricted	99,285	103,311
Total net position	<u>\$ 372,320</u>	<u>\$ 387,994</u>

Condensed Statement of Revenues, Expenses and Changes in Net Position

	12/31/2020	12/31/2019
OPERATING REVENUES		
Student tuition and fees, net	\$ 63,935	\$ 63,933
Grants and contracts	4,137	3,931
Sales and services of educational departments	1,061	2,074
Auxiliary enterprises	3,958	8,115
Other operating revenues	2,867	4,269
Total operating revenues	<u>75,958</u>	<u>82,322</u>
OPERATING EXPENSES		
Educational and general	112,358	111,361
Depreciation	8,392	8,510
Auxiliary enterprises (including depreciation)	3,766	4,781
Other expenses	13	137
Total operating expenses	<u>124,529</u>	<u>124,789</u>
Net income (loss) from operations	<u>(48,571)</u>	<u>(42,467)</u>
NONOPERATING REVENUES (EXPENSES)		
State appropriations	28,736	28,765
Gifts, grants and contracts	16,223	13,315
Investment income	1,631	1,590
Interest on capital asset-related debt	(2,233)	(1,994)
Other nonoperating revenues (expenses)	(92)	(1,452)
Net nonoperating revenues	<u>44,265</u>	<u>40,224</u>
Income (loss) before other revenues, expenses, gains or losses	<u>(4,306)</u>	<u>(2,243)</u>
Capital grants, gifts and contracts	3	284
Total other revenues	<u>3</u>	<u>284</u>
Increase (decrease) in net position	<u>(4,303)</u>	<u>(1,959)</u>
Net position-beginning of year as previously reported	15,404	48,078
Add back effect of Pension	<u>361,219</u>	<u>341,875</u>
Net position-end of quarter	<u>\$ 372,320</u>	<u>\$ 387,994</u>

NORTHERN KENTUCKY UNIVERSITY
Current Unrestricted Fund
Statement of Revenues and Expenditures
For the Period from July 1, 2020 to December 31, 2020
With Comparative Prior Year Data
(in thousands)

	2021				2020			
	Original Budget*	Revised Budget**	Actual 12/31/20	%	Original Budget*	Revised Budget	Actual 12/31/19	%
Revenue								
Educational and General								
Student Tuition and Fees	\$ 164,519	\$ 164,664	\$ 86,694	53%	\$ 165,469	\$ 166,258	\$ 86,403	52%
State Appropriations	52,300	52,300	28,736	55%	52,300	52,300	28,765	55%
Sales and Services	4,506	4,470	1,061	24%	4,477	5,265	2,073	39%
Other	11,534	12,011	2,840	24%	8,237	8,808	5,351	61%
Total Ed and General	232,859	233,445	119,331	51%	230,483	232,631	122,592	53%
Auxiliary Enterprises								
Revenue Sources	14,105	14,105	4,691	33%	17,117	17,844	8,622	48%
Total Auxiliary Enterprises	14,105	14,105	4,691	33%	17,117	17,844	8,622	48%
Total Revenue	\$ 246,964	\$ 247,550	\$ 124,022	50%	\$ 247,600	\$ 250,475	\$ 131,214	52%
Expenditures & Transfers								
Educational and General								
Instruction	\$ 79,648	\$ 86,009	\$ 43,669	51%	\$ 74,841	\$ 80,175	\$ 41,544	52%
Research	193	944	338	36%	186	1,002	320	32%
Public Service	6,982	9,177	2,746	30%	7,291	11,243	3,290	29%
Libraries	6,860	8,178	3,373	41%	5,736	5,937	3,207	54%
Academic Support	26,716	34,702	10,731	31%	26,052	34,270	11,021	32%
Student Services	22,313	25,160	10,568	42%	22,732	25,904	12,570	49%
Institutional Support	29,714	37,117	14,931	40%	30,386	34,721	14,879	43%
Oper. and maint. of plant	20,170	20,143	7,281	36%	20,115	20,319	8,593	42%
Student Financial Aid	34,530	32,672	20,219	62%	36,353	35,152	19,256	55%
Reserves (E&G)	1,555	-	-		1,512	-	-	
Transfers								
Mandatory: Debt Service	5,771	5,771	4,733	82%	5,772	5,773	4,642	80%
Nonmandatory	(1,593)	(1,241)	351	-28%	(493)	1,476	1,287	87%
Total Educ and General	232,859	258,632	118,940	46%	230,483	255,972	120,609	47%
Auxiliary Enterprises								
Auxiliary expenditures	7,069	9,741	2,731	28%	10,124	10,137	3,535	35%
Transfers								
Mandatory: Debt Service	5,481	5,481	4,614	84%	5,481	5,550	4,755	86%
Nonmandatory	1,555	1,605	715	45%	1,512	1,441	716	50%
Total Auxiliary Enterprises	14,105	16,827	8,060	48%	17,117	17,128	9,006	53%
Total Expenditures	\$ 246,964	\$ 275,459	\$ 127,000	46%	\$ 247,600	\$ 273,100	\$ 129,615	47%

*Original budget per Board approved annual budget document.

**Revised budget includes \$2M net position allocation as approved in the annual budget.

NORTHERN KENTUCKY UNIVERSITY
 Current Unrestricted Fund
 Statement of Revenues and Expenditures
 For the Period from July 1, 2020 to December 31, 2020
 With Comparative Prior Year Data

	2021				2020			
	Original Budget	Revised Budget	Actual 12/31/20	%	Original Budget	Revised Budget	Actual 12/31/19	%
Expenditures								
Personnel	\$ 101,450	\$ 104,737	\$ 49,471	47%	\$ 99,291	\$ 104,641	\$ 50,040	48%
Benefits	48,150	48,867	21,808	45%	45,294	46,930	23,063	49%
Contracted Services	16,403	18,254	10,181	56%	9,723	12,715	7,486	59%
Operating/nonoperating	26,330	48,132	11,493	24%	37,245	47,342	14,412	30%
Utilities	6,377	6,026	1,692	28%	6,981	6,623	2,399	36%
Capital	2,600	4,781	1,562	33%	1,530	5,035	1,249	25%
Student Financial Aid	34,906	33,047	20,379	62%	36,776	35,575	19,566	55%
Transfers	10,748	11,615	10,414	90%	10,760	14,239	11,400	80%
Total Expenditures	<u>\$ 246,964</u>	<u>\$ 275,459</u>	<u>\$ 127,000</u>	46%	<u>\$ 247,600</u>	<u>\$ 273,100</u>	<u>\$ 129,615</u>	47%

NORTHERN KENTUCKY UNIVERSITY
 Current Restricted Fund
 Schedule of Actual Revenues and Expenditures
 For the Period from July 1, 2020 to December 31, 2020
 With Comparative Prior Year Data

	Fiscal Year To Date 12/31/20	Fiscal Year To Date 12/31/19	Difference	Percentage Change	Fiscal Year 2020 Final
Revenues by Source					
Federal Grants & Contracts	\$ 2,422,026	\$ 954,277	\$ 1,467,749	154%	\$ 3,710,831
State and Local Grants & Contracts	1,829,315	1,326,694	502,621	38%	3,268,790
Nongovernmental Grants & Contracts	388,072	189,491	198,581	105%	595,434
Federal Financial Aid Programs	8,590,816	7,619,087	971,729	13%	16,847,421
State Financial Aid Programs	5,973,159	5,970,086	3,073	0%	11,454,606
NKU Foundation Subgrants	1,036,642	1,106,532	(69,890)	-6%	2,046,516
Agency Subgrants	141,624	104,940	36,684	35%	335,754
Other	-	1,000	(1,000)	-100%	1,000
Total Revenues	\$ 20,381,654	\$ 17,272,107	\$ 3,109,547	18%	\$ 38,260,352
Expenditures by Function					
Instruction	\$ 686,829	\$ 881,312	\$ (194,483)	-22%	\$ 1,701,956
Research	1,126,979	860,473	\$ 266,506	31%	1,838,601
Public Service	1,357,641	1,389,105	\$ (31,464)	-2%	3,038,550
Libraries	11,045	39,781	\$ (28,736)	-72%	58,548
Academic Support	246,818	221,505	\$ 25,313	11%	486,934
Student Services	512,231	508,434	\$ 3,797	1%	900,418
Institutional Support	2,421,430	401,878	\$ 2,019,552	503%	4,559,845
Operation & Maintenance of Plant	364	8,401	\$ (8,037)	-96%	12,031
Student Financial Aid	14,427,528	13,398,684	\$ 1,028,844	8%	27,949,221
Total Expenditures	\$ 20,790,865	\$ 17,709,573	\$ 3,081,292	17%	\$ 40,546,104

NORTHERN KENTUCKY UNIVERSITY
Schedule of Bonds Payable
Through the Period Ended December 31, 2020

	Date Issued	Maturity Date	Original Indebtedness	Outstanding Indebtedness	Principal Due This Fiscal Year	Interest Due This Fiscal Year
HOUSING AND DINING						
SYSTEM REVENUE BONDS						
Series B	11/01/1980	11/01/2020	\$ 4,768,000	\$ -	\$ 205,000	\$ 3,075
GENERAL RECEIPTS BONDS*						
Series A 2010	06/29/2010	09/01/2020	6,785,000	-	250,000	4,375
Series B 2010*	10/21/2010	09/01/2020	12,265,000	-	760,000	122,553
Series A 2011	08/04/2011	09/01/2030	9,290,000	5,815,000	475,000	231,125
Series A 2013	02/26/2013	09/01/2022	4,995,000	1,080,000	525,000	26,850
Series A 2014	01/07/2014	09/01/2033	47,375,000	35,645,000	1,915,000	1,782,150
Series A 2016	05/17/2016	09/01/2027	25,765,000	20,720,000	2,510,000	818,600
Series B 2016	08/25/2016	09/01/2028	15,225,000	12,955,000	1,050,000	457,444
Series A 2019**	11/12/2019	09/01/2044	37,870,000	37,870,000	-	1,322,100
Series A 2020	11/04/2020	09/01/2027	5,775,000	5,775,000	-	56,306
Series B 2020	11/04/2020	09/01/2027	3,440,000	3,440,000	-	30,128
TOTAL BONDS			<u>\$ 173,553,000</u>	<u>\$ 123,300,000</u>	<u>\$ 7,690,000</u>	<u>\$ 4,854,706</u>
*On November 4, 2020, the 2020 General Receipts bonds, Series A were issued in the amount of \$5,775,000, to refund the 2010 General Receipts bonds, Series B with maturities on or after 9/1/21.						
**The FY21 interest for Series A 2019 is paid through the capitalized interest fund at the trustee.						
LEASE OBLIGATIONS						
Energy Mangement Lease	01/24/2019	11/24/2030	4,087,706	3,481,747	301,816	100,049
Capital Leasing Obligations	05/01/2018	05/01/2022	275,089	112,304	54,910	5,079
TOTAL LEASE OBLIGATIONS			<u>4,362,795</u>	<u>3,594,051</u>	<u>356,726</u>	<u>105,128</u>
TOTAL BONDS AND LEASES			<u>\$ 177,915,795</u>	<u>\$ 126,894,051</u>	<u>\$ 8,046,726</u>	<u>\$ 4,959,834</u>

NORTHERN KENTUCKY UNIVERSITY
Schedule of Current Investments
As of December 31, 2020

	<u>Average Balance</u>	<u>YTD Yield</u>	<u>Maturity Date</u>
STATE INVESTMENTS*			
State Investment Short Term Pool - General Receipts	\$ 40,418,114	0.02%	N/A
State Investment Intermediate Term Pool - General Receipts	47,666,830	0.23%	N/A
State Investment Short Term Pool - Housing	1,000,402	0.01%	N/A
State Investment Intermediate Term Pool - Housing	<u>12,250</u>	0.25%	N/A
TOTAL STATE INVESTMENTS	<u>\$ 89,097,595</u>		

*Invested at the state by the Office of Financial Management in investment pools.

RESERVE FOR RETIREMENT OF INDEBTEDNESS

Huntington Trust Public Funds Deposit Account	<u>\$ 2,831</u>	0.10%	N/A
TOTAL RESERVE FOR RETIREMENT OF INDEBTEDNESS	<u>\$ 2,831</u>		

FUND FOR RENEWALS AND REPLACEMENTS

Huntington Trust Public Funds Deposit Account	<u>\$ 407,305</u>	0.10%	N/A
TOTAL FUND FOR RENEWALS AND REPLACEMENTS	<u>\$ 407,305</u>		

POLICIES REPORT

The following policies were approved at the executive level after proceeding through the campus vetting process. The President and other university administrators determined that approval of these policies by the Board of Regents was not needed per the [criteria established in Presidential Recommendation C-7 of the January 2015 regular meeting](#):

The Board of Regents shall approve the following criteria to determine if a university policy requires Board approval:

- The policy identifies a major university strategic initiative;
- The policy involves the Board’s fiduciary responsibilities;
- The policy is associated with an issue of significant risk; and/or
- The policy must be approved by the Board for legal and compliance purposes

The criteria will be interpreted by the President, who may seek consultation from General Counsel or other university administrators. All new or revised university policies that meet the above criteria will be submitted to the Board for approval.

For efficiency purposes, the administration shall have the authority to make technical or editorial revisions for Board approved policies. A technical or editorial change is a non-substantive change such as the correction of statutory or regulation references, contact names, position titles, department names, office locations, email or web addresses, spelling or grammatical errors, and the like.

Copies of these policies are available upon request.

LISTSERVS-CAMPUSWIDE

This policy defines an authorization process to manage the usage of campus-wide listservs for faculty/staff and students. This revision includes minor edits and updates, including making the policy name (“Listserv Usage”) more specific.

MILITARY SERVICE ABSENCE-STUDENTS

This policy outlines the treatment of student absence due to military service. This minor revision includes edits and updates for clarity, including a name change from “Student Absence Due to Military Service”.

WITHDRAWAL FROM THE UNIVERSITY-INVOLUNTARY

This policy pertains to students dismissed from the university for administrative or disciplinary reasons. This minor revision includes edits and a name change for clarity/consistency from “Involuntary Withdrawal from the University”.

RECOMMENDATION:

That the following academic affairs personnel actions receive Board of Regents approval:

ADMINISTRATIVE APPOINTMENTS:

Dr. Matt Cecil, Provost and Executive Vice President for Academic Affairs and professor in the Department of Communications, College of Informatics, effective July 1, 2021.

Mini Vita Follows

FACULTY TRANSITIONS:

Dr. Augustine Yaw Frimpong-Mansoh from professor to professor and acting chair in the Department of Sociology, Anthropology and Philosophy, effective January 1, 2021.

Mini Vita Follows

PHASED RETIREMENT:

Jennifer Jolly-Ryan, associate professor in the Department of Law School Instruction, Chase College of Law, beginning fall of 2021 and terminating in spring of 2023.

Mini Vita Follows

DEPARTURES:

Dr. Meredith Shockley-Smith, lecturer in the Department of History and Geography, College of Arts and Sciences, effective January 1, 2021.

Dr. Justin White, Lecturer in the School of Nursing, College of Health and Human Services, effective December 31, 2020.

TEMPORARY APPOINTMENTS:

Haile/US Bank College of Business

Management

Dr. Joan Adkins

Spring 2021

Mini Vita Follows

MINI VITA

Name: Dr. Joan Adkins

Title: Lecturer (non-tenure track temporary)

Education: Ph.D. in Management, 2015, Colorado Technical University

M.B.A, 2008, Colorado Technical University

B.A. in Applied Management, 2007, Franklin University

A.A. in Administrative Assistant, 2005, Nicolet Area Technical College

Experience: 2020-present, Adjunct, Northern Kentucky University

2018-present, Academic Coach & Coordinator, Instructional Connections

2012-present, Practitioner, Freelance Consulting

2010-present, Part-Time Associate Professor, North Central Technical College

2009-2015, Adjunct, Nicolet College

2009-2010, HR Coordinator, Harley Davidson

2006-2010, Underwriter Technician, Church Mutual Insurance Company

2005-2005, Claims Entry, Wisconsin Physician Insurance

MINI VITA

Name: Dr. Matt Cecil

Title: Professor, Provost and Executive Vice President for Academic Affairs

Education: Ph.D. in Mass Communication, 2000, The University of Iowa

M.A. in History, 1997, Minnesota State University

B.S. in History, 1995, South Dakota State University

Experience: 2020-present, Interim Provost and Senior Vice President, Minnesota State University, Mankato

2016-2020, Dean of the College of Arts and Humanities, Minnesota State University

2013-2016, Director and Professor of Communication, Wichita State University

2012-2013, Assistant Department Head, Department of Journalism, South Dakota State University

2007-2013, Associate Professor of Journalism and Mass Communication, South Dakota State University

2005-2007, Assistant Professor of Journalism and Mass Communication, South Dakota State University

2002-2005, Assistant Professor of Journalism and Mass Communication, The University of Oklahoma

2000-2002, Assistant Professor, Department of Communication, Purdue University

MINI VITA

Name: Augustine Yaw Frimpong-Mansoh

Title: Professor and Acting Chair

Education: Ph. D. in Philosophy, 2001, University of Alberta
M. A. in Philosophy, 1995, University of Windsor
B.A. in Philosophy, 1992, University of Ghana, Legon

Experience: 2020-present, Professor, Northern Kentucky University
2017-present, Director, Philosophy Program, Northern Kentucky University
2014-2017, Coordinator, Philosophy and Religious Studies Programs, Northern Kentucky
2013-2020, Associate Professor, Northern Kentucky University
2007-2013, Assistant Professor, Northern Kentucky University
2003-2007, Lecturer, California State University, Bakersfield
2002-2003, Visiting Assistant Professor, University of Louisville
2001-2002, Instructor, University of Alberta
2000, Visiting Assistant Professor, Okanagan University College

MINI VITA

Name: Jennifer Jolly-Ryan

Title: Professor

Education: J.D. in Law, 1984, Northern Kentucky University Salmon P. Chase College of Law

B.A. in Urban Studies, 1976, Northern Kentucky University

Experience: 1997-2021, Professor of Legal Writing, Northern Kentucky University, Salmon P. Chase College of Law

1993-1997 Associate Professor of Legal Writing, Northern Kentucky University, Salmon P. Chase College of Law

1991-1994, Assistant Professor of Legal Writing, Northern Kentucky University, Salmon P. Chase College of Law

1992-2001 Commissioner, KY Commission on Human Rights

1987-1991, Attorney, Dinsmore & Shohl

1985-1987, Law Clerk, Honorable S. Arthur Spiegel, U.S. District Court, S.D. of Ohio

1984-1985, Attorney, Jolly & Blau

RECOMMENDATION:

That the following recommendations for reappointment, promotion and tenure receive Board of Regents approval.

BACKGROUND:

The following recommendations have been made according to the policies of the Faculty Policies and Procedures Handbook which include the appropriate review by departmental committees, chairs, deans, and the provost.

RECOMMENDED FOR REAPPOINTMENT

The following faculty have been recommended for reappointment for the 2021-2022 academic year:

Name	Department/School
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COLLEGE OF ARTS AND SCIENCES

Dr. Kinsey Bryant-Lees	Psychological Science
Dr. Ty Brumback	Psychological Science
Dr. Amy Gillingham	School of the Arts
Dr. Danielle Todd	School of the Arts
Dr. Meghan Bennett	School of the Arts
Professor JeeEun Lee	School of the Arts
Professor Maren Carpenter-Fearing	School of the Arts

COLLEGE OF EDUCATION

Dr. Jarrod Druery	College of Education
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COLLEGE OF HEALTH AND HUMAN SERVICES

Dr. Joshua Elliott	School of Kinesiology, Counseling, and Rehabilitative Sciences
Dr. Dana Ripley	School of Kinesiology, Counseling, and Rehabilitative Sciences
Dr. Brittany Sorrell	School of Nursing
Dr. Jitana Benton-Lee	School of Nursing
Dr. Karen O'Connell	School of Nursing
Dr. Shawn Nordheim	School of Nursing
Dr. Teresa Huber	School of Nursing
Dr. Reiko Ozaki	School of Social Work

COLLEGE OF INFORMATICS

Dr. Whitney Darnell	Communication
Professor Sunil Ketty	Communication
Dr. Nicholas Caporusso	Computer Science
Dr. Samuel Sungmin Cho	Computer Science
Dr. Seth Adjei	Computer Science

HAILE/U.S. BANK COLLEGE OF BUSINESS

Dr. Cristiane Biazzin	Management
Dr. Anh Dang	Marketing, Sports Business and Construction Management

SALMON P. CHASE COLLEGE OF LAW

No Reappointments

Name **Department/School**

W. FRANK STEELY LIBRARY

No Reappointments

RECOMMENDED FOR PROMOTION

The following faculty have been recommended for promotion beginning with the 2021-2022 academic year:

Name	Department/School	Current Rank	Proposed Rank
<u>COLLEGE OF ARTS AND SCIENCES</u>			
Dr. Michael Guy	Chemistry and Biochemistry	Assistant Professor	Associate Professor
Dr. Ada Cenkci	Political Science, Criminal Justice, and Organizational Leadership	Assistant Professor	Associate Professor
Dr. Megan Downing	Political Science, Criminal Justice, and Organizational Leadership	Assistant Professor	Associate Professor
Dr. Nana Arthur-Mensah	Political Science, Criminal Justice, and Organizational Leadership	Assistant Professor	Associate Professor
Professor Rachel Banks	School of the Arts	Assistant Professor	Associate Professor
Dr. Lindsey Walters	Biological Sciences	Associate Professor	Professor
Dr. Andrea Gazzaniga	English	Associate Professor	Professor
Dr. Julie Olberding	Political Science, Criminal Justice, and Organizational Leadership	Associate Professor	Professor
Dr. Kimberly Breitenbecher	Psychological Science	Associate Professor	Professor
Dr. Douglas Hume	Sociology, Anthropology, and Philosophy	Associate Professor	Professor
<u>COLLEGE OF EDUCATION</u>			
Dr. James Ryan Alverson	College of Education	Assistant Professor	Associate Professor
<u>COLLEGE OF HEALTH AND HUMAN SERVICES</u>			
Professor Deborah Patten	School of Allied Health	Assistant Professor	Associate Professor
Dr. Dorea Glance	School of Kinesiology, Counseling, and Rehabilitative Sciences	Assistant Professor	Associate Professor
Dr. Katherina Terhune	School of Social Work	Assistant Professor	Associate Professor
Dr. Gabe Sanders	School of Kinesiology, Counseling, and Rehabilitative Sciences	Associate Professor	Professor
Dr. Caroline Macke	School of Social Work	Associate Professor	Professor
<u>HAILE/U.S. BANK COLLEGE OF BUSINESS</u>			
Dr. Amal Said	Accounting and Business Law	Associate Professor	Professor

RECOMMENDED FOR PROMOTION

The following faculty have been recommended for promotion beginning with the 2021-2022 academic year:

Name	Department/School	Current Rank	Proposed Rank
Dr. Darius Fatemi	Accounting and Business Law	Associate Professor	Professor

SALMON P. CHASE COLLEGE OF LAW

No Promotions

W. FRANK STEELY LIBRARY

No Promotions

COLLEGE OF INFORMATICS

No Promotions

RECOMMENDED FOR TENURE

The following faculty have been recommended for tenure beginning with the 2021-2022 academic

Name	Department/School	Year of Initial Appt.
<u>COLLEGE OF ARTS AND SCIENCES</u>		
Dr. Michael Guy	Chemistry and Biochemistry	2015-16
Dr. Ada Cenkci	Political Science, Criminal Justice, and Organizational Leadership	2016-17
Dr. Megan Downing	Political Science, Criminal Justice, and Organizational Leadership	2015-16
Dr. Nana Arthur-Mensah	Political Science, Criminal Justice, and Organizational Leadership	2015-16
Professor Rachel Banks	School of the Arts	2016-17
<u>COLLEGE OF EDUCATION</u>		
Dr. James Ryan Alverson	College of Education	2015-16
<u>COLLEGE OF HEALTH AND HUMAN SERVICES</u>		
Professor Deborah Patten	School of Allied Health	2015-16
Dr. Dorea Glance	School of Kinesiology, Counseling, and Rehabilitative Sciences	2015-16
Dr. Katherina Terhune	School of Social Work	2016-17
<u>COLLEGE OF INFORMATICS</u>		
No Tenure Awarded		
<u>HAILE/U.S. BANK COLLEGE OF BUSINESS</u>		
No Tenure Awarded		
<u>CHASE COLLEGE OF LAW</u>		
No Tenure Awarded		
<u>W. FRANK STEELY LIBRARY</u>		
No Tenure Awarded		

RECOMMENDATION:

That the attached non-academic personnel actions receive Board of Regents approval.

BACKGROUND:

The following categories of non-academic personnel actions which occurred between December 5, 2020 and February 5, 2021 require approval by the Board of Regents:

1. Activations/Rehires
2. Reassignments, Reclassifications, Title/Status Changes, Promotions
3. Transfers
4. Contract/Temporary/Student to Regular & Regular to Contract
5. Departures
6. Retirements
7. Administrative/Executive

ACTIVATIONS/REHIRES**12/05/20-02/05/21**

NAME	DEPARTMENT	TITLE	EFF. DATE
Adams, Michele	Admissions	Admissions Counselor	12/07/2020
Demore, Marina	Softball	Assistant Coach, Women's Softball	01/08/2021
Hughes, Natalie	Student Financial Assistance	Specialist	12/07/2020
Mahoney, Megan	Accounting & Business Law	Academic Coordinator	01/12/2021
Lehrter, Dana	Student Financial Assistance	Coordinator	01/04/2021
Ligier, Aimee	Building Services 1 st Shift	Custodian	01/11/2021
Nilson, Courtney	Student Union & Programming	Specialist	01/06/2021
Partin, Ethan	Building Services 3 rd Shift	Floor Care Operator	02/01/2021
Stephens, Monica	Building Services 1 st Shift	Custodian	01/19/2021
Trent, Katherine	College of Business	Sr. Coordinator of Administrative Operations	01/11/2021
Underwood, Alexandria	Student Support Services	Academic Coordinator	12/14/2020
Wehrle, Robert	Chemistry and Biochemistry	Lab Technician, Chemistry	01/11/2021

REASSIGNMENTS, RECLASSIFICATIONS, TITLE/STATUS CHANGES, PROMOTIONS**12/05/20-02/05/21**

NAME	DEPARTMENT	TITLE	STATUS	EFF. DATE
Craddock, Anthony	Building Services 3 rd Shift	Lead Floor Care Operator	Promotion	01/18/2021
Eastburn, Sarah	University Development	Director of Development, CoA&S	Promotion	01/18/2021

TRANSFERS

12/05/20-02/05/21

NAME	PREVIOUS DEPARTMENT	NEW DEPARTMENT	TITLE	EFF. DATE
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CONTRACT/TEMPORARY/STUDENT TO REGULAR & REGULAR TO CONTRACT

12/05/20-02/05/21

NAME	DEPARTMENT	TITLE	STATUS	EFF. DATE
McNabb, Lyndsey	HR-Payroll & Taxes	Specialist	Student to Regular	01/19/2021
Rettig, Samuel	Center for Environmental Restoration	Stream Restoration Specialist	Temp. to Regular	02/01/2021
Segrest, Autumn	Annual Giving	Digital Specialist	Student to Regular	12/14/2020

DEPARTURES

12/05/20-02/05/21

NAME	DEPARTMENT	TITLE	EFF. DATE
Briggs, Chelsey	School of Social Work	Training Assistant	12/31/2020
Daniels, Lori	University Development	Senior Director of Development	12/19/2020
Gootee, Bridgette	Annual Giving	Digital Specialist	01/06/2021
Harding, Ann	Nursing Graduate Studies	Academic Coordinator	02/01/2021
Kappesser, Jacob	IT-Infrastructure and Operations Group	Senior Technology Support Specialist	12/23/2020
Morshed, Sadik	Chase- Student Affairs	Assistant Director of Admissions	01/05/2021
Narwold, Barbara	Testing Services	Coordinator	01/05/2021
Navarro-Guzman, Alexandra	Admissions	Counselor for Admissions Diversity & Outreach	01/06/2021
Patrick, Victoria	Admissions	Coordinator	01/16/2021
Pettit, Casey	School of Social Work	Training Assistant	01/01/2021
Taylor, Russell	IT- Infrastructure and Operations Group	Client Support Specialist II	12/18/2020

RETIREMENTS

12/05/20-02/05/21

NAME	DEPARTMENT	TITLE	EFF. DATE
Hoskins, Ronald	Electric Shop	Electrician	02/01/2021
Jones, Robin	Student Financial Assistance	Assistant Director	01/01/2021

ADMINISTRATIVE/EXECUTIVE

12/05/20-02/05/21

NAME	DEPARTMENT	TITLE	REASON	EFF. DATE
Howard, Eddie	Student Affairs	Vice President	New Hire	01/01/2021

RECOMMENDATION:

The Board of Regents officially hereby accepts contributions totaling **\$532,672.10** received by the NKU Foundation Inc. for the benefit of Northern Kentucky University during the period December 1, 2020 through January 31, 2021 per the below list.

BACKGROUND:

At the March 12, 2014 Board Meeting, a major gift policy was approved by the Regents raising the level of major gifts submitted for review and acceptance by the Board to \$25,000. Contributions of \$25,000 or more for the period 12/1/20 through 1/31/21 are itemized below.

NKUF - Contributions of \$25,000 or More (12/1/2020 — 1/31/2021)				
Name	Gift Date	Gift Designation	Gift Type	Amount
George J. Wile	12/1/20	L.I.F.E. Undergraduate Fellowship Program	Pledge	\$80,000.00
George J. Wile	12/1/20	L.I.F.E. High Performance and Computational Fellowship Program	Pledge	\$125,000.00
Martha J. Pelfrey	12/16/20	Martha Pelfrey Elementary Education LIFT Scholarship	Pledge	\$50,000.00
Kenneth E. and Sara L. Peller	12/21/20	Kenneth E. and Sara L. Peller Endowed Scholarship	Planned Gift	\$25,000.00
Keith F. Goggin	12/28/20	Professor Edward P. Goggin Endowed Scholarship	Cash	\$50,000.00
Johnson Charitable Gift Fund	12/31/20	The JRG Scholarships	Cash	\$42,672.10
Warren J. Richardson	1/5/21	Warren Richardson Endowed Scholarship	Planned Gift	\$25,000.00
Chase College Foundation	1/20/21	Chase Foundation Scholarships	Pledge	\$80,000.00
Chase College Foundation	1/20/21	W Roger Fry Scholarship Endowment	Pledge	\$29,000.00
Chase College Foundation	1/20/21	Chase Finish Line Fund	Pledge	\$26,000.00
Total				\$532,672.10

RECOMMENDATION:

The Board of Regents hereby approves the following naming actions:

- (1) The naming of an endowed scholarship that will support a scholarship for students demonstrating high academic promise who are enrolled in the evening program at Salmon P. Chase College of Law. “Kenneth E. and Sara L. Peller Endowed Scholarship”
- (2) The naming of an endowed LIFT scholarship that will support undergraduate students pursuing a degree in elementary education in the College of Education who demonstrate financial need as determined by the Free Application for Federal Student Aid and/or are full-time first-generation students. “Martha Pelfrey Elementary Education LIFT Scholarship”
- (3) The naming of an endowed scholarship that will support students pursuing graduate studies in a health-related major within the College of Health and Human Services who graduated from a high school in Boone, Kenton, or Campbell counties. “Warren Richardson Endowed Scholarship”
- (4) The naming of a fund to support nursing anesthesia education through awarding scholarships to students enrolled in a nursing anesthesia program in the College of Health and Human Services. “Seven Hills Anesthesia – Good Samaritan Division Scholarship Fund”
- (5) The naming of a fund to support nursing anesthesia education through awarding scholarships to students enrolled in a nursing anesthesia program in the College of Health and Human Services. “Seven Hills Anesthesia – Bethesda Division Scholarship Fund”

BACKGROUND:

Naming actions in connection with private gifts are governed by NKU Administrative Regulation-II-4.0-2, section 2.2. NKU’s Naming Policy provides for naming opportunities in consideration of a major contribution to the university. The policy allows flexibility in determining the level of contribution appropriate for each naming action, enabling each gift to be judged on its own merit.

After careful consideration by university officials and unanimous support by the University Naming Committee, it was recommended to offer the following naming recognitions.

- (1) The university has received a planned gift that will support a scholarship for students enrolled in the Salmon P. Chase College of Law. The scholarship shall be awarded annually to students demonstrating high academic promise who are enrolled in the evening program.

Donor: Kenneth E. and Sara L. Peller

Naming Gift: \$25,000

Naming Recognition: Kenneth E. and Sara L. Peller Endowed Scholarship

Kenneth E. Peller and Sara L. Peller are both 1976 graduates of Chase College of Law. Ken’s practice focuses on Personal Injury Law and Family Law with offices in Blue Ash, Ohio. Sara retired in 2012 from her position as CEO of the Greater Cincinnati-Dayton Region of the American Red Cross. She had worked for the Red Cross for over 32 years and had been CEO since 1998. The organization’s service area included 36 counties covering southern Ohio, northern Kentucky, and southeastern Indiana. Ken and Sara wish their scholarship to be awarded

to students who demonstrate high academic promise and are enrolled in the Chase evening division.

(2) The university has received a gift that will support an endowed LIFT scholarship for undergraduate students pursuing a degree in elementary education in the College of Education who demonstrate financial need as determined by the Free Application for Federal Student Aid (FAFSA) and/or are full-time first-generation students.

Donor: Martha J. Pelfrey

Naming Gift: \$50,000

Naming Recognition: Martha Pelfrey Elementary Education LIFT Scholarship

As an elementary teacher Martha J. Pelfrey would tell her students to, ‘Dream big—there are wonderful things out there and you can do it!’ Martha had applied that same philosophy to her own life when she enrolled at NKU after working for 13 years. Immediately declaring herself an education major ‘just felt right.’ Martha graduated in 1979 as the first member of her family to graduate college. She cherished her career working in the elementary grades but spent the most time as a kindergarten teacher. Throughout her career Martha was most passionate about remedial reading. As Martha says, ‘Taking risks is a big part of learning to read.’ Martha and her late husband W. Frank Steely both firmly believed that education is transformative. Martha has established two scholarships since her beloved husband’s passing in 2010. Specifically, this scholarship is in honor of her love of her own career in elementary education. Martha says, ‘I had a great experience teaching and would love others to have a career they love as much.’

(3) The university has received a planned gift that will support a scholarship in the College of Health and Human Services. The scholarship will be awarded to a recipient who has graduated from a high school in Boone, Kenton, or Campbell counties. The recipient should be an individual pursuing graduate studies in a health-related major within NKU’s College of Health and Human Services. The recipient should have a minimum undergraduate GPA of 3.0.

Donor: Warren J. Richardson

Naming Gift: \$25,000

Naming Recognition: Warren Richardson Endowed Scholarship

Warren Richardson graduated from NKU in 1989 with a degree in BUSM/FIN and then got his MBA in 1993. Mr. Richardson wants to give back to NKU by helping students fund their education. Mr. Richardson believes in the power of education and the opportunities it can create, and that he would not be where he is today without it. Due to the COVID-19 pandemic, he is passionate about helping people fund their frontline education and believes that providing a scholarship in healthcare is the best way to help others because it is one area in which it does not matter one’s religion or politics because they are simply there to heal the patient.

(4) The university has received a gift to support nursing anesthesia education through awarding scholarships to students enrolled in a nursing anesthesia program in the College of Health and Human Services. Scholarship recipients may use funds for tuition, fees, books, laboratory

expenses and other reasonable education expenses as determined by NKU and/or the College of Health and Human Services.

Donor: Seven Hills Anesthesia, LLC

Naming Gift: \$30,000

Naming Recognition: Seven Hills Anesthesia – Good Samaritan Division Scholarship Fund

To be eligible and qualify for such scholarship, students must (i) have at least a 3.0 grade point average at all times during the three-year period; (ii) have a satisfactory record of clinical application at all times during the three-year period; and (iii) and agree to accept and maintain employment as a nurse anesthetist with Seven Hills for a period of three consecutive years beginning within three months of the student's date of graduation from the NKU's College of Health and Human Services three-year nursing anesthesia program.

Seven Hills Anesthesia has evolved from a core group of independent anesthesiologists and nurse anesthetists to a prominent professional anesthesiology organization partnering with the area's top hospital systems and ambulatory surgical centers. It is comprised of 78 physicians and more than 175 certified registered nurse anesthetists.

(5) The university has received a gift to support nursing anesthesia education through awarding scholarships to students enrolled in a nursing anesthesia program in the College of Health and Human Services. Scholarship recipients may use funds for tuition, fees, books, laboratory expenses and other reasonable education expenses as determined by NKU and/or the College of Health and Human Services.

Donor: Seven Hills Anesthesia, LLC

Naming Gift: \$30,000

Naming Recognition: Seven Hills Anesthesia – Bethesda Division Scholarship Fund

To be eligible and qualify for such scholarship, students must (i) have at least a 3.0 grade point average at all times during the three-year period; (ii) have a satisfactory record of clinical application at all times during the three-year period; and (iii) and agree to accept and maintain employment as a nurse anesthetist with Seven Hills for a period of three consecutive years beginning within three months of the student's date of graduation from the NKU's College of Health and Human Services three-year nursing anesthesia program.

Seven Hills Anesthesia has evolved from a core group of independent anesthesiologists and nurse anesthetists to a prominent professional anesthesiology organization partnering with the area's top hospital systems and ambulatory surgical centers. It is comprised of 78 physicians and more than 175 certified registered nurse anesthetists.

RECOMMENDATION:

That Emeritus status for the following individuals receive Board of Regents approval:

Mr. Perry Bratcher, professor in the W. Frank Steely Library, effective June 30, 2021

Mr. Allen Ellis, professor in the W. Frank Steely Library, effective June 30, 2021

BACKGROUND:

The faculty members recommended for Emeritus status have received the endorsement of the faculty, the vice provost for undergraduate academic affairs, the provost, and the president.

Mini Vitas Follow

MINI VITA

Name: Perry Bratcher

Title: Professor

Education: M.B.A., 2002, Northern Kentucky University

M.S.L.S in Library and Information Science, 1983, University of Kentucky

B.A. in Music Education, 1980, University of Kentucky

Experience: 2009-present, Professor of Library Services, Northern Kentucky University

1989-2008, Associate Professor of Library Services, Northern Kentucky University

1983-1989, Assistant Professor of Library Services, Northern Kentucky University

1981-1983, Cataloging, M.I. King Library, University of Kentucky

MINI VITA

Name: Mr. Allen Ellis

Title: Professor

Education: M.L.S. in Library Science, 1984, Indiana University

B.A. in Motion Pictures, 1978, Wright State University

A.A. in General Studies, 1980, Sinclair College

Experience: 2000-present, Professor of Library Services, W. Frank Steely Library, Northern Kentucky University

1991-2000, Associate Professor of Library Services, W. Frank Steely Library, Northern Kentucky University

1985-1991, Assistant Professor of Library Services, W. Frank Steely Library, Northern Kentucky University

RECOMMENDATION:

That a Master of Science Degree in Health Administration (MSHA), as outlined in the accompanying proposal, be approved for immediate implementation.

BACKGROUND:

The Master of Science in Health Administration (MSHA) is a fully online and accelerated program. It features an integrated curriculum based on core competencies that drive success in the contemporary health care industry and align with accreditation standards for the Commission on Accreditation of Healthcare Management Education (CAHME). A culminating experience will integrate and synthesize healthcare management skills and competencies through an internship and capstone course or a well-structured portfolio. The MSHA provides students with skills for employment in a variety of health services settings, including hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains.

The program differs from existing programs in many respects, including target population, curriculum, focus, objectives. The program would be very competitive in terms of affordability, ease of access, completion time, and job prospects for graduates. The proposed program would also be the only wholly online graduate health administration program in the state of Kentucky for early and mid-careerists and would be the program with the lowest credit requirements in Kentucky and the greater Cincinnati region. An analysis of Health Administration programs in the US by Academic Partners reveals that the most competitive Health Administration programs have a 30 to 36 credit hour requirement. We propose a 34-credit hour program, which makes it very competitive. Program credits nationwide range from 30 credits to slightly above 60 credits. In addition, all the other comparable programs require GRE or GMAT for admission.

The MSHA program supports the mission and strategic priorities of both Northern Kentucky University (NKU) and the State of Kentucky's commission on postsecondary education (CPE) strategic agenda. The program objectives are aligned with the mission and strategic direction of Northern Kentucky University by focusing on student success and regional healthcare workforce expansion. The program will expand access to health administration education, offer shorter degree completion time compared to existing programs, and increase the number of skilled medical and health services managers in our regional workforce. NKU's Success by Design Framework focuses on student success by advancing access, completion, as well as career and community engagement.

The program objectives are also aligned to the top priorities of statewide postsecondary education strategic agenda. Consistent with CPE educational agenda priorities, the program seeks to ease entrance into postsecondary education, provide a shorter completion time compared to similar degrees, and strengthen the state and regional economic performance through increases in the number of skilled healthcare workers. The top priorities of the state's educational agenda include encouraging more people to take advantage of postsecondary opportunities, increasing

degree and certificate completion, filling workforce shortages, guiding more graduates to a career path, and creating economic growth and development to make Kentucky more prosperous.

A copy of the Full Proposal is Attach.

Department of Allied Health - Master of Science in Health Administration(MSHA)

2021-2022 - PROGRAM - New Major (Step 2) - Full Proposal

ACALOG REQUIRED FIELDS

Type of Program* Program
 Shared Core

Status* Active-Visible

Determine Substantive Change Status

1.) Will any courses for this program be new courses?* Yes - More than 25% of the Program will be new courses.
 No - Using existing courses - less than 25% of total program courses will be new.

1.a.) What is the total # of new courses that are being created?* 10

1.b.) What is the % of the overall total courses, that will be new courses?Text Field* 90

2.) Will this program require new faculty / equipment / Labs?* Yes No

3.) Will the program require hiring new faculty before the program can begin?* Yes No

4.) Will the program be taught at a new offsite location? (does not include online)* Yes No

5.) Will this be a complete program?* Yes No

What similar or closely related certificates or programs do we currently offer? (If we do not offer any similar programs, enter "NONE")* Master of Science in Health Sciences(MSHS)

Will this constitute a SACSCOC Substantive Change?* Yes No

BASIC INFORMATION

Identify Purpose of Proposal* New Major

College* College of Health and Human Services

Department* Department of Allied Health

Title of Proposed Program* Master of Science in Health Administration(MSHA)

Degree Level* Master

Degree Designation* Master of Science

Description for Catalog:*

The Master of Science in Health Administration(MSHA) is a fully online and accelerated program. It features an integrated curriculum based on core competencies that drive success in the contemporary health care industry and align with accreditation standards for the Commission on Accreditation of Healthcare Management Education (CAHME). A culminating experience will integrate and synthesize healthcare management skills and competencies through an internship and capstone course or a well-structured portfolio. The MSHA provides students with skills for employment in a variety of health services settings including hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains.

Undergraduate or Graduate Program?*

Undergraduate Graduate

Does this proposal require TEC approval?*

Yes No

Proposed Implementation / Start Date*

Summer 2021

Name of Program Director*

David Tataw

Title

Program Director

Email Address

tatawd1@nku.edu

Phone Number:

8595725557

a. Is an approval letter from Education Professional Standards Board (EPSB) required?

Yes No

b. Is there a specialized accrediting agency related to this program?

Yes No

-- If Yes, identify the accreditor.

The Commission on the Accreditation of Healthcare Management Education

-- If Yes, will accreditation be sought?

Yes No

c. Total Hours required for degree

34

d. Total required Program Core Hours

34

e. Total required Guided Electives hours:

0

-- If Yes, discuss the nature, appropriateness, and availability of clinical sites.

Not Applicable

a. Describe the new program with its estimated date of implementation.

The School of Allied Health proposes a 34-Credit Master of Science in Health Administration (MSHA) to replace our current Master of Science in Health Sciences (MSHS). We plan to begin implementation in Summer Semester of 2021. While staying consistent with student success and workforce expansion goals of both NKU and the state of Kentucky, the proposed program will be targeting early and mid-careerists in medical and health services management. Our proposed MSHA features an integrated curriculum based on core competencies that drive success in the contemporary health care industry and align with accreditation standards for the Commission on Accreditation of Healthcare Management Education (CAHME). The MSHA provides students with skills for employment in a variety of health services settings including hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains.

b. Specify any distinctive qualities of the program.

The program differs from existing programs in many respects including target population, curriculum, focus, objectives. The program would be very competitive in terms of affordability, ease of access, completion time, and job prospects for graduates. The proposed program would also be the only completely online graduate health administration program in the state of Kentucky for early and mid-careerists and would be the program with the lowest credit requirements in Kentucky and the greater Cincinnati region. An analysis of Health Administration programs in the US by Academic Partners reveals that the most competitive Health Administration programs have a 30 to 36 credit hour requirement. We propose a 34-credit hour program, which makes it very competitive. Program credits nationwide range from 30 credits to slightly above 60 credits. In addition, all the other comparable programs require GRE or GMAT for admission.

a. Provide projected number of students.

Academic Year	# Degrees Conferred	(Headcount) Majors - Fall Semester
2021/2022		30
2022/2023	25	65
2023/2024	60	86
2024/2025	80	95
2025/2026	90	95

c. Describe the primary target audience.

Our 100% online program, will exclusively serve early to mid-careerists making it the only online program serving this population in the state of Kentucky. Our student population is distinct from all other programs in Kentucky by geography and career characteristics. Our primary service area will be Northern Kentucky and the greater Cincinnati area, which is separate and distinct from the primary service area for any other master's level Health Administration program in Kentucky. Most of our students are non-traditional students who are challenged by commuting cost, work schedules, and family obligations. Our one hundred percent online offering provides flexibility of attendance and eliminates commuting and work schedule barriers.

d. Instructional Delivery Methods to be used*

- 100% In Classroom / F2F
 100% Online / Distance Learning
 F2F/Distance Learning Hybrid

Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? *

- Distance Learning
 Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
 Technology-enhanced instruction
 Evening/weekend/early morning classes
 Accelerated courses
 Instruction at nontraditional locations, such as employer worksite
 Courses with multiple entry, exit, and reentry points
 Courses with "rolling" entrance and completion times, based on self-pacing
 Modularized courses

e. Describe strengths of the institution to undertake this new program.

Both Northern Kentucky University and the College of Health and Human Services are well positioned to launch and run this program successfully. The program will be administered by faculty with decades of experience in developing and implementing health administration graduate programs. Besides, the university and college has robust library resources, instructional technology support, online teaching support, office space, office equipment, and graduate education advising infrastructure. The college also recently hired a Director of Online Education who will support this program. Additional details on resource capacity are provided below.

1. Library Resources

The NKU library provides robust resources and services to support graduate healthcare management education and research. The W. Frank Steely Library provides comprehensive resources and services for undergraduate and graduate students and faculty. Steely Library is the place for finding information, studying quietly, working on group projects, making an appointment for research consultation, receiving library instruction as a class, exploring primary resources about the history of the region, and much more. The five-floor facility has multiple computer labs, seven high-tech group-study rooms, self-check stations, and a cafe in the outer lobby. Steely Library offers comprehensive remote access to existing services and resources for its patrons. There are a variety of digital scholarship and communications services to help students learn how to use digital tools to discover, organize, share, and publish research and ideas.

ii. Instructional Technology Support

Instructional technology in the form of hardware and software is sufficient and appropriate for MSHA program needs. Computer labs with 30 stations are housed in several academic building across the campus. The Office of Information Technology installs, services, repairs, and replaces computers. In addition, the office provides extensive technical support through the helpdesk and the technical staff, available to faculty, staff, and students on campus and remotely. The hours for the IT Help Desk are M-F: 7am-10pm; Saturday: 8:30am – 5pm and Sunday 12pm-8pm. Faculty, staff, and students can reach the help desk via phone, instant chat, or email. Information Technology (IT) provides a wide range of services to the campus community.

Through the Center for Innovation and Technology (CITE), housed under the library, faculty have access to instructional designers who assist faculty in the creation, design, implementation and delivery of high-quality instruction for online, traditional and hybrid classes. Faculty in the CHHS also have onsite and remote access to Academic Technology Analysts who can assist both faculty and students with integrating technology into the classroom as well as troubleshooting any issues as they arise.

Faculty have available production resources including a digital video editing suite, a professional audio recording studio, and multimedia production workstations for high quality scanning and image manipulation. All faculty are orientated to the computing facilities and technical infrastructure of the school. Further, NKU offers a variety of other software packages to support instructional delivery including Zoom for video conferencing and instruction, Kaltura (a streaming video solution), and SafeAssign and Turnitin (for plagiarism detection). Ally software is enabled in all courses in Canvas. Ally is a tool that works within Canvas to identify potential accessibility issues that may arise within an online course. Ally checks Word documents and PowerPoints, as well as PDFs and images, looking for all text, proper heading structures, and more.

IT provides ongoing classes throughout the year. Training opportunities are customized specifically for faculty in CHHS. Written materials are available for all software programs. Further video lessons are also available 24/7 on topics related to online learning and CANVAS. The Center for Innovation and Technology in Education <https://inside.nku.edu/cite.html> assists the university community with integrating technology into academia and administration. CITE provides a variety of services to faculty, staff, and students including learning management support, instructional design assistance, academic technology support as well as academic technology training. Training is available to both full time and adjunct faculty.

iii. Resources to Support Online Teaching

All faculty teaching online courses are required to complete basic IT training prior to offering an online course. This training includes an introduction to CANVAS and an introduction to online classroom tools. Adjunct faculty are encouraged to meet with the CHHS IT specialist as part of their orientation. In addition, faculty can self-enroll in a recently developed Online Faculty Orientation course designed to provide tips and resources for online instruction. The course was developed by the Associate Director of Online and Professional Education and a panel of online faculty. Faculty are also encouraged to participate in a wide variety of training opportunities that provide detailed "how-to" instruction in the use of available technologies and software options. As the techniques and technologies have become more sophisticated, new classes are available for all faculty every semester. NKU is committed to upgrading technology as new products become available.

iv. Office Space and Office Equipment

The College of Health and Human Services (CHHS) has a large office suite housing the Dean, college leadership, academic coordinators, compliance and contracts personnel and academic advisors. Faculty offices are located on the same floor as the suite and on the above and the floor below near the learning labs. Online faculty are provided with hoteling cubicles. Faculty with hoteling spaces have access to private conference rooms for student counseling, computer hookup and printer. All online faculty receive an NKU laptop computer. Office equipment for faculty includes a desk, file cabinets, bookshelves, two chairs, a computer (laptop or desktop) with internet access and a

v. Advising

The CHHS suite has a large academic advising center. This area provides a welcoming, environment for advising activities. Academic advisors have private offices. Office equipment includes a desk, file cabinet, bookshelf, two chairs, a computer (laptop or desktop) with internet access and a telephone with voice mail.

DETERMINATION OF NEED

a. Describe how the New Program is consistent with the mission and goals of the institution.*

The MSHA program supports the mission and strategic priorities of both Northern Kentucky University (NKU) and State of Kentucky's commission on postsecondary education (CPE) strategic agenda. The program objectives are aligned with the mission and strategic direction of Northern Kentucky University by focusing on student success and regional healthcare workforce expansion. The program will expand access to health administration education, offer shorter degree completion time compared to existing programs, and increase the number of skilled medical and health services managers in our regional workforce. NKU's Success by Design Framework focuses on student success by advancing access, completion, as well as career and community engagement.

The program objectives are also aligned to the top priorities of statewide postsecondary education strategic agenda. Consistent with CPE educational agenda priorities, the program seeks to ease entrance into postsecondary education, provide a shorter completion time compared to similar degrees, and strengthen the state and regional economic performance through increases in the number of skilled healthcare workers. The top priorities of the state's educational agenda include encouraging more people to take advantage of postsecondary opportunities, increasing degree and certificate completion, filling workforce shortages, guiding more graduates to a career path, and creating economic growth and development to make Kentucky more prosperous.

b. Describe the rationale and need for the program to include how the institution determined need.*

The proposed program curriculum conforms to the health sciences opportunity plan developed by health science faculty in the former Department of Allied Health in November 2016 and responds to transformations in the healthcare industry and CAHME accreditation standards. The health sciences faculty decision to pursue a degree in Health Administration was guided by the high preference for the health administration and leadership track among students in our Master of Science in Health Sciences (MSHS). More than 75 % of MSHS students elect to focus on the health administration and leadership track. Yet, the MSHS program does not offer enough health administration courses for graduates to be competitive in the medical and health services managers' job market. The MSHA offers adequate preparation to our students for this expanding and rewarding career opportunity. Based on enrollment trends in our MSHS program, we project annual enrollments of 30 to 50 students. At the end of five years, we expect a student population of 90 to 150 students at any given time. These enrollment numbers could be significantly higher since we are collaborating with Academic Partners who bring significant marketing capacity to the table.

Projected student demand for the first five years of the program.

Academic Year	# Degrees Conferred	(Headcount) Majors - Fall Semester
2021/2022		30
2022/2023	25	65
2023/2024	60	86
2024/2025	80	95
2025/2026	90	95

c. Provide evidence of legal authority for the change/addition of new program, if approval is required by the governing board or the state.*

Pending

d. Provide documentation that faculty and appropriate other groups were involved in planning for the approval(s)

Pending

CURRICULUM

Attached* I have attached course lists by curricular headings.

Prospective Curriculum***New Core**

HCA 510 Healthcare Systems and Environments
HCA 602 Managerial Epidemiology
HCA 640 Health Law, Policy, and Ethical Issues
HCA 650 Healthcare Economics
MHI 601 Technical Foundations of Health Informatics
HCA 601 Finance and Budgeting in Healthcare
HCA 652 Organizational Behavior and Strategic Human Resource Management
HCA 653 Healthcare Quality and Project Management
HCA 630 Strategic Planning and Marketing for Health Services
HCA 600 Research Methods and Data Analysis for Healthcare Managers
HCA 691 Healthcare Capstone

REQUIRED INFORMATION FOR NEW PROGRAMS**Provide specific programmatic goals for the program.***

The proposed programs has the following objectives to advance specific institutional and societal needs that this program will address:

1. To train early and mid-careerists for success in a variety of medical and health services settings including hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains.
2. To offer an integrated curriculum based on core competencies that drive success in the contemporary healthcare industry and aligns with accreditation standards for the Commission on the Accreditation of Healthcare Management Education (CAHME).
3. To provide a competitive program in terms of affordability, ease of access, completion time, and job prospects for residents of Northern Kentucky, the Commonwealth of Kentucky, and beyond.

Provide specific student learning outcomes for the program.

Framework for Learning Outcomes Our proposed program adopts 10 of the 26 competencies of the National Center for Healthcare Leadership (NCHL) Competency Model as the framework for learning, assessment, and program outcomes. The ten competencies adopted consist of analytical thinking, financial skills, strategic orientation, collaboration, communication, performance measurement, project management, professionalism, team leadership and self-development. These ten competencies align with trends in the industry and key success factors for early and mid-careerists that our program intends to develop and/or strengthen. The identified competencies fall into the three domains of transformation, execution, and people as follows: • Transformation o Analytical thinking o Financial skills o Strategic orientation • Execution o Collaboration o Communication skills o Performance measurement o Project management • People o Professionalism o Team leadership o Self-development Student Learning Objectives Upon completion of the Master of Science in Health Administration program, each student will demonstrate proficiency in the following domains of the National Center for Healthcare Leadership (NCHL) competency model: i. Transformation domain of the NCHL Competency Model including analytical thinking, financial skills, and strategic orientation. ii. Execution domain of the NCHL Competency Model including collaboration, communication skills, performance measurement, and project management. iii. People domain of the NCHL Competency Model including professionalism, team leadership, and self-development.

Describe how the student learning outcomes for the program will be assessed?*

Individual outcomes of the program will be measured developmentally throughout the program of study as presented in the curriculum outcomes mapping table below. Outcomes will be measured as outlined in course specific student learning objectives and expectations; and as applied, observed, and comprehensively assessed in the internship and capstone seminar experience. Quizzes, tests and examinations, papers, oral presentations, case studies, creative projects, and portfolios are some of the methods that will be utilized.

The cumulative assessment for the MSHA is in the capstone experience. The capstone project will be assessed according to specified guidelines and expectations. The capstone course provides for the culmination and presentation of the management project initiated in the internship. Completion of the internship project, written paper, and presentation is assessed by the program faculty and a field supervisor.

CHHS MSHA PROPOSED Abridged Curriculum Outcomes Mapping CORE COURSES											
Courses/Outcomes	HCA 510 Health Care Systems and Environment	HCA 602 Managerial Epidemiology	HCA 652 Organizational Behavior and Strategic Human Resource Management in Healthcare	HCA 601 Finance and Budgeting in Healthcare	HCA 640 Health Policy, Law & Ethics	HCA 650 Health Care Economics	MHI 601 Technical Foundations of Informatics	HCA 630 Marketing and Strategic Planning	HCA 653 Health Care Quality and Project Management	HCA 600 Research Methods and Data Analysis for Health Care Managers	HSC 691a Healthcare Capstone (a) Management Internship and Report
Upon Completion of the MSHA Program Students will demonstrate proficiency in the following competencies:											
1.1 Transformation-Analytical Thinking	X	X	X	X	X	X	X	X	X	X	X
1.2 Transformation-Financial Skills				X		X		X			X
1.3 Transformation-Strategic Orientation	X	X	X		X	X		X	X	X	X
2.2 Execution - Collaboration	X	X	X		X	X	X	X	X	X	X
2.3 Execution - Communication	X	X	X		X	X	X	X	X	X	X
2.4 Execution-Performance Measurement				X	X	X	X	X	X	X	X
2.5 Execution - Project Management							X	X	X	X	X
3.3 People -Professionalism	X	X	X	X	X	X	X	X	X	X	X
3.4 People-Team Leadership.	X	X		X	X	X	X	X	X	X	X
3.5 People- Self-Development	X	X		X	X	X	X	X	X	X	X
Competencies above are taken from the National Center for Healthcare Leadership Competency Model. Summary NCHL Health Leadership Competency Model statements are used as permitted for internal, non-commercial purposes.											

We also present the proposed program's outcomes/assessment matrix below, which provides direct indicators of achievement of program-level student learning outcomes. Each competency domain and related skills are linked to one or more assessment tools and/or strategies in the outcomes/assessment matrix presented below and to one or more courses on the curriculum map presented in outcomes mapping above. There will be an annual formative evaluation including assessment of selected limited student learning objectives and collection of program data relevant to regional and specialized accreditation and 5 year institutional review. The overall program will be comprehensively assessed every five years using the standards set forth by the university, accrediting agencies, and the state of Kentucky.

Results of annual assessments will be used for continuous improvement of the program. Each year, the most significant or most salient outcomes assessment results based on prioritized program objectives. are used to draft and implement limited program improvements in the

will be utilized are quizzes, tests and examinations, papers, oral presentations, case studies, creative projects, and portfolios.

NKU CHHS Proposed MSHA Abridged Outcomes/Assessment Matrix									
Outcomes/Assessment Methods	Tests, Quizzes, Exams	Papers	Oral Presentations Rubric	Case Studies Rubric	Creative Projects Rubrics	Integrated Competency Rubric	Student Exit Survey	Focus Groups	Team Self Reflection, Peer, and Faculty Assessment Rubric
1.1 Transformation- Analytical Thinking	X	X		X		X	X	X	
1.2 Transformation- Financial Skills	X	X		X		X	X	X	
1.3 Transformation- Strategic Orientation	X	X		X	X	X	X	X	
2.1 Execution - Collaboration		X		X		X	X	X	X
2.2 Execution - Communication		X	X	X	X	X	X	X	X
2.4 Execution - Performance Measurement	X	X		X	X	X	X	X	
2.5 Execution - Project Management	X	X		X	X	X	X	X	
3.3 People Professionalism			X			X	X	X	X
3.4 People-Team Leadership.						X	X	X	X
3.5 People- Self-Development.	X	X	X	X	X	X	X	X	X
Competencies above are taken from the National Center for Healthcare Leadership Competency Model. Summary NCHL Health Leadership Competency Model statements are used as permitted for internal, non-commercial purposes.									

Describe admissions and graduation requirements for the program.*

Describe admissions and graduation requirements for the program.

1. Admission and Application Standards

Students are admitted to the MSHA program in the fall, spring, and summer semesters and have the option of enrolling as a part-time or full-time student. Courses are offered periodically throughout the year in 7-week sessions.

To be considered for admission, a completed application and all required accompanying materials must be received no later than the semester prior to the student's start date. Applications will be objectively evaluated and ranked.

A selective admission procedure will be followed to ensure that students have the best possibility for academic success. The program director will review applications to determine whether the applicants possess the prerequisites necessary for success in the program. Admission criteria include the following:

1. Application for admission and application fee.
2. Bachelor's degree; final official transcript from each regionally accredited institution must be sent to the Office of Graduate Education.
3. Minimum 2.50 cumulative undergraduate GPA. Candidates with undergraduate GPAs below 2.5 could be considered for provisional Admissions after a holistic review of their applications.
4. Professional resume.
5. Undergraduate course in statistical methods with a grade C or higher is required (equivalent to STA 205 or STA 205R at NKU). This is a prerequisite for our Research Methods and Data Analysis Class.
6. International Applicants, who received instruction in a language other than English, must demonstrate English proficiency by earning an acceptable score on the TOEFL or IELTS exam.
7. Applicants with transcripts or undergraduate degrees from international institutions must provide an official copy of a third party course-by-course evaluation.

2. Student Advising

Upon admission to the program, students will be assigned to an academic advisor. Students are expected to maintain close contact with their advisor throughout the program. Program planning with an advisor is critical to successful completion of the program in the student's desired time frame. Students who "stop out" for any reason may have to wait a session or more to complete all program requirements depending on course offerings. According to university policy, students have up to six years to complete a master's degree program.

It is strongly suggested, though not required, that graduate students schedule a meeting with their academic advisor at the start of their program. Students are also encouraged to schedule an appointment any time they anticipate changes to their academic plan or have questions and concerns. Students are assigned to an academic advisor by their last name. Current and prospective students may utilize acuity to schedule an appointment. Links for scheduling may be found here:

<https://nku.edu/academics/chhs/advising.html>

3. Degree Completion Requirements

All students applying to this program must complete all 34-credit requirements. All classes are offered in the online format to accommodate a variety of work and personal schedules. For more information on distance education, visit nkuonline.nku.edu.

Only courses taken for graduate credit and placed on a graduate transcript as graduate credit may be counted toward a master's degree GPA. No student may earn a graduate degree or graduate certificate with a GPA below 3.0 (no rounding allowed) for all graduate work taken for completion of a specific graduate program as well as a cumulative 3.0 (no rounding allowed) for all graduate work taken at the institution. If a student has declared academic bankruptcy, the graduate GPA will be based on all coursework taken subsequent to the bankruptcy. Further, no student will be awarded a degree if an I (incomplete) has not been cleared for all coursework applicable to that degree. Students must be enrolled for at least one credit hour during the semester that they wish to graduate

Describe administrative oversight to ensure the quality of the program.

Describe administrative oversight to ensure the quality of the program.

The MSHA Program Director will provide day to day administrative oversight of the Program. School and College oversight will be provided by the Director of the School of Allied Health and the Dean of the College of Health and Human Services. Program quality is further assured through oversight and collaboration with the university Associate Director of online services, the Assistant Vice Provost for Assessment, the Office of Graduate Education, and the Director of Online Education in the College of Health and Human Services.

For a program offered in compressed time frames (less than full semester), describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.*

The indicators of student learning and success in our proposed program, are achievements of industry-based competencies which are used to gauge professional readiness. Professional readiness and success indicators do not vary with the character of delivery timeframes. Our proposed program adopts 10 of the 26 competencies of the National Center for Healthcare Leadership (NCHL) Competency Model as the framework for learning, assessment, and program outcomes. Individual outcomes of the program will be measured developmentally throughout the program of study. Each competency domain and related skills are linked to one or more assessment tools and/or strategies in the outcomes/assessment matrix and to one or more courses on the curriculum map presented in outcomes mapping above.

a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable. *

Based on enrollment trends in our MSHS program, which will be replaced by the MSHA program, we project annual enrollments of 30 to 50 students. At the end of five years, we expect a student population of 90 to 150 students at any given time. As noted earlier, these enrollment numbers could be significantly higher since we are collaborating with Academic Partners who bring significant marketing capacity to the table. Academic Partners have committed to aggressively market the program to our current undergraduate students, alumni, and early and mid-careerists in the greater Cincinnati healthcare industry. Academic Partners have been able to help some other NKU online programs such as our nursing programs to increase enrollment by more than four hundred percent in the past two years.

1. **Applicant Pool:** The applicant pool is made up of about 3,000 students graduating from NKU undergraduate programs including arts and science, business, and health science programs. Additional applicants will be drawn from graduates of undergraduate programs in other greater Cincinnati universities and colleges; early and mid-careerist in the greater Cincinnati healthcare industry; and students from other states who want to take advantage of the flexibility and ease of access our program offers. Applicants will be reached by radio, television, and social media campaigns, internal NKU marketing, and through direct employer communications using electronic and print media.

2. **Student recruitment and selection process.**

Students will be recruited via radio, television, and social media, internal NKU marketing, and through direct employer communications. Marketing tactics include but are not limited to the following: electronic and traditional content sharing with applicant pool, web dedicated landing page, field flyers for campus community, employers and professional meetings, search engine optimization, electronic and print media articles, student/graduate testimonials, and faculty profiles.

Students will generally apply through the university website. To be considered for admission, a completed application and all required accompanying materials must be received no later than the semester prior to the student's start date. Applications will be objectively evaluated and ranked. A selective admission procedure will be followed to ensure that students have the best possibility for academic success. The program director and admission coordinators will review applications to determine whether the applicants possess the prerequisites necessary for success in the program.

3. **Primary feeders for the program.**

Primary feeders to the program will come from about 3,000 graduates of NKU undergraduate programs in health and human services, arts and science, business and informatics. This includes recent graduates working in the greater Cincinnati region.

4. **Projected net increase in total student enrollments to the campus as a result of the proposed program.**

We are collaborating with Academic Partners in offering this program, and Academic Partners have committed to aggressively market the program to our current undergraduate students, alumni, and early and mid-careerists in the greater Cincinnati healthcare industry. Academic Partners have been able to help some other NKU online programs such as our nursing programs to increase enrollment by more than four hundred percent in the past two years.

Estimated student enrollment in the first five years of the program.

Academic Year	# Degrees Conferred	(Headcount) Majors - Fall Semester
2021/2022		30
2022/2023	25	65
2023/2024	60	86
2024/2025	80	95
2025/2026	90	95

Expected Enrollment - Fall Semester Year 1* 30

Expected Enrollment - Fall Semester Year 2* 65

Expected Enrollment - Fall Semester Year 3* 86

Expected Enrollment - Fall 95

Expected Enrollment - Fall Semester Year 5* 95

Justification:* We propose a Masters of Science in Health Administration to replace our current Masters of Science in Health Sciences. The proposed program curriculum conforms to the health sciences opportunity plan developed by health science faculty in the former Department of Allied Health in November 2016 and responds to transformations in the healthcare industry and CAHME accreditation standards. The health sciences faculty decision to pursue a degree in Health Administration was guided by the high preference for the health administration and leadership track among students in our Master of Science in Health Sciences (MSHS). More than 75 % of MSHS students elect to focus on the health administration and leadership track. Yet, the MSHS program does not offer enough health administration courses for graduates to be competitive in the medical and health services managers' job market. The MSHA offers adequate preparation to our students for this expanding and rewarding career opportunity.

Based on enrollment trends in our MSHS program, which will be replaced by the MSHA program, we project annual enrollments of 30 to 50 students. At the end of five years, we expect a student population of 90 to 150 students at any given time. These enrollment numbers could be significantly higher since we are collaborating with Academic Partners who bring significant marketing capacity to the table. Academic Partners have committed to aggressively market the program to our current undergraduate students, alumni, and early and mid-careerists in the greater Cincinnati healthcare industry. Academic Partners have been able to help some other NKU online programs such as our nursing programs to increase enrollment by more than four hundred percent in the past two years.

1. *Applicant Pool:* The annual applicant pool is made up of about 3,000 students graduating from NKU undergraduate programs including arts and science, business, and health science programs. Additional applicants will be drawn from graduates of undergraduate programs in other greater Cincinnati universities and colleges; early and mid-careerist in the greater Cincinnati healthcare industry; and students from other states who want to take advantage of the flexibility and ease of access our program offers. Applicants will be reached by radio, television, and social media campaigns, internal NKU marketing, and through direct employer communications using electronic and print media.

2. *Student recruitment and selection process.*

Students will be recruited via radio, television, and social media, internal NKU marketing, and through direct employer communications. Marketing tactics include but are not limited to the following: electronic and traditional content sharing with applicant pool, web dedicated landing page, field flyers for campus community, employers and professional meetings, search engine optimization, electronic and print media articles, student/graduate testimonials, and faculty profiles.

Students will generally apply through the university website. To be considered for admission, a completed application and all required accompanying materials must be received no later than the semester prior to the student's start date. Applications will be objectively evaluated and ranked. A selective admission procedure will be followed to ensure that students have the best possibility for academic success. The program director and admission coordinators will review applications to determine whether the applicants possess the prerequisites necessary for success in the program.

3. *Primary feeders for the program.*

Primary feeders to the program will come from about 3,000 graduates of NKU undergraduate programs in health and human services, arts and science, business and informatics. Recent NKU graduates working in the greater Cincinnati region constitute an additional pipeline of primary feeders to the program..

4. *Projected net increase in total student enrollments to the campus as a result of the proposed program.*

We are collaborating with Academic Partners in offering this program, and Academic Partners have committed to aggressively market the program to our current undergraduate students, alumni, and early and mid-careerists in the greater Cincinnati healthcare industry. Academic Partners have been able to help some other NKU online programs such as our nursing programs to increase enrollment by more than four hundred percent in the past two years.

Estimated student enrollment in the first five years of the program.

Academic Year	# Degrees Conferred	(Headcount) Majors - Fall Semester
2021/2022		30
2022/2023	25	65
2023/2024	60	86
2024/2025	80	95
2025/2026	90	95

Sources Used	SOURCE: US DEPT. OF LABOR, BLS. (2018) https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm		
Type / Title of Job #1	Medical and Health Services Managers		
Regional Average Wage	\$101,390	Regional # of Job Openings	14,760
State Average Wage	\$91,820	State # of Job Openings	5,000
National Average Wage	\$113,730	National # of Job Openings	406,100
Regional Growth Projections:	18%		
State Growth Projections:	18%		
National Growth Projections:	18%		
Type / Title of Job #2			
Regional Average Wage		Regional # of Job Openings	
State Average Wage		State # of Job Openings	
National Average Wage		National # of Job Openings	
Regional Growth Projections			
State Growth Projection			
National Growth Projection			
Type / Title Job #3			
Regional Average Wage		Regional # of Job Openings	
State Average Wage		State # of Job Openings	
National Average Wage		National # of Job Openings	
Regional Growth Projections			
State Growth Projections			
National Growth Projections			
Justification	<p>Our proposed program replaces the current Masters of Science in Health Administration. The proposed MSHA program meets a critical workforce need in the state of Kentucky and provides a ladder to prosperity for state residents. Our proposed 34-credit hour Masters of Science in Health Administration (MSHA) provides students with skills for employment in a variety of health services settings including hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains. The median annual salary for medical and health managers is about \$100,000 nationally and the US Bureau of Labor Statistics projects a job growth of 18% between 2018 and 2028. The level of employment in Kentucky is 5,000 with a median salary of \$83,550 and a range of \$53,360 to \$135,000. In the state of Ohio, the average salary is \$101,390 with an employment level of 14,760.</p>		

ACADEMIC DISCIPLINARY NEED

Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons*	Not Applicable
How will the program support or be supported by other programs within the institution?	The proposed program will be supported by both the MBA program in the College of Business and the Informatics programs in the College of Informatics. Both programs will contribute both courses and content to the proposed program. Also, faculty from informatics and MBA programs will serve on the Advisory Board of the MSHA program. In addition, the MSHA will support the MBA program by delivering the six courses for MBA healthcare administration stacks. Our MBA program will be strengthened because we will provide healthcare administration electives from a Health Administration program that will eventually be accredited by CAHME.

Program Name Masters of Science in Health Administration

Comparison of Objectives / Focus / Curriculum to Similar programs.

Our proposed program differs from existing programs in many respects including target population, curriculum, focus, objectives. The program would be very competitive in terms of affordability, ease of access, completion time, and job prospects for graduates. The proposed program would also be the only completely online graduate health administration program in the state of Kentucky for early and mid-careerists and would be the program with the lowest credit requirements in Kentucky and the greater Cincinnati region. An analysis of Health Administration programs in the US by Academic Partners reveals that the most competitive Health Administration programs have a 30 to 36 credit hour requirement. We propose a 34-credit hour program, which makes it very competitive. Program credits nationwide range from 30 credits to slightly above 60 credits. In addition, all the other comparable programs require GRE or GMAT for admission.

Below we identify a list of similar programs in Kentucky and the Greater Cincinnati region as well as a list of programs nationally within the same credit range which is 40 credits and below. We also compare existing programs to our proposed program.

1. This is a summary of characteristics for similar programs in Kentucky and the Greater Cincinnati region:

- 1. Western Kentucky University: Hybrid, 42 credits
- 2. UK: F2F, 42 credits
- 3. UOL: 57 credits
- 4. UC: Online, 40 credits
- 5. Xavier: 64 credits.

ii. We also provide below, a number of competitive MSHA programs in the United States of America, which offer less than 40 credits.

University	State	Modality	Credits		
Ohio University-Main Campus	OH	Online	36		
Mercy College of Ohio	OH	Online	36		
Excelsior College	NY	Online	36		
Regis University	CO	Online	36		
Saint Mary's University of Minnesota	MN	Online	36		
Rosemont College	PA	Online	33		
Valparaiso University	IN	Online	36		
Southern New Hampshire University	NH	Online	36		
LeTourneau University	TX	Online	36		
Salve Regina University	RI	Online	36		
Bellevue University	NE	Online	36		
Park University	MO	Online	36		
Belhaven University	MS	Online	36		
Friends University	KS	Online	30		
Saint Mary-of-the-Woods College	IN	Online	36		
University of Oklahoma-Norman Campus	OK	Online	33		
Strayer University-Global Region	DC	Online	36		
University of Massachusetts-Dartmouth	MA	Online	30		
University of Saint Francis-Fort Wayne	IN	Online	36		
University of Colorado Denver/Anschutz Medical Campus	CO	Online	30		
Arizona State University-Tempe (ASU Online)	AZ	Online	34		
Colorado State University-Global Campus	CO	Online	36		
Concordia University-Nebraska	NE	Online	36		
Briar Cliff University	IA	Online	36		
California State University-East Bay	CA	Online	34		
University of the Potomac-Washington DC Campus	DC	Online	36		
Trevecca Nazarene University	TN	Online	33		
Louisiana State University-Shreveport	LA	Online	30		
Southeast Missouri State University	MO	Online	30		
Texas Tech University	TX	Online	36		

The table below further compares existing programs to our proposed program along the lines of program differentiation, population characteristics, access, excess demand and collaboration.

Area of Comparison	Yes/No	If yes, please explain
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1. Does the proposed program differ from existing programs?	Yes	The program differs from existing programs in many respects including population, curriculum, focus, objectives. As stated above, our program distinguishes itself from other national and regional programs in terms of affordability, ease of access, flexibility, completion time, and job prospects for our non-traditional students. The proposed program would be the only completely online graduate health administration program in the state of Kentucky and the master level Health Administration program with the lowest credit requirements in Kentucky and the greater Cincinnati region. An analysis of Health Administration programs in the US by Academic Partners reveals that the most competitive Health Administration programs have a 30 to 36 credit hour requirement. We propose a 34-credit hour program, which makes it very competitive. Program credits nationwide range from 30 credits to slightly above 60 credits. In addition, all the other comparable programs require GRE or GMAT for admission.
2. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs?	Yes	Our student population is distinct from all other programs in Kentucky by geography and career characteristics. Our primary service area will be Northern Kentucky and the greater Cincinnati area, which is separate and distinct from the primary service area for any other master's level Health Administration program in Kentucky. Most of our students are non-traditional students who are challenged by commuting cost, work schedules, and family obligations. Our one hundred percent online offering provides flexibility of attendance and eliminates commuting and work schedule barriers. Our program will also exclusively serve early to mid-careerists making it the only online program serving this population in the state of Kentucky.
3. Is access to existing programs limited?	Yes	Besides the advantage of online delivery that our proposed programs offers, unlike our program, existing programs tend to have a GMAT requirement for admissions, which provides an additional access barrier. Similar programs also require more credits for completion, which increases both the time of completion as well as cost of completion to students.
4. Is there excess demand for existing similar programs?	N/A	This program will not duplicate other programs in the state of Kentucky. The major competitors will be in the Cincinnati area in the neighboring state of Ohio.
5. Will there be collaboration between the proposed program and existing programs?	Yes	There will be collaboration with the University of Kentucky Masters in Health Administration Program. In 2017, we had both face -to -face and telephone conversations with faculty colleagues at the University of Kentucky Masters in Health Administration Program. They offered to share their experience in administering accredited health administration programs with us and to support our program in any way possible once it is approved.

Comparison of Student Population

Our student population is distinct from all other programs in Kentucky by geography and career characteristics. Our primary service area will be Northern Kentucky and the greater Cincinnati area, which is separate and distinct from the primary service area for any other master's level Health Administration program in Kentucky. Most of our students are non-traditional students who are challenged by commuting cost, work schedules, and family obligations. Our one hundred percent online offering provides flexibility of attendance and eliminates commuting and work schedule barriers. Our program will also exclusively serve early to mid-careerists making it the only online program serving this

If you have not yet done so, you should contact the Other Institutions and provide Feedback from those Other Institutions.

50. RESPONSES TO INQUIRIES AND CONCERNS RAISED BY UOL, WKU, AND CPE DURING THE PRE-PROPOSAL REVIEW PHASE

We are presenting below the inquiries and our responses arising from the preproposal review process. We hope that this will act as a quick reference for reviewers and will complement our responses to the quality, duplication, and distinctiveness components above.

1. NKU MSHA: RESPONSE TO UOL PREPROPOSAL COMMENT -5-19-2020

University of Louisville has added the following comment to the pre-proposal for the proposed Master's in Health Administration (CIP 51.0701 - Health/Health Care Administration/Management.) from Northern Kentucky University:

The UofL School of Public Health & Information Sciences has a program with two options - one that is on-campus and an executive program that is online. This proposed program at NKU would directly compete with this existing program. Obviously, students could be from anywhere, but the question clearly would be – should the state invest in another MSHA program? Is this a retooling of an existing MS in health sciences—moving it to a much more narrowly focused program in health administration? That would appear to be a significant shift in focus.

Response:

Our proposed program should not compete with the UOL program because we do not duplicate any of the options in the existing UOL program and we target different student communities both geographically and in terms of career levels.

1. **The NKU proposed MSHA program is completely online, so it would not conflict with , or duplicate the on-campus option of the UOL program**
2. **Our program is not an executive program, so it will not be in conflict with the UOL executive online program. We target early and mid-careerists and we will not admit executive health management students because we cannot meet their needs and our program is not designed to meet the needs of executive management students.**
3. **Our primary service area will be Northern Kentucky and the greater Cincinnati area, which is separate and distinct from the primary service area for any other master's level health administration program in Kentucky.**
4. **Our MSHS program has a health administration focus. In the past three years, there has been no student from the UOL service area.**

Will this 35 hour program in health administration be accredited by CAHME? The UofL program is closer to 60 hours—which is not unusual. It is accredited by CAHME.

Response: We are confident the proposed program will gain CAHME accreditation. CAHME eligibility requirements do not specify minimum credit requirements. In addition, there are accredited programs that offer less than 60 credits. The question for accreditors is whether the program credit level meets program objectives, specified competencies, and the five buckets of competencies specified by CAHME accreditation standards. Noting the broad diversity of health administration programs, CAHME leadership has repeatedly clarified that no two programs are alike.

Also, the NKU proposal appears to only adopt 10 of the 26 National Center for Health Care Leadership competencies.

Response: There is no CAHME requirement to adopt a certain number of competencies or a certain competency model. Competencies are to align with program objectives and characteristics of students, provided they address the five buckets of competencies recommended by CAHME. The competencies we have deliberately selected meet our program objectives and the professional needs of our target population. These 10 competencies also address all the five buckets of competencies recommended in the CAHME accreditation eligibility document (criteria 111A 1-6, curriculum design), last revised 06/1/2018.

RE: Northern Kentucky University Proposal for MSHA degree

Rheanna Plemons, Ed.D. Special Assistant to the Provost Western
Kentucky University Office: WAB 224

Web: www.wku.edu/academicaffairs

Dear Dr. Plemons:

In response to Northern Kentucky University's (NKU) application to transfer their existing Master of Science in Health Sciences (MSHS) program to a Master of Science in Health Administration (MSHA) program, the WKU Master of Health Administration Program (MHA) and the WKU Department of Public Health would like to offer our concerns.

Our first major concern surrounds the need for another graduate degree in health administration/management offered by a public university. With a population of approximately 4.6 million people, the state of Kentucky is the 36 most populated state in the United States. Thus, we believe that Kentucky as a whole, does not have the population density to support four graduate health administration programs. Other states in the region (e.g., Tennessee, Alabama, Georgia, and Ohio) are more populated and have fewer graduate programs in health administration. In addition, across the nation and in Kentucky, there has been a significant decline in the number of students graduating high school and attending college. This in turn affects graduate programs, as there are even less qualified students seeking graduate education. This decline in post-secondary education enrollments are projected to continue well into the future. The state of Kentucky is not immune from this occurrence. This is illustrated on page six of NKU's application. From 2014- 2020, both UK and WKU's graduate health administration programs experienced an overall decline in the number of students enrolled. Also, it is worth mentioning, the chart does not contain the information from the University of Louisville's MSHA program, which was started a few years ago. To compound the declining enrollment trend, programs in public universities all operate in a resource constrained environment. As a result, the focus is for all Kentucky programs to become more efficient and productive. This is supported by information required in the state mandated Academic Program Review (APR) report. The WKU MHA program believes that the addition of another program in health administration could adversely influence the quality and efficiency measures we work to achieve.

Our second concern surrounds program differentiation. The applicant stated that they would have the only online program to serve the state of Kentucky and that the NKU MSHA program will not duplicate other programs in the state. This is not accurate. The proposed program seems to be remarkably similar to the one already offered at WKU. Specifically, since 2011, the WKU MHA program has two separate options to complete the graduate

degree in health administration: an online option and a residential in-person option. Please see the link below for more details on the WKUMHA program: <https://www.wku.edu/hca/index.php>

Our third concern surrounds the target market of the proposed MSHA program. NKU has stated that their target population will be different from the other programs in Kentucky. We have concerns regarding the likelihood of this focus. Due to its location, the proposed program will have to compete against other established programs in the Cincinnati area. As already noted in the application, these areas are served by Xavier University and the University of Cincinnati, both of which have graduate programs in health administration.

Thus, in order to obtain the enrollment numbers outlined by NKU on page 12 of the application, it is a strong possibility that the program will have to be marketed to students across Kentucky – a state that is already served by three existing graduate health administration programs.

Finally, the type of degree being proposed is an area of concern. The MHA programs at University of Cincinnati, WKU, and UK require 40, 42, and 48 hours, respectively. While, Xavier University and the University of Louisville offer MSHA programs, which are 54 and 56 hours, respectively. To date, we could not find any MSHA programs in the nation which only require 36 hours. As a result, we would like to see NKU's proposed courses to determine if there is any similarity to an MHA degree. Considering these concerns, we have significant apprehensions toward approval of this program. Thank you for reviewing this document and please do not hesitate to contact me via email at gregory.ellis-griffith@wku.edu if you have any questions.

RESPONSE: NKU MSHA PROPOSED PROGRAM.

Concern One: The need for Another MSHA degree in Kentucky.

Our proposed MSHA program enhances the value proposition for our state educational system because it meets a critical workforce need in the state of Kentucky and offers a ladder to prosperity for unserved and underserved segments of state residents. Our program grows out of a

administration programs on one new program.

Further, we are responding to state and national trends in the industry and healthcare management education with market segmentation and product differentiation. Trend data does not link low and falling post-secondary enrollment rates to the number of graduate health administration programs in our state or vice versa. We are familiar with the trends in higher education as a whole and graduate education in particular. These trends vary from program to program and they are not a suicide path for educational program development. Nation-wide, health administration programs are doing well and many public universities have expanded access to citizens through online offerings. The broader trends call for sharper market segmentation and more intentional product differentiation as key success factors. Our program offers a well-differentiated product to a segment of the health administration market not currently served in the state of Kentucky and the Greater Cincinnati region. The customer is an early and mid-careerist who needs one hundred percent online programming, and will tremendously benefit from ease of access, shorter completion times, and lower cost. Our program also offers participants an opportunity for economic mobility.

Second concern: program differentiation.

Our proposed program should not compete with the WKU program because we do not duplicate any of the options in the existing WKU program and we target different student communities both geographically and in terms of career levels. WKU offers a regular option of face-to-face programming on campus. This option seems to target early careerists. WKU also offers a hybrid Executive MSHA program. As the WKU Public Health website states, the Executive program is predominantly online with a requirement that students come to the campus three times a semester. In other words, it is a hybrid program. Our program creates value for a defined market segment and a customer who is in search of a well-differentiated product as follows:

5. The NKU proposed MSHA program is completely online, so it would not conflict with, or duplicate the on-campus option of the WKU program, which is not 100 percent online.
6. Our program is not an executive program, so it will not be in conflict with the WKU executive hybrid program. We target early and mid-careerists, the executive program at WKU by their own description targets advanced careerists. Our proposed program will not admit executive health management students because we cannot meet their needs and our program is not designed to meet the needs of executive management students. Unlike, the WKU program, our proposed program has no requirement for on campus meetings.
7. Our primary service area will be Northern Kentucky and the Greater Cincinnati area, which is separate and distinct from the primary service area for the master's level health administration program in Western Kentucky. We do not share a geographic market space with WKU.
8. Our MSHS program has a health administration focus. In the past three years, there has been no student from the WKU service area.
9. Our program would be the only 100 percent online MSHA program in the Kentucky state educational system serving early and mid-careerists.

Third concern: the target market of the proposed MSHA program.

In the preceding paragraphs, we have already explained the market segment we are targeting and the production differentiation that drove our programming. Our colleagues seem to be concerned that we will not compete with the programs in the Greater Cincinnati region. If that argument holds, then NKU would never have developed any educational program in this region. We understand the market in the Greater Cincinnati region. Our proposed program's competitive advantage in the region is embedded in ease of access, short completion time, flexibility in scheduling, and low cost.

Final Concern: The type of degree being proposed and number of credits offered.

We believe that degrees, which provide students a pathway to lucrative careers and economic mobility, should be driven by industry-based competencies and not number of credits. Our program content is guided by industry-competencies that are relevant to program goals. However, contrary to the assertions of our WKU colleagues, it is not unusual for MSHA programs to offer less than 40 credits. We provide

University	State	Modality	Credits		
Ohio University-Main Campus	OH	Online	36		
Mercy College of Ohio	OH	Online	36		
Excelsior College	NY	Online	36		
Regis University	CO	Online	36		
Saint Mary's University of Minnesota	MN	Online	36		
Rosemont College	PA	Online	33		
Valparaiso University	IN	Online	36		
Southern New Hampshire University	NH	Online	36		
LeTourneau University	TX	Online	36		
Salve Regina University	RI	Online	36		
Bellevue University	NE	Online	36		
Park University	MO	Online	36		
Belhaven University	MS	Online	36		
Friends University	KS	Online	30		
Saint Mary-of-the-Woods College	IN	Online	36		
University of Oklahoma-Norman Campus	OK	Online	33		
Strayer University-Global Region	DC	Online	36		
University of Massachusetts-Dartmouth	MA	Online	30		
University of Saint Francis-Fort Wayne	IN	Online	36		
University of Colorado Denver/Anschutz Medical Campus	CO	Online	30		
Arizona State University-Tempe (ASU Online)	AZ	Online	34		
Colorado State University-Global Campus	CO	Online	36		
Concordia University-Nebraska	NE	Online	36		
Briar Cliff University	IA	Online	36		
California State University-East Bay	CA	Online	34		
University of the Potomac-Washington DC Campus	DC	Online	36		
Trevecca Nazarene University	TN	Online	33		
Louisiana State University-Shreveport	LA	Online	30		
Southeast Missouri State University	MO	Online	30		
Texas Tech University	TX	Online	36		

1. NKU MSHA: RESPONSES TO ADDITIONAL QUESTIONS FROM CPE- July 15, 2020

- What employers, if any, were involved in the development of the curriculum?

Two employers and two chapters of the American College of Healthcare Executives participated in curriculum development. These are St Elizabeth Healthcare System in Northern Kentucky, Gateway Rehabilitation Hospital in Florence Kentucky, American College of Healthcare Executives Kentucky Chapter, and American College of Healthcare Executives Ohio Chapter. There were additional consultations with Children Hospital and Christ Hospital in Ohio.

- Does the university have internship sites lined up for students or do students identify their own?
 - If the university has sites lined up, can you please provide some examples?

The program plans to identify internship opportunities for students as well as allow students to choose their own internship projects and sites. Regardless of the option pursued by the student, internships relationships will be formalized through the compliance staff at the Dean's office, the program office, and the university Legal Department within preset parameters.

Unlike our clinical programs, the health administration program does not plan to have permanent internship sites or assignments.

desire and need internships. These include St Elizabeth Healthcare System in Northern Kentucky, Gateway Rehabilitation Hospital in Florence, Children's Hospital in Ohio, and Christ Hospital in Ohio.

These employers currently supply about 95% of the internship projects for our Masters in Health Sciences, which will be replaced by the MSHA. We plan to diversify and increase the number of internship partners once the full proposal is approved.

- Does the program target any one sector of health care (e.g. nursing homes or hospitals) or is the market more general?

Our proposed program would prepare students for a more general market with foundational skills for employment in a variety of health services settings including hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains.

50. RESPONSES TO INQUIRIES AND CONCERNS RAISED BY UOL, WKU, AND CPE DURING THE PRE-PROPOSAL REVIEW PHASE

We are presenting below the inquiries and our responses arising from the preproposal review process. We hope that this will act as a quick reference for reviewers and will complement our responses to the quality, duplication, and distinctiveness components above.

1. NKU MSHA: RESPONSE TO UOL PREPROPOSAL COMMENT -5-19-2020

University of Louisville has added the following comment to the pre-proposal for the proposed Master's in Health Administration (CIP 51.0701 - Health/Health Care Administration/Management.) from Northern Kentucky University:

The UofL School of Public Health & Information Sciences has a program with two options - one that is on-campus and an executive program that is online. This proposed program at NKU would directly compete with this existing program. Obviously, students could be from anywhere, but the question clearly would be – should the state invest in another MSHA program? Is this a retooling of an existing MS in health sciences—moving it to a much more narrowly focused program in health administration? That would appear to be a significant shift in focus.

Response:

Our proposed program should not compete with the UOL program because we do not duplicate any of the options in the existing UOL program and we target different student communities both geographically and in terms of career levels.

1. **The NKU proposed MSHA program is completely online, so it would not conflict with , or duplicate the on-campus option of the UOL program**
2. **Our program is not an executive program, so it will not be in conflict with the UOL executive online program. We target early and mid-careerists and we will not admit executive health management students because we cannot meet their needs and our program is not designed to meet the needs of executive management students.**
3. **Our primary service area will be Northern Kentucky and the greater Cincinnati area, which is separate and distinct from the primary service area for any other master's level health administration program in Kentucky.**
4. **Our MSHA program has a health administration focus. In the past three years, there has been no student from the UOL service area.**

Will this 35 hour program in health administration be accredited by CAHME? The UofL program is closer to 60 hours—which is not unusual. It is accredited by CAHME.

Response: We are confident the proposed program will gain CAHME accreditation. CAHME eligibility requirements do not specify minimum credit requirements. In addition, there are accredited programs that offer less than 60 credits. The question for accreditors is whether the program credit level meets program objectives, specified competencies, and the five buckets of competencies specified by CAHME accreditation standards. Noting the broad diversity of health administration programs, CAHME leadership has repeatedly clarified that no two programs are alike.

Also, the NKU proposal appears to only adopt 10 of the 26 National Center for Health Care Leadership competencies.

Response: There is no CAHME requirement to adopt a certain number of competencies or a certain competency model. Competencies are to align with program objectives and characteristics of students, provided they address the five buckets of competencies recommended by CAHME. The competencies we have deliberately selected meet our program objectives and the professional needs of our target population. These 10 competencies also address all the five buckets of competencies recommended in the CAHME accreditation eligibility document (criteria 111A 1-6, curriculum design), last revised 06/1/2018.

2. NKU MSHA RESPONSE TO: WKU PREPROPOSAL COMMENT-6-11-2020

RE: Northern Kentucky University Proposal for MSHA degree

Rheanna Plemons, Ed.D. Special Assistant to the Provost Western
Kentucky University Office: WAB 224

Web: www.wku.edu/academicaffairs

Dear Dr. Plemons:

In response to Northern Kentucky University's (NKU) application to transfer their existing Master of Science in Health Sciences (MSHS) program to a Master of Science in Health Administration (MSHA) program, the WKU Master of Health Administration Program (MHA) and the WKU Department of Public Health would like to offer our concerns.

Our first major concern surrounds the need for another graduate degree in health administration/management offered by a public university. With a population of approximately 4.6 million people, the state of Kentucky is the 36 most populated state in the United States. Thus, we believe that Kentucky as a whole, does not have the population density to support four graduate health administration programs. Other states in the region (e.g., Tennessee, Alabama, Georgia, and Ohio) are more populated and have fewer graduate programs in health administration. In addition, across the nation and in Kentucky, there has been a significant decline in the number of students graduating high school and attending college. This in turn affects graduate programs, as there are even less qualified students seeking graduate education. This decline in post-secondary education enrollments are projected to continue well into the future. The state of Kentucky is not immune from this occurrence. This is illustrated on page six of NKU's application. From 2014- 2020, both UK and WKU's graduate health administration programs experienced an overall decline in the number of students enrolled. Also, it is worth mentioning, the chart does not contain the information from the University of Louisville's MSHA program, which was started a few years ago. To compound the declining enrollment trend, programs in public universities all operate in a resource constrained environment. As a result, the focus is for all Kentucky programs to become more efficient and productive. This is supported by information required in the state mandated Academic Program Review (APR) report. The WKU MHA program believes that the addition of another program in health administration could adversely influence the quality and efficiency measures we work to achieve.

Our second concern surrounds program differentiation. The applicant stated that they would have the only online program to serve the state of Kentucky and that the NKU MSHA program will not duplicate other programs in the state. This is not accurate. The proposed program seems to be remarkably similar to the one already offered at WKU. Specifically, since 2011, the WKU MHA program has two separate options to complete the graduate

degree in health administration: an online option and a residential in-person option. Please see the link below for more details on the WKUMHA program: <https://www.wku.edu/hca/index.php>

Our third concern surrounds the target market of the proposed MSHA program. NKU has stated that their target population will be different from the other programs in Kentucky. We have concerns regarding the likelihood of this focus. Due to its location, the proposed program will have to compete against other established programs in the Cincinnati area. As already noted in the application, these areas are served by Xavier University and the University of Cincinnati, both of which have graduate programs in health administration.

Thus, in order to obtain the enrollment numbers outlined by NKU on page 12 of the application, it is a strong possibility that the program will have to be marketed to students across Kentucky – a state that is already served by three existing graduate health administration programs.

Finally, the type of degree being proposed is an area of concern. The MHA programs at University of Cincinnati, WKU, and UK require 40, 42, and 48 hours, respectively. While, Xavier University and the University of Louisville offer MSHA programs, which are 54 and 56 hours, respectively. To date, we could not find any MSHA programs in the nation which only require 36 hours. As a result, we would like to see NKU's proposed courses to determine if there is any similarity to an MHA degree. Considering these concerns, we have significant apprehensions toward approval of this program. Thank you for reviewing this document and please do not hesitate to contact me via email

RESPONSE: NKU MSHA PROPOSED PROGRAM.***Concern One: The need for Another MSHA degree in Kentucky.***

Our proposed MSHA program enhances the value proposition for our state educational system because it meets a critical workforce need in the state of Kentucky and offers a ladder to prosperity for unserved and underserved segments of state residents. Our program grows out of a re-imagining of an existing program in order to serve the state of Kentucky and its citizens with significant efficiency in terms of completion time, access, and cost. There is inherent unfairness in placing the burden of relieving efficiency and productivity challenges facing state health administration programs on one new program.

Further, we are responding to state and national trends in the industry and healthcare management education with market segmentation and product differentiation. Trend data does not link low and falling post-secondary enrollment rates to the number of graduate health administration programs in our state or vice versa. We are familiar with the trends in higher education as a whole and graduate education in particular. These trends vary from program to program and they are not a suicide path for educational program development. Nation-wide, health administration programs are doing well and many public universities have expanded access to citizens through online offerings. The broader trends call for sharper market segmentation and more intentional product differentiation as key success factors. Our program offers a well-differentiated product to a segment of the health administration market not currently served in the state of Kentucky and the Greater Cincinnati region. The customer is an early and mid-careerist who needs one hundred percent online programming, and will tremendously benefit from ease of access, shorter completion times, and lower cost. Our program also offers participants an opportunity for economic mobility.

Second concern: program differentiation.

Our proposed program should not compete with the WKU program because we do not duplicate any of the options in the existing WKU program and we target different student communities both geographically and in terms of career levels. WKU offers a regular option of face-to-face programming on campus. This option seems to target early careerists. WKU also offers a hybrid Executive MSHA program. As the WKU Public Health website states, the Executive program is predominantly online with a requirement that students come to the campus three times a semester. In other words, it is a hybrid program. Our program creates value for a defined market segment and a customer who is in search of a well-differentiated product as follows:

5. The NKU proposed MSHA program is completely online, so it would not conflict with, or duplicate the on-campus option of the WKU program, which is not 100 percent online.
6. Our program is not an executive program, so it will not be in conflict with the WKU executive hybrid program. We target early and mid-careerists, the executive program at WKU by their own description targets advanced careerists. Our proposed program will not admit executive health management students because we cannot meet their needs and our program is not designed to meet the needs of executive management students. Unlike, the WKU program, our proposed program has no requirement for on campus meetings.
7. Our primary service area will be Northern Kentucky and the Greater Cincinnati area, which is separate and distinct from the primary service area for the master's level health administration program in Western Kentucky. We do not share a geographic market space with WKU.
8. Our MSHS program has a health administration focus. In the past three years, there has been no student from the WKU service area.
9. Our program would be the only 100 percent online MSHA program in the Kentucky state educational system serving early and mid-careerists.

Third concern: the target market of the proposed MSHA program.

In the preceding paragraphs, we have already explained the market segment we are targeting and the production differentiation that drove our

Cincinnati region. Our proposed program's competitive advantage in the region is embedded in ease of access, short completion time, flexibility in scheduling, and low cost.

Final Concern: The type of degree being proposed and number of credits offered.

We believe that degrees, which provide students a pathway to lucrative careers and economic mobility, should be driven by industry-based competencies and not number of credits. Our program content is guided by industry-competencies that are relevant to program goals. However, contrary to the assertions of our WKU colleagues, it is not unusual for MSHA programs to offer less than 40 credits. We provide below, a number of competitive MSHA programs in the United States of America, which offer less than 40 credits.

University	State	Modality	Credits		
Ohio University-Main Campus	OH	Online	36		
Mercy College of Ohio	OH	Online	36		
Excelsior College	NY	Online	36		
Regis University	CO	Online	36		
Saint Mary's University of Minnesota	MN	Online	36		
Rosemont College	PA	Online	33		
Valparaiso University	IN	Online	36		
Southern New Hampshire University	NH	Online	36		
LeTourneau University	TX	Online	36		
Salve Regina University	RI	Online	36		
Bellevue University	NE	Online	36		
Park University	MO	Online	36		
Belhaven University	MS	Online	36		
Friends University	KS	Online	30		
Saint Mary-of-the-Woods College	IN	Online	36		
University of Oklahoma-Norman Campus	OK	Online	33		
Strayer University-Global Region	DC	Online	36		
University of Massachusetts-Dartmouth	MA	Online	30		
University of Saint Francis-Fort Wayne	IN	Online	36		
University of Colorado Denver/Anschutz Medical Campus	CO	Online	30		
Arizona State University-Tempe (ASU Online)	AZ	Online	34		
Colorado State University-Global Campus	CO	Online	36		
Concordia University-Nebraska	NE	Online	36		
Briar Cliff University	IA	Online	36		
California State University-East Bay	CA	Online	34		
University of the Potomac-Washington DC Campus	DC	Online	36		
Trevecca Nazarene University	TN	Online	33		
Louisiana State University-Shreveport	LA	Online	30		
Southeast Missouri State University	MO	Online	30		
Texas Tech University	TX	Online	36		

1. NKU MSHA: RESPONSES TO ADDITIONAL QUESTIONS FROM CPE- July 15, 2020

- What employers, if any, were involved in the development of the curriculum?

Two employers and two chapters of the American College of Healthcare Executives participated in curriculum development. These are St Elizabeth Healthcare System in Northern Kentucky, Gateway Rehabilitation Hospital in Florence Kentucky, American College of Healthcare Executives Kentucky Chapter, and American College of Healthcare Executives Ohio Chapter. There were additional consultations with Children Hospital and Christ Hospital in Ohio.

- Does the university have internship sites lined up for students or do students identify their own?
 - If the university has sites lined up, can you please provide some examples?

The program plans to identify internship opportunities for students as well as allow students to choose their own internship projects and sites. Regardless of the option pursued by the student, internships relationships will be formalized through the compliance staff at the Dean's office, the program office, and the university Legal Department within preset parameters.

Unlike our clinical programs, the health administration program does not plan to have permanent internship sites or assignments. However, we are in conversation and have tentative commitments from a number of employers in Northern Kentucky and Ohio to become formal internship partners who will supply internship projects and facilitate the appointment of preceptors for students who desire and need internships. These include St Elizabeth Healthcare System in Northern Kentucky, Gateway Rehabilitation Hospital in Florence, Children's Hospital in Ohio, and Christ Hospital in Ohio.

These employers currently supply about 95% of the internship projects for our Masters in Health Sciences, which will be replaced by the MSHA. We plan to diversify and increase the number of internship partners once the full proposal is approved.

- Does the program target any one sector of health care (e.g. nursing homes or hospitals) or is the market more general?

Our proposed program would prepare students for a more general market with foundational skills for employment in a variety of health services settings including hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains.

Institution Northern kentucky University

Program Name Masters of Science in Health Administration

Comparison of Objectives / Focus / Curriculum to Similar Programs

Our proposed program differs from existing programs in many respects including target population, curriculum, focus, objectives. The program would be very competitive in terms of affordability, ease of access, completion time, and job prospects for graduates. The proposed program would also be the only completely online graduate health administration program in the state of Kentucky for early and mid-careerists and would be the program with the lowest credit requirements in Kentucky and the greater Cincinnati region. An analysis of Health Administration programs in the US by Academic Partners reveals that the most competitive Health Administration programs have a 30 to 36 credit hour requirement. We propose a 34-credit hour program, which makes it very competitive. Program credits nationwide range from 30 credits to slightly above 60 credits. In addition, all the other comparable programs require GRE or GMAT for admission.

Below we identify a list of similar programs in Kentucky and the Greater Cincinnati region as well as a list of programs nationally within the same credit range which is 40 credits and below. We also compare existing programs to our proposed program.

1. This is a summary of characteristics for similar programs in Kentucky and the Greater Cincinnati region:

- 1. Western Kentucky University: Hybrid, 42 credits
- 2. UK: F2F, 42 credits
- 3. UOL: 57 credits
- 4. UC: Online, 40 credits
- 5. Xavier: 64 credits.

ii. We also provide below, a number of competitive MSHA programs in the United States of America, which offer less than 40 credits.

University	State	Modality	Credits		
Ohio University-Main Campus	OH	Online	36		
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Bellevue University	NE	Online	36		
Park University	MO	Online	36		
Belhaven University	MS	Online	36		
Friends University	KS	Online	30		
Saint Mary-of-the-Woods College	IN	Online	36		
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Louisiana State University-Shreveport	LA	Online	30		
Southeast Missouri State University	MO	Online	30		
Texas Tech University	TX	Online	36		

The table below further compares existing programs to our proposed program along the lines of program differentiation, population characteristics, access, excess demand and collaboration.

Area of Comparison	Yes/No	If yes, please explain
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1. Does the proposed program differ from existing programs?	Yes	The program differs from existing programs in many respects including population, curriculum, focus, objectives. As stated above, our program distinguishes itself from other national and regional programs in terms of affordability, ease of access, flexibility, completion time, and job prospects for our non-traditional students. The proposed program would be the only completely online graduate health administration program in the state of Kentucky and the master level Health Administration program with the lowest credit requirements in Kentucky and the greater Cincinnati region. An analysis of Health Administration programs in the US by Academic Partners reveals that the most competitive Health Administration programs have a 30 to 36 credit hour requirement. We propose a 34-credit hour program, which makes it very competitive. Program credits nationwide range from 30 credits to slightly above 60 credits. In addition, all the other comparable programs require GRE or GMAT for admission.
2. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs?	Yes	Our student population is distinct from all other programs in Kentucky by geography and career characteristics. Our primary service area will be Northern Kentucky and the greater Cincinnati area, which is separate and distinct from the primary service area for any other master's level Health Administration program in Kentucky. Most of our students are non-traditional students who are challenged by commuting cost, work schedules, and family obligations. Our one hundred percent online offering provides flexibility of attendance and eliminates commuting and work schedule barriers. Our program will also exclusively serve early to mid-careerists making it the only online program serving this population in the state of Kentucky.
3. Is access to existing programs limited?	Yes	Besides the advantage of online delivery that our proposed programs offers, unlike our program, existing programs tend to have a GMAT requirement for admissions, which provides an additional access barrier. Similar programs also require more credits for completion, which increases both the time of completion as well as cost of completion to students.
4. Is there excess demand for existing similar programs?	N/A	This program will not duplicate other programs in the state of Kentucky. The major competitors will be in the Cincinnati area in the neighboring state of Ohio.
5. Will there be collaboration between the proposed program and existing programs?	Yes	There will be collaboration with the University of Kentucky Masters in Health Administration Program. In 2017, we had both face -to -face and telephone conversations with faculty colleagues at the University of Kentucky Masters in Health Administration Program. They offered to share their experience in administering accredited health administration programs with us and to support our program in any way possible once it is approved.

Comparison of Student Populations

Our student population is distinct from all other programs in Kentucky by geography and career characteristics. Our primary service area will be Northern Kentucky and the greater Cincinnati area, which is separate and distinct from the primary service area for any other master's level Health Administration program in Kentucky. Most of our students are non-traditional students who are challenged by commuting cost, work schedules, and family obligations. Our one hundred percent online offering provides flexibility of attendance and eliminates commuting and work schedule barriers. Our program will also exclusively serve early to mid-careerists making it the

Access to Existing Programs.

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Response:

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2. NKU MSHA RESPONSE TO: WKU PREPROPOSAL COMMENT-6-11-2020

RE: Northern Kentucky University Proposal for MSHA degree

Rheanna Plemons, Ed.D. Special Assistant to the Provost Western
Kentucky University Office: WAB 224

Web: www.wku.edu/academicaffairs

Dear Dr. Plemons:

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Our second concern surrounds program differentiation. The applicant stated that they would have the only online program to serve the state of Kentucky and that the NKU MSHA program will not duplicate other programs in the state. This is not accurate. The proposed program seems to be remarkably similar to the one already offered at WKU. Specifically, since 2011, the WKU MHA program has two separate options to complete the graduate

degree in health administration: an online option and a residential in-person option. Please see the link below for more details on the WKUMHA program: <https://www.wku.edu/hca/index.php>

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Thus, in order to obtain the enrollment numbers outlined by NKU on page 12 of the application, it is a strong possibility that the program will have to be marketed to students across Kentucky – a state that is already served by three existing graduate health administration programs.

Finally, the type of degree being proposed is an area of concern. The MHA programs at University of Cincinnati, WKU, and UK require 40, 42, and 48 hours, respectively. While, Xavier University and the University of Louisville offer MSHA programs, which are 54 and 56 hours, respectively. To date, we could not find any MSHA programs in the nation which only require 36 hours. As a result, we would like to see NKU's proposed courses to determine if there is any similarity to an MHA degree. Considering these concerns, we have significant apprehensions toward approval of this program. Thank you for reviewing this document and please do not hesitate to contact me via email at gregory.ellis-griffith@wku.edu if you have any questions.

RESPONSE: NKU MSHA PROPOSED PROGRAM.

Concern One: The need for Another MSHA degree in Kentucky.

Our proposed MSHA program enhances the value proposition for our state educational system because it meets a critical workforce need in the state of Kentucky and offers a ladder to prosperity for unserved and underserved segments of state residents. Our program grows out of a re-imagining of an existing program in order to serve the state of Kentucky and its citizens with significant efficiency in terms of completion time, access, and cost. There is inherent unfairness in placing the burden of relieving efficiency and productivity challenges facing state health

Further, we are responding to state and national trends in the industry and healthcare management education with market segmentation and product differentiation. Trend data does not link low and falling post-secondary enrollment rates to the number of graduate health administration programs in our state or vice versa. We are familiar with the trends in higher education as a whole and graduate education in particular. These trends vary from program to program and they are not a suicide path for educational program development. Nation-wide, health administration programs are doing well and many public universities have expanded access to citizens through online offerings. The broader trends call for sharper market segmentation and more intentional product differentiation as key success factors. Our program offers a well-differentiated product to a segment of the health administration market not currently served in the state of Kentucky and the Greater Cincinnati region. The customer is an early and mid-careerist who needs one hundred percent online programming, and will tremendously benefit from ease of access, shorter completion times, and lower cost. Our program also offers participants an opportunity for economic mobility.

Second concern: program differentiation.

Our proposed program should not compete with the WKU program because we do not duplicate any of the options in the existing WKU program and we target different student communities both geographically and in terms of career levels. WKU offers a regular option of face-to-face programming on campus. This option seems to target early careerists. WKU also offers a hybrid Executive MSHA program. As the WKU Public Health website states, the Executive program is predominantly online with a requirement that students come to the campus three times a semester. In other words, it is a hybrid program. Our program creates value for a defined market segment and a customer who is in search of a well-differentiated product as follows:

5. The NKU proposed MSHA program is completely online, so it would not conflict with, or duplicate the on-campus option of the WKU program, which is not 100 percent online.
6. Our program is not an executive program, so it will not be in conflict with the WKU executive hybrid program. We target early and mid-careerists, the executive program at WKU by their own description targets advanced careerists. Our proposed program will not admit executive health management students because we cannot meet their needs and our program is not designed to meet the needs of executive management students. Unlike, the WKU program, our proposed program has no requirement for on campus meetings.
7. Our primary service area will be Northern Kentucky and the Greater Cincinnati area, which is separate and distinct from the primary service area for the master's level health administration program in Western Kentucky. We do not share a geographic market space with WKU.
8. Our MSHS program has a health administration focus. In the past three years, there has been no student from the WKU service area.
9. Our program would be the only 100 percent online MSHA program in the Kentucky state educational system serving early and mid-careerists.

Third concern: the target market of the proposed MSHA program.

In the preceding paragraphs, we have already explained the market segment we are targeting and the production differentiation that drove our programming. Our colleagues seem to be concerned that we will not compete with the programs in the Greater Cincinnati region. If that argument holds, then NKU would never have developed any educational program in this region. We understand the market in the Greater Cincinnati region. Our proposed program's competitive advantage in the region is embedded in ease of access, short completion time, flexibility in scheduling, and low cost.

Final Concern: The type of degree being proposed and number of credits offered.

We believe that degrees, which provide students a pathway to lucrative careers and economic mobility, should be driven by industry-based competencies and not number of credits. Our program content is guided by industry-competencies that are relevant to program goals. However, contrary to the assertions of our WKU colleagues, it is not unusual for MSHA programs to offer less than 40 credits. We provide below, a number of competitive MSHA programs in the United States of America, which offer less than 40 credits.

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LeTourneau University	TX	Online	36		
Salve Regina University	RI	Online	36		
Bellevue University	NE	Online	36		
Park University	MO	Online	36		
Belhaven University	MS	Online	36		
Friends University	KS	Online	30		
Saint Mary-of-the-Woods College	IN	Online	36		
University of Oklahoma-Norman Campus	OK	Online	33		
Strayer University-Global Region	DC	Online	36		
University of Massachusetts-Dartmouth	MA	Online	30		
University of Saint Francis-Fort Wayne	IN	Online	36		
University of Colorado Denver/Anschutz Medical Campus	CO	Online	30		
Arizona State University-Tempe (ASU Online)	AZ	Online	34		
Colorado State University-Global Campus	CO	Online	36		
Concordia University-Nebraska	NE	Online	36		
Briar Cliff University	IA	Online	36		
California State University-East Bay	CA	Online	34		
University of the Potomac-Washington DC Campus	DC	Online	36		
Trevecca Nazarene University	TN	Online	33		
Louisiana State University-Shreveport	LA	Online	30		
Southeast Missouri State University	MO	Online	30		
Texas Tech University	TX	Online	36		

1. NKU MSHA: RESPONSES TO ADDITIONAL QUESTIONS FROM CPE- July 15, 2020

- What employers, if any, were involved in the development of the curriculum?

Two employers and two chapters of the American College of Healthcare Executives participated in curriculum development. These are St Elizabeth Healthcare System in Northern Kentucky, Gateway Rehabilitation Hospital in Florence Kentucky, American College of Healthcare Executives Kentucky Chapter, and American College of Healthcare Executives Ohio Chapter. There were additional consultations with Children Hospital and Christ Hospital in Ohio.

- Does the university have internship sites lined up for students or do students identify their own?
 - If the university has sites lined up, can you please provide some examples?

The program plans to identify internship opportunities for students as well as allow students to choose their own internship projects and sites. Regardless of the option pursued by the student, internships relationships will be formalized through the compliance staff at the Dean's office, the program office, and the university Legal Department within preset parameters.

Unlike our clinical programs, the health administration program does not plan to have permanent internship sites or assignments. However, we are in conversation and have tentative commitments from a number of employers in Northern Kentucky and Ohio to become formal internship partners who will supply internship projects and facilitate the appointment of preceptors for students who

These employers currently supply about 95% of the internship projects for our Masters in Health Sciences, which will be replaced by the MSHA. We plan to diversify and increase the number of internship partners once the full proposal is approved.

- Does the program target any one sector of health care (e.g. nursing homes or hospitals) or is the market more general?

Our proposed program would prepare students for a more general market with foundational skills for employment in a variety of health services settings including hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains.

How will the program support or be supported by other programs within the institution?

The proposed program will be supported by both the MBA program in the College of Business and the Informatics programs in the College of Informatics. Both programs will contribute both courses and content to the proposed program. Also, faculty from informatics and MBA programs will serve on the Advisory Board of the MSHA program. In addition, the MSHA will support the MBA program by delivering the six courses for MBA healthcare administration stacks. Our MBA program will be strengthened because we will provide healthcare administration electives from a Health Administration program that will eventually be accredited by CAHME.

FINANCIAL SUPPORT

A description of financial resources available to support the proposed change, including a budget for the first year of the proposed change (a three-year budget is required for a new branch campus). Do not send a copy of the entire institutional budget.

We will utilize the two existing faculty lines in our MSHS program to start the MSHA program. We need one additional faculty beginning the third year of program in addition to 4-5 adjunct faculty teaching 24 classes each per year from the program onset. We will also need additional resources to cover support staff, faculty professional development, supplies, and accreditation and professional affiliation fees. The projected cost and revenue tables below show that the program should be adding students and revenue to the university every year of its first five years.

Cost/Funding Explanation

1. Funding Sources, by year of program

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/ Justification:	N/A				
Total Resources Available from Other Non-State Sources					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/ Justification:					
State Resources					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/ Justification:	N/A				
Internal					
Allocation:	N/A	N/A	N/A	N/A	N/A
Reallocation:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/ Justification:	N/A				
Student Tuition					
Total New:	354,240	472,320	590,400	590,400	590,400
Total Existing:	N/A	318,136	425,088	531,360	531,360
Narrative Explanation/ Justification:	We project annual progressive enrollments of 30, 67, 86, 95, and 95 students from year one to five @ \$312 per credit hour. Average student course load is projected at twelve (12) 3-credit courses with a maximum of 33 credit hours per student a year. NKU retains 50% of tuition proceeds per agreement with Academic Partners. In addition, each student is assessed a campus recreation fee of \$16.00.				
Total Revenue/Funding Sources	354,240	791,136	1,015,488	1,121,760	1,121,760

Projected revenues and expenditures and cash flow for the proposed program.

1. Breakdown of Budget, Expenses/Requirements

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Staff					
Executive, administrative, and managerial					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Other Professional					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Faculty					
New:	304,080	63,612	177,883	67,092	68,366
Existing:	N/A	247,860	252,817	372,484	379,934
Graduate Assistants (if master's or doctorate)					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Student Employees					
TNew:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative/Explanation/Justification for All Five Staff Resource Areas Above:	Faculty resources include two existing faculty lines, one additional faculty beginning third year of program, and 4-5 adjunct faculty teaching 24 classes each per year @\$2,500.00 per class. We assume annual cost growth of 2% in Cost of Living Adjustment (COLA) increases.				
Equipment and Instructional Materials					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/Justification:					
Library					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/Justification:					
Contractual Services					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/Justification:					
Academic and/or Student Services					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/Justification:					
Other Support Services					
New:	27,433				
Existing:		27,982	28,541	29,112	29,694
Narrative Explanation/Justification:	This cost represents support services @ .5 FTE and assuming growth of 2% annual Cost of Living Adjustment (COLA) increase				
Faculty Development					
New:	8000	8000	8000	8000	8000
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/Justification:	This cost covers Faculty travel to conferences and professional development. Cost for conferences in the first two years is same as the cost in the last three years even though there will be two faculty in the first two years and three faculty in year three to five. This is because in the first two years, accreditation prep training is included in the cost of faculty travel and development.				
Assessment					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/Justification:	N/A				
Student Space and Equipment (if doctorate)					
New:	N/A	N/A	N/A	N/A	N/A
Existing:	N/A	N/A	N/A	N/A	N/A
Narrative Explanation/Justification:	N/A				
Faculty Space and Equipment (if doctorate)					
New:	N/A	N/A	N/A	N/A	N/A
Existing:					
Narrative Explanation/Justification:	N/A				
Other					

Total Existing:	N/A	1,700	6,700	6,700	6,700
Narrative Explanation/Justification:	This additional cost includes projected accreditation dues of \$5,000 beginning the third year plus printing, postage, supplies, and miscellaneous cost estimated at \$1,700 annually for each of the five years.				
Total Expenses/Requirements	341,213	349,154	473,942	483,389	492,694
GRAND TOTAL					
Revenue minus Expense	13,027	44,1982	54,1546	638,371	629,066

Attached* I have attached a Funding Sources Table.

Attached* I have attached a Breakdown of Budget Expenses/ Requirements Table.

The amount of resources going to institutions or organizations for contractual or support services for the proposed program or change. None

The operational, management, and physical resources available for the program or change.

Both Northern Kentucky University and the College of Health and Human Services are well positioned to launch and run this program successfully. The MSHA Program Director will provide day to day administrative oversight of the Program. School and College oversight will be provided by the Director of the School of Allied Health and the Dean of the College of Health and Human Services. Program quality is further assured through oversight and collaboration with the university Associate Director of online services, the Assistant Vice Provost for Assessment, the Office of Graduate Education, and the Director of Online Education in the College of Health and Human Services.

The program will be administered by faculty with decades of experience in developing and implementing health administration graduate programs. Besides, the university and college has robust library resources, instructional technology support, online teaching support, office space, office equipment, and graduate education advising infrastructure. Additional details on resource capacity are provided below.

1. Library Resources

The NKU library provides robust resources and services to support graduate healthcare management education and research. The W. Frank Steely Library provides comprehensive resources and services for undergraduate and graduate students and faculty. Steely Library is the place for finding information, studying quietly, working on group projects, making an appointment for research consultation, receiving library instruction as a class, exploring primary resources about the history of the region, and much more. The five-floor facility has multiple computer labs, seven high-tech group-study rooms, self-check stations, and a cafe in the outer lobby. Steely Library offers comprehensive remote access to existing services and resources for its patrons. There are a variety of digital scholarship and communications services to help students learn how to use digital tools to discover, organize, share, and publish research and ideas.

ii. Instructional Technology Support

Instructional technology in the form of hardware and software is sufficient and appropriate for MSHA program needs. Computer labs with 30 stations are housed in several academic building across the campus. The Office of Information Technology installs, services, repairs, and replaces computers. In addition, the office provides extensive technical support through the helpdesk and the technical staff, available to faculty, staff, and students on campus and remotely. The hours for the IT Help Desk are M-F: 7am-10pm; Saturday: 8:30am – 5pm and Sunday 12pm-8pm. Faculty, staff, and students can reach the help desk via phone, instant chat, or email. Information Technology (IT) provides a wide range of services to the campus community.

Through the Center for Innovation and Technology (CITE), housed under the library, faculty have access to instructional designers who assist faculty in the creation, design, implementation and delivery of high-quality instruction for online, traditional and hybrid classes. Faculty in the CHHS also have onsite and remote access to Academic Technology Analysts who can assist both faculty and students with integrating technology into the classroom as well as troubleshooting any issues as they arise.

Faculty have available production resources including a digital video editing suite, a professional audio recording studio, and multimedia production workstations for high quality scanning and image manipulation. All faculty are orientated to the computing facilities and technical infrastructure of the school. Further, NKU offers a variety of other software packages to support instructional delivery including Zoom for video conferencing and instruction, Kaltura (a streaming video solution), and SafeAssign and Turnitin (for plagiarism detection). Ally software is enabled in all courses in Canvas. Ally is a tool that works within Canvas to identify potential accessibility issues that may arise within an online course. Ally checks Word documents and PowerPoints, as well as PDFs and images, looking for alt text, proper heading structures, and more.

IT provides ongoing classes throughout the year. Training opportunities are customized specifically for faculty in CHHS. Written materials are available for all software programs. Further video lessons are also available 24/7 on topics related to online learning and CANVAS. The Center for Innovation and Technology in Education <https://inside.nku.edu/cite.html> assists the university community with integrating technology into academia and administration. CITE provides a variety of services to faculty, staff, and students including learning management support, instructional design assistance, academic technology support as well as academic technology training. Training is available to both full time and adjunct faculty.

iii. Resources to Support Online Teaching

All faculty teaching online courses are required to complete basic IT training prior to offering an online course. This training includes an introduction to CANVAS and an introduction to online classroom tools. Adjunct faculty are encouraged to meet with the CHHS IT specialist as part of their orientation. In addition, faculty can self-enroll in a recently developed Online Faculty Orientation course designed to provide tips and resources for online instruction. The course was developed by the Associate Director of Online and Professional Education and a panel of online faculty. Faculty are also encouraged to participate in a wide variety of training opportunities that provide detailed "how-to" instruction in the use of available technologies and software options. As the techniques and technologies have become more sophisticated, new classes are available for all faculty every semester. NKU is committed to upgrading technology as new products become available.

iv. Office Space and Office Equipment

The College of Health and Human Services (CHHS) has a large office suite housing the Dean, college leadership,

with hoteling cubicles. Faculty with hoteling spaces have access to private conference rooms for student counseling, computer hookup and printer. All online faculty receive an NKU laptop computer. Office equipment for faculty includes a desk, file cabinets, bookshelves, two chairs, a computer (laptop or desktop) with internet access and a telephone with voice mail. The School Director and Program Directors have private offices. Several conference rooms are available for use for faculty or program meetings; distance technology equipment is available in these rooms.

v. Advising

The CHHS suite has a large academic advising center. This area provides a welcoming, environment for advising activities. Academic advisors have private offices. Office equipment includes a desk, file cabinet, bookshelf, two chairs, a computer (laptop or desktop) with internet access and a telephone with voice mail.

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Provide contingency plans in the event that required resources do not materialize.

As stated above, we will utilize the two existing faculty lines in our MSHS program to start the MSHA program. We need one additional faculty beginning the third year of program in addition to 4-5 adjunct faculty teaching 24 classes each per year from the program onset. In the very unlikely situation in which projected resources from additional enrollment above the current enrollment in our MSHS program do not materialize, we will not add the additional faculty called for in our business plan.

INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESS

Provide a brief description of institutional assessment processes.

The Institutional assessment process is led by the Assistant Vice Provost for Assessment. A standard assessment process is established and implemented with the support of the University Assessment Committee, which is populated by faculty members from a broad range of colleges, departments, and academic offices. The purpose of the committee is to promote and support a culture of assessment and continuous improvement as well as serve as a resource for assessment practices on campus. In order to expand the culture of assessment, NKU offers departments and programs the flexibility to define and pilot their own assessment cycles. The AVP of Assessment and the Assessment Committee does not prescribe or specify a timeframe or deadlines, seeking instead to accommodate the different nature and varying needs of each program. Programs have also been given the flexibility to decide how many Student Learning Outcomes (SLOs) to assess in a given year. While some programs follow an annual assessment cycle during which all SLOs are assessed every year, other programs chose to follow a multiyear assessment cycle in which one or two SLOs are assessed per year. Program SLOs are located in WEAVE, where they are updated by each program at least annually.

However, NKU's Assessment Guidebook provides a simple annual schedule that goes from October to September. Assessment plans are due no later than October 15th, and assessment reports are due no later than September 15th of the following academic year. The assessment process begins at the start of the fall semester (August) with an email to all departments from the AVP of Assessment. The email offers an overview of the assessment cycle and significant deadlines as well as instructions for updating information in WEAVE. Email reminders and offers of assistance follow, and the AVP offers workshops and individualized help for all programs and departments. The WEAVE application shows that an assessment plan has been updated with a green "completed" indicator, and the AVP can run a report to identify programs that may need extra support.

Describe how the institution will incorporate the program, site, distance education or other changes into the institution-wide review and assessment process.

Program assessments are part of the institutional-wide annual assessments that are entered into weave and centrally tracked by the Assistant Vice Provost for Assessment. Each year, the most significant or most salient outcomes assessment results based on prioritized program objectives, are used to draft and implement limited program improvements via assessment action plans in the year following the assessment year. Program faculty and advisory boards prioritize short term and long-term program objectives to be assessed and formulate action plans for program improvement. Program related findings gained over a five-year review period are gathered on an on-going basis for summative decision-making. Both the timeline for review, and program objectives to be reviewed, and action plans, are aligned with institutional, state, or national accreditation requirements.

What are the plans to evaluate students' post-graduate success?

Student post-graduate success will be measured through annual alumni and employer surveys to determine student employment levels and student performance on program identified competencies as well as the congruity between program competencies and industry success factors.

ADVANCED PRACTICE DOCTORATE

Will this program be an Advanced Practice Doctorate? Yes No

Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field. Not Applicable

Provide a description of the master's program or programs and note any distinctive qualities of these programs as well as any national recognition bestowed upon the program. Not Applicable

Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.	Not Applicable
Provide any evidence, such as a professional organization or an accrediting agency requiring a doctorate in order for graduates to practice or advance in the field of study.	Not Applicable
Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed, or if any courses will be cut	Not Applicable
If there is no impact on undergraduate education, please provide a synopsis of how a new doctorate can be developed and implemented without financial or staffing implications for undergraduate education.	N/A
Provide evidence that funding for the program will not impair funding of any existing program at any other public university.	N/A

CIP CODES AND APPROVAL DATES

CIP Code 51.0701
BOR Approval Date
CPE Final Approval Date