



Northern Kentucky University
Board of Regents Materials

May 6, 2015

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AGENDA
Northern Kentucky University

Regents Dinner
Tuesday, May 5, 2015 – 6:00 p.m.

6:00 p.m.

- Regents Dinner at President's Home (Ft. Thomas, KY)
-

Joint Finance and Policy Meeting
NKU, Student Union, 104 – Wednesday, May 6, 2015 – 9:00 a.m.

9:00 a.m.

A. Joint Finance and Policy Committee:

1. Celebration of Student Research and Creativity (Ott Rowlands, Hart, Curran, Cox, Wheat, Carmen, O'Callahan, Onorato)
2. College of Education and Human Service (Ott Rowlands, Reed, Chambers, Hackworth, Justice, Koschoreck Livingood, McCubbin, Vogelpohl, Willis)
3. Budget Presentation (Mearns, Ramey)
4. Athletics (Bothof)

Board Lunch (Student Awards)
NKU, Student Union 107 – May 6, 2015 – 11:30 a.m.

11:30 a.m.

Board of Regents Meeting
NKU, Student Union, 104 – Wednesday, May 6, 2015 – 1:00 p.m.

1:00 p.m.

- Call to Order
- Roll Call
- Approval of March 18, 2015, Board Minutes
- Presidential Comments
- Joint Finance and Policy Committee Summary, Secretary of the Board of Regents
- Audit Committee Report, Secretary of the Board of Regents

1:20 p.m.

B. Presidential Reports:

1. Facilities Management Report (Ramey)
2. Research/Grants/Contracts Report (February 1, 2015 – March 31, 2015) (Ott Rowlands)
3. Fundraising Report (July 1, 2014 – March 31, 2015) (Gentry)
4. Quarterly Financial Report (Ramey)
5. Organizational Changes Report (Ramey)

1:40 p.m.

C. Presidential Recommendations:

1. *Academic Affairs Personnel Actions
2. *Academic Affairs First-Year Faculty Reappointments
3. *Appointment to Chair with Tenure and Promotion
4. *Non-Academic Personnel Actions
5. *Academic Affairs Reappointment, Promotion, and Tenure (Corrected from March 2015)
6. *Faculty Emeritus Status Appointments
7. *Educational Specialist Degree in Teaching and Leading
8. *Masters of Legal Studies program at NKU Chase College of Law
9. *Major Gifts Acceptance
10. *2016-2022 Capital Plan
11. *NCAA IPP Gender and Diversity Plans
12. *Budget Authorization
13. *Property Acquisition (Melbourne Parcel)
14. *Sexual Misconduct Policy
15. *Posthumous Degree

D. Board Recommendation

1. Election of Officers

2:00 p.m.

E. 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, May 4, 2015).

Board of Regents Meeting
Northern Kentucky University, Student Union, Room 104
March 18, 2015

Regent Dennis Repenning, Chair, called the regular meeting of the Board of Regents to order at 1:00 pm, Wednesday, March 18, 2015.

Roll Call: Richard Boehne, Jacqueline Emerine, Virginia G. Fox, John P. B. Jose, Terry Mann, Stephen A. Meier, Dennis Repenning, Nathaniel Smith, Elizabeth Thompson, Andr Ward, Brenda Wilson

Other Attendees: Geoffrey S. Mearns, Kathryn Herschede, Wendy Peek, Sara Sidebottom, Sue Ott Rowlands, Ken Ramey, Ken Bothof, Eric Gentry, Sue Hodges Moore, Joe Wind, Kathleen Roberts, Tracy Insko, Chris Bowling, Jeff Butler, Alex Lefebure, Molly Burchfield, Amanda Henderson, Pat Moynahan, Kathy Stewart, Joel Robinson, Russ Kerdolff, Kevin Kirby, Larry Meyer, Jeff Standen, Denise Robinson, Katherine Frank, Becky Porterfield, Cynthia Reed, Bill Thompson, Leah Stewart, Larry Blake, Vickie Natale, Melissa Gorbandt, Jason Willis, Andy Meeks, Ken Kline, Tiffany Budd, Judy Voelker, Jeff Waple, Debbie Poweleit, Alar Lipping, Karen Zerhusen Kruer, Robbie Prince, Tim Sofranko, Tom Ramstetter, Kim Scranage, Jan Hillard, Penny Parsons, Christian Gamm, Victoria Lentz, Shawn O’Mealy, David Raska

Regent Terry Mann seconded Regent John Jose’s motion to approve the minutes of the January 14, 2015 Board of Regents meeting. **(Motion carried)**

Presidential Comments:

Budget Model Development

Last Fall, I appointed a task force to review our existing process for developing our University’s budget. The task force looked at different types of university budget models across the country, and it recommended that we develop a model that is incentive-based and more de-centralized. The new budget model will promote student success, stimulate strategic growth, encourage innovation and entrepreneurship, and support transdisciplinary and institutional excellence. The guiding principles are accountability, transparency, reasonable predictability, simplicity, performance-based, and data driven. I will continue to keep you updated as we work to transition to this new model.

Fall Enrollment

The Division of Enrollment Management reports that for Fall 2015, graduate applications are up 13 percent and admits are trending up by 50 percent. This is the first time in three academic years that these trends are showing positive gains. Overall undergraduate applications are up 18 percent and admits are up 18 percent, but confirmations for Fall 2015 are relatively flat. Those freshman that have confirmed have improved quality indicators over last year (3.43 GPA and 24 ACT composite).

We see overall gains at this time throughout the admissions funnel, and the make-up of the prospective pool is more diverse and from a greater geographic distribution.

But, there are some concerns that we need to continue to monitor. Even though we are up overall in confirmations, we are experiencing a modest decline in traditional freshman (down 5 percent). We are currently working to discern why this decrease is occurring and implement strategies to positively impact the ultimate results. Financial aid packages were sent out starting this week, which is a week earlier than usual. We will continue to monitor and increase confirmations.

And we are engaging in various activities to increase confirmations. One example is a new effort by our Admissions and Alumni Affairs offices. Norse Notes is a program that enables alumni to send notes of encouragement to high school seniors who have been accepted to NKU. So far, more than 35 alumni have participated in the effort and have written more than 700 notes. We are planning another note writing party in April. I encourage all of our alumni to participate in this excellent initiative.

State Funding Advocacy

As you know, over the past two years, I have been advocating for an outcomes- based funding model for Kentucky's public universities. The Council on Postsecondary Education has been working with the university presidents to develop a model to meet key goals and objectives. Several legislators have shown a strong interest in this approach, which could produce more funding for NKU. A joint resolution was introduced in the senate directing the CPE to develop a funding model that would establish metrics and recognize the different missions of the research universities, comprehensive universities, and community and technical colleges. I remain personally committed to advocating for a model that helps to advance the goals of the Commonwealth – and that supports our University, which continues to contribute to those outcomes.

SACS Accreditation

Earlier this week, we submitted our fifth-year interim report to our accreditation agency, the Southern Association of Colleges and Schools. This interim report is required of all colleges and universities within the SACS region. SACS will review our report and will provide feedback. Our full accreditation process will take place in 2019-2020.

Institutional Performance Program

Earlier this month, we posted a draft of our NCAA Institutional Performance Program plan for review and comment by the University community. The draft document represents significant work and time commitment from the steering committee and from our four work groups. I am grateful to all of the committee members for their diligence, expertise, and support. I am especially grateful to Director of Athletics Ken Bothof, Senior Vice President for Institutional

Effectiveness Sue Hodges Moore, and Assistant Vice President for Institutional Effectiveness Vicki Natale, all of whom have led this work. The report is due to the NCAA on May 15, and a team from the NCAA will visit the campus in the Fall.

Facilities Updates

I would like to report on three major projects. First, we continue to make very good progress on the expansion and renovation of the Campus Recreation Center. As you will recall, we expect the project to be completed in time for the beginning of the Fall semester. Presently, because of weather, the new construction portion of the project is behind schedule approximately two weeks. However, the construction team believes that this time can be made up as they begin the renovation portion of the project.

Second, we continue to make excellent progress on the design of the Health Innovation Center. We continue to meet regularly with the architects, who are refining one of the design options that has been presented. We anticipate that we will break ground on the project in late Summer.

Finally, we have closed the Callahan Bistro, the dining hall in Callahan Hall, in order to conduct renovations. These renovations are being funded by housing revenue and also through substantial support from our foodservice provider, Chartwells. The renovation will be complete in time for the beginning of the Fall semester.

Basketball Teams

As many of you know, our women's basketball team competed in the championship game of the Atlantic Sun Conference Tournament. The team played hard, but lost to a very talented Florida Gulf Coast team. I am very proud of our team and look forward to cheering them on during the Women's Basketball Invitational Tournament. We are a #1 seed, and we will host the first round game against Marshall University tomorrow evening at 7:00 pm in the Bank of Kentucky Center. We are very proud that Christine Roush was named to the Academic All-Atlantic Sun Conference team for her outstanding performance in the classroom. She was just one of five players in the conference who earned this honor. Christine is a biological sciences major, and her GPA is in excess of 3.7.

Christine not only excels in the classroom, but also on the court. Christine and her teammate, Melody Doss, both earned a spot on the All-Atlantic Sun second team.

Our men's team also had an excellent season and fought very hard in their final game versus Lipscomb. I am proud that Tayler Persons was honored as the Atlantic Sun's Freshman of the Year.

B. Presidential Reports:

1. Facilities Management Report (Vice President Ken Ramey)

- a. Health Innovation Center/Founders Hall Renovation
- b. Campus Recreation Center Expansion/Renovation
- c. Founders Hall Astronomical Observatory
- d. Callahan Hall Roof Replacement
- e. Switchgear Condition Assessment
- f. Founders Hall Switchgear Replacement
- g. Exterior Door Security and Access Control
- h. Sustainability

2. Research, Grants, and Contracts Report (December 1, 2014 – January 31, 2015) (Provost and Executive Vice President Sue Ott Rowlands)

During the December 2014 and January 2015 time period, 9 grants were awarded. The total amount of money awarded was \$280,938. From July 1, 2014 through January 31, 2015, the cumulative total number of grants awarded is 53 totaling \$4,146,909.

3. Fundraising Report (July 1, 2014 through January 31, 2015) (Vice President Eric Gentry)

The Fundraising Report summarizes fundraising resources committed from July 1, 2014 through January 31, 2015 totaling \$4,087,112 in support of the University.

4. Quarterly Financial Report (July 1, 2014 through December 31, 2014) (Vice President Ken Ramey)

The Quarterly Financial Report depicted the financial activity of the University during the period from July 1, 2014 through December 31, 2014, compared to the annual budget and the prior year's activity.

C. Presidential Recommendations:

Consent Agenda Items: A motion was made by Regent Brenda Wilson and seconded by Regent Steve Meier to approve the following Presidential Recommendations as listed; C-1 through C-14. **(Motion carried)**

1. Academic Affairs Personnel Actions:

a. Administrative Appointments:

Ms. Jeanne Pettit, director of First-Year Programs, effective August 20, 2014.

b. Faculty Appointments:

Alyssa Appelman, assistant professor in the Department of Communication, effective August 10, 2015; **Dr. Megan Downing**, assistant professor in the Department of Political Science, Criminal Justice and Organizational Leadership, effective August 10, 2015; **Dr. Michael Guy**, assistant professor in the Department of Chemistry, effective August 10, 2015; **J. Michael Skaggs**, from lecturer (non-tenure-track temporary) in the Department of Communication to lecturer (non-tenure-track renewable) in the Department of Communication, effective January 1, 2015; **Mr. Matthew J. Tokson**, associate professor in the Salmon P. Chase College of Law, effective August 10, 2015; **Jiawei Yuan**, assistant professor in the Department of Computer Science, effective August 7, 2015; **Kazi Zunnurhain**, assistant professor in the Department of Computer Science, effective August 7, 2015.

c. Departures:

Dr. Jonathan Thomas, assistant professor in the Department of Teacher Education in the College of Education and Human Services, effective May 17, 2015; **Steven Devoto**, lecturer in the Department of Accounting, Finance, and Business Law, effective January 1, 2015; **Mustafa Fidahussein**, assistant professor in the Department of Business Informatics, to lecturer in the Department of Business Informatics, effective December 31, 2014

d. Retirements:

Dr. Chenliang Sheng, professor in the Department of English, effective May 16, 2015; **Ms. Donna Bennett**, professor in the Chase Law Library, effective May 31, 2015.

e. Phased Retirements:

Ms. Adele Dean, associate professor in the Department of Nursing, beginning August 10, 2015 and terminating at the end of the academic year 2016-17; **Mr. Gerard St. Amand**, professor in the Salmon P. Chase College of Law, beginning August 15, 2015 and terminating at the end of the academic year 2016-17; **Dr. R. Kent Curtis**, professor in the Department of Political Science, Criminal Justice and Organizational Leadership, beginning August 10, 2015 and terminating at the end of the academic year 2016-17; **Dr. James Thomas**, professor in the Department of Psychological Science, beginning August 10, 2015 and terminating at the end of the academic year 2016-17.

2. Academic Affairs Reappointment, Promotion, and Tenure:

The Board of Regents approved recommendations on reappointment, promotion and tenure.

3. Non-Academic Personnel Actions:

The following categories of non-academic personnel actions which occurred between December 3, 2014 and, February 17, 2015 received approval by the Board of Regents: Activations/Rehires; Reassignments, Reclassifications, Title/Status Changes, Promotions; Transfers; Contract/Temporary to Regular and Regular to Contract; Departures; Retirees; Administrative/Executive.

4. Emeritus Status Appointments:

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

Dr. Robert Rhode, professor of English in the Department of English, effective July 1, 2015; **Dr. David Hogan**, associate professor of Psychology in the Department of Psychological Science, effective July 1, 2015; **Dr. Chenliang Sheng**, professor of English in the Department of English, effective July 1, 2015.

5. Posthumous Degree:

The Board of Regents approved that Gary Webb receive a posthumous Bachelor of Arts degree in Journalism.

6. Honorary Degree:

The Board of Regents approved that Mr. Fred Hersch receive an honorary degree – Doctor of Musical Arts.

7. New Bachelor of Arts Degree in Secondary Education:

The Board of Regents approved a Bachelor of Arts in Secondary Education degree in the Department of Teacher Education.

8. New Bachelor of Music Education Degree:

The Board of Regents approved a Bachelor of Music Education degree.

9. Major Gifts Acceptance:

The Board of Regents officially accepted contributions totaling **\$687,500.00** received by the NKU Foundation Inc. and the University during the period December 1, 2014 through January 31, 2015.

10. Naming Recommendations:

The Board of Regents approved the following naming actions:

- (1) The naming of a scholarship in support of students enrolled in the Salmon P. Chase College of Law “The William H. and Kathryn F. Hawkins Scholarship.”
- (2) The naming of an endowed undergraduate scholarship in support of students who are the first generation in their family to pursue an undergraduate degree and who have demonstrated a commitment to service of others “The Boehne Family Scholarship.”
- (3) The naming of an undergraduate scholarship in support of study abroad educational opportunities for students enrolled in an undergraduate degree program in biological sciences “The Straws Biology Study Abroad Endowed Scholarship.”
- (4) The naming of an undergraduate scholarship in support of students pursuing an undergraduate degree in an Electronic Media and Broadcasting field of study within the College of Informatics “The Elsa M. Heisel Sule Scholarship.”
- (5) The naming of an undergraduate scholarship in support of students who have financial need and are pursuing degree programs in the areas of accounting, finance, business law, management, construction management or marketing within the Haile/US Bank College of Business “The Sandra W. Easton Memorial Scholarship.”
- (6) The naming of an observatory facility on the rooftop of Founders Hall “The Julie and David Schneider Observatory.”

11. KYTC Property Transfer and Easements:

The Board of Regents authorized the sale to the Kentucky Transportation Cabinet of a 11.471 acre parcel; an easement of 2.429 acres; and, a temporary construction easement of 18.87 acres. The various acquisition and easement areas will allow for the construction of the North Connector Road by the Transportation Cabinet.

12. FY 2015-2016 Tuition Rate and Fee Schedule:

The Board of Regents approved the tuition and mandatory fee rates for the 2015-16 academic year at the rates proposed in the Authorized Schedule of Tuition and Mandatory Fees.

13. FY 2015-2016 Fee and Service Charges:

The Board of Regents authorized the Schedule of Fees and Service Charges for the 2015-2016 academic year.

14. Statement of Non-Discrimination:

The Board of Regents approved a revised Statement of Non-Discrimination that brings Northern Kentucky University into compliance with all applicable federal legislation, state laws and university policies and to advance the University's commitment to inclusive excellence.

D. Board Recommendations:

1. External Audit Firm Selection:

The Board of Regents authorized the administration to enter into a contract with the audit firm of BKD, LLC for the annual audit of the University's financial records for the fiscal year ending June 30, 2015. The contract cost for the year ending June 30, 2015 will be \$104,000 prior to any anticipated discounts. This contract allows for three one-year renewable options with the concurrence of both parties.

2. Bylaws Update:

The Board of Regents approved the recommended changes to their bylaws.

E. Executive Session:

Regent Andr  Ward seconded Regent Dennis Repenning's motion to enter into executive session pursuant to KRS 61.810(1)(C) and 61.810(1)(G) in order to discuss potential and pending litigation and for discussion concerning a specific proposal. **(Motion carried)**

No other matters were discussed. No final action was taken.

At 3:24 p.m., Regent Nathan Smith seconded Regent Terry Mann's motion to adjourn. **(Motion carried)**

Signature On File
Wendy J. Peek
Senior Administrative Assistant
Office of the President

Signature On File
Kathryn J. Herschede
Executive Assistant to the President/
Secretary to the Board of Regents

I, Nathaniel Smith, Secretary of the Board of Regents of Northern Kentucky University, certify that the foregoing is a true copy of the minutes of the regular meeting held on March 18, 2015, and that such matters are still in force and effect.

Signature On File
Nathaniel Smith
Secretary of the Board of Regents

FACILITIES MANAGEMENT REPORT

1. Health Innovation Center/Founders Hall Renovation

The 2014 General Assembly provided \$97 million in state bond funding to allow for design and construction of the Health Innovation Center project which includes the full renovation of Founders Hall. The Health Innovation Center will be a comprehensive health science education and applied research facility located in the core of NKU's campus. The project will position the university to be a leader in this field, to enroll and graduate professionals trained for the changing face of health education and wellness. To meet these goals, the university's approach is collaborative and interdisciplinary, involving numerous academic disciplines, including those in health, social science, information science, and the physical and life sciences.

The programming phase, developed in concert with the project Steering Committee and numerous "user groups", is complete and schematic design has begun. Various building organizational schemes are under evaluation, with a goal to arrive at a final schematic design by late April. The current construction goal, subject to verification as the work of the design team progresses, is for the new square footage to be complete in late spring of 2018. Due to complexities of constructing the HIC against the west façade of Founders, the decision has been made to close Founders at the end of January 2016. This decision ensures safety as well as a better-coordinated construction plan. It will remain offline throughout the construction period; the entire HIC-Founders project will open concurrently.

Architect: CO Architects/GBBN

Engineers: CMTA, THP, Kleingers & Associates

Special Consultants: The Sextant Group, The Capital Projects Group, Vivian Llambi

Construction Manager: Turner Construction

Scope: \$97,000,000

2. Campus Recreation Center Expansion/Renovation

This project, entirely funded by a student fee to support agency bond repayment, will expand and renovate the A.D. Albright Health Center to create a modern campus recreation center. Omni Architects, in collaboration with Cannon Design, is leading the design effort. The project scope includes:

- Construction of artificial surface, lighted intramural fields and support building.
- A building expansion to increase campus recreation space.
- Renovation of the existing campus recreation center.

The Albright Health Center opened in 1984. Campus recreation occupies about 65,000 square feet on the first floor of the building. Current campus recreation activity spaces include three basketball courts; a 1/8 mile, four-lane track; three racquetball courts; a multipurpose room; fitness space; a six-lane, 25 yard by 25 meter pool; and locker rooms.

Campus Recreation Center Expansion/Renovation (Continued)

Campus recreation and kinesiology are located on the first floor; athletics and the College of Health Professions (COHP) occupy the second and third floors.

The design scheme includes a new entry, a new multi-activity pool, five basketball courts, a multi-purpose (MAC) court space, two racquetball courts, increased weight-fitness and locker room space, three group fitness rooms and new offices for campus recreation. In contrast to the current facility, the building upon completion will be characterized by a sense of openness and natural light.

Expansion and renovation work began in May of 2014. Current construction activities include foundation construction, installation of structural steel, metal decking for new floors, metal roof decking and site utility installation. Geothermal well drilling has been completed. Project completion is targeted for fall 2015, consistent with the original schedule.

Project funding included construction of a new intramural field complex, completed in September 2013. Located behind University Suites, that facility has been a great addition to campus recreation facilities.

Architect: Omni Architects/Cannon Design

Engineers: CMTA, BMFJ, Vivian Llambi

Special Consultants: Sextant Group, Counsilman-Hunsaker

General Contractor for Intramural Fields: Mark Spaulding Construction

Construction Manager for Main Building Renovation/Expansion: Pepper Construction

Scope: \$48,331,788

Building Occupancy: Full use of the new facility is targeted for fall 2015



Rendering - Aerial View from Southwest of Main Building Expansion



Progress Construction Photo showing pool area and diving well from March 2015

3. Callahan Hall Roof Replacement

The roofing system on Callahan Hall has reached the end of its useful life. The roof has had several repairs over the past few months and continues to develop leaks. The roof drain and overflow systems have deteriorated and need replacement as well. The project includes removal and replacement of the entire roof system, roof drains and piping as required. The project will also include the installation of additional roof insulation where possible and new flashings.

The project has a scope of \$1 million and will be completed by fall 2015.

Architect: GBBN

Engineers: CMTA

Contractor: TBD

Scope: \$1,000,000

4. Callahan Hall Dining Renovation

The dining area and kitchen in Callahan Hall will be renovated to reflect the needs of today's residential dining experience for students. Although much of the kitchen equipment is still viable and will be reused, some will be upgraded to be more efficient. The design for the dining area will capitalize on natural light coming in from the existing skylight, and by opening up tunnel-like corridors surrounding dining area, to encompass views from outside. Several different dining zones will support quiet, playful, relaxing, and communal dining areas. The construction bids are due Friday March 27, 2015.

The project has a scope of \$2.5 million and will be completed by fall 2015.

Architect: GBBN

Engineers: CMTA

Contractor: TBD

Scope: \$2,500,000

5. Founders Hall Astronomical Observatory

The Northern Kentucky University Physics and Geology Department plan to build an astronomical observatory for the purpose of being able to support undergraduate astronomy classes, provide for projects for upper level students, and support outreach sessions for members of the community.

The approved site for the facility is on the roof of Founders Hall. The design includes safe and accessible route travelling to and from the stair and elevator. A room on the fifth floor of Founders Hall will be used for storage, computers/control, and other support equipment. The structure will be 700+ square feet with vibrational isolated mounts for eight telescopes. The building would have a roll-off roof to provide clear sight lines to the night skies, providing optimal viewing angles for the telescopes.

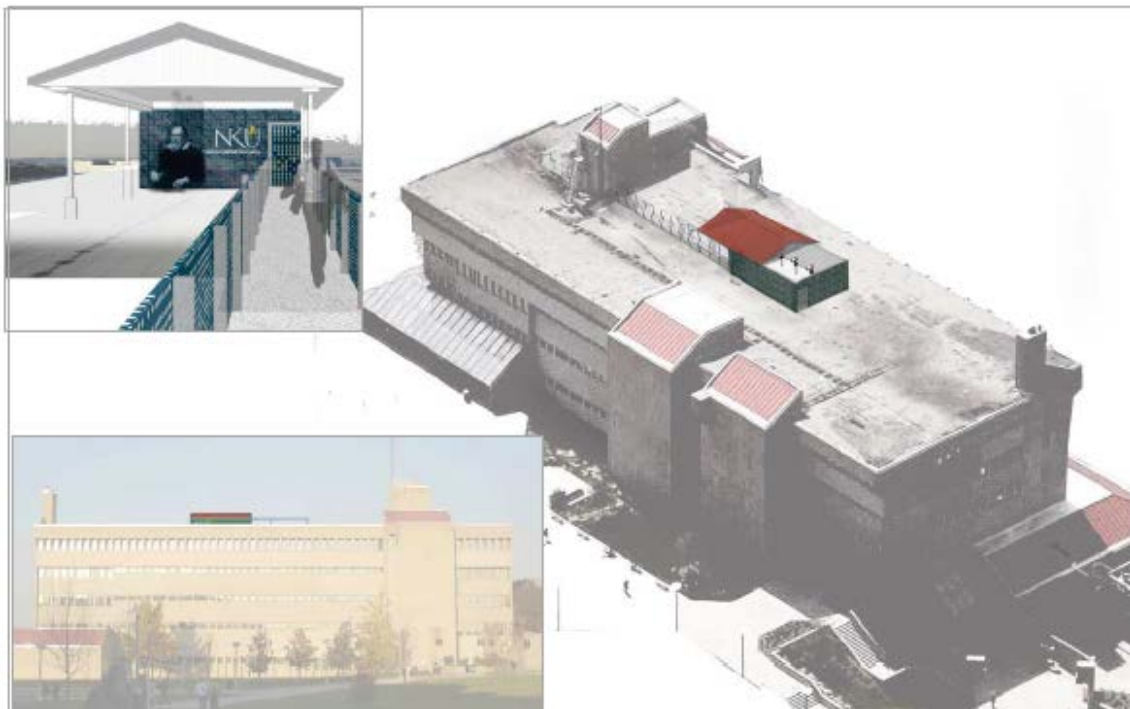
Construction will commence in May 2015 with completion targeted for August 2015.

Architect: GBBN Architects

Engineers: KLH, THP

General Contractor: Century Construction

Scope: \$540,000



6. Switchgear Condition Assessment

Switchgear is the equipment that distributes the electric power to the numerous internal electrical panels and systems in a building. The work associated with this project is to assess the condition of each building's switchgear to identify maintenance requirements and develop a campus wide replacement schedule.

Switchgear Condition Assessment (Continued)

Duke Energy representatives toured the campus in January and have not yet completed their assessment report. Duke is providing this service free of charge and without any obligations. After reviewing the information, the next step in the process will be determined.

Engineers: TBD

General Contractor: TBD

Scope: \$90,000

Anticipated Completion: TBD

7. Exterior Door Security and Access Control

Access to each main campus building during non-core hours is controlled by the custodians and University Police who manually lock and unlock each exterior door. Individuals requiring access during off hours are provided door keys in accordance with university policy and procedures. The primary risks associated with this approach are that keys can be lost or stolen and doors are sometimes inadvertently left unlocked. It is impossible to determine if doors are locked without visiting each building entrance. In addition, should the university experience a major security risk such as an active shooter, a quick and efficient building lockdown could not be initiated.

To improve personal security and protect the university's assets, this project will include installation of card access technology on main entrances to each building to permit after-hours access; installation of electronic and mechanical components on all entrance doors to enable lockdown capability based on a set schedule (end of day) or by the University Police in the event of a security threat or an unplanned closure; and the installation of card access technology on all doors to maintenance tunnels, reducing security risks associated with the campus tunnel infrastructure. With the new system, University Police dispatchers will be able to confirm all doors are secure limiting the risk of a door malfunction or prop open.

The project also includes a camera and intercom system for at least one entrance per building, enabling University Police to view and communicate with individuals and to permit or deny access as necessary when the building is closed.

A contract has been signed with Cincinnati Bell to run the data cables for the intercoms. This work should be completed by the end of April. Intercoms will be installed by building as cable runs are completed. This is the last segment of the project.

Contractor: Aegis Protective Services

Scope: \$550,000

Anticipated Completion: May 2015

8. Sustainability

In December 2007, NKU signed the American College and University Presidents Climate Commitment (ACUPCC) and, in so doing, joined over 650 other American colleges and universities which have pledged to actively work towards making their campuses “climate neutral” by a predetermined date. NKU’s target date is 2050.

Work is underway to complete NKU’s third greenhouse gas inventory as required by the ACUPCC. The inventory requires gathering information from multiple departments across campus. Data is analyzed using the Clean Air-Cool Planet Campus Carbon Calculator to determine NKU’s carbon footprint as we move towards a goal of climate neutrality.

Plans are underway for NKU’s annual Earth Day/Arbor Day celebration on Monday, April 20 on the Central Plaza. The Center for Environmental Education and the Scripps Howard Center for Civic Engagement are taking active roles in the planning of the celebration and other sustainability events that week.

The Environmental Sustainability Manager job description has been leveled by Human Resources and should be advertised soon. This individual will move sustainability on campus forward by developing partnerships across academic and operational disciplines. They will also engage students and communicate NKU’s sustainability story across campus and in the community.

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 February and March 2015, FY 2015:

- During the February 2015 and March 2015 time period, **12** grants were awarded. The total amount of money awarded was **\$416,374**.
- From July 1, 2014 through March 31, 2015, the cumulative total number of grants awarded is **65** totaling **\$4,563,283**.

**NKU Office of Research, Grants and Contracts
 Presidents Report
 Grants Awarded Funding - February 1, 2015 thru March 31, 2015
 FY 2015**

College/Division	Department	Principal Investigator	Title	Agency	Award Notice	Award Amount
College of Informatics	Computer Science	Hongmei Wang	Mapping Honeysuckle Spatial Distribution in Hamilton County Parks by Using High-Resolution Aerial Images	Hamilton County Park District	02/01/15	\$8,000.00
Haile/US Bank College of Business	Small Business Development Center	Rebecca Volpe	Small Business Development Center FY 14 - 15 State	Kentucky Small Business Development Center	02/01/15	\$13,500.00
Office of Regional Stewardship	Scripps Howard Ctr for Civic Engag & Nonprofit Dev	Mark Neikirk	Regional Symposium on Voting Trends and Issues	Murray & Agnes Seansonood Foundation	02/11/15	\$13,860.00
College of Arts and Sciences	Biological Sciences	Maggie Whitson	Digitization TCN: Collaborative Research: The Key to the Cabinets: Building and Sustaining a Research Database for Global Biodiversity Hotspot	National Science Foundation	02/22/15	\$17,190.00

College/Division	Department	Principal Investigator	Title	Agency	Award Notice	Award Amount
College of Arts and Sciences	Chemistry	Celeste Morris	KBRIN: Advancing in Vivo Thyroid Hormone Measurement Technology - Yr. 1	University of Louisville Research Foundation	03/01/15	\$53,000.00
College of Arts and Sciences	Biological Sciences	Erin Strome	KBRIN : Investigation of Candidate Modifier Loci of Cancer Susceptibility	University of Louisville Research Foundation	03/01/15	\$53,000.00
College of Arts and Sciences	Psychological Science	Mark Bardgett	KBRIN : Bridge Funds	University of Louisville Research	03/01/15	\$66,249.00
College of Arts and Sciences	Psychological Science	Cecile Marczinski	KBRIN : Acute Effects of Alcohol and Energy Drinks on Behavioral Control	University of Louisville Research Foundation	03/01/15	\$33,125.00
College of Arts and Sciences	Chemistry	Kebede Gemene	KBRIN : Instrumentally Controlled Ion-selective Electrodes for Biomedical and Environmental Applications	University of Louisville Research Foundation	03/01/15	\$53,000.00

College/Division	Department	Principal Investigator	Title	Agency	Award Notice	Award Amount
College of Arts and Sciences	Psychological Science	Justin Yates	KBRIN : Contribution of NMDA NR2B Subunit to Impulsive Choice and Amphetamine Reward - Yr. 1	University of Louisville Research Foundation	03/01/15	\$53,000.00
College of Arts and Sciences	Biological Sciences	Emily Shifley	KBRIN : The Role of FGF Signaling in Pharynx Development - Yr. 1	University of Louisville Research Foundation	03/01/15	\$48,450.00
Student Support Services	Upward Bound	Eric Brose	Upward Bound - Summer Food Service Program	U.S. Department of Education	03/20/15	\$4,000.00

Total Number of Awards from
February 1, 2015 thru March 31, 2015:

12

Total Funds Awarded from
February 1, 2015 thru March 31, 2015:

\$416,374.00

Total Number of Awards from
July 1, 2014 thru March 31, 2015:

65

Total Funds Awarded from
July 1, 2014 thru March 31, 2015:

\$4,563,283.00

FUNDRAISING REPORT

The attached Fundraising Report **summarizes fundraising resources committed from July 1, 2014 through March 31, 2015 totaling \$5,091,066** in support of the university.

The report includes:

1. Resources in support of the colleges, Steely Library, Go Norse Fund, NKU Fund For Excellence, Campus Program Initiatives, and WNKU.
2. Resources for Fiscal Year 2015.

**Fundraising Resources FY 15 to Date by Designation
For the Period 7/01/14- 3/31/15**

Designation	FY15
College of Arts and Sciences	\$ 1,257,010
College of Business	\$ 117,394
College of Education & Human Services	\$ 22,868
College of Health Professions	\$ 78,347
College of Informatics	\$ 554,215
Chase College of Law	\$ 719,826
Go Norse Fund	\$ 241,276
Steely Library	\$ 9,993
NKU Fund for Excellence	\$ 121,160
Campus Program Initiatives	\$ 1,222,215
WNKU (membership & underwriting)	\$ 746,762
Total	\$ 5,091,066

NORTHERN KENTUCKY UNIVERSITY

QUARTERLY FINANCIAL REPORT

FOR THE PERIOD JULY 1, 2014 THROUGH MARCH 31, 2015

Northern Kentucky University
Quarterly Financial Report

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Northern Kentucky University and Affiliate
A Component Unit of the Commonwealth of Kentucky
Consolidated Statements of Net Position
March 31, 2015 and 2014
(in thousands)

	3/31/2015	3/31/2014
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 114,676	\$ 111,451
Notes, loans and accounts receivable, net	7,366	10,062
Other current assets	1,314	1,202
Total current assets	123,356	122,715
Noncurrent Assets		
Cash and cash equivalents	36,739	64,563
Investments	14,905	14,250
Notes, loans and accounts receivable, net	1,561	1,660
Capital assets, net	323,041	308,828
Other noncurrent assets	85	85
Total noncurrent assets	376,331	389,386
Total assets	499,687	512,101
DEFERRED OUTFLOWS OF RESOURCES		
Loss on refunding	1,012	1,167
LIABILITIES		
Current Liabilities		
Accounts payable and accrued liabilities	13,715	13,649
Unearned revenue	1,270	1,282
Long-term liabilities-current portion	493	628
Total current liabilities	15,478	15,559
Noncurrent Liabilities		
Deposits	12,323	12,545
Unearned revenue	397	471
Long-term liabilities	135,221	144,403
Total noncurrent liabilities	147,941	157,419
Total liabilities	163,419	172,978
DEFERRED INFLOWS OF RESOURCES		
Service concession arrangement revenue applicable to future years	2,942	1,785
NET POSITION		
Invested in capital assets, net of related debt	211,092	219,116
Restricted		-
Nonexpendable	7,616	7,616
Expendable	6,455	393
Unrestricted	109,175	111,380
Total net position	\$ 334,338	\$ 338,505

Northern Kentucky University
Statement of Revenues, Expenses, and Changes in Net Position
For the Quarter Ended March 31, 2015 and 2014
(in thousands)

	3/31/2015	3/31/2014
OPERATING REVENUES		
Student tuition and fees (net of scholarship allowances of \$33,516 in 2015 and \$31,965 in 2014)	\$ 101,716	\$ 102,350
Federal grants and contracts	2,823	2,263
State and local grants and contracts	2,260	3,169
Nongovernmental grants and contracts	1,895	1,850
Sales and services of educational departments	2,734	3,700
Auxiliary enterprises		
Housing and food service (net of scholarship allowances of \$987 in 2015 and \$941 in 2014)	9,558	8,615
Other auxiliaries	3,479	3,634
Other operating revenues	5,784	5,534
Total operating revenues	130,249	131,115
OPERATING EXPENSES		
Educational and General		
Instruction	57,273	57,881
Research	1,258	1,223
Public service	9,186	9,741
Libraries	5,047	4,946
Academic support	12,757	12,859
Student services	18,005	16,602
Institutional support	20,942	21,101
Operation and maintenance of plant	12,077	12,091
Depreciation	12,051	12,083
Student Aid	14,727	14,064
Auxiliary enterprises:		
Housing and food service	4,092	2,379
Other auxiliaries	961	756
Auxiliary depreciation	2,099	1,804
Other expenses	65	104
Total operating expenses	170,540	167,634
Operating income (loss)	(40,291)	(36,519)
NONOPERATING REVENUES (EXPENSES)		
State appropriations	38,830	37,468
Federal grants and contracts	19,073	19,186
State and local grants and contracts	8,889	8,402
Private gifts and grants	10	2
Investment income (loss)	680	1,423
Interest on capital asset--related debt	(2,896)	(2,743)
Other nonoperating revenues (expenses)	(83)	(223)
Net nonoperating revenues	64,503	63,515
Income before other revenues, expenses, gains or losses	24,212	26,996
Capital appropriations	-	-
Capital grants and gifts	32	179
Total other revenues	32	179
Increase (decrease) in net assets	24,244	27,175
NET POSITION		
Net position-beginning of year	310,094	311,330
Net position-end of quarter	\$ 334,338	\$ 338,505

NORTHERN KENTUCKY UNIVERSITY

Current Unrestricted Fund

Schedule of Revenue, Budgeted and Actual

For the Period from July 1, 2014 to March 31, 2015

With Comparative Prior Year Data

	Fiscal Year 2014/15			Fiscal Year 2013/14		
	Revised Budget	Actual Revenue	% of Bgt	Revised Budget	Actual Revenue	% of Bgt
STUDENT TUITION AND FEES						
Tuition - Summer	\$ 9,258,800	\$ 4,274,673	46 %	\$ 10,109,600	\$ 4,740,233	47 %
Tuition - Fall	65,758,200	64,166,765	98	64,875,717	64,003,103	99
Tuition - Spring (Including Winter)	60,755,900	59,150,742	97	60,738,900	59,078,301	97
Mandatory Fees	4,754,000	4,535,676	95	3,737,800	3,512,123	94
Class Fees	3,152,696	3,104,728	98	2,901,088	2,981,203	103
TOTAL STUDENT TUITION AND FEES	\$ 143,679,596	\$ 135,232,584	94 %	\$ 142,363,105	\$ 134,314,963	94 %
STATE APPROPRIATIONS GENERAL	\$ 48,537,600	\$ 38,830,100	80 %	\$ 46,835,100	\$ 37,468,100	80 %
SALES AND SERVICES OF EDUCATIONAL ACTIVITIES	\$ 5,268,053	\$ 2,731,304	52 %	\$ 5,323,475	\$ 3,699,407	69 %
SALES AND SERVICES OF AUXILIARY ACTIVITIES	\$ 15,475,102	\$ 14,023,036	91 %	\$ 14,332,358	\$ 13,190,403	92 %
OTHER SOURCES						
Service Fees	\$ 2,408,426	\$ 1,812,026	75 %	\$ 2,451,075	\$ 1,832,213	75 %
Rentals	1,516,233	993,078	65	1,892,061	911,682	48
Investment Earnings	225,275	143,249	64	347,611	85,645	25
Other	2,871,691	2,589,071	90	2,768,956	2,389,844	86
TOTAL OTHER SOURCES	\$ 7,021,625	\$ 5,537,424	79 %	\$ 7,459,703	\$ 5,219,384	70 %
TOTAL CURRENT UNRESTRICTED FUND REVENUE	\$ 219,981,976	\$ 196,354,448	89 %	\$ 216,313,741	\$ 193,892,257	90 %

NORTHERN KENTUCKY UNIVERSITY
 Current Unrestricted Fund
 Schedule of Expenditures by Function and Account Category
 Budgeted and Actual
 For the Period from July 1, 2014 to March 31, 2015
 With Comparative Prior Year Data

	Fiscal Year 2014/15			Fiscal Year 2013/14		
	Revised Budget	Actual Expenditures	% of Bgt	Revised Budget	Actual Expenditures	% of Bgt
EDUCATIONAL AND GENERAL						
INSTRUCTION						
Personnel Expenses	\$ 65,075,284	\$ 51,095,062	79 %	\$ 65,600,906	\$ 51,836,316	79 %
Operating Expenses/Capital Outlay	<u>9,381,214</u>	<u>3,716,723</u>	40	<u>10,935,473</u>	<u>4,236,255</u>	39
TOTAL INSTRUCTION	\$ 74,456,498	\$ 54,811,785	74 %	\$ 76,536,379	\$ 56,072,571	73 %
RESEARCH						
Personnel Expenses	\$ 487,549	\$ 339,068	70 %	\$ 366,695	\$ 289,903	79 %
Operating Expenses/Capital Outlay	<u>308,509</u>	<u>54,446</u>	18	<u>290,897</u>	<u>26,296</u>	9
TOTAL RESEARCH	\$ 796,058	\$ 393,514	49 %	\$ 657,592	\$ 316,199	48 %
PUBLIC SERVICE						
Personnel Expenses	\$ 3,236,815	\$ 3,275,474	101 %	\$ 3,230,620	\$ 2,929,585	91 %
Operating Expenses/Capital Outlay	<u>7,492,662</u>	<u>2,891,867</u>	39	<u>7,389,551</u>	<u>3,120,441</u>	42
TOTAL PUBLIC SERVICE	\$ 10,729,477	\$ 6,167,341	57 %	\$ 10,620,171	\$ 6,050,026	57 %
LIBRARIES						
Personnel Expenses	\$ 4,506,276	\$ 3,141,063	70 %	\$ 4,570,524	\$ 2,987,764	65 %
Operating Expenses/Capital Outlay	<u>2,049,375</u>	<u>1,872,676</u>	91	<u>2,386,634</u>	<u>1,883,518</u>	79
TOTAL LIBRARIES	\$ 6,555,651	\$ 5,013,739	76 %	\$ 6,957,158	\$ 4,871,282	70 %
ACADEMIC SUPPORT						
Personnel Expenses	\$ 15,308,680	\$ 10,508,292	69 %	\$ 15,073,937	\$ 10,150,498	67 %
Operating Expenses/Capital Outlay	<u>5,154,661</u>	<u>1,833,594</u>	36	<u>6,093,619</u>	<u>2,306,822</u>	38
TOTAL ACADEMIC SUPPORT	\$ 20,463,341	\$ 12,341,886	60 %	\$ 21,167,556	\$ 12,457,320	59 %
STUDENT SERVICES						
Personnel Expenses	\$ 16,966,647	\$ 11,940,288	70 %	\$ 15,962,182	\$ 11,085,478	69 %
Operating Expenses/Capital Outlay	<u>7,997,592</u>	<u>5,400,153</u>	68	<u>7,518,205</u>	<u>4,863,496</u>	65
TOTAL STUDENT SERVICES	\$ 24,964,239	\$ 17,340,441	69 %	\$ 23,480,387	\$ 15,948,974	68 %

NORTHERN KENTUCKY UNIVERSITY
 Current Unrestricted Fund
 Schedule of Expenditures by Function and Account Category
 Budgeted and Actual
 For the Period from July 1, 2014 to March 31, 2015
 With Comparative Prior Year Data

	Fiscal Year 2014/15			Fiscal Year 2013/14		
	Revised Budget	Actual Expenditures	% of Bgt	Revised Budget	Actual Expenditures	% of Bgt
INSTITUTIONAL SUPPORT						
Personnel Expenses	\$ 24,402,044	\$ 17,305,055	71 %	\$ 22,980,026	\$ 16,890,178	73 %
Operating Expenses/Capital Outlay	<u>7,846,075</u>	<u>3,085,679</u>	39	<u>8,296,461</u>	<u>3,750,674</u>	45
TOTAL INSTITUTIONAL SUPPORT	\$ 32,248,119	\$ 20,390,734	63 %	\$ 31,276,487	\$ 20,640,852	66 %
OPERATION & MAINTENANCE OF PLANT						
Personnel Expenses	\$ 10,854,539	\$ 7,430,680	68 %	\$ 10,435,482	\$ 7,223,180	69 %
Operating Expenses/Capital Outlay	3,982,557	2,111,968	53	3,921,494	2,178,549	56
Utilities	<u>3,835,375</u>	<u>2,467,430</u>	64	<u>4,946,539</u>	<u>2,488,965</u>	50
TOTAL OPERATION & MAINTENANCE OF PLANT	\$ 18,672,471	\$ 12,010,078	64 %	\$ 19,303,515	\$ 11,890,694	62 %
STUDENT FINANCIAL AID						
Grants,Loans,Benefits	<u>21,054,024</u>	<u>19,740,998</u>	94	<u>18,076,793</u>	<u>17,825,823</u>	99
TOTAL STUDENT FINANCIAL AID	\$ 21,054,024	\$ 19,740,998	94 %	\$ 18,076,793	\$ 17,825,823	99 %
TRANSFERS						
Mandatory:						
Debt Service/Capital Lease	\$ 6,150,148	\$ 6,220,694	101 %	\$ 3,180,737	\$ 3,452,633	109 %
Nonmandatory	<u>4,716,658</u>	<u>1,790,375</u>	38	<u>4,233,268</u>	<u>1,123,030</u>	27
TOTAL TRANSFERS	\$ 10,866,806	\$ 8,011,069	74 %	\$ 7,414,005	\$ 4,575,663	62 %
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES						
Personnel Expenses	\$ 140,837,834	\$ 105,034,982	75 %	\$ 138,220,372	\$ 103,392,902	75 %
Operating Expenses/Capital Outlay	48,048,020	23,434,536	49	51,778,873	24,855,016	48
Transfers	10,866,806	8,011,069	74	7,414,005	4,575,663	62
Financial Aid	<u>21,054,024</u>	<u>19,740,998</u>	94	<u>18,076,793</u>	<u>17,825,823</u>	99
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES	\$ 220,806,684	\$ 156,221,585	71 %	\$ 215,490,043	\$ 150,649,404	70 %

NORTHERN KENTUCKY UNIVERSITY
 Current Unrestricted Fund
 Schedule of Expenditures by Function and Account Category
 Budgeted and Actual
 For the Period from July 1, 2014 to March 31, 2015
 With Comparative Prior Year Data

	Fiscal Year 2014/15			Fiscal Year 2013/14		
	<u>Revised Budget</u>	<u>Actual Expenditures</u>	<u>% of Bgt</u>	<u>Revised Budget</u>	<u>Actual Expenditures</u>	<u>% of Bgt</u>
AUXILIARY ENTERPRISES						
STUDENT SERVICES						
Personnel Expenses	\$ 3,467,966	\$ 1,788,096	52 %	\$ 2,269,002	\$ 1,631,093	72 %
Operating Expenses/Capital Outlay	4,417,415	2,777,526	63	6,065,249	1,855,135	31
Financial Aid	453,997	480,652	106	416,798	439,647	105
	<u> </u>	<u> </u>		<u> </u>	<u> </u>	
TOTAL STUDENT SERVICES	\$ 8,339,378	\$ 5,046,274	61 %	\$ 8,751,049	\$ 3,925,875	45 %
TRANSFERS						
Mandatory:						
Debt Service/Capital Lease	\$ 5,235,408	\$ 5,167,697	99 %	\$ 4,331,550	\$ 4,366,278	101 %
Nonmandatory	3,384,176	3,542,945	105	496,800	441,845	89
	<u> </u>	<u> </u>		<u> </u>	<u> </u>	
TOTAL TRANSFERS	\$ 8,619,584	\$ 8,710,642	101 %	\$ 4,828,350	\$ 4,808,123	100 %
TOTAL AUXILIARY ENTERPRISES						
Personnel Expenses	\$ 3,467,966	\$ 1,788,096	52 %	\$ 2,269,002	\$ 1,631,093	72 %
Operating Expenses/Capital Outlay	4,417,415	2,777,526	63	6,065,249	1,855,135	31
Financial Aid	453,997	480,652	106	416,798	439,647	105
Transfers	8,619,584	8,710,642	101	4,828,350	4,808,123	100
	<u> </u>	<u> </u>		<u> </u>	<u> </u>	
TOTAL AUXILIARY ENTERPRISES	\$ 16,958,962	\$ 13,756,916	81 %	\$ 13,579,399	\$ 8,733,998	64 %
TOTAL EXPENDITURES AND TRANSFERS						
Personnel Expenses	\$ 144,305,800	\$ 106,823,078	74 %	\$ 140,489,374	\$ 105,023,995	75 %
Operating Expenses/Capital Outlay	52,465,435	26,212,062	50	57,844,122	26,710,151	46
Transfers	19,486,390	16,721,711	86	12,242,355	9,383,786	77
Financial Aid	21,508,021	20,221,650	94	18,493,591	18,265,470	99
	<u> </u>	<u> </u>		<u> </u>	<u> </u>	
TOTAL EXPENDITURES AND TRANSFERS	<u>\$ 237,765,646</u>	<u>\$ 169,978,501</u>	71 %	<u>\$ 229,069,442</u>	<u>\$ 159,383,402</u>	70 %

NORTHERN KENTUCKY UNIVERSITY

Current Restricted Fund

Schedule of Actual Revenues and Expenditures

For the Period from July 1, 2014 to March 31, 2015

With Comparative Prior Year Data

	Fiscal Year To Date 3/31/15	Fiscal Year To Date 3/31/14	Difference	Percentage Change	Fiscal Year 2014 Final
Revenues by Source					
Federal Grants & Contracts	\$ 2,230,407	\$ 1,818,685	\$ 411,722	23%	\$ 2,800,263
State and Local Grants & Contracts	2,500,602	3,354,443	(853,841)	-25%	5,513,105
Nongovernmental Grants & Contracts	332,631	478,823	(146,192)	-31%	630,259
Federal Financial Aid Programs	19,666,018	19,736,221	(70,203)	0%	20,269,802
State Financial Aid Programs	8,652,740	8,216,186	436,554	5%	8,224,156
NKU Foundation Subgrants	1,459,339	1,281,238	178,101	14%	1,733,087
Agency Subgrants	112,994	92,156	20,838	23%	111,369
Other	3,150	1,750	1,400	80%	1,976
Total Revenues	\$ 34,957,881	\$ 34,979,502	\$ (21,621)	0%	\$ 39,284,017
Expenditures by Function					
Instruction	\$ 2,184,654	\$ 1,585,316	\$ 599,338	38%	\$ 2,369,959
Research	877,524	1,036,278	(158,754)	-15%	1,488,200
Public Service	3,004,332	3,664,818	(660,486)	-18%	5,149,688
Libraries	55,791	57,686	(1,895)	-3%	54,880
Academic Support	349,720	353,402	(3,682)	-1%	455,148
Student Services	482,301	519,745	(37,444)	-7%	659,370
Institutional Support	543,635	391,389	152,246	39%	520,545
Operation & Maintenance of Plant	4,008	8,695	(4,687)	-54%	10,351
Student Financial Aid	28,361,475	28,074,085	287,390	1%	28,598,657
Total Expenditures	\$ 35,863,440	\$ 35,691,414	\$ 172,026	0%	\$ 39,306,798

NORTHERN KENTUCKY UNIVERSITY

Schedule of Bonds and Leases Payable Through the Period Ended March 31, 2015

	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	\$ 1,140,000	\$ 170,000	\$ 36,750
GENERAL RECEIPTS BONDS*						
Series A 2007	05/23/2007	09/01/2027	48,660,000	35,775,000	2,060,000	1,537,734
Series A 2008	06/18/2008	09/01/2028	19,465,000	18,000,000	440,000	752,644
Series A 2010	06/29/2010	09/01/2020	6,785,000	2,195,000	400,000	64,438
Series B 2010	10/21/2010	09/01/2027	12,265,000	10,385,000	650,000	339,181
Series A 2011	08/04/2011	09/01/2030	9,290,000	8,480,000	410,000	294,088
Series A 2013	02/26/2013	09/01/2022	4,995,000	4,075,000	465,000	86,150
Series A 2014	01/07/2014	09/01/2033	47,375,000	45,885,000	1,490,000	2,182,475
TOTAL BONDS			<u>153,603,000</u>	<u>125,935,000</u>	<u>6,085,000</u>	<u>5,293,460</u>
LEASE OBLIGATIONS						
Local Leasing Obligations (1)	N/A	N/A	10,177,089	2,496,545	2,185,030	53,908
TOTAL LEASE OBLIGATIONS			<u>10,177,089</u>	<u>2,496,545</u>	<u>2,185,030</u>	<u>53,908</u>
TOTAL BONDS AND CAPITAL LEASES			<u>\$ 163,780,089</u>	<u>\$ 128,431,545</u>	<u>\$ 8,270,030</u>	<u>\$ 5,347,368</u>

- (1) NKU exercised the early payoff provision for the local Energy Management lease September 2014. Principal due this fiscal year has been adjusted to include the principal payoff (\$959K). Interest due this fiscal year has been reduced to reflect the \$23K in FY15 interest savings related to the early payoff.

NORTHERN KENTUCKY UNIVERSITY

Schedule of Current Investments

As of March 31, 2015

	Average Balance	YTD Yield	Maturity Date
STATE INVESTMENTS*			
State Investment Short Term Pool - General Receipts	\$ 74,587,425	0.07%	N/A
State Investment Intermediate Term Pool - General Receipts	\$ 17,500,760	0.66%	N/A
State Investment Short Term Pool - Housing	\$ 931,951	0.07%	N/A
State Investment Intermediate Term Pool - Housing	\$ 216,486	0.79%	N/A
TOTAL STATE INVESTMENTS	\$ 93,236,622		

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

RESERVE FOR RETIREMENT OF INDEBTEDNESS

Huntington Trust Public Funds Deposit Account	\$ 210,115	0.00%	N/A
TOTAL RESERVE FOR RETIREMENT OF INDEBTEDNESS	\$ 210,115		

FUND FOR RENEWALS AND REPLACEMENTS

Huntington Trust Public Funds Deposit Account	\$ 397,288	0.00%	N/A
TOTAL FUND FOR RENEWALS AND REPLACEMENTS	\$ 397,288		

ORGANIZATIONAL CHANGES REPORT

1. Academic Affairs

Transfer Services will be organizationally re-assigned to Enrollment/Degree Management from the Office of the University Registrar. This re-assignment is being done to maximize resource utilization to support the Institution's and Division's mission.

2. University Advancement

In an effort to align our engagement and connection with our alumni, and to best support NKU's core mission of student success, effective March 31, 2015, the departments of University Development and Alumni Programs will combine and be led by AVP, Julie Dials. The Office of Development and Alumni Relations will be located within two suites on the second floor of the Lucas Administrative Center.

Two important shifts have happened in higher education that have led us to this response:

- Alumni engagement in higher education is changing. Time is becoming a more and more precious resource. Alumni are engaging either electronically or in-person and expecting to help solve a problem or be given an opportunity to share their expertise. They are expecting an experience and an emotional connection that they cannot get anywhere else.
- More pressure is being placed on Universities to create and leverage external partners to cultivate resources that support the University and its mission.

This re-alignment will allow for strategic, effective, and efficient collaboration, which will ultimately enhance the experience of our alumni and our donors. It will also allow us to more effectively engage with key employers of NKU alumni around the region.

RECOMMENDATION:

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

TRANSITIONS:

Dr. Frank Braun, from assistant professor and interim chairperson in the Department of Business Informatics, to chair and associate professor in the Department of Business Informatics, effective July 1, 2015.

Dr. Caryn Connelly, from associate professor and interim chairperson in the Department of World Languages and Literatures, to chairperson in the Department of World Languages and Literatures, effective July 1, 2015.

Dr. John Farrar, from director of CINSAM to professor in the Department of Chemistry, effective July 1, 2015.

Dr. Rudy Garns, from associate professor in the Department of Sociology, Anthropology and Philosophy to the interim director of Integrative Studies, effective July 1, 2015 through June 30, 2016.

Mr. Ken Jones, from professor and chairperson in the Department of Theatre and Dance to the director of the School of the Arts, effective July 1, 2015.

Mini Vitas Follow

ADMINISTRATIVE APPOINTMENTS:

Dr. Samantha J. Langley-Turnbaugh, professor in the Department of Biological Sciences and vice provost for Graduate Education, Research, and Outreach, effective July 1, 2015.

Dr. Dale Scalise-Smith, professor in the Department of Allied Health and dean of the College of Health Professions, effective August 1, 2015.

FACULTY APPOINTMENTS:

Dr. James Ryan Alverson, assistant professor in the Department of Teacher Education, effective August 7, 2015.

Dr. Amy Bacevich, lecturer (non-tenure track renewable) in the Department of Teacher Education, effective August 7, 2015.

Ms. Amanda Brown, assistant professor in the Department of Counseling, Social Work & Leadership, effective August 7, 2015.

Dr. Dorea Glance, assistant professor in the Department of Counseling, Social Work & Leadership, effective August 7, 2015.

Mini Vitas Follow

DEPARTURES:

Ms. Pamela Atkinson, lecturer, in the Department of Business Informatics, effective March 13, 2015.

Dr. Christopher Cook, associate professor in the Department of Teacher Education, effective July 31, 2015.

Dr. Jayne Lancaster, assistant professor in the Department of Advanced Nursing, effective June 30, 2015.

RETIREMENTS:

Ms. Janalynn S. Anderson, lecturer in Learning Assistance Programs, effective May 13, 2015.

Dr. Kent Curtis, professor in the Department of Political Science, Criminal Justice and Organizational Leadership, effective May 16, 2015. *This recommendation is a change from Dr. Curtis' original request to enter the Phased Resignation Program August 1, 2015.*

PHASED RETIREMENTS:

Dr. Bradford Scharlott, associate professor in the Department of Communication, beginning August 10, 2015 and terminating at the end of the academic year 2016-17.

Dr. Marilyn Schleyer, associate professor in the Department of Advanced Nursing, beginning August 11, 2014 and terminating December, 2015. *This recommendation is a change from Dr. Schleyer's original request to complete the Phased Resignation Program in May of 2016.*

Mr. Mark Stavsky, professor in the Chase College of Law, beginning August 10, 2015 and terminating at the end of the academic year 2016-17.

TEMPORARY FACULTY APPOINTMENTS:

College of Arts and Sciences

Political Science, Criminal
Justice and Organizational
Leadership

Dr. Kristen Lovett

Academic Year

MINI VITA

Name: Dr. Frank Braun

Title: Chair and Associate Professor of Business Informatics

Education: Ph.D., 2007, Management, Case Western Reserve University
M.B. A., 1986, Business Administration, Xavier University
B.S., 1981, Applied Science, Miami University

Experience: 2015 – Chair and Associate Professor , Department of Business Informatics, Northern Kentucky University
2014 – 2015, Interim Co-Chair and Assistant Professor , Department of Business Informatics, Northern Kentucky University
2006 – 2013, Assistant Professor, Department of Business Informatics, Northern Kentucky University
2000 – 2005, Lecturer, Department of Economics, Finance and Information Systems, Northern Kentucky University

MINI VITA

Name: Caryn Connelly

Title: Associate Professor of Spanish & Interim Chair, Department of World Languages and Literatures

Education: Ph.D., 2006, Hispanic and Luso-Brazilian Languages and Literatures, University of Minnesota

M.A., 1992, Hispanic Linguistics, Arizona State University

B.A., 1989, Spanish, Albright College, Reading Pennsylvania

Experience: 2013-2014, Interim Chair, Department of World Languages and Literatures, Northern Kentucky University

2013-present, Associate Professor, Spanish, Department of World Languages and Literatures, Northern Kentucky University

2007-2012, Assistant Professor, Spanish, Department of World Languages and Literatures, Northern Kentucky University

2005-2007, Visiting Assistant Professor, Spanish, Department of Spanish and Portuguese, Miami University of Ohio

2003-2005, Adjunct Instructor, Spanish, Department of Modern Languages, Wright State University

MINI VITA

Name: John M. Farrar

Title: Associate Professor of Chemistry and Director of CINSAM

Education: Ph.D., 2001, Organic Chemistry, Vanderbilt University
M.S., 1998, Organic Chemistry, Vanderbilt University
B.S., 1992, Chemistry, Western Kentucky University

Experience: 2009-2013, Associate Professor of Chemistry and Head of Science Department, Abraham Baldwin Agricultural College, Tifton GA
2005-2009, Assistant Professor of Chemistry, Abraham Baldwin Agricultural College
2002-2005, Assistant Professor of Chemistry, Indiana University Purdue University Fort Wayne, Fort Wayne, IN
1999-2002, Assistant Professor of Chemistry, University of Saint Francis, Fort Wayne, IN

MINI VITA

Name: Rudy Garns

Title: Associate Professor, Philosophy, Northern Kentucky University

Education: Ph.D., 1989, Philosophy, Syracuse University
M.A., 1983, Philosophy, Northern Illinois University
B.A., 1979, Philosophy, McDaniel College (formerly Western Maryland College)

Experience: 1996-present, Associate Professor, Philosophy, Northern Kentucky University
2005-2006, Interim Director in Liberal Studies, Northern Kentucky University
1989-1996, Assistant Professor, Philosophy, Northern Kentucky University

MINI VITA

Name: Ken Jones

Title: Professor, Rosenthal Endowed Chair in Theatre

Education: M.F.A., 1987, Playwriting, University of Virginia
B.F.A., 1984, Acting/Directing, University of Florida
Certificate, 1991, Playwriting, Harvard University, American Repertory Theatre Institute for Advanced Theatre Training (2 Year Conservatory)

Experience: 2004-2015, Chair, Department of Theatre and Dance, Northern Kentucky University
1987-2004, Professor of Theatre, Northern Kentucky University
1989, Arts and Sciences Outstanding Junior Faculty
2003, Frank Sinton Milburn Outstanding Faculty Award

MINI VITA

Name: Samantha Langley-Turnbaugh

Title: Professor, Vice Provost for Graduate Education, Research, and Outreach
Effective July 1, 2015

Education: Ph.D., 1995, Forest Soils, University of Wisconsin-Madison
M.S., 1992, Soil Science, University of New Hampshire
B.S., 1987, Forest Engineering, University of Maine

Experience: 2014-2015, Associate Provost for Research and Graduate Studies, University of Southern Maine
2012-2013, Interim Dean of Graduate Studies, University of Southern Maine.
2010-2013, Associate Vice President of Academic Affairs for Research, Scholarship & Creative Activity, University of Southern Maine
2003-2010, Chair, Department of Environmental Science, University of Southern Maine

MINI VITA

Name: Dale Scalise-Smith

Title: Professor, Dean of the College of Health Professions
Effective August 1, 2015

Education: D.P.T., 2014, Physical Therapy, Utica College
Ph.D., 1993, Education, University of North Carolina, Chapel Hill
M.S., 1989, Physical Therapy, University of North Carolina, Chapel Hill
B.S., 1981, Physical Therapy, Northeastern University/Bouve College

Experience: 2013 – 2015, Vice President, School for Online & Extended Studies and External Partnership, Utica College
2011-2013, Vice President for External Programs and Partnerships, Utica College
2008-2011, Dean, School of Health Professions and Education, Utica College
2010-2011, Interim Chair, Department of Occupational Therapy, Utica College

MINI VITA

Name: James Ryan Alverson

Title: Assistant Professor

Education: Ph.D., Educational Psychology, The University of Alabama
M.Ed., Secondary Education, The University of Alabama
B.A., Business Administration, The University of Alabama

Experience: 2014-15, Adjunct Assistant Professor, The University of Alabama
2009-14, Graduate Teaching Assistant, The University of Alabama
2006-09, Teacher, Northridge High School

MINI VITA

Name: Amy Bacevich

Title: Lecturer

Education: Ph.D., Teaching and Teacher Education
University of Michigan

M.Ed., Education Policy
University of Virginia

B.A., Elementary Education
St. Mary's College

Experience: 2010-12, Adjunct Assistant Professor, Baldwin Wallace College

2004-08, Graduate Student Instructor and Research Assistant, University of Michigan

2002-04, Research Associate, American Institutes for Research

1997-2002, Teacher, Walpole Public Schools, Loudoun County Schools,
Prince George's County Public Schools

MINI VITA

Name: Amanda Brown

Title: Assistant Professor

Education: Doctoral Candidate, Social Work
University of Louisville

M.S.S.W., Social Work/Marriage & Family Therapy
University of Louisville

B.A., Psychology
University of Louisville

Experience: 2010-15, Data Analyst, University of Louisville

2011-13, Graduate Research Assistant, University of Louisville

2010-11, Interviewer, University of Louisville

2009-11, Research Assistant, University of Louisville

MINI VITA

Name: Dorea Glance

Title: Assistant Professor

Education: Ph.D., Counselor Education
Ohio University

M.A., Counseling
Marshall University

B.A., Psychology
Wright State University

Experience: 2012-15, Assistant Professor, Southern Illinois University

2011-12, Instructor and Academic Advisor, Marshall University

2010-11, Instructor, Ohio University

2008-09, School Counselor, Northview Middle School

2007-08, Day Treatment Therapist, Pathways, Inc.

MINI VITA

Name: Kristen L. Lovett

Title: Lecturer (non-tenure-track temporary)

Education: Ed.D., 2015, Doctor of Education, Educational Leadership,
Northern Kentucky University

M.B.A., 2004, Executive Management, Sullivan University

B.B.A., 2001, Thomas More College

Experience: 2014 – Present, Lecturer, Political Science-Criminal Justice-Organizational
Leadership, Northern Kentucky University

2009-2014, Associate Director, Educational Outreach – Online Learning
Programs, Northern Kentucky University

2006-2014, Adjunct Lecturer, Management, Leadership,
Northern Kentucky University

2004-2009, Adjunct Lecturer, Business Management, Thomas More College

1992-2009, North America Customer Relationship Manager, Balluff, Inc.

1978-1992, Purchasing Agent, Aerospace Division, General Electric
Company

RECOMMENDATION:

That the following recommendations on reappointment 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 2015-2016 academic year:

Name	Department
<u>College of Arts and Sciences:</u>	
Dr. Emily Shifley	Biological Sciences
Dr. Charlisa Daniels	Chemistry
Dr. Jessica Hindman	English
Dr. Mark Lancaster	Mathematics and Statistics
Dr. Kimberly Gelbwasser	Music
Dr. Jason Vest	Music
Dr. Nathan Lee	Physics and Geology
Dr. Arelys Madero-Hernandez	Political Science, Criminal Justice and Organizational Leadership
Dr. Justin Yates	Psychological Sciences
Ms. Tracey Bonner	Theatre and Dance
<u>College of Education and Human Services</u>	
Dr. Susannah Coaston	Counseling, Social Work and Leadership
Dr. Neal Duchac	Counseling, Social Work and Leadership
Dr. Suk-hee Kim	Counseling, Social Work and Leadership
Dr. Haley Ericksen	Kinesiology and Health
Dr. Cory Scheadelr	Kinesiology and Health
Dr. Michael DiCicco	Teacher Education
Dr. Kimberly Yates	Teacher Education
<u>College of Health Professions</u>	
<u>College of Informatics</u>	
Dr. Sookyung Cho	Communication
Dr. Qi Li	Computer Science
<u>Chase College of Law</u>	
Ms. Andrea Brooks	Steely Library

RECOMMENDATION:

That the following appointment to chair with tenure and promotion receive Board of Regents approval.

BACKGROUND:

The recommendation has been made according to the Faculty Policies and Procedures Handbook which includes the appropriate review by departmental committee, dean, and the provost.

RECOMMENDED FOR PROMOTION

The following faculty member has been recommended for tenure and promotion beginning with the 2015-2016 academic year:

Name	Department	Date of Initial Appt.	Current Rank	Proposed Rank
<u>College of Informatics</u> Dr. Frank Braun	Business Informatics	8/13/2012	Assistant	Associate

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 February 18, 2015 and, April 7, 2015 require approval by the Board of Regents:

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

**ACTIVATIONS/REHIRES
02/18/15 – 04/07/15**

NAME	DEPARTMENT	TITLE	EFF. DATE
Etler, Vernon	PP – Custodial Services	Custodian	03/23/2015
Maguire, Sarah	First Year Programs	Assistant Director	02/16/2015*
Mountain, Lauren	Northern Terrace	Residence Hall Director	02/01/2015*
Prince, Robert	Financial & Operational Auditing	Staff Auditor	02/17/2015*
Ruppelt, Jason	Women's Volleyball	Assistant Coach, Women's Volleyball	02/23/2015

**REASSIGNMENTS, RECLASSIFICATIONS, TITLE/STATUS CHANGES, PROMOTIONS
02/18/15 – 04/07/2015**

NAME	DEPARTMENT	TITLE	STATUS	EFF. DATE
Donaldson, Brent	Alumni Programs	Communications Specialist	Reassignment	04/01/2015
Ramstetter, Thomas	Marketing & Communications	Manager, Marketing	Reassignment	04/01/2015
Ritter, Jeannie	KTAP	Specialist	Change in PT FTE	02/08/2015*
Rumage, Michael	Locksmith	Locksmith	Promotion	03/30/2015
Schaffner, Heather	Civic Engagement & Nonprofit Cap. Bldg.	Administrative Secretary	FTE to PTE	04/01/2015
Weathford, Rebecca	Marketing & Communications	Manager, Marketing	Reassignment	04/01/2015

**TRANSFERS
02/18/15 – 04/07/15**

NAME	PREVIOUS DEPARTMENT	NEW DEPARTMENT	TITLE	EFF. DATE
Siddens, Cynthia	Alumni Programs	University Development	Director of Development	04/01/2015

**CONTRACT/TEMPORARY TO REGULAR & REGULAR TO CONTRACT
02/18/15 – 04/07/15**

NAME	DEPARTMENT	TITLE	STATUS	EFF. DATE
Hodge, Jason	IT – Infrastructure & Operations Grp	Senior Systems Analyst I	Contract to Regular	02/01/2015*
Velten, Patricia	Health, Counseling/Student Wellness	Specialist, Medical Billing	Temporary to Regular	02/10/2015*

**DEPARTURES
02/18/15 – 04/07/15**

NAME	DEPARTMENT	TITLE	EFF. DATE
Anderson, Cierra	PP – Auxiliary Housing Fac. Mngt.	Custodian	03/17/2015
Ballard, Beverly	PP – Operations & Maintenance	Specialist, Work Control	03/01/2015
Benson, Sean	IT – Infrastructure & Operations Grp	Technical Support Specialist II	02/28/2015
Edgley, Mark	Environmental Safety & Compliance	Energy Management Specialist	04/02/2015
Green, Willa	University Connect & Persist	Associate Director	02/28/2015
Lear, Timothy	Carpentry/Construction	Carpentry/Construction Specialist	04/01/2015
Moore, Kenneth	Electric Shop	Electrical Assistant	03/25/2015
Prather, Casey	Office of the University Registrar	Assistant Registrar	02/07/2015*
Russell, Elizabeth	CINSAM	Manager	03/07/2015

ADMINISTRATIVE/EXECUTIVE
02/18/15 – 04/07/15

NAME	DEPARTMENT	TITLE	REASON	EFF. DATE
Lepper, Mary	Curriculum & Academic Compliance	Director	Retirement**	12/31/2014
Mann, Sarah	IT – Academic Technology Group	Director	Separation	03/26/2015

***Not on previous report**
****Correction**

RECOMMENDATION:

That the following recommendations on 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.

This version corrects and replaces the prior recommendation made and approved at the March 18, 2015 Board of Regents meeting.

RECOMMENDED FOR PROMOTION

The following faculty have been recommended for promotion beginning with the 2015-2016 academic year:

Name	Department	Date of Initial Appt.	Current Rank	Proposed Rank
<u>College of Arts and Sciences:</u>				
Dr. Kristine Hopfensperger	Biological Sciences	2009-10	Assistant	Associate
Dr. Lili Ma	Chemistry	2009-10	Assistant	Associate
Dr. Jennifer Cellio	English	2009-10	Assistant	Associate
Ms. Kelly Moffett	English	2010-11	Assistant	Associate
Dr. Parmita Kapadia	English		Associate	Professor
Dr. Tonya Krouse	English		Associate	Professor
Mr. P. Andrew Miller	English		Associate	Professor
Dr. Tamara O'Callaghan	English		Associate	Professor
Mr. William Brian Hogg	Music	2009-10	Assistant	Associate
Dr. Eric Knechtges	Music	2009-10	Assistant	Associate
Dr. Frank Restesan	Music	2009-10	Assistant	Associate
Dr. Raquel Rodriquez	Music	2009-10	Assistant	Associate
Dr. Michael Bush	Political Science, Criminal Justice and Organizational Leadership	2009-10	Assistant	Associate
Dr. Jonathan McKenzie	Political Science, Criminal Justice and Organizational Leadership	2009-10	Assistant	Associate
Mr. Jamey Strawn	Theatre and Dance		Associate	Professor
Ms Julie Mader-Meersman	Visual Arts		Associate	Professor
<u>College of Education and Human Services</u>				
Dr. Caroline Macke	Counseling, Social Work, and Leadership	2009-10	Assistant	Associate
Dr. Sarah Kasten	Teacher Education	2009-10	Assistant	Associate
Dr. Ellen Maddin	Teacher Education	2009-10	Assistant	Associate
Dr. Jonathan Thomas	Teacher Education	2010-11	Assistant	Associate
Dr. John Huss	Teacher Education		Associate	Professor
<u>College of Health Professions</u>				
Ms. Cindy Foster	Advanced Nursing Studies	2009-10	Assistant	Associate
Dr. Julianne Ossege	Advanced Nursing Studies	2009-10	Assistant	Associate
Ms. Pamela E. Davis	Nursing	2009-10	Assistant	Associate
Ms. Kim Dinsey Read	Nursing	2009-10	Assistant	Associate
<u>College of Informatics</u>				
Dr. Mark Leeman	Communication	2009-10	Assistant	Associate
Dr. Zachary Hart	Communication		Associate	Professor
<u>Haile/U.S. Bank College of Business</u>				
Dr. James Bradtmueller	Construction Management Marketing, Economics and	2009-10	Assistant	Associate
Dr. Joe Cobbs	Sports Business Marketing, Economics and	2010-11	Assistant	Associate
Dr. David Raska	Sports Business	2009-10	Assistant	Associate

RECOMMENDED FOR PROMOTION

The following faculty have been recommended for promotion beginning with the 2015-2016 academic year:

Name	Department	Date of Initial Appt.	Current Rank	Proposed Rank
<u>Chase College of Law</u>				
Ms. Amy Halbrook	Law Instruction		Assistant	Associate
Mr. Jack Harrison	Law Instruction		Assistant	Associate
Mr. David Singleton	Law Instruction		Assistant	Associate
Mr. Anthony Chavez	Law Instruction	2009-10	Associate	Professor

RECOMMENDATION:

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

Dr. Jeffrey Williams, professor in the Department of History and Geography, effective July 1, 2015.

Dr. James Ramage, professor in the Department of History and Geography, effective July 1, 2015.

Mini Vitas Follow

BACKGROUND:

The faculty member recommended for Emeritus status has received the endorsement of the faculty, the dean, the provost and the president.

MINI VITA

Name: Jeffrey Williams

Title: Professor

Education: Ph.D., 1972, History, University of Edinburgh, Scotland

B.A. 1966, B.A. History, University of California (Berkeley)

Experience: 1986-2015, Professor of History, Northern Kentucky University

2001-2009, Chair, Department of History and Geography, Northern Kentucky University

1972-1977, Assistant Professor of History, Northern Kentucky University

1970-1971, Instructor of History, Ohio State University

MINI VITA

Name: James Ramage

Title: Regents' Professor of History

Education: Ph.D. 1972, History, The University of Kentucky
M.A. 1968, History, Murray State University
B.S. 1965, History, Murray State University

Experience 1994-present, Regents Professor of History, Northern Kentucky University
1976-present, Professor of History, Northern Kentucky University
1975-76, Associate Professor of History, Northern Kentucky University
1972-75, Assistant Professor of History, Northern Kentucky University

RECOMMENDATION:

That the Educational Specialist degree (Ed.S.) in Teaching and Leading in the Department of Teacher Education, as outlined in the accompanying proposal, be approved for immediate implementation.

BACKGROUND:

In Kentucky, certified teachers have the option to earn a Rank 1 teaching certificate by completing 30 graduate credit hours beyond the master's degree. Currently, NKU students in the Rank 1 program enroll as non-degree seeking students to complete the hours required for rank change. Though these students complete a planned program as specified by the Education Professional Standards Board, they do not earn a degree even though they complete the credit hours equivalent to a graduate degree. The Educational Specialist degree program would enable students to enhance their teaching and leadership skills while completing a degree program and earning certification rank change in Kentucky.

The proposed degree program is advantageous to students and to NKU. The Ed.S. is advantageous to students by allowing them to complete a degree program while earning certification rank change in Kentucky. The program is advantageous to NKU by increasing degree production, enhancing marketability to eligible students, and enabling the Department of Teacher Education to better advise students to meet their professional needs. Since the proposed program already exists as a non-degree program, offering the Ed.S. will not require additional resources from the university.

For a complete description of the degree program and its admissions requirements, please see the accompanying proposal.

PROPOSAL FOR NEW SPECIALIST PROGRAM

Northern Kentucky University
Institution Submitting Proposal

Educational Specialist in Teaching and Leading
Title of Proposed Degree Program

Educational Specialist (Ed.S.)
Degree Designation as on Diploma

EEO Status	_____
CIP Code	_____
Academic Unit (e.g. Department, Division, School)	<u>College of Education & Human Services</u>
Name of Academic Unit	<u>Dept. of Teacher Education</u>
Name of Program Director	<u>Lenore Kinne</u>
Intended Date of Implementation	<u>Fall 2015</u>
Anticipated Date for Granting First Degrees	<u>Spring 2017</u>
Date of Governing Board Approval	_____
Name, Title and Information of Contact Person	<u>Shawn Faulkner</u> <u>Chair, Dept. of Teacher Education</u> <u>MEP 255</u> <u>faulkners1@nku.edu</u> <u>859-572-1910</u>

Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program’s ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program’s performance shall be reviewed by Council staff following criteria established in the Council’s Academic Programs Policy.

A. Centrality to the Institution's Mission and Consistency with State's Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan.

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

The Educational Specialist degree in Teaching & Leading is for teachers who wish to enhance their teaching, leadership and mentoring skills. Applicants this program would have already earned a Master's degree in an educational field. Applicants should be teachers who are ready to become mentors to the next generation of teachers. This Educational Specialist program would engage students in learning and practicing principles and skills of collaboration, mentorship, and research-based practice, leading to improved skills for graduates, the teacher candidates under their influence, and the P-12 students in their classrooms. Program completers would be eligible for rank change in Kentucky. The program objectives are to enable students to:

- a) develop the knowledge, skills and dispositions to be informed, collaborative leaders who contribute to the continuous improvement of P-12 education in the commonwealth and beyond
- b) develop and demonstrate the knowledge, skills, and dispositions to effectively mentor teacher candidates to apply educational research-based strategies in P-12 settings
- c) extend their knowledge, skills and dispositions to conduct ongoing action research in educational settings, and to use the data resulting from that research in educational decision-making in their own classrooms and schools
- d) develop and demonstrate knowledge, skills & dispositions to effectively address achievement gaps (students with disabilities, students of minority background, students living in poverty, English language learners)

2. Explain how the proposed program relates to the institutional mission and academic plan.

These objective support NKU's institutional mission and strategic plan by providing continuing education to enable P-12 teachers to succeed in their chosen life role of educator, to be informed contributing members of their educational institution and to society at large, and to strengthen their career success, leading to satisfying and fulfilling lives. In their work as teachers, graduates of this program will have enhanced their ability to contribute to the intellectual vitality of the region and the Commonwealth, both by improving their own knowledge, and also by becoming effective mentors to teacher candidates and interns. Goal #2 of NKU's strategic plan is to *increase educational attainment levels of the region by serving more students, producing superior graduates, and promoting lifelong learning*. This program relates directly to the 6th objective under this goal, *improve college readiness across the region* by enhancing the effectiveness of the cooperating teachers who serve as clinical faculty to our teacher candidates. In addition, graduates of the Educational Specialist in Teaching and Leading who teach in area secondary schools would be eligible to offer dual-credit courses in their area of content expertise.

The Council for the Accreditation of Teacher Educators (CAEP) recognizes that *"... effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and*

professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development" (CAEP Standard 2).

3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

These objectives support the statewide postsecondary education strategic agenda by enhancing the effectiveness of P-12 teachers in promoting the college & career readiness of P-12 students, positioning them for success in post-secondary education, and by simultaneously enhancing the effectiveness of pre-service teachers through effective mentoring.

4. Explain how the proposed program furthers the statewide implementation plan.

The statewide strategic implementation plan focuses on accountability and measurement to determine program effectiveness and to inform improvement. The Educational Specialist in Teaching and Learning at NKU will enhance the skills of area P-12 teachers to conduct ongoing action research in educational settings, and to use the data resulting from that research in educational decision-making in their own classrooms and schools.

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student learning outcomes of the program.

In the Educational Specialist in Teaching and Leading program, students will

- a) demonstrate the knowledge, skills and dispositions of informed, collaborative leaders who contribute to the continuous improvement of P-12 education
 - b) demonstrate effective mentoring of teacher candidates in field and/or clinical experiences, implementing co-teaching strategies and providing useful feedback
 - c) conduct action research in an educational setting, and to use the data resulting from that research in educational decision-making
 - d) demonstrate knowledge, skills & dispositions to effectively address achievement gaps (students with disabilities, students of minority background, students living in poverty, English language learners)
2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The Educational Specialist in Teaching and Learning has a dual focus on applied action research to inform continuous improvement, and mentorship of the next generation of teachers. The action research focus

would be addressed by 6-9 hours of individually determined coursework with mentoring faculty with relevant expertise, resulting in a capstone action research project that demonstrates effective intervention to address achievement gaps. The mentorship focus would be addressed by a course in collaboration and inclusive practices, and a course in supervision of field and clinical experiences. Each student would also select a concentration area in which they expand and refine their own knowledge, skills and dispositions to contribute to the continuous improvement of P-12 education.

3. Highlight any distinctive qualities of this proposed program.

This program will have two major themes: 1) becoming an effective mentor to the next generation of teachers, 2) continuing to improve one's own teaching through application of researched based instructional strategies evaluated through action research. A job-embedded component of the required coursework will include completion of co-teaching training and mentoring of one or more candidates in a field or clinical experience.

4. Will this program replace or enhance any existing program(s) or concentration(s) within an existing program? No

a. If yes, please specify. Include the projected faculty/student in major ratio.

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

a. If yes, identify the agency. Yes, National Council for Accreditation of Teacher Education (NCATE)

b. Do you plan to seek accreditation? Yes

c. If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.

In 2018, all NKU programs accredited by NCATE will seek accreditation from Council for the Accreditation of Educator Preparation (CAEP).

6. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

Appendix A: SACS Faculty Roster. The appendix includes faculty in the Department of Teacher Education who would be eligible to teach in this proposed program.

7. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. Physical facilities and instructional equipment must be adequate to support a high

quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

- a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

The teacher preparation program has been reviewed and approved by the state of Kentucky and NCATE. In these reviews the library holdings have always been deemed more than adequate for providing a high quality teacher preparation program.

- b. Describe the physical facilities and instructional equipment available to support this program.

The physical plant and teaching technology is excellent at NKU and provides a rich learning environment for teaching and learning. Students have access to the resources and tools needed to become effective teachers. Each classroom used for teacher preparation is considered a “smart” or media rich environment where instructors have access to the best technology and in many of the classrooms there is more than adequate technology set aside for student use during class. The campus is wireless and the effective use of technology is abundant.

8. Clearly state the admission, retention, and completion standards designed to encourage high quality.

Admission standards:

The Educational Specialist degree in Teaching & Leading is for teachers who wish to enhance their teaching, leadership and mentoring skills. Applicants this program would have already earned a Master’s degree in an educational field. Applicants should be teachers who are ready to become mentors to the next generation of teachers. This Educational Specialist program would engage students in learning and practicing principles and skills of collaboration, mentorship, and research-based practice, leading to improved skills for graduates, the teacher candidates under their influence, and the P-12 students in their classrooms. Program completers would be eligible for rank change in Kentucky. Admission requirements would include:

- a) Official transcript showing successful completion of a Master’s degree in education or in the content area of the applicant’s teaching certificate
- b) A copy of the applicant’s Kentucky teaching certificate showing certification at the Rank II level, or out-of-state equivalent.
- c) A Statement of Professional Goals that explains the applicant’s goals for professional growth and demonstrates high-quality written expression.
- d) Letters of Recommendation and recommendation forms from three professional colleagues/supervisors familiar with the applicant’s professional practice.

Retention standards:

Students must maintain a minimum 3.0 grade point average and/or earn no more than two grades of C or below to remain in good standing. (A C+ is considered above a C grade.) Should students fall below a 3.0 GPA, they will be placed on academic probation. (See below for specifics of probationary status). No student will be allowed to graduate with more than two C grades or below in course work that contributes to the degree program. Students who have more than two C grades or below will need to repeat some course work to be in compliance with this policy (See below for specifics of the course repeat option).

Students should be aware that even though a transcript may state that the student is in "good standing" because the overall GPA is not below 3.0, they are in fact considered by the university not to be in "good standing" when they have more than two grades of C or below.

Students are placed on academic probation when their GPA falls below a 3.0 on the 4.0 scale. Once on academic probation, students will have up to nine semester hours to achieve a GPA of at least 3.0 to remove their probationary status. The nine semester hours must be taken at NKU. If after nine semester hours on probation a student's graduate GPA has not increased to at least a 3.0, he/she will be dismissed from their program. A student will not be placed on probationary status more than once. If a student successfully removes him/herself from probationary status and subsequently has a GPA that falls below a 3.0 on the 4.0 scale, the student will be dismissed from the program by their graduate program director. Individual programs may have more stringent requirements. Students should check program guidelines for complete information as individual program requirements may vary. Exceptions to this policy will be granted only if requested by the graduate program director, dean of the college the student is enrolled in, and approved by the graduate dean.

Students may be considered for readmission after one semester has elapsed if the student was dismissed from a program for academic reasons. When applying for readmission, the student will need to document their preparedness for re-entry into the program.

If a student wishes to be considered for readmission into the program, they must submit a new application for admission to the Office of Graduate Programs with a letter attached explaining why they are now prepared to continue in their program. A student will not be admitted without approval from their graduate program director. A letter of support from the graduate program director signed by the dean of the college the program is housed in for readmission must be sent to the graduate dean who will make the final decision. If readmitted, the student will be granted an additional nine semester hours to remove their probationary status. During this period, any grade earned below a B will result in dismissal from the program.

9. Clearly state the degree completion requirements for the program. See also curriculum contract (**Appendix B** - attached).

Completion standards:

- a) Signed curriculum contracts for the Educational Specialist in Teaching & Learning degree program.
- b) Signed Codes of Ethics for Kentucky School Personnel and College of Education and Human Services.
- c) Successful completion of the Educational Specialist in Teaching & Learning degree courses, with a minimum GPA of 3.0, for a total of 30 hours.

d) Successful completion of Action Research Project.

10. Provide the following information for the program and for each concentration (some categories may not apply to all programs):

- a. Total number of hours required for degree: 30
- b. Number of hours in degree program core: 15
- c. Number of hours in concentration: 12-15
- d. Number of hours in guided electives: 0-3
- e. Number of hours in free electives: 0

11. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

A maximum of 40% of a degree program may consist of transfer work. All such work must be from a regionally accredited institution or an accrediting body which accredits an existing NKU program. In all cases, the graduate program director may document and petition the Graduate Council for inclusion of transfer course/credits for students. All work requested for transfer must be taken for post-master's graduate credit and posted to a graduate transcript, and completed with a *B* or better. Credit from a previously earned degree will not be considered for transfer. The limit on transfer credit does not include any hours taken through the Greater Cincinnati Consortium of Colleges and Universities (GCCCU) which will be considered NKU courses. The grades in transferred courses will not be factored into the NKU GPA unless taken as a part of the GCCCU.

Transfer work taken at schools on other than a semester system will not be given one-to-one credit hour equivalency. For example, a four quarter hour course transfers into NKU as 2.66 hours. This means that a student may have to take an additional one credit hour course to meet the required minimum 30 credit hours required for a graduate degree. Further, students cannot receive more credit for a transfer course than is offered for the NKU course for which it will substitute. A course taken elsewhere for four semester hours will be transferred into NKU as three hours of credit if that is the maximum number of hours for the NKU course in the catalog.

12. List courses under the appropriate curricular headings.

Core Courses				
Prefix & Number	Course Title	Course Description	Credit Hours	New
EDG 667	Collaboration & Inclusive Practices	Legislation and instructional practices relating to the education of students with exceptionalities. Course covers various methods of co-teaching as well as locating, adapting, and developing materials and methods for including students with disabilities in general elementary, middle, and secondary classrooms.	3	No
EDG 701	Supervision of Field & Clinical	This course examines the role of the cooperating teacher in developing	3	Yes

	Experiences	and mentoring prospective teachers and interns and standards-based observation and feedback. This course includes a job-embedded requirement of supervising a student in field or clinical experience.		
EDG 605	Applied Educational Research I	Introduction to education research enabling students to become effective consumers and users of research in education. It will improve students' ability to apply research findings appropriately in school settings and will lay a foundation for an original action research project.	3	Yes
EDG 702	Research Based Teaching	In this course students will conduct a comprehensive literature review on a topic that relates to a specific educational issue that impacts P-12 student learning and create a research-based design of an action research project that can be conducted and reported as their capstone project.	3	Yes
EDG 702	Capstone in Action Research	In this course students will conduct and report the results of an research project reflecting synthesis and application of knowledge acquired in prior coursework to address a specific educational issue leading to enhanced P-12 student learning, including data analysis, written summary of research findings, and poster presentation.	3	Yes
Elective Courses				
Prefix & Number	Course Title	Course Description	Credit Hours	New
600 or above	Varied	Courses relevant to area of teaching certificate and pre-approved by advisor	0-6	No
Courses in Concentration				
Prefix & Number	Course Title	Course Description	Credit Hours	New
Varies by selected concentration area	Varied	Concentrations are same as existing concentrations for MAED Teacher as Leader program. A separate curriculum contract for each of these concentration areas has already been approved by UCC and EPSB.	12-15	No

13. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

All courses will be taught either fully online, in hybrid format, or in technology enhanced classrooms with Smart Boards, document cameras, and LCD projectors. All of the courses in the program use *Blackboard* with the various teaching and learning enhancements that platform provides.

C. Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.
 - a. Provide evidence of student demand at the regional, state, and national levels.

We surveyed all students currently enrolled in our Master of Arts in Education – Teacher as Leader program, with the results summarized below. Thirty-eight percent of respondents indicated that they are likely to pursue their Rank 1. Of these enrollees, 8 are pursuing their second Master’s degree, in order to have access to financial assistance. In the survey results below, 66% noted the importance of availability of financial assistance. Also, 51% deemed it important or very important to be able to apply credits toward a degree.

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Availability of financial assistance	52	14	7	0	7
Ability to apply credits toward another degree	41	10	21	0	3
Courses applicable to classroom teaching	48	17	7	0	3
Opportunity to add an endorsement	28	28	10	0	10
Engagement in classroom based research	14	17	17	0	10
Opportunity to enhance leadership skills	24	21	14	0	7

From district report cards, we calculated the potential market for the Educational Specialist in Teaching and Learning as those teachers who already have a Master’s degree, but do not yet hold their Rank 1. The numbers below were gleaned from district report cards posted on the KDE website.

District	Number of Teachers	% with Masters	# Eligible for Rank 1 program
Beechwood	76.5	45.80%	35
Bellevue	50.48	56.10%	28

Boone	1216.35	52.30%	636
Bracken	72.27	56.80%	41
Campbell	289.7	48.70%	141
Covington	277	33.60%	93
Dayton	59	56.30%	33
Erlanger	148.21	45%	67
Ft. Thomas	169.3	48.80%	83
Gallatin	102.5	46.30%	47
Grant	225.25	50.60%	114
Kenton	832.04	46.30%	385
Ludlow	54.56	45.80%	25
Newport	139.65	37.40%	52
Pendleton	146	40%	58
Silver Grove	19.42	44.80%	9
Walton-Verona	97	53%	51
			1900 SUM

- b. Identify the applicant pool and how they will be reached.

The applicant pool will be teachers in the school districts in our service area, listed above, who hold a Master’s degree but do not yet hold their Rank 1. They will be reached via flyers in their school mailboxes, targeted announcements to NKU students completing their MAED Teacher as Leader degree, and general advertisement of NKU’s graduate programs.

- c. Describe the student recruitment and selection process.

Recruitment will occur via flyers in school mailboxes, targeted announcements to NKU students completing their MAED Teacher as Leader degree, and inclusion of this program in general advertisement of NKU’s graduate programs.

- d. Identify the primary feeders for the program.

The primary feeder for this program will be NKU’s MAED Teacher as Leader program.

- e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

Earning a Rank 1 is optional for Kentucky teachers, and teachers have the option of earning a second master’s degree, national board certification or 30 credits in a planned program that does not lead to a degree. The latter is the format of NKU’s current Rank1 program. We have heard from teachers on our graduate programs advisory committee that most teachers earn their Rank 1 through national board certification. While it is unrealistic to believe that all of the potential Rank 1 students would pursue the Ed.S. degree, the fact that there are 1900 in our service area that would be eligible does demonstrate a potential market for the degree program. We are anticipating that this will be a small program; but it is nonetheless a program that will serve needs.

- f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester
2015-16	0	5
2016-17	5	15
2017-18	8	20
2018-19	10	25
2019-20	15	30

2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.
- a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

The Educational Specialist in Teaching & Learning would qualify completers for Rank 1 status on their Kentucky teaching certificate. Earning a Rank 1 is optional for Kentucky teachers. There is always a need for highly qualified teachers who have the knowledge, skills and dispositions to engage in action research on their own classroom practices, and use that data for continuous improvement of their instruction to impact student learning.

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

The Council for the Accreditation of Teacher Educators (CAEP) recognizes that “... *effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development*” (CAEP Standard 2).

All clinical practice must be undertaken with a co-teaching model, requiring that P-12 teachers be trained in the philosophy and strategies of co-teaching. This proposed Ed.S. degree, with its dual emphases on action research and mentoring, would provide more comprehensive learning about the theoretical and practical implications of co-teaching, within a framework of mentoring new teachers while continually improving one’s own practice.

4. Similar programs: A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.
- a. Identify similar programs in other Southern Regional Education Board (SREB) states and in the nation.

Many institutions in the Commonwealth offer Rank 1 programs, but only three (Morehead State University, Murray State University, Western Kentucky University) offer an Educational Specialist degree for teachers. Each of these institutions offer an Ed.S. in Curriculum and Instruction. These programs do have a focus on research-based instruction, but do not have the parallel focus on mentorship that would be included in this proposed program.

- b. If similar programs exist in Kentucky,
- i. Does the proposed program differ from existing programs? If yes, please explain.
Yes, the dual focus on action research on mentorship is unique to this program. Other programs emphasize research-based teaching, but do not have a parallel focus on mentorship.
 - ii. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.
Yes, the proposed program would primarily serve the northern Kentucky region. It is likely to also attract a few students from Ohio and Indiana.
 - iii. Is access to existing programs limited? If yes, please explain.
Access to existing programs that qualify completers to apply for Rank 1 status on their Kentucky teaching certificate are limited to applicants who already hold a Master's degree and a teaching certificate with Rank II status, or the equivalent out-of-state certification.
 - iv. Is there excess demand for existing similar programs? If yes, please explain.
No. Earning a Rank 1 is optional for Kentucky teachers, and teachers have the option of earning a second master's degree, national board certification or 30 credits in a planned program that does not lead to a degree. We have heard from teachers on our graduate programs advisory committee that most teachers earn their Rank 1 through national board certification. We are anticipating that this will be a small program; but it is nonetheless a program that will serve needs of teachers in the northern Kentucky region.
 - v. Will there be collaboration between the proposed program and existing programs?
 - i. If yes, please explain the collaborative arrangements with existing programs.
Existing programs that offer endorsements or certifications at the graduate level (e.g. LBD, MSD, IECE, Gifted/Talented, Reading, Environmental Education) may be selected as areas of concentration within the proposed program.
 - ii. If no, please explain why there is no proposed collaboration with existing programs.

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

1. Will this program require additional resources? **No**
 - a. If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.
2. Will this program impact existing programs and/or organizational units within your institution? **No**
 - a. If yes, please describe the impact.
3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. [See below](#)

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

a. 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	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification					
Total Resources Available from Other Non-State Sources					
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					
State Resources					
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Allocation	0	0	0	0	0
Reallocation	\$35,391	\$36,098	\$36,820	\$37,556	\$38,306
Narrative Explanation/Justification: The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units					
<p>The Department of Teacher Education is not requesting new resources to support the proposed EdS/Rank 1 program. The reallocated funds are based on a estimation of the current resources in our budget (i.e., faculty salary, supplies, support) that are used to operate the current Rank 1 certification program with a 2% estimated increase annual increase in the budget. Since the proposed program already exists, only at a non-degree, certificate level, the reallocation should not negatively impact Department operations.</p>					
Student Tuition					
New	0	0	0	0	0

Existing	\$21,756	\$22,191	\$22,634	\$23,087	\$23,549
Narrative Explanation/Justification: Describe the impact of this program on enrollment, tuition, and fees. Due to the current structure of the non-degree, Rank 1 certification program, it is difficult to estimate the total tuition generated. This is due to the fact that there are no time limits for completion, and it is not a cohort-based program. Currently, there are 60 students admitted to the program and 21 currently enrolled in classes. The tuition estimates presented in this proposal are a conservative estimate based on the current average admission of 7 students each term (14 per yr.). The estimates are assuming a 2% annual tuition increase, which is also a conservative estimate and consistent enrollment.					
TOTAL	\$57,147	\$58,289	\$59,454	\$60,643	\$61,855

b. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff:					
Executive, administrative, and managerial					
New	0	0	0	0	0
Existing	\$1984	\$2023	\$2063	\$2104	\$2146
Other Professional					
New					
Existing					
Faculty					
New	0	0	0	0	0
Existing	\$29,798	\$30,394	\$31,002	\$31,622	\$32,254
Graduate Assistants					
New	0	0	0	0	0
Existing	\$523	\$533	\$544	\$555	\$566
Student Employees					
New	0	0	0	0	0
Existing	\$88	\$90	\$92	\$94	\$96
Narrative Explanation/Justification: The Department of Teacher Education is not requesting new resources to support the proposed EdS/Rank 1 program. The reallocated funds are based on a estimation of the current resources in our budget (i.e., faculty salary, supplies, support) that are used to operate the current Rank 1 certification program with a 2% estimated increase annual increase in the budget. Since the proposed program already exists, only at a non-degree, certificate level, the reallocation should not negatively impact Department operations.					
Equipment and Instructional Materials					
New	0	0	0	0	0
Existing	\$1242	\$1267	\$1292	\$1318	\$1344
Narrative Explanation/Justification:					
Library					
New	0	0	0	0	0
Existing	\$55	\$56	\$57	\$58	\$59
Narrative Explanation/Justification: The Department of Teacher Education is not requesting new resources to support the proposed EdS/Rank 1					

program. The reallocated funds are based on a estimation of the current resources in our budget (i.e., faculty salary, supplies, support) that are used to operate the current Rank 1 certification program with a 2% estimated increase annual increase in the budget. Since the proposed program already exists, only at a non-degree, certificate level, the reallocation should not negatively impact Department operations.					
Contractual Services					
New	0	0	0	0	0
Existing					
Narrative Explanation/Justification					
Academic and/or Student Services					
New	0	0	0	0	0
Existing					
Narrative Explanation/Justification					
Other Support Services					
New	0	0	0	0	0
Existing					
Narrative Explanation/Justification					
Faculty Development					
New	0	0	0	0	0
Existing	\$1701	\$1735	\$1770	\$1805	\$1841
Narrative Explanation/Justification The Department of Teacher Education is not requesting new resources to support the proposed EdS/Rank 1 program. The reallocated funds are based on a estimation of the current resources in our budget (i.e., faculty salary, supplies, support) that are used to operate the current Rank 1 certification program with a 2% estimated increase annual increase in the budget. Since the proposed program already exists, only at a non-degree, certificate level, the reallocation should not negatively impact Department operations.					
Assessment					
New	0	0	0	0	0
Existing					
Narrative Explanation/Justification					
Student Space and Equipment (if doctorate)	n/a	n/a	n/a	n/a	n/a
New					
Existing					
Narrative Explanation/Justification					
Faculty Space and Equipment (if doctorate)	n/a	n/a	n/a	n/a	n/a
New					

Existing					
Narrative Explanation/Justification:					
Other New Existing	0	0	0	0	0
Narrative Explanation/Justification:					
TOTAL New Existing	0 \$35,391	0 \$36,098	0 \$36,820	0 \$37,556	0 \$38,306

Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:
 - a. Which components will be evaluated?
The two major foci of mentoring and action research will be the major components that are evaluated, along with students' progress toward each of the program goals.
 - b. When will the components be evaluated?
When a student has completed 15 hours (mid-point of the program), and at the end of the program.
 - c. When will the data be collected?
Each semester, as students reach the 15 hour mark or program completion.
 - d. How will the data be collected?
Instructors of courses in which a key assessment is administered will provide the assessment data to the program facilitator. The program facilitator will aggregated the data across students to be used for program review.
 - e. What will be the benchmarks and/or targets to be achieved?
Students' mastery of program goals will be indicated by maintaining a 3.0 grade point average and by mastering key assessments embedded into required courses.
 - f. What individuals or groups will be responsible for data collection?
The program facilitator will be responsible for collecting data from faculty who administer key assessments in their courses.
 - g. How will the data and findings be shared with faculty?

The College of Education and Human Services aggregates all program data annually and makes it available for review on the College data dashboard. During the fall semester, the program faculty review the annual data and from that review make recommendations for program changes. Each spring, the program facilitator prepares a continuous assessment report that is shared with the College of Education and Human Services Continuous Assessment Committee.

- i. **How will the data be used for making programmatic improvements?**
Regular program changes are made based on data from each of the sources listed above as well as from data collected from the program advisory council.
2. **What are the measures of teaching effectiveness?**
EDG 702 – Research Based Teaching, a required course, will include a key assessment that required demonstration of teaching skills with peer and professor evaluation. In addition to the teaching effectiveness of students, the teaching effectiveness of program faculty is evaluated using traditional university measures (e.g., course evaluations, annual performance reviews).
3. **What efforts to improve teaching effectiveness will be pursued based on these measures?**
Students enrolled in this program will be practicing teachers who have professional goals that they will address through their own action research. Regarding the teaching effectiveness of program faculty, recommendations are made by the department chair and by peer faculty during department peer evaluations.
4. **What are the plans to evaluate students' post-graduate success?**
Most Ed.S. program completers will continue their relationship with NKU by serving as cooperating teachers/mentors for our teacher candidates in their field and clinical experiences. As teacher candidates complete their clinical experience, they complete an evaluation of their cooperating teacher. These evaluations will serve as one indicator of the quality of on-going mentorship. In addition, Ed.S. program completers will be included in the survey of all NKU graduate students.

Appendix A

SACS Faculty Roster

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

September 1, 2014 - October 31, 2014

Name of Institution: Northern Kentucky University

Name of Primary Department, Academic Program, or Discipline: Teacher Education

Academic Term(s) Included: Fall 2014 - Fall 2014

Date Form Completed: December 2, 2014

1	2	3	4
Name (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (UN, UT, U, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Patricia Bills (F)	Fall 2014-2015 EDU 308, Teaching Elementary School Science, 3 (UT) EDU 392, Elementary Field Experience II, 2 (UT) EDU 494, Clinical Experience Elementary, 12 (UT)	Ph.D., Curric Teaching & Ed Policy, Michigan State University MAED, Education, General., University of Michigan-Ann Arbor	Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline
David Childs (F)	Fall 2014-2015 EDU 312, Teaching Social Studies in Early Grades, 3 (UT) EDU 331, Teaching Social Studies Secondary School, 3 (UT) EDU 348, Teaching Social Studies in Middle Grades, 3 (UT)	Ph.D., Social Studies, History, Curriculum, Miami University Oxford MA, American History, African American History, Church History, Historical Theory, Miami University Oxford MAT, Integrated Social Studies Education, Miami University Oxford	Teaching Level: General Education and/or Baccalaureate Teaching Qualification: Doctorate Degree in Discipline Teaching Level: General Education and/or Baccalaureate Teaching Qualification: Doctorate Degree in Discipline 3 Graduate Credit Hours in Discipline David's degree is in Integrated Social Social Studies and many of his graduate level courses were in HIS. His blended expertise fits the needs of HIS 103 perfectly.

		<p>BFA, Art Graphic Design / Fine arts, College Of Mount St. Joseph</p> <p>HIS 103 U.S. History since 1877, 3cr.</p>	
Kimberly Clayton-Code (F)	<p>Fall 2014-2015 EDG 621, Introduction to Gifted Education, 3 (G) EDMT 622, Cultural Identity in Schooling, 2 (G) EDU 316, Racism & Sexism in Edu Institutions - SB, 3 (UT) EDU 392, Elementary Field Experience II, 2 (UT)</p>	<p>Ph.D., Curriculum and Instruction, Curriculum and Instruction., University of Louisville</p> <p>MA, Elementary Education and Teaching, Elementary Education and Teaching., Northern Kentucky University</p> <p>BS, Elementary Education and Teaching, Elementary Education and Teaching., Purdue University</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
Brian Collier (F)	<p>Fall 2014-2015 EDU 300, Human Growth and Development, 3 (UT) EDU 305, Introduction to Education, 2 (UT) EDU 316, Racism & Sexism in Edu Institutions - SB, 3 (UT)</p>	<p>Ph.D., Educational Administration, Miami University Oxford</p> <p>M.Ed., Curriculum & Teacher Leadership, Miami University Oxford</p> <p>BS, Multi-Age Education, Physical Education, Central State University</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
Christopher Cook (F)	<p>Fall 2014-2015 EDG 691, Applied Educational Research I, 2 (G) EDU 344, Fundamentals of Middle Grades Education, 2 (UT) EDU 394, Middle Grades Field Experience II, 2 (UT)</p>	<p>Ph.D., Curriculum and Instruction, Curriculum and Instruction., University of North Carolina-Greensboro</p> <p>MA, Junior High/Intermediate/Middle School Education and Teaching, Junior High/Intermediate/Middle School Education and Teaching., Appalachian State University</p> <p>BS, Junior High/Intermediate/Middle School Education and Teaching, Junior</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p> <p>Christopher Cook – His transcript reveals that he has 6 credit hours focused on Reading methods, 6 credit hours on writing methods, and 3 credit hours in Language Arts methods. His degree is in middle grades education with an emphasis in social studies and language arts.</p>

		High/Intermediate/Middle School Education and Teaching., Appalachian State University	
Steve Crites (F)	Fall 2014-2015 EDS 360, Students with Exceptionalities in School, 3 (UT) EDS 464, Assessment Learning & Behavior Disorders, 3 (UT) EDS 561, Intellectual and Orthopedic Disabilities, 3 (G)	Ph.D., Political Science and Government, General., Auburn University - Auburn M.Ed., Special Education and Teaching, General., Special Education and Teaching, General., University of New Orleans BA, English Language and Literature, General., English Language and Literature, General., Manchester College	
Michael DiCicco (F)	Fall 2014-2015 EDMT 546, Method & Pedagogy in Middle Grades LA, 3 (G) EDU 304, Reading & Writing Across Curric:Mid Grad, 3 (UT) EDU 345, Teaching Language Arts in Middle Grades, 3 (UT) EDU 530, Reading in Junior and Senior High School, 3 (G)	Ph.D., Curriculum & Instruction, University of South Florida MAT, Secondary English Education, University of South Florida BA, Philosophy, University of South Florida	Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline
Shawn Faulkner (F)	Fall 2014-2015 EDU 318, Classroom Climate Management: Middle Sch, 1 (UT) EDU 391, Middle Grades Field Experience I, 2 (UT)	Ph.D., Curriculum and Instruction, Curriculum and Instruction., University of Toledo Ed.S., Educational Leadership and Administration, General., Educational Leadership and Administration, General., Wright State University M.Ed., Educational Leadership and Administration, General., Educational Leadership and Administration, General., Wright State University BS, Elementary Education and Teaching, Elementary Education and Teaching., Tennessee Temple University	Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline

<p>Douglas Feldmann (F)</p>	<p>Fall 2014-2015 EDG 615, Inst Design & Curriculum for School Lead, 3 (G) EDG 699, Selected Problems in Education, 3 (G) EDMT 611, Studies of the Learners, 2 (G) EDMT 612, Classroom Management, 2 (G) EDMT 692, Field Experience I, 1 (G)</p>	<p>Ph.D., Educational, Instructional, and Curriculum Supervision., Educational, Instructional, and Curriculum Supervision., Indiana University MA, Secondary Education and Teaching, Secondary Education English, Rockford College BA, European History, European History., Northern Illinois University</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
<p>Jaesook Gilbert (F)</p>	<p>Fall 2014-2015 EDG 699, IECE Overview, 3 (G) EDU 320, Working w/ Families/Young Child, 3 (UT) EDU 397, IECE Field Experience II, 3 (UT) EDU 550, Current Trends in Early Childhood Edu, 3 (G)</p>	<p>Ph.D., Mathematics Teacher Education, University of Illinois MAT, Elementary Education and Teaching, Early Childhood & Elementary Education, Washington University In St Louis AB, German Language and Literature, Washington University In St Louis</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
<p>Susan Griebing (P)</p>	<p>Fall 2014-2015 EDS 562, Early Childhood Special Edu Programs, 3 (G) EDU 395, IECE Field Experience I, 3 (UT) EDU 490, Non-certification Final Field Experience, 6 (UT) EDU 491, Clinical Experience in IECE, 12 (UT) EDU 552, Infant Toddler Education and Programming, 3 (G)</p>	<p>Ed.D., Special Education, University of Cincinnati M.Ed., Early Childhood, University of Cincinnati BS, Child Development and Family Relations, University of Arizona</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
<p>John Huss (F)</p>	<p>Fall 2014-2015 EDG 605, Intro To Edu Res For School Ldrs, 3 (G) EDU 305, Introduction to Education, 2 (UT)</p>	<p>Ed.D., Curriculum and Instruction, Curriculum and Instruction., University of Cincinnati MA, Secondary Education and Teaching, Secondary Education and Teaching., Northern</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>

		<p>Kentucky University</p> <p>BA, Junior High/Intermediate/Middle School Education and Teaching, Junior High/Intermediate/Middle School Education and Teaching., Northern Kentucky University</p> <p>BS, Junior High/Intermediate/Middle School Education and Teaching, Sociology., Northern Kentucky University</p>	
Melissa Jones (F)	<p>Fall 2014-2015 EDG 660, Learning and Behavior Disorders, 3 (G) EDS 473, Special Education Practicum, 2 (UT) EDS 572, Secondary Special Education Programs, 3 (G) EDS 588, Professional Lab Experiences, 6 (G) HNR 491, Honors Interdisciplinary Capstone, 3 (UT)</p>	<p>Ph.D., Educational Leadership and Administration, General., Educational Leadership and Administration, General., Miami University Oxford</p> <p>M.Ed., Special Education and Teaching, General., Special Education and Teaching, General., University of Cincinnati</p> <p>BS, Special Education and Teaching, General., Special Education and Teaching, General., University of Cincinnati</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p> <p>Dissertation emphasis on learners with emotional/behavior disorders and learning disabilities (middle and secondary). *County Supervisor of sp. ed. programs for learners with emotional/behavior Disorders k-12 *Regional Educational Consultant in special education k-12, all disabilities *Teacher for learners with moderate to severe disabilities *Program manager and QMRP for adult residential program for individuals with mild, moderate, severe disabilities and behavioral issues</p>
Sarah Kasten (F)	<p>Fall 2014-2015 EDU 347, Teaching Math in Middle Grades, 3 (UT) EDU 393, Secondary Field Experience I, 2 (UT) MAT 140, Math for Elem/Mid- Grades Teachers I, 3 (UT)</p>	<p>Ph.D., Mathematics Teacher Education, Michigan State University</p> <p>MA, Education, General., Mathematics Education, Ohio State University</p> <p>BS, Mathematics Teacher Education, Miami University Oxford</p> <p>BS, Mathematics Teacher Education, Miami University Oxford</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
Lenore Kinne (F)	Fall 2014-2015	Ph.D., Educational Psychology,	Teaching Level: Graduate and/or Post-Baccalaureate

	<p>EDG 607, Orientation to MAED Teacher as Leader, 0 (G) EDU 315, Educational Assess: Elementary Schools, 2 (UT) EDU 325, Educational Assessment Secondary, 2 (UT) EDU 343, Educational Assessment Middle Schools, 2 (UT) EDU 495, Clinical Experience Middle Grades, 12 (UT)</p>	<p>Learning & Cognition, University of Minnesota</p> <p>Graduate coursework in Educational Administration, Educational Leadership and Administration, General., Educational Leadership and Administration, General., Saint Mary's University Of Minnesota</p> <p>MA, Educational psychology, University of Minnesota</p> <p>M.Ed., Educational Psychology, University of Minnesota</p> <p>BA, English Language and Literature, General., English Language and Literature, General., Hamline University</p>	<p>Teaching Qualification: Doctorate Degree in Discipline</p>
<p>Ellen Maddin (F)</p>	<p>Fall 2014-2015 EDG 641, Applying Innovative Tech in Ed Prac, 3 (G) EDG 643, Technology Systems in Schools, 3 (G) EDMT 641, "Technology in Middle,Secondary Classroo, 2 (G) EDU 313, Instructional Technology, 2 (UT) EDU 396, Secondary Field Experience II, 2 (UT)</p>	<p>Ed.D., Education, General., University of Cincinnati</p> <p>MA, Secondary Education and Teaching, College Of Mount St. Joseph</p> <p>BA, Secondary Education and Teaching, University of Michigan-Ann Arbor</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p> <p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
<p>Susan Mcdonald (P)</p>	<p>Fall 2014-2015 EDU 300, Human Growth and Development, 3 (UT)</p>	<p>Ph.D., Instruction and Administration, University of Kentucky</p>	<p>Teaching Level: General Education and/or Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
<p>Bianca Prather-Jones (F)</p>	<p>Fall 2014-2015 EDS 322, Instr Plan for Inclusive Elem Classrooms, 3 (UT) EDS 323, Inst Plan for Inclusive Mid Level Class, 3 (UT) EDS 472, Special Education Methods and Materials, 3 (UT)</p>	<p>Ed.D., Curriculum and Instruction, Curriculum and Instruction., University of Cincinnati</p> <p>MA, Special Education and Teaching, General., Special Education and Teaching, General., University of South Florida</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Qualified Through Alternate Credentialing</p> <p>Bianca's degrees (undergraduate/masters/doctorate) are in the area of special education (emotional handicaps, varying exceptionalities, behavioral/learning/mild mental disabilities). She has over six (6) years of experience working with students with learning and/or behavioral disabilities at the middle/high school level. The transcript from the University of South Florida has been requested.</p>

		BA, Special Education and Teaching, General., Special Education and Teaching, General., University of South Florida	
Porsha Robinson-Ervin (F)	Fall 2014-2015 EDS 324, Inst Plan for Inclusive Sec Classrooms, 3 (UT) EDS 570, Working w/Families Stud w/Disabilities, 3 (G) EDU 314, Classroom Management, 3 (UT) EDU 594, Charac of Emotional/Behavioral Disorder, 3 (G)	Ph.D., Physical Education Teaching and Coaching, Ohio State University M.Ed., Education Physical Activity & Ed Services, Special Education, Ohio State University BS, Administration of Special Education, Ohio State University	Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline
Sara Runge (F)	Fall 2014-2015 EDU 104, Orientation: Edu Profession/Pgm, 1 (UT) EDU 303, Admission Field Experience IECE, 2 (UT) EDU 307, Admission Field Experience Elementary, 2 (UT) EDU 309, Admission Field Experience Middle Grades, 2 (UT) EDU 311, Admission Field Experience Secondary, 2 (UT) EDU 334, Portfolio Development, 1 (UT)	Ed.D., Developmental/Remedial English, Literacy and Communication Skills., University of Cincinnati Rank I, Instructional Leadership, Educational, Instructional, and Curriculum Supervision., Xavier University MA, Elementary Education and Teaching, Elementary Education and Teaching., Northern Kentucky University BA, Elementary Education and Teaching, Elementary Education and Teaching., Northern Kentucky University	
Kyra Shahid (P)	Fall 2014-2015 EDG 692, Applied Educational Research II, 1 (G)	Ph.D., Educational Administration, Miami University Oxford MS, Student Affairs in Higher Education, Miami University Oxford EDL 623 Philosophy of Education, 3cr. EDL 661 Quantitative Research in HE, 3cr.	Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree w/18 Gr. Cr. Hours in Disc. 51 Graduate Credit Hours in Discipline

		<p>EDL 654 Research in Higher Education, 3cr.</p> <p>EDL 780 Education in a Democratic Society, 3cr.</p> <p>EDL 790 Curriculum and Pedagogy, 3cr.</p> <p>EDP 697 Program Evaluation, 3cr.</p> <p>EDL 683 Qualitative Research in HE, 3cr.</p> <p>EDL 772 Advanced Research Design, 3cr.</p> <p>Doctoral Dissertation, 27cr.</p>	
Tammie Sherry (F)	<p>Fall 2014-2015 EDU 302, Teaching of Reading, 3 (UT) EDU 310, Teaching Language Arts in Early Grades, 3 (UT) EDU 390, Elementary Field Experience I, 2 (UT) HNR 491, Honors Interdisciplinary Capstone, 3 (UT)</p>	<p>Ed.D., Adult Literacy Tutor/Instructor, University of Cincinnati</p> <p>M.Ed., Education, General., Education, General., Northern Kentucky University</p> <p>BA, Elementary Education and Teaching, Elementary Education and Teaching., Northern Kentucky University</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
Lynne Smith (F)	<p>Fall 2014-2015 EDG 637, Literacy Clinic I, 3 (G) EDU 302, Teaching of Reading, 3 (UT) EDU 310, Teaching Language Arts in Early Grades, 3 (UT)</p>	<p>Ed.D., Educational, Instructional, and Curriculum Supervision., Educational, Instructional, and Curriculum Supervision., University of Kentucky</p> <p>MS, Elementary Education and Teaching, Elementary Education and Teaching., University of Tennessee-Knoxville</p> <p>BS, Elementary Education and Teaching, Elementary Education and Teaching., University of Tennessee-Knoxville</p>	

<p>Jonathan Thomas (F)</p>	<p>Fall 2014-2015 EDU 306, Teaching Elementary School Mathematics, 3 (UT)</p>	<p>Ed.D., Educational/Instructional Technology, Mathematics Education, University of Cincinnati</p> <p>M.Ed., Educational Leadership and Administration, General., Educational Leadership and Administration, General., University of Cincinnati</p> <p>BA, Elementary Education and Teaching, Elementary Education and Teaching., University of Kentucky</p>	<p>Teaching Level: General Education and/or Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p> <p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
<p>Brandelyn Tosolt (F)</p>	<p>Fall 2014-2015 EDG 606, Leadership In A Diverse Society, 3 (G) EDU 316, Racism & Sexism in Edu Institutions - SB, 3 (UT)</p>	<p>Ph.D., Educational Leadership and Administration, General., Educational Leadership and Administration, General., Oakland University</p> <p>MA, Education, General., Education, General., University of Michigan-Ann Arbor</p> <p>BA, International/Global Studies, Michigan State University</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Qualified Through Alternate Credentialing</p> <p>Undergraduate (unofficial) transcripts indicate that she was granted a elementary teaching certificate with courses in all subjects, including elementary social studies. An official transcript has been requested.</p>
<p>Stephen Walker (F)</p>	<p>Fall 2014-2015 EDG 668, Adv Principles Of Behavior Mgt, 3 (G) EDS 360, Students with Exceptionalities in School, 3 (UT) EDS 362, App Behav Analys for Stud w/Disabilities, 3 (UT) EDS 363, Behavior Mgmt Strategies for Young Child, 3 (UT)</p>	<p>Ed.D., Special Education and Teaching, General., Special Education and Teaching, General., Ball State University</p> <p>MAED, Special Education and Teaching, General., Special Education and Teaching, General., University of Evansville</p> <p>BS, Special Education and Teaching, General., Special Education and Teaching, General., Ball State University</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>
<p>Shelli Wilson (P)</p>	<p>Fall 2014-2015 EDG 692, Applied Educational Research II, 1 (G)</p>	<p>Ed.D., Educational Administration and Supervision, Other., Leadership, University of</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate Teaching Qualification: Doctorate Degree in Discipline</p>

		<p>Kentucky</p> <p>MA, Masters of Arts in Education, Leadership, Northern Kentucky University</p> <p>BS, Bachelors of Arts in Education, English, University of Kentucky</p>	
Kimberly Yates (F)	<p>Fall 2014-2015</p> <p>EDMT 543, Method & Pedagogy Mid Sch, Sec Science, 3 (G)</p> <p>EDU 319, Classroom Climate Management Secondary, 1 (UT)</p> <p>EDU 324, Fundamentals of Secondary Education, 2 (UT)</p> <p>EDU 330, Teaching Science in Secondary School, 3 (UT)</p> <p>EDU 346, Teaching Science in Middle Grades, 3 (UT)</p> <p>EDU 495, Clinical Experience Middle Grades, 12 (UT)</p> <p>EDU 496, Clinical Experience Secondary, 12 (UT)</p>	<p>Ph.D., Education, Curriculum & Instruction, Montana State University-Bozeman</p> <p>M.Ed., Curriculum & Instruction, General Science/Mathematics, University of Nevada-Las Vegas</p> <p>BA, Sociology, University of Nevada-Las Vegas</p>	<p>Teaching Level: Graduate and/or Post-Baccalaureate</p> <p>Teaching Qualification: Doctorate Degree in Discipline</p>

F, P: Full-time or Part-time

UN, UT, U, G: Undergraduate Nontransferable, Undergraduate Transferable, Undergraduate, Graduate

Appendix B
Curriculum Contract

Northern Kentucky University
Educational Specialist in Teaching & Learning
CURRICULUM CONTRACT

Last Name	First	Maiden/Middle	ID #
Initial Area of Certification			Concentration area
Email			Phone
Advisor			Catalog Year

ADMISSION CRITERIA:

Students seeking the Educational Specialist in Teaching & Learning must meet the minimum requirements for admission to the selected graduate program as defined by the appropriate catalog and outlined on the program curriculum contract.

Ed.S. Admission Criteria

1. Master’s Degree in education or content area of teacher certification from an accredited institution.
2. Copy of teaching certificate showing Rank II status, or equivalent out-of-state certificate.
3. Statement of Professional Goals
4. Three (3) letters of recommendation.

COURSE CRITERIA:

Thirty (30) semester hours, with the following required courses in the Educational Specialist in Teaching & Learning.

<u>Course #</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
<i>Mentorship Core: (6 hours)</i>				
EDG 667	Collaboration & Inclusive Practices	_3_		
EDG 701	Supervision of Field & Clinical Exp.	_3_		
 <i>Research Core: (9 hours)</i>				
EDG 605	Applied Educational Research I	_3_		
EDG 702	Research Based Teaching	_3_		
EDG 703	Capstone in Action Research	_3_		

<u>Course #</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
<i>Concentration Area: (12-15 hours)</i>				
_____	_____	<u>3</u>	_____	_____
_____	_____	<u>3</u>	_____	_____
_____	_____	<u>3</u>	_____	_____
_____	_____	<u>3</u>	_____	_____
_____	_____	<u>3</u>	_____	_____
<i>Electives (0-3 hours)</i>				
_____	_____	<u>3</u>	_____	_____

EXIT CRITERIA:

- Signed curriculum contracts for the Educational Specialist in Teaching & Learning degree program.
- Signed Codes of Ethics for Kentucky School Personnel and College of Education and Human Services.
- Successful completion of the Educational Specialist in Teaching & Learning degree courses, with a minimum GPA of 3.0, for a total of 30 hours.
- Successful completion of Action Research Project

Approved: _____
 Ed.S. in Teaching & Learning Student Signature _____
 Date

Approved: _____
 Ed.S. in Teaching & Learning Advisor Signature _____
 Date

RECOMMENDATION:

That a Masters of Legal Studies program at NKU Chase College of Law, as outlined in the accompanying proposal, be approved for immediate implementation.

BACKGROUND:

In order to serve students who do not wish to earn or incur the cost of a J.D. degree, but who wish to gain a more thorough understanding of the American legal system and various law-related topics, I recommend the Board approves a flexible Masters in Legal Studies degree. The target audience will be individuals in the workforce (or who are about to enter the workforce) who believe that gaining knowledge in a particular area of law will benefit them in their current or future employment. Once the program is fully implemented, the target number of M.L.S. students will be between fifteen and twenty at any given time.

The proposal is advantageous to students, to NKU, and to Chase. The advantages to the students would be that they will be able to earn a valuable degree that will allow them to be more marketable in the workforce. This degree will be flexible, reasonably priced (tuition to be set at the graduate NKU tuition level), and attainable within a relatively short period of time. The advantage to NKU is that the new degree program fits in well with the University's strategic plan (see attached proposal). The advantage to Chase is that the program will allow Chase to successfully recruit more mid-career professionals into the law school, which will enhance the learning environment for all students.

For a complete description of the program, please see the accompanying proposal.

PROPOSAL FOR NEW MASTER’S PROGRAM

Northern Kentucky University
Institution Submitting Proposal

Master of Arts
Degree Designation as on Diploma

Masters of Legal Studies
Title of Proposed Degree Program

EEO Status

CIP Code
Academic Unit (e.g. Department, Division, School)

22-Legal Professions and Studies
NKU Chase College of Law

Name of Academic Unit

Name of Program Director

Lawrence Rosenthal

Intended Date of Implementation
Anticipated Date for Granting First Degrees

August 2015
May 2016 or May 2017

Date of Governing Board Approval

Name, Title and Information of Contact Person

Patrick Moynahan
Vice Provost
Moynahan@nku.edu
859-572-5379

Date of CPE Approval

Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy.

A. Centrality to the Institution's Mission and Consistency with State's Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan.

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

The main objectives of the program are: (1) to provide working professionals who interact with lawyers or confront various legal issues on a regular basis with the opportunity to expand their knowledge in one or more areas of the law, which will improve their job performance and/or make them more attractive to other potential employers; and (2) to provide individuals who do not want to earn a JD with the opportunity to learn legal concepts specific to a particular area of law in which the individuals are interested. Regardless of whether the student is currently working and is using the MLS to improve his or her work performance and increase his or her knowledge in a particular field, or if the student is not working but pursuing the degree to gain an advantage in a very competitive job market, the degree will provide valuable skills and knowledge to those who complete the program.

2. Explain how the proposed program relates to the institutional mission and academic plan.

One of the goals articulated in NKU's strategic plan is "Talent Development." This goal promotes "lifelong learning," which is something the MLS will provide for all students, and especially for those students already with established careers. NKU also lists the following under the goal of "Talent Development": (1) "Enroll more students to increase educational attainment levels;" (2) "Produce skilled graduates prepared for the workforce, advanced careers, and graduate education;" (3) Assist graduates in the transition from college to work an career advancement;" and (4) "Inspire passion for lifelong learning across the region." This program will help further all of those goals.

The MLS program will also support additional goals located within NKU's strategic plan, albeit in a less direct manner, such as: (1) "Expand relevant programs in high-demand fields to meet regional workforce needs;" and (2) "Increase public awareness of NKU's strengths and contributions to the region and state." Therefore, this new program supports several of NKU's institutional objectives.

3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda.

Regarding the Commonwealth’s statewide postsecondary education agenda, this program addresses the vision and several values articulated in the “Stronger by Degrees” agenda. Specifically, this program is consistent with the vision, as it will certainly help more Kentuckians be prepared to succeed in a global economy. Regarding the CPE’s values, this program will promote the highest standards in teaching and research; it will provide access to those who are committed to the pursuit of higher learning; it will foster a “culture of inclusion” by providing opportunities for people from a broad spectrum of professional, cultural, and socio-economic backgrounds to participate in the program; it will help prepare students to be “informed, competent, knowledgeable, and engaged” citizens and leaders; and it will promote the use of technology.

4. Explain how the proposed program furthers the statewide implementation plan.

See answer to #3, above.

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student learning outcomes of the program.

Students who graduate with the MLS degree will be able to better perform in their current or future jobs, as many professional positions typically involve some interaction with lawyers and legal issues. The people who deal with these legal issues, but who do not need or want to pursue a law degree, are the ones at whom this program is primarily aimed. The students are not expected to be prepared to take any state bar exam, nor will any of them be permitted to do so. Although they are not expected to be “bar-ready” after completing this program, the MLS graduates will be able to do the following: (1) find the laws and regulations relevant to a particular issue; (2) read and understand various types of legal authorities; (3) focus their studies in a particular area of law, gaining a knowledge base that will allow them to be more productive and sought-after employees; and (4) engage in the skill of legal reasoning. All of these skills will enhance their value to current or future employers.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

Through the use of required, core, and elective courses, Chase’s MLS program will create a balance between courses essential to a solid understanding of the U.S. legal system as well as essential to a particular area of expertise. The required and core courses will provide students with a solid

understanding of the legal system, and the elective courses will allow the students to focus in a particular area of law. Although there will not be any “formal” specializations, students will be able to choose electives in a particular area of law if they choose to do so. For example, a student interested in Human Resources could take Administrative Law, Employee Benefits Litigation, Employment Discrimination Law, Employment Law, Labor Law, and Mediation. A student interested in Tax could take Basic Tax, Advanced Tax, Business Tax, Tax Litigation, and Estate Planning. Finally, if a student is interested in Criminal Law, he or she could take Criminal Law, Criminal Procedure, Criminal Litigation, Corporate and White-Collar Crime, Death Penalty Seminar, and Advanced Criminal Procedure. These examples, along with many other possible “custom” specializations, are not *formal* specializations, but they would provide students with an area of concentration.

3. Highlight any distinctive qualities of this proposed program.

This program allows students who do not wish to invest the time or the resources into obtaining a JD degree to learn about the United States legal system as well as about a particular area(s) of law (of the students’ choosing). The program’s structure provides for both an understanding of some core legal concepts as well as for specialization in a particular area of law. This specialization will allow currently-employed individuals to improve their work performance (or make themselves more marketable to other potential employers), and it will allow recent recipients of undergraduate degrees to add a degree to their resume that will make them more marketable to employers.

4. Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?

This program will not replace any of Chase’s existing programs, tracks, concentrations, or specializations. Regarding enhancing the JD program, when working professionals enter the program, they will bring their professional experiences into the classroom and will enhance the learning environment for the other students. As is the case with the working professionals in our evening JD program, the MLS students would enhance the classroom environment by bringing with them real-world experience and knowledge that is sometimes lacking when a classroom is filled with individuals who attend law school straight from their undergraduate studies, and without any real-world, practical experiences. The MLS program is not, however, limited to individuals with real-world work experience; the MLS program will also be open to students coming directly from their undergraduate studies who want to gain knowledge about the legal aspects of a particular topic (or several topics), but who do not want to invest three years of time and tuition into that endeavor.

a. If yes, please specify. Include the projected faculty/student in major ratio.

There will be very little impact on the current student/faculty ratio.

5. Is there a specialized accrediting agency related to this program? **See below.**

a. If yes, identify the agency.

The American Bar Association does not accredit MLS programs; it does, however require acquiescence. Upon approval from the Board of Regents, Chase will be seeking ABA acquiescence from the ABA.

b. Do you plan to seek accreditation?

Chase will seek acquiescence from the ABA.

c. If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.

See above.

6. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

Please see the list of faculty members attached to the very end of this document. Because MLS students will take courses based on their own specific interests, there is no way to tell which faculty members (full-time and adjunct) will be teaching MLS students. As a result, I have attached a list of full-time and adjunct faculty members.

7. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

MLS students will have access to the entire collection at the Chase Law Library. Also, MLS students will have access to all on-line resources available to JD students. For a description of the Chase Law Library and the available resources, see: <http://chaselaw.nku.edu/library.html>

b. Describe the physical facilities and instructional equipment available to support this program.

MLS students will have access to all of the same facilities and instructional equipment the Chase JD students have.

8. Clearly state the admission, retention, and completion standards designed to encourage high quality.

Admissions decisions will be based on each applicant's educational record, work history, and other factors addressed in the application. There will be no LSAT requirement.

Grading will be done on a pass/fail basis, with a "C" being the cut-off for a passing score. This 2.0 GPA equivalent is the same as the good standing cut-off for the Chase JD students, and it will assure that graduates of the program will have achieved at least a satisfactory level of performance.

9. Clearly state the degree completion requirements for the program.

The MLS program is a thirty credit-hour degree program designed for individuals who do not wish to pursue a JD degree, but who wish to expand their knowledge of the law. The program will have three categories of courses: (1) three hours of required courses (Legal Analysis & Problem Solving and Basic Legal Skills – Research), (2) a minimum of nine hours of core courses (Civil Procedure, Constitutional Law I and II, Contracts I and II, Criminal Law, Property I and II, Torts I and II, and Basic Legal Skills – Writing), and (3) numerous elective courses (these elective courses and the core courses in excess of nine hours will be the courses used to complete the thirty credit-hour requirement). The elective courses will be courses normally offered at the law school throughout the academic year.

10. Provide the following information for the program and for each concentration (some categories may not apply to all programs):

- a. Total number of hours required for degree: 30
- b. Number of hours in degree program core: 12 (core and required)
- c. Number of hours in concentration: N/A
- d. Number of hours in guided electives: 18 total elective hours
- e. Number of hours in free electives: 18 total elective hours

11. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

No other public universities in the Commonwealth have an MLS degree option.

12. List courses under the appropriate curricular headings. See list below, rather than chart.

Required courses (Legal Analysis & Problem Solving; Basic Legal Skills – Research).

Core courses (Civil Procedure; Constitutional Law I and II; Contracts I and II; Criminal Law; Property I and II; Torts I and II; and Basic Legal Skills – Writing).

Elective courses: All other courses offered to JD students.

Core Courses				
Prefix & Number	Course Title	Course Description	Credit Hours	New
				Y/N
Elective Courses				
Prefix & Number	Course Title	Course Description	Credit Hours	New
				Y/N
Courses in Concentration				
Prefix & Number	Course Title	Course Description	Credit Hours	New
				Y/N

13. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

As is the case with the JD program, there will be some on-line offerings, as well as some hybrid offerings (part in-class, part on-line). These on-line and hybrid courses will allow students to complete some of the course requirements with fewer required on-campus hours. This, of course, will benefit one of the target audiences for this program: working professionals who wish to enhance their careers by gaining legal knowledge in a specific discipline.

C. Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.

If approved, this Master's in Legal Studies program will be the only one offered by a Kentucky law school. The closest MLS program is at the University of Dayton; however, that program is focused on intellectual property law. The University of Cincinnati has a certificate program; however, that program's requirements are less stringent than the proposed requirements for this program. Also, the University of Cincinnati does not offer evening classes, which most likely places limitations on the people who work full-time jobs, but who wish to attend a program such as this one. Regarding the career opportunities and benefits of such a program, please refer to Appendix A. Regarding trends in the discipline, there has been a marked decline in the number of people seeking a full JD degree. Nevertheless, with more government regulations and with more legal issues finding their way into the workplace, this program will provide a valuable tool for people who are either

currently employed or who are searching for employment in a position that requires knowledge of some particular aspects of the law. Examples of such professions include human resources directors, law enforcement officers, healthcare administrators, education administrators, athletic directors, and various other professionals. Many residents of the Northern Kentucky area work for companies located either in the Commonwealth or just over the river in Cincinnati, which is the home to many large employers. Providing these Northern Kentucky residents (and residents of other parts of Kentucky, Southwest Ohio, and Southeast Indiana) with the opportunity to earn this degree will help them in their current and future careers.

a. Provide evidence of student demand at the regional, state, and national levels.

Over the past four years (2011-2014), at least twenty-eight Chase graduates did not take a bar exam, suggesting that these students came to law school not wanting to become attorneys. Instead, they wanted to further their education and use this legal education to improve their careers and career prospects. The MLS would allow students like this to focus their studies on a particular area of law and allow them to forego taking Chase's required courses, many of which are not directly relevant to these students' careers. For example, students are now required to take the following courses, among others: Evidence, Criminal Law, and Criminal Procedure. If a student wants to obtain a legal education that focuses on a career involving real estate and real estate development, the previously mentioned courses would have very little, if any, relevance to that student. Instead, the student could enroll in the MLS program and focus on Property I, Property II, Real Estate Transactions, Contracts I, Contracts II, Mediation, and other career-related courses. The MLS program would allow students like this to have a more narrow focus while at Chase, and it would not force them to take bar-tested courses that have little, if any, relevance to their chosen careers. Simply put, an MLS student would have the flexibility to focus his studies in the area of law on which he wants to focus his "non-lawyer" career, while allowing him to eliminate the need to take courses that have no relevance to his chosen career. The MLS program would appeal to this student because of this flexibility, as well as because of the lower cost and shorter time needed to complete the degree.

b. Identify the applicant pool and how they will be reached.

Although recent college graduates will be encouraged to participate in the program, the target audience is professionals who want to enhance their value to employers by becoming more familiar with the area of law in which they work. For example, human resource professionals, real estate professionals, people involved with various types of businesses, criminal justice professionals, and people who work in other professional fields with a legal component will be the ideal candidates for this program. Chase intends to reach this audience through various forms of advertising, both on-line and in print.

c. Describe the student recruitment and selection process.

Admissions decisions will be based on each applicant's educational record, work history, and other factors addressed in the application. There will be no LSAT requirement.

- d. Identify the primary feeders for the program.

As stated earlier, the program will try to recruit both mid-career professionals as well as recent college graduates. Thus, colleges throughout the area and businesses/employers throughout the area will serve as “feeders” for this program.

- e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

Chase anticipates three students entering the program in the first year. The chart below shows the estimates for enrollment beyond the first year.

- f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester
2015	0	3 (depending on approval date)
2016	0	9
2017	6	12
2018	9	15
2019	15	18

2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.

See Appendix “A,” which is attached to the end of this document.

- a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

See Appendix “A,” which is attached to the end of this document.

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

See Appendix “A,” which is attached to the end of this document.

4. Similar programs: A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

- a. Identify similar programs in other Southern Regional Education Board (SREB) states and in the nation.

For a list of schools with an MLS program, see the end of Appendix "A," which is attached to the end of this document.

- b. If similar programs exist in Kentucky,

There are no similar programs in Kentucky.

- i. Does the proposed program differ from existing programs? If yes, please explain. **N/A**
- ii. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain. **N/A**
- ii. Is access to existing programs limited? If yes, please explain. **N/A**
- iii. Is there excess demand for existing similar programs? If yes, please explain. **N/A**
- iv. Will there be collaboration between the proposed program and existing programs? **N/A**
 - i. If yes, please explain the collaborative arrangements with existing programs. **N/A**
 - ii. If no, please explain why there is no proposed collaboration with existing programs. **N/A**

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

1. Will this program require additional resources?

None, other than advertising / publicity regarding the MLS program.

- a. If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

See answer to #1, above.

2. Will this program impact existing programs and/or organizational units within your institution?

No.

- a. If yes, please describe the impact. **N/A**

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

The new costs will be minimal (advertising / publicity). Chase will be utilizing its current course offerings and faculty members to run the new program. No new additional faculty will be needed, and no additional expenses will be incurred.

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

A. Funding Sources, by year of program	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources New Existing	0	0	0	0	0
Narrative Explanation/Justification					
Total Resources Available from Other Non-State Sources New Existing	0	0	0	0	0
Narrative Explanation/Justification:					
State Resources New Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Internal Allocation Internal Reallocation	0	0	0	0	0
Narrative Explanation/Justification: The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.					
<p>This program will not have a significant impact on the allocation or reallocation of funds. Because the MLS students will simply be integrated into the courses already offered at the law school, the available courses will remain the same; the number of faculty members will remain the same; and the costs associated with each course will remain the same.</p>					

Student Tuition New Existing	3 students; 12 credit- hours each; \$518 / credit-hour = \$18,648	9 students; 12 credit-hours each; \$518 / credit-hour = \$55,944	12 students; 12 credit- hours each; \$518 / credit- hour = \$74,592	15 students; 12 credit- hours each; \$518 / credit- hour = \$93,240	18 students; 12 credit- hours each; \$518 / credit-hour = \$111,888
Narrative Explanation/Justification: Describe the impact of this program on enrollment, tuition, and fees.					
<p>The figures above represent estimates regarding the number of students in the program, the number of credit-hours each student will be taking each year, and the cost of tuition. The tuition cost is based on this year's graduate tuition rate, and it does not include any increases. Students in the MLS program would be charged the regular graduate tuition rate; the students would not be paying NKU-Chase tuition rates. The estimates above do not take into account any full-time students; rather, they include only part-time students taking six credit-hours per semester (twelve per year). The estimates above (especially for years two through five) are conservative. Specifically, although the number of students increases from three to eighteen, many of those students are double-counted because they will be taking more than one year to complete the degree (and their tuition is therefore counted in more than one year). At the current tuition rates, an in-state student would spend slightly over \$15,500 for his or her degree, and a metro-rate student would spend just under \$19,000 for the degree. The law school does not anticipate more than ten students entering the program each year.</p>					
TOTAL					

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff	0	0	0	0	0
Executive, Administrative, Managerial New Existing	0	0	0	0	0

Other Professional New Existing	0	0	0	0	0
Faculty New Existing	0	0	0	0	0
Graduate Assistants New Existing	0	0	0	0	0
Student Employees New Existing	0	0	0	0	0
Narrative Explanation/Justification: <i>Includes salaries of all listed above. The MLS program will not require any new faculty or staff positions</i>					
Equipment and Instructional Materials New Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Library New Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Contractual Services New Existing	0	0	0	0	0
Narrative Explanation/Justification					
Academic and/or Student Services New Existing	0	0	0	0	0
Narrative Explanation/Justification					
Other Support Services New Existing	0	0	0	0	0
Narrative Explanation/Justification					
Faculty Development New Existing	0	0	0	0	0
Narrative Explanation/Justification					

Assessment New Existing	0	0	0	0	0
Narrative Explanation/Justification					
Other New Existing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Narrative Explanation/Justification:	The figures for this category constitute the advertising budget.				
TOTAL New Existing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

Students in the MLS program will be required to complete the same work assignments/exams/projects as JD students in the courses. In most courses, the students are assessed in the following ways: (1) a final examination only; (2) a final examination and a mid-term examination; (3) group or individual projects; or (4) performance in simulation exercises. Unlike the JD students who take the bar exam, which provides NKU Chase the opportunity to evaluate the students' mastery of the subject matter, the MLS students will not be expected or allowed to take the bar examination; therefore, the assessment will be based on the students' performance on the exams and class projects. After completing this program, the MLS graduates will be able to do the following: (1) find the laws and regulations relevant to a particular issue; (2) read and understand various types of legal authorities; (3) focus their studies in a particular area of law, gaining a knowledge base that will allow them to be more productive and sought-after employees; and (4) engage in the skill of legal reasoning.

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection.

a. Which components will be evaluated?

All MLS student exams and projects will be evaluated.

b. When will the components be evaluated?

The exams and projects will be evaluated at the end of each semester.

c. When will the data be collected?

The data will be collected at the end of each semester.

d. How will the data be collected?

The MLS program coordinator will collect the data.

e. What will be the benchmarks and/or targets to be achieved?

Each MLS student must earn a passing grade in order to receive credit for the course. A passing grade must be a "C" or above, which is the cut-off for good academic standing for JD students.

f. What individuals or groups will be responsible for data collection?

The MLS program coordinator, with help from the Chase registrar, will collect the data.

g. How will the data and findings be shared with faculty?

The data will be shared with the faculty at a regularly-scheduled faculty meeting.

i. How will the data be used for making programmatic improvements?

If the MLS students' performance indicates a problem, the MLS director will either propose more required prerequisite courses or meet with individual faculty members to determine what might be causing the inadequate performance.

2. What are the measures of teaching effectiveness?

Student performance will be the primary way of measuring teaching effectiveness. Each semester, the MLS students' performance in each class will be analyzed.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

If the MLS students' performance indicates a problem, the MLS director will either propose more required prerequisite courses or meet with individual faculty members to determine what might be causing the inadequate performance.

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

Employment data will be evaluated. For people not yet in the workforce, the office of career services will track their employment at various times after graduation to evaluate employment rates and average salaries. For people who start the MLS program while already working, the office of career services will evaluate whether the degree increases salaries and job mobility.

APPENDIX “A”

The MLS degree is somewhat new, and it has only relatively recently become more prevalent at U.S. law schools. As a result, there is not a large amount of information about these degrees. Nonetheless, the information provided below will address the questions about student and employer demand, salaries, and the benefits of this type of degree.

Introduction

The Master of Legal Studies (MLS), also popularly known as the Master of Studies in Law (MSL), is offered by a number law schools as an alternative to a traditional legal education that would culminate in a Juris Doctorate (JD) degree. These programs are designed for, and usually aimed at, mid-career adults who are not interested in practicing law (or becoming an attorney) but who are interested in developing a better understanding of the law as it affects their careers involving legal or regulatory issues. MLS/MSL programs typically last one full-time academic year (extended for part-time students) and offer a similar curriculum as first-year JD programs, requiring students to enroll in one or more of the following courses: constitutional law, torts, contracts, or civil procedure. In most cases, MLS/MSL students study alongside law students. For the proposed curriculum and estimated time for completion of the proposed MLS program at NKU Chase College of Law, please refer to the pre-proposal document.

Job Prospects

MLS/MSL degrees allow professionals to tailor elective law courses to their particular career fields, such as:

- Business Law
- Criminal Law and Procedure
- Dispute Resolution
- Intellectual Property
- Labor and Employment Law¹

The degree also helps individuals broaden their knowledge base in their current practice areas, such as:

- Human Services
- Court Administration (including Probation Officers)
- Quality Assurance Programs
- Regulatory Agencies
- Criminal Justice
- Juvenile Justice
- Healthcare Administration

¹ <http://www.moritzlaw.osu.edu/programs/msl/> (Ohio State’s Law School’s website)

The degree is also relevant for professionals in the following areas and jobs:

- Business/Marketing: Contracts Specialists and Analysts; Business Consultants; Management Consultants; Economists; Marketers and Advertising Representatives; Market Research Analysts; Executives; Communications Consultants; Office Managers; Corporate Compliance Managers; Forensics Consultants; Public Relations Specialists; Government Relations Specialists; Realtors and Real Estate Agents
- Media/Publishing: Media Consultants; Researchers and Research Analysts; Editors; Writers; Journalists and Reporters; Reference Librarians
- Non-Profit Organization Management: Social Services Director
- Criminal Justice: Legal Investigators; Law Enforcement Officials
- Dispute Resolution: Arbitrators; Mediators; Conciliators
- Intellectual Property (IP): Patent Agents; IP Consultants; Sports & Entertainment Agents; Engineers; Scientists
- Labor and Employment: Labor Relations Managers; Human Resource (HR) Managers; HR Generalists
- General Legal Services: Paralegals; Legal Assistants/Specialists; Law Clerks; Legal Litigation Analysts
- Government Services: Public Administrators; Procurement Officers; Strategists; Lobbyists
- Educational Services: Director of College Programs; University Administrators; Educational Counseling; Educators
- Healthcare: Doctors; Nurses; Counselors; Therapists; Hospital Administrators

Paralegals, one of the professional positions listed above, would find this type of degree particularly helpful. And, according to the Department of Labor, Bureau of Labor Statistics, the career outlook for paralegals shows that paralegal positions are projected to see a faster-than-average growth in job availability through 2022. A major reason for this expected growth is the cost-effectiveness of paralegals. Having an MLS/MSL degree can improve the competitiveness of paralegals in the job market by providing a better base of legal skills.

The table on the next page provides the average salaries for some of the jobs listed above, as provided by the United States Department of Labor, Bureau of Labor Statistics (<http://www.bls.gov/>). The chart below shows that there is a broad range of salaries depending on the field in which an MLS/MSL degree is applied. One statistic missing from this chart (whether a master's degree increases individuals' salaries) was addressed in an article in the winter 2004-05 Occupational Outlook Quarterly. *In that article, economists Jill N. Lacy and Olivia Crosby concluded that a master's degree, on average (covering all professions), results in a twenty-one percent (21%) salary premium over salaries earned by people in the same profession with only a bachelor's degree. This was based on a study of earnings from 2000-2003.*

May 2013 National Wage Data (See footnote references for error data)

from Occupational Employment Statistics Query System²

Job Category or General Job Type	Percentiles (Range of Annual Wages)					Avg Annual Wage
	10%	25%	50% (median)	75%	90%	Mean
Paralegals, Legal Assts ³	\$29,740	\$37,090	\$47,570	\$61,390	\$76,960	\$51,170
Law Clerks ⁴	\$19,100	\$23,610	\$30,180	\$38,530	\$45,250	\$32,280
Advertising, Marketing, Promotions, Public Relations, Sales Managers	\$55,370	\$76,860	\$111,390	\$156,340	\$187,199	\$124,640
Arbitrators, Mediators, Conciliators ⁵	\$35,110	\$43,860	\$60,450	\$96,280	\$136,670	\$76,840
Management, Scientific, and Technical Consulting Services ⁶	Various; see footnote link	Various; see footnote link	Various; see footnote link	Various; see footnote link	Various; see footnote link	Various; see footnote link
Compliance Officers ⁷	\$36,720	\$47,610	\$64,340	\$81,740	\$99,450	\$66,770

The information provided in the previous pages supports the proposition that the MLS degree provides a benefit to students seeking the degree. There are numerous jobs and professional fields in which an MLS degree will prove to be valuable, and as will be addressed later in this response, the number of schools with this type of program also demonstrates that students and law schools are now recognizing the benefits of this degree.

² <http://www.bls.gov/oes/home.htm>

³ <http://www.bls.gov/oes/current/oes232011.htm#%283%29>

⁴ <http://www.bls.gov/oes/2001/oes232092.htm>

⁵ <http://www.bls.gov/oes/current/oes231022.htm>

⁶ http://www.bls.gov/oes/current/naics4_541600.htm#23-0000

⁷ <http://www.bls.gov/oes/current/oes131041.htm>

Student Demand:

The ABA collects enrollment data for non-JD degree programs and has reported that 1,738 students (sixteen percent of total non-JD enrollment) in 2013 were enrolled in degree programs for non-lawyer professionals. Below is a list of the ABA-accredited law schools that offer master's degree programs and had enrollment in these programs in 2013.

- Appalachian School of Law – Master in Legal Studies (focusing on paralegal studies)⁸: *CNNMoney.com* recently ranked legal assistants and paralegals as 14th in the Top 20 jobs for “people who want more pay, more upside, and more control over where they’re going.”
- Arizona State University – Master of Legal Studies (many concentrations): *Patent Practice; MLS and W. P. Carey Graduate Business Degree Programs; MLS and Master in Sustainable Solutions (MSUS); Customized MLS – Focus on Global Legal Studies, Public Health Law and Policy, North American Law Degree (Canadian Law), Sustainability, Sports Law and Business*
- University of Arizona – Master of Legal Studies⁹: *Specialization in Legal Compliance & Legal Risk Management; Specialization in Mining Law & Policy; Specialization in Environmental Law & Policy; Specialization in Tax Law & Policy; Specialization in International Trade & Business Law; Specialization in Criminal Law & Policy; Specialization in Family Law*
- University of California-Hastings College of the Law – Has MSL degree in the following¹⁰: *Health and Science; Business and Technology; Self-Designed MSL Program*
- Capital University Law School – In addition to dual degree programs, Capital offers the following non-JD programs: *a Master of Taxation (M.T.) for twenty-four credits¹¹; eighteen-credit Mediation and Dispute Resolution Certificates for non-law students with undergraduate degrees¹²; a paralegal program (citing the Bureau of Labor Statistics, “the paralegal and legal assisting field is expected to grow at a rate of 17% between 2012 and 2022. This is 6% faster than the average industry growth rate.”)¹³ ; Life Care Planner Program.¹⁴; Legal Nurse Consulting (LNC) Program, for experienced registered nurses who are looking for an opportunity to use their medical expertise as a member of a legal team.¹⁵*
- Cleveland-Marshall College of Law – Offers an MLS with an array of tracks applicable to various industries and careers, such as¹⁶: *Business and Corporate Law; Corporate Compliance; Criminal Law; Elder Law; Health Law & Healthcare Compliance; International Law; Litigation; Sports and Entertainment Law; Students may also work with a faculty advisor to build an individualized curriculum.*
- University of Dayton School of Law – Offers MSL focused on Intellectual Property and Technology Law¹⁷

8 <http://www.asl.edu/Graduate-Programs.html>

9 <http://www.law.arizona.edu/MLS/>

10 <http://www.uchastings.edu/academics/grad-division/msl-program/index.php>

11 <http://law.capital.edu/GradLawMTFAQ/>

12 <http://law.capital.edu/MediationDisputeResolution/>

13 <http://law.capital.edu/Paralegal/>

14 <http://law.capital.edu/LifeCarePlanner/>

15 <http://law.capital.edu/LNC/>

16 <https://www.law.csuohio.edu/academics/mls>

17 https://www.udayton.edu/law/academics/grad_program/msl_degree.php

- University of Denver Sturm College of Law – Offers a number of graduate-level options, including an MLS, for non-J.D. students¹⁸
- Drake University – Offers a Master of Jurisprudence (MJ) degree, which is similar to an MLS/MSL, in the following concentrations¹⁹: *MJ in Intellectual Property Law; MJ in Individualized Legal Studies*
- Emory University School of Law – Offers a Juris Master (JM) degree, which is similar to an MLS/MSL²⁰
- Hamline University School of Law – Offers a Master in the Study of Law, touting its Dispute Resolution and Healthcare Compliance concentrations
- John Marshall Law School – Offers five Master of Science degrees in the following concentrations²¹: *Employee Benefits; Intellectual Property Law; Information Technology & Privacy Law; Real Estate Law; Tax Law*
- Loyola University of Chicago School of Law – Offers dual degree programs and exclusively online MJ programs, in association with Kaplan University Concord Law School in the following concentrations: *Online MJ in Business Law²²; Online MJ in Children’s Law & Policy²³; Online MJ in Health Law²⁴*
- University of Maryland Francis King Carey School of Law – Offers a thirty-credit Master of Science in Law in five concentrations²⁵: *Crisis Management; Cybersecurity; Environmental Law; Healthcare Law; Patent Law*
- University of the Pacific McGeorge School of Law – Offers a Master of Science in Law²⁶ in five concentrations²⁷: *Criminal Justice; Health Administration and Law; Human Resources/Conflict Management; Government and Public Policy; Water and Environmental Law*
- Michigan State University College of Law – Offers MLS/MSL equivalent in the following:²⁸*MJ in Intellectual Property and Communications Law; MJ in Global Food Law*
- University of Nebraska-Lincoln College of Law – Offers an MSL²⁹
- University of New Hampshire School of Law – Offers a Master’s Degree in Intellectual Property, Commerce and Technology, and International Criminal Law and Justice³⁰
- Northwestern University School of Law – Offers a Master of Science in Law, with the following concentrations³¹: *Intellectual Property and Patent Design; Business Law and Entrepreneurship; Regulatory Analysis and Strategy*
- The Law School of the University of Notre Dame – Offers a Master of Science in Patent Law (MSPL) and an Online Certificate in Patent Prosecution³²
- Nova Southeastern University Shepard Broad Law Center – Offers online Master of Science programs in Education Law, Employment Law, and Health Law³³

18 <http://www.law.du.edu/index.php/master-of-legal-studies>

19 <http://www.law.drake.edu/academics/?pageID=llmMJPrograms>

20 <http://law.emory.edu/academics/jm-degree-program/index.html>

21 <http://www.jmls.edu/MSdegrees/>

22 <http://www.luc.edu/law/centers/business/degrees/mj/index.html>

23 <http://www.childlawmj.org/>

24 <http://www.luc.edu/law/centers/healthlaw/degrees/info/mj.html>

25 <http://www.law.umaryland.edu/academics/msl/>

26 http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law.htm

27 http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Curriculum.htm

28 <http://www.law.msu.edu/llm/index.html>

29 <http://law.unl.edu/master-legal-studies/>

30 <http://law.unh.edu/academics/graduate-programs>

31 <http://www.law.northwestern.edu/academics/degree-programs/msl/>

32 <http://patentlaw.nd.edu/>

33 <https://www.nsulaw.nova.edu/online/mhl/index.cfm>

- Ohio State University Moritz College of Law – Offers a Master in the Study of Law and suggests the following concentrations:³⁴ *Business Law; Criminal Law and Procedure; Dispute Resolution; Intellectual Property and Information; International Law; Labor and Employment Law*
- University of Oklahoma College of Law – Offers an MLS program in indigenous peoples law and energy and natural resources law³⁵
- University of Oregon School of Law – Offers a Master’s Degree in Conflict and Dispute Resolution³⁶
- Pepperdine University School of Law – Offers a thirty-two credit Master of Dispute Resolution (MDR) degree³⁷
- University of Pittsburgh School of Law – Offers an MSL Program³⁸
- Regent University School of Law – Offers an MA in Law³⁹
- University of San Diego School of Law – Offers a Master of Science in Legal Studies (MSLS) degree with the following concentrations⁴⁰: *Business and Corporate Law; Criminal Law; Environmental and Energy Law; Intellectual Property; International Law; Taxation*
- Seton Hall University School of Law – Offers a Master of Science in Jurisprudence (MSJ)⁴¹, with concentrations in Health and Hospital Law, Pharmaceutical and Medical Device Law & Compliance, Intellectual Property Law, and Financial Services Compliance; joint concentrations are also available.⁴²
- Southern Illinois University-Carbondale School of Law – Offers a create-your-own, thirty-credit MSL plus an MSL with concentration in Health Law and Policy.⁴³
- University of Toledo College of Law – Offers a Master of Studies in Law⁴⁴ The school suggests the following concentrations: *Human Resources; Health Care; Criminal Justice; Trust and Estates; Business*
- University of Tulsa College of Law – Offers two online Masters of Jurisprudence (MJ) degrees in partnership with Concord Law School⁴⁵: *Master of Jurisprudence in Energy Law (MJEL); Master of Jurisprudence in Indian Law (MJIL)*
- Vermont Law School – Offers master’s programs in the following⁴⁶: *Master of Environmental Law & Policy (MELP); Master of Energy Regulation & Law (MERL); Master of Food and Agriculture Law & Policy (MFALP)*
- Wake Forest University School of Law – Offers an MSL⁴⁷
- Washington University School of Law (St. Louis) – Offers a Master of Legal Studies, online or on campus⁴⁸
- Widener University School of Law – Offers a vast array of MJ programs⁴⁹ in corporate law (including a sixty-two credit MJ/MBA track)⁵⁰ and health law⁵¹

34 <http://moritzlaw.osu.edu/admissions/msl/>

35 <http://www.law.ou.edu/mls>

36 <http://conflict.uoregon.edu/>

37 <http://law.pepperdine.edu/academics/master-dispute-resolution/>

38 <http://law.pitt.edu/academics/non-lawyers/dls>

39 <http://www.regent.edu/acad/schlaw/programs/lawmasters/>

40 <http://www.sandiego.edu/law/academics/msls/index.php>

41 <http://law.shu.edu/online/graduate-degrees/MSJ/index.cfm>

42 <http://law.shu.edu/online/graduate-certificates/index.cfm>

43 <http://www.law.siu.edu/academics/degree-programs/mls-program/index.html>

44 <http://www.utoledo.edu/law/admissions/apply/mlw.html>

45 <http://masterinlaw.utulsa.edu/master-of-jurisprudence-online-degree-programs/>

46 <http://www.vermontlaw.edu/academics/degrees/masters>

47 <http://msl.law.wfu.edu/>

48 <http://law.wustl.edu/mls/index.aspx>

49 <http://law.widener.edu/Academics/MJPrograms.aspx>

50 <http://law.widener.edu/Academics/MJPrograms/MJCorporateLaw.aspx#jdmba>

51 <http://law.widener.edu/Academics/MJPrograms/MJHealthLaw.aspx>

- Yale University Law School – Offers MSL intended for experienced scholars with doctorates who have research or teaching objectives in mind, or mid-career journalists⁵²

The prevalence of these programs demonstrates that these programs are, in fact, desired by students. And although there are several of these programs across the country, there are no programs like this at the other Kentucky law schools, nor are there programs similar to this in the Northern Kentucky / Greater Cincinnati area. Thus, NKU Chase College of Law would be filling a need in a market where no similar programs exist.

⁵² http://www.law.yale.edu/graduate/msl_program.htm

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JUSTICE DONALD C. WINTERSHEIMER, J.D.

STEPHEN WIRTHLIN, JR., J.D.

ELIZABETH ZINK-PEARSON, J.D.

RECOMMENDATION:

The Board of Regents officially hereby accepts contributions totaling **\$525,000.00** received by the NKU Foundation Inc. and the University during the period February 1, 2015 through March 31, 2015 per the list below.

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. This recommendation includes major contributions of \$25,000 or more for the designated period.

**Gift Detail and Summary Report
Gifts Greater than \$25,000 (2/01/15 - 03/31/15)**

Constituent Name	Date	Fund Description	Cash	Pledge	In-Kind/Other	Totals
S. A. Spiegel	2/6/2015	Judge S. Arthur Spiegel Family Endowed Student Fellowship	\$0	\$25,000	\$0	\$25,000
Anonymous	3/5/2015	The JRG Scholarships	\$0	\$0	\$400,000	\$400,000
William A. Friedlander Fund #2 of the GCF	3/24/2015	Music Department	\$100,000	\$0	\$0	\$100,000
		Grand Totals:	\$100,000	\$25,000	\$400,000	\$525,000

RECOMMENDATION:

That the Board of Regents adopt the 2016-2022 Capital Plan.

BACKGROUND:

The biennial budget process is divided into two distinct parts, (1) the biennial capital budget; and, (2) the biennial operating budget. The capital budget is preceded by the six-year capital planning process. The NKU Capital Plan is a six year plan, consisting of projects to be requested in the 2016-2018 Capital Budget Request and those projects anticipated for inclusion in the 2018-2020 and the 2020-2022 Capital Budget Requests.

The 1990 General Assembly created the Capital Planning Advisory Board and requires all state agencies to submit six year capital plans. The statutes which incorporate the requirements are KRS 7A.010-170. The purpose of this planning is to enable the legislature to understand the comprehensive capital needs of the state and to coordinate requests for space from state agencies. The capital plan includes:

- All construction projects with a scope of \$600,000 or more for all three biennia.
- For 2016-2018, information technology projects with a scope of \$600,000 or more.
- For 2016-2018, equipment projects with a scope of \$200,000 or more.

The priorities outlined in the 2016-2022 Capital Plan will be carried forward this summer to create the 2016-2018 Biennial Capital Budget Request. The top priority project is expansion of the Herrmann Science Center, a project of about 106,000 gross square feet and a cost of \$85 million. Teaching and research labs in the basic sciences are used at maximum levels; additional labs are essential to support growth in the health sciences and STEM fields.

Other priorities include the Acquire/Renovate Center for Legal Education, construction of a new Chiller Plant as recommended by the Master Plan, renovation of the former Highland Heights Civic Center and various projects related to maintenance and upgrade of campus facilities.

Projects and priorities in the plan were heavily influenced by the Campus Master Plan, the VFA Facility Condition report and the most pressing space needs of the university. This plan addresses capital renewal issues in nearly every existing campus building.

Projects which are listed in 2016-2018 with state general funds as the funding source are prioritized. For each biennium, a separate priority listing is prepared for those projects listing agency bonds as the desired fund source. All other projects do not receive a priority ranking in the plan.

Project titles and cost estimates may be adjusted prior to final plan and final capital budget submission. The capital plan can be amended and updated as necessary until mid-September. The Capital Plan Overview, the Capital Plan Project List, the Agency Bond priority list, and a Summary of Projects are attached.

Northern Kentucky University 2016-2022 CAPITAL PLAN

PLAN OVERVIEW

April 15, 2015

Regions that thrive in today's world economy are anchored by high-performing universities that nurture talent in their classrooms and laboratories and then apply that knowledge to advance regional economic and social progress. Challenged by aspirational goals as defined by the Council on Postsecondary Education as well as the local region, Northern Kentucky University is situated in the productive Northern Kentucky region within the Greater Cincinnati metropolitan area. The university's goal to produce an educated, skilled citizenry prepared to creatively confront the problems of our generation requires resources, both physical and financial, and that represents the essence of the university's continuing challenge.

Preparation of this plan was informed by the university's 2009 Master Plan Update; the VFA Facility Condition and Space Adequacy Study; the 2020 strategic plan goals established by the Council on Postsecondary Education; and, the NKU 2013 Strategic Plan. The VFA reports states, "The condition of facilities (at) NKU is generally consistent with the age and construction methods of the facilities...many major system renewals (are) due...and as would be expected, many systems are at the end (or beyond the end) of their expected useful life." The report also states, "The project team recommends CPE and NKU address all three needs (condition, adequacy and capacity) with blended investments to address them simultaneously..."

Although enrollment grew 7% over a 10 year span, it has been down slightly and flat the last five years. The related priorities of recruitment, retention and graduation pervade all institutional strategic objectives. With a fall 2014 enrollment of 15,114 students, the university is operating at maximum capacity in a physical plant designed for a much smaller student enrollment, although the new Health Innovation Center will help reduce the university's exceptional space shortage. The university continues to leverage impressive growth in both online and hybrid classes. NKU has only 81 square feet per student, which is 30% less than the average of the Kentucky comprehensives. This amounts to a deficit of 342,000 net square feet, or about 570,000 gross square feet, the equivalent of five additional academic buildings compared to the average.

NKU's top priority project is expansion of the Herrmann Science Center, a project of about 106,000 gross square feet. Teaching and research labs in the basic sciences are used at maximum levels; additional labs are critical to support essential growth in the health sciences and STEM fields. Other important priorities include the Acquire/Renovate Center for Legal Education, an opportunity for the law school to be located in the urban core of Northern Kentucky, imbedding the law school in the legal community. Other priorities include the construction of a new Chiller Plant and numerous capital renewal projects.

Agency bond authorization is requested for several key projects in 2016-2018, including the "Expand University Drive Parking Garage", "Construct/Acquire Residence Hall 2016-2018" and "Acquire Land/Master Plan".

Priorities in this plan illustrate the institution's multi-faceted commitment to our region: to our students, who demand academic excellence; and, to our community, which demands a well-educated graduate able to contribute to the economic progress of the region. We imagine a better world, and work to make it a reality. To do so requires physical resources which the university lacks. During the 2016-2018 biennium, NKU must gain approval for the critical projects in this plan; the alternative will jeopardize the university's tradition of growth, a tradition our facilities can no longer accommodate.

**Northern Kentucky University
Capital Plan Project List 2016-2022**

Priority	Project	Scope	2016-2018	2018-2020	2020-2022	Fund Source
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Note: Only projects proposed for State funding in 2016-2018 are prioritized in the Capital Plan.

1	Expand Herrmann Science Center	\$ 85,000,000	X			General Fund (State)
2	Acquire/Renovate Ctr for Legal Education	\$ 40,000,000	X			General Fund (State)
3	Renew/Renovate Fine Arts Center Phase II	\$ 66,000,000	X			General Fund (State)
4	Renovate Civic Center Building	\$ 4,600,000	X			General Fund (State)
5	Repair Structural Heaving Landrum/Fine Arts	\$ 7,000,000	X			General Fund (State)
6	Construct Chiller Plant	\$ 19,400,000	X			General Fund (State)
7	Renovate Albright Health Center/Wellness	\$ 12,000,000	X			General Fund (State)
8	Renovate Gateway/Highland Hts Campus	\$ 6,000,000	X			General Fund (State)
9	Renovate Nunn Hall	\$ 7,000,000	X			General Fund (State)
10	Replace Underground Gas Mains	\$ 2,500,000	X			General Fund (State)
11	Renew E&G Buildings Systems Projects Pool	\$ 7,000,000	X			General Fund (State)
TOTAL State Funded Projects 2016-2018		\$ 256,500,000				

Projects that DO NOT get prioritized:

New Construction and Major Expansion Projects

	Construct/Acquire New Residence Hall 2016-2018	\$ 28,500,000	X			Agency Bonds
	Construct/Acquire New Residence Hall	\$ 28,500,000	X			Other/Long-Term Fin.
	Construct Basketball Practice Facility	\$ 15,000,000	X			Other/Private
	Construct Center for Environmental Restoration	\$ 1,000,000	X			Restricted
		\$ 1,000,000	X			Other
	Construct Satellite Parking Lot	\$ 4,200,000	X			Agency Bonds
	Expand University Drive Parking Garage	\$ 15,000,000	X			Agency Bonds
	Renovate/Expand Baseball Field	\$ 5,300,000	X			Restr./Long-Term Fin.
	Renovate Old Science/Construct Health Innovation - Scope Increase	\$ 15,000,000	X			Other/Private
		\$ 5,000,000	X			Restricted

**Northern Kentucky University
Capital Plan Project List 2016-2022**

Priority	Project	Scope	2016-2018	2018-2020	2020-2022	Fund Source
	Construct/Acquire New Residence Hall 2018-2020	\$ 31,000,000		X		Agency Bonds
	Construct College of Business Building	\$ 75,000,000		X		General Fund/Private
	Construct Health Science Expansion Building	\$ 40,000,000		X		General Fund
	Enhance Softball & Tennis Complex	\$ 6,500,000		X		Restr./Long-Term Fin.
	Expand Kenton Drive Parking Garage	\$ 18,500,000		X		Agency Bonds
	Expand/Renovate Regents Hall	\$ 31,000,000		X		Other/Private
	Construct Indoor Track/Multipurpose Facility	\$ 14,000,000			X	Other/Private
	Construct New Baseball Stadium	\$ 13,100,000			X	Other/Private
	Construct Parking Garage #4	\$ 21,500,000			X	Agency Bonds
	Construct Track and Field Stadium	\$ 13,100,000			X	Other/Private

TOTAL Non-State Funded New Construction 2016-2018	\$ 118,500,000
TOTAL New Construction 2018-2020	\$ 202,000,000
TOTAL New Construction 2020-2022	\$ 61,700,000

Major Renovation, Deferred Maintenance and Refurbishing Projects

Acquire/Renovate Ctr for Legal Education	\$ 40,000,000	X			Other/Long-Term Fin.
Guaranteed Energy Savings Performance Contracts	n/a	X			Restr./Long-Term Fin.
Renovate Brown Building	\$ 3,000,000	X			Restricted
	\$ 1,500,000	X			Other/Private
Renovate Residence Halls 2016-2018	\$ 3,500,000	X			Restricted
Repair Norse/Woodcrest Exterior Stairs & Landings	\$ 3,000,000	X			Restricted
Renew Administrative Center	\$ 45,000,000			X	General Fund (State)
Renew Kenton Drive Garage	\$ 1,100,000			X	Restricted
Renew/Renovate Landrum Hall	\$ 43,000,000			X	General Fund (State)
Renew/Renovate MEP Center	\$ 46,000,000			X	General Fund (State)
Renew Steely Library	\$ 46,000,000			X	General Fund (State)
Renew University Center Phase III	\$ 14,000,000			X	General Fund (State)

**Northern Kentucky University
Capital Plan Project List 2016-2022**

Priority	Project	Scope	2016-2018	2018-2020	2020-2022	Fund Source
	Renovate Residence Halls 2018-2020	\$ 2,500,000		X		Restricted
	Repair Structural Heaving Nunn & Bus. Academic Ctr	\$ 6,600,000		X		General Fund (State)
	Renew Business Academic Center	\$ 38,000,000			X	General Fund (State)
	Renew Old Power Plant	\$ 6,000,000			X	General Fund (State)
	Renovate Residence Halls 2020-2022	\$ 2,500,000			X	Restricted
	TOTAL Renovation/Renewal/Refurbish 2016-2018	\$ 51,000,000				
	TOTAL Renovation/Renewal/Refurbish 2018-2020	\$ 204,200,000				
	TOTAL Renovation/Renewal/Refurbish 2020-2022	\$ 46,500,000				
<u>Land and Building Acquisitions</u>						
	Acquire Land/Master Plan 2016-2018	\$ 20,000,000	X			Agency Bonds
		\$ 4,000,000	X			Restricted
	Acquire Land/Master Plan 2018-2020	\$ 20,000,000		X		Agency Bonds
	Acquire Land/Master Plan 2020-2022	\$ 25,000,000			X	Agency Bonds
<u>Information Technology Projects (above \$200,000, 2016-2018 only)</u>						
	Budget Planning System	\$ 1,000,000	X			Restricted
	Campus Telecommunications Upgrade	\$ 1,500,000	X			Restricted
<u>Major Equipment Projects (above \$200,000, 2016-2018 only)</u>						
	Lease-Purchase Coach Bus	\$ 690,000	X			Restr./Long-Term Fin.
	Lease-Purchase Large Format Color Press	\$ 700,000	X			Restr./Long-Term Fin.
	GRAND TOTAL 2016-2018	\$ 453,890,000				
	GRAND TOTAL 2018-2020	\$ 426,200,000				
	GRAND TOTAL 2020-2022	\$ 133,200,000				

Northern Kentucky University
Capital Plan AGENCY BOND Priorities 2016-2022

Priority	Project	Scope	2016-2018	2018-2020	2020-2022	Fund Source
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Note: For projects with Agency Bonds as the fund source, the Capital Plan requires the projects to be prioritized, by biennium.

1	Expand University Drive Parking Garage	\$ 15,000,000	X			Agency Bonds
2	Construct/Acquire New Residence Hall 2016-2018	\$ 28,500,000	X			Agency Bonds
3	Construct Satellite Parking Lot	\$ 4,200,000	X			Agency Bonds
4	Acquire Land/Master Plan 2016-2018	\$ 20,000,000	X			Agency Bonds
		\$ 67,700,000				
1	Construct/Acquire New Residence Hall 2018-2020	\$ 31,000,000		X		Agency Bonds
2	Expand Kenton Drive Parking Garage	\$ 18,500,000		X		Agency Bonds
3	Acquire Land/Master Plan 2018-2020	\$ 20,000,000		X		Agency Bonds
		\$ 69,500,000				
1	Construct Parking Garage #4	\$ 21,500,000			X	Agency Bonds
2	Acquire Land/Master Plan 2020-2022	\$ 25,000,000			X	Agency Bonds
		SUBTOTAL \$ 46,500,000				
		GRAND TOTAL \$ 183,700,000				

**Northern Kentucky University
2016-2022 Capital Plan**

Summary

2016-2018 Capital Projects – Prioritized Projects

Note: Only projects proposed for State funding in 2016-2018 are prioritized in the Capital Plan.

Expand Herrmann Science Center **Priority #1**

Funding Source: **General Fund** (State) Cost Estimate: **\$85,000,000**

The university has an urgent need for additional teaching and research labs for faculty and students in biology, chemistry, physics, geology and engineering technology. A 106,000 square foot addition to the 175,131 Herrmann Natural Science Center would be constructed.

Acquire/Renovate Ctr for Legal Education **Priority #2**

Funding Source: **General Fund** (State) Cost Estimate: **\$40,000,000**

Chase College of Law is currently housed in Nunn Hall, a building located in the center of campus that would more appropriately be used for undergraduate instructional activity. This project envisions acquisition and renovation of an approximate 110,000 gross square foot facility located in Northern Kentucky's urban core for Chase College of Law.

Renew/Renovate Fine Arts Center Phase II **Priority #3**

Funding Source: **General Fund** (State) Cost Estimate: **\$66,000,000**

This project includes renovations to the Fine Arts Center, a 159,000 square foot academic building, and includes capital renewal of building finishes, systems, HVAC and electrical systems, elevators, fire alarm, etc. This project also includes funds to address heaving of the slab-on-grade on the Corbett Theater stage and adjacent areas.

Renovate Civic Center Building **Priority #4**

Funding Source: **General Fund** (State) Cost Estimate: **\$4,600,000**

The university assumed ownership of the Highland Heights Civic Center on July 1, 2010 and renovations are essential. This 9.3 acre parcel is contiguous to campus and is visible from Nunn Drive. The 19,037 square foot building was constructed in the mid-1970's and will house campus police and an office(s) yet to be determined. This building is vacant; it cannot be occupied due to environmental and code compliance issues.

Repair Structural Heaving Landrum/Fine Arts **Priority #5**

Funding Source: **General Fund** (State) Cost Estimate: **\$7,000,000**

This project provides for the elimination of the heaving of the slab-on-grade (or first floor) in an area of about 6,300 square feet in the west wing of Landrum Hall and an area of about 14,400 square feet in the Fine Arts Center. This is a life safety issue.

2014-2016 Capital Projects – Prioritized Projects - CONTINUED

Construct Chiller Plant

Priority #6

Funding Source: **General Fund** (State)

Cost Estimate: **\$19,400,000**

A new Chiller Plant of about 10,000 square feet is needed to provide additional cooling capacity for future buildings. The existing steam and chilled water plant has ample steam capacity, but chilled water capacity will reach maximum production capability upon the addition of a 2,500 ton chiller. This project includes installation of chilled water distribution lines to connect to the campus loop.

Renovate Albright Health Center/Wellness

Priority #7

Funding Source: **General Fund** (State)

Cost Estimate: **\$12,000,000**

This project envisions renovation of about 37,000 square feet in the Albright Health Center to create a Human Health Hub. Upon completion of the Health Innovation Center, this space will be available to house Wellness, the student health clinic and expansion space for the Kinesiology department. Together with the recently renovated and expanded Campus Recreation Center, the Health Center will become a center for wellness.

Renovate Gateway/Highland Hts Campus

Priority #8

Funding Source: **General Fund** (State)

Cost Estimate: **\$6,000,000**

This project will provide for renovation and modernization of Campbell Hall, a 46,915 square foot building located on Gateway's Highland Heights campus. The university has negotiated with Gateway Community College to purchase this 12.02 acre parcel, which is situated at the northern edge of NKU's campus. NKU is currently leasing 14,487 square feet in the building. If acquisition is completed in 2016-2018, building renovation will be necessary.

Renovate Nunn Hall

Priority #9

Funding Source: **General Fund** (State)

Cost Estimate: **\$7,000,000**

Upon completion of the proposed Center for Legal Education, Nunn Hall will become a much needed undergraduate instructional facility and limited renovations will be necessary. Nunn Hall, with 113,451 gross square feet, would accommodate several academic departments.

Replace Underground Gas Mains

Priority #10

Funding Source: **General Fund** (State)

Cost Estimate: **\$2,500,000**

Aging steel underground gas mains are in critical need of replacement.

Renew E&G Building Systems Projects Pool

Priority #11

Funding Source: **General Fund** (State)

Cost Estimate: **\$7,000,000**

This project pool provides the ability to implement much-needed improvements, upgrades and capital renewal investments in the university's educational and general buildings.

2016-2018 Capital Projects – Non-Prioritized Projects

NEW CONSTRUCTION and MAJOR RENOVATION Projects

Acquire/Renovate Center for Legal Education

Funding Source: **Other/Long-Term Financing** Cost Estimate: **\$40,000,000**

Chase College of Law is currently housed in Nunn Hall, a building located in the center of campus that would more appropriately be used for undergraduate instructional activity. This project envisions acquisition and renovation of an approximate 110,000 gross square foot facility located in Northern Kentucky's urban core for Chase College of Law.

Construct/Acquire New Residence Hall 2016-2018

Funding Source: **Agency Bonds** Cost Estimate: **\$28,500,000**

A new 300 bed residence hall of about 105,000 square feet will be needed to provide additional on-campus housing opportunities. A new building may be constructed or an existing facility may be purchased and renovated. On-campus housing enriches the collegiate experience, positively impacting student retention and graduation goals.

Construct/Acquire New Residence Hall

Funding Source: **Other/Long-Term Financing** Cost Estimate: **\$28,500,000**

A new 300 bed residence hall of about 105,000 square feet will be needed to provide additional on-campus housing opportunities. A new building may be constructed or an existing facility may be purchased and renovated. This project would allow privatization of a new residence hall facility. On-campus housing enriches the collegiate experience, positively impacting student retention and graduation goals.

Construct Basketball Practice Facility

Funding Source: **Other/Private Funds** Cost Estimate: **\$15,000,000**

The 34,660 square foot Basketball Practice facility is intended to provide a quality practice and training facility for the men's and women's basketball programs. It will be located on a site near the Bank of Kentucky Center.

Construct Center for Environmental Restoration

Funding Source: **Restricted Funds** Cost Estimate: **\$1,000,000**
Other **\$1,000,000**

The Center for Environmental Restoration is an outreach unit of the university. This building, about 5,000 square feet, will allow the Center to better serve the region.

Construct Satellite Parking Lot

Funding Source: **Agency Bonds** Cost Estimate: **\$4,200,000**

Construction of a large 1,000 to 1,500 car satellite parking area is anticipated for an open land area adjacent to the core academic area of campus. This lot is a key recommendation of the 2009 Master Plan, allowing construction of new buildings on existing surface parking areas.

2016-2018 Capital Projects – Non-Prioritized Projects - CONTINUED

Expand University Drive Parking Garage

Funding Source: **Agency Bonds** Cost Estimate: **\$15,000,000**

The University Drive Garage, constructed in 2000, would be expanded with an addition of up to 550 cars in 192,500 gross square feet. Construction of proposed new academic buildings outlined in this Plan will eliminate several existing surface parking lots and construction of the federally funded Connector Road along the west edge of campus will eliminate about 940 surface lot spaces.

Guaranteed Energy Savings Performance Contracts

Funding Source: **Restricted/Long-Term Financing** Cost Estimate: **n/a**

The Guaranteed Energy Performance Projects Pool serves as a central project pool for Guaranteed Energy Savings Performance Contracts in any university-owned building. These contracts will function as a lease-purchase procurement, using energy savings as payments for improvements, as provided by KRS 56.770 to 56.784.

Renovate/Expand Baseball Field

Funding Source: **Restricted Funds/Long-Term Financing** Cost Estimate: **\$5,300,000**

Upgrades to the existing baseball facility will better position it to accommodate competitive baseball games. Improvements include expanded spectator seating, ADA upgrades, press box, concession area and lighting. Project financing pursuant to KRS 45.763 is requested.

Renovate Brown Building

Funding Source: **Restricted Funds** Cost Estimate: **\$3,000,000**
Other Funds/Private **\$1,500,000**

The Brown Building is a small, 8,586 square foot building that is in need of total renovation. It is vacant; it cannot be occupied due to environmental and code compliance issues. It will be renovated to create much needed office space.

Renovate Old Science/Construct Health Innovation – Scope Increase

Funding Source: **Other/Private Funds** Cost Estimate: **\$15,000,000**
Restricted Funds **\$5,000,000**

The Health Innovation/Old Science renovation project was authorized by the 2014 General Assembly and design is progressing well. A potential external partner will provide additional funds in support of the project, ensuring a margin of excellence as NKU becomes a leader in interdisciplinary health science education and outreach.

Renovate Residence Halls 2016-2018

Funding Source: **Restricted Funds** Cost Estimate: **\$3,500,000**

This project includes various improvements, upgrades and capital renewal projects that need to be accomplished in the university's residence hall facilities.

2016-2018 Capital Projects – Non-Prioritized Projects - CONTINUED

Repair Norse/Woodcrest Exterior Stairs & Landings

Funding Source: **Restricted Funds** Cost Estimate: **\$3,000,000**

Norse Hall and Woodcrest Apartment buildings' exposed steel stairs and steel-framed concrete landings are in critical need of repair due to weather related rust and deterioration.

LAND ACQUISITIONS

Acquire Land/Master Plan 2016-2018

Funding Source: **Agency Bonds** Cost Estimate: **\$20,000,000**
Restricted Funds **4,000,000**

This project will allow the university to take advantage of real property acquisition opportunities during the 2016-2018 biennium to support educational programs and campus development. Land acquisition is critical to the future development of the university; the 2009 Master Plan recommends the purchase of 290 acres. This project includes acquisition of Campbell Hall, Gateway Community College's 46,915 square foot building located on 12.02 acres at the north edge of NKU's Highland Heights campus, as well as purchase of a campus ministry building located in the center of campus.

INFORMATION TECHNOLOGY PROJECTS

Budget Planning System

Funding Source: **Restricted Funds** Cost Estimate: **\$1,000,000**

A new software system is needed to better integrate budget and planning processes with the university's ERP system.

Campus Telecommunications Upgrade

Funding Source: **Restricted Funds** Cost Estimate: **\$1,500,000**

A new IP based solution is needed to replace the university's phone switch, providing an integrated internet-based telecommunications strategy for the campus. This project includes other enhancements designed to increase efficiency and safety while reducing operating expenses.

MAJOR ITEMS of EQUIPMENT

Lease-Purchase Coach Bus

Funding Source: **Restricted Funds/Long-Term Financing** Cost Estimate: **\$690,000**

A new 54 seat bus is needed to replace a passenger bus which is over 24 years old. Project financing pursuant to KRS 45.763 is requested.

2016-2018 Capital Projects – Non-Prioritized Projects - CONTINUED

Lease-Purchase Large Format Color Press

Funding Source: **Restricted Funds/Long-Term Financing** Cost Estimate: **\$700,000**

A new large format color press is needed to replace the university's only large format color press, which is 26 years old. New technology will improve quality and lower cost of printing. Project financing pursuant to KRS 45.763 is requested.

2018-2020 Capital Projects

NEW CONSTRUCTION and MAJOR RENOVATION Projects

Construct/Acquire New Residence Hall 2018-2020

Funding Source: **Agency Bonds** Cost Estimate: **\$31,000,000**

A new 300 bed residence hall of about 105,000 square feet will be needed to provide additional on-campus housing opportunities. A new building may be constructed or an existing facility may be purchased and renovated. On-campus housing enriches the collegiate experience, positively impacting student retention and graduation goals.

Construct College of Business Building

Funding Source: **General Fund/Private** Cost Estimate: **\$75,000,000**

The College of Business has experienced tremendous growth in recent years and is constrained by lack of space and appropriate facilities. A new building with a professional, high-technology teaching and learning environment will provide the college with the ability to better serve the region. The new building will contain about 135,400 square feet.

Construct Health Science Expansion Building

Funding Source: **General Fund** Cost Estimate: **\$40,000,000**

The 60,000 square foot Health Science Expansion project, to be located adjacent to the planned Health Innovation project, which is due to be complete in early 2018, leverages the HIC project to further serve the health science education needs of the region, including engagement with the community.

Enhance Softball & Tennis Complex

Funding Source: **Restricted/Long-Term Financing** Cost Estimate: **\$6,500,000**

The university's softball field and tennis complex, which are adjacent, would be enhanced with additional seating; a small building of about 10,200 square feet with public restrooms, concession area and indoor practice facilities; and, field lighting to allow evening use. Upgrading the field would also allow the university to host KHSAA district, regional and sectional, as well as state competitions.

Expand Kenton Drive Garage

Funding Source: **Agency Bonds** Cost Estimate: **\$18,500,000**

The Kenton Drive Garage, constructed in 2004, would be expanded with an addition of about 665 cars in 223,000 gross square feet. Construction of proposed new academic buildings outlined in this Plan will eliminate several existing surface parking lots and construction of the federally funded Connector Road along the west edge of campus will eliminate about 940 surface lot spaces.

Expand/Renovate Regents Hall

Funding Source: **Other/Private Funds** Cost Estimate: **\$31,000,000**

A 66,400 square foot expansion of Regents Hall, a 28,726 square foot multi-purpose building, would be accomplished to house the athletic department and provide additional practice space for teams. Significant capital renewal is included in this project.

Renew Administrative Center

Funding Source: **General Fund (State)** Cost Estimate: **\$45,000,000**

This project will renew and renovate the Lucas Administrative Center, including upgrade of mechanical, electrical and other systems.

Renew Kenton Garage

Funding Source: **Restricted Funds** Cost Estimate: **\$1,100,000**

The Kenton Drive Garage, constructed in 2004, is in need of capital renewal, including deck repair and waterproofing and painting of steel railings and structural components.

Renew/Renovate Landrum Hall

Funding Source: **General Fund (State)** Cost Estimate: **\$43,000,000**

This project to renew and renovate Landrum Hall, a 100,500 square foot academic building, includes capital renewal to systems and building infrastructure, as recommended by the VFA report, including a new HVAC system. Landrum is the most heavily used of NKU's classroom buildings. This project also includes funds to address the heaving of the slab-on-grade on the first floor of the building's west wing.

Renew/Renovate MEP Center

Funding Source: **General Fund (State)** Cost Estimate: **\$46,000,000**

The project to renew and renovate the Mathematics Education Psychology (MEP) Center, a 128,000 square foot academic building, includes capital renewal to systems and building infrastructure, as recommended by the VFA report, including a new HVAC system. The project also includes funding to accomplish limited architectural renovations to this building.

2018-2020 Capital Projects - CONTINUED

Renew Steely Library

Funding Source: **General Fund** (State) Cost Estimate: **\$46,000,000**

This project will renew various systems and infrastructure in the 141,000 square foot Steely Library, including HVAC and electrical issues. This project also includes funds to address the heaving of the slab-on-grade on the first floor.

Renew University Center Phase III

Funding Source: **General Fund** (State) Cost Estimate: **\$14,000,000**

The project to complete renewal of the University Center, a 102,720 square foot student services building, includes capital renewal to systems and building infrastructure, as recommended by the VFA report, which were not completed in 2012-2013.

Renovate Residence Halls 2018-2020

Funding Source: **Restricted Funds** Cost Estimate: **\$2,500,000**

This project includes various improvements, upgrades and capital renewal projects that need to be accomplished in the university's residence hall facilities.

Repair Structural Heaving Nunn & Business Academic Center

Funding Source: **General Fund** (State) Cost Estimate: **\$6,600,000**

This project provides for the elimination of the heaving of the slab-on-grade (or first floor) in a 15,000 square foot area in Nunn Hall and a 4,000 square foot area in the Business Academic Center. This is a life safety issue.

LAND ACQUISITIONS

Acquire Land/Master Plan 2018-2020

Funding Source: **Agency Bonds** Cost Estimate: **\$20,000,000**

This project will allow the university to take advantage of real property acquisition opportunities during the 2018-2020 biennium to support educational programs and campus development. Land acquisition is critical to the future development of the university. The 2009 Master Plan recommends the purchase of 290 acres.

2020-2022 Capital Projects

NEW CONSTRUCTION and MAJOR RENOVATION Projects

Construct Indoor Track/Multipurpose Facility

Funding Source: **Other/Private Funds** Cost Estimate: **\$14,000,000**

This 95,000 square foot facility will provide an indoor track and much needed indoor practice space for the university's athletic teams.

2020-2022 Capital Projects - CONTINUED

Construct New Baseball Stadium

Funding Source: **Other/Private Funds** Cost Estimate: **\$13,100,000**

A new Baseball Stadium will be constructed on university property north of University Drive. The new facility will include seating for 2,000, parking, a batting cage facility and other amenities; it will replace an existing facility that is inadequate.

Construct Parking Garage #4

Funding Source: **Agency Bonds** Cost Estimate: **\$21,500,000**

A new parking garage of about 700 spaces and 245,000 square feet is envisioned. The location has not been determined. Not only will planned construction displace existing surface lots, but anticipated enrollment growth will increase the need for on-campus parking.

Construct Track and Field Stadium

Funding Source: **Other/Private** Cost Estimate: **\$13,100,000**

A Track and Field facility is needed for intercollegiate track & field competition and physical education, campus recreation, and campus/community fitness; the university currently has no outdoor facilities for this sport. The track stadium would include an eight-lane track, spectator seating for 1,000, restrooms, a concession area, field lighting, a small parking area and an access road.

Renew Business Academic Center

Funding Source: **General Fund (State)** Cost Estimate: **\$38,000,000**

This project involves the renovation of the 110,693 square foot Business Academic Center including capital renewal of building systems, HVAC and electrical systems, elevators, fire alarm, etc. Also included in this project is repair of structural floor heaving in a 4,000 square foot area of the first floor. Finally, upon completion of the new College of Business building, this building may require minor architectural renovations to accommodate new occupants.

Renew Old Power Plant

Funding Source: **General Fund (State)** Cost Estimate: **\$6,000,000**

This project includes capital renewal and renovation of 20,600 square feet of former boiler/chiller space in the old power plant. The space currently houses the university's building services department. Because the space was a boiler/chiller plant, the HVAC system is inadequate.

Renovate Residence Halls 2020-2022

Funding Source: **Restricted Funds** Cost Estimate: **\$2,500,000**

This project includes various improvements, upgrades and capital renewal projects that need to be accomplished in the university's residence hall facilities.

LAND ACQUISITIONS

Acquire Land/Master Plan 2020-2022

Funding Source: **Agency Bonds**

Cost Estimate: **\$25,000,000**

The purpose of this project is to allow the university to take advantage of real property acquisition opportunities during the 2020-2022 biennium to support educational programs and campus development. Land acquisition is critical to the future development of the university. The 2009 Master Plan recommends the purchase of 290 acres.

RECOMMENDATION:

That the Board of Regents approve the Diversity Issues Plan and Gender Issues Plan as part of the NCAA Institutional Performance Program (IPP).

BACKGROUND:

As part of the University's transition from NCAA Division II to Division I, the University is required to submit a comprehensive self-study report to the NCAA Division I Committee on Institutional Performance by May 15, 2015. As part of the report, the University must conduct a thorough and written review of each of 15 specified program areas for gender issues and four program areas for diversity issues. Any identified deficiencies must be incorporated into the plans for improvement. If no deficiencies exist, maintenance plans for each program area must be included. The plans for improvement communicate the University's current commitment, provide benchmarks to assess progress, and serve as records that ensure the University's continued commitments in these two areas. Each plan must be formally adopted by the institution's final authority in such matters to ensure that the plans carry the commitment and support of the entire University.

The NCAA Institutional Performance Program Self-Study Steering Committee respectfully submits the attached Gender-Issues Plan and Diversity-Issues Plan to the Board of Regents for approval.

Attachments:

- Gender-Issues Plan
- Diversity-Issues Plan

**Northern Kentucky University
NCAA Institutional Performance Program Diversity-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
1. Assessment	The Athletics Department lacks regular collection and analysis of data related to the assessment of the effectiveness of its programs and activities for creating a diverse and inclusive environment.	1. Annually conduct a self-study to review and assess the department's diversity issues plan to determine the effectiveness of the measurable goals and steps taken identified in the diversity issues plan.	<p>The Athletic Council's diversity subcommittee will be responsible for monitoring the implementation of the Diversity Issues Plan through the following activities:</p> <ol style="list-style-type: none"> 1. Design and implement a climate survey that evaluates the four diversity program areas. 2. Implement a dashboard of key indicators for ongoing monitoring of diversity related activities. 3. Include the annual assessments of athletics' diversity issues plan in the university's annual Diversity Plan Self-Assessment Report. 4. Review demographic data on student-athletes, staff, and coaches on an annual basis. 	Director of Athletics (AD), Associate Athletics Director for Compliance, representative from the Athletic Council (AC) and from SAAC, and the Senior Advisor to the President for Inclusive Excellence (herein referred to as Senior Advisor), and Institutional Research (IR)	<ol style="list-style-type: none"> 1. Spring 2015 and annually thereafter 2. Fall 2015 3. Fall 2017 and annually thereafter 4. Fall 2015 and annually thereafter

**Northern Kentucky University
NCAA Institutional Performance Program Diversity-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
	(Continued...) The Athletics Department lacks regular collection and analysis of data related to the assessment of the effectiveness of its programs and activities for creating a diverse and inclusive environment.	2. Increase diversity in senior leadership, staff, and coaches.	<p>1. Design a formal five-year assessment system, ensuring that Athletics' hiring practices are aligned with University hiring practices.</p> <p>2. Hold administrators and coaches accountable for diverse applicant pools, advancing diverse candidates, and recruiting diverse student-athletes, by developing relevant criteria in annual reviews.</p> <p>3. Form diverse search committees that are educated on best practices and implicit bias for recruiting and retaining diverse students, faculty, and staff.</p>	Associate Athletic Director for Compliance, Athletic Director, Human Resources, Associate Dean of Student Inclusiveness (ADoSI) and Senior Advisor	Design will be completed by Fall 2015. Implementation will take place spring 2016.

**Northern Kentucky University
NCAA Institutional Performance Program Diversity-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
		(Continued...) 2. Increase diversity in senior leadership, staff, and coaches.	4. Meet with HR and the Office of Inclusive Excellence to determine which positions are best suited for search committees. 5. Strengthen the athletics department's relationships with and advertise with the Minority Opportunities Athletic Association and the National Association of Collegiate Women Athletics Administrators to help support recruitment, hiring, and mentoring opportunities. 6. Work with appropriate athletics staff to develop expertise in diversity hiring and participation in search committees for management positions.		
Assessment	Communication to staff, administrators, coaches, and student-athletes on the	Adopt policies and promote incentives that encourage and ensure that athletic	Integrate relevant aspects of the university's Diversity Plan and Athletics' diversity issues plan into the agenda of	AD, Athletics administration, HR, Senior Advisor, Chair of Athletic Council	To begin Spring 2015 through 2020

Northern Kentucky University
NCAA Institutional Performance Program Diversity-Issues Plan
2015 – 2020

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
	University's and the department of Athletics' commitment to diversity and inclusion needs to be strengthened.	administrators, staff, coaches, and student-athletes participate in diversity related professional development.	regularly scheduled meetings with all staff, coaches, administrators, and student-athletes.		
2. Retention	Athletics department retention programs are not in alignment with the institution's programs for all students.	<ol style="list-style-type: none"> 1. Increase retention of diverse student-athletes. 2. Enhance retention programs for student-athletes. 	<ol style="list-style-type: none"> 1. Evaluate retention data annually to determine if adjustments should be made. 2. Meet quarterly with office of Inclusive Excellence to review progress. 3. Integrate student-athletes into institution-wide student program and activities. 	<p>AD, Associate Athletics Director for Compliance, and Coaches</p> <p>Associate Dean of Student Inclusiveness (ADoSI) and appropriate Student Affairs staff</p>	<p>Begin in Fall 2015 and ongoing annually</p> <p>Begin in Fall 2015 and ongoing</p>
3. Partnerships	The Department of Athletics needs to expand its current partnerships and collaborative efforts in deepening its work around diversity and inclusiveness.	Develop collaborations with the Center for Student Inclusiveness, the Office of Inclusive Excellence, Norse Violence Prevention Center, International	<ol style="list-style-type: none"> 1. Meet with Directors of the units in the Center for Student Inclusiveness to map outreach efforts and programmatic activities for student-athletes. 2. Meet with Inclusive Excellence and HR regarding 	AD, Associate Dean for Student Inclusiveness (ADoSI), Senior Advisor, Institutional Research	Spring 2015 and ongoing

Northern Kentucky University
NCAA Institutional Performance Program Diversity-Issues Plan
2015 – 2020

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
		Students and Scholars, and HR in the development of diversity related professional development opportunities for staff and coaches and programs for student-athletes.	professional development opportunities for staff and coaches. 3. Partner with IR in the development of assessment tools.		
4. Participation in Governance and Decision-Making	The Department of Athletics needs to better communicate and promote opportunities to student-athletes for leadership development and participation in decision-making.	1. Work actively with Student Affairs in the area of leadership development and mentoring services for student-athletes. 2. Increase the diversity of the Student-Athlete Advisory Committee and Athletic Council. 3. Enhance leadership skills of minority	1. Invite the Senior Associate Dean of Student Inclusiveness to meet regularly with SAAC. 2. Educate coaches on importance of outreach to diverse student-athletes regarding leadership opportunities. 3. Expand current student mentoring practices and programs for student-athletes. 4. Provide leadership development opportunities for	AD, Associate Athletics Director for Compliance, senior coaches Partner with the Senior Advisor and Institutional AD staff	Fall 2015 and ongoing

**Northern Kentucky University
 NCAA Institutional Performance Program Diversity-Issues Plan
 2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
		coaches and athletics staff.	minority coaches and athletics staff. 5. Annually assess the diversity of student-athletes in leadership and governance.		

Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
1. Accommodation of Interests and Abilities	Athletics participation rates are not in proportion with student body enrollment rates.	Manage roster sizes to improve percentage of female participation in athletics.	Implement roster size standards to ensure athletic participation by gender is in proportion to student body enrollment.	Director of Athletics, Senior Woman Administrator	Beginning in fall 2015 and monitored annually.
2. Athletics Scholarships	Athletic scholarships are provided at a higher rate to female student-athletes (54%) than their athletic participation rate (51%).	Award scholarships in proportion to athletic participation.	Implement roster size management to ensure athletic participation by gender is proportionate to student body enrollment. Scholarships will then become proportionate to participation.	Director of Athletics, Senior Associate Athletic Director for Business and Finance, Associate Athletic Director for Compliance	Beginning in fall 2015 and monitored annually.
3. Equipment and Supplies	No issues identified within program area evaluation. Maintenance plan included.	Continue to allocate equivalent equipment dollars to each gender.	1. Monitor equipment budgets. 2. Monitor quality, amount, suitability, maintenance and replacement and availability of equipment and supplies.	Senior Associate Director of Athletics for Budget and Finance, Head Coaches	Beginning in fall 2015 and monitored annually.

**Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
4. Scheduling of Contests and Practice Times	No issues identified within program area evaluation. Maintenance plan included.	Continue to provide equivalent opportunities for men's and women's teams in terms of timing of practice, opportunities to practice, and number of contests.	Monitor practice times and competition schedules to ensure men's and women's teams have equitable practice times and number of and quality of competition.	Director of Athletics, Associate Athletic Director for Events and Facility Management	Beginning in fall 2015 and monitored annually.
5. Travel Allowance	No issues identified within program area evaluation. Maintenance plan included.	Continue to allocate equivalent travel dollars to each gender.	Monitor travel expenditures to ensure teams are experiencing equitable transportation, meals and lodging while traveling for competition.	Senior Associate Athletic Director for Business and Finance.	Beginning in fall 2015 and monitored annually.

**Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
6. Academic Support Services	No issues identified within program area evaluation. Maintenance plan included.	Continue to provide equitable academic support to all student-athletes.	Provide equal access to academic advisors, tutors, learning specialists, and other resources for both genders.	Athletics Academic Advisors, Senior Woman Administrator	Beginning in fall 2015 and monitored annually.
7. Coaches	Softball program has one full-time assistant coach, one part-time assistant coach, and one graduate assistant, while baseball (the most comparable sport) has two full-time assistant coaches.	Employ equitable numbers of assistant coaches between softball and baseball.	Upon departure of the part-time assistant coach, hire a second full-time assistant coach for softball to replace the part-time coach and graduate assistant.	Director of Athletics Head Softball Coach	Upon departure of current part-time assistant coach.

**Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
8. Locker Rooms, Practice and Competitive Facilities	Softball and Women's Cross Country and Track share a locker room; several women's cross country and track student-athletes share lockers (two student-athletes per locker.)	Provide one additional locker room with space for either the softball or women's cross country and track student-athletes, so that no two teams share one locker room.	If viable additional space is not gained in Albright Health Center with the opening of the Health Innovation Center in 2018, an area will be created or renovated in a new or existing facility to create one additional locker room area.	Director of Athletics, Associate Athletic Director for Facilities and Event Management, Senior Woman Administrator	To be completed by fall 2019.
9. Medical and Training Facilities and Services	No issues identified within program area evaluation. Maintenance plan included.	Continue to provide equitable access to medical and training facilities and services.	<ol style="list-style-type: none"> 1. Monitor student-athlete access to athletic trainers and team physician. 2. Monitor student-athlete access to athletic training facilities and strength and conditioning facilities. 3. Monitor insurance and medical expenses. 	Associate Athletic Director for Sports Medicine	Beginning in fall 2015 and monitored annually.

**Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
10. Housing, Dining, Facilities and Services	No issues identified within program area evaluation. Maintenance plan included.	<p>1. Continue to provide equitable meal plans and dorm rooms to all student-athletes who receive room and board scholarships and live on campus.</p> <p>2. Continue to provide equal room and board stipends to all student-athletes who receive room and board scholarships and live off campus.</p>	<p>1. Monitor on-campus housing assignments for student-athletes who receive room scholarships.</p> <p>2. Monitor meal plans provided to student-athletes who receive board scholarships.</p> <p>3. Monitor room and board stipend amounts for student-athletes who receive room and board scholarships and choose to live off campus.</p>	Associate Athletic Director for Compliance	Beginning in fall 2015 and monitored annually.

**Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
11. Publicity and awards	No issues identified within program area evaluation. Maintenance plan included.	<p>1. Continue to provide equitable coverage to all sports by allocating communication staff, news releases and social media outreach for all teams.</p> <p>2. Continue to advertise athletics events for all teams equitably.</p>	<p>1. Monitor athletic communication staffing at home events and staff who travel with teams.</p> <p>2. Monitor NKU's athletic website and NKU's athletic social media outlets.</p> <p>3. Monitor athletic marketing promotional schedules.</p> <p>4. Monitor advertising on- and off-campus for contests and season ticket sales.</p>	Assistant Athletic Director for Communication, Assistant Athletic Director for Marketing	Beginning in fall 2015 and monitored annually.

**Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
12. Support Services	Softball program has two offices while the baseball program has three offices.	<ol style="list-style-type: none"> 1. Provide equitable office space to all sport programs. 2. Provide equitable support to all sport programs. 	<ol style="list-style-type: none"> 1. Provide a third office to the softball program upon departure of part-time assistant coach and subsequent hiring of full-time assistant coach. 2. Monitor administrative and clerical support. 3. Monitor office space provided to each sport program. 	Director of Athletics	<p>Upon departure of current part-time assistant coach.</p> <p>Beginning in fall 2015 and monitored annually.</p>

**Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
13. Recruitment of Student-Athletes	Recruiting expenditures were lower for female sports than for male counterpart sports for the last three years (2011-12, 2012-13, and 2013-14.)	Allocate equitable recruiting budgets for male and female sports.	<p>1. The women’s basketball recruiting budget will be increased to \$50,000 (equal to the men’s basketball recruiting budget) for the 2015-16 budget year and monitored annually.</p> <p>2. Because other sports’ recruiting budgets are equitable, recruiting budget allocations will be monitored to ensure continued equity.</p>	Senior Associate Athletic Director for Business and Finance	Beginning in fall 2015 and monitored annually.

**Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
14. Retention	Retention of women's track student-athletes is poorer than retention of all other student-athletes. The low rate of retention in women's track is due to academic ineligibility of several student-athletes.	Require coaching staff to actively recruit academically prepared student-athletes in all sports.	1. Academic advisors will meet with head coaches annually to discuss academic preparedness of all incoming student-athletes, paying particular attention to women's track. 2. Sport administrators will meet with head coaches once each semester specifically to address retention issues. 3. Sport administrators will utilize MapWorks to identify and address potential retention issues.	Coaches Sport Administrators	Beginning in fall 2015 and monitored annually.

**Northern Kentucky University
NCAA Institutional Performance Program Gender-Issues Plan
2015 – 2020**

Elements			Steps		
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing Work
15. Participation in governance and decision making	No issues identified within program area evaluation. Maintenance plan included.	Continue to provide opportunities student-athletes of both genders to participate in SAAC and the Athletic Council.	Monitor student-athlete involvement in SAAC and the Athletic Council.	SAAC Liaison, Senior Woman Administrator	Beginning in fall 2015 and monitored annually.
Evaluation of Plan	No formal procedure in place to annually review gender-issues plan.	Create a procedure to annually review gender-issues plan including a comparison with EADA report and NCAA financial report.	The Senior Woman Administrator will provide the EADA report and NCAA financial report to the Gender Equity Subcommittee of the Athletic Council each February. The Gender Equity Subcommittee will review these reports along with the gender issues plan.	Athletic Council Equity, Diversity and the Student-Athlete Well Being Subcommittee, Senior Woman Administrator	Beginning in spring 2015 and ongoing annually thereafter.

RECOMMENDATION:

That the Board of Regents approve the following resolution establishing and approving the Fiscal Year 2015-16 Annual Unrestricted Operating Budget for Northern Kentucky University.

Recommendation relating to Fiscal Year 2015-16 Budget, Northern Kentucky University, Board of Regents, May 6, 2015:

Be it resolved that, upon due consideration of the recommendation of the President, the Annual Unrestricted Operating Budget for Northern Kentucky University is hereby established and approved in an amount totaling \$223,500,000 for the fiscal year beginning July 1, 2015, and ending June 30, 2016.

Acting in the capacity of chief executive officer of the University and on behalf of the Board of Regents, the President shall have printed the detailed budget of the University embodying this authorization and indicating the various budgets of individual units and the subsidiary expenditure categories. In addition, the President is authorized to approve adjustments between the budget authorizations when such action appears, in his judgment, to represent the best interests of the University. However, any adjustment that alters the Annual Unrestricted Operating Budget authorization of \$223,500,000 shall be submitted to this Board for approval at its next regular meeting.

In the event that unrestricted sources of funds are not sufficient to equal projected unrestricted expenditures, the President shall take appropriate measures to reduce budgeted expenditure authorizations by amounts sufficient to insure that unrestricted expenditures do not exceed authorized unrestricted sources of funds.

In the incurrence of financial obligations and the expenditure and disbursement of University funds available under this authorization, all University units and University personnel or agents shall adhere to and observe applicable laws, regulations, and policies of both the Commonwealth of Kentucky and the University, which govern and control the expenditure of funds. Administrators of the various units shall not authorize nor incur any financial obligation in excess of the budget authorizations.

RECOMMENDATION:

That the Board of Regents authorize the purchase of the 0.81 acre parcel located at 99 Harrison Avenue in Melbourne, Kentucky.

BACKGROUND:

The university became aware of the availability of this parcel close to the Ohio River in Melbourne, adjacent to a designated protected wet land area. An area of about 160 acres adjacent to and in the vicinity of this parcel is held in a Conservation Easement and includes both wetlands and what has been identified as old growth forest. The property will be used by faculty and students as a field research station for instruction and research. The 1,225 square foot single family residence located on the parcel will become the home base for these studies.

The owner has agreed to a purchase price of \$44,000.

RECOMMENDATION:

That a new Sexual Misconduct Policy be approved by the Board of Regents to bring Northern Kentucky University into compliance with all applicable federal legislation, state laws and university policies.

BACKGROUND:

The purpose of this policy is to foster a safe and inclusive educational and work environment that is free from sexual misconduct and to ensuring NKU's compliance with legal requirements.

Sexual Misconduct

Policy Number:	
Policy Location:	
Responsible Official:	Sr. Advisor to the President for Inclusive Excellence
Responsible Office:	Office of Inclusive Excellence
Effective date:	
Next review date:	
Supersedes policy dated:	
Approved by:	

I. Policy Statement

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. Gender-based and sexual harassment, including sexual violence, are forms of sex discrimination in that they deny or limit an individual’s ability to participate in or benefit from university educational programs or activities and employment.

The university fosters a safe and inclusive educational and work environment by providing educational and preventative programs regarding sexual or gender-based harassment; encouraging reporting of incidents and providing prompt and equitable methods of investigation and resolution; making available appropriate and timely services; remedying any harm, and preventing its recurrence. Violations of this policy may result in corrective action up to, and including, termination for faculty and staff, or sanctions up to and including expulsion for students, as determined by the university.

Retaliation against an individual for raising an allegation of sexual or gender-based harassment, for cooperating in an investigation of a complaint, or for opposing discriminatory practices is prohibited. Submitting a complaint that is not in good faith or providing false or misleading information in any investigation of complaints is also prohibited.

Nothing in this policy shall be construed to abridge academic freedom and inquiry, principles of free speech, or the University’s educational mission.

Our current guidelines regarding personal relationships can be found in the [Ethical Principles and Code of Conduct](#) as well as the [faculty handbook](#).

II. Reason for Policy

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment that is free from sexual misconduct and to ensuring our compliance with legal requirements.

III. Authority

In addition to being a violation of university policy, sexual misconduct is prohibited by state and federal laws, including: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in the University's educational programs or activities and work environment; relevant sections of the Violence Against Women Reauthorization Act; Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment and Kentucky state laws and university policies that prohibit discrimination on the basis of sex.

IV. Entities Affected

This policy applies to all members of the NKU community, including faculty, staff, students, guests and visitors whether the behavior occurs on or off-campus at university sponsored events. It also applies to all participants in academic, co-curricular, research, training, or other programs or activities sponsored by NKU on or off campus.

V. Non-Discrimination Statement

Northern Kentucky University does not discriminate based on national origin, race, color, age, gender, gender identity, gender expression, sexual orientation, religion, political affiliation, physical or mental disability, genetic information, pregnancy, and Uniform Services or veteran status in its educational programs and activities, employment, daily operations and admissions policies, in accordance with all applicable federal, state local laws and university policies. No retaliation shall be initiated against any person who makes a good faith report of a violation.

VI. Definitions

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Consent: Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Verbal consent is not a requirement of this policy, however, consent *may* be given by words as long as those words create mutually understandable clear permission regarding willingness to engage in sexual activity.

Consent to any one form of sexual activity cannot alone imply consent to any other forms of sexual activity. Previous relationships or prior consent cannot imply consent to future sexual acts.

Kentucky law (KRS §510.020) states:

Lack of consent results from:

- a) Forcible compulsion;
- b) Incapacity to consent; or
- c) If the offense charged is sexual abuse, any circumstances in addition to forcible compulsion or incapacity to consent in which the victim does not expressly or impliedly acquiesce in the actors conduct.

A person is deemed incapable of giving consent if he or she is:

- a) Less than sixteen (16) years old;
- b) An individual with an intellectual disability or suffering from a mental illness;
- c) Mentally incapacitated;
- d) Physically helpless; or
- e) Under the care or custody of a state or local agency pursuant to court order and the actor is employed by or working on behalf of the state or agency.

Dating Violence: Violence committed by a person –

A. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

B. where the existence of such a relationship shall be determined based on a consideration of the following factors:

1. the length of the relationship
2. the type of the relationship
3. the frequency of interaction between the persons involved in the relationship

Domestic Violence: Domestic violence can be defined as a pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

Kentucky law (KRS §403.720) defines domestic violence and abuse as:

- (1) Physical injury, serious physical injury, sexual abuse, assault, or the infliction of fear of imminent physical injury, serious physical injury, sexual abuse, or assault between family members or members of an unmarried couple.
- (2) "Family member" means a spouse, including a former spouse, a grandparent, a parent, a child, a stepchild, or any other person living in the same household as a child if the child is the alleged victim.
- (3) "Member of an unmarried couple" means each member of an unmarried couple which allegedly has a child in common, any children of that couple or a member of an unmarried couple who are living together or have formerly lived together.

Incapacitation: Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the "who, what, when, where, why or how" of their sexual interaction). Incapacitation can be due to the use of drugs and/or alcohol, when a person is asleep or unconscious, or because of an intellectual or other disability that prevents an individual from having the capacity to give consent.

Kentucky law (KRS §510.020) states:

Lack of consent results from:

- a) Forcible compulsion;
- b) Incapacity to consent; or
- c) If the offense charged is sexual abuse, any circumstances in addition to forcible compulsion or incapacity to consent in which the victim does not expressly or impliedly acquiesce in the actors conduct.

A person is deemed incapable of giving consent if he or she is:

- a) Less than sixteen (16) years old;
- b) An individual with an intellectual disability or suffering from a mental illness;
- c) Mentally incapacitated;
- d) Physically helpless; or
- e) Under the care or custody of a state or local agency pursuant to court order and the actor is employed by or working on behalf of the state or agency.

Individual with an Intellectual Disability: Under Kentucky law (**KRS §510.010**), this means a person with significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period as defined in KRS Chapter 202B.

Intimidation: Implied threats or acts that cause an unreasonable fear of harm in another.

Mental Illness: Under Kentucky law (**KRS §510.10**) this means a diagnostic term that covers many clinical categories, typically including behavioral or psychological symptoms, or both, along with impairment of personal and social function, and specifically defined and clinically interpreted through reference to criteria contained in the Diagnostic and Statistical

Manual of Mental Disorders (Third Edition) and any subsequent revision thereto, of the American Psychiatric Association.

Relationship Violence: Acts, threats or a pattern of abusive behavior of a physical or sexual nature by one partner intended to control, intimidate, manipulate, humiliate, frighten, coerce or injure the other. These acts may be directed toward a spouse, an ex-spouse, a current or former boyfriend or girlfriend, or a current or former dating partner.

Retaliation: Intimidating, threatening, coercing or in any way discriminating against an individual because that person has opposed any behavior prohibited under this policy or because that person has made a complaint or participated in an inquiry or investigation.

Sexual Assault: Sexual assault can be defined as any type of sexual contact or behavior that occurs by force or without the other person's consent. Falling under the definition of sexual assault is sexual activity such as forced sexual intercourse, sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.

Sexual Exploitation: Occurs when an individual takes non-consensual or abusive sexual advantage of another individual for his/her own advantage or benefit, or to benefit or advantage anyone other than the individual being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples include, but are not limited to:

- Prostituting another individual;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (for example, allowing your friends to hide in the closet to watch you having consensual sex);
- Non-consensual distribution of photos, other images or information of an individual's sexual activity, intimate body parts or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Engaging in voyeurism;
- Knowingly transmitting an STI or HIV to another;
- Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;
- Sexually-based stalking and/or bullying may also be forms of sexual exploitation

Sexual Harassment: Unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the university's educational program and/or activities or work environment, and is based on power differentials, the creation of a hostile environment or retaliation. All forms of sexual misconduct identified in this policy are also prohibited forms of sexual harassment.

There are three (3) types of sexual harassment.

- A. *Hostile Environment* – Includes any situation in which there is harassing conduct that is sufficiently severe, pervasive or persistent that it interferes with or denies educational benefits or opportunities or creates an intimidating hostile or offensive work environment. The determination of whether an environment is “hostile” must be based on the totality of the circumstances. The circumstances that contribute to creating a hostile environment include:
- Frequency of contact;
 - Nature and severity of conduct;
 - Whether the conduct was physically threatening;
 - Whether the conduct was humiliating;
 - The effect of the conduct on the alleged victim’s mental or emotional state;
 - Whether the conduct was directed at more than one person;
 - Whether the conduct arose in the context of other discriminatory conduct;
 - Whether the conduct unreasonably interfered with the alleged victim’s educational or work performance;
 - Whether the statement is a mere utterance of an epithet which engenders offense or offends by mere discourtesy or rudeness;
- B. *Quid Pro Quo* – Exists when there are:
- Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
 - Submission to or rejection of such conduct results in adverse action
- C. *Retaliatory Harassment* – Any adverse action taken against a person because of the person’s participation in a complaint or investigation of discrimination or sexual misconduct.

Examples of sexual harassment include, but are not limited to:

- Attempting to coerce an unwilling person into a sexual relationship;
- Repeatedly subjecting a person to egregious, unwelcome sexual attention;
- Punishing someone for refusing to comply with a sexually-based request;
- Conditioning a benefit upon submitting to sexual advances;
- Sexual violence;
- Intimate partner violence;
- Stalking;
- Gender-based bullying
- Display or sharing of sexually graphic material, jokes or slurs

Sexual Misconduct: Any non-consensual act of a sexual nature which may or may not involve physical contact. This includes, but is not limited to, sexual assault (or attempts to commit sexual assault), sexual exploitation, stalking and dating and relationship violence.

Stalking: Stalking can be defined as a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to: feel fear or suffer substantial emotional distress.

Kentucky law (KRS §508.130) defines stalking as:

- (1) (a) To “stalk” means to engage in an intentional course of conduct:
1. Directed at a specific person or persons;
 2. Which seriously alarms, annoys, intimidates, or harasses the person or persons; and
 3. Which serves no legitimate purpose.
- (b) The course of conduct shall be that which would cause a reasonable person to suffer substantial mental distress.

VIII. Reporting Sexual Misconduct

Federal and state laws and university policy prohibit the taking of retaliatory measures against any individual who files a complaint in good faith.

Retaliation against an individual for raising an allegation of sexual or gender-based harassment, for cooperating in an investigation of such a complaint, or for opposing discriminatory practices is prohibited. Submitting a complaint that is not in good faith or providing false or misleading information in any investigation of complaints is also prohibited.

Students:

If you are a student who believes you have been or are the victim of sexual harassment, including sexual assault, dating violence, domestic violence, stalking or other sexual misconduct, you may report such conduct or file a complaint under Title IX with the Deputy Title IX Coordinator in the Dean of Students Office 859-572-5147. Complaints of student sexual misconduct are addressed by the [Code of Student Rights and Responsibilities](#).

Amnesty for Students Who Report Sexual Misconduct:

The university recognizes that a student who is under the influence of alcohol and or drugs at the time of an incident may be hesitant to make a report because of a threat of disciplinary sanctions for her or his own violation of the Code of Student Rights and Responsibilities. A student who reports sexual misconduct, either as a complainant or third party witness will not face disciplinary charges under the Code of Student Rights and Responsibilities. Submitting a complaint that is not in good faith or providing false or misleading information in any investigation of complaints is prohibited.

Faculty/Staff:

If you are a Faculty/Staff member who believes you have been or are the victim of sexual harassment, including sexual assault, dating violence, domestic violence, stalking or other sexual misconduct, you may contact Human Resources and file a complaint with the Deputy Title IX Coordinator for faculty and staff, who serves also as the Director of Employee Relations and EEO - 859-572-7600.

Disciplinary sanctions for any member of the university community engaging in such an act may include suspension or dismissal from the university, corrective action up to and



including termination of university employment, referral for criminal investigation and prosecution under Kentucky law, and other remedial action.

IX. Contacts

In accordance with Title IX regulations, the university has designated Kathleen Roberts as the university's Title IX Coordinator. She is charged with monitoring compliance with these regulations. The Deputy Title IX Coordinators are responsible for investigating allegations of sexual misconduct.

CONTACT INFORMATION

Title IX Coordinator

Kathleen Roberts

Senior Advisor to the President for Inclusive Excellence

Lucas Administrative Center, room 834

Highland Heights KY 41076

Phone – 859-572-6630

Email – robertsk10@nku.edu

Ann James, Associate Dean of Students & Deputy Title IX Coordinator for Students

Office of the Dean of Students

Student Union, room 301

Highland Heights KY 41076

Phone – 859-572-5147

Email – jamesa3@nku.edu

Rachel Green

Director of Employee Relations and EEO & Deputy Title IX Coordinator for Faculty and Staff

Lucas Administrative Center, room 723

Highland Heights KY 41076

Phone – 859-572-7600

Email – greenr5@nku.edu

Leslie Fields, Associate Athletic Director for Compliance & Deputy Title IX Coordinator for Athletics

The Bank of Kentucky Center

Phone – 859-572-7572

Email - fieldsl4@nku.edu

X. Resources

NKU RESOURCES

University Police

EMERGENCY CONTACT – 859-572-7777

Non-Emergency Contact – 859-572-5500

Website – [University Police](#)

You can view NKU safety and security information by clicking below:

[Annual Campus Security Report](#)

[Daily Crime Log](#)

Email - [NKU Police](#)

Norse Violence Prevention Program

Dean of Students/Student Engagement

Student Union – third floor

Phone – 859-572-5685

Website - <http://nvp.nku.edu/>

LGBTQ Programs & Services

Student Union, room 309

Phone – 859-572-5835

Website - <http://lgbtq.nku.edu/>

Health, Counseling and Student Wellness

University Center, room 440

Phone – 859-572-5650

Email – hcsw@nku.edu

Website - <http://hcsw.nku.edu/>

Code of Student Rights and Responsibilities -

<http://deanofstudents.nku.edu/policies/student-rights.html>

Graduate Student Honor Code/Appeals Policy -

http://www.nku.edu/~deanstudents/codes_and_policies/graduate_honor_code/index.php

Chase College of Law Honor Code -

<http://chaselaw.nku.edu/content/dam/chaselaw/docs/students/handbook/Honor-Code%20Jan%202013.pdf>

Employee Grievance Procedure -

http://hr.nku.edu/hrpolicies/employee_relations/grievance.html

Community Resources

Women’s Crisis Center

Northern KY 24 Hour Crisis Line – 1-800-928-3335 or 859-491-3335

Walk-In Locations	
Covington: 835 Madison Ave Covington KY 41011	Maysville: 111 East Third Street Maysville KY 41056
Carrollton: 440 Main Street, 3 rd . Floor Carrollton KY 41008	Williamstown: 141 North Main Street, Suite E Williamstown KY 41097
Hebron: 3580 Hargrave Drive Hebron KY 41048	Vanceburg: 283 Kentucky 59 Vanceburg KY 41179

Website - <http://www.wccky.org/index.php>

Kentucky Domestic Violence Association - <http://www.kdva.org/>

Kentucky Association Sexual Assault Programs, Inc. – <http://www.kasap.org/>

Ohio Domestic Violence Network - <http://www.odvn.org/>

Indiana Coalition Against Domestic Violence - <http://www.icadvinc.org/>
Hotline – 1-800-332-7385

National Resources

National Domestic Violence Hotline – 1-800-799-SAFE (7233)

National Sexual Assault Hotline – 1-800-656-HOPE (4673)

National Center on Domestic and Sexual Violence - <http://www.ncdsv.org/>

Not Alone ~Together Against Sexual Assault - <https://www.notalone.gov/>

GLBT National Help Center – 1-888-843-4564
<http://www.glbtnationalhelpcenter.org/>

GLBTQ Domestic Violence Project – 1-800-832-1901
<http://www.glbtdvp.org/>

RAINN – Rape, Abuse & Incest National Network - <https://rainn.org/>

Stalking Resource Center - <http://www.victimsofcrime.org/our-programs/stalking-resource-center>

Stalking Victims Sanctuary - <http://stalkingvictims.com/>



U.S. Dept. of Justice Office on Violence Against Women -
<http://www.justice.gov/ovw>

Department of Education's Office of Civil Rights

Phone – 1-800-421-3481

Website - ocr@ed.gov.

You may complete an online complaint form

at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

XI. Training

Training is provided annually for students, faculty and staff through Haven, which is a program created by EverFi.

The training is web-based with a module specifically for students and a separate module for faculty and staff. Course information is provided via email to incoming freshman and transfer students in the summer before the fall semester. Any student who does not receive an email regarding Haven and wishes to take the course may contact the Dean of Students office for information. Faculty and staff may access the Haven module by click [here](#).

NKU also offers Green Dot Bystander Intervention training through our Norse Violence Prevention Center. Also provided are: Allied Zone training, Speak Out! Panels and TransAlly Training provided by our LGBTQ Programs & Services director.

XII. Annual Security Report

In accordance with the Federal Crime Awareness and Campus Security (Clery) Act of 1990 and the Kentucky Postsecondary Education Campus Security (Michael Minger) Act of 2000, NKU provides information relating to crime statistics to prospective students, matriculated students and employees.

You can access the Annual Campus Security Report for NKU by clicking [here](#).

References and Related Materials

References:

Related Policies:

Revision History: New Policy

RECOMMENDATION:

That Brandi Fisher receive a posthumous Master of Social Work. The recommendation comes from the Cynthia Reed, Dean of the College of Education and Human Services and Verl Pope, chair of the Department of Counseling, Social Work and Leadership, and has been approved by the provost and executive vice president for academic affairs, as well as the president.

BACKGROUND:

Ms. Brandi Fisher was a student in our Master of Social Work program when she was diagnosed with stomach cancer. She was a quiet, amazing and determined woman who set an example of strength and grace for her classmates during her five month battle with cancer. Brandi passed away in March 2015. Before joining our MSW program Brandi spent 11 years working as a social worker, much of that time with children and the elderly along with the mentally ill and those with substance addictions. This work fueled her desire to gain greater knowledge and skills in providing social work services, particularly to children. In her application to the program, Brandi described herself with three words, "Motivation, Determination and Aspiration." And many of her professors and fellow students would agree. As one staff member said. "I don't think inspirational is a strong enough word to describe Brandi, but inspiration and hope is exactly what she made so many people feel." Brandi was taken from us too soon. However, Northern Kentucky University can honor her and her family with a posthumous Master of Social Work degree.