

MINUTES
OF THE BOARD OF REGENTS
WESTERN KENTUCKY UNIVERSITY

November 2, 2007

AGENDA ITEM 1 - Call to Order

Required statutory notice having been given, the fourth quarterly meeting of the Board of Regents of Western Kentucky University was held in the *Cornelius A. Martin Regents Room* of the Mass Media and Technology Hall on the WKU campus. The meeting was called to order by Chair Lois Gray at approximately 9:30 a.m., CDT.

AGENDA ITEM 2 - Invocation

The invocation was provided by Dr. Richard C. Miller, Associate Vice President for Academic Affairs and Chief Diversity Officer.

AGENDA ITEM 3 - Oath of Office

The formal Constitutional Oath of Office was administered by Ms. Liz Esters, Secretary to the Board and Notary Public to Mr. James N. Johnson of Bowling Green, Kentucky, who was appointed by Governor Ernie Fletcher to a six-year term replacing Mr. Earl Fischer, and to Dr. Patricia Minter, Professor of History, who was elected by the faculty to fill the unexpired term of Dr. Robert Dietle who resigned to become Head of the Department of History. Both new members were presented the official Regents pin by President Ransdell.

Chair Gray, on behalf of the Board, recognized Ms. Liz Esters for her twenty-five years of service as Secretary to the Board and presented her with an engraved silver box from the Board of Regents.

AGENDA ITEM 4 - Roll Call

The following members were present:

Ms. Yvette Haskins
Ms. Judi Hughes
Ms. Jeanne Johnson
Mr. Jim Johnson
Ms. Lois Gray
Mr. Jim Meyer
Dr. Patricia Minter
Ms. Forrest Roberts
Ms. LaDonna Rogers
Ms. Tamela Smith
Mr. Larry Zielke

Others in attendance included: President Gary Ransdell; Ms. Liz Esters, Secretary to the Board of Regents and Staff Assistant to the President; Dr. Barbara Burch, Provost and Vice President for Academic Affairs; Mr. Tom Hiles, Vice President for Institutional Advancement; Dr. Richard Kirchmeyer, Assistant Vice President for Information Technology; Mr. John Osborne, Assistant Vice President for Campus Services; Ms. Ann Mead, Chief Financial Officer; Dr. Wood Selig, Athletics Director; Dr. Gene Tice, Vice President for Student Affairs; and Ms. Deborah Wilkins, General Counsel.

In keeping with the policy of the Board, the agenda for the meeting and information and materials pertinent to items thereon had been mailed in advance of the meeting by the President to members of the Board.

AGENDA ITEM 5 - Resolution of Appreciation

R E S O L U T I O N

WHEREAS, Mr. Robert Earl Fischer, Gallatin, Tennessee, has served as a member of the Board of Regents of Western Kentucky University from July 1992 to July 2007; and

WHEREAS, Mr. Fischer served as Chair of the Board of Regents from 1994-1996 and 2006-2007; and

WHEREAS, this was a transformational period in the life of Western Kentucky University; and

WHEREAS, his term of office was characterized by able leadership, wise counsel, sound business acumen, and faithful service; and

WHEREAS, his loyal service and dedication to his responsibilities have made significant and lasting contributions to the University; and

WHEREAS, Mr. Fischer has given unselfishly of his time, energies, and resources to make WKU better; and

WHEREAS, such leadership and dedicated efforts are deserving of special recognition;

Therefore be it

RESOLVED, that the Board of Regents of Western Kentucky University in a meeting on November 2, 2007, does hereby express its appreciation to Mr. Robert Earl Fischer for his many contributions and for his special Hilltopper enthusiasm and extends best personal wishes for continued success in all his endeavors;

Be it further

RESOLVED, that this resolution be spread upon the minutes and a copy thereof be presented to Mr. Fischer as an expression of the esteem in which he is held by members of the Board.

Ordered at Bowling Green, Kentucky, this 2nd day of November in the year of our Lord two thousand and seven.

Lois W. Gray, Chair
Board of Regents

Gary A. Ransdell, President
Western Kentucky University

Motion by Ms. Haskins, seconded by Mr. Meyer to approve the above resolution, and carried unanimously.

AGENDA ITEM 6 - Disposition of Minutes of the Special Meeting of June 22, 2007, and the Third Quarterly Meeting of July 13, 2007

The June 22 and July 13 minutes were presented for approval; motion to approve by Ms. Hughes, seconded by Ms. Rogers. Motion carried.

AGENDA ITEM 7 - Committee Reports

7.1 Academic Affairs Committee, Ms. LaDonna G. Rogers

7.1.1 REQUEST: Approval of faculty emeritus/a status for recommended individuals.

FACTS: Listed below are faculty members who have been recommended by the tenured faculty, department head, and college dean to be awarded emeritus/a status. They have served the University for at least ten years and have had distinguished records of achievement and service at the University.

Potter College of Arts & Letters

Department of Communication

Dr. Judith Hoover, Professor of Communication, Emerita

Department of English

Dr. Ward Hellstrom, Professor of English, Emeritus

Dr. Nancy Roberts, Associate Professor of English, Emerita

Dr. Joe Survant, Professor of English, Emeritus

School of Journalism and Broadcasting

Ms. Jo-Ann Albers, Professor of Journalism and Broadcasting, Emerita

Modern Languages

Dr. Linda Pickle, Professor of Modern Languages, Emerita

Ogden College of Science and Engineering

Department of Biology

Dr. Larry Elliott, Professor of Biology, Emeritus

Gordon Ford College of Business

Department of Economics

Dr. Charles Roberts, Associate Professor of Economics, Emeritus

RECOMMENDATION: President Ransdell recommends approval of faculty emeritus/a status for the individuals as listed.

Motion for approval of the recommended faculty emeritus/a status for the above-listed faculty was made by Mr. Zielke, seconded by Ms. Haskins, and carried unanimously.

7.1.2 REQUEST: Approval of an Honorary Doctor of Humanities degree for Mr. Arthur Sulzberger, Jr.

FACTS: The University Honorary Doctorate Degree Committee reviewed the credentials of several outstanding candidates for the honorary degree and has recommended that this individual be awarded a degree at the next appropriate commencement.

Mr. Arthur Sulzberger, Jr. is Chairman of The New York Times Company, and Publisher of *The New York Times*, having held this latter position since 1992. Mr. Sulzberger holds a bachelor's degree in political science from Tufts University, and is a graduate of the Harvard Business School's Program for Management Development. During his tenure at the helm of *The New York Times*, Mr. Sulzberger has been instrumental in advancing the American Democracy Project, a partnership between the American Association of State Colleges and Universities (AASCU), the Carnegie Foundation for Excellence and Teaching, and The New York Times.

Since its inception, the American Democracy Project has grown to engage 228 AASCU member institutions in national initiatives to increase students' knowledge, skills, and commitment to civic engagement and citizenship. WKU was one of 18 colleges and universities constituting the initial ADP implementation group, and has been one of the most active participants in (and beneficiaries of) the exponential growth of the civic engagement movement in higher education since that time. Civic engagement is one of the pillars of our institution's plan to promoting a lifelong commitment to social responsibility on the part of students, as well as a key element in fulfilling our public purpose and vision of becoming a leading American university with international reach.

The sustained and significant involvement of *The New York Times* has undergirded the civic engagement movement nationwide, and facilitated the curricular and co-curricular efforts of WKU and other ADP institutions towards meeting the goals of raising students' consciousness about social issues. *The Times* has provided national visibility to ADP through full-page advertising and a web-based presence for the Project, financial support in the form of a special subscription rate for *The New York Times* in the classroom initiative, availability of Times correspondents to serve as speakers and student mentors at ADP campuses, and critical personnel support so that the Times may continue its full participation in the creative growth of the Project.

This commitment clearly emanates from the top. In 2003, Mr. Sulzberger gave a keynote address at the AASCU meeting for presidents and chancellors in which he articulated the role of The New York Times as a "steward of democracy in the same way that AASCU presidents and chancellors are stewards of place." His recognition of the synergy that could be created through sustained collaboration between public universities and corporate partners serves as a national model for (1) extending the learning opportunities for students beyond the boundaries of campus, (2) providing relevant and contemporary contexts for advancing student learning, and (3) helping public institutions achieve their public purpose to an extent not possible without the support of the private and corporate sector.

As these principles are so fundamentally a part of the vision, mission, and efforts of WKU, it is the opinion of the committee that Mr. Arthur Sulzberger, Jr. is an ideal recipient of an Honorary Doctorate.

RECOMMENDATION: President Ransdell recommends that the Honorary Doctor of Humanities degree be awarded to Mr. Arthur Sulzberger, Jr.

Motion for approval of Mr. Arthur Sulzberger, Jr. as the recipient of the Honorary

Doctor of Humanities degree to be awarded at the next appropriate commencement was made

by Mr. Meyer, seconded by Ms. Smith, and carried unanimously.

7.1.3 REQUEST: Approval of a minor in Construction Management offered through the Department of Architectural & Manufacturing Sciences in the Ogden College of Science and Engineering.

FACTS: Students in the Applied Sciences-Architectural program and the Civil Engineering program often elect to work closely with, or be employed by, construction related companies, and a more in-depth knowledge of construction management topics and techniques will make them more marketable in their chosen career fields. The students from these programs and others may find this minor applicable towards their career goals. A minor in construction management requires a minimum of 21 hours, only 9 of which can be duplicated in the student's major program of study. This minor program will respond to the University's Strategic Goal 1: Increase student learning.

BUDGETARY IMPLICATIONS: No new resources will be required.

RECOMMENDATION: President Ransdell recommends approval of a new minor in Construction Management. [See Attachment A]

Motion for approval to establish a new minor in Construction Management was made by Mr. Meyer, seconded by Ms. Roberts, and carried unanimously.

7.1.4 REQUEST: Approval of a new graduate certificate program in International Student Services offered through the Department of Counseling and Student Affairs in the College of Education and Behavioral Sciences.

FACTS: The Certificate in International Student Services program offers preparation to provide international student services as a component of campus internationalization. Students will gain theoretical and applied knowledge regarding student services (international and domestic), expanded cross-cultural awareness and global consciousness, as well as enhanced intercultural communication skills. Recognizing the unique contribution of international students to the learning environment, students who complete the certificate program will be prepared to provide services and programs to meet the needs of international students. The 15-hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires a study abroad course and/or an internship abroad depending on student's international experience (as determined by the advisor upon initial admission to the program). The Certificate in International Student Services may be completed as a stand-alone program, or students admitted into the MAE in Student Affairs may incorporate up to 12 hours of the certificate program into their program of study. This new graduate certificate responds to the University's Strategic Goal 1: Increase student learning.

BUDGETARY IMPLICATIONS: Existing resources will be utilized. No additional funds are requested.

RECOMMENDATION: President Ransdell recommends approval of a new graduate certificate program in International Student Services. [See Attachment B]

Motion for approval to establish a new graduate certificate program in International Student Services was made by Mr. Zielke, seconded by Ms. Smith, and carried unanimously.

7.1.5 REQUEST: Reaffirmation of approval of the Doctor of Education (Ed.D) in Educational Leadership.

FACTS: The development of this program has been under way for at least three years. WKU has formally posted the program on the Council on Postsecondary Education (CPE) website as required, with the last posting being made in December of 2006. In January of 2007, the proposal was approved by the Board of Regents pending CPE approval. In

June of 2007, the Southern Association of Colleges and Schools (SACS) Commission approved a level change for WKU from Level 4 (offers the master's and specialist degrees as the highest degrees) to Level 5 (offers three or fewer doctorate degrees as highest degrees). In July of 2007, the CPE approved new guidelines that indicated criteria for submission of the doctoral program. WKU was directed by the CPE to restructure the proposal in accordance with these guidelines to show that the criteria are met. This has been done and WKU resubmitted its Ed.D. in Educational Leadership Program Proposal to the CPE on October 4, 2007. The substance and content of the proposal submitted have not changed substantially since this Board of Regents approved it on January 27, 2007. The full program proposal, as submitted to the CPE, is provided for review. A reaffirmation of the action taken previously on the proposal is sought to assure the CPE that the proposal submitted to them on October 4, 2007, has been formally reviewed and approved by the WKU Board of Regents.

BUDGETARY IMPLICATIONS: Allocations have already been made for the development and implementation of the program. These allocations will be sufficient until such time that enrollments grow beyond the projected number of cohorts. At that time, new enrollments will be used to support increase in staffing.

RECOMMENDATION: President Ransdell recommends reaffirmation of approval of a new Doctor of Education (Ed.D) in Educational Leadership pending all other necessary approvals. **[See Attachment C]**

Motion for reaffirmation of approval to establish a new Doctor of Education (Ed.D) in Educational Leadership and to urge the approval by the Council on Postsecondary Education was made by Mr. Zielke, seconded by Ms. Smith, and carried unanimously.

Additionally, the Board heard informational updates on:

- ◆ Change existing Industrial Sciences major to Advanced Manufacturing and Architectural Science
- ◆ 2007 Fall Enrollment
- ◆ Wireless Network Project
- ◆ University College

7.2 Executive Committee, Ms. Lois Gray, Chair

7.2.1 Report from Special Committee to Review/Recommend President Ransdell's Contract Addendum

Chair Gray spoke on behalf of a special committee appointed November 2006 to review and recommend a contract addendum for President Ransdell. She noted the following points:

- ▶ Dr. Ransdell is nearing his ten-year anniversary as President of WKU;
- ▶ The Board is proposing that, at the completion of five additional years, there will be an adjustment to the base contract of 15 percent (15%) on January 1, 2012;
- ▶ At the completion of 10 more years, a special salary adjustment of 10 percent (10%) on January 1, 2017;
- ▶ Annual increases will be equivalent to that of faculty and staff;
- ▶ A term of employment in four-year increments which is extended annually for one additional year, thus providing for continuous employment through June 30, 2022;

- ▶ Long Term Care insurance coverage for President and Mrs. Ransdell up to a total annual combined premium amount of \$5,000 per year;

The WKU Foundation has also taken action to establish a non-qualified, deferred compensation plan for the President in the form of a Trust.

- ▶ The WKU Foundation will fund the Trust, and the College Heights Foundation has agreed to act as trustee to hold and administer the fund.
- ▶ The plan would be funded by annual payments from the WKU Foundation in the amount of \$50,000.
- ▶ The WKU Foundation currently pays the President an annual sum of \$25,000, and the action taken by the Foundation will redirect this payment to the Trust, together with an additional sum of \$25,000.

The provisions of the Addendum also take into account the contributions of Julie Ransdell, which all members of the Board recognize as being both important and significant.

The recommended Addendum to President Ransdell's Employment Agreement with WKU follows:

**ADDENDUM
EMPLOYMENT AGREEMENT
Western Kentucky University**

THIS ADDENDUM TO EMPLOYMENT AGREEMENT ("Agreement") made as of this 2nd day of November, 2007, by and between Western Kentucky University (hereinafter "the University") and Gary A. Ransdell (hereinafter referred to as "Gary Ransdell" or "President").

WITNESS

WHEREAS, Gary Ransdell is employed as President of Western Kentucky University in good standing, under an Employment Agreement dated November 22, 2002 ("Employment Agreement"); and

WHEREAS, the parties now desire to enter into an Addendum to the Employment Agreement, to be effective January 1, 2008.

NOW, THEREFORE, in consideration of the covenants and agreements herein contained, Western Kentucky University and Gary Ransdell covenant and agree as follows:

I. TERM / EXTENSIONS / TERMINATION. The term of employment will commence at the time of the execution of this agreement. The parties agree that so long as the President's performance is deemed satisfactory following a comprehensive and in-depth annual performance evaluation of the President by the Board and circumstances do not exist justifying dismissal under KRS 164.360, the term of the President's employment shall proceed in four-year increments which shall be extended annually for one additional year, providing for continuous employment through June 30, 2022.

II. COMPENSATION.

A. BASE SALARY. The President's base salary shall be his salary as of July 1, 2007.

B. ANNUAL ADJUSTMENTS. The President's base salary for subsequent years will be reviewed and established annually, with such annual adjustment to be effective on July 1 of that year, to the average percentage salary increase granted to the faculty at Western Kentucky University. Other special salary adjustments may be granted by the Board, in its discretion. It is

also agreed and understood that so long as the President's performance is deemed satisfactory following evaluation by the Board, the base salary amount shall remain competitive (i.e., at or near the top of) the salaries paid to the presidents of the other comprehensive institutions in the Commonwealth of Kentucky.

III. BENEFITS. In addition to the benefits provided in accordance with the President's Fourth Amended Employment Agreement, the University agrees to provide the President and his wife with Long Term Care insurance coverage up to a total annual premium amount of \$5,000 per year.

IV. ADDITIONAL LONGEVITY INCENTIVE. As an additional incentive for a long-term commitment on the part of the President; if the President remains and is employed as of the dates indicated below, and has received a "satisfactory" or better performance evaluation as of those date, the parties agree that in addition to the annual adjustments provided in paragraph II(A), the President shall be entitled to the following special adjustments:

- 1) A special salary adjustment of fifteen percent (15%) on January 1, 2012; and,
- 2) A special salary adjustment of ten percent (10%) on January 1, 2017.

Unless otherwise specifically amended herein, the parties agree that all terms, conditions, agreements, and provisions of the Fourth Amended Employment Agreement dated November 22, 2002, shall continue in full force and effect for the term as established herein.

This Addendum entered into this 2nd day of November 2007 by:

Lois W. Gray
Chair, Board of Regents
Western Kentucky University

Gary A. Ransdell
President
Western Kentucky University

Motion to approve the compensation package as presented was made by Mr. Zielke, seconded by Ms. Rogers.

Ms. Haskins expressed appreciation to the committee who worked on the compensation package stating, "I'm excited about this package, I think you guys have done a wonderful job putting it together. The most important thing is that we let President Ransdell know that we are pleased, so far, with what he's done, and I think it's very important he's onboard to carry us further with the plans that we have for this University; to go forward with them, it is imperative that he be a part of this University."

Mr. Zielke's motion carried unanimously.

President Ransdell thanked the Board noting, "This Board is putting this University in a very unique position, not only in this State, but in higher education across this country in terms of your focus, your premium on outcomes, and I could not be more honored or privileged to have the opportunity to serve my alma mater in this capacity. Julie feels exactly the same way; we both are pleased to know that our career will be completed here. Fifteen years seems like a lot of time, but the last ten have surely gone by pretty quickly. We have made a lot of progress; and in my

opinion, the way I view the world, whatever we may have done these last ten years is simply a down payment on what, together, we can achieve in the next 15 years. I'll be 70 years old in 2022; by that point, that will be 25 years in the job, and we'll see whether one of us is tired of each other by that point in time. I fully expect to have at least equal, if not greater, level of energy and focus and drive toward what we, together, are about for the transformation that is currently under way. I must say that, not only is it the Board, and certainly the support of both of our Foundations, but we are doing great work with both of our Foundations and have the kind of teamwork between the WKU Foundation and the College Heights Foundation in this regard that is most assuring. Perhaps as important as anything I've just stated is the leadership that is emanating from our Administrative Council. We've got an Administrative Council that has been together five or six years without change, maybe more than that, in terms of any retirements or anybody leaving to go to work for another institution or anything that I can think of. We have continuity; we have strength; we have talent; we have the same level of energy and drive throughout our leadership team at this University; and that, too, is a rare circumstance in higher education. I cannot be more proud of the team we've assembled and the way in which we're working together to achieve what this Board has outlined as priorities and goals in the Strategic Plan that, together, we have not only endorsed but to which we have committed ourselves for these next several years, so 2012 will be the next major benchmark, but there will be many benchmarks to follow. I am confident that this transformation is well in hand, and I could not be more excited about the next five, ten, fifteen years. I am grateful for the Board's encouragement with incentives to meet those benchmarks. We will, and I'm honored to be a part of what you are leading."

Speaking about the annual presidential evaluation, Ms. Gray asked Ms. Roberts to put into a motion the instrument to utilize for the annual evaluation.

Ms. Roberts provided the following background stating, "I have been concerned for some time with the superficiality of our evaluation form, and last year we made some changes to it, but I don't know if it's as comprehensive and as thorough as it should be." She introduced the following motion:

Ms. Roberts made a motion to *ask the Association of Governing Boards of Universities and Colleges to work with the Board of Regents to develop an evaluation form and methodology*

that will result in a thorough, thoughtful, and effective annual evaluation of the President. The motion was seconded by Ms. Haskins and carried unanimously.

Any recommended changes in the evaluation instrument will come back to the Board for approval.

7.2.2 REQUEST: Recommendation for approval of the University's Revised 2008-2014 Six-Year Capital Plan

FACTS: WKU's 2008-2014 Capital Plan was prepared and submitted to the Capital Planning Advisory Board (CPAB) and the Council on Postsecondary Education (CPE) on their deadline of April 15, 2007. We indicated to both agencies that the plan was preliminary and that it had not been reviewed and approved by the Board of Regents. On April 27, 2007, the Board of Regents approved the 2008-2014 Capital Plan as submitted.

On July 20, 2007, Dr. Ransdell made a presentation to the CPAB and responded to questions relative to the overall direction and capital priorities for WKU in the upcoming three biennia. The Capital Plan development process allows each agency to update and amend their capital plan submission until October 1, 2007, in preparation for the January 2008 General Assembly. The WKU Capital Plan has been updated during this period with changes that have not strategically changed our capital priorities but added greater flexibility and increased capability to fifteen (15) of the thirty-eight (38) 2008-2010 projects. Projects that have been updated are identified in red on the revised 2008-2014 report.

In the development of the Six-Year Capital Plan, we incorporated the priorities contained in our Strategic Plan, solicited input from units across the campus, and integrated our priorities with the capital priorities for higher education as outlined by CPE. This plan places a focus on restoring the architectural integrity of our campus and emphasizes capital renewal, renovation of existing facilities, and upgrading our campus infrastructure. We believe that the top priority projects are reflective of the priorities for WKU and consistent with the direction of postsecondary education in Kentucky.

This plan also includes all of the projects vetoed by the Governor in 2006 and which failed to receive authorization by the General Assembly in 2007. They are at the top of the 2008 priority in the state bond and agency bond columns.

RECOMMENDATION: President Gary A. Ransdell recommends that the Board of Regents approve the revised Six-Year Capital Plan. **[See Attachment D].**

Motion to approve the revised 2008-2014 Six-Year Capital Plan for Western Kentucky University was made by Ms. Hughes, seconded by Mr. Meyer, and carried unanimously.

7.2.3 REQUEST: Approval of the purchase of 504 Regents Avenue, Bowling Green, Warren County, Kentucky

FACTS: 504 Regents Avenue is within the designated College of Education building site. The funding source for this acquisition is State bonds, which have been issued for the cost of property acquisition and construction of the replacement building.

Motion to approve the purchase of 504 Regents Avenue, Bowling Green, Warren County, Kentucky, for the sum of \$165,881.90 which includes closing costs was made by Mr. Zielke, seconded by Mr. Meyer, and carried unanimously.

7.2.4 Approval: Naming Facilities as Recommended

RECOMMENDATION: The President recommends that the Board approve the naming of the classrooms, offices, and rooms in University buildings as identified in the attachment in recognition of donors, benefactors, and distinguished faculty.

BACKGROUND: This recommendation is made in acknowledgment of contributions made by the various donors, benefactors, and distinguished faculty to the University. Information outlining the nature of the gift and the background of the individual faculty is attached to this agenda item. [See Attachment E]

Motion for approval of the naming of the classrooms, offices, and rooms in University buildings in recognition of donors, benefactors, and distinguished faculty, as identified in the attachments was made by Mr. Zielke, seconded by Ms. Smith, and carried unanimously.

7.2.5 Update: Construction Projects Status Report

John Osborne, Associate Vice President for Campus Services reviewed the Capital Construction Project Status Report found on pages 89-91 of the agenda packet.

7.2.6 Update: Institutional Advancement and Media Relations

The Institutional Advancement and Media Relations Update found on pages 92-98 of the agenda packet was reviewed by Mr. Tom Hiles, Vice President for Institutional Advancement.

7.3 Finance and Budget Committee, Mr. Jim Meyer, Chair

7.3.1 Acceptance: Auditor's Report and Financial Statements for the Fiscal Year Ended June 30, 2007

FACTS: The financial statements of the University, including Management's Discussion and Analysis, are the responsibility of Western Kentucky University management. The establishment and maintenance of an internal control structure and compliance with laws, regulations, terms, and conditions of grants and contracts also are the responsibility of University management. Western Kentucky University contracts with an independent external auditor who provides to the Board of Regents opinions that the financial statements present fairly the financial position of the University; the University has complied with applicable laws and regulations; and the design and operation of the University's internal control structure are effective.

Crowe Chizek and Company, LLC has completed the audit for the fiscal year June 30, 2007, and has issued its report thereon dated October 8, 2007. The audit was performed in accordance with generally accepted auditing standards (GAAS). These standards are designed to obtain reasonable, rather than absolute, assurance about the financial statements. In performing GAAS procedures, Crowe Chizek and Company, LLC established scopes of audit tests in relation to the financial statements taken as a whole. The audit does not include a detailed audit of every transaction. The Accountants' Report and Financial Statements include separate financial statements for the Western Kentucky University Foundation, WKU Student Life Foundation, and College Heights Foundation. These Foundations are recognized as "discretely presented component units". Comparative information is included for each component unit.

In conjunction with this audit, Crowe Chizek and Company, LLC prepared the Independent Accountant's' Report in Compliance with Specified Requirements of Commonwealth of Kentucky House Bill 622. This State requirement is for an external auditor to express an

opinion on the University's compliance with State requirements pertaining to accounting, auditing and payroll procedures; investments and interest income procedures; and purchasing procedures. The Report states that the University is in compliance with the criteria set forth by the Minimum Audit Scope for Compliance with House Bill 622.

The Independent Accountants' Report includes no issues to be addressed by University management.

As required by OMB Circular A-133, a schedule of findings and questioned costs is included with the Annual Financial Report. The report indicates that there were no findings or questioned costs. Crowe Chizek and Company, LLC notes no material weaknesses in internal control over financial reporting. In its Management Comment Letter, the firm made some observations and recommendations regarding internal control and its operation. These comments will be reviewed by management, and a report on these recommendations will be shared with the Finance & Budget Committee in the future.

The Auditor's Report and Financial Statements were included as separate documents, and a copy is filed in the Board's official files.

Ms. Ann Mead, Chief Financial Officer, noted that the University's financial statements are included in the front; financial statements for the WKU Foundation, the Student Life Foundation, and the College Heights Foundation which are not part of the audit. Each of those entities have their own audit; these are submitted as component units of the University to provide a full picture of all the resources that go toward the benefit of the University. Ms. Mead noted "The audit is squeaky clean with no material weaknesses in internal controls." The Best Practices Letter is not included today but will be brought back to the Finance and Budget Committee with management's responses to the observations and suggested changes that can be made in the internal practices.

Mr. Bernie Backhert, an executive with Crowe Chizek and Company, reviewed the audit and responded to questions by members of the Board.

RECOMMENDATION: President Gary Ransdell recommends that the Board of Regents accept the Auditor's Report and Financial Statements for the fiscal year ending June 30, 2007.

Motion to accept the Auditor's Report and Financial Statements for the fiscal year ending June 30, 2007, was made by Mr. Zielke, seconded by Ms. Haskins, and carried unanimously.

The Board recessed for lunch with the meeting to be reconvened at 2 p.m.

7.3.2 Acceptance: First Quarter Statement of Revenues and Expenditures

REQUEST: Accept for filing the 2007-08 First Quarter Statement of Revenues & Expenditures.

FACTS: Total realized Educational and General (E&G) revenue, as a percentage of the budget, was very similar to the first quarter revenue of 2006-07. State appropriations are distributed on a quarterly basis, but the distribution for each quarter does not represent 25

percent of the total due to the State's variable allocation schedule. Restricted revenues and expenditures for grants and contracts were slightly higher than the first quarter revenues and expenditures of 2006-07, primarily due to the inclusion of additional grant projects. Other revenue includes revenue-generated by individual programs such as Athletics, University Farm, and various revenue-dependent programs. The amount of revenue and the timing of receipt vary, but program administrators know they must manage expenditures so as to not exceed receipts. The percent of budget for revenues in Auxiliary Enterprises is higher than the first quarter revenue of 2006-07, partly due to some contra-revenue entries that have not yet been posted.

The increase in the revised budget for the first quarter of 2007-08 was due to the allocation of net assets to cover accounting requirements relating to the carry forward of encumbrances and balances in various grants and contracts.

RECOMMENDATION: President Ransdell recommends that the Board of Regents accept for filing the 2007-08 Third Quarter Statement of Revenues and Expenditures. [See Attachment F]

Motion to accept for filing the 2007-08 First Quarter Statement of Revenues and

Expenditures was made by Mr. Zielke, seconded by Ms. Haskins, and carried unanimously.

7.3.3 Approve the revisions to the 2007-08 Operating Budget.

FACTS: The proposed revisions to the Western Kentucky University 2007-08 Operating Budget total \$9,717,051. Carry forward allocations from FY 2007 are the result of unallocated revenue earned and under expenditure of budgets intended for carry forward commitments. Balances generated by divisions are being recommended to be returned to the divisions. Below is an explanation outlining the proposed uses of the unbudgeted carry forward funds:

- Balances generated by revenue-dependent programs and workshops are returned to the respective programs;
- Academic Affairs will allocate its unbudgeted carry forward to support programs that generated the surplus (e.g., Summer School, incentive funding for grants and contracts, and Center for Research and Development), and to address funding for construction and renovation projects and division-wide programmatic needs;
- Financial Affairs plans to use its carry forward for technology equipment improvements, a delivery truck for Shipping and Receiving, fencing for Supply Services Building, a GEM car for Inventory Control, hiring more part-time student workers, and professional development;
- Student Affairs and Campus Services' additional carry forward will be used for chilled water line payment and heat plant EPA compliance;
- Information Technology will use its additional carry forward to move to an enterprise-level Content Management System, to move our current email systems to a single enterprise-level Microsoft Exchange email system, and as a one-year interim measure, add a network security specialist; and
- Additional facilities and parking improvements, Academic Complex renovation, outdoor artwork, crisis communication software and equipment, trees replacement, property acquisitions, and lighting will be funded from carry forward balances accruing centrally.

<u>Source</u>	<u>Proposed Revision</u>
Educational and General	
Net Assets	\$ 9,717,051
TOTAL	9,717,051

Use

Net Assets	
Revenue Dependent/Workshops	3,203,236
Academic Affairs	1,284,967
Financial Affairs	122,398
Student Affairs	1,222,280
Information Technology	78,219
University Wide	3,805,951
TOTAL	\$9,717,051

RECOMMENDATION: President Gary A. Ransdell recommends that the Board of Regents approve the revisions to the 2007-08 Operating Budget.

Copies were distributed to the Board of the Net Assets allocation by Category and the FY 2007 Central Carry Forward Expenditures. Those documents were reviewed by Ms. Mead and President Ransdell.

Motion to approve the revisions to the 2007-08 Operating Budget was made by Mr. Zielke, seconded by Ms. Roberts, and carried unanimously.

7.3.4 FY 2004 Budget Reduction Plan and Changes in Implementation

On February 14, 2004, the WKU Board of Regents approved a document which included several administrative policy changes and a financial plan for implementing the FY 2004 recurring and nonrecurring budget reductions. These recommendations were prepared after lengthy discussions with senior administrative officers; however, not all of these recommendations proved to be sound.

After an internal audit highlighting one policy not being followed, it was determined to brief the Board on changes to the implementation of the FY 2004 Budget Reduction Plan.

The following policies are not in place:

1. New budgeting format requiring funds to be budgeted where funds will be expended and eliminating personnel lines vacant for three consecutive budget cycles

Rationale: Divisions need flexibility to preserve the permanent budget as a fiscal plan and to reallocate funds for nonrecurring purposes. Although budgeted personnel lines may not be filled with a permanent employee for three or more years, the funding in these lines may be used for temporary personnel. Additionally, lapsed salaries are reallocated for professional development and other personnel costs such as part-time faculty. Because the budget control is on the total budget level rather than at a more detailed funding level, deficits occur in other budgets with the surplus being generated in the vacant lines.

2. Vesting period for Optional Retirement Program employees.

Rationale: The vesting period was eliminated because it was a detriment for hiring, especially new faculty.

3. Service fee on revenue-dependent programs.

Rationale: Revenue-dependent programs cover all their direct costs of operating. The service fee to support indirect costs was deemed a financial disincentive for these programs.

4. Benefits effective date for new hires will be the first day of the first full month of employment.

Rationale: As this matter was subsequently evaluated and given concerns especially related to the recruitment of faculty, the policy was not implemented as originally proposed. Considerations were given to "fluid" effective dates as well as having differing dates for faculty (first day of hire) vs. staff (first day of month). "Fluid" and/or differing effective dates were problematic with benefit vendors and with overall benefit plan administration. Benefits needed to align with the hire dates to not adversely impact faculty recruitment.

5. Budgeted fringe benefits can be reallocated only for employee fringe benefits (i.e., cover a deficit).

Rationale: Although a new policy was approved, the Carry Forward Policy was not officially revised to reflect this action. Academic Affairs continued operating under the Carry Forward Policy which allowed fringe benefits to be reallocated for professional development.

Health insurance and workers' compensation budgets cannot be reallocated for any other purposes.

Academic Affairs depends on the fringe benefits from vacant positions as a necessary funding stream for professional development of faculty and other personnel costs such as part-time faculty.

6. Carry Forward Policy will be revised to restrict the divisions' carry forward to one half of the amount generated by the respective division.

Rationale: This policy was followed for one year and then we returned to the original policy. Divisions need these funds to address their nonrecurring needs.

7. Unrestricted annual gifts from university donors will be forwarded to the University for budgeting purposes.

Rationale: Insufficient discretionary funds exist within the Foundation to allow the re-direction of all unrestricted gifts to the colleges. A portion of the unrestricted gifts are being retained to offset the costs of borrowing for multi-year pledges.

Ms. Mead noted, "The Board approved a Budget Reduction Plan in 2004 that, in fact, made some temporary and some permanent changes in funding. At the same time, some of our processes and administrative policies were assessed. Given some experience with these policies, we found some of them did not serve us well; for example, changing the benefit date for new hires and changing the vesting period for optional retirement program employees. Programs like that we changed the policies back to previous policies because they were impacting the hiring and employment practices for academics—we didn't want to have an adverse impact on them. Some of the policies that we thought were the right thing to do were either not necessary or we have found other ways to improve our efficiency and accepted that these policies needed to be reversed. The carry forward policy, for example, is very important to the divisions in that they have some assurances that these balances are returned to them and that they are not going to be taxed. We are bringing these back as an informational item. We had indicated back in 2004 that these would be reviewed periodically."

7.3.5 2008-2010 Higher Education Funding Model Update.

Ms. Mead and President Ransdell reviewed the CPE Funding Model that is current.

Dr. Ransdell noted, "We are trying to get unanimous presidential endorsement of the CPE Funding Model so we all go forward in the Legislative Session in support of the Model, which is a lot better for legislators than everybody fighting for their own; capital projects are a different story. There is a CPE-approved list which will help all of us with what's on that list, but the door is open to improve that in any way we can in the legislative process, and we will go through that door as boldly as we can."

7.4 Student Affairs Ms. Yvette Haskins

The Board heard informational reports from various areas of Student Affairs on housing, bookstore, and meal contracts, campus safety and communication, and parking and traffic.

President Ransdell also gave a verbal update and responded to questions about the Gatton Academy for Math and Science.

AGENDA ITEM 8 - Recommendation for Approval of Personnel Actions Since

July 13, 2007

President Gary A. Ransdell recommends approval of the personnel actions contained in the next 15 pages that have transpired since the July 13, 2007, Board meeting.

PERSONNEL CHANGES – FACULTY

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Agriculture	Stephen King	Assistant Professor	01/02/2008			54,000.00	Initial Appointment
Chemistry	Bangbo Yan	Assistant Professor	08/15/2007			48,996.00	Initial Appointment
Curriculum & Instruction	Gena Jeffries	Instructor	08/15/2007			35,364.00	Initial Appointment
Geography & Geology	Kolson Schlosser	Visiting Assistant Professor	08/15/2007	06/30/2008		48,000.00	Initial Appointment
History	Jennifer Hanley	Instructor	08/15/2007	06/30/2008		43,800.00	Initial Appointment
Liberal Arts & Science	Rhea Klenovich	Instructor	08/15/2007			34,692.00	Initial Appointment
Mathematics	Joy Curtis	Instructor	08/15/2007	06/30/2008		32,508.00	Initial Appointment
Mathematics	Matthew Henderson	Visiting Assistant Professor	08/15/2007	06/30/2008		43,500.00	Initial Appointment
Mathematics	Mark Lawrence	Visiting Assistant Professor	08/15/2007	06/30/2008		43,500.00	Initial Appointment
Mathematics	Robert Palmer	Instructor	08/15/2007	06/30/2008		32,508.00	Initial Appointment
Music/Athletics	Jeff Bright	Assistant Professor	07/01/2007			48,000.00	Initial Appointment
Music	Kent Eshelman	Instructor	08/15/2007	06/30/2008		43,800.00	Initial Appointment
Physics & Astronomy	William Komp	Visiting Assistant Professor	08/15/2007	06/30/2008		43,824.00	Initial Appointment
Public Health	Gary English	Department Head/Associate Prof w/tenure	08/15/2007			90,000.00	Initial Appointment
School of Nursing	Lori Diehl	Instructor	08/15/2007			40,008.00	Initial Appointment
School of Nursing	Demara Goodrich	Assistant Professor	08/15/2007			44,004.00	Initial Appointment
Special Instructional Programs	Betty Herron	Visiting Associate Professor	08/15/2007	06/30/2008		52,008.00	Initial Appointment
Theatre & Dance	Andrew Duff	Vstg Professional-in-Residence	08/15/2007	06/30/2008		40,008.00	Initial Appointment
Academic Support, BGCC	Timothy Brotherton	Chair	07/01/2007			60,000.00	Rehire
Academic Support, BGCC	Rita Carroll	Instructor	08/15/2007	12/31/2007		17,628.00	Rehire
Academic Support, BGCC	Mary Gibson	Instructor	08/15/2007	06/30/2008		31,500.00	Rehire
Academic Support, BGCC	Sarah McKinney	Instructor	08/15/2007	12/31/2007		17,628.00	Rehire
Biology	Jose Pedro Do Amaral	Instructor	08/15/2007			35,820.00	Rehire
Communication	James Turner	Instructor	08/15/2007	06/30/2008		36,000.00	Rehire
Consumer & Family Sciences	Deborah Shivel	Instructor	08/15/2007			37,500.00	Rehire
Curriculum & Instruction	Anne Patterson	Instructor	08/15/2007			37,008.00	Rehire
English	Fabian Alvarez	Instructor	08/15/2007			36,000.00	Rehire
English	Marie Guthrie	Instructor	08/15/2007	06/30/2008		36,000.00	Rehire
English	Marya Waters	Instructor	08/15/2007	06/30/2008		36,000.00	Rehire
Geography & Geology	Amy Seymour	Instructor	08/15/2007			34,008.00	Rehire
History	David Serafini	Instructor	08/15/2007	12/31/2007		18,000.00	Rehire
Management	Dana Cosby-Simmons	Vstg Executive-in-Residence	08/15/2007	06/30/2008		50,004.00	Rehire

PERSONNEL CHANGES – FACULTY
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Agriculture	Roger Dennis	Instructor	07/01/2007	12/31/2007		18,984.00	Reappointment
Agriculture	Kristie Guffey	Instructor	07/01/2007	06/30/2008		31,008.00	Reappointment
Agriculture	Cris Scudder	Instructor	07/01/2007	12/31/2007		23,256.00	Reappointment
Computer Information Systems	Melinda Hill	Vstg Executive-in-Residence	07/01/2007	06/30/2008		48,804.00	Reappointment
Ed. Admin., Leadership & Research	Mary O'Phelan	Visiting Associate Professor	07/01/2007	06/30/2008		44,772.00	Reappointment
Geography & Geology	Daniel Reader	Instructor	07/01/2007	12/31/2007		16,500.00	Reappointment
Journalism & Broadcasting	Ami Carter	Professional-in-Residence	07/01/2007	06/30/2008		41,232.00	Reappointment
Management	Randall Capps	Vstg Executive-in-Residence	07/01/2007	12/31/2007		60,000.00	Reappointment
Management	Krist Schell	Instructor	07/01/2007	06/30/2008		53,556.00	Reappointment
Marketing	Donald Mellon	Vstg Executive-in-Residence	07/01/2007	06/30/2008		48,792.00	Reappointment
Physical Education & Recreation	Zachary Callahan	Instructor	07/01/2007	06/30/2008		39,120.00	Reappointment
Philosophy & Religion	Judy Russell	Visiting Assistant Professor	07/01/2007	06/30/2008		46,800.00	Reappointment
Biology	Nilesh Sharma	Instructor	07/01/2007			35,820.00	Status Change
Communication Disorders	Jo Shackelford	Instructor	07/01/2007			42,000.00	Status Change
Community College	Lisa Proctor	Instructor	08/15/2007			38,004.00	Status Change
Computer Science	Lakshmi Narasimhan	Professor	07/01/2007			88,116.00	Status Change
Mathematics	Leslie Plumlee	Instructor	08/15/2007	06/30/2008		32,508.00	Status Change
English	Mary Miller	Professor	10/01/2007		76,596.00	76,704.00	Salary Increase
Biology	Michael Smith	Assistant Professor	07/01/2007		47,940.00	51,096.00	FY Salary Increase
Chemistry	Amanda Brooks	Instructor	07/01/2007		28,776.00	39,990.00	FY Salary Increase
Communication Disorders	Leisa Hutchison	Instructor	07/01/2007		38,004.00	39,528.00	FY Salary Increase
Public Health	Dana Bradley	Associate Professor	07/01/2007		78,828.00	82,044.00	FY Salary Increase
University College	Nathan Phelps	Instructor	07/01/2007		39,216.00	45,000.00	FY Salary Increase
Academic Support, BGCC	Lee Emanuel	Stipend	07/01/2007	06/30/2008		2,400.00	Stipend
Agriculture	Nevil Speer	Stipend, Graduate Studies	07/01/2007	06/30/2008		2,400.00	Stipend
Accounting	Yining Chen	Stipend	07/01/2007	06/30/2008		16,008.00	Stipend
Architect & Manufacturing Sciences	Gregory Arbuckle	Stipend	07/01/2007	06/30/2008		9,000.00	Stipend
Biology	Douglas McElroy	Stipend, Quality Enhancement	10/01/2007	06/30/2008		6,000.00	Stipend
Communication Disorders	Mary Moore	Stipend, CD Clinic	07/01/2007	06/30/2008		4,200.00	Stipend
Computer Science	Arthur Shindhelm	Interim Department Head	08/15/2007	05/15/2008		9,000.00	Stipend
Engineering	Stacy Wilson	Interim Department Head	08/15/2007	05/15/2008		9,000.00	Stipend
English	Jane Olmsted	Director, Women's Studies	07/01/2007	06/30/2008		3,600.00	Stipend
English	Jane Olmsted	Stipend, University College	10/01/2007	06/30/2008		3,600.00	Stipend
Extended Campus – Owensboro	Joseph Etienne	Stipend, Interim Associate Dean	07/01/2007	06/30/2008		6,000.00	Stipend
Health Sciences, BGCC	Kimberly Harris	Stipend, Interim Chair	07/01/2007	06/30/2008		6,000.00	Stipend
Psychology	Daniel Roenker	Stipend, J. C. Todd Professor	07/01/2007	06/30/2008		12,000.00	Stipend

PERSONNEL CHANGES – FACULTY
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Geography & Geology	James Bingham	Optional Retiree	07/01/2007			20,520.00	Optional Retirement Appt
Physical Education & Recreation	Mary Cobb	Optional Retiree	01/01/2008			17,832.00	Optional Retirement Appt
University College	Sylvia Pulliam	Optional Retiree	07/01/2007			13,092.00	Optional Retirement Appt
Agriculture	Alvin Bedel	Optional Retiree	07/01/2007		25,608.00	12,804.00	Optional Retirement Chg
Physical Education & Recreation	Thad Crews	Optional Retiree/Interim Head	07/01/2007	06/30/2008	30,648.00	50,004.00	Optional Retirement Chg
Public Health	David Dunn	Optional Retiree/Interim Head	07/01/2007	08/31,2007	35,076.00	50,004.00	Optional Retirement Chg
Biology	Martin Houston	Optional Retiree	06/30/2007				Optional Retirement End
Engineering	Stacy Wilson	Professor	TBD				Delay Sabbatical
Library Special Collections	Nancy Baird	Professor	TBD				Delay Sabbatical
Community College	Nancy English	Assistant Professor	06/30/2007				Retirement
Library Special Collections	Constance Mills	Assistant Professor	10/31/2007				Retirement

PERSONNEL CHANGES – GRANTS

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Educational Television Services	Joshua Niedwick	Associate Producer/Director	08/30/2007	09/30/2008		34,800.00	Initial Appointment
Hoffman Institute - POD	Chrissie Hollon	Hydrologic Technician	10/01/2007	09/30/2008		28,008.00	Initial Appointment
Kentucky Climate Center - POD	Zachary Brown	Application Developer	08/20/2007	07/31/2008		39,996.00	Initial Appointment
Training/Technical Assistance Svcs	Carolyn Garrett	Teacher	08/27/2007	10/31/2007		24,480.00	Initial Appointment
Special Instructional Programs	Susan Miller	BW PT Tech 00	07/01/2007	06/30/2008		11.12	Appt, Secondary
Chemistry	Troy Reece	BW PT Temp Tech 00	08/27/2007	05/15/2008		11.20	Rehire
Psychology	Whitney Greenwell	BW PT Temp Tech 00	09/01/2007	08/31/2008		11.00	Rehire
Biology	Priya Padmanabhan	Post-Doctoral Research Associate	07/01/2007	05/31/2008	28,704.00	30,000.00	Status Change
Biology	Jennifer Stovall	Research Assistant	08/01/2007	04/30/2008	13.00	28,008.00	Status Change
Psychology	Paul Markham	Visiting Assistant Professor	08/01/2007	07/31/2008	40,000.08	54,000.00	Status Change
Psychology	Stephen Pavey	Visiting Assistant Professor	08/01/2007	07/31/2008	42,000.00	54,000.00	Status Change
Student Disability Services	Peggy Wallace	Captionist	08/15/2007	06/30/2008	15.00	16.00	Status Change
Student Disability Services	Deborah Ward	Staff Interpreter	08/15/2007	06/30/2008	23.00	24.00	Status Change
Training/Technical Assistance Svcs	Misela Bulut	Teacher	07/02/2007	06/30/2008	9.65	19,200.00	Status Change
Center for Math, Science & Env. Ed.	Jaiya Ellis	FT Temp PNF	07/01/2007	12/31/2007	26,004.00	26,004.00	Reappointment
Chemistry	Rebecca Davis	BW PT Temp Tech 00	08/16/2007	07/31/2008	8.00	11.20	Reappointment
Psychology	Lauren Cunningham	MN Temp PNF 00	07/01/2007	10/31/2007	32,004.00	32,004.00	Reappointment
Student Disability Services	Carrie Powell	BW PT Tech 00	08/01/2007	06/30/2008	35.00	35.00	Reappointment
Student Disability Services	Sandra Thompson	BW PT Tech 00	08/27/2007	06/30/2008	35.00	25.00	Reappointment
Student Disability Services	Candaes Williams	BW PT Temp Tech 00	08/27/2007	06/30/2008	25.00	25.00	Reappointment
Child Care	Amber Boards	Component Coordinator	07/01/2007	10/31/2007	31,764.00	32,724.00	Grant 7/1 Salary Increase
Child Care	Connie Dye	Teacher	07/01/2007	10/31/2007	23,040.00	23,736.00	Grant 7/1 Salary Increase
Child Care	Amanda Kelly	BW PT Tech 00	07/01/2007	10/31/2007	10.20	10.51	Grant 7/1 Salary Increase
Educational Enhancement Programs	Patricia Ault	Office Associate	07/01/2007	09/23/2007	24,888.00	25,152.00	Grant 7/1 Salary Increase
Educational Opportunity Center	Rita Meredith	Counselor	07/01/2007	08/31/2007	25,704.00	27,324.00	Grant 7/1 Salary Increase
Ogden College/Science & Engineering	Rickard Toomey	Director, Applied Research/Tech	07/01/2007	06/30/2008	58,008.00	62,148.00	Grant 7/1 Salary Increase

PERSONNEL CHANGES – GRANTS
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
South Central AHEC	Veronica Drake	AHEC Clinical Education Coord	07/01/2007	06/30/2008	37,140.00	38,628.00	Grant 7/1 Salary Increase
South Central AHEC	Joyce Dunagan	Coordinator III	07/01/2007	06/30/2008	37,896.00	40,176.00	Grant 7/1 Salary Increase
South Central AHEC	Veronica Goad	Office Associate	07/01/2007	06/30/2008	26,496.00	27,552.00	Grant 7/1 Salary Increase
South Central AHEC	Juan Gutierrez	Health Programs Specialist	07/01/2007	06/30/2008	30,900.00	32,136.00	Grant 7/1 Salary Increase
South Central AHEC	Pamela Jarboe	AHEC Medical Information Coord	07/01/2007	09/20/2007	37,764.00	39,276.00	Grant 7/1 Salary Increase
South Central AHEC	Lucy Juett	AHEC Project Director	07/01/2007	06/30/2008	66,072.00	68,712.00	Grant 7/1 Salary Increase
South Central AHEC	Donita Lashley	HETC Health Programs Spec	07/01/2007	06/30/2008	36,756.00	38,232.00	Grant 7/1 Salary Increase
Special Instructional Programs	Susan Slaughter	Evaluation Specialist	07/01/2007	06/30/2008	37,008.00	37,968.00	Grant 7/1 Salary Increase
Special Instructional Programs	Betsy Kitchens	Program Consultant	07/01/2007	06/30/2008	37,308.00	38,256.00	Grant 7/1 Salary Increase
Special Instructional Programs	Susan Miller	BW PT Tech 00	07/01/2007	06/30/2008	10.59	11.61	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Dennis Angle	Graphics Specialist	07/01/2007	06/30/2008	48,444.00	49,656.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Sanja Berec	Teacher	07/01/2007	08/31/2007	22,944.00	23,640.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Harry Bickel	Lead Staff Consultant	07/01/2007	06/30/2008	62,580.00	63,204.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Janet Buckley	Component Specialist	07/01/2007	06/30/2008	63,996.00	65,916.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Erin Dant	Teacher	07/01/2007	08/31/2007	31,704.00	32,664.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Perry Davis	Management Specialist	07/01/2007	06/30/2008	62,088.00	63,960.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Eric Dupree	Management Specialist	07/01/2007	06/30/2008	63,792.00	65,076.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Gail Elleby	Management Specialist	07/01/2007	06/30/2008	65,592.00	66,852.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Robin Gadsden-Dupree	Component Specialist	07/01/2007	06/30/2008	63,648.00	65,244.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Michael Gramling	Training Specialist	07/01/2007	06/30/2008	60,300.00	61,812.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Michael Hartz	Staff Assistant	07/01/2007	06/30/2008	38,796.00	39,576.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Luis Hernandez	Training Specialist	07/01/2007	06/30/2008	66,840.00	67,800.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Janine Keirnan	Project Financial Specialist	07/01/2007	10/31/2007	55,800.00	57,480.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Colleen Mendel	Executive Director	07/01/2007	10/31/2007	109,944.00	113,244.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Sherri Meyer	Child Care Res/Ref Coord	07/01/2007	06/30/2008	41,448.00	42,900.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Marie Morris	Staff Assistant	07/01/2007	06/30/2008	38,520.00	39,300.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Jill Norris	Coord/Early Childhood & Health	07/01/2007	06/30/2008	36,984.00	38,844.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Beth O'Brien	Information/Events Specialist	07/01/2007	06/30/2008	45,180.00	46,476.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Jennifer Pecot	Training Specialist	07/01/2007	06/30/2008	58,500.00	59,676.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Betty Robertson	BW PT Clerical 00	07/01/2007	10/31/2007	21.29	21.72	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Lejane Sailors	Health Specialist	07/01/2007	06/30/2008	62,208.00	64,020.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Betsy Thigpen	Training Specialist	07/01/2007	06/30/2008	60,756.00	61,668.00	Grant 7/1 Salary Increase

PERSONNEL CHANGES – GRANTS
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Training/Technical Assistance Svcs	Sherri Vance	Teacher	07/01/2007	08/31/2007	30,576.00	31,032.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	Marcia Verzaro-O'Brien	Director, Southern Region	07/01/2007	06/30/2008	94,572.00	97,416.00	Grant 7/1 Salary Increase
Training/Technical Assistance Svcs	James Watkins	Program Manager	07/01/2007	06/30/2008	61,824.00	62,760.00	Grant 7/1 Salary Increase
Water Resource Center - POD	Marsha Wallace	Office Associate	07/01/2007	09/30/2007	30,216.00	30,336.00	Grant 7/1 Salary Increase
Child Care	Yolanda Bell	Teacher	11/01/2007	10/31/2008	28,800.00	29,376.00	Grant FY Salary Increase
Child Care	Ashraf Boka	Teacher	11/01/2007	10/31/2008	36,456.00	37,200.00	Grant FY Salary Increase
Child Care	Daniel Burch	Facilities Associate	11/01/2007	10/31/2008	12.02	12.38	Grant FY Salary Increase
Child Care	Jennifer Fields	Coordinator, Family Services	11/01/2007	10/31/2008	35,580.00	36,288.00	Grant FY Salary Increase
Child Care	Veronica Hazard	Teacher	11/01/2007	10/31/2008	31,488.00	32,448.00	Grant FY Salary Increase
Child Care	Thelma Jackson	Assistant Director	11/01/2007	10/31/2008	55,740.00	57,420.00	Grant FY Salary Increase
Child Care	Julia Johnson	Teacher	07/01/2007	10/31/2007	29,088.00	29,544.00	Grant FY Salary Increase
Child Care	Rebekah Johnson	Office Assistant	11/01/2007	10/31/2008	20,088.00	20,712.00	Grant FY Salary Increase
Child Care	Thelma Woods	BW PT Maint 00	11/01/2007	10/31/2008	8.37	8.62	Grant FY Salary Increase
Child Care	William Woods	BW PT Maint 00	11/01/2007	10/31/2008	8.67	8.93	Grant FY Salary Increase
Forensics - POD	Christopher Joffrion	NFL Regional Coordinator	09/01/2007	08/31/2008	32,004.00	35,004.00	Grant FY Salary Increase
Kentucky Climate Center - POD	Dana Grabowski	Meteorology/Electronics Tech	08/01/2007	07/31/2008	30,000.00	31,128.00	Grant FY Salary Increase
Kentucky Climate Center - POD	Donald Grogan	Systems Administrator I	08/01/2007	07/31/2008	40,008.00	42,000.00	Grant FY Salary Increase
Kentucky Climate Center - POD	Stephen Struebig	Meteorology/Electronics Tech	08/01/2007	07/31/2008	30,000.00	31,368.00	Grant FY Salary Increase
Physics & Astronomy	Lindsay Hopper	Application Engineer	09/01/2007	06/30/2008	36,240.00	37,692.00	Grant FY Salary Increase
Physics & Astronomy	Joseph Howard	Research Assistant	09/01/2007	06/30/2008	26,004.00	27,048.00	Grant FY Salary Increase
Physics & Astronomy	James Moore	Research Assistant	09/01/2007	06/30/2008	26,916.00	27,996.00	Grant FY Salary Increase
Physics & Astronomy	Jonathan Paschal	Senior Application Engineer	09/01/2007	06/30/2008	46,584.00	48,456.00	Grant FY Salary Increase
Psychology	Gayla Cissell	Coordinator III	09/01/2007	08/31/2008	46,824.00	49,164.00	Grant FY Salary Increase
Research & Economic Dev.	Eva Bixler	BW PT Tech 00	10/01/2007	06/30/2008	26.25	27.00	Grant FY Salary Increase
Talent Search	Jennifer Burchell	Academic Coordinator	09/01/2007	08/31/2008	32,388.00	32,736.00	Grant FY Salary Increase
Upward Bound	Melissa Towe	Counselor	09/01/2007	08/31/2008	31,500.00	32,760.00	Grant FY Salary Increase
Water Resource Center - POD	Karla Andrew	Project Specialist	10/01/2007	06/30/2008	39,804.00	41,400.00	Grant FY Salary Increase
Water Resource Center - POD	Joshua Brewer	Supervisor, Field Operations	10/01/2007	06/30/2008	27,192.00	28,272.00	Grant FY Salary Increase
Water Resource Center - POD	Jana Fattic	Associate Director	10/01/2007	06/30/2008	47,004.00	48,888.00	Grant FY Salary Increase
Water Resource Center - POD	Alanna Storey	Manager, Field Operations	10/01/2007	06/30/2008	33,000.00	34,320.00	Grant FY Salary Increase
Water Resource Center - POD	Marsha Wallace	Office Associate	10/01/2007	06/30/2008	30,336.00	31,416.00	Grant FY Salary Increase
WATERS Lab	Richard Fowler	Laboratory Technician	10/01/2007	09/30/2008	38,568.00	40,104.00	Grant FY Salary Increase

PERSONNEL CHANGES – GRANTS
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Child Care	Amber Boards	Component Coordinator	11/01/2007	10/31/2008	32,724.00	32,724.00	Reappt/No Sal. Inc.
Child Care	Connie Dye	Teacher	11/01/2007	10/31/2008	23,736.00	23,736.00	Reappt/No Sal. Inc.
Child Care	Stephanie Elliott	Coordinator, Education	11/01/2007	08/31/2008	42,396.00	42,396.00	Reappt/No Sal. Inc.
Child Care	Lindsay Garrison	Teacher	11/01/2007	10/31/2008	29,688.00	29,688.00	Reappt/No Sal. Inc.
Child Care	Julia Johnson	Teacher	11/01/2007	06/30/2008	29,544.00	29,544.00	Reappt/No Sal. Inc.
Child Care	Amanda Kelly	BW PT Tech 00	11/01/2007	10/31/2008	10.51	10.51	Reappt/No Sal. Inc.
Child Care	Jessica Skees	Nutrition Associate	11/01/2007	10/31/2008	16,320.00	16,320.00	Reappt/No Sal. Inc.
Community College	Julie Gee	BW PT Tech 00	08/01/2007	09/30/2007	15.60	15.60	Reappt/No Sal. Inc.
Economic Development Institute	Ashley Miller	BW PT Temp Clerical 00	07/01/2007	09/30/2007	10.00	10.00	Reappt/No Sal. Inc.
Educational Enhancement Programs	David Angle	Adult Ed Spec, Vet Upward Bnd	10/01/2007	09/30/2008	28,296.00	28,296.00	Reappt/No Sal. Inc.
Educational Enhancement Programs	Jennifer Costellow	BW PT Temp Tech 00	09/01/2007	12/31/2007	12.00	12.00	Reappt/No Sal. Inc.
Educational Enhancement Programs	Martha Kenney	Coord, Vet Upward Bound	10/01/2007	06/30/2008	39,366.00	39,366.00	Reappt/No Sal. Inc.
Educational Enhancement Programs	Howard Stone	Adult Ed Spec, Vet Upward Bnd	10/01/2007	06/30/2008	33,204.00	33,204.00	Reappt/No Sal. Inc.
Educational Opportunity Center	Rita Meredith	Counselor	09/01/2007	08/31/2008	27,324.00	27,324.00	Reappt/No Sal. Inc.
Educational Opportunity Center	Michele Schlinsog	Coordinator III	09/01/2007	08/31/2008	36,864.00	36,864.00	Reappt/No Sal. Inc.
Educational Opportunity Center	Shannon Ward	BW PT Clerical 00	09/01/2007	08/31/2008	12.55	12.55	Reappt/No Sal. Inc.
Hoffman Institute - POD	Patricia Kambesis	Assistant Director	10/01/2007	09/29/2008	45,000.00	45,000.00	Reappt/No Sal. Inc.
Kentucky Climate Center - POD	Arturo Quintanar-Isaias	Post-Doctoral Research Assc.	07/01/2007	06/30/2008	38,508.00	38,508.00	Reappt/No Sal. Inc.
Kentucky Climate Center - POD	Brandy Sullivan	Office Assistant	08/01/2007	07/31/2008	19,272.00	19,272.00	Reappt/No Sal. Inc.
Physics & Astronomy	Qianmei Zhang	Research Associate	09/02/2007	09/30/2007	41,004.00	41,004.00	Reappt/No Sal. Inc.
Research & Economic Dev.	Eva Bixler	BW PT Tech 00	07/01/2007	09/30/2007	26.25	26.25	Reappt/No Sal. Inc.
Special Instructional Programs	Betty Thurman	BW PT Temp Clerical 00	07/01/2007	12/31/2007	10.00	10.00	Reappt/No Sal. Inc.
Student Disability Services	David Herman	BW PT Tech 00	07/01/2007	10/14/2007	35.00	35.00	Reappt/No Sal. Inc.
Student Disability Services	Teresa Smith	Coord/Deaf and Hard of Hearing	07/01/2007	08/08/2007	45,000.00	45,000.00	Reappt/No Sal. Inc.
Student Financial Assistance	Mary Bokkon	Counselor	09/01/2007	09/03/2007	29,364.00	29,364.00	Reappt/No Sal. Inc.
Talent Search	Kristen Galloway	Academic Coordinator	08/01/2007	08/15/2007	33,168.00	33,168.00	Reappt/No Sal. Inc.
Talent Search	Mary Roppel	Office Associate	08/01/2007	08/31/2008	28,344.00	28,344.00	Reappt/No Sal. Inc.
Talent Search	Manuel Sanchez	Academic Coordinator	09/01/2007	08/31/2008	33,468.00	33,468.00	Reappt/No Sal. Inc.

PERSONNEL CHANGES – GRANTS
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Training/Technical Assistance Svcs	Sanja Berec	Teacher	09/01/2007	08/31/2008	23,640.00	23,640.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Melanie Cook	Teacher	07/01/2007	10/31/2007	23,040.00	23,040.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Erin Dant	Teacher	09/01/2007	08/31/2008	32,664.00	32,664.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Janine Keirman	Project Financial Specialist	11/01/2007	06/30/2008	57,480.00	57,480.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Colleen Mendel	Executive Director	11/01/2007	06/30/2008	113,244.00	113,244.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Betty Robertson	BW PT Clerical 00	11/01/2007	10/31/2008	21.72	21.72	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Kiran Sahi	Teacher	09/01/2007	08/31/2008	33,336.00	33,336.00	Reappt/No Sal. Inc.
Training/Technical Assistance Svcs	Sherri Vance	Teacher	09/01/2007	08/31/2008	31,032.00	31,032.00	Reappt/No Sal. Inc.
Forensics - POD	Christopher Joffrion	NFL Regional Coordinator	07/01/2007	08/31/2007	27,192.00	32,004.00	Promotion
Training/Technical Assistance Svcs	Jill Norris	Coord/Early Childhood & Health	09/01/2007	06/30/2008	38,844.00	39,552.00	Degree/Certification Sal Inc.
Educational Television Services	Elizabeth Potter	BW PT Clerical 00	08/20/2007	09/30/2008	8.55	8.89	Salary Increase
Student Disability Services	Deborah Ward	Staff Interpreter	08/10/2007	12/31/2007	23.00	30.00	Temp Rate Increase

PERSONNEL CHANGES – STAFF

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
21st Century Media - POD	Jimmy Bye	Manager, Photojournalism Labs	09/24/2007			39,396.00	Initial Appointment
Academic Technology	Brian Taylor	Information Tech Consultant	08/03/2007			37,440.00	Initial Appointment
Academy of Math and Science in KY	Christopher Bowen	Asst Director, Counseling Svcs	07/23/2007			60,000.00	Initial Appointment
Academy of Math and Science in KY	Stephanie Davis	Residential Counselor	08/01/2007			22,512.00	Initial Appointment
Academy of Math and Science in KY	Deborah Guffy	Asst Director, Student Life	07/26/2007			46,500.00	Initial Appointment
Academy of Math and Science in KY	Sara Hawke	Residential Counselor	08/01/2007			22,512.00	Initial Appointment
Academy of Math and Science in KY	Susan Nash	Residential Counselor	08/01/2007			22,512.00	Initial Appointment
Academy of Math and Science in KY	Joseph Wismann	MP PT Temp PNF 00	10/01/2007	06/30/2008		40,000.00	Initial Appointment
Academy of Math and Science in KY	James Wolfe	Residential Counselor	08/01/2007			22,512.00	Initial Appointment
Admin. Systems and Applications	Jamie Miller	Web Developer II	07/02/2007			50,004.00	Initial Appointment
Admissions Office	Jordan Dial	Admissions Counselor	08/12/2007			28,008.00	Initial Appointment
Admissions Office	Carolyn Halbleib	Admissions Counselor	08/06/2007			28,008.00	Initial Appointment
Admissions Office	Candi Whitmer	Admissions Associate	07/09/2007			21,768.00	Initial Appointment
Agricultural Exposition Center	Tim Jones	Director	09/19/2007			45,000.00	Initial Appointment
Alumni Relations	Katelyn Drake	Office Associate	07/24/2007			27,000.00	Initial Appointment
Alumni Relations	Tori Hardin	Assistant Director	07/09/2007			34,008.00	Initial Appointment
Art	Adrienne Ledbetter	BW PT Maint 00	10/08/2007	04/07/2008		10.00	Initial Appointment
Athletic Facilities	Paul Blick	BW PT Temp Maint 00	08/27/2007	12/31/2007		8.50	Initial Appointment
Athletic Facilities	Andrew Howard	BW PT Maint 00 (Other)	07/02/2007			7.50	Initial Appointment
Athletic Facilities	Miles Ormon	BW PT Maint 00 (Other)	08/13/2007			7.50	Initial Appointment
Athletic Facilities	Edward Wilson	BW PT Temp Maint 00	08/18/2007	05/31/2008		9.00	Initial Appointment
Athletic Marketing	Megan Micheli	BW PT Temp Maint 00	08/01/2007	05/31/2008		8.00	Initial Appointment
Athletic Trainer	Matthew Cahoon	BW PT Tech 00	08/01/2007	05/31/2008		11.86	Initial Appointment
Athletic Trainer	William Rice	BW PT Tech 00	08/01/2007	05/31/2008		11.86	Initial Appointment
Athletic Trainer	Carrie Varvil	BW PT Tech 00	08/01/2007	05/31/2008		11.86	Initial Appointment
Bookstore	Ashley Amos	BW PT Temp Clerical 00	08/06/2007	08/05/2008		7.50	Initial Appointment
Bookstore	Linda Harm	BW PT Temp Clerical 00	08/22/2007	08/21/2008		7.50	Initial Appointment
Bookstore	Rebecca Hazelwood	BW PT Temp Clerical 00	08/06/2007	08/05/2008		7.50	Initial Appointment
Bookstore	Brian Pedigo	BW PT Temp Clerical 00	08/06/2007	08/05/2008		7.50	Initial Appointment
Bookstore	Angela Reeder	BW PT Temp Clerical 00	08/07/2007	08/06/2008		7.50	Initial Appointment
Bookstore	Angela Spiller	BW PT Temp Clerical 00	08/06/2007	08/05/2008		7.50	Initial Appointment
Bookstore	Michael Terry	BW PT Temp Clerical 00	08/07/2007	08/06/2008		7.50	Initial Appointment
Campus Services	Jim Button	Assistant Gardner/Recycling	09/17/2007			10.00	Initial Appointment
Conference Center	Kyle Conrad	BW PT Temp Tech 00	07/24/2007	07/24/2008		10.00	Initial Appointment
Counseling & Testing Center	Brian Van Brunt	Director	08/01/2007			80,004.00	Initial Appointment
Dean Graduate Study	Leslie Clark	FT Temp PNF	07/16/2007	07/15/2008		28,800.00	Initial Appointment
Development	Angela Alexander	Office Associate	07/23/2007			26,520.00	Initial Appointment
Economics	Megan Algie	Office Assistant	09/26/2007			22,800.00	Initial Appointment
Environmental Health & Safety	Mark Pendley	Director	07/16/2007			68,532.00	Initial Appointment

PERSONNEL CHANGES – STAFF

(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Extended Learning & Outreach (DELO)	Stacey Biggs	Manager, Marketing	07/02/2007			52,008.00	Initial Appointment
Extended Learning & Outreach (DELO)	Amy Fitzpatrick	Cohort Programs Specialist	08/16/2007			28,500.00	Initial Appointment
Forensics	Jonathan Carter	FT Temp PNF	07/01/2007	06/30/2008		28,008.00	Initial Appointment
Forensics - POD	William Johnson	FT Temp PNF	08/01/2007	06/30/2008		28,812.00	Initial Appointment
Health Sciences	Rebecca Collins	Learning Resource Coordinator	09/11/2007			36,780.00	Initial Appointment
Health Services	Linda Heady	Coord, Insurance & Billing	09/24/2007			36,000.00	Initial Appointment
Housing & Residence Life	Kevin Blanch	Asst Residence Hall Director	08/13/2007	06/30/2008		14,016.00	Initial Appointment
Housing & Residence Life	Carmen Rouse	Asst Residence Hall Director	08/13/2007	06/30/2008		14,016.00	Initial Appointment
Institutional Research	Ryan McKinley	Research Assistant	08/13/2007			35,508.00	Initial Appointment
Interactive Video Services	Jacob Hamlin	Scheduling Coordinator	09/10/2007			32,496.00	Initial Appointment
Kentucky Climate Center - POD	Ross Livingston	BW PT Temp Tech 00	09/10/2007	05/11/2008		7.00	Initial Appointment
Libraries	Margaret Simmons	BW Lib PT Clerical 00	08/01/2007			10.00	Initial Appointment
Library Public Services	Robbie Van Valin	BW PT Clerical 00	10/01/2007			10.00	Initial Appointment
Library Public Services	Amy Wilk	BW PT Clerical 00	10/08/2007			10.00	Initial Appointment
Marketing	Rachelle Wafer	BW PT Clerical 00	08/27/2007			8.50	Initial Appointment
Materials Characterization - POD	Jeremy Pedigo	Laboratory Manager	09/10/2007			45,000.00	Initial Appointment
Men's Baseball	Mathew Myers	Assistant Coach	07/02/2007			45,000.00	Initial Appointment
Men's Basketball	Scott Cherry	Assistant Coach	07/05/2007			75,000.00	Initial Appointment
Men's Basketball	Armon Gates	BW PT Temp Maint 00	07/02/2007	06/30/2008		10.50	Initial Appointment
Men's Football	Jamison DeBerry	BW PT Temp Maint 00	07/02/2007	06/30/2008		12.54	Initial Appointment
Men's Football	Nathan Dennison	BW PT Temp Maint 00	07/26/2007	07/25/2008		12.54	Initial Appointment
Men's Football	Andrew Koon	BW PT Temp Maint 00	07/02/2007	06/30/2008		12.54	Initial Appointment
Men's Swimming	Margarita Kalmikova	BW PT Maint 00 (Other)	09/10/2007			17.60	Initial Appointment
Men's Swimming	Reed Robelot	Head Assistant Coach	09/01/2007			30,000.00	Initial Appointment
Network and Computing Support	Tice Edwards	Network Specialist	07/16/2007			42,000.00	Initial Appointment
Office of Diversity Programs	Ricardo Nazario Colon	Director	07/16/2007			60,000.00	Initial Appointment
Office of Diversity Programs	Kenneth Johnson	Coord, Student Development	07/23/2007			30,504.00	Initial Appointment
Parking Services	Alan Cropper	BW PT Temp Maint 00	08/17/2007	05/17/2008		8.50	Initial Appointment
Plant Operations	Chad Hennion	Sr Skilled Trades Technician	08/27/2007			16.41	Initial Appointment
Plant Operations	William Taylor	Sr Skilled Trades Technician	09/10/2007			15.28	Initial Appointment
Police	Jennifer Crump	Police Officer	08/06/2007			28,392.00	Initial Appointment
School of Nursing	Lorraine Bormann	Coordinator, Clinical Ed.	09/24/2007			40,692.00	Initial Appointment
Social Work	Lori Nicholas	MN Temp PNF 00	07/02/2007	06/30/2008		45,000.00	Initial Appointment
Student Activity, Org & Leadership	Erica Benton	BW PT Temp Clerical 00	08/13/2007	08/12/2008		10.00	Initial Appointment
Ticket Manager	Gregory Sobin	BW PT Maint 00 (Other)	09/04/2004	06/30/2008		12.14	Initial Appointment
Transit Services	George Ford	BW PT Temp Maint 00	09/14/2007	05/09/2008		9.00	Initial Appointment
University Centers	Carry Allen	BW PT Temp Clerical 00	07/09/2007	06/30/2008		9.00	Initial Appointment
University Centers	Candi Lee	BW PT Maint 00 (Other)	07/16/2007	06/30/2008		9.00	Initial Appointment
Women's Basketball	Eric Schellhammer	BW PT Temp Maint 00	07/02/2007	06/30/2008		10.03	Initial Appointment
Women's Basketball	Amy Wright	Assistant Coach	07/12/2007			52,008.00	Initial Appointment
Women's Softball	Bonnie Bynum	Assistant Coach	09/13/2007			26,004.00	Initial Appointment
Women's Softball	Auriel Jenkins	BW PT Maint 00 (Other)	09/10/2007	05/31/2008		17.17	Initial Appointment
Women's Softball	Tyra Perry	Head Athletic Coach	08/22/2007			50,004.00	Initial Appointment

PERSONNEL CHANGES – STAFF
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Men's Football	Candaes Williams	BW PT Temp Tech 00	09/03/2007	06/30/2008		25.00	Appt, Secondary
Academic Advising and Retention Ctr	Sean McCray	Assistant Director	07/09/2007			34,008.00	Rehire
Academy of Math and Science in KY	Julie Fryia	Office Associate	08/27/2007			28,608.00	Rehire
Academy of Math and Science in KY	Lindsey Inman	Asst. Res. Life Coordinator	07/18/2007	09/15/2007		30,000.00	Rehire
Academy of Math and Science in KY	Jonathan Lanham	Residential Counselor	08/14/2007			22,512.00	Rehire
Academy of Math and Science in KY	Juanita Rice	Office Associate	09/04/2007			27,000.00	Rehire
Athletic Facilities	Charles Meisel	BW PT Temp Maint 00	08/18/2007	05/31/2008		9.00	Rehire
Athletic Facilities	Timothy Owens	BW PT Temp Maint 00	08/18/2007	05/31/2008		9.00	Rehire
Athletic Facilities	Robert Sorgmann	BW PT Temp Maint 00	08/18/2007	05/31/2008		8.50	Rehire
College of Ed & Behavioral Sciences	Stan Herren	Technology Support Specialist	09/04/2007	06/30/2008		34,008.00	Rehire
Forensics - POD	Wendi Kelley	Office Associate	07/02/2007	07/01/2008		25,008.00	Rehire
Human Resources	Kari Aikins	Mgr/Empl Benefits & Retirement	09/17/2007			61,308.00	Rehire
Libraries	Tracy Harkins	Manager, Community Outreach	08/22/2007			51,000.00	Rehire
Men's Football	Erik Losey	BW PT Temp Maint 00	07/02/2007	06/30/2008		10.62	Rehire
Police	Hannah Haeberlin	Communications Officer	08/06/2007	04/29/2008		21,648.00	Rehire
Student Activity, Org & Leadership	Gary Wiser	Coordinator, Greek Affairs	08/01/2007			28,008.00	Rehire
Transit Services	Patricia Johnson	BW PT Temp Maint 00	08/18/2007	05/09/2008		9.25	Rehire
Academy of Math and Science in KY	Corey Alderdice	Asst Director, Adm & Public Rel	07/01/2007		33,000.00	45,000.00	Status Change
Academy of Math and Science in KY	Brian Harris	Residential Counselor	08/01/2007		21,000.00	22,512.00	Status Change
Admin. Systems and Applications	Aaron Harris	Systems Administrator II	09/01/2007		40,008.00	49,008.00	Status Change
Advancement Services	Gregory Royalty	Office Assistant	08/01/2007		8.30	23,016.00	Status Change
Athletics	George French	Coord, Athletic Event Mgmt.	08/06/2007		8.32	28,008.00	Status Change
Athletics	Lisa Powers	Business Operations Associate	08/06/2007		12.50	24,996.00	Status Change
Bookstore	Lacey Jackson	Marketing/Advertising Assc.	09/17/2007		9.50	12.31	Status Change
Building Services	Sue Ferrell	Building Services Attendant	08/27/2007		7.18	7.50	Status Change
Building Services	Megan Porter	Building Services Attendant	08/27/2007		7.18	7.50	Status Change
Campus Services	Darrell Blair	Groundskeeper	09/17/2007		7.18	8.70	Status Change
Cave & Karst Center Prof Services	Adam Coffman	BW PT Temp Tech 00	08/01/2007	12/23/2007	31,884.00	16.35	Status Change
College of Ed & Behavioral Sciences	Usmaan Shakil	Web Developer	08/01/2007	06/30/2008	30,900.00	34,992.00	Status Change
Dean Graduate Study	Julie Harris	Admissions Assistant	09/04/2007		10.40	21,504.00	Status Change
Facilities Management	Brian Ausbrooks	Building Services Attendant	09/04/2007		7.00	7.80	Status Change
Facilities Management	James Dean	Zone Maintenance Technician	09/17/2007		7.00	11.80	Status Change
Facilities Management	Phyllis Hawks	Building Services Attendant	07/16/2007		7.00	7.80	Status Change
Honors College	Jeremy Phillips	FT Temp Clerical	07/02/2007	06/17/2008	8.00	19,512.00	Status Change
Housing & Residence Life	Peggy Haas	Asst Director, Student Programs	08/01/2007		31,284.00	47,508.00	Status Change
Ind. Learning - Correspondence Study	Juliana Martins	BW PT Clerical 00	10/15/2007		13.00	16.50	Status Change
Inst Combustion Sci & Env Tech- POD	Terrill Martin	Operations Coordinator	08/16/2007		39,504.00	40,704.00	Status Change
Library Public Services	Brent Fisk	Senior Circulation Assistant	07/02/2007		9.56	24,504.00	Status Change

PERSONNEL CHANGES – STAFF
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Men's Football	Julie Fryia	Office Associate	07/02/2007	08/10/2007	13.94	24,000.00	Status Change
Men's Football	Christopher Zuccaro	Football Video Coordinator	07/02/2007		18.40	26,016.00	Status Change
Ogden College	Shavonna Brewer	Coordinator, Research Services	07/01/2007		39,504.00	41,088.00	Status Change
Planning, Design & Construction	Alfonso Casana	Project Manager-Renovation	10/01/2007		3,880.00	55,008.00	Status Change
Public Health	Candice Tope	Office Assistant	10/01/2007		11.00	21,000.00	Status Change
Student Financial Assistance	Marilyn Watkins	BW PT Clerical 00	07/16/2007		13.50	13.50	Status Change
Student Publications	Tracy Newton	Office Associate	08/01/2007		11.42	14.36	Status Change
Track and Field	Craig Morehead	Assistant Coach	07/01/2007		10.75	24,000.00	Status Change
Agricultural Exposition Center	James Hester	Interim Director	07/01/2007	09/14/2007		35,004.00	Reappointment
Bookstore	Lacey Jackson	BW PT Temp Clerical 00	08/22/2007	09/16/2007		9.50	Reappointment
Cave & Karst Center Prof Services	Adam Coffman	Laboratory Manager	07/01/2007	07/31/2007		31,884.00	Reappointment
Cave & Karst Center Prof Services	Laura Kreitzer	BW PT Temp Tech 00	08/20/2007	12/23/2007		7.00	Reappointment
Cave & Karst Center Prof Services	Nicholas Martin	BW PT Temp Tech 00	08/20/2007	12/23/2007		10.00	Reappointment
Chemistry	Alyson Anderson	BW PT Temp Tech 00	08/27/2007	12/15/2007		6.15	Reappointment
Chemistry	Paul Whitley	BW PT Temp Tech 00	07/01/2007	06/30/2008		15.00	Reappointment
College of Ed & Behavioral Sciences	Usmaan Shakil	MN Temp PNF 00	07/01/2007	08/31/2007		30,900.00	Reappointment
Farm	Andy Pike	FT Temp Tech	08/01/2007	06/30/2008		27,504.00	Reappointment
Geography & Geology	Ruth Cornelius	BW PT Clerical 00	08/29/2007	08/28/2008		9.35	Reappointment
Gordon Ford College of Business	Lynn Minton	Associate Director	09/01/2007	10/31/2007		50,184.00	Reappointment
Housing & Residence Life	Peggy Haas	Coordinator	07/01/2007	07/31/2007		31,284.00	Reappointment
Ind. Learning - Correspondent Study	Juliana Martins	BW PT Temp Clerical 00	08/21/2007	10/14/2007		13.00	Reappointment
Library Public Services	Jason Hatman	BW Lib PT Tech 00	09/06/2007	03/05/2008		10.00	Reappointment
Physics & Astronomy	Earl Wood	BW PT Temp Tech 00	07/08/2007	01/08/2008		9.25	Reappointment
University Centers	Vashon Broadnax	BW PT Temp Maint 00	09/08/2007	09/07/2008		8.50	Reappointment
University Centers	Natalie Croney	BW PT Temp Maint 00	08/22/2007	02/20/2008		10.00	Reappointment
University Centers	William Elliott	BW PT Maint 00	08/17/2007	02/16/2008		8.50	Reappointment
Academy of Math and Science in KY	Shaneka Wood	Residential Counselor	08/01/2007		21,432.00	22,512.00	Promotion
Admissions Office	Shawna O'Brien	Office Coordinator	08/15/2007		21,768.00	26,184.00	Promotion
Alumni Relations	Destiny Smith	Assistant Director	07/16/2007		28,440.00	35,004.00	Promotion
Architect & Manufacturing Sciences	Gaye Pearl	Office Associate	08/06/2007		30,420.00	27,384.00	Promotion
Building Services	Kimberly Haynes	Coord, Facility Services	06/25/2007		10.65	15.75	Promotion
Campus Services	Anthony Shain	Sr Groundskeeper	09/17/2007		8.70	11.00	Promotion
Gordon Ford College Business	Kristina Harvey	Administrative Assistant	10/15/2007		25,392.00	38,520.00	Promotion
Facilities Management	Joyce Manning	Team Leader, Building Svcs	09/04/2007		8.32	9.75	Promotion
International Programs & Projects	Bethany Ore	Immigration Specialist	08/06/2007		14,160.00	30,000.00	Promotion
Plant Operations	David Blankenship	Sr Skilled Trades Technician	09/10/2007		15.02	15.28	Promotion
Student Financial Assistance	Ashley Pinson	Coord, Student Employment	09/01/2007		23,616.00	30,840.00	Promotion
University Relations	Rebecca Stokes	Associate Director, New Media	08/01/2007		32,964.00	39,996.00	Promotion

PERSONNEL CHANGES – STAFF
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Building Services	Larry Casey	Building Services Attendant	08/20/2007		7.50	7.50	Transfer
Building Services	Jo Ann Waters	Building Services Attendant	08/20/2007		8.04	8.04	Transfer
Facilities Management	Michael Boehmer	HVAC Technician	08/20/2007		14.54	15.25	Transfer
Faculty Ctr for Excell Teaching	Patricia Ault	Office Associate	09/24/2007		25,152.00	26,016.00	Transfer
Housing & Residence Life	Brian Powell	Coordinator, HRL	08/20/2007		28,008.00	29,136.00	Transfer
Men's Football	Tammi Farrell	Office Associate	10/08/2007		23,736.00	24,000.00	Transfer
Police	Robert Boyden	Asst Shift Commander (Officer)	08/13/2007		34,440.00	36,000.00	Transfer
Police	Michael Miciotto	Asst Shift Commander (Officer)	08/13/2007		34,656.00	36,240.00	Transfer
Student Financial Assistance	Mary Bokkon	Financial Aid Outreach Cnslr.	09/04/2007		29,364.00	28,008.00	Transfer
Facilities Management	Adam Richardson	Energy Management Tech	07/01/2007		16.39	16.60	Reclassification
Health Services	Ginger Gayle	Staff Nurse, LPN	07/01/2007		29,736.00	31,536.00	Reclassification
Potter College of Arts & Letters	Mina Doerner	Assistant to the Dean	07/01/2007		40,056.00	41,256.00	Reclassification
WATERS Lab	Gretchen Grover	Laboratory Manager	07/01/2007		28,392.00	33,000.00	Reclassification
Bookstore	Laura Ramsey	BW PT Clerical 00	07/01/2007		8.50	8.85	Fiscal Yr. Hrly. Rate Inc
Counseling & Testing Center	Sharon Ercey	BW PT Tech 00	07/01/2007		30.00	31.20	Fiscal Yr. Hrly. Rate Inc
Institute for Rural Health	Kent Koostra	BW PT Maint 00	07/01/2007		11.78	12.25	Fiscal Yr. Hrly. Rate Inc
Athletics	Micheal Gaddie	Assistant Athletic Trainer	07/01/2007		42,096.00	47,040.00	FY Salary Increase
Athletics	Anita Madison	Administrative Assistant	07/01/2007		41,688.00	44,208.00	FY Salary Increase
Bookstore	Shawna Cawthorn	Director	07/01/2007		56,916.00	65,112.00	FY Salary Increase
College of Ed & Behavioral Sciences	Gaye Pearl	Office Assistant	07/01/2007	08/05/2007	29,280.00	30,420.00	FY Salary Increase
College Heights Foundation	Laurie Basham	Coordinator III	07/01/2007		35,100.00	37,212.00	FY Salary Increase
College Heights Foundation	Alexander Downing	President, CHF	07/01/2007		97,248.00	103,092.00	FY Salary Increase
College Heights Foundation	Dero Downing	Chairman, CHF	07/01/2007		32,940.00	34,920.00	FY Salary Increase
College Heights Foundation	Betty Hinton	Office Associate	07/01/2007		38,748.00	41,088.00	FY Salary Increase
College Heights Foundation	Bethany Keltner	Office Associate	07/01/2007		25,008.00	26,520.00	FY Salary Increase
Communication Disorders	Mary Epley	Office Associate	07/01/2007		25,720.00	27,024.00	FY Salary Increase
Facilities Management	Shirley Burriss	Building Services Attendant	07/01/2007		7.50	7.72	FY Salary Increase
Gordon Ford College of Business	Deborah Burch	SM Temp Clerical 00	07/01/2007	01/31/2008	25,836.00	26,868.00	FY Salary Increase
Gordon Ford College of Business	Lynn Minton	Associate Director	07/01/2007	08/31/2007	48,264.00	50,184.00	FY Salary Increase
Inst Combustion Sci & Env Tech	Martin Cohron	Coordinator, Research Support	07/01/2007	12/31/2007	60,000.00	61,200.00	FY Salary Increase
Inst Combustion Sci & Env Tech	Kevin Duckett	Technical Support Specialist	07/01/2007	12/31/2007	17.52	18.14	FY Salary Increase
Inst Combustion Sci & Env Tech	Wendall Myers	Research Operations Specialist	07/01/2007	12/31/2007	53,760.00	54,960.00	FY Salary Increase
Inst Combustion Sci & Env Tech	Pauline Norris	Laboratory Coordinator	07/01/2007	12/31/2007	36,000.00	37,200.00	FY Salary Increase
Institutional Advancement	Julie Childress	Director/Collegiate Development	07/01/2007		45,000.00	46,800.00	FY Salary Increase
KY EMS Academy	Lee Brown	Project Director	07/01/2007		51,072.00	53,124.00	FY Salary Increase
KY EMS Academy	Roger Cropper	Program Specialist	07/01/2007		26,592.00	28,200.00	FY Salary Increase
Library Special Collections	Lynne Ferguson	Artist-in-Residence	07/01/2007		35,436.00	36,780.00	FY Salary Increase
Men's Football	Nicholas Uhlenhopp	Director, Football Operations	07/01/2007		35,004.00	40,008.00	FY Salary Increase
Parking & Transportation	Debbie Bowles	Office Associate	07/01/2007		27,480.00	28,776.00	FY Salary Increase

PERSONNEL CHANGES – STAFF
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Health & Fitness Lab	Kristin Howard	BW PT Tech 00	09/06/2007		15.45	16.50	Salary Increase
Health & Fitness Lab	Chandi Tanner	BW PT Tech 00	08/27/2007		15.45	17.00	Salary Increase
Health & Fitness Lab	Anna Tinch	BW PT Tech 00	08/27/2007		15.45	17.00	Salary Increase
Health & Fitness Lab	Lisa VanWye	BW PT Tech 00	08/27/2007		15.45	16.25	Salary Increase
Intramural - Recreational Sports	Peggy Price	BW PT Tech 00	08/27/2007		15.45	17.00	Salary Increase
Intramural - Recreational Sports	Clay Smalley	BW PT Tech 00	08/27/2007		15.45	17.00	Salary Increase
Men's Football	Mark Harris	BW Temp Maint 00	07/02/2007	06/03/2008	14.36	20.52	Salary Increase
Police	Linda Cromer	Communications Officer	08/16/2007		21,432.00	21,648.00	Salary Increase
Police	Leslie Douglas	Communications Officer	08/16/2007		21,000.00	21,648.00	Salary Increase
Police	Mellisa Torrence	Communications Officer	08/16/2007	06/24/2008	21,000.00	21,648.00	Salary Increase
Career Services Center	Robert Unsel	Associate Director	07/01/2007		48,360.00	49,068.00	Degree/Certification Sal Inc
College of Health & Human Services	Trinity Edwards	Coordinator	09/01/2007		28,008.00	28,716.00	Degree/Certification Sal Inc
Equal Opportunity	Joshua Hayes	Coordinator II				700.00/Lump Sum	Degree/Certification Sal Inc
Facilities Management	Christopher Richardson	Energy Management Tech				300.00/Lump Sum	Degree/Certification Sal Inc
Facilities Management	Nathan Brindley	Maintenance Tech				300.00/Lump Sum	Degree/Certification Sal Inc
Information Technology	Shelia Houchins	Administrative Assistant	07/01/2007		37,584.00	38,088.00	Degree/Certification Sal Inc
Institutional Advancement	Julie Childress	Dir/Collegiate Development	09/01/2007		46,800.00	47,508.00	Degree/Certification Sal Inc
Mathematics	Teresa Lynne Swetmon	Office Coordinator	09/01/2007		35,328.00	35,640.00	Degree/Certification Sal Inc
Men's Basketball	Christina Addington	Office Associate				700.00/Lump Sum	Degree/Certification Sal Inc
Network & Computing Support	Donald Fox	Help Desk Consultant				300.00/Lump Sum	Degree Certification Sal Inc
Student Activity, Org & Leadership	Stephanie Scott	Office Associate				500.00/Lump Sum	Degree/Certification Sal Inc
Telecommunications	Charles McCoy	Telecomm Support Associate	07/01/2007		26,808.00	27,528.00	Degree/Certification Sal Inc
Academic Technology	Ricardo Ortolani	Stipend	09/01/2007	12/31/2007		3,114.00	Stipend
Admin. Systems and Applications	Theodore Eysenbach	Stipend	08/01/2007	06/30/2008		2,400.00	Stipend
Admin. Systems and Applications	Eric Wolfe	Stipend	08/01/2007	06/30/2008		2,400.00	Stipend
College of Ed & Behavioral Sciences	Antony Norman	Stipend, Academic Quality	07/01/2007	06/30/2008		3,000.00	Stipend
Extended Learning & Outreach (DELO)	Elizabeth Laves	Stipend, Outcomes Assessment	07/01/2007	06/30/2008		3,000.00	Stipend
Office of Diversity Programs	Nicholas Wiard	Stipend, Judicial Affairs	07/01/2007	12/31/2007		2,400.00	Stipend
Academic Affairs & Provost's Office	Lou White	Office Associate	07/01/2007	06/30/2008	31,032.00	32,784.00	Temporary Rate Increase
Counseling & Testing Center	Deborah Bean	Office Associate	09/01/2007	06/30/2008	32,496.00	33,696.00	Temporary Rate Increase
Event Planning	Sarah Thomas	Events Assistant	08/01/2007	06/30/2008	24,120.00	27,720.00	Temporary Rate Increase
Information Technology	Shelia Houchins	Administrative Assistant	08/13/2007	06/30/2008	38,088.00	40,488.00	Temporary Rate Increase
Inst Combustion Sci & Env Tech- POD	Lois Hall	Operations Specialist	07/01/2007	12/31/2007	40,344.00	41,208.00	Temporary Rate Increase
Libraries	Diana McQuady	Writer-in-Residence	07/01/2007	08/15/2007	17,520.00	23,520.00	Temporary Rate Increase
Library Special Collections	Lynn Niedermeier	Archival Assistant	07/01/2007	06/30/2008	23,664.00	29,664.00	Temporary Rate Increase
Student Financial Assistance	Cathy Stovall	Financial Aid Assistant	09/01/2007	12/31/2007	24,096.00	25,296.00	Temporary Rate Increase

PERSONNEL CHANGES – STAFF
(continued)

Organization	Employee	Title	Effective Date	End Date	Salary	Proposed Salary	Type Action
Admin. Systems and Applications	Charles Wimpee	Manager, Web Development		08/31/2007			Retirement
Campus Services	Jimmie Pendley	Sr Groundskeeper		07/31/2007			Retirement
Computer Science	Elizabeth Paris	Business Coordinator		07/31/2007			Retirement
Public Radio Services	Charolene Burden	Operations Assistant		09/30/2007			Retirement
Student Financial Assistance	John Holder	Assistant Director		09/30/2007			Retirement
WKU - Owensboro	Marilyn Brookman	Associate Dean DELO/Director		07/31/2007			Retirement

Motion for approval of the personnel actions since July 13, 2007, as recommended was made by Ms. Haskins, seconded by Mr. Meyer, and carried unanimously.

AGENDA ITEM 9 - Approval of a Quarterly Meeting Schedule for 2008 and 2008 Schedule for Board Committee Meetings

RECOMMENDATION: President Gary A. Ransdell recommends consideration of the following:

1) adoption of the quarterly meeting schedule for 2008:

- *First Quarterly Meeting* *January 24-25, 2008 (Frankfort)*
- *Second Quarterly Meeting* *April 25, 2008*
- *Third Quarterly Meeting* *July 18, 2008*
- *Fourth Quarterly Meeting* *October 31, 2008*

2) adoption of the Board Committee meeting schedule for 2008:

- *April 4, 2008*
- *June 27, 2008*
- *October 10, 2008*

Motion to approve the 2008 meeting schedule as recommended was made by Ms. Haskins, seconded by Mr. Meyer, and carried unanimously.

AGENDA ITEM 10 - President's Report

10.1.1 Ten-Year Report

Board members were given a copy of the Ten-Year Report. Dr. Ransdell noted, "Suffice it to say that I'm very proud of what we have been able to achieve these last ten years and what Bob Edwards and his staff have done in taking, basically, the data that has been accumulated across the academic, student life, physical plant, and other operations across campus, including financial data, that it is dramatically different in 2006 than it was in 1997 when this ten-year sequence began. I'm very proud of this ten-year report, and I appreciate the work of Bob Edwards and his staff to put it together. I think it is important that, from time to time, organizations like universities take a moment, when they have an aggressive strategic plan in place, to measure progress over an extended period of time. I see this ten-year report as a down payment on what we are going to achieve in the next ten or fifteen years."

10.1.2 Progress Report for FY 2007

Dr. Dennis George provided a brief summary of the Strategic Plan Progress for the year ending June 30, 2007. A summary of the "Challenging the Spirit" progress report is included in the

Board's official files.

AGENDA ITEM 11 - Other Business

11.1. Executive Session

Motion by Mr. Meyer and seconded by Ms. Smith to go into closed session as provided in KRS 61.810(1) for the following discussions:

- (1) Deliberation on the future acquisition or sale of real property by the University; and
- (2) Discussion of proposed or pending litigation against or on behalf of the University.

Mr. Meyer's motion carried unanimously, and the Board went into Executive Session at 3:25 p.m. with all members present except Ms. Rogers and Mr. Zielke. The Board was accompanied by Ms. Esters and the following members of the Administrative Council:

President Gary Ransdell; Dr. Barbara Burch; Mr. John Osborne; Dr. Gene Tice; Mr. Robert Edwards; Dr. Richard Kirchmeyer; Ms. Robbin Taylor; and Ms. Deborah Wilkins.

Returning from closed session at approximately 4 p.m., Chair Gray stated, "The Board has now returned to open session. The discussion and deliberations during the closed session were restricted to those stated in the motion, and no formal action was taken by the Board in closed session."

Ms. Roberts moved and Mr. Meyer seconded the approval of the following resolution.

RESOLUTION

WHEREAS, the Kentucky General Assembly has authorized the construction of a replacement building for the University's College of Education and Behavioral Sciences, construction of which is scheduled to begin in 2008; and,

WHEREAS, in accordance with Western Kentucky University's Campus Master Plan, the Board of Regents has previously identified the future site of the academic building as being on the east side of Normal Drive; and,

WHEREAS, 1672 Normal Drive lies within the site identified by the University for location of the academic building, is bounded by property currently owned by University, and is the only parcel of land so situated that is not owned by the University; and,

WHEREAS, acquisition of 1672 Normal Drive by the University is critical and necessary as the site of the academic building, the University's public purpose and use of the surrounding property; and,

WHEREAS, the University has attempted to negotiate in good faith the acquisition of the property and has been unable to acquire the property in accordance with the provisions of state law; and,

WHEREAS, if an agreement with the owner of the real estate as to its value, or to its purchase, cannot be achieved, the University may proceed under KRS 164.410(1) in its own name to condemn the real estate in the manner provided in the Eminent Domain Act of Kentucky; and,

NOW THEREFORE, it is hereby resolved as follows:

1. Being authorized to do so under Kentucky law, the Board of the University authorizes the University to proceed with condemnation of 1672 Normal Drive.
2. The acquisition of the property shall be paid for out of money appropriated to the University.
3. The President is authorized to take actions necessary on behalf of the University to proceed in accordance with this resolution.

This the 2nd day of November 2007.

Lois Gray, Chair
Board of Regents

Attested:

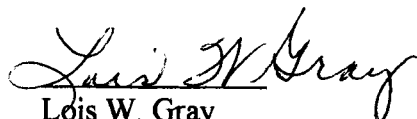
Elizabeth Esters, Secretary
Board of Regents


Ms. Roberts' motion carried unanimously.

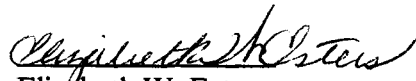
With no further business on the agenda, motion was made to adjourn by Ms. Haskins and seconded by Ms. Hughes. Meeting adjourned at approximately 4:01 p.m.

CERTIFICATION OF SECRETARY

I hereby certify that the minutes herein above set forth an accurate record of votes and actions taken by the Board of Regents of Western Kentucky University in the fourth quarterly meeting held November 2, 2007, in the Cornelius A. Martin Regents Room in the Mass Media and Technology Hall on the Western campus, and further certify that the meeting was held in compliance with KRS 61.810, 61.815, 61.820, and 61.825 (enacted as Sections 2, 3, 4 and 5 of House Bill 100, 1974 Regular Session, General Assembly).


Lois W. Gray
Chair
January 25, 2008


Elizabeth W. Esters
Secretary


Elizabeth W. Esters
Secretary
January 25, 2008

**Ogden College of Science & Engineering
Department of Architectural & Manufacturing Sciences
Proposal to Create a New Minor Program
(Action Item)**

Contact Person: Name: Dr. Denise Gravitt
email: denise_gravitt@wku.edu
phone: 745-2176

1. Identification of program:

- 1.1 Program title: Minor in Construction Management
- 1.2 Required hours in minor program: 21
- 1.3 Special information: This minor is intended for any non-construction management majors.
- 1.4 Catalog description: A minor in construction management requires a minimum of 21 hours, only 9 of which can be duplicated in the student's major program of study. The student who elects a minor in construction management must complete the following courses: AMS 261, CE 303 & 304, CM 363 or CE 360 & 361, and CM 462. Remaining hours shall be selected in consultation with the minor advisor.

2. Rationale:

- 2.1 **Reason for developing the proposed minor program:** Students in the Applied Sciences-Architectural program and Civil Engineering program often elect to work closely with, or be employed by, construction related companies, and a more in-depth knowledge of construction management topics and techniques will make them more marketable in their chosen career fields. The students from these programs and others may find this minor applicable towards their career goals.
- 2.2 **Projected enrollment in the proposed minor program:** 5 to 20 students based upon the number of majors in the Civil Engineering and Applied Sciences-Architectural programs.
- 2.3 **Relationship of the proposed minor program to other programs now offered by the department:** The proposed program contains several CE and AMS courses that are required in the construction management major.
- 2.4 **Relationship of the proposed minor program to other university programs:** This program is designed to enhance the skills and career opportunities for students majoring in other construction-related programs.
- 2.5 **Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):** Many of the other schools in the Associated Schools of Construction offer minors in Construction Management for students in related majors. Below are some of these schools:
 - Eastern Kentucky University- Minor in Construction Management
 - Northern Kentucky University- Minor in Construction Management
 - Southern Illinois University (Edwardsville) - Minor in Construction Management
 - East Carolina University- Minor in Construction Management
 - Florida International University- Minor in Construction Management
 - Central Missouri State University- Minor option in Construction Management
 - Boise State University- Minor in Construction Management
 - Colorado State University- Construction Management Minor
- 2.6 **Relationship of the proposed minor program to the university mission and objectives:** This program will expand the knowledge of students in programs with specific ties to, and relations

with, the construction industry in order prepare graduates to become productive leaders in a global society.

3. **Objectives of the proposed minor:** Students in the Industrial Sciences- Architectural Sciences program and Civil Engineering program, or other related programs wishing to be employed in the construction industry will benefit by becoming better prepared to understand the construction process and related administration issues. The construction management topics and techniques will make them more marketable in their chosen career fields.
4. **Curriculum:**
 - AMS 261 Construction Methods & Materials, 3 hours
 - CE 303 & 304 Construction Management & Lab, 4 hours
 - CM 363 Construction Estimating and Bidding (or CE 360/361), 3 hours
 - CM 462 Construction Scheduling, 3 hours
 - Technical electives (chosen in consultation with minor advisor), 8 hours
5. **Budget implications:** All courses in the proposed minor are currently being offered. No new resources are needed.
6. **Proposed term for implementation: 200810**
7. **Dates of prior committee approvals:**

Architectural & Manufacturing Sciences Dept. 4/24/2007

Ogden College Curriculum Committee 5/3/2007

University Curriculum Committee 9/27/07

University Senate _____

Proposal Date: January 23, 2007

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Tracy M. Lara, tracy.lara@wku.edu, 270-745-4849

1. Identification of program:

- 1.1 Program title: Certificate in International Student Services
- 1.2 Required hours in program: 15 hours
- 1.3 Special information: This certificate program is designed for postsecondary education professionals at all levels and in all types of institutions.
- 1.4 Catalog description: The Certificate in International Student Services (CISS) program offers preparation to provide international student services as a component of campus internationalization. Students will gain theoretical and applied knowledge regarding student services (international and domestic), expanded cross-cultural awareness and global consciousness, as well as enhanced intercultural communication skills. Recognizing the unique contribution of international students to the learning environment, students who complete the certificate program will be prepared to provide services and programs to meet the needs of international students. The 15 hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires a study abroad course and/or an internship abroad depending on student's international experience (as determined by the advisor upon initial admission to the program). The Certificate in International Student Services may be completed as a stand alone program, or students admitted into the MAE in Student Affairs may incorporate up to 12 hours of the certificate program into their program of study.
Required Courses (9 hours)
 - CNS 571 Introduction to Student Affairs (3 hours)
 - CNS 581 International Students and Services in Higher Education (3 hours)
 - CNS 595 Internship in Student Affairs, with placement in an Office of International Student Services or placement at a higher education institution abroad (3 hours)Restricted Electives (6 hours)
To be selected with advisor approval in advance from the following list:
 - CNS 572 American College Student (3 hours)
 - CNS 574 Student Development (3 hours)
 - CNS 670 Parameters of Law in Student Affairs and Higher Education (3 hours)
 - CNS 555 Social and Cultural Diversity (3 hours)
 - WOMN 555 Global/Cultural Perspective on Women (3 hours)
 - CNS 578 Special Topics in Student Affairs
(with a focus on international students/student services)

CNS 579 Seminar in Student Affairs
(with a focus on international students/student services)
Or other course(s) approved by faculty advisor.

Admission to the CISS program is based on completion of a bachelor's degree and adequate preparation in the area of study. This certificate program welcomes applicants from all graduate programs at Western Kentucky University and elsewhere.

Students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program.

2. **Objectives of the proposed certificate program:** The proposed certificate program has been developed in response to Western's strategy for internationalizing, an identified unmet need for graduate preparation in the area of student services nationwide, and the need for student services among the international and immigrant student population attending postsecondary institutions. Very few colleges in the United States offer programs providing training and credentials aimed at the International Student Services field. Students will gain theoretical and applied knowledge regarding student services (international and domestic), cross-cultural awareness and communication, and global consciousness. Recognizing the unique contribution of international students to the learning environment, those who complete the certificate program will be prepared to provide services and programs to meet the needs of international students in addition to serving campus-wide faculty, staff, and students with education and programming to broaden cross-cultural understanding.

3. **Rationale:**
 - 3.1 **Reason for developing the proposed certificate program:** Changes in higher education abroad and perceptions of unfriendly policies and climates for international students on American college campuses is reflected in a slight decline of international student enrollments (McCormack, 2005). At the same time, community college international student enrollments have increased, e.g., 60 percent in the decade between 1993 – 2003 (Evelyn, 2005). In 2002 non-immigrant students accounted for 4.6% of the college and university student population on American campuses, contributing \$12.9 billion to the economy (Viers, 2004). Recruitment and retention of international students continues to be an issue for campuses around the country. Providing welcoming learning environments becomes strained in the face of federal regulations, posing challenges for student affairs professionals. In addition to needing assistance in navigating the paperwork for attaining and maintaining matriculation, international students have other unique interests, needs, and concerns (Viers). Campuses across the country need leadership internationalizing campuses. This certificate program addresses the gap in training programs designed to increase the global perspective and leadership of student affairs administrators. This certificate program fills a need indicated by Student Affairs program alumni and students and is responsive to the need for such training presented by current International Student Service professionals.
 - 3.2 **Relationship of the proposed certificate program to other programs now offered by the department:** The current Student Affairs Program content can be divided into three broad areas: (1) theoretical foundations (historical and evolutionary considerations, theories of student development, theories of

organizational development, etc.), (2) parameters of professional practice (ethical, legal and political issues, diversity and multiculturalism, social and moral responsibilities, etc.), and (3) strategies for enhancing administrative effectiveness (leadership training, staff recruitment, training, and evaluation, budgeting and planning, program development, implementation, and assessment, etc.). The MAE program prepares student service providers and administrators to address American student needs in domestic institutions. The current multicultural component of the master's degree program is insufficient to prepare practitioners to meet the needs of international students at American postsecondary institutions or to work in international settings or to contribute meaningfully to the charge in internationalizing campuses.

- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: There are no comparable certificate programs in other departments. The proposed certificate program would include appropriate courses from other departments as approved by faculty advisor as electives.
- 3.4 Projected enrollment in the proposed certificate program: Based on interest expressed by current Student Affairs Program students, the dearth of such programs nationwide, and professional contacts of the current director of the WKU Office of International Programs, beginning enrollments are projected to be 10, increasing over time.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Most programs oriented to international education are teacher preparation programs. For example, a certificate program to train international educators has been newly introduced at Queens College in Kingston, Canada, and Drexel Online University offers a Master of Science in Global and International Education. Both of these programs are more theoretical in orientation without focus on student services in American institutions or abroad. There currently exists one program focusing on international student services at the School for International Training (SIT) in Brattleboro, Vermont. The SIT Master of Arts degree program in international education provides options to educational exchange management and international education advising.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This program aligns with WKU Vision Statement to be a leading American university with international reach. Additionally, per the WKU Mission, WKU prepares students to be productive, engaged leaders in a global society. The *Challenging the Spirit Strategic Plan* sets forth the goal of WKU to "create a campus culture that leads to increased diversity of the student population" with a performance indicators of 'engaging at least 25 percent of students and faculty in international/ culturally diverse learning experiences" and increasing "the number of international students (+20 percent)" enrolled as stated in *Internationalizing Western: A Strategy*. The internationalizing strategy sets forth the following activities and initiatives: "Set student study/work/intern abroad participation goals for each college and department," "identify and help overcome obstacles to broader faculty participation in international activity, especially for organizing and leading study abroad opportunities for students," "work with each department to strengthen the international content of the curriculum," and to "put more emphasis on developing/promoting international learning experiences especially for graduate students.

4. Curriculum:

Required Courses (9 hours)

- CNS 571 Introduction to Student Affairs (3 hours)
- CNS 581 International Students and Services in Higher Education (3 hours)
- CNS 595 Internship in Student Affairs, with placement in an Office of International Student Services or placement at a higher education institution abroad (3 hours)

Restricted Electives (6 hours)

To be selected with advisor approval in advance from the following list:

- CNS 572 American College Student (3 hours)
- CNS 574 Student Development (3 hours)
- CNS 670 Parameters of Law in Student Affairs and Higher Education (3 hours)
- CNS 555 Social and Cultural Diversity (3 hours)
- WOMN 555 Global/Cultural Perspective on Women (3 hours)
- CNS 578 Special Topics in Student Affairs
(with a focus on international students/student services)
- CNS 579 Seminar in Student Affairs
(with a focus on international students/student services)
- Or other course(s) approved by faculty advisor.

5. **Budget implications:** Departmental resources are sufficient to meet projected certificate program enrollments as well as increased enrollments in the current student affairs program.

6. **Proposed term for implementation:** Spring 2008

7. **Dates of prior committee approvals:**

Department of Counseling and Student Affairs	August 22, 2007
CEBS Curriculum Committee	September 4, 2007
Graduate Council	September 13, 2007
University Senate	September 20, 2007

**Western Kentucky University
Ed.D. in Educational Leadership**

Program Proposal

Submitted to the Council on Postsecondary Education

October 4, 2007

Introduction

Potential is ubiquitous, unlimited, and unused. The field of education has been searching for the processes to tap and expand potential since inception, although the reform movements appear cyclical. The most recent round began in earnest with *A Nation at Risk* (1983) and continues today. These persistent efforts of reform are warranted, in part, because education research is often disconnected from reality. Disjointed efforts to train teachers and administrators leave these learners searching for application of their knowledge in everyday practice at their schools. The Western Kentucky University (WKU) proposed Educational Leadership Doctoral Program is distinct from most existing Ed.D. programs in Kentucky and across the nation because it is designed to specifically address the lack of connection between theory and the practice-based needs of practitioners.

The design team considered and addressed issues highlighted in the text from the Carnegie Foundation (2006) *Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline - Carnegie Essays on the Doctorate*, as well as Shulman's piece in the April 2006 *Educational Researcher* similarly entitled *Reclaiming Education's Doctorates: A Critique and a Proposal*. For example, the first essay in the Carnegie text states:

Although there is strong evidence that doctoral recipients trained in the United States are excellent researchers and scholars and can look forward to rewarding careers, it is important to continue to strive to make doctoral education the best possible preparation for the next generation of disciplinary leaders. Disciplines continue to change, as do universities, the job market, the character of professional work, and the student population. Over time, changing conditions may mean that doctoral programs no longer effectively meet their purposes, as some practices are rendered obsolete. In fact, doctoral education may have lost sight of its central purpose.

The team also reviewed on-going dialogue such as Redden's response to the Carnegie Project focused on the Ed.D. in *Inside Higher Education* (April 10, 2007). Redden suggests that a college of education and a practitioner degree offer potential for achieving education reform:

...lasting improvements to the K-12 school system may well end up starting in the classrooms, and so colleges of education are logical starting places for education reform. A new project to re-envision the education doctorate grows out of the premise that there's no clear distinction between the two degrees. In theory, the two degrees (Ph.D. and Ed.D.) are expected to have completely different foci, one for those who are working educators hoping to climb the administrative chain versus those who are more research-oriented (2007)

Some programs attempt to reconcile these distinctions. For example, the University of Florida's new Ed.D. "will incorporate courses tailored to fit the practical needs expressed by local community colleges and K-12 districts, as well as an increased focus on distance education. Meanwhile, the Ph.D. would be more heavily based in theory." At the University of Southern California, they are "...not trying to prepare [learners] for

The P-20 movement has revealed that our educational system needs to be redesigned. While it meets the needs for which it was originally designed, the model no longer fits the world in which we live. There is much greater need for postsecondary education for quality of life issues, as some writers suggest the average person will change careers more than ever and the majority of the careers to which they will change don't yet exist. There is also an even greater emphasis on the critical need to achieve high levels of learning for all students, and to recognize that it takes educators at all levels and community partners to realize this goal.

Leaders are not necessarily doing a poorer job today than in the past, but their challenges are greater. All learners today are expected to master demanding subject matter and to apply what they have learned to solve increasingly complex problems. Consequently, educational institutions and instructional paradigms must change in order to address these problems and needs. The WKU program has as its philosophical foundation and primary purpose the development of practitioner scholars equipped to assume leadership roles in the multiple phases of the educational process and to work with educational partners to improve student performance.

The shift toward "the practitioner scholar" is inevitable with these current emphases on accountability and student achievement. Practitioners within the P-12 setting must be equipped with the tools they need to lead these efforts successfully. Authors such as Fullan (2006), as well as organizations such as, SREB (2001), suggest an alarming need for educational leadership at all levels of the educational enterprise. An appropriately tailored Ed.D. - the doctorate of the practitioner - is the best way to address the needs these individuals must have to positively impact their organizations under current pressures. Assessment skills, the ability to collect and analyze relevant data, and developing the ability to translate findings into actions that improve student learning are the foundation of WKU Ed.D. program

The purpose of the Doctor of Education (Ed.D.) is to improve professional practice through the development of competencies in obtaining and synthesizing knowledge for practical problem solution and improvement of recurring practices. Learners will be provided value-added opportunities to develop breadth in understanding leadership, policy, and research methods. The intended outcome is to produce future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application. The dissertation for all specialty areas will contribute knowledge and understanding of a critical issue in education and be capable of being utilized for improving educational organizations. The proposed Ed.D. in Educational Leadership will clearly address the needs of constituents in the WKU service area. Graduates of the program will be well positioned to contribute to the improvement of education at all levels in the Commonwealth of Kentucky.

individual research, but when they become a principal or a superintendent, they're going to be asking questions, and they want to get answers that are based on authentic methodology."

Trends and Needs

Leadership remains a significant area of study, as evidenced by the abundance of literature, seminars and programs available on the topic. A quick search provides almost unlimited opportunity to read or study the topic from a variety of sources. For instance, popular press authors of business and leadership literature such as Kotter (1999), Owen (2001), and Heifetz and Linzky (2002) regularly highlight a need for more effective and efficient leadership in all types of organizations.

Furthermore, current national legislation (i.e., the No Child Left Behind Act of 2001) mandates that the leaders of schools and school districts be directly accountable for improving student achievement. Schools and school districts need individuals leading their efforts who have the best possible preparation in helping schools as a whole improve. Simultaneously, there is abundant criticism of the current status and offerings related to leadership training in relation to educational leadership (Levine, 2005; Shulman, 2004a, 2004b, 2006; Smith 2004; Murphy 2005).

Narrowing the concern to the Commonwealth, educational leaders in Kentucky must meet the goal of P-12 student proficiency by 2014 and the CPE goal of doubling the number of bachelor degree graduates by 2020. Equally large and looming goals lie in addressing the literacy rate of adults, establishing higher graduation standards, and meeting the need for a more skilled and educated workforce. Additionally, governmental and educational leaders are concerned with raising standards of living and quality of life for all Kentuckians, as evidenced by the Governor's Plan and the CPE goals. The opportunities for creative solutions in education have never been more prolific. With the challenges facing educators at all levels, the need for strong, focused, outcome-producing leadership has never been more intense, and the timing for this degree never more appropriate.

No Child Left Behind (NCLB) and the Kentucky Commonwealth Accountability Testing System (CATS) comprise the high-stakes accountability for schools both at the national and state level, creating a need for teacher leadership within local schools and districts. The principal alone cannot lead schools to proficiency and will be forced (if not by choice) to enlist the assistance of teacher leaders to accomplish the myriad of leadership roles and responsibilities in today's schools. A recent study of high-performing, high-poverty schools in Kentucky found that collaborative leadership between the principal and teachers existed (Kannapel & Clements, 2005). The Education Professional Standard Board, Division of Professional Learning and Assessment (<http://www.kyepsb.net/>), reports that 97% of Kentucky national board certified teachers, teach in the highest performing schools based on CATS testing. Placing highly trained teachers ready to share in the leadership tasks and equipped for systemic change in schools, particularly high-poverty schools, will assist these schools in reaching their goals.

The WKU Ed.D. in Educational Leadership:

- encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors;
- provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices;
- models interdisciplinary and inter-institutional collaboration through the program's management and accountability structures;
- provides participants with leadership capacity to bring about changes that enhance student learning; and,
- provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness.

Currently, Kentucky is second only to West Virginia in having the fewest number of doctoral degree granting institutions among the southeastern states. Rankings are Ohio (13), Illinois (11), Florida (9), Alabama (6), Indiana (6), Missouri (6), North Carolina (6), Tennessee (6), Virginia (6), Georgia (5), Louisiana (5), Mississippi (4), South Carolina (3), Arkansas (2), Kentucky (2), and West Virginia (1). Governor Fletcher suggested in his State of the Commonwealth Address and in his plan that the impact of higher education on the economy of a state is well documented. The plans that he and then Secretary of Education Fox laid out suggest state economies and quality of life quotients are derived from increasing the number of degrees awarded, as evidenced by the requirement to Double the Numbers.

Not relying simply on the number of programs as the only critical need to consider and believing in a philosophy of stewardship of place, WKU sought input from stakeholders within their respective regions on the need for an additional Educational Leadership doctorate degree offering in the state. The P-20 comprehensive program being proposed by WKU uses an interdependent and interrelated system of four leader populations as a potential student base. The four targeted population areas are: Teacher Leader, P-12 Administrative Leader, Postsecondary Education Leader, and Organizational Leader. Therefore, representative populations of these four groups were surveyed in the fall of 2005 concerning their perceived need for a doctoral program. The survey sample included 776 practitioners in Kentucky:

P-12 School and District Leaders	125
Teacher Leader	175
Postsecondary Education Leader	205
Organizational Leader	271

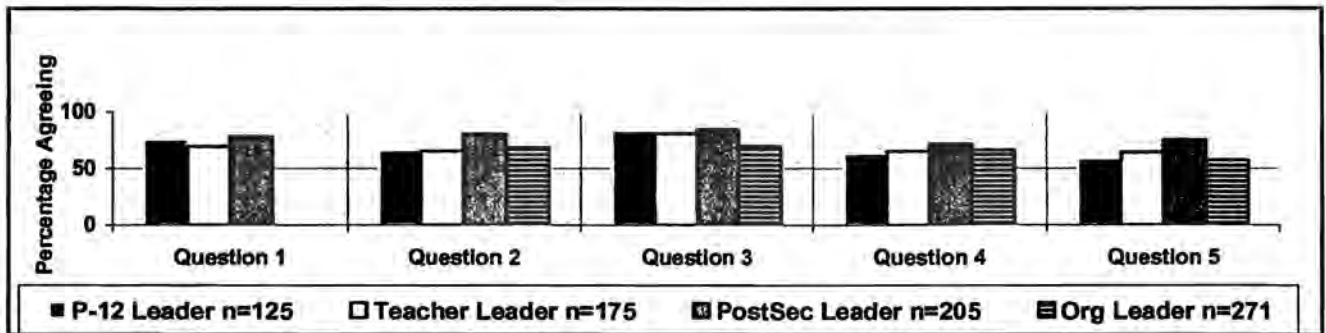
Market Analysis

Survey responses are presented showing the percentage of respondents answering "Agree" or "Strongly Agree." Questions:

1. I believe that a terminal degree relevant to my work would provide me with knowledge, skills, and abilities above that received at the master's degree level.

P-12 Administrative Leader: 75%
 Teacher Leader: 69%
 Postsecondary Education Leader: 78%
 Organizational Leader: Not Asked

2. I believe that a terminal degree would enhance my job performance.
 P-12 Administrative Leader: 66%
 Teacher Leader: 65%
 Postsecondary Education Leader: 80%
 Organizational Leader: 68%
3. I believe that a terminal degree would provide me with new opportunities to advance in my institution/profession/organization.
 P-12 Administrative Leader: 82%
 Teacher Leader: 81%
 Postsecondary Education Leader: 84%
 Organizational Leader: 69%
4. As described above, the Ed. D. is a degree that would appeal to individuals in my school/district or division/department/organization.
 P-12 Administrative Leader: 62%
 Teacher Leader: 65%
 Postsecondary Education Leader: 71%
 Organizational Leader: 66%
5. I am interested in pursuing such a degree.
 P-12 Administrative Leader: 58%
 Teacher Leader: 64%
 Postsecondary Education Leader: 75%
 Organizational Leader: 57%



These data, when added to the Job Market data in the Job Opportunities section below, suggest a compelling need for the program. The Occupational Outlook Handbook (2004-

2005), published by the Bureau of Labor Statistics (<http://www.bls.gov/oco/print/ocos007.htm>), offers data and projections across three of the four specialties (P-12 Administrative Leadership, Postsecondary Educational Leadership and Organizational Leadership) that indicate a percentage growth ranging between 19% and 64%.

As WKU discussed and planned the proposed doctoral programs from an inclusive P-20 perspective, the need for the teacher leadership area became clearer. The Teacher Leader track is a new description for positions within schools and school districts. Additionally, the interest area in Teacher Leadership, though gaining recognition in the world of practice as a clear need and a developing area (as evidenced by recent articles in *Educational Leadership*(2007)), is not available anywhere in the Commonwealth of Kentucky, the region, and has limited availability nationally. The opportunity for developing the educational leadership capacities of teachers is a critical need yet to be met. Numerous school districts in the state, as well as nationally, have already taken the step to develop a Teacher Leader role within the local schools. Districts served by WKU who have people in these positions would benefit from such leadership preparation. Teacher Leader program graduates could fill these available roles in the districts. With their enhanced knowledge and skills, these Teacher Leaders and researchers will be able to make a significant impact on any school or district. WKU consistently ranks #1 or #2 in Kentucky in preparation of teachers and administrators annually. The Ed.D. is the next milestone in a seamlessly developed career.

Numerous respondents to our survey stated that their co-workers and colleagues enroll in doctoral programs in states nearby due to lack of accessibility or availability of programs in Kentucky. For many potential students who wish to remain active in the workforce as they seek advanced degrees, it is impossible to travel to UK or U of L. For example, it is not possible to drive to Louisville from Todd County and be in class by 4 o'clock without missing a significant day of work for each class period scheduled. Therefore, for the educator who does not wish to be away from his own students the program becomes inaccessible. The WKU proposed program will use a delivery model and structure intended to make it possible, and in fact preferred, that students remain in their currently held professional positions.

For the past 100 years, WKU has been a leader in preparing Kentucky's educational personnel. WKU has offered Master's level training for 75 years and, in that time, has produced numerous leaders of Kentucky education. Alumni from WKU include current Education Secretary Laura Owens, as well as KDE officials, many superintendents, principals, and teacher leadership throughout the Commonwealth. Building on that tradition, WKU is now poised to offer an innovative Doctorate of Education in Educational Leadership designed to meet the increasing demand to take P-20 education in Kentucky to new levels. This Ed.D. program is the next essential step for fulfilling WKU's evolving mission for (a) seamless career development, (b) complementing the total program offerings, (c) utilizing the strong technological infrastructure for delivery, and (d) enhancing economic growth in the Commonwealth through the emergence of advanced educational degrees.

Not only does the design of this program comply with each of these characteristics, it addresses the related questions posed in the Five Questions of Postsecondary Education Reform posed by the governor and the Council for Postsecondary Education:

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable to its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

WKU's unique education doctorate intends to address the needs of practicing professionals by recognizing and developing leadership skills in cross-disciplinary settings. Curricula are planned to increase understanding of human learning, to improve organizations, and to teach candidates how to effectively conduct career-relevant research, thereby increasing their problem-solving abilities within work settings.

Additionally, the increased production in advanced degrees will result in a parallel and concomitant economic growth for the Commonwealth. The proposed degree program will produce graduates who will be effective change agents within educational and education-related environments. The program will prepare the "practitioner scholar" through rigorous study of foundational and contemporary theories which the learner will then translate and apply in daily practice. As such, this program is fully aligned with WKU's Quality Enhancement Plan theme, "Engaging Students for Success in a Global Society," as it will provide educational leaders with practical training and a framework for future credentialing that may emerge.

WKU's proposed Ed.D. in Educational Leadership is consistent with nationally recognized best practices based on the recent work of Lee S. Shulman (Shulman, 2004a, 2004b, 2006), including practitioner scholarship, seamless career development, and job-embedded development based upon adult learning. The doctoral program candidates will be engaged in a sophisticated, highly job-embedded, rigorous and continual assessment process that will stimulate development of the highest levels of practice. The program will treat the employment component of students' lives as the context that will make their doctoral study richer and more relevant. A sequential learning process for leadership theory and research skills will be complemented by the focus on applied theory via practicum. The initial orientation, with emphasis on accessibility and flexibility in achieving program competencies, sets the stage for appropriate individualization of each learner's program of study. As a result of collaboration with the other doctoral-granting institutions in Kentucky, in particular, students may apply for transfer of graduate courses in order to meet program objectives. A sequence of practica across multiple terms ensures the experiential nature of the program. Finally, the research component solves problems of practice in an existing context.

This proposed Ed. D. will engage participants in reflective, action-research study gaining experiences and competencies critical to changing the nature of education and increased student learning, rather than focusing on becoming career researchers. This program will

appeal to residents in Kentucky, our primary focus, but will likely have strong attraction for both national and international applicants. WKU has the resource capacity and technology infrastructure to deliver the program. Additional economic growth in the Commonwealth should emerge from such advanced educational degrees.

Redesign

WKU has been a leader in program redesign and involved in SREB program development since 2001. WKU's involvement and subsequent discussions with other educational leadership preparation programs and EPSB began a statewide involvement with SREB redesign in 2003. In addition, the WKU Educational Leadership faculty has substantial and sustained levels of involvement with statewide agencies and organizations associated with school and district leadership.

Refer to Appendix A for examples of faculty service: Representative EALR Faculty Engagement and Collaboration with P-12 school agencies

WKU has a habit of being continuously reflective to make productive changes, as evidenced by the previous discussion of the Educational Leadership Redesign work with SREB. Additionally, WKU has been reflective on the process and programming related to offering a doctorate. For more than a decade, WKU has been involved in a cooperative doctoral program with the University of Louisville (U of L), resulting in 35 doctorates produced at WKU (students who were admitted and completed the program through the cooperative only). The majority of support for these students came from WKU faculty.

The program recently changed from an Ed.D. to Ph.D. by an independent decision of the U of L faculty and campus governance boards. The program changed designation, and some areas of emphasis were eliminated (e.g., organizational leader). Substantial funding for this collaboration was provided by WKU. Although the partnership has certainly benefited the state, there needs to be a more equitable distribution of resources across institutions and of contributions and capacity of each.

As we work to enhance the capacity of leaders in the field of education and in education-related entities in the Commonwealth, it is imperative that opportunities be provided for faculty members and doctoral students to interact in new and unique ways. Opportunities need to be provided for the students to apply theoretical understanding in real-world settings, and problems need to be investigated from multiple perspectives. WKU will establish collaborations with other Kentucky universities in order to provide a well-rounded, multi-faceted program to interested and qualified students.

Collaboration

Discussions have included attention to several forms of collaboration including the Kentucky Virtual Campus (KYVC), visiting professors, visiting lecturers (e.g., organizational leaders outside of education), transfer of coursework, distance learning, and joint course offerings. Currently, WKU is collaborating with KCTCS, NKU, and EKU. The KCTCS collaboration has been extensive in that KCTCS personnel have been engaged in contributing to the development of graduate courses in the WKU program.

The deans of WKU and UK have met in collaboration concerning Community Colleges. NKU and WKU have collaborated on course work, program design, and competencies that will allow students to interchange courses, practica requirements, and dissertation topics and emphasis. Along with representatives from the other public universities, WKU faculty and administrators have participated in multiple formal sessions on the re-design effort, and the Ed.D in particular. Several meetings were held that involved all of the state public universities, including U of L and UK, to investigate ways to collaborate.

In an effort to provide educational experiences that will positively impact learning in diverse settings and maximize student learning in a way that is relevant to the world of practice, the Kentucky universities who met to discuss collaboration for the doctorate, expressed commitment to the following inter-institutional collaborative endeavors:

1. Compile a "faculty expertise database" at each institution that can serve as a resource for shared courses, committee membership, and consultation with students.
2. List unique areas of institutional expertise and specialization that can be shared with other institutions through distance or low residency course offerings (Law School, Informatics, School Safety, International Programs, etc.).
3. Sponsor an annual colloquium (rotated among the institutions) for degree completers to share their dissertation results, for program faculty to meet, share, and plan together, and for candidates at the dissertation stage to discuss topics, research design, etc.
4. Create an interactive website through which students with similar research interests can collaborate across the Commonwealth on larger scale research projects.
5. Jointly sponsor prominent visiting scholars (either in person or via the internet) to offer electives and special topics courses.
6. Applicability of course transfer.
7. Explore ways of incorporating global experiences for doctoral students.
8. Consider creating a Center for Practitioner Research.
9. Explore options for inclusion of courses in the Kentucky Virtual Campus (formerly the Kentucky Virtual University).

Western Kentucky University and Northern Kentucky University have signed an MOU in support of these commitments (see Appendix B). It is anticipated that the other state universities will also support this agreement.

CPE Proposal Criteria

1. PROGRAM DESIGN

A. General institutional admissions requirements and any separate admission requirements for the new program are rigorous and relevant.

Program admission will be based on a holistic evaluation of the candidate's application file, which must include:

- i. GRE or GMAT scores

- ii. Transcripts of all undergraduate and graduate course work
- iii. Documentation of a master's degree from an institution accredited by a nationally recognized accreditation body
- iv. For international students and ESL students, an appropriate TOEFL score or its equivalent
- v. Resume' or vita
- vi. Completed application
- vii. Personal essay
- viii. Recommendation forms: at least three professional references from persons in a position to evaluate the applicant's potential for success in a doctoral program
- ix. Educational Leadership Self Report Scale/Core-Self Evaluation Scale Score

Intended candidates for the degree will be individuals who

- have completed at least a master's degree,
- have demonstrated leadership capacity within their organizational settings, and/or
- are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.

B. Seamless transfer options for students, allowing them to take courses from any approved program and have them count toward the degree is an option if the transferred courses meet the requirements of the plan established for the student.

The specific transfer of these courses will be based on the student's program from the evaluation conducted of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. Approval of the student's program committee will be required.

C. A cohort model of registration, including minimum requirements for viability for the program has been established.

It is anticipated that a cohort of twenty to twenty-five students will be enrolled twice a year.

Projected Enrollment for first cohort:

a. Full-Time Enrollment – First Cohort	5
b. Part-Time Enrollment – First Cohort	20
c. Projected Total – First Cohort	20-25

Each year it is expected that two cohorts will be admitted, one in the fall and one in the spring, with a total of approximately 40-50 additional candidates per year. Given the timeline when the program is fully operational and staffed, after three years, there will be approximately 120-150 students in the program, dependent upon length of time to complete each individual's program and study. The planned FTEF for the program when it is fully operational and staffed is 10, with a student/faculty ratio of 10/1.

D. A detailed program of study.

A detailed program of study has been designed that consists of 60 hours, dependent upon individualized programs above the master's degree that will include (a) an orientation and core program studies seminar, (b) a core of 9 hours of broadly applicable leadership courses, (c) 9 hours of research and statistics courses, (d) 6 hours of job-embedded practicum, (e) 18 hours of a combination of more specific content courses in various specialty areas/options and electives, and (f) 12 hours of dissertation. Each student's academic background and professional experience will be assessed at the time of admission, and students may be allowed to count up to 15 hours of applicable previously completed above the master's course work and/or experiential learning credits toward program requirements. All coursework will be at the graduate level, and student programs will be an appropriate mix of modified existing courses and newly created doctoral level courses. If students stay on track in a part-time status averaging six credit hours per semester (including summers), the program can be completed in approximately three calendar years.

The specific selection of elective courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With approval of the student's program committee, elective courses will come from one of four specialty areas:

P-12 Administrative Leadership primarily designed for public / district administrators;
Teacher Leadership, primarily designed for educators serving in potential leadership roles related to areas such as Lead Teacher, Grade Coordinator, Curriculum Coordinator, Resource Teacher, and Staff Developer;
Postsecondary Education Leadership, primarily designed for leaders in postsecondary, teachers/staff in 2-year and 4-year colleges, and KCTCS institutions;
Organizational Leadership, designed to prepare leaders in education-related organizations that are not classified as schools, colleges, or universities.

Refer to Appendix C for a schematic of the WKU Educational Leadership Doctoral Program

E. The culminating dissertation will be appropriate to the needs of the constituencies served.

These dissertations will be applied research projects focusing on real-world problems related to the candidate's workplace setting.

F. A fully aligned relationship between the redesigned Master's program and the doctoral program can be demonstrated.

The redesigned Masters will better prepare and make a seamless entrance for educators to pursue any of the four specialties. The Master's program and the Educational Doctoral Program will share many design aspects:

- Job-embedded, scholarly practice
- Performance-based practica
- Holistic evaluation
- Individualized programs
- Data-riven decisions
- Co-designed and co-delivered instructional programs

The master's will demonstrate a participatory culture. A community of learning reaches out to the larger (P-20) community in professional discourse, in order to test ideas against those of others in order to become leaders and change agents. As suggested by Isenberg, the candidates will have opportunities to participate "in a professional community that discusses new teacher materials and strategies that supports the risk taking and struggle entailed in transforming practice" (McLaughlin and Talbert, 1993).

In order to align a master's program and the doctoral program, three documents serve as guides: NCATE/NBPTS' *Toward a New Vision of Master's Education for Teachers*; the Education Professional Standards Board *Preparing Teachers as Leaders*; NBPTS (Isenberg, 2003) *Using National Board Standards to Redesign Master's Degrees for Teachers: A Guide for Institutions of Higher Education*; and, Southern Regional Education Board (SREB).

Lee Schulman (Hunt Lecture at AACTE 1998) suggested that colleges of education, most often unintentionally, have placed leadership roles outside of the classroom in Master's degree programs. He went on to outline principles that can guide the exploration of how Master's programs might contribute to the professionalization of teaching:

- *Obligations of service to others.*
- *Understanding of scholarly and theoretical foundations*
- *Skilled practice and performance.*
- *Exercise of judgment under conditions of unavoidable uncertainty.*
- *Ability to learn from experience.*
- *Professional community to monitor quality.*

Using these principles, the following criteria are being employed by WKU to ensure the development of the education Master's degrees and alignment of the Master's with the Educational Leadership Doctoral Program. The Master's program will be a professional, practice-oriented degree program. All WKU education programs are linked to relevant professional society standards and the appropriate Kentucky Educator Standards, as outlined by EPSB. Each program and its graduates are similarly evaluated through

assessment of critical performances and are accredited by NCATE and other accreditation agencies.

The components, as outlined in the EPSB's *Preparing Teachers as Leaders*, will be followed:

Conceptual Framework: "An underlying structure in a professional education unit that gives conceptual meaning through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability." (NCATE Standards 2006)

Program Design: Demonstrate collaboration with districts in design of programs that will involve teachers at appropriate levels, demonstrate collaboration with Arts and Science faculty in design of programs, interpret and analyze P-12 student achievement data, demonstrate a process to individualize a program to meet the candidate's professional growth/improvement plan, support job-embedded professional experiences, provide multiple career pathways or opportunities to strengthen certification area, allow candidates to earn Rank II and Master Teacher designation as well as the Consultant endorsement, and utilize mixed delivery methods.

Program Curriculum: Prepare candidates to be school and district leaders; evaluate high-quality research; plan for differentiated instruction based on data analysis and classroom management; enhance content knowledge; reflections that inform best practice; provide clinical experiences that examine student achievement; instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards; mastery of Kentucky Teacher Standards utilizing advanced level performances; and design and conduct relevant research projects such as action research and thesis.

Continuous Assessment: Document and evaluate ability to impact student learning; evaluate clinical experiences; develop a culminating performance-based assessment; and on-going evaluation of program effectiveness, including student success at the next level of education or as they transition to the workplace full time.

Refer to Appendix D for the WKU Professional Education Continuum Model chart.

G. The program specialties (tracks) acknowledge the diversity of the applicants' background experiences and prior knowledge.

There are four populations within the program. Each student's academic background and professional experience will be assessed at the time of admission, and students may be allowed to count up to 15 hours of previously completed applicable course work and/or documented experiential learning credits toward program requirements. Experience and goals will be reviewed to identify specific content and learning needs for each candidate.

All four specialties focus on practical experiences, use inquiry methods, and address problems of practice. The proposed multi-disciplinary model enables the faculty to be

drawn from particular areas of expertise and to focus on the unique dynamics of a specialty. The program faculty collectively service students across specialty areas, thus providing economy and efficiency for the university. Teacher Leader faculty are typically more experienced and focused on curriculum and instructional practice issues, while Organizational Leadership faculty might bring particular and unique expertise relative to community agencies, communication strategies and acquiring resources from more competitive sources. Faculty will be able to bring the reality of their own practice and field of vision that will enhance overall capacities of diverse candidates in the other specialties.

P-12 Administrative Leader

The P-12 Administrative Leader specialty area is primarily designed for public school and district administrators. Courses emphasize inquiry and analysis of problems confronting the administrator in education environments. In addition to focusing on practical issues, candidates' values will be clarified and tied to a leadership vision. The candidates will learn to identify clarity and focus when faced with ambiguity, to evaluate operations, and to design and implement improvements required to address the needs of all students. The Southern Regional Education Board, with whom WKU has partnered on a three-year project of redesign and renewal of educational administrator preparation programs, has found that high-stakes accountability has placed new demands upon leaders. These tremendous and challenging demands call for a new level of school and district leadership with skills and knowledge to create, monitor, and evaluate change in their schools and school systems.

Although few P-12 administrators in Kentucky hold doctorates, there is strong interest and support, as indicated in the needs assessment. Responses were gathered from 125 individuals currently in leadership and/or administrative posts (i.e., Department Heads, Assistant Principals, Principals, Director/Coordinators, Assistant/Associate Superintendents, and Superintendents) in public and private schools in region 2 and the 32 districts of GRREC, served by WKU. The results are illustrated on pages 4 and 5 in the needs section. Now is the time to recruit and train practicing educators, as a new generation of change agents becomes enabled to lead systemic reform.

Teacher Leader

The Teacher Leader specialty area is designed for teachers and individuals filling roles in areas including assessment, curriculum, technology, and literacy and grade or discipline coordination. Teacher leaders are essential to overcome student barriers to learning, especially those that emerge from high-poverty environments. Based upon the United States Census Bureau (2000) criteria for poverty, 36% of Kentucky schools qualify as high-poverty schools. A majority of those schools are located in the region served by NKU, EKV, and WKU. Placing highly trained teachers who are prepared for systemic change and leadership in schools will close the achievement gap, facilitate learning for all students, and develop equitable practices to meet the needs of diverse learners. Teacher Leadership in schools is a growing field of specialization for those who choose to remain

connected with the classroom to make a difference, rather than pursue administrative roles.

WKU's needs assessment for Teacher Leadership indicates support for and interest in the Ed. D. program. Responses were gathered from 175 individuals currently in teaching, leadership, and/or administrative posts (i.e., Classroom Teachers, Grade Level Chair/Coordinator, Department Heads, Assistant Principals, Principals, and Director/Coordinators) in public and private schools in the WKU service region (pages 4 and 5). Graduates from the Teacher Leader specialty area will be prime candidates for leadership roles in schools and districts. With increased depth and breadth of knowledge and experiences gained, enhanced abilities to use and conduct research, and developed leadership capacities, these individuals will be able to make a significant impact on the quality of student learning in their classrooms and schools. Teacher Leaders will continue their careers under various titles: Lead Teacher, Grade Coordinator, Curriculum Coordinator, Resource Teacher, and Staff Developer, to name a few.

For both the P-12 Administrative Leader and Teacher Leader programs, the primary emphasis will be the preparation of leaders who will facilitate leadership growth in others and will capitalize on the leadership capacity currently existing within schools and districts. The program will prepare these leaders to deal effectively with enhancing the performance of students, focusing on using all data available, and carrying out the goals stated in their school or district Comprehensive School Improvement Plans (CSIP).

Postsecondary Education Leader

The specialty area of Postsecondary Education Leader prepares individuals for work in postsecondary institutions. The graduates in postsecondary education leadership will be leaders who bring ethical and reflective perspectives to leadership and professional practice in postsecondary education. They are committed and enabled to addressing the needs of society, postsecondary education, and the diverse populations they serve. Candidates will gain new skills and theoretical frameworks by examining practices in postsecondary education leadership. Postsecondary organizational structures, curriculum and delivery systems will be examined. Candidates will explore and address problems faced by postsecondary education leaders including issues of access, affordability, student success, and instructor performance. Candidates will develop or enhance skills in teamwork and communication, as well as related to assessment and analysis. Candidates will be those who hold or aspire to various leadership positions in colleges and universities or who wish to provide leadership in advancing student learning through their teaching roles.. Graduates may hold positions in administration, teaching, student affairs, support services, and other key positions of postsecondary education leadership.

Data relative to the need for a postsecondary specialty indicate both support and interest. Responses were gathered from 205 individuals currently in leadership and/or administrative posts (i.e., Academic Affairs, Student Affairs, Financial Affairs, Institutional Advancement/Development, Government/University Public Relations, and Information Technology) in public and private colleges and universities in the WKU

service region. Those surveyed held positions identified as 25% entry level, 35% mid-management, and 22% senior level (the remainder did not report their level); only 13% currently possessed a doctorate. The results documented both support and interest in the postsecondary area (see page 4 and 5). Conversations with Kentucky Community and Technical College System (KCTCS) senior staff and college leadership further supported the need to provide doctoral-level education that prepares educators to become leaders to enhance student learning. Statewide collaboration and partnerships are heavily emphasized as a means to raise the educational level of all learners in the Commonwealth. WKU is working collaboratively with a development team comprised of KCTCS leaders in order to ensure the relevance and connectedness of this postsecondary specialty area, in meeting the needs of KCTCS faculty and staff.

Organizational Leader

The Organizational Leader specialty area, provides preparation for leaders in education-related organizations and non-profits not classified as schools, colleges, or universities (e.g., local community agencies, human resource and development officers, or consultants and trainers). Candidates would qualify for a variety of roles within organizations, policy-makers in federal and private agencies, foundation administrators, and employees of state boards of education, Ministries of Education employees, nurse executives, or directors of professional development. The coursework and learning experiences in this track apply leadership with a strong emphasis on field experiences and internships within these organizations.

Although graduates may not be working in a formal educational institution, their work and responsibilities include advancing educational attainment. These leaders need appropriate preparation and understanding of the principles of leadership. By its nature, the appeal for this specialty area will attract applicants from a wider variety of settings than the other three areas. It provides opportunities to advance the educational agenda through community partners. The data relative to the need for an organizational leader specialty area were gathered from 271 individuals, indicated support for and interest as shown on pages 4 and 5.

When considering need, it is not only important to think about recruiting candidates to a program but also to determine marketability once the degree is conferred. Therefore, data were also collected and projections made concerning the placement opportunities for the proposed candidates. The Occupational Outlook Handbook (2004-2005), published by the Bureau of Labor Statistics (U.S. Department of Labor found at <http://www.bls.gov/oco/print/ocos007.htm>), offers the following data in Table, across three of the specialty areas offered in this program (P-12 Administrative Leadership, Postsecondary Education Leadership, and Organizational Leadership):

Occupational Outlook Handbook Data (2004-2005)

	Years of Analysis	Growth Rate	Percentage of Growth	Descriptor
P-12 Administrative Leadership	2002-2012	2.7-3.0	30-34%	Very Fast Growing (> than 36%)
Postsecondary Educational Leadership	2002-2012	1.8	19.9	Fast Growing (21-35%)
Organizational Leadership	2002-2012	2.2-5.1	25%-64%	Fast Growing – Very Fast Growing (21 to >36%)

As demonstrated by the data in this table for the three existing areas addressed by the programs, all are in substantive growth careers, so there will likely be high demand for the program and plenty of opportunity for graduates to find employment post degree. When positions are described as fast or very fast growing, it is typically interpreted that the demand for applicants exceeds the number of qualified candidates currently or expected to be available.

In summary, the following is a list of characteristics of the program, which points to its uniqueness and special contribution to the higher education offerings in the state. The proposed WKU doctoral program:

1. Utilizes a rigorous holistic admission process, orientation seminar, and assessment process yielding a tailored, customized, and informed program of study.
2. Is accessible, flexible, and adaptive, focusing on students' educational and experiential backgrounds as well as their professional and career goals.
3. Is attractive to non-traditional students who are working professionals.
4. Places students in a modified cohort structure where they derive the benefits of collegiality and networking without forcing a rigid, lock-step curriculum.
5. Offers students a blend of instructional delivery modes including distance education and alternative scheduling approaches.
6. Allows for the acquisition of deliberate electives across the university, enabling the student to address career goals.

7. Provides regular and continuous mentoring for students during and subsequent to program.
8. Focuses on applied research, enabling graduates to transfer learning directly to their organizations.
9. Includes a variety of practicum experiences within their current workplaces or at relevant alternative sites.
10. Assumes that applicants are mature, self-directed learners with motivation to engage in active learning and in student-led environments and where the faculty member facilitates learning and student growth in a community-based learning environment.
11. Possesses structures and innovative financial assistance strategies to enable students to more easily afford the costs of participating in the program.
12. Encourages collaboration with Commonwealth universities, colleges, and agencies through team-teaching arrangements, visiting professorships or as lecturers, collaborating on courses, supervising interns, or serving on dissertation committees.

H. Agreements have been articulated with local school districts, cooperatives, and other regional partners that ensure substantive field experience.

The design team included sub-committees for the four specialties. The Teacher Leader and P-12 Administrator specialties included Professional Development Coordinators, Superintendents, and Instructional Supervisors representing the various school districts in the WKU service area. All of these representatives agreed to provide doctoral students access to pertinent school district data, release time, and general support. WKU anticipates additional consultation with districts and agencies to extend the work from the practicum activities to further enhance the needs of the agencies.

As a component of the WKU redesign of educational leadership programs, WKU and GRREC have been involved in the University-District Partnership conducted by SREB. One outcome of the training and the partnership is the development of articles of agreement between the postsecondary institution and the area schools. WKU currently has an agreement with area schools as a result of the PILOT grant in association with GRREC. Additionally, the Department of Educational Administration, Leadership and Research, as well as the College of Education and Behavioral Sciences, both have and regularly convene (at least once annually) advisory boards constituted by a variety of persons and agencies in our region. These advisory boards have also served as a means to establish and ensure cooperative and substantive field-based partnering and opportunities. Another example would be the establishment of professional learning communities in various schools where the block students apply the pedagogy they learn on campus in school settings the following day. A final example of articulated agreements would be the MOU associated with the proposed programs, which further documents the level of cooperation and collaboration among the regional universities (Appendix B).

2. PROGRAM CONTENT

A. The program is interdisciplinary and collaborative across the institution, calling on a wide variety of resources.

The Ed.D. Leadership Advisory Committee (EDLAC), chaired by the director of the doctoral program, will have primary oversight responsibilities for the Ed.D. program. The committee will be comprised of graduate faculty from various colleges who directly contribute to this interdisciplinary degree program. The director of the doctoral program will be appointed by the dean of the College of Education and Behavioral Sciences in concurrence with the graduate dean and the Provost and Vice President for Academic Affairs. The faculty on the EDLAC will be appointed by the director of the doctoral program in consultation with the dean of the college and the graduate dean. It is essential that the curriculum and quality standards come directly from the faculty. This committee will serve as a "department" for the doctoral program; consequently, this committee will be directly responsible for establishing appropriate admission standards (including alternate admissions), courses, curriculum, and graduation requirements. The director of the doctoral program, in consultation with the EDLAC Committee, will recommend to the graduate dean, through the dean of the College of Education and Behavioral Sciences, dissertation advisors and committee members whose expertise and experience are related to the individual needs of each doctoral student.

For general administrative purposes, the program will be housed contiguous to the College of Education and Behavioral Sciences and supervised by the college dean. Curricular approvals for Ed.D. core courses (i.e., courses with the prefix EDLD) and for the Ed.D. program will flow from the EDLAC through the dean of the College of Education and Behavioral Sciences to the graduate dean and Graduate Council, and from there to the University Senate. Current faculty holding graduate status, along with additional new faculty to be employed, will provide instruction in the proposed doctoral program. Faculty from five of the six colleges will be selected based on their expertise and discipline-specific qualifications.

B. The program has rigorous curriculum standards, with identified competencies, and cohort-based instructional methods that motivate and engage students, with a focus on dynamic instructional leadership, all with a flexible schedule to accommodate working professionals.

WKU faculty has established the following program outcomes for evaluating student competencies. Students will be able to

- i. Design plans and strategies for systemic reform that result in measurable improvements in student achievement;
- ii. Demonstrate the behaviors of a visionary leader by developing, articulating and implementing a vision focused on improved student learning and achievement that is shared and communicated by a group or organization;

- iii. Demonstrate and discuss his/her personal code of ethics;
- iv. Demonstrate effective leadership strategies which improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization;
- v. Demonstrate and document a commitment to professional growth and development;
- vi. Design and evaluate strategies and structures to document system and student achievement accountability goals;
- vii. Design and defend resource allocation plans and decisions to maximize system performance as aligned with vision and improvement plans;
- viii. Demonstrate valuing of diversity by identifying and collaborating through diverse teams in response to diverse interests and needs identified; and
- ix. Document plans and actions taken to impact and influence the larger policy environment including the political, social, economic, legal, and cultural contexts.

In order to achieve the above outcomes, the instruction is designed with the following considerations:

- i. Is accessible, flexible, and adaptive, focusing on students' educational and experiential backgrounds as well as their professional and career goals;
- ii. Is attractive to students who are working professionals and unable to attend full-time residential programs;
- iii. Places students in a "modified" cohort structure where they derive the benefits of collegiality and networking without forcing a rigid, lock-step curriculum;
- iv. Offers the students a blend of delivery modes including face-to-face, distance education, alternative scheduling approaches, and other non-traditional approaches to "seat time";
- v. Allows for the acquisition of focused electives to enable students to address career goals (such as advanced certifications or specialized trainings);
- vi. Provides regular and continuous mentoring support for students, even following completion of the program;
- vii. Focuses on applied research, enabling graduates to stay connected to the field for enhanced impact on the organizations where they work;
- viii. Includes opportunities for a variety of practicum experiences designed to provide students with practice-based assignments and diverse experiences, whether these are based within their workplaces or at alternative sites;
- ix. Assumes that applicants are mature, self-directed learners with motivation to engage in active learning and in student-led

- environments where the faculty member “facilitates” learning and student growth;
- x. Possesses structures and financial assistance strategies that will enable students to more easily afford the costs of participating in the program; and
 - xi. Encourages collaboration with Commonwealth college, universities, and agencies through many activities including: teaching, visiting professors/lectors, collaborative courses, supervising interns, joint research initiatives, and serving on dissertation committees.

The program is intended to be delivered from the main campus site as well as at other locations in the region that offer convenience to the participants in the program. The intent is to utilize cohorts and a blended media delivery system. Approximately one-third of the program will be in traditional face-to-face modes, principally through intense week-long seminars in the summer and early winter terms and extended hours on occasional weekends throughout the calendar year. The second one-third of the program will utilize various digital media including Blackboard, ITV, podcasts, and other available technology-based formats. The final one-third will be in practical settings such as current working locations or practicum sites, and in completion of applied research studies.

Accessibility, flexibility, and adaptability are the cornerstones for the design and delivery of the program. The delivery format for the program is structured in a way to facilitate an applied focus of the learning experiences, while incorporating a variety of distance-learning formats, web-based platforms, interactive video, and blended delivery options. This will be accomplished in a manner that will foster the development and application of knowledge and skills associated with the program’s focus on preparing “practitioner scholars,” while acknowledging the value of providing learning experiences that enhance mentor-mentee relationships and student-to-student interactions. In our discussions with potential students and leaders of organizations who will be sources for students, we have stressed the importance of using the most appropriate delivery mode for the nature of the program component being taught.

C. The program blends theoretical and research knowledge with applied analytical skills. The research knowledge will be used to improve school practice.

Students will enroll in EDLD 700 - Orientation to Doctoral Studies and Professional Development (six credits) during their first semester after admission to the program. The rest of the core consists of nine credits of leadership courses and nine credits of research courses.

The leadership courses include:

EDLD 710 Leadership I ---Theories and Practice

EDLD 720 Leadership II —Issues in Education

EDLD 730 Leadership III — Leading the Organization

The research and statistics courses include:
EDLD 711 Research I — Applied Research in Leadership
EDLD 721 Research II — Measure and Validity in Leadership Research
EDLD 731 Research III — Advanced Data Analysis Tools for Leadership

The specific selection of elective courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With approval of the student's program committee, elective courses will come from one of four specialty areas.

D. The program focuses on data-based decision-making, the efficient use of technology for management and instruction, and the establishment of virtual learning communities.

Refer to Section B, page 21.

E. The program will help leaders work collaboratively and inclusively with teachers, parents, students and the community to create productive learning environments.

The very nature of the design of the program enlists and supports a learning environment for all of these stakeholders. The primary basis of the program is to impact student learning and advance student achievement through the development of leadership skills for teachers, administrators, university and community/technical college staff, and educationally grounded community organizations that are based on best practice. In actuality, the skills developed and employed by the students in this program will ultimately affect the entire realm of the education network supporting a community system. The practica and action research dissertation are designed to explore, and through a data-driven research approach, devise possible solutions to real-world issues within the students' practice.

3. CAPACITY

A. Faculty

1) There are appropriate qualifications of present and pending faculty, including rank, degrees, experience, and relevant scholarship.

Refer to Appendix E for the Roster of Instructional Staff.

2) There is an appropriate balance between full- and part-time faculty in the program, ensuring quality and consistency for the students.

Refer to Appendix F and Appendix G for the Full-time Faculty and Part-time Faculty in the Ed.D. Educational Leadership Program.

Selected current graduate faculty will provide instruction in the proposed doctoral program. Faculty from five of the six colleges will be selected based on their expertise

and discipline-specific qualifications. Some professionally qualified adjunct faculty will be drawn from outstanding leaders in the respective fields. A director and two to three new faculty will be hired to launch the program. As the program evolves and grows, the University is committed to add additional qualified full-time and adjunct faculty.

Appointment and Reappointment Procedures

Appointment and reappointment procedures for faculty participating in the doctoral program will follow those prescribed in the Faculty Handbook (17th Edition) for Regular, Associate, Adjunct Graduate Faculty Members.

Faculty for Teaching/Advising Doctoral Students and Serving on Dissertation Committees

Faculty members assigned to teach in the doctoral program will have received approval from the graduate dean based on a recommendation from the Ed.D. Leadership Advisory Committee, director of the doctoral program, and the dean of the College of Education and Behavioral Sciences. These faculty members are responsible for teaching and advising doctoral students, as well as serving on dissertation committees.

Membership: All faculty members participating in the doctoral program must have graduate faculty status and qualify under one of the following membership categories:

Regular Membership – To qualify for regular membership on the graduate faculty, a faculty member must possess the following qualifications:

- hold an appropriate terminal degree in the teaching field;
- hold the rank of associate professor or above;
- have at least three years' full-time teaching experience at the senior college or graduate level;
- have a solid record of effective teaching;
- present a record of high-quality scholarly and creative achievement;
- have a history of acceptable university and public service.

Associate Membership – To qualify for associate membership on the graduate faculty, a faculty member must possess the following qualifications:

- hold an appropriate terminal degree in the teaching field;
- hold the rank of assistant professor or above;
- have at least one year's full-time teaching experience at the senior college level or provide evidence of appropriate related experience;
- show evidence of effective teaching;
- present evidence of high-quality scholarly and creative achievements;
- be involved in university and public service.

Adjunct Membership - Individuals who do not have regular appointments to Western Kentucky University may be approved for adjunct membership on the graduate faculty. Candidates for appointment to adjunct membership must either

meet the requirements for associate or regular membership or present equally notable professional qualifications based on education and experience specific to the assignment. Appointees approved on the basis of professional experience must be recognized for their high-quality contributions to their field of expertise and must be able to share knowledge that reflects the viewpoint of the professional practitioner.

Alternative appointment: Any graduate faculty appointment/reappointment made other than as provided herein shall require written justification from the department (e.g. doctoral program director) that such action will serve the best interest of the graduate program and shall have support of the college dean, graduate dean, and Graduate Council.

Term of appointment: Regular membership appointments expire at the end of six years. Associate membership appointments expire at the end of four years. Adjunct membership appointments expire at the end of the term(s) or course(s), as specified in the appointment, or at the latest, two years after appointment.

Requirements for reappointment: Requirements and procedures for reappointment are the same as those for the original appointment.

3) Support and resources will be provided to aid in the inculcation of a doctoral education culture within the department and institution, and the preparation of faculty to chair student committees.

For purposes of accreditation, the *Southern Association of Colleges and Schools (SACS)* classifies institutions according to the highest degree level offered. Those classifications are as follows:

Level I	Offers the associate degree as the highest degree
Level II	Offers the baccalaureate degree as the highest degree
Level III	Offers the master's degree as the highest degree
Level IV	Offers the master's and specialist degree as the highest degrees
Level V	Offers three or fewer doctorate degrees as highest degrees

WKU made application to the SACS Commission and was approved at the Commission's June 2007 meeting to proceed as a Level 5 institution.

C. Resource Requirements

NOTE: Students will be enrolled in the program as a cohort. This will ensure both efficient progression of students through the program as well as opportunity for appropriate individualization.

- 1) **Demonstration of financial viability**
 - a) **Total costs for student, including options for student financing**

The financial considerations are essential in order for the program to be accessible and viable for those who are committed to embracing their leadership capacity for the benefit of all students in the Commonwealth. The pricing structure for the program includes variables and options that should achieve the goal of affordability. The tuition rates for the program will be based on WKU graduate tuition rates. Additionally there will be a fee established per credit hour for students in the program. This program fee will remain constant for each class (cohort) admitted for three years. The program fee for the first cohort admitted is \$200 per credit hour. It is anticipated that students can complete the program in three years based on a 45-60 hour program. A per credit hour fee will be charged for review and assessment of experience and transfer credit.

Planned financial resources that will be available to students:

- Fellowships
- Graduate assistantships
- Scholarships
- Student loans
- Tuition waiver for credits obtained by P-12 teachers providing supervision of student teachers/interns
- Tuition credit waivers for state employees
- Employer/district matching contracts and/or professional development funds
- Contracted organizational incentive discounts
- Personal funds

Financial assistance will be available for students who are in need of funding to help meet the educational costs of this program. In addition to the university programs, such as graduate assistantships and fellowships, federal loans are available to meet the direct and indirect costs associated with this program (up to \$20,500 per academic year). Additional opportunities will be pursued by the university to develop partnerships of mutual benefit with districts, schools, and employers that will increase opportunities for support for participants.

b) Start-up costs

The university administration is committed to providing the necessary budgetary and other types of support needed for this program. In advance of approval of the program, \$225,000 was committed in 2006-07 AY to support the program. Since the program is not yet in place, there are carry-forward funds from this allocation that were not used and will be available for program use. A total commitment has been included in the University Business Plan for \$750,000 of funding to be available for the program over the next five years. In addition to the \$750,000 commitment, the university will allow the tuition from the doctoral program to be captured and reinvested to bolster its success. A substantial portion will be set aside to establish fellowships for excellent candidates who otherwise would not be able to pursue the program due to financial constraints.

Office of Graduate Studies has committed at least one graduate assistant at the start of the program, and more will be allocated as needed. The system used for staffing by the Provost includes provisions for increasing staffing as the numbers enrolled are increased.

At the present time, a search for a full-time Director for the program is being launched. Two positions that are currently vacant will be redirected to hires that will directly support the doctoral program in the areas of research and leadership. One additional faculty member is being phased into the program in the research area, and his/her time will increase incrementally as the program is initiated and grows. There are also a number of faculty who are well qualified to teach in this program and who will do so, but on less than a full-time basis. Additional faculty time and positions will be added to the program through either new hires or position reallocations as the need grows.

The faculty roster for the program appears as Appendix E. The list of full-time faculty in the program describing loads and duties can be found in Appendix F. The list of part-time faculty in the program appears in Appendix G.

The faculty members who have been assigned oversight supervisory responsibility for the doctorate include the following:

Faculty member	Degree for which faculty member is responsible	Professional/scholarly credentials	Courses to be taught by the faculty member
H. Randall Capps, Co-Interim Doctoral Program Director	Ed.D. in Educational Leadership	Ed.D. University of Virginia, Speech; Extensive experience as a management consultant	co-teaching EDLD 700 – Orientation to Doctoral Studies and Professional Development 6 hour block
Jeanne Fiene, Co-Interim Doctoral Program Director	Ed.D. in Educational Leadership	Ph.D. University of Missouri-Columbia, Education	co-teaching EDLD 700 – Orientation to Doctoral Studies and Professional Development 6 hour block
C. Sam Evans, Dean, College of Education and Behavioral Sciences	Ed.D. in Educational Leadership	Ph.D. University of Missouri-Columbia, Education	TBD
Richard Bowker, Interim Dean, Graduate Studies and Research	Ed.D. in Educational Leadership	Ph.D. Northern Arizona University, Zoology	TBD
Dr. Barbara Burch, Provost and Vice-President for Academic Affairs	Ed.D. in Educational Leadership	Ed.D. Indiana University, Education	TBD
Lynn Hines, Program Development Specialist	Ed.D. in Educational Leadership	National Board Certification	TBD

The university budget provides support/resources for faculty to develop a doctoral culture. Two examples follow, specifically those that affect the vitality of the faculty and the quality of academic programs:

1. The Office of Applied Research & Analysis. This office assists all members of the WKU community in the areas of research design, measurement, and statistics. This office is under the direction of Dr. John Bruni, Associate Professor of Psychology. A portion of his time will be allocated to this program, and his office will be located in the Doctoral Program Center.
2. The Faculty Center for Excellence in Teaching, FaCET, works primarily in the area of teaching effectiveness. FaCET also sponsors a support group specifically for doctoral candidates. The director is Dr. Sally Kuhlenschmidt, Ph.D., Professor of Psychology.

The program is intended to be delivered from the main campus site as well as at other locations in the region that offer convenience to the participants in the program. The intent is to utilize cohorts and a blended media delivery system. Approximately one-third of the program will be in traditional face-to-face modes, principally through intense week-long seminars in the summer and early winter terms and extended hours on occasional weekends throughout the calendar year. The second one-third of the program will utilize various digital media including Blackboard, ITV, podcasts, and other available technology-based formats. The final one-third will be in practical settings such as current working locations or practicum sites, and in completion of applied research studies.

Accessibility, flexibility, and adaptability are the cornerstones for the design and delivery of the program. The delivery format is structured in a way to facilitate an applied focus of the learning experiences while incorporating a variety of distance-learning formats, web-based platforms, interactive video, and blended delivery options. This will be accomplished in a manner that will foster the development and application of knowledge and skills associated with the program's focus on preparing "practitioner scholars," while acknowledging the value of providing learning experiences that enhance mentor-mentee relationships and student-to-student interactions. In our discussions with potential students and leaders of organizations who will be sources for students, we have stressed the importance of using the most appropriate delivery mode for the nature of the program component being taught.

A building has been identified that sits immediately adjacent to the campus and will be dedicated as the home for the offices of this doctoral program. This site has been chosen because the building sits right next to the heart of the campus and will give easy access to classrooms and other facilities and resources. It is also adjacent to the current Education and Behavioral Sciences Building and will be contiguous to the new Education and Behavioral Sciences Building that will be under construction within the next year. It will provide visibility and easy access for the program; and due to the interdisciplinary program design, this will encourage identification with the program from a number of faculty in different departments on the campus. The house will accommodate the director and assistant director of the doctoral program, office support staff, space for graduate

assistants, office for a principal research faculty member in the program, space for meetings or small seminars, and a doctoral resources area. It will serve as a center and a gathering place for participants in the program. Classrooms for the program will be provided in adjacent buildings according to class size and technology employed.

Furnishings and equipment to support this program and the faculty in it will be provided by the Provost's Office through separate allocations. Cost is estimated at \$40,000.

c) Financial impact on institution.

Two cohorts with 25 students will be formed per year, with an estimated student retention rate of 80% per year. It is anticipated that most students will complete the program in three years, with approximately five students requiring two additional years to complete the applied research dissertation. Student enrollment will be between 25-150 at any one time during the first three years of the program.

Full-time equivalent faculty needed by semester based on a faculty student ratio of 10:1, with the expectation of reduced loads for faculty working with dissertations and on-site supervision, will be 10.

d) Minimum number of students required to make program viable, accounting for attrition.

Estimates of enrollments in the doctoral program include entering cohorts of 25 students each. Attrition is expected at about 20% over the course of the program, which brings the total for years two and three of each cohort cycle to 20 students per cohort. It is expected that five of each of the original twenty students will graduate in a timely manner and that the remaining 10 will graduate over time. Student enrollment will increase to an estimated 150 students over subsequent years.

2) Evidence of sufficient graduate student support, including availability of external funding.

Financial Aid. To provide support for doctoral students, the university will offer financial aid in the form of scholarships, fellowships, graduate assistantships, and waiver credits by P-12 teachers providing supervision of student teachers/interns

Educational Leadership Doctoral Program Center. A specific building has been identified adjacent to the campus that will be dedicated as the home for the offices of this doctoral program. The building sits right next to the heart of the campus and will give easy access to classrooms and other facilities and resources. It will serve as a 'go-to' and a gathering place for participants in the program. The director and support staff for the program will provide a full range of services and enrollment management functions to the students and faculty. It will provide an infrastructure that symbolically and operationally communicates the centrality of doctoral education to the academic culture of the university. Advocacy and support will be extended to doctoral students.

Information Technology. The Information Technology Division will provide academic and administrative technology services for the doctoral program's faculty and students. It will support computing laboratories and classroom instructional support related to instructional design and distance learning services for video-enabled classrooms using internet, videoconferencing delivery methods, web site design, and learning management systems (e.g., Blackboard), as appropriate for program delivery. Training opportunities will be provided.

Western Kentucky University Research Foundation, Inc. (WKURF). Since July 1, 2001, the WKURF has become operational as the unaffiliated fiscal agent of most external funds from grants, contracts, and cooperative agreements. WKURF provides a vital service for research and sponsored programs related to academic excellence in teaching, research, scholarship, and creative activities of faculty and students. This office provides the full range of services to secure extramural funding from pre-award proposal development to post-award grant administration. For the nurturing of the doctoral program, the office will play a crucial leadership role in assisting the doctoral faculty and students in finding opportunities for grant support for their research.

Regional Stewardship

The university is heavily engaged in developing regional priorities as a part of its Stewardship Plans. It is already clear that education will be one of those priorities. It seems equally apparent that the goal of enhancing leadership capabilities of education through the WKU proposed doctoral program will be a contributing factor in the education needs identified in the institution's Regional Stewardship Plan.

It is expected that details of how the Educational Leadership Doctoral Program can intersect with and contribute to the attainment of Regional Stewardship goals will be further detailed in the coming months. This opportunity will be of direct value for students in the program and also have indirect effects on P-20 students by advancement of the educational preparation and cross-disciplinary leadership involvement of more people.

Library Support Appropriate for Doctoral Degree Work.

The WKU Dean of University Libraries utilized a consultant to assess the WKU library holdings and to determine their adequacy in supporting the new doctoral program. Sharon Weiner, M.L.S., AHIP, Director of the Peabody Library at Vanderbilt University, determined that the WKU Libraries subscribe to 77% of the P-20 Educational Leadership Research Journals, as identified in recommended lists of journals for education and/or in the 2005 ISI *Journal Citation Reports*. She also determined that the WKU Libraries subscribe to 86% of the recommended journals of Organizational Leadership.

Based on the report of the consultant, a task force consisting of the Coordinator of the Educational Resources Center, the Coordinator of Reference and Instruction, the Special Projects Coordinator, and the former Education Librarian determined that:

- Top priority should be given to acquiring additional electronic resources to enhance the current print resources. These will be critical for remote users, especially those enrolled part-time or living outside Bowling Green. The recommended acquisitions are also critical to support a quality program.
- Current monograph holdings seem adequate, and reference collections are current. These could be supplemented where necessary through Interlibrary Loan.
- The prioritized list below emphasizes the expanded access recommended to full-text journals, dissertations, and retrospective access to the premier Education Index:

- Dissertations Abstracts Full Text 1997+
ProQuest Information and Learning \$3,462
This would expand our subscription to Digital Dissertations to include full text access to all dissertations published in North America since 1997.

- ProQuest Educational Journals \$19,110
Provides full-text coverage of 397 of the leading journals in the field of education, some back to 1988, and all since 1996. The database covers not only the literature on primary, secondary, and higher education but also special education, home schooling, adult education, and other related topics.

- Education Index Retrospective, 1929-1983
H. W. Wilson. 1 simultaneous user/free remote access \$14,665
This new database provides more than half a century of cover-to-cover indexing for an international range of English language periodicals. The 600 periodicals indexed provide citations to 850,000 articles.

TOTAL RECURRING COSTS: \$37,237

Additional funds have been allocated on a recurring basis for University Libraries in the amount of \$37,237 to add to the resources needed to support the doctoral program. This amount can be found in the projected budget for the first year.

4. COMPONENTS SPECIFIC TO JOINT PROGRAMS

Not applicable to this program.

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Appendix A
Representative EALR Faculty Engagement and Collaboration with
P-12 School Agencies

Gayle Ecton

KASS - member and attended annual conference 2006
KASA - member and attended conference in 2006
ELDC (Educational Leadership Development Collaborative - member and active participant - (statewide group with all of the organizations and agencies represented that have any part of leadership development)
SAELP (State Action for Educational Leadership Project) - member of work team - State Co-Director of project for first 3 years of project
ELR (Educational Leadership Redesign - statewide initiative directed by EPSB to develop legislative recommendations on leadership preparation and development) - member of task force committee on professional development
Leadership Continuum Committee member - state initiative coordinated by KDE to develop recommendations on leadership curriculum for principal preparation

Jeanne Fiene

KASA - member and booth representative 2005-present
KPIP - former director, Administrator Educator 11 years, Appeals Committee
EPSB - various committees and assignments including Program Review for Math, Music and Educational Administration programs
ELR - task force, Masters Redesign Task Force
SLLA - score setting committee
GRREC - various committees and assignments including multiple grant evaluations and design groups relative to math and leadership issues
Holy Trinity Lutheran School Board - member and chair for over 6 years, finance committee, personnel committee, benefits committee, grievance committee
KDE - Superintendent Training and Testing Program Director 8 years, Superintendent Assessment Center Program Director 10 years

William Kelley

KAPT - Liaison for our department with this group. Help plan the Annual Spring Conference each year. Help secure speakers. Help secure CEUs.
KASA - Member of KASA. Continuing member of the governance committee (e.g., we have rewritten constitution, bylaws, job book, etc. for organization; realigned regions.) Presentation with Dr. Schlinker this year RE: SBDM Training, Departmental booth representative.
KASA Superintendent's Assessment Program assessor for years.
KPIP - Trainer, WKU and individual districts and Administrator Educator on Principal's KPIP experience

Bud Schlinker

KPIP - coordinator 2005-2008. Administrator Educator.
KASA - attended conferences in 2007 & 2006 - presentation on SBDM University-District Partnership Training
Principal Program Redesign for WKU

Sharon Spall

KPIP - Administrator Educator
KASA - coordinated the scholarships for students and KASA
AERA - SIG in Rural Issues

Christopher Wagner

KPIP - 15 years as an Administrator Educator

KASA - Summer conference presentations in 2004, 2005, 2006, Article in KASA Leadership Journal 2005

SACS - National Conference presentations in Fall, 2003, Fall, 2004, Fall, 2005

NAESP - National Conference presentation Winter, 2005

NASSP - (Selected for) National Presentation Winter, 2008

ASCD - National Presentation, Winter, 2006

National Staff Development Council - Article in Summer, 2002 Journal of Staff Development

Appendix B

Memorandum of Understanding

Northern Kentucky University and Western Kentucky University

MEMORANDUM OF UNDERSTANDING
Northern Kentucky University and Western Kentucky University
Collaborative Efforts in Offering the Ed.D. in Educational Leadership

This Memorandum of Understanding (MOU) presently enacted attests to the intent of Northern Kentucky University (NKU) and Western Kentucky University (WKU) (as well as other institutions added to this agreement by addendum) to collaborate in the preparation of doctoral level educational leaders for the Commonwealth of Kentucky through the Doctor of Education in Educational Leadership (Ed.D.).

This agreement will take effect upon the affixing of signatures of the Parties named above. The agreement will be considered continuous until revision is requested by either party.

The Parties agree to pursue the following:

1. Facilitate the transfer of coursework between Parties by the transfer of credit for courses and/or by assessing competencies/outcomes within courses subject to limits imposed by residency requirements;
2. Compile a "faculty expertise database" at each institution that can serve as a resource for shared courses, committee membership, and consultation with students;
3. Share unique areas of institutional expertise and specialization through distance and/or low residency course offerings;
4. Conduct annual meetings for program faculty from each participating institution to share and plan together;
5. Prepare and alternate sponsorship of an annual colloquium for Ed.D. students and degree completers to collaborate and share ideas as well as dissertation results;
6. Create an interactive website through which students with similar research interests can collaborate across the Commonwealth on larger scale research projects;
7. Seek out and jointly sponsor prominent visiting scholars (either in residence or via web) to offer electives and special topics courses;
8. Convene a faculty committee to study the outcomes and proceedings of the Carnegie Initiative on the Doctorate and determine the best ways to implement findings;
9. Continue to seek other ways to collaborate with partner institutions and research intensive institutions within the Commonwealth and region.

Gail W. Wells
Gail W. Wells
Vice President and Provost
Northern Kentucky University

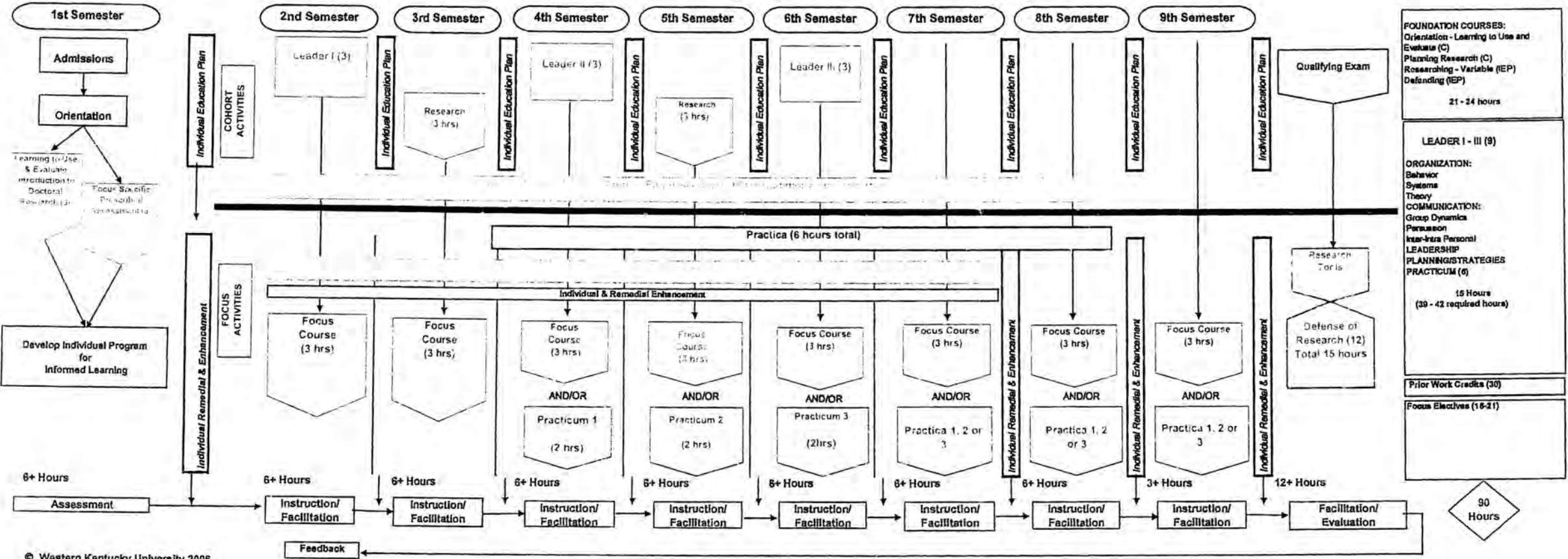
10/3/07
Date

Barbara Burch
Barbara Burch
Vice President and Provost
Western Kentucky University

10/2/07
Date

Appendix C

WKU Educational Leadership Doctoral Program

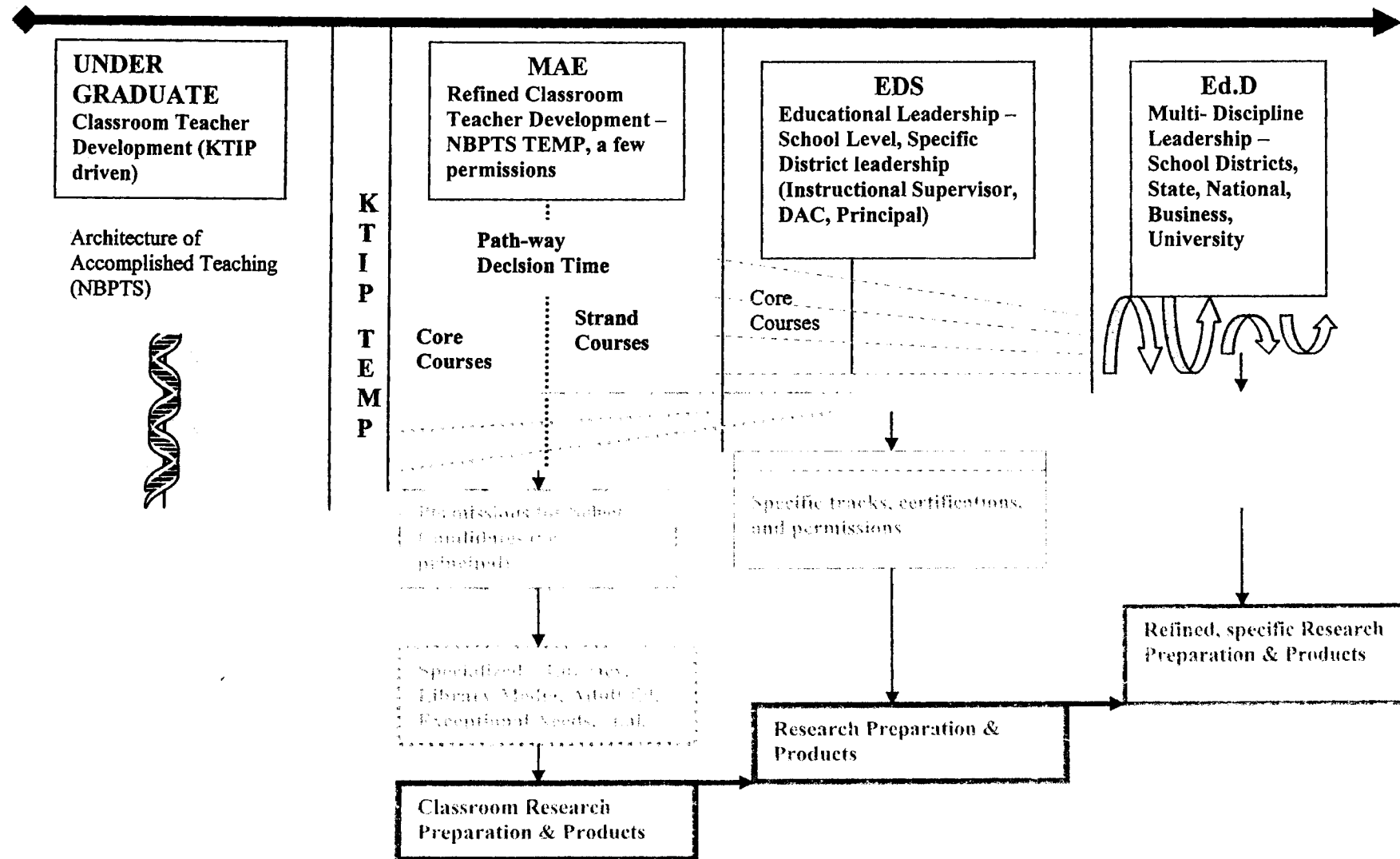


Appendix D

Professional Education Continuum Model

PROFESSIONAL EDUCATION CONTINUUM MODEL

PERFORMANCED-BASED, HOLISTIC EVALUATION, INDIVIDUALIZED, VALUE ADDED,
SEAMLESS CAREER PATH, DATA DRIVEN, SCHOLARLY, CO-DESIGNED AND DELIVERED



Appendix E

Roster of Instructional Staff

Western Kentucky University
Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007*
AS OF 25 APR 2007

Department/School:=' '

NAME	Term	Level	Section	Title	Credentials	Other Qualifications Or Experience
BURCH, BARBARA [PART TIME TEACHING – FULL TIME AT WKU]					DOCTOR OF EDUCATION, INDIANA UNIV AT BLOOMINGTON, EDUCATION	
EVANS, CHARLES [PART TIME TEACHING – FULL TIME AT WKU]					DOCTOR OF PHILOSOPHY, UNIV OF MISSOURI-COLUMBIA, EDUCATION	

**Roster reflects unduplicated instructor courses per term. Please note that doctoral courses in the Ed.D. in Educational Leadership have not yet been taught.)*

Western Kentucky University
Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007*
AS OF 25 APR 2007

Department/School:=Communication

NAME	Term Level Section Title	Credentials	Other Qualifications Or Experience
GARMON, CECILE [PART TIME TEACHING - FULL TIME AT WKU]	(FA G) COMM531 LEAD COMM ACROSS CULTURES	DOCTOR OF PHILOSOPHY, VANDERBILT UNIVERSITY, EDUCATION	
	(FA G) COMM595 IND STUDY IN COMM		
	(FA G) COMM599 THESIS RESEARCH/WRITING		
	(FA G) LEAD600 CAPSTONE LEADERSHIP EXPERIENC		
	(FA U) COMM463 INTERCULTURAL COMM		
	(FA U) LEAD400 PRACTICUM IN LEADERSHIP		
	(SP G) COMM565 COMM & CONFLICT		
	(SP G) COMM599 THESIS RESEARCH/WRITING		
	(SP G) LEAD600 CAPSTONE LEADERSHIP EXPERIENC		
RAY, SALLY [PART TIME TEACHING - FULL TIME AT WKU]	(FA G) COMM586 PROCESSES OF GROUP COMM	DOCTOR OF PHILOSOPHY, WAYNE STATE UNIVERSITY, COMMUNICATION	
	(SP G) COMM581 APPLIED ORG COMMUNICATION		

Western Kentucky University
*Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007**
AS OF 25 APR 2007

Department/School:=Counseling and Student Affairs

NAME	Term	Level Section Title	Credentials	Other Qualifications Or Experience
LARA, TRACY [FULL TIME TEACHING]	(FA G)	CNS 552 TESTING & ASSESSMENT	DOCTOR OF PHILOSOPHY, IDAHO STATE UNIVERSITY, EDUCATION	
	(FA G)	CNS 556 DEVELOPMENTAL CAREER CNS		
	(FA G)	CNS 559 TECHNIQUES/COUNSELING		
	(FA G)	CNS 571 INTRO/STUDENT AFFAIRS		
	(SP G)	CNS 556 DEVELOPMENTAL CAREER CNS		
	(SP G)	CNS 572 AMERICAN COLLEGE STUDENT		
	(SP G)	CNS 577 COUNSELING FOR S.A. PROFESSION		

**Roster reflects unduplicated instructor courses per term. Please note that doctoral courses in the Ed.D. in Educational Leadership have not yet been taught.*

Western Kentucky University
*Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007**
AS OF 25 APR 2007

Department/School:=Curriculum and Instruction

NAME	Term	Level Section	Title	Credentials	Other Qualifications Or Experience
HINES, LYNN [FULL TIME TEACHING]	(FA U)	ELED465	ELED SENIOR PROJECT	MASTER OF ARTS EDUCATION, WESTERN KENTUCKY UNIVERSITY, ED. ADMINISTRATION, NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFIED	36 GRAD HOURS IN ENGLISH (NICHOLLS STATE UNIVERSITY)
	(SP U)	EDU 489	ST TEACHING SEMINAR		
	(SP U)	ELED465	ELED SENIOR PROJECT		
	(SP U)	ENGL200C	INTRO TO LITERATURE		
MURLEY, LISA [FULL TIME TEACHING]	(FA G)	EDU 524	EDUCATIONAL ASSESSMENT	DOCTOR OF PHILOSOPHY, UNIV OF LOUISVILLE, EDUCATIONAL ADMINISTRATION	RANK I
	(FA U)	EDU 489	ST TEACHING SEMINAR		
	(FA U)	ELED365	TEACH STRAT II		
	(SP G)	EDU 544	CLASSROOM TEACH STRATEGY		
	(SP U)	ELED365	TEACH STRAT II		

Western Kentucky University
*Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007**
AS OF 25 APR 2007

Department/School:=Ed Adm, Leadership and Research

NAME	Term	Level Section Title	Credentials	Other Qualifications Or Experience
BIRD, KEITH [PART TIME]			DOCTOR OF PHILOSOPHY, DUKE UNIVERSITY, HISTORY	CHANCELLOR, KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM
FIENE, JEANNE [FULL TIME]	(FA G) EDAD597	PROBLEMS ED ADM	DOCTOR OF PHILOSOPHY, UNIV OF MISSOURI-COLUMBIA, EDUCATION	
	(SP G) EDAD597	PROBLEMS ED ADM		
	(SP G) EDAD598	FIELD EXP EDAD: PRINCIPAL		
	(SP G) WOMN625	WOMEN AND LEADERSHIP		
MUTO, JAN [PART TIME]			DOCTOR OF PHILOSOPHY, UNIVERSITY OF UTAH, ORGANIZATIONAL COMMUNICATION	ASSISTANT TO THE CHANCELLOR FOR TEACHING AND LEARNING, KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM

**Roster reflects unduplicated instructor courses per term. Please note that doctoral courses in the Ed.D. in Educational Leadership have not yet been taught.*

Western Kentucky University
 Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007*
 AS OF 25 APR 2007

Department/School:=Ed Adm, Leadership and Research

NAME	Term	Level Section Title	Credentials	Other Qualifications Or Experience
SPALL, SHARON [FULL TIME TEACHING]	(FA G)	EDAD677 SCHOOL LAW	DOCTOR OF PHILOSOPHY, TEXAS A&M UNIV-CORPUS CHRISTI, EDUCATION	
	(FA G)	EDFN576 ISS & TRNDS EDUC		
	(FA G)	EDFN603 QUALITATIVE RESEARCH IN ED		
	(SP G)	EDAD697 IND-RESEARCH/EDUC AD/SUP		
	(SP G)	EDAD798 INT/ADMN & SUPERVISION		
	(SP G)	EDAD799 DISSERTATION RESEARCH		
	(SP G)	EDFN576 ISS & TRNDS EDUC		

*Roster reflects unduplicated instructor courses per term. Please note that doctoral courses in the Ed.D. in Educational Leadership have not yet been taught.

Western Kentucky University
*Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007**
AS OF 25 APR 2007

Department/School:=Management

NAME	Term	Level Section Title	Credentials	Other Qualifications Or Experience
SPILLER, MICHAEL [FULL TIME TEACHING]	(FA U)	MGT 305 CRITICAL THINKING IN MGT	DOCTOR OF PHILOSOPHY, UNIVERSITY OF ALABAMA, BUSINESS MANAGEMENT & ADMINISTRATION	
	(FA U)	MGT 310 ORGANIZATION/MANAGEMENT		
	(SP U)	MGT 305 CRITICAL THINKING IN MGT		
	(SP U)	MGT 310 ORGANIZATION MANAGEMENT		

**Roster reflects unduplicated instructor courses per term. Please note that doctoral courses in the Ed.D. in Educational Leadership have not yet been taught.*

Western Kentucky University
*Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007**
AS OF 25 APR 2007

Department/School:=Management & Info Systems

NAME	Term	Level Section Title	Credentials	Other Qualifications Or Experience
CAPPS, H. [PART TIME TEACHING – FULL TIME AT WKU]	(FA G)	BA 580 COMM IN CORP. AMERICA	DOCTOR OF EDUCATION, UNIVERSITY OF VIRGINIA, EDUCATION (SPEECH)	35 YEARS UNIVERSITY TEACHING EXPERIENCE; EXTENSIVE EXP AS MANAGEMENT CONSULTANT; BUSINESS OWNER
	(SP G)	BA 580 CHANGE MANAGEMENT		
	(SP G)	BA 592 ORGANIZATIONAL TRENDS		
		LEAD 500 LEADERSHIP		
HATFIELD, ROBERT [FULL TIME TEACHING]	(FA U)	MGT 310 ORGANIZATION/MANAGEMENT	DOCTOR OF PHILOSOPHY, INDIANA UNIV AT BLOOMINGTON, BUSINESS	HAS JD; WRITTEN TEXT BOOKS ON MANAGEMENT
	(FA U)	MGT 311 HUMAN RESOURCE MGMT		
	(SP G)	BA 510 ORGANIZATION THEORY		
	(SP U)	MGT 311 HUMAN RESOURCE MANAGEMENT		
	(SP U)	MGT 416 MGMT OF LABOR RELATIONS		

**Roster reflects unduplicated instructor courses per term. Please note that doctoral courses in the Ed.D. in Educational Leadership have not yet been taught.*

Western Kentucky University
*Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007**
AS OF 25 APR 2007

Department/School:=Psychology

NAME	Term	Level Section Title	Credentials	Other Qualifications Or Experience
BRUNI, JOHN [FULL TIME]	(FA U)	PSY 201 STATISTICS/PSY	DOCTOR OF PHILOSOPHY, TEXAS CHRISTIAN UNIVERSITY, PSYCHOLOGY	
	(FA U)	PSY 210 EXPERIMENTAL PSY		
	(FA U)	PSY 361 PSY MEASUREMENT		
CANGEMI, JOSEPH [PART TIME]	(FA G)	PSY 551 SOCIAL PSY ORGAN	DOCTOR OF PHILOSOPHY, INDIANA UNIV AT BLOOMINGTON, EDUCATION	
	(FA U)	PSY 250 ADJUSTMENT AND PERSONAL GROWT		
	(FA U)	PSY 371 PSY/SALES BEHAV		
SHOENFELT, ELIZABETH [FULL TIME TEACHING]	(FA G)	PSY 592 PSY INTERNSHIP	DOCTOR OF PHILOSOPHY, LOUISIANA STATE U & A&M COL, PSYCHOLOGY	
	(FA G)	PSY 673 ADV TRNG BUS/IND		
	(SP G)	LEAD500 EFFECTIVE LEADERSHIP STUDIES		
	(SP G)	PSY 670 EEO/LAW/ETHICS		

**Roster reflects unduplicated instructor courses per term. Please note that doctoral courses in the Ed.D. in Educational Leadership have not yet been taught.*

Western Kentucky University
*Roster Of Instructional Staff For Academic Terms: Fall 2006 & Spring 2007**
AS OF 25 APR 2007

Department/School:=Special Instructional Programs

NAME	Term	Level Section	Title	Credentials	Other Qualifications Or Experience
POWERS, SHERRY [PART TIME TEACHING - FULL TIME AT WKU]	(FA G)	LTCY520	CLIN DIAG READ ABILITIES	DOCTOR OF EDUCATION, UNIVERSITY OF KENTUCKY, INSTRUCTION AND ADMINISTRATION	READING SPECIALIZATION
	(SP G)	LTCY521	READING INTERVENTION		
	(SP G)	LTCY528	LITERACY RESCRH METH & EVAL		
	(SP G)	LTCY599	THESIS RESEARCH & WRITING		

**Roster reflects unduplicated instructor courses per term. Please note that doctoral courses in the Ed.D. in Educational Leadership have not yet been taught.*

Appendix F

Full-time Faculty in the Ed.D Educational Leadership Program

LAST NAME	FIRST NAME	Description of Loads and Duties
Doctoral Program Director		Full-time in the program: 0.50 FTE administrative duties. 0.50 FTE teaching, advising, and committee assignments in the doctoral program. Currently being recruited.

Appendix G

Part-Time Faculty in the Educational Leadership Program

Part-time Faculty in the Ed.D. Educational Leadership Program

LAST NAME	FIRST NAME	Description of Loads and Duties
Bird	Keith	Expected to teach and serve on dissertation committees.
Bruni	John	21 Psychology advisees. Examined what statistical, design, and measurement courses should be required for the Ed.D. Serving on two Ed.D. committees. Providing statistical support for five Ed. D. projects. Will be providing statistical support for doctoral dissertation work.
Burch	Barbara	<p>Load is principally administrative. No officially assigned advising load. Committee service within the institution is that of meeting with many key committees within the university in role as provost. Worked with the committee developing this doctoral program. Serves on a number of state and national level committees, as chief academic officer. Regularly review all curricular and program matters throughout the university, as well as meets and plans with deans, department heads and faculty in planning curricular and program changes and implementations.</p> <p>Served in the past as a Dean of Education, and as a Director of Graduate Studies including Doctoral Programs at other universities. Been program chair and dissertation director over the years for 21 doctoral graduates, and have served on more than sixty doctoral committees. Currently serving on a doctoral committee for the cooperative doctoral program that U of L has with WKU.</p> <p>Anticipates teaching part-time in this doctoral program initially, both in the leadership core and in courses/experiences for the post secondary education emphasis in particular and serving on or chairing doctoral dissertation committees.</p>
Cangemi	Joseph	Teaches a full load: 12 credits-9 undergraduate and 3 graduate. The graduate class fits well into the proposed new Ed.D. doctoral program: Social Psychology of Organizations. Prior doctoral dissertation oversight.
Capps	H. Randy	Currently advising six (6) doctoral students in the WKU/U of L joint program (students who would like to be in the organizational leadership sequence). Co-chairs the program development committee for the Doctor of Education degree. Appointed as parliamentarian of the WKU Board of Regents.
Evans	Charles (Sam)	Serving as the chair of one dissertation committee. Chairing the Professional Education Council and am a non-voting member of the University Senate. Serves on many state/national committees and organizations relative to P-12.
Fiene	Jeanne	Duties half administrative and half faculty. 70 advisees in the program. Chairing seven dissertations. Membership on several college and university committees.

Part-time Faculty in the Ed.D. Educational Leadership Program

Garmon	Cecile	Potter College Curriculum Committee, Dept. of Communication Curriculum Committee, Leadership Studies Curriculum Committee, Doctoral Program Proposal Design Committee, Leadership Studies Steering Committee Two Faculty Search Committees in Dept. of Communication, Dep. of Communication Tenure and Promotion Committee, Official academic advisor to all graduate students in Communication, Official academic advisor to all students in Leadership Studies Certificate Program graduate and undergraduate, serves on three dissertation committees (in UofL program with WKU students)
Hatfield	Robert	20 advisees, MBA Committee, GFCB Strategic Planning Council, Ed.D. Planning Committee GFCB MHR Planning Committee, Coordinator of MBA program and associated curricular responsibilities associated with that position.
Hines	Lynn	National Board for Professional Teaching Standards (NBPTS), Bay Area National Writing Project, Contributed to advancing education in Kentucky through various means as reflected in receiving the Kentucky Outstanding Teacher Award and the Richard Committee Contribution to Education Award.
Lara	Tracy	Advising Load: Fall 06: 21 total; 2 doctoral, 1 ed. specialist, 18 MAE Spring 07: 25 total; 2 doctoral, 1 ed. spec.; 22 MAE. Co-Chairs Association for Counselor Educators and Supervisors/National Career Development Association Commission on Career Counselor Preparation; Executive Committee College Personnel Association of Kentucky University Diversity Committee; Counseling and Testing Center, Council for the Advancement of Standards in Higher Education, Assessment Committee (Spring 07); Doctoral Program Development Committee; 3 WKU-UofL Cooperative Doctoral Program Student Committees; 2 Chair, WKU-UofL Cooperative Doctoral Program Student Committees; Chair, Education Specialist Project Committee; Student Affairs Program Assessment Coordinator; attained New SA Certificate Program and new SA Course approval, Doctoral Program Curriculum Development Committee (Admissions, Orientation, Higher Ed. Track), MAE Comprehensive Exam in SA revision committee.
Murley	Lisa	Kappa Delta Pi International Honor Society Chapter Advisor, Doctoral Program Development: Teacher Leadership Committee; Thesis Guidelines Development (Graduate) Committee; Honors Program Guidelines Development (Undergraduate) Committee; Honors Thesis Chairperson for Undergraduate Student; WKU Representative for Elizabethtown Community College Curriculum Alignment (Teacher Education Program); Curriculum and Instruction Program Alignment; Teacher Work Sample Program Presenter; Educational Assessment Graduate Course Development; Teacher Education Model Program (TEMP) Developed: Education Assessment EDU 523 = three hours.
Muto	Jan	Expected to teach and serve on dissertation committees.
Powers	Sherry	Advises about 70 students. Member of the University Graduate Council; Member of the committee developing the WKU Ed.D. program in Educational Administration and Leadership; Chair, Graduate Student Research Committee of the Graduate Council; reviewed and assisted in the development of seven curriculum proposals for the department. Developing the Adolescent Literacy Highly Qualified Middle and Secondary Coaches Certificate (graduate) and related new course proposals – 2005 - present

Part-time Faculty in the Ed.D. Educational Leadership Program

Ray	Sally	Department Head. On a scale of 16 work units, 8 units for administrative responsibilities, 3 units for instruction (one 3-hour course per semester), and the remaining 5 units divided between service, advising, and research.
Shoenfelt	Elizabeth	Advises all of the graduate students in the I/O M.A. concentration, typically about 15-18 advisees at any one time. University Benefits Committee; Steering Committee for the Leadership Studies Certificate Program; CEBS Ed.D. Steering Committee; Director, Industrial/Organizational M.A. Concentration; Coordinator, Department of Psychology I/O-Social Group
Spall	Sharon	Primary advising responsibilities are with doctoral students for program and the dissertation. Co-Chairing on one dissertation committee; Serving as Committee member on six committees; Advising and supporting the program for one specialist degree student; Program chair for 3 students; Doctoral selection committee; Redesign committee Scholarship committee for summer scholarships; Evaluation of programs committee; Revision of the thesis handbook committee; Scholarship committee for the university; Redesign committee for the principal preparation program and specifically developing the research handbook; Reviewing and developing the handbook for the thesis; Planning and developing a doctoral program for WKU
Spiller	Michael	Center for Leadership Excellence Steering Committee; Leadership Faculty Fellow; Ed.D. Planning Committee
Math Education- vacant position		0.125 FTE teaching in the doctoral program.
Middle Grades Education – vacant position		0.125 FTE teaching in the doctoral program.
Exceptional Education – vacant position		0.125 FTE teaching in the doctoral program.
Literacy Education – vacant position		0.125 FTE teaching in the doctoral program.
Leadership – Vacant Position		0.125 FTE teaching in the doctoral program.
Research Method Vacant Position		0.125 FTE in the doctoral program.



Western Kentucky University Six Year Capital Plan
2008-2014 UPDATED FOR 10/01/07 SUBMISSION

<u>PROJECT TITLE</u>	<u>AMOUNT</u>	<u>STATE BOND</u>	<u>AGENCY BOND</u>	<u>RESTRICTED FUND</u>	<u>FEDERAL/ OTHER</u>	<u>COMMENTS</u>
Biennium 2008-2010 in Priority Order						
1	0					0
2	\$ 1,000,000					0
3	\$ 14,055,000	X				0
4	\$ 24,000,000	X				0
5	\$ 39,520,000	X				0
6	\$ 51,800,000	X				0
7	\$ 2,330,000					0
8	\$ 10,000,000	X		X		0
9	\$ 10,000,000					0
10	\$ 11,000,000					0
11	\$ 10,580,000					0
12	\$ 1,000,000					0
13	\$ 10,000,000					0
14	\$ 10,000,000					0
15	\$ 1,000,000					0
16	\$ 1,000,000					0
17	\$ 7,000,000	X				0
18	\$ 11,330,000	X				0
19	\$ 14,000,000	X				0
20	\$ 1,750,000			X		0
21	\$ 2,000,000			X		0
22	\$ 2,800,000			X		0
23	\$ 750,000			X		0
24	\$ 19,890,000	X				0
25	\$ 6,846,000	X				0
26	\$ 10,000,000					0
27	\$ 2,000,000			X		0
28	\$ 19,400,000	X				0
29	\$ 6,000,000	X				0
30	\$ 4,700,000	X				0
31	\$ 1,845,000					0
32	\$ 1,300,000					0
33	\$ 5,800,000			X	X	0

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ATTACHMENT D

<u>PROJECT TITLE</u>	<u>AMOUNT</u>	<u>STATE BOND</u>	<u>AGENCY BOND</u>	<u>RESTRICTED FUND</u>	<u>FEDERAL/ OTHER</u>	<u>COMMENTS</u>
Biennium 2008-2010 in Priority Order						
34 Construct Agriculture Research Svcs Lab	\$ 22,825,000				X	
35 ESPC 2008-2010	\$ 10,000,000				X	
36 Construct Baseball Clubhouse	\$ 1,000,000				X	
37 Equipment Pool	\$ 1,700,000			X		
38						
2008-2010 Total	\$ 459,271,080			X		
Biennium 2010-2012 in Priority Order						
1 Renovate Ivan Wilson Ph II	\$ 19,000,000	X				
2 Renovate Cherry Hall	\$ 13,500,000	X				
3 Parking and Street Improvements 2010	\$ 1,000,000			X		
4 Purchase Property for Campus Expansion 2010	\$ 2,000,000			X		
5 Capital Renewal Pool (Maintenance Pool) 2010	\$ 10,000,000	X		X		
6 ESPC 2010-2012	\$ 10,000,000				X	
7 Repair and Renovate PS1 Ph II	\$ 1,000,000			X		
8 Construct Parking Structure #3	\$ 6,000,000			X		
2010-2012 Total	\$ 62,500,000					
Biennium 2012-2014 In Priority Order						
1 Renovate Jones Jagers Facility	\$ 6,800,000	X				
2 Parking and Street Improvements 2012	\$ 1,000,000			X		
3 Purchase Property for Campus Expansion 2012	\$ 2,000,000			X		
4 Capital Renewal Pool (Maintenance Pool) 2012	\$ 10,000,000	X		X		
5 ESPC 2012-2014	\$ 10,000,000				X	
2010-2014 Total	\$ 29,800,000					
Grand Total	\$ 551,571,080					

**Named Rooms/Areas
For Board of Regents To Approve
September 2007**

The Academy of Mathematics and Science in Kentucky

Building: The Academy of Mathematics and Science in Kentucky
Room: Entire building
Donor: Carol Martin (Bill) Gatton
Gift Amount: \$4,000,000
Room/Area Name: The Carol Martin Gatton Academy of Mathematics and Science in Kentucky

Building: The Academy of Mathematics and Science in Kentucky
Room: Center for Gifted Studies Director's Office
Donor: Warren and Darlene Eisenstein
Gift Amount: \$25,000
Room/Area Name: The Eisenstein Family Director's Office

Building: The Academy of Mathematics and Science in Kentucky
Room: Student Residence Hall Room
Donor: Charles and Mary Ellen Lamar
Gift Amount: \$16,000
Room/Area Name: The Mary Ellen and Charles Lamar Student Residence Hall Room

Building: The Academy of Mathematics and Science in Kentucky
Room: Large Student Meeting/Activity Room
Donor: RBG Foundation
Gift Amount: \$50,000
Room/Area Name: The RBG Foundation Meeting Room in memory of Jama Monik Young

Building: The Academy of Mathematics and Science in Kentucky
Room: Student Activity Area
Donor: Crestron Electronics, Inc.
Gift Amount: \$30,000
Room/Area Name: The Crestron Electronics Student Activity Area

Building: The Academy of Mathematics and Science in Kentucky
Room: Student Residence Hall Room
Donor: William and Nancy Gravely
Gift Amount: \$10,000
Room/Area Name: The William and Nancy Gravely Student Residence Hall Room

Building: The Academy of Mathematics and Science in Kentucky
Room: Small Student Activity Room
Donor: Toyota Motor Manufacturing
Gift Amount: \$100,000
Room/Area Name: The Toyota Motor Manufacturing Student Activity Room

The Complex for Engineering and Biological Sciences

Building: The Complex for Engineering and Biological Sciences
Room: 3133
Donor: Dr. Dorris Hutchison (deceased)
Gift Amount: \$100,000
Room/Area Name: The Dr. Dorris J. Hutchison Microbiology Lab

L.T. Smith Stadium

Building: L.T. Smith Stadium
Room: Entire building
Donor: Houchens Industries
Gift Amount: \$5,000,000
Room/Area Name: The Houchens Industries -- L.T. Smith Stadium

Carroll Knicely Conference Center

Building: Carroll Knicely Conference Center
South Campus
Room: Board Room
Donor: Ward and Ann Elliott
Gift Amount: \$100,000
Room/Area Name: The Ward and Ann Elliott Board Room

Clinical Education Complex

Building: Clinical Education Complex
Room: 113
Donor: Julie Allen and Jody Allen
Gift amount: \$7,500
Room/Area Name: The Jacob and Joshua Allen Viewing Room

Building: Clinical Education Complex
Room: 121
Donor: Greenview Regional Hospital

Gift amount: \$15,000
Room/Area Name: The Greenview Regional Hospital Clinic Area

Building: Clinical Education Complex
Room: 130
Donor: Col. and Mrs. Robert E. Spiller
Gift amount: \$11,211
Room/Area Name: The Col. and Mrs. Robert E. Spiller Clinic Area

Building: Clinical Education Complex
Room: 128
Donor: Louis Berman
Gift Amount: \$10,000
Room/Area Name: The Mitchell Berman Clinic Area

Building: Clinical Education Complex
Room: 124
Donor: Mary Proctor
Gift Amount: \$10,000
Room/Area Name: The Phillip Michael Proctor Clinic Area

Building: Clinical Education Complex
Room: 139
Donor: Ward and Ann Elliott
Gift Amount: \$10,000
Room/Area Name: The Ann and Ward Elliott Clinic Area

Building: Clinical Education Complex
Room: 125
Donor: Kevin and Minerva Westray
Gift Amount: \$11,000
Room/Area Name: The Minerva and Kevin Westray Clinic Area

Building: Clinical Education Complex
Room: 126
Donor: Drs. Erin and Randy Elliott
Gift Amount: \$10,000
Room/Area Name: The Drs. Erin and Randy Elliott Clinic Area

Building: Clinical Education Complex
Room: 134
Donor: Gerald Printing

Gift Amount: \$10,000
Room/Area Name: The Gerald Printing Clinic Area

Building: Clinical Education Complex
Room: 136
Donor: Don and Jennifer Greulich
Gift Amount: \$10,000
Room/Area Name: The AOII Sorority – Alpha Chi Chapter Clinic Area

Building: Clinical Education Complex
Room: 120
Donor: Michael and Shannon Vitale
Gift Amount: \$15,100
Room/Area Name: The Vitale Family – Michael, Shannon, Adam, Jack and Sam Clinic Area

Building: Clinical Education Complex
Room: Audiometric Room
Donor: Monticello Banking Company
Gift Amount: \$10,000
Room/Area Name: The Monticello Banking Company Audiometric Area

Building: Clinical Education Complex
Room: 137
Donor: Dr. James and Faye Phillips
Gift Amount: \$17,100
Room/Area Name: The James Addison Phillips Observation Room

Building: Clinical Education Complex
Room: 141
Donor: Jerry E. Baker
Gift Amount: \$50,000
Room/Area Name: The Jerry E. Baker Faculty Office

Building: Clinical Education Complex
Room: 142
Donor: Jim and Darlene Johnson
Gift Amount: \$25,000
Room/Area Name: The Darlene and Jim Johnson Faculty Office

Building: Clinical Education Complex
Room: 133
Donor: Rodney and Catherine Rogers
Gift Amount: \$26,650
Room/Area Name: The Seth Lee Rogers and Nathan John Rogers Faculty Office

Building: Clinical Education Complex
Room: 114
Donor: Reynolds Johnnton Hinton Pepper, LLP
Gift amount: \$22,500
Room/Area Name: The Reynolds Johnston Hinton Pepper, LLP Faculty Office

Building: Clinical Education Complex
Room: 131
Donor: Builders Association of South Central Kentucky
Gift amount: \$20,000
Room/Area Name: The Builders Association of South Central Kentucky Faculty Office

Building: Clinical Education Complex
Room: 143
Donor: Shirley C. Scott
Gift Amount: \$100,000
Room/Area Name: The Shirley C. Scott Faculty Office

Building: Clinical Education Complex
Room: 144
Donor: Vince and Christine Perriello
Gift Amount: \$74,768
Room/Area Name: The Christopher Vincent Perriello Faculty Office

Building: Clinical Education Complex
Room: 103
Donor: Houchens Industries
Gift Amount: \$50,000
Room/Area Name: The Houchens Industries, Inc. Seminar Room

Building: Clinical Education Complex
Room: 118
Donor: Terry and Kathy Scariot
Gift Amount: \$50,000
Room/area Name: The Kathy and Terry Scariot Graduate Assistant Room

Building: Clinical Education Complex
Room: 129
Donor: Don Vitale, Suzanne Vitale
Gift Amount: \$118,231
Room/Area Name: The Mary Vitale Proctor Intern Room

Building: Clinical Education Complex
Room/Area: Kelly Autism Program Wing

Donor: The Center for Special Needs Trust Administration
Gift Amount: \$750,000
Room/Area Name: The Center for Special Needs Trust Administration, Inc. Kelly Autism Program Wing

Building: Clinical Education Complex
Program: Acquired Brain Injury
Donor: Raymond B. Preston Family Foundation
Gift Amount: \$500,000
Program Name: The Preston Family Foundation Acquired Brain Injury Program

Building: Clinical Education Complex
Program: Family Counseling Clinic
Donor: Dr. Page and Betty Talley
Gift Amount: \$600,000
Program Name: The Betty and Dr. Page Talley Family Counseling Clinic

Building: Clinical Education Complex
Program: Autism
Donor: John and Linda Kelly
Gift Amount: \$667,500
Program Name: The Linda and John M. Kelly Autism Program

Building: Clinical Education Complex
Program: Early Childhood Center
Donor: Vickie and Dan Renshaw
Gift Amount: \$500,000
Program Name: The Vickie and Dan Renshaw Early Childhood Center

Building: Clinical Education Complex
Room: Meeting Room
Donor: Chris and Kim Thomas
Gift Amount: \$50,000
Room/Area Name: The Chris and Kim Thomas Meeting Room

Building: Clinical Education Complex
Room: Faculty Office
Donor: LifeSkills, Inc.
Gift Amount: \$35,193
Room/Area Name: The LifeSkills Faculty Office

Building: Clinical Education Complex

Room: Sensory Room
Donor: Julie Allen, Jody Allen and Kenway Contracting
Gift Amount: \$20,000
Room/Area Name: The Jacob and Joshua Allen Sensory Room

Building: Clinical Education Complex
Room: Safe Room
Donor: Kraig and Janice Richardson
Gift Amount: \$10,000
Room/Area Name: The Richardson Safe Room

Building: Clinical Education Complex
Room: Clinic Area
Donor: Gary and Kathy Baker
Gift Amount: \$10,000
Room/Area Name: The Gary, Kathy and Nathan Baker Clinic Area

Building: Clinical Education Complex
Room: Viewing Room
Donor: Weyerhaeuser
Gift Amount: \$10,000
Room/Area Name: The Weyerhaeuser Viewing Room

Building: Clinical Education Complex
Room: Clinic Area
Donor: Hilliard Lyons
Gift Amount: \$10,000
Room/Area Name: The Hilliard Lyons Clinic Area

Building: Clinical Education Complex
Room: Viewing Room
Donor: Troy and Ann Puckett
Gift Amount: \$10,000
Room/Area Name: The Ann and Troy Puckett Viewing Room

Student Publications Building

Building: Student Publications Building
Room: Entire building
Donor/Honoree: Bob Adams and David B. Whitaker (deceased)
Gift Amount: Honorary naming
Room/Area Name: The Adams-Whitaker Student Publications Center

Building: Student Publications Building
Room: Talisman Editor's Office
Donor: Lee and Margo Grace
Gift Amount: \$25,000
Room/Area Name: The Lee and Margo Grace Talisman Editor's Office

Building: Student Publications Building
Room: Student Publications Director's Office
Donor: Brad and Judy Hughes
Gift Amount: \$50,000
Room/Area Name: The Brad and Judith Wildman Hughes Student Publications Director's Office

**Western Kentucky University
 First Quarter 2008 - Statement of Revenues and Expenditures
 For the period from July 1, 2007 through September 30, 2007**

	<u>Revised Budget</u> <u>1st Quarter</u>	<u>Actual</u> <u>1st Quarter</u> <u>Year-to-date</u>	<u>Percent of</u> <u>2007-08</u> <u>Actual/Revised</u>
Revenue			
Educational and General			
Unrestricted			
Student tuition and fees	\$ 120,082,000	\$ 58,971,981	49.1%
State appropriations	\$ 86,396,200	\$ 25,919,200	30.0%
Other	\$ 15,761,800	\$ 5,648,175	35.8%
Net assets allocation	\$ 16,695,273		
Total unrestricted	<u>\$ 238,935,273</u>	<u>\$ 90,539,356</u>	
Restricted			
Grants and Contracts	\$ 58,785,000	\$ 21,270,350	36.2%
Other	\$ 806,000		0.0%
Net assets allocation	\$ 2,173,454		
Total restricted	<u>\$ 61,764,454</u>	<u>\$ 21,270,350</u>	
Auxiliary Enterprises			
Revenue Sources	\$ 19,037,000	\$ 9,911,438	52.1%
Net assets allocation	\$ 68,761		
Total auxiliary enterprises	<u>\$ 19,105,761</u>	<u>\$ 9,911,438</u>	
Total revenue	<u><u>\$ 319,805,488</u></u>	<u><u>\$ 121,721,144</u></u>	<u><u>38.1%</u></u>
Total revenue excluding net assets allocation	<u><u>\$ 300,868,000</u></u>	<u><u>\$ 121,721,144</u></u>	<u><u>40.5%</u></u>
Expenditures			
Educational and General			
Unrestricted			
	\$ 238,935,273	\$ 55,383,568	23.2%
Restricted			
Grants and Contracts	\$ 58,785,000	\$ 21,270,350	36.2%
Grant Carryforward	\$ 2,173,454		
Other	\$ 806,000		0.0%
Total restricted	<u>\$ 61,764,454</u>	<u>\$ 21,270,350</u>	34.4%
Auxiliary Enterprises			
Auxiliary enterprises	\$ 19,105,761	\$ 5,677,024	29.7%
Total expenditures	<u><u>\$ 319,805,488</u></u>	<u><u>\$ 82,330,942</u></u>	<u><u>25.7%</u></u>

* Current year expenditure sources included both revenues from current year and net asset allocation from prior year.