



Northern Kentucky University
Board of Regents Materials

November 8, 2017

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AGENDA
Northern Kentucky University

Regents Dinner
Tuesday, November 7, 2017 – 6:00 p.m.

6:00 p.m.

- Regents Dinner at Regent Boehne's Home (Newport, KY)
-

Joint Finance and Policy Meeting
NKU, Student Union, 104 – Wednesday, November 8, 2017 – 9:00 a.m.

9:00 a.m.

A. Joint Finance and Policy Committee:

- | | |
|-------------------------------------|---|
| 1. Annual Financial Report | (Hales, Kerdolff) |
| 2. Enrollment and Degree Management | (Scranage, Padgett, Rainey, Stewart) |
| 3. Inclusive Excellence | (Roberts) |
| 4. Steely Library | (Ott Rowlands, Almquist, Hamill, Hammons) |

Board Lunch
NKU, Student Union 108 – Wednesday, November 8, 2017 – 11:30 a.m.

11:30 a.m.

Board of Regents Meeting
NKU, Student Union, 104 – Wednesday, November 8, 2017 – 1:00 p.m.

1:00 p.m.

- Call to Order
- Roll Call
- Approval of September 6, 2017, Board Minutes
- Presidential Comments
- Joint Finance and Policy Committee Summary, Secretary of the Board of Regents
- Audit Committee Report, Secretary of the Board of Regents

1:20 p.m.

B. Presidential Reports:

- | | |
|---|----------------|
| 1. Facilities Management Report | (Hodges Moore) |
| 2. Research/Grants/Contracts Report (July 1, 2017 – September 30, 2017) | (Ott Rowlands) |
| 3. Fundraising Report (July 1, 2017 – September 30, 2017) | (Gentry) |
| 4. Annual Financial Report | (Hodges Moore) |

1:40 p.m.

C. Presidential Recommendations:

1. *Academic Affairs Personnel Actions
2. *Non-Academic Personnel Actions
3. *Major Gifts Acceptance
4. *CPE Accountability Metrics and Targets
5. *2018-2020 Capital Budget
6. *Faculty Emeritus Status Appointments (Firak, Stavsky, Valuari)
7. *Institute for Student Research and Creative Activity
8. *Department of Chemistry Name Change
9. *New Bachelor of Science Degree in Health Communication
10. *Certificate in Addictions Research and Practice
11. *Non-employee Participation on Sponsored Projects Policy
12. *Financial Conflict of Interest Disclosure for Research Policy
13. *Establishing, Reviewing, and Discontinuing Centers and Institutes Policy
14. *Responsible Conduct of Research Policy
15. *Credit for Prior Learning Policy
16. *Granting Honorary Degrees Policy
17. *Graduate Admission Categories Policy
18. *Inclusive Excellence Plan

2:00 p.m.

D. Executive Session

E. Board Self-Evaluation

*Consent Agenda Items - (Items placed on the consent agenda are passed in one motion without discussion. Any Regent may request that an item be removed from the consent agenda for a separate motion by calling Wendy Peek in the Office of the President, 572-5172, by 2 p.m., Monday, November 6, 2017).

**Board of Regents Meeting
Northern Kentucky University, Student Union, Room 104
September 6, 2017**

Regent Richard Boehne, Chair, called the regular meeting of the Board of Regents to order at 1:00 pm, Wednesday, September 6, 2017.

Roll Call: Richard Boehne, Richard L. Boyce, Sami Dada, Ashley Himes, Terry Mann, Dennis Repenning, W. Lee Scheben, Gregory Shumate, Arnie D. Slaughter, André Ward. Absent: Normand Desmarais.

Other Attendees: Gerard St. Amand, Ben Jager, Wendy Peek, Tammy Knochelmann, Ken Bothof, Joan Gates, Eric Gentry, Sue Hodges Moore, Daniel Nadler, Sue Ott Rowlands, Kathleen Roberts, Kim Scranage, Mike Hales, Kevin Kirby, Diana McGill, Cindy Reed, Jeff Standen, Mary Kishman, Rebecca Porterfield, Tracy Insko, Chris Bowling, Bill Farrow, Mark Brackman, Allen Cole, Christian Gamm, Melissa Gorbandt, Sara Kelley, Samantha Langley, Larry Meyer, Kathy Stewart, Leah Stewart, Syed Zaidi, Jason Vest, Abdou Ndoye, Mary Paula Schuh, Jeanne Pettit, Chuck Pettit, Sam Rosenstiel, Owen Treolo, Gina Rittinger, Dan Bridewell, Benjamin Sanning, Anna Wright, Ryan Padgett, Leo Calderon, Keneila Smith, Christina Caffrey, Elissa Torres, Kyrrah Dillingham, Christian Valdez, Victor Ponce, Andrea Moreno, Giselle Hernandez, Kayla Earehart, Devon Colburg, Josh Perkins, Andrew Roll, Martel Bell, Jim Parker, Natalia Lertzundi, Dave Plvan, Paul Morrison, Andy Meeks, Lois Schultz, Britta Gibson, Matthew Zacate, Dave Bushle, Michelle Smith, Cindy Scott, Chad Ogle, Mark Hansel, Elizabeth Stegman, Mike Hawkins, Irene Incarnation.

Oath of Office:

Regent Richard Boehne performed the oath of office for the newly elected Regent: Ashley F. Himes. The newly elected Regent swore to uphold all stipulations of the oath and faithfully execute, to the best of her ability, the duties of Regent of Northern Kentucky University according to law.

Regent W. Lee Scheben seconded Regent Terry Mann's motion to approve the minutes of the April 26, 2017 Board of Regents meeting. **(Motion carried)**

Regent Terry Mann seconded Regent Gregory Shumate's motion to approve the minutes of the July 19, 2017 Board of Regents meeting. **(Motion carried)**

Presidential Comments:

Welcome

Thanks, Rich.

Although I have been serving as Interim President for about 4 months, this is my first regular board meeting. And so, let me begin by thanking our Board members for the trust and confidence placed in me by asking me to serve.

Although I have had the privilege to serve in many roles during my 18-plus years at NKU, I felt blessed and honored to have had the opportunity to teach for what I believed were my final active years at NKU. However, those teaching years turned out not to be the last chapter.

Although this was not the plan, it is truly an honor to serve in this capacity. The challenges and time demands have been and are many, but leading this outstanding university the past few months has been an unexpectedly rewarding way to conclude my NKU career.

I have been doing and will continue to do all I can to help make the transition to our new president as seamless and effective as possible, and to ensure that we don't lose momentum during this interim period. In that regard, our Board must know that our staff, faculty, and leadership teams throughout the university have continued running at full throttle and have not let this transition slow them down at all. They deserve our thanks.

I do want to extend a special thanks to our executive team and the staff in the President's Office for their unwavering support for me and their dedication to make this transition successful. And, I also want to extend special thanks to our Board chair, Rich Boehne – his strong support has been absolutely indispensable during this period – as busy a professional life as he has, he is always available when needed, and his counsel is much appreciated – I don't know when Rich sleeps!

We have other people serving in new leadership roles that I'd like to acknowledge and welcome.

I'd like to extend my welcome to two new Board members, Regents Ashley Himes and Sami Dada.

1. Regent Himes was appointed by Governor Bevin this summer. When she is not serving her alma mater in this role, Ashley is the Assistant Principal of Northern Elementary School in Pendleton County, and she is a 3-degree holder from NKU.
2. Regent Dada (Sami) is a senior Communications major and, of course, President of our Student Government Association.

Thanks to both of you for your willingness to serve.

Joining us in a new university leadership position is Dr. Mary Kishman, Interim Dean of the College of Health Professions. Mary has been at NKU since 2014 when she came to be our Chair of the Department of Nursing. We are grateful to Mary for answering her university's call to serve during a very important time for the College of Health Professions and the university, particularly with our Health Innovation Center nearing completion and scheduled to open within a year.

A note about athletics. Since the end of the Spring semester, much has been happening in the Horizon League. In early May, Valparaiso departed for the Missouri Valley Conference. Shortly thereafter, the league welcomed the Indiana University-Purdue University Indianapolis Jaguars, otherwise known as IUPUI. We are excited to have IUPUI in the Horizon League. Their addition

provides the league with a valuable presence in Indianapolis. Beyond athletics, however, this Indianapolis presence complements our recruitment plan to identify opportunities to expand our enrollment footprint. We are looking forward to creating a new enrollment pipeline from the additional exposure we'll have in this new metropolitan market only 2-plus hours up the road.

Speaking of enrollment, as most of you know, we don't have final enrollment numbers to report until the November Board meeting when we provide the Board a full report.

However, preliminary bottom line numbers as of the first day of classes show an overall enrollment decline compared to Day 1 last year of approximately .7%.

Recall that our budgeted projection was a 2.5% decline. Again Day 1 numbers don't necessarily provide the picture that we'll see once full enrollment numbers are known for our November report.

Beyond what our fall enrollment numbers will be, additional action is being taken this academic year that will positively impact enrollment for this fiscal year. This includes a launch of Phase I of our accelerated completely online programs beginning in January-March 2018. These online programs will strengthen our enrollments while simultaneously meeting students where they are and where they learn.

In the context of enrollment, just a note about the Governor's Scholars Program:

- a. Geoff mentioned in his April Board remarks that we participated in the program in 2016 for the first time since 2003. As a result, we had an increase of nearly 300% in the number of Governor's Scholars committing to NKU over the prior year. We'll have final numbers in our November report.
- b. We participated again this summer. Obviously, we can't yet know the numerical impact from our summer 2017 participation – that will be seen next year.
- c. But, if you want to appreciate why the impact is likely to be as significant, consider letters I received recently from three of this summer's Governor's Scholars – letters from students living in Lexington, Campbellsville, and Williamsburg. Letters that speak to our academic excellence, our campus facilities, and the campus location – stressing both the comfort of a small town campus environment, yet very convenient access to an urban setting.
- d. Based on the preliminary enrollment numbers from the 2106 Governor's Scholars Program and the sentiments expressed in these letters, this program seems to be a great recruiting tool for top talent.

I would also like to take a moment to recognize a few groups and individuals who have recently been honored for their outstanding work.

The Men's Basketball team will be honored by the Northern Kentucky Chamber of Commerce with their ImageMaker Award for bringing national recognition to the region during their thrilling run to the Horizon League Championship and making all of Norse Nation proud during their NCAA Tournament game. The award will be formally presented to the team at the Chamber's Annual Dinner on September 28.

The Office of Information Technology was selected to receive the 2017 Corporate Tech and Innovation Award by Lead Magazine. This award is given annually to the region's leading businesses that have demonstrated professional achievements and a commitment to cultivating a thriving and progressive business. This award will be formally presented at a luncheon on September 27.

Speaking of innovation, we have an actual rocket scientist among our faculty ranks. Physics professor, Dr. Scott Nutter, just had one of his research experiments on cosmic rays sent "via rocket" to the International Space Station. Dr. Nutter is one of a few astrophysicists that NASA selected to work with them to study these particles in space. The good news (I guess) is that the instruments developed by Dr. Nutter and his team for use on the Space Station will enable him to study these particles without himself having to travel to the Space Station. Congratulations Dr. Nutter.

Thanks to the leading work of the Office of LGBTQ Programs and Services *Best Colleges* recently published a report naming NKU as one of the top 50 most LGBTQ friendly campuses in the country.

We stress the importance of our people being engaged in our community and we seek to develop the leadership potential of our people. One program that does both is a NKY Chamber Program – Leadership Northern Kentucky. I am pleased to report that Dannie Moore, our Assistant Vice President of Student Affairs, is a graduate of the 2017 class of Leadership Northern Kentucky. Congratulations, Dannie.

The Board will shortly be voting on a number of presidential recommendations. One of those recommendations concerns the selection of Chuck Pettit, a retiring staff member, for Emeritus status. He is only the second staff member to receive this recognition. I am glad to see Chuck here this afternoon and want to recognize him for his 40 years of distinguished service to our university. Thanks Chuck.

Last but certainly not least, I am proud to share that our own Board Chair Rich Boehne will be honored with the prestigious Oak Award next week at the Governor's Conference on Postsecondary Education Trusteeship. The Oak Award recognizes each year an outstanding graduate of a Kentucky university who has achieved statewide or national stature and has exhibited a lifelong affection for their Kentucky alma mater. I would say that Rich is a perfect embodiment of that standard. Rich, we are very fortunate to call you an NKU alum and thank you for your dedication to our university.

Start of school

One closing observation. Prior to taking on this interim role, I considered myself pretty well-traveled around NKU. But the past four months have been some of the most rewarding and inspiring moments of my NKU career. I spent much of the week before classes speaking at the various convocation ceremonies for students, the colleges, our Library, and the university – speaking to and hearing from new students, new faculty, and the campus at-large.

I was deeply moved by the overwhelming enthusiasm of each group, and frankly in awe of the remarkable work that is taking place across our campus every single day. That week's experience, indeed the student convocation alone, couldn't help but energize and instill

enormous pride in this institution. I hope all of you here today share in that feeling of pride in our institution. I am so appreciative of the opportunity to have experienced that.

B. Presidential Reports:

1. Facilities Management Report (Senior Vice President Sue Hodges Moore)

- a. Health Innovation Center/Founders Hall Renovation
- b. Parking Lots A and K Reconstruction
- c. Condensate Leak Repair
- d. Ceramics and Sculpture Building HVAC Replacement
- e. Energy Savings Performance Contract
- f. Norse Hall/Norse Commons Chiller Replacement
- g. Norse Hall, Norse Commons, and Woodcrest Water Heater Replacements
- h. Business Academic Center Roof Restoration
- i. Sustainability
- j. US 27 Development
- k. North Connector Road

2. Research, Grants, and Contracts Report (March 1, 2017 – June 30, 2017) (Provost and Executive Vice President Sue Ott Rowlands).

During the March 1, 2017 through June 30, 2017 time period, 36 grants were awarded. The total amount of money awarded was \$3,145,526. For the Fiscal year 2016 – 2017, the cumulative total number of grants awarded is 95 totaling \$7,814,387.

3. Fundraising Report (July 1, 2016 through June 30, 2017) (Vice President Eric Gentry)

The Fundraising Report summarized fundraising resources committed from July 1, 2016 through June 30, 2017 totaling \$5,651,210 in support of the university.

4. Fundraising Report (July 1, 2017 through July 31, 2017) (Vice President Eric Gentry)

The Fundraising Report summarized fundraising resources committed from July 1, 2017 through July 31, 2017 totaling \$279,677 in support of the university.

C. Presidential Recommendations:

Consent Agenda Items: A motion was made by Regent Terry Mann and seconded by Regent W. Lee Scheben to approve the following Presidential Recommendations as listed; C-1 through C-13. **(Motion carried)**

1. Academic Affairs Personnel Actions:

a. Administrative Appointments:

Dr. John Alberti, from professor and associate dean in the College of Arts and Sciences to

professor and in the Department of English, in the College of Arts and Sciences effective July 1, 2017; **Dr. Bethany Bowling**, from associate professor in the Department of Biological Sciences, to associate professor and associate dean in the College of Arts and Sciences, effective August 1, 2017; **Dr. Mei Mei Burr**, program director of Human Services and lecturer in the Department of Counseling, Social Work, and Leadership in the College of Education and Human Services, effective August 14, 2017; **Dr. Emily Detmer-Goebel**, from professor in the Department of English to professor and associate dean in the College of Arts and Sciences, effective July 1, 2017; **Dr. Olugbemiga Ekundayo**, associate professor (with tenure) and chair of the Department of Allied Health in the College of Health Professions, effective July 1, 2017; **Dr. Sharmanthie Fernando**, from professor in the Department of Physics, Geology and Engineering Technology to interim chair and professor in the Department of Physics, Geology and Engineering Technology, in the College of Arts and Sciences, effective July 17, 2017; **Mr. Robert Furnier**, Director of the W. Bruce Lunsford Academy for Law, Business + Technology at the Chase College of Law, effective August 1, 2017; **Ms. Roxanne Gall**, from lecturer in the Department of Advanced Nursing in the College of Health Professions to lecturer and director of the Nurse Advocacy Center for the Underserved in the College of Health Professions, effective August 14, 2017; **Dr. Teresa Huber**, from assistant professor in the Department of Nursing in the College of Health Professions to assistant professor and director of the Master of Science in nursing program in the Department of Advanced Nursing in the College of Health Professions, effective August 14, 2017; **Dr. Vanessa Hunn**, from associate professor in the Department of Counseling, Social Work, and Leadership to associate professor, Master of Social Work program director, and assistant chair in the Department of Counseling, Social Work, and Leadership in the College of Education and Human Services, effective July 1, 2017; **Dr. Mary Kishman**, from associate professor and chair of the Department of Nursing in the College of Health Professions to interim dean of the College of Health Professions, effective July 1, 2017; **Dr. Eileen Weisenbach Keller**, from professor of marketing in the Department of Marketing, Sports Business, and Construction Management to professor of marketing and assistant dean in the Haile/US Bank College of Business Advising Center, effective July 1, 2017; **Ms. Trina Koscielicki**, from associate professor (with tenure) in the Department of Allied Health and associate chair of the Department of Allied Health in the College of Health Professions to the Radiologic Science program director, effective July 1, 2017; **Dr. Madhura Kulkarni**, from interim director of the Center for Integrative Natural Science and Mathematics to associate professor of Biology and director of the Center for Integrative Natural Science and Mathematics, in the College of Arts and Sciences, effective July 1, 2017; **Dr. Lewatis McNeal**, clinical associate professor (non-tenure-track renewable) in the Department of Kinesiology and Health and assistant dean in the College of Education and Human Services, effective July 31, 2017; **Dr. Erin Robinson**, from associate professor and director of Advanced Bachelor of Science in the nursing program in the Department of Nursing in the College of Health Professions to associate professor and program director of the Advanced Bachelor of Science in nursing and Bachelor of Science in nursing programs in the College of Health Professions, effective August 14, 2017; **Dr. Gannon Tagher**, interim chair of the Department of Nursing and the Department of Advanced Nursing in the College of Health Professions, effective July 1, 2017; **Ms. Rebecca Walker**, from acting director of the College of Informatics Advising Center and lecturer to director of the College of Informatics Advising Center and lecturer, effective July

1, 2017; **Ms. Ginger Webb**, director of educational placements and internships and lecturer II (nontenure-track renewable) in the Department of Teacher Education in the College of Education and Human Services, effective July 24, 2017; **Mr. Thomas McGovern**, from assistant director of the School of the Arts to assistant director of the School of the Arts and music program head in the College of Arts and Sciences, effective July 1, 2017.

b. Faculty Appointments:

Mr. Wes Akers, from lecturer II in the Department of Communication to senior lecturer in the Department of Communication, in the College of Informatics, effective August 14, 2017; **Dr. Robin Bartlett**, from part-time, associate professor (with tenure) in the Department of Psychological Science to full-time, associate professor (with tenure) in the Department of Psychological Science, in the College of Arts and Sciences, effective August 2017; **Ms. Deborah Browning**, lecturer in accounting (non-tenure-track renewable) in the Department of Accounting and Business Law in the Haile/US Bank College of Business, effective August 14, 2017; **Ms. Tracy Buckler**, lecturer (non-tenure-track renewable) in the Department of Nursing in the College of Health Professions, effective August 14, 2017; **Ms. Lisa Cuntz**, assistant professor in the Department of Nursing in the College of Health Professions, effective August 14, 2017; **Dr. George Carpten IV**, lecturer (non-tenure-track renewable) of music in the School of the Arts, in the College of Arts of Sciences, effective August 14, 2017; **Dr. Samuel Cho**, assistant professor in the Department of Computer Science in the College of Informatics, effective August 14, 2017; **Mr. Majed Dabdoub**, assistant professor of practice in construction management (non-tenure-track renewable) in the Department of Marketing, Sports Business, and Construction Management in the Haile/US Bank College of Business, effective August 14, 2017; **Ms. Gina Fieler**, assistant professor in the Department of Nursing in the College of Health Professions, effective August 14, 2017; **Dr. Trent Garrison**, assistant professor in the Department of Physics, Geology and Engineering Technology, in the College of Arts of Sciences effective August 14, 2017; **Ms. Lynissa Hillman**, lecturer (non-tenure-track renewable) in the Department of Sociology, Anthropology and Philosophy, in the College of Arts of Sciences effective August 14, 2017; **Mr. Sunil Ketty**, assistant professor in the Department of Communication in the College of Informatics, effective August 14, 2017; **Ms. JeeEun Lee**, assistant professor of ceramics in the School of the Arts, in the College of Arts and Sciences, effective August 14, 2017; **Dr. Karen Mae O'Connell**, assistant professor in the Department of Nursing in the College of Health Professions, effective August 14, 2017; **Dr. Wiley Piazza**, lecturer (non-tenure-track renewable) in the Department of Kinesiology and Health in the College of Education and Human Services, effective August 14, 2017; **Ms. Angela Powell**, lecturer (non-tenure-track renewable) in the Department of Nursing in the College of Health Professions, effective August 14, 2017; **Ms. Elizabeth Stine**, lecturer (non-tenure-track renewable) in the Department of Nursing in the College of Health Professions, effective August 14, 2017; **Mr. Mark Thackeray**, assistant professor of practice in supply chain/operations management (non-tenure-track renewable) in the Department of Management in the Haile/US Bank College of Business, effective August 14, 2017; **Dr. Eleanor Todd**, assistant professor of music education in the School of the Arts, in the College of Arts and Sciences, effective August 14, 2017; **Mr. David Wilkerson**, lecturer

(non-tenure-track renewable) in the Department of Counseling, Social Work, and Leadership in the College of Education and Human Services, effective August 14, 2017.

c. Transitions:

Ms. Trina Koscielicki, from associate professor and interim associate chair of the Department of Allied Health to associate professor and director of Radiologic Science program, in the College of Health Professions, effective May 15, 2017; **Dr. Adrienne Lane**, from professor and chair of the Department of Advanced in the College of Health Professions to professor in the Department of Advanced in the College of Health Professions, effective July 1, 2017.

d. Departures:

Dr. Idna M. Corbett, Vice Provost Undergraduate Academic Affairs, effective August 3, 2017; **Dr. Neil Duchac**, assistant professor in the Department of Counseling, Social Work, and Leadership in the College of Education and Human Services, effective July 8, 2017; **Mr. Joseph Hacker**, lecturer in the Department of Kinesiology and Health in the College of Education and Human Services, effective June 30, 2017; **Dr. James Koschoreck**, associate professor in the Department of Counseling, Social Work, and Leadership in the College of Education and Human Services, effective August 11, 2017; **Dr. Erica Lemberger**, assistant professor in the Department of Nursing in the College of Health Professions, effective July 18, 2017; **Dr. Gail Mackin**, senior associate dean of the College of Arts and Sciences and professor of Math, effective June 30, 2017; **Teri J. Murphy**, professor in the Department of Mathematics and Statistics in the College of Arts and Sciences, effective August 11, 2017; **Dr. Will Peveler**, associate professor in the Department of Kinesiology and Health in the College of Education and Human Services, effective August 2, 2017; **Dr. Michael Roth**, professor and chairperson in the Department of Physics, Geology and Engineering Technology, effective July 14, 2017; **Dr. Dale Scalise-Smith**, dean of the College of Health Professions, effective August 15, 2017; **Ms. Erika Sharkey**, academic advisor in the College of Education and Human Services Advising Center in the College of Education and Human Services, effective July 28, 2017; **Ms. Amy Shay**, assistant professor in the Department of Advanced Nursing in the College of Health Professions, effective May 15, 2017; **Mr. Jonathan Trauth**, lecturer in the Department of Counseling, Social Work, and Leadership in the College of Education and Human Services, effective August 11, 2017.

e. Retirements:

Dr. David Dunevant, associate professor and interim program head of music in the School of the Arts in the College of Arts and Sciences, effective July 1, 2017; **Ms. Cindy Foster**, associate professor in the Department of Nursing in the College of Health Professions, effective July 12, 2017; **Ms. Reeda Hart**, STEM Outreach Director for the Center for Integrative Natural Science and Mathematics, effective August 2017; **Dr. Charlotte Neely**, professor in the Department of Sociology, Anthropology and Philosophy, effective August 2017.

f. Temporary Faculty Appointments:

Dr. Robin Bartlett, from part-time tenured professor in the Department of Psychological Sciences to full-time tenured professor in the Department of Psychological Sciences, effective August 2017; **Ms. Sandra Bazzani Aronne**, lecturer (non-tenure-track) in the Department of World Languages and Literature in the College of Arts and Sciences, effective Fall 2017; **Ms. Kristina Bieliewicz**, lecturer (non-tenure-track) in the Department of Center for Integrative Natural Science and Mathematics, in the College of Arts and Sciences, effective Fall 2017; **Dr. Gary Blahnik**, lecturer in the Department of Sociology, Anthropology and Philosophy in the College of Arts and Sciences, effective Fall 2017; **Dr. Robert Brice**, lecturer in the Department of Sociology, Anthropology and Philosophy in the College of Arts and Sciences, effective Fall 2017; **Dr. Kristi Brock**, lecturer, (non-tenure-track) in the Department of English in the College of Arts and Sciences, effective Fall 2017; **Mr. Nicholas Brummer**, assistant professor of practice, in the Department of Communications in the College of Informatics, effective Fall 2017; **Mr. Rueben Bullard**, lecturer (non-tenure-track) in CINSAM in the College of Arts and Sciences, effective Fall 2017; **Dr. Joy Burdette**, lecturer, in the music program in the College of Arts and Sciences, effective Fall 2017; **Mr. Anthony Burk**, lecturer in the Department of Business Informatics in the College of Informatics, effective Fall 2017; **Dr. Mei Mei Burr**, program director of Human Services and lecturer in the Department of Counseling, Social Work, and Leadership in the College of Education and Human Services, effective August 14, 2017; **Dr. Connie Bruins**, lecturer (non-tenure-track) in the Department of History and Geography in the College of Arts and Sciences, effective Fall 2017; **Dr. Mary Bucklin**, lecturer (non-tenure-track) in the Department of History and Geography in the College of Arts and Sciences, effective Fall 2017; **Dr. David Cain**, lecturer (non-tenure-track) in the Department of Physics, Geology and Engineering Technology in the College of Arts and Sciences, effective Fall 2017; **Ms. Shelley Cain**, lecturer (non-tenure-track) in the Department of Mathematics and Statistics in the College of Arts and Sciences, effective Fall 2017; **Ms. Lindsey Caldwell Thomas**, lecturer (non-tenure-track) in the Department of English in the College of Arts and Sciences, effective Fall 2017; **Ms. Amber Carter**, outreach specialist in CINSAM in the College of Arts and Sciences, effective Fall 2017; **Dr. Steve Castellano**, lecturer (non-tenure-track) in the Department of Biology in the College of Arts and Sciences, effective Fall 2017; **Mr. Keith Collins**, lecturer (non-tenure-track) in the Department of Kinesiology and Health in the College of Education and Human Services, effective Fall 2017; **Mr. Michael Collins**, lecturer (non-tenure-track) in the Department of Mathematics and Statistics in the College of Arts and Sciences, effective Fall 2017; **Dr. Joshua Cooper**, lecturer (non-tenure-track) in the Department of Biology in the College of Arts and Sciences, effective Fall 2017; **Ms. Michelle Crowley**, lecturer in the Department of Communications in the College of Informatics, effective Fall 2017; **Ms. Chrystal Culbertson**, lecturer (non-tenure-track) in the Department of Mathematics and Statistics in the College of Arts and Sciences, effective Fall 2017; **Ms. Rhonda Davis**, lecturer in the Integrative Studies in the College of Arts and Sciences, effective Fall 2017; **Mr. Jason Farkas**, lecturer (non-tenure-track) in the Department of Political Science, Criminal Justice and Organizational Leadership in the College of Arts and Sciences, effective Fall 2017; **Dr. Andrea Fieler**, lecturer in the Department of World Languages and Literature in the College of Arts and Sciences, effective Fall 2017; **Mr. Jeffrey Girton**, lecturer (non-

tenure-track) in the Department of Political Science, Criminal Justice and Organizational Leadership in the College of Arts and Sciences, effective Fall 2017; **Dr. Luis Gomez**, lecturer (non-tenure-track) in the Department of Physics, Geology and Engineering Technology in the College of Arts and Sciences, effective Fall 2017; **Ms. Elaine Guenther**, lecturer (non-tenure-track) in the Department of Accounting and Business Law in the College of Business, effective Fall 2017; **Dr. Nicole Grant**, lecturer in the Department of Sociology, Anthropology and Philosophy in the College of Arts and Sciences, effective Fall 2017; **Ms. Megan Henson**, lecturer (non-tenure-track) in the Department of English in the College of Arts and Sciences, effective Fall 2017; **Ms. Kristin Hornsby**, lecturer in the theatre and dance program in the College of Arts and Sciences, effective Fall 2017; **Dr. Eric Hugo**, lecturer (non-tenure-track) in the Department of Biology in the College of Arts and Sciences, effective Fall 2017; **Mr. Daniel Hunter**, lecturer, (non-tenure-track) in the Department of Physics, Geology and Engineering Technology in the College of Arts and Sciences, effective Fall 2017; **Ms. Christine Jones**, lecturer (non-tenure-track) in the theatre and dance program in the College of Arts and Sciences, effective Fall 2017; **Mr. Daniel Kent**, lecturer (non-tenure-track) in the Department of Management in the College of Business, effective Fall 2017; **Mr. Moshen Keshtvartz**, lecturer (non-tenure-track) in the Department of Physics, Geology and Engineering Technology in the College of Arts and Sciences, effective Fall 2017; **Mr. James Kirtley**, lecturer (non-tenure-track) in the Department of Accounting and Business Law in the College of Business, effective Fall 2017; **Ms. Denise Knisely**, lecturer in the Department of Sociology, Anthropology and Philosophy in the College of Arts and Sciences, effective Fall 2017; **Dr. Wooram Kwon**, lecturer in the music program in the College of Arts and Sciences, effective Fall 2017; **Mr. Stephen Leigh**, lecturer (non-tenure-track) in the Department of English in the College of Arts and Sciences, effective Fall 2017; **Ms. Marla Lemmon**, lecturer (non-tenure-track) in the Department of Mathematics and Statistics in the College of Arts and Sciences, effective Fall 2017; **Mr. Joseph Lombardi**, lecturer (non-tenure-track) in the Department of History and Geography in the College of Arts and Sciences, effective Fall 2017; **Dr. Kirsten Lovett**, lecturer (non-tenure-track) in the Department of Political Science, Criminal Justice and Organizational Leadership in the College of Arts and Sciences, effective Fall 2017; **Ms. Sarah Mann**, lecturer in the Department of Business Informatics in the College of Informatics, effective Fall 2017; **Mr. Bradley Metzger**, lecturer in the Department of Business Informatics, in the College of Informatics, effective Fall 2017; **Mr. Louise Manchise**, lecturer in the Haile Practice Professorship in Human Resource Management in the Department of Management in the College of Business, effective Fall 2017; **Mr. Roger Miller**, lecturer (non-tenure-track) in the Department of Physics, Geology and Engineering Technology in the College of Arts and Sciences, effective Fall 2017; **Mr. Mike Milward**, lecturer in the Department of Biology in the College of Arts and Sciences, effective Fall 2017; **Dr. Jongsoo Park**, lecturer (non-tenure-track) in the Department of Political Science, Criminal Justice and Organizational Leadership in the College of Arts and Sciences, effective Fall 2017; **Ms. Barbara Phillips**, lecturer (non-tenure-track) in the Department of Mathematics and Statistics in the College of Arts and Sciences, effective Fall 2017; **Ms. Kathleen Quinn**, lecturer (non-tenure-track) in the Department of History and Geography in the College of Arts and Sciences, effective Fall 2017; **Ms. Julie Reizner**, lecturer (non-tenure-track) in the Department of Physics, Geology and Engineering Technology in the College of Arts and Sciences, effective Fall 2017; **Mr. Chad Ruschman**, lecturer (non-

tenure-track) in the Department of Chemistry in the College of Arts and Sciences, effective Fall 2017; **Mr. Charles Roetting**, lecturer (non-tenure-track temporary) of theatre in the School of the Arts, effective August 14, 2017; **Mr. Stephen Roush**, lecturer (non-tenure-track) in the Department of Management in the College of Business, effective Fall 2017; **Dr. Illiana Rosales Figueroa**, lecturer (non-tenure-track) in the Department of World Languages and Literature in the College of Arts and Sciences, effective Fall 2017; **Dr. Beatriz Russell**, lecturer (non-tenure-track) in the Department of Chemistry in the College of Arts and Sciences, effective Fall 2017; **Dr. Michael Simonton**, lecturer in the Department of Sociology, Anthropology and Philosophy in the College of Arts and Sciences, effective Fall 2017; **Mr. William Slaven**, professor of practice, in the Department of Business Informatics in the College of Informatics, effective Fall 2017; **Mr. Christopher Smith**, lecturer (non-tenure track temporary) of visual arts in the School of the Arts, effective August 14, 2017; **Dr. Kayla Steltenkamp**, lecturer (non-tenure-track) in the Department of Teacher Education in the College of Education and Human Services, effective Fall 2017; **Ms. Crystal Summers** lecturer in the Department of Business Informatics, in the College of Informatics, effective Fall 2017; **Ms. Marcia Vorholt**, lecturer (non-tenure-track) in the Department of Accounting and Business Law in the College of Business, effective Fall 2017; **Mr. James Taylor**, lecturer (non-tenure-track) in the Department of Counseling, Social Work, and Leadership in the College of Education and Human Services, effective Fall 2017; **Ms. Laura Urbanski**, lecturer (full-time non-tenure-track) in the Department of Mathematics and Statistics in the College of Arts and Sciences, effective Fall 2017; **Ms. Kristina Vise**, lecturer in the Department of Sociology, Anthropology and Philosophy in the College of Arts and Sciences, effective Fall 2017; **Dr. Sophie Wang**, lecturer in the music program in the College of Arts and Sciences, effective Fall 2017; **Dr. Smita Ward**, lecturer in the Department of Psychological Science in the College of Arts and Sciences, effective Fall 2017; **Ms. Natalie Williams**, lecturer in the Learning Plus program in the College of Arts and Sciences, effective Fall 2017; **Dr. Eli White**, lecturer in the Department of Psychological Science in the College of Arts and Sciences, effective Fall 2017; **Dr. Rachel Zlatkin**, lecturer (non-tenure-track) in the Department of English in the College of Arts and Sciences, effective Fall 2017.

2. Non-Academic Personnel Actions:

The following categories of non-academic personnel actions which occurred between March 28, 2017 and August 7, 2017 received approval by the Board of Regents:

Activations/Rehires; Reassignments, Reclassifications, Title/Status Changes, Promotions; Transfers; Contract/Temporary to Regular & Regular to Contract; Departures; Retirements; Administrative/Executive.

3. Major Gifts Acceptance:

The Board of Regents officially accepted contributions totaling \$3,428,098.26 received by the NKU Foundation Inc. for the benefit of Northern Kentucky University during the period April 1, 2017 through August 1, 2017.

4. Naming Recommendations (Newman, Puthoff, Timmel, L.I.F.E. Undergraduate Fellowship Program, Houston, Schlotman, Crane, St. Elizabeth Healthcare Executive Director of the Institute for Health Innovation):

(1) The naming of an endowed fund to support student-centered initiatives that the Department of Mathematics and Statistics deem most important such as student scholarships and awards, faculty and student research collaborations, conference travel, competitions, guest speakers, student recruitment, and interaction with high school math teachers. “Newman Fund”.

(2) The naming of an endowed fund to support scholarships for part-time students attending Chase College of Law. “Tracy A. Puthoff Endowed Scholarship”.

(3) The naming of an endowed fund in support of scholarships for Chase College of Law students. “Timothy L. and Janice M. Timmel Endowed Scholarship in Trial Practice”.

(4) The naming of an endowed fund in support of scholarships, research stipends, and computational resources for undergraduate students in the College of Informatics who exhibit the qualities necessary to pursue a PhD and become successful researchers who advance biomedical research using computational approaches. “L.I.F.E. Undergraduate Fellowship Program” and the “L.I.F.E. Undergraduate Fellowship High Performance Computing Fund”.

(5) The naming of a fund to provide annual support for an undergraduate scholarship for a member of the NKU women’s basketball team. “The Frank Houston Scholarship”.

(6) The naming of an endowed fund in support of scholarships for students with a declared major in middles grades or secondary education fields of study. “Teri Llyn Schlotman and Timothy J. Schlotman Educator Scholarship”.

(7) The naming of and endowed scholarship in support of scholarships for students enrolled in the Chase College of Law. “Deb and Whit Crane Endowed Scholarship”.

(8) The naming of the executive director position of the institute connected to the Health Innovation Center. “St. Elizabeth Healthcare Executive Director of the Institute for Health Innovation”.

5. Staff Emeritus Appointment (Pettit):

The Board of Regents approved the Staff Emeritus status for the following individual.

Charles Pettit, Superintendent of Building Services for Facilities Management, retired effective May, 2017.

6. Faculty Handbook Amendment (Biennial Review):

The Board of Regents approved the Faculty Handbook amendment regarding Biennial Review.

7. Faculty Handbook Amendment (Project Grant Award):

The Board of Regents approved the Faculty Handbook amendment regarding Project Grant Award.

8. Faculty Handbook Amendment (Summer Fellowship):

The Board of Regents approved the Faculty Handbook amendment regarding Summer Fellowship.

9. Chair Handbook Amendment (Vacation Leaves):

The Board of Regents approved the Chair Handbook amendment regarding Vacation Leaves.

10. Nursing Department Recommendation:

The Board of Regents approved that the Department of Nursing and Department of Advanced Nursing Studies should be merged, beginning in the fall of 2017.

11. Center for Environmental Education:

The Board of Regents approved effective July 1, 2017, The Center for Environmental Education, currently housed in CINSAM in the College of Arts and Sciences will transfer to the Department of Teacher Education in the College of Education and Human Services.

12. FY 2017-2018 Tuition and Mandatory Fee Rate Correction:

The Board of Regents endorsed the addition of the Master of Business Administration (MBA) tuition rate as notated on the attached Schedule of Tuition and Mandatory Fees. The Board endorsed the corrected Online Undergraduate tuition rate.

13. Organizational Chart Update:

The Board of Regents approved the organizational chart which reflects all NKU Administrative updates through September 6, 2017.

D. Board Recommendation:

Regent Dennis Repenning seconded Regent Gregory Shumate's motion to name Regent André Ward as Secretary. **(Motion carried)**

E. Executive Session:

Regent Andr  Ward seconded Regent Richard Boehne’s motion to enter into executive session pursuant to KRS 61.810(1) (c) and (f) **(Motion carried)**

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

F. Board Self-Evaluation:

The Board decided to move the Board Self-Evaluation to the November 8, 2017 Board of Regents meeting.

At 4:27 p.m., Regent W. Lee Scheben seconded Regent Gregory Shumate’s motion to adjourn. **(Motion carried)**

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

Signature On File
Benjamin Jager
Executive Assistant to the President/
Secretary to the Board of Regents

I, Andr  Ward, Secretary of the Board of Regents of Northern Kentucky University, certify that the foregoing is a true copy of the minutes of the regular meeting held on September 6, 2017, and that such matters are still in force and effect.

Signature On File
Andr  Ward
Secretary of the Board of Regents

FACILITIES MANAGEMENT REPORT

1. Health Innovation Center/Founders Hall Renovation

The 2014 General Assembly provided \$97 million in state bond funding for design and construction of the Health Innovation Center project which includes the full renovation of Founders Hall. A gift of \$8 million from St. Elizabeth Healthcare has increased available project funds to \$105,000,000.

The Health Innovation Center will be a comprehensive health science education and applied research facility located in the core of NKU's campus. The project will position the university to be a leader in this field, to enroll and graduate professionals trained for the changing face of health education and wellness. To meet these goals, the university's approach is collaborative and interdisciplinary, involving numerous academic disciplines, including health, social science, information science, and the physical and life sciences.

Upon completion, the building will be light-filled, open and inviting. It will feature active learning classrooms as well as spaces designed to advance nursing and health science education, including a clinical suite; medical simulation suite; nursing, radiology and respiratory skills labs; a biopsychology and a neuroscience lab; advanced kinesiology lab; movement studio; innovation studios; offices; and a café and spaces designed to build community. The building features a dramatic split-level public space which connects the Central Plaza with the West Quad. The new building has been planned as a pair of wings or lofts oriented along the east-west direction to optimize solar orientation. The lofts are positioned directly adjacent to Founders Hall, creating multiple collaborative common areas. They are connected via bridges to Founders Hall across a narrow four story atrium space, joining the new construction with the existing building. A large skylight at the roof level will allow natural daylight to spill down through the atrium space.

Construction Progress

Health Innovation Center: Metal stud framing is well under way on the 1st and 2nd floors. Drywall is complete on the 3rd and 4th floors and has begun on the 2nd floor. Installation of the atrium stairs is progressing well. On the exterior, construction of sidewalks is almost complete.

Founders Hall: The 4th and 5th floors are essentially complete except for AV and furniture. The 3th floor walls are being painted, the ceiling grid is complete and flooring has begun. The 2nd floor framing and drywall work is complete. Drywall has begun on the 1st floor. The new exterior façade treatment for Founders at the Central Plaza is almost complete. Installation of new landscaping in this area has begun.

The project is currently on schedule and within budget.

Health Innovation Center/Founders Hall Renovation - Continued

Architects: CO Architects/GBBN

Engineers: CMTA Consulting Engineers, THP, Kleingers & Associates

Special Consultants: Sextant Group, Vivian Llambi, SM&W, W5 Design

Construction Manager: Turner Construction

Scope: \$105,000,000

Fund Source: State Bonds, Private Funds

Anticipated Completion: Spring 2018



Aerial Photo of Construction Site, mid-September 2017



Webcam Photo of Construction Site, October 3, 2017

2. Parking Lots A and K Reconstruction

Bray Construction was awarded the contract to reconstruct Parking Lots A and K. Lot A has been paved and is now an extension of Kenton Garage; it can be accessed only from the Garage. Lot K has been regraded and reconfigured and is now fully open. The ramp from Lot K to Kenton Garage should be complete by the end of October. Landscaping is nearly complete and lighting installation is in process.

Architect/Engineer: KZF

Contractor: Bray Construction

Scope: \$2,950,000

Fund Source: Parking Services and other sources



View of Lot K and Campus from Connector Road Driveway – Oct. 2



Rendering of Completed Lot K

3. Condensate Leak Repair

The Power Plant pumps steam to BB&T Arena to provide heat and hot water to the building. The condensate line, which returns hot water to the Power Plant and runs under University Drive, has failed and needs to be repaired or replaced. A camera investigation of the pipe's interior identified the source of the leak to be a series of holes spanning a twenty foot section of pipe. Staggs & Fisher evaluated options to line the current pipe, replace it, or decentralize the BB&T Arena from the Power Plant. They recommended the piping be replaced. CMTA was then hired to develop drawings and bid documents. It is anticipated that the project will be bid this winter and work will begin in May 2018 after commencement.

Engineer: Staggs & Fisher – Option Evaluation
CMTA – Replacement Engineering

Contractor: TBD

Scope: \$200,000

Fund Source: Deferred Maintenance Pool

Anticipated Completion: August 2018

4. Ceramics and Sculpture Building HVAC Replacement

The Ceramic Building's HVAC system was at the end of its useful life. The system consisted of eight custom air handlers equipped with fresh and return air mixing boxes and hot water heating coils. The system also featured three mini-split heat pumps. System components, original to the building, were increasingly unreliable, and failing more quickly than repairs could be completed. In addition, the refrigerant was phased out, causing the price to increase dramatically.

The project was awarded to Air Force One, Inc. in April. Installation was completed in August. Due to favorable bidding, funding is available for a building controls update, an upgrade currently underway which will allow this new equipment to operate more efficiently.

Contractor: Air Force One, Inc.

Scope: \$317,000

Fund Source: Deferred Maintenance Pool

Completion: Fall 2017

5. Energy Savings Performance Contract

In September 2016, an RFP was issued to select an ESCO (Energy Savings Contractor) to serve as a partner on a potential Energy Savings Performance Contract (ESPC). CMTA Energy Solutions, one of two shortlisted firms to make a presentation in February, was selected and completed a comprehensive technical energy audit in May. The audit report identified potential energy conservation measures. Results of the audit and recommended ECMs (Energy Saving Measures) have been reviewed. The University is currently considering potential conservation measures and performing financial feasibility analysis. If a decision is made to move forward, CMTA will proceed with advanced design development.

Energy Savings Performance Contract – Continued

Engineer: CMTA Energy Solutions

Estimated Scope: \$3,900,000

Fund Source: Guaranteed Energy Savings

Anticipated Completion: TBD

6. Norse Hall, Norse Commons and Woodcrest Water Heater Replacements

The equipment generating domestic hot water for Norse Hall, Norse Commons and Woodcrest, which dated to 1992 and served a total of 176,700 gross square feet and 596 beds, was in need of replacement. Seven new water heaters and one 1,000 gallon water storage tank were installed, providing updated and energy efficient equipment as well as needed distribution redundancy throughout the Norse Hall and Woodcrest buildings. The project scope included replacement of the water heaters prior to removal of the old units to ensure uninterrupted service to the residence halls and the Village Café dining facility in Norse Commons.

CMTA provided design services and Debra-Kuempel was the low bidder. The new system was installed and is now fully operational.

Engineer: CMTA Consulting Engineers

Contractor: Debra-Kuempel

Scope: \$212,000

Fund Source: University Housing

Completion: October 2017

7. Business Academic Center Roof Restoration

The Business Academic Center (BC) roof, original to the 1989 building, was estimated to last 20 years. The roof was showing signs of stress and had minor leaks. This project restores the roof by replacing insulation where necessary and installing a new, protective membrane and gravel. The roof will have a 10 year warranty.

Roof restoration, rather than complete replacement, extends roof life, saves resources, reduces replacement costs by up to 50%, and reduces landfill materials up to 10%, among other benefits.

The installation contract was awarded to Imbus Roofing. On-site work began in September and will continue as weather permits into early November 2017.

Contractor: Imbus Roofing

Scope: \$325,000

Fund Source: Deferred Maintenance Pool

Anticipated Completion: November 2017

8. Phasing out of the Schroeder Key System Phase 2 of 2

The Schroeder Company was a local lock and key company that serviced the Greater Cincinnati area. Schroeder locks were used in several main campus buildings. When the Schroeder Company went out of business, ILCO began manufacturing replacement parts and key blanks. ILCO recently stopped manufacturing the parts, rendering the system obsolete.

In FY16, Phase One of this project was funded to purchase materials to replace the Schroeder locks with industry standard, BEST system. As time allowed, NKU locksmiths used the materials to change the locks in the highest priority areas in fiscal years 2016 and 2017.

Funding for this final phase of the project will be used to purchase the materials necessary to complete the transition to the BEST system.

Contractor: Internal – NKU Locksmiths

Scope: \$50,000

Fund Source: Deferred Maintenance Pool

Anticipated Completion: Summer 2018

9. Incubator Two Roof Restoration

The metal roof on Incubator Two, original to the building (1989), is showing signs of stress and leaking in one area. By applying an acrylic elastomeric coating, the leak can be stopped and the roof protected at a fraction of the replacement cost. In July 2016, the metal roof on Incubator One was restored using the same process.

The project is currently out to bid. Depending on contractor availability and weather, the project is expected to be completed in spring 2018.

Contractor: TBD

Scope: \$30,000

Fund Source: Deferred Maintenance Pool

Anticipated Completion: Spring 2018

10. Science Center Roof Restoration

The Science Center (SC) roof, original to the 2002 building, is at 75% of its life expectancy. Considering the roof's age and overall condition, roof restoration, rather than complete replacement in a few years, significantly extends the current roof's life, saves resources, reduces replacement costs by up to 50%, and reduces landfill materials up to 10%, among other benefits.

This project will restore the roof by repairing the existing two-ply membrane as needed and installing a new reinforced fluid applied monolithic membrane on the entire roof. In the Greenhouse area, where the roof is leaking, the majority of the insulation will need to be replaced and the source of the leak identified and fixed. The roof will have a 20 year warranty.

Science Center Roof Restoration - Continued

The project will be out to bid in October, the contractor selected in November, and work scheduled for the spring 2018.

Contractor: TBD

Scope: \$600,000

Fund Source: Deferred Maintenance Pool

Anticipated Completion: Spring 2018

11. Kentucky Hall Renovation

Kentucky and Commonwealth Hall, the University's first residence hall facilities when they opened in 1982, are in need of capital renewal. These facilities, each with an occupancy of 198 students, consists of three wings extending from a central lobby. Each wing has 11 double-occupancy rooms and a common toilet/shower room per floor, with three floors per wing.

Kentucky Hall will be taken offline in January 2018 to allow two important investments to occur in the building during the spring and summer of 2018. It is currently anticipated that a similar renovation will occur in Commonwealth Hall in 2019.

The original two-pipe HVAC system in Kentucky Hall is well past the end of its useful life. An air cooled variable refrigerant flow system will be installed, which will increase energy efficiency and occupant comfort, providing humidity control in humid months and heating and/or cooling at the room occupant's discretion. The existing two-pipe system cannot provide humidity control and is either in heating mode, or cooling mode.

The other major investment included in this project is the complete redesign of the building's communal restrooms. For each floor, the new restroom design includes:

- two private shower rooms;
- two private toilet rooms;
- a common sink area;
- and, one private shower/toilet/sink restroom.

This redesign creates privacy where it is most valued, is on par with current design standards for new residence halls of this type, and is consistent with student preferences.

This project is currently in the construction document phase. Bidding is scheduled for December 2017 and construction will begin in January 2018 and will be complete by Fall 2018.

Architects: SHP Leading Design

Engineers: CMTA

Contractor: TBD

Scope: \$2,400,000

Fund Source: University Housing

Anticipated Completion: Fall 2018

12. Sustainability

October is Campus Sustainability Month. To celebrate, NKU Sustainability is hosting events throughout the month. Students, faculty, and staff are invited to participate in a garden clean-up day, sustainability-themed movie screening and panel discussion, and a climate forum, in addition to other events.

In April 2017, the University's first Sustainability Strategy was made public. One of the objectives of the document was to assemble a group of campus stakeholders that would advise campus sustainability activities; thus, the Forum for University Sustainability and the Environment (FUSE) was created. FUSE will provide a setting for students, faculty, and staff to learn about sustainability, share ideas, and network with other campus stakeholders. Meetings will be held three times each semester and are open to the campus community.

13. US 27 Development

Fairmount Properties continues their due diligence and planning for the US 27 Development project. The project will be a mixed-use development with a pedestrian-friendly, ground floor street presence of about 30,000 square feet. Current planning for the site includes office and a mix of full-service and casual restaurant type retail tenants, a 100-110 room hotel, about 150-200 market rate apartments, parking and office space. Retail uses will result in a safe, active pedestrian experience complete with al fresco dining on patios, sidewalk amenities, public art installations and an urban environment that embraces the notion of a unique street experience. Fairmount supports their retail and business partners with public spaces meant to inspire spontaneous interaction and accommodate events such as festivals and performances.

Efforts over the last several months have included extensive networking with the local and regional community, including discussions with possible tenants; meetings with the Transportation Cabinet, TANK, Tri-Ed, the Chamber, and city and county officials; and, work to calculate the TIF (Tax Increment Financing) proceeds of the development, which is key to the type of parking that can be constructed on the site.

Fairmount Properties has developed over one million square feet of mixed-use facilities within university environments, creating campus gateways, reinventing campus edge districts, and aiding in the recruitment and retention missions of its university partners, including the College Town at the University of Rochester and College Town Kent.

14. North Connector Road

Bray Construction is the contractor for this long-awaited federal and State-funded project. The North Connector represents a construction cost of \$10.6 million for the first phase of the overall \$30 million project. The one-mile long North Connector Road begins at a roundabout intersection at Three Mile Road, climbs the hill and crosses between the Maintenance Building and Campbell Hall as it runs along the west side of the new intramural fields, west of Woodcrest and through the rear, formerly gravel section of parking lots L, K, A and G; ending at a new roundabout at Johns Hill Road. The road includes an 8 foot wide combination sidewalk/bike lane on the campus side of the road. Johns Hill Road will include bike lanes and sidewalks extending to the I-275 overpass.

The new Connector Road's roundabout at Johns Hill Road opened on August 20th, providing access to new Parking Lot K and Campbell Hall. Construction of the Three Mile Road roundabout, which will be built in sections, is underway and will continue through the fall semester, with traffic on Three Mile Road in a temporary configuration during this time. The contractual completion date for the Connector Road is June 2018.

A second section of the Connector Road, the south section, to be built later, will extend south of Johns Hill Road over a mile, connecting with Pooles Creek Road near its intersection with AA Highway. The Connector Road was a high priority of both the 2000 and 2009 Master Plans and upon completion, will resolve traffic congestion in the core area of campus.



North Connector Road Aerial Photo, September 2017

North Connector Road – Continued



North Connector Road Satellite Image

OFFICE OF RESEARCH, GRANTS, AND CONTRACTS REPORT

The attached report lists the grants awarded, with the amount awarded for each grant, for NKU faculty and staff for July 1, 2017 through September 30, 2017, Fiscal Year 2017-18:

- During the July 1, 2017 through September 30, 2017 time period, **19** grants were awarded. The total amount of money awarded was **\$2,542,524**.
- For the Fiscal year 2017 – 2018, the cumulative total number of grants awarded is **19** totaling **\$2,542,524**.

NKU Office of Research, Grants and Contracts
Grants Awarded Funding - July 01, 2017 thru September 30, 2017
FY 2017-18

| <u>Category</u> | <u>Type</u> | <u>College/Administrative Office Department</u> | <u>Project Title</u> | <u>Sponsor</u> | <u>Sponsor Total</u> |
|--|--------------------|--|---|--|-----------------------------|
| <i>Academic Affairs</i> | | | | | |
| Student Support | Continuation | Upward Bound | Upward Bound 2017-2018 (Year 4) | US Department of Education | \$340,318 |
| Student Support | New | Student Support Services | Child Care Access Means Parents in School Program | US Department of Education Office of Postsecondary Education | \$616,010 |
| Student Support | Continuation | Student Support Services | Student Support Services (Year 3) | US Department of Education | \$359,457 |
| Student Support | New | Adult Learner Programs & Services | Project Graduate | Kentucky Council on Postsecondary Education | \$1,000 |
| <i>College of Arts & Sciences</i> | | | | | |
| Basic Research | New | Chemistry | RUI: Unusual Oxidation and Domino Reactions via Palladium-catalyzed a-Heteroarylation of Ketones | National Science Foundation | \$242,979 |
| Student Support | New | Chemistry | Integrating long and short-term study abroad programs into STEM curricula to foster NKU STEM major mobility to France | Embassy of France | \$18,100 |
| Applied Research | New | Psychological Science | National Consortium on Alcohol & Neurodevelopment in Adolescence - Admin | National Institutes of Health | \$24,000 |
| <i>Chase College of Law</i> | | | | | |
| Public Service | New | Career Development | Legal Services to the Poor | Kentucky Interest on Lawyer Trust Accounts Fund | \$10,000 |
| <i>College of Education and Human Services</i> | | | | | |

| <u>Category</u> | <u>Type</u> | <u>College/Administrative Office Department</u> | <u>Project Title</u> | <u>Sponsor</u> | <u>Sponsor Total</u> |
|---|--------------|---|---|---|----------------------|
| Student Financial Aid | New | Teacher Education | Career and Technical Education Kentucky Teacher Internship Program Supplemental | Kentucky Education Professional Standards Board | \$401 |
| Instruction | New | Teacher Education | Collaborative Center for Literacy Development - Photovoice and Writing | Collaborative Center for Literacy Development | \$5,000 |
| Instruction | New | None | Minority Educator Recruitment and Retention FY18 | Kentucky Department of Education | \$40,800 |
| Instruction | Continuation | Counseling, Social Work and Leadership | Health Professionals Student Training Project | Substance Abuse & Mental Health Services | \$204,604 |
| Public Service | New | Counseling, Social Work and Leadership | University Training Consortium 2017-2018 | Eastern Kentucky University | \$113,654 |
| Public Service | New | Counseling, Social Work and Leadership | Public Child Welfare Certification Program 2017-2018 | Eastern Kentucky University | \$12,251 |
| <i>Vice Provost for Graduation Education, Research & Outreach</i> | | | | | |
| Instruction | New | Scripps Howard Center for Civic Engagement | Mayerson Student Philanthropy Project | Mayerson Foundation | \$21,000 |
| Instruction | New | Scripps Howard Center for Civic Engagement | Mayerson Student Philanthropy Project | Artswave | \$10,000 |
| Public Service | New | Kentucky Campus Compact | Toward a Sustainable Kentucky Volunteers in Service to America 2017-2018 | Corporation for National and Community Service | \$24,500 |
| Public Service | New | Kentucky Campus Compact | Kentucky Higher Education Assistance Authority Kentucky College Coaches 17-18 | Higher Education Assistance Authority | \$423,450 |
| Public Service | New | Kentucky Campus Compact | Kentucky Campus Compact Host Sites non-Kentucky Higher Education Assistance Authority | Multiple State Organizations | \$75,000 |

Total Number of Awards 7/01/2017 - 9/30/2017

19

Total Funds Awarded

\$ 2,542,524

| <u>Category</u> | <u>Type</u> | <u>College/Administrative Office Department</u> | <u>Project Title</u> | <u>Sponsor</u> | <u>Sponsor Total</u> |
|--|-------------|---|----------------------|---|----------------------|
| <i>Total Number of Awards FY 2017-18</i> | | <u>19</u> | | <i>Total Funds Awarded FY 2017-18</i> | <u>\$2,542,524</u> |

PRESIDENTIAL REPORT

The following Fundraising Report **summarizes fundraising resources committed from July 1, 2017 through September 30, 2017 totaling \$3,222,394** in support of the university.

The report includes:

1. Resources in support of the colleges, Steely Library, Norse Athletics, NKU Fund For Excellence, Student Affairs, University-wide Student Aid, and Academic Affairs/University Designated Initiatives.
2. Resources for Fiscal Year 2018.

| Designation | FY 2018 at 9/30/2017 |
|--|-------------------------------------|
| College of Arts and Sciences | 241,781 |
| Haile US Bank College of Business | 25,175 |
| College of Education and Human Services | 24,692 |
| College of Health Professions | 763 |
| College of Informatics | 205,268 |
| Chase College of Law | 174,293 |
| Athletics | 210,694 |
| Steely Library | 6,706 |
| NKU Fund for Excellence | 31,796 |
| Academic Affairs/University Designated Initiatives | 2,255,148 |
| Student Affairs | 13,895 |
| University Wide Student Aid | 32,183 |
| Total | 3,222,394 |

**Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Annual Financial Report
June 30, 2017 and 2016**

2016-2017 **FINANCIAL REPORT**

Current as of June 30, 2017

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Mr. William L. Scheben, Vice Chair
Ms. Virginia Fox, Secretary

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Mr. Normand Desmarais
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Senior Director of Human Resources

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Comptroller

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October 3, 2017

Northern Kentucky University Board of Regents
Highland Heights, KY 41099

Dear Members of the Board:

I am pleased to share the University's 2016-17 Annual Financial Report. The firm of BKD, LLP, has audited the attached statements and accompanying footnotes.

While the impact of the new pension reporting requirements on the University's unrestricted net position is significant, the University continues to show solid operating performance as measured by cash flows. The University continues to implement new and enhanced strategies around enrollment and financial aid. These strategies are designed to increase enrollment, support students from diverse backgrounds, increase student retention rates, maintain academic quality, and increase net tuition revenue as evidenced by the \$0.6 million increase in net tuition for the year ended June 30, 2017. Management is also continuing its efforts to diversify revenue sources, contain costs, and redirect resources to core mission priorities.

Fueled by excellent investment returns and new endowment gifts, the endowment funds that are managed by the NKU Foundation have grown from \$74.3 million at June 30, 2012 to \$100.2 million at June 30, 2017. The continued growth in funds provided through endowments, gifts, and other sources of revenues will be essential as the University strives to meet the future needs of our students.

This is a big year for NKU. For starters, we will conclude our five-year Fuel the Flame strategic plan. Over the past five years, we have made tremendous progress toward all of our plan goals, but none more than our commitment to student success. We continue to attract more high-achieving students than ever, and our retention rates continue to climb.

We will also begin our 50th Anniversary celebration in the spring. This is a unique opportunity to celebrate our historic past and build excitement for our unstoppable future. The festivities will begin with Homecoming in February and conclude with a regional gala in the fall. Plus, we are also celebrating the 125th Anniversary of our Chase College of Law this year.

We scored a historic victory last year with our Invest in Success campaign in Frankfort. After decades advocating for more equitable state funding, one-half of our recognized disparity was addressed with \$5.1 million in new state funding. We will continue our fight for additional funding this year to achieve full equity. The state also passed historic legislation to create a performance-based funding model for higher education, which will result in a more equitable distribution of state funding.

We continue to enhance our academic programs and our support of student success both in the classroom and in life. That is why *Forbes* magazine recently ranked NKU among America's Top Colleges for the ninth consecutive year.

Finally, we look forward to welcoming NKU's 6th president in the next few months.

With so many big things happening this year, I'm confident 2017-18 will be even better.

Sincerely,



Gerard St. Amand
Interim President

Independent Auditor's Report

Board of Regents
Northern Kentucky University
Highland Heights, Kentucky

Report on the Financial Statements

We have audited the accompanying basic financial statements of the business-type activities and discretely presented component unit of Northern Kentucky University (University), collectively a component unit of the Commonwealth of Kentucky, as of and for the years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component unit of the University as of June 30, 2017 and 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and pension information listed in the table of contents be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The letter from the president is presented for purposes of additional analysis and is not a required part of the financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

BKD, LLP

Cincinnati, Ohio
October 5, 2017

Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Management's Discussion and Analysis
Years Ended June 30, 2017 and 2016

Northern Kentucky University's (the University) Management's Discussion and Analysis of its financial condition provides an overview of the financial performance of the University and its affiliated corporations for the years ended June 30, 2017 and 2016, with selected comparative information for the year ended June 30, 2015. This discussion has been prepared by management and should be read in conjunction with the accompanying financial statements and notes.

As a public comprehensive university located in a major metropolitan area, the University delivers innovative, student-centered education and engages in impactful scholarly and creative endeavors, all of which empower our graduates to have fulfilling careers and meaningful lives, while contributing to the economic, civic, and social vitality of the region.

Financial Highlights

For the year ended June 30, 2015, the University adopted Governmental Accounting Standards Board (GASB) Statement Nos. 68 and 71 which required governmental employers participating in a cost-sharing defined benefit pension plan to recognize their long-term obligation for pension benefits as a liability for the first time. As a participating employer in the Kentucky Employees Retirement System (KERS), the University reported a net pension liability of \$275.6 million as of June 30, 2017. The combined impact of pension reporting changes resulted in a cumulative reduction of \$239.6 million in the University's unrestricted net position as of June 30, 2017. Excluding the impact of the pension reporting changes, the University's unrestricted net position would have decreased by \$0.3 million for the year ended June 30, 2017.

The University's operating and nonoperating revenues totaled \$217.7 million for the year ended June 30, 2017, an increase of \$1.5 million compared to 2016. Operating revenues grew by \$2.3 million for the year ended June 30, 2017, including a \$0.6 million increase in net tuition and fees. Excellent investment returns on the University's endowment funds and an increase in short term interest rates resulted in a \$2.3 million increase in investment income for the year. Nonoperating revenues declined by \$0.8 million for the year ended June 30, 2017 as a result of a \$2.2 million reduction in the University's general state appropriations. Operating and nonoperating expenses increased by \$4.0 million, or 1.7 percent, to a total of \$240.1 million for the year ended June 30, 2017, primarily due to an increase in pension expenses.

Construction of the University's new transformative Health Innovations Center is on schedule for a spring 2018 opening. In addition to the \$97 million capital appropriation the University received from the state through the 2014-16 biennial budget, the University also received an \$8 million gift commitment from St. Elizabeth Healthcare to help pay for the design and construction of a virtual care facility within the Center that will help students simulate medical procedures and facilitate transdisciplinary research at the University. The Center will increase the University's capacity to meet the growing demand for graduates in the health professions and management expects enrollment and the associated tuition revenues related to these programs to be positively impacted.

The University's state-funded endowments totaled \$13.0 million as of June 30, 2017. These funds, along with the private endowed gifts donated to benefit the University, are managed by Northern Kentucky University Foundation, Inc. (Foundation). The endowment funds managed by the Foundation, including the University's endowment funds, totaled \$100.2 million at June 30, 2017. For the five-year period ended June 30, 2017, the endowment funds managed by the Foundation have grown from \$74.3 million to \$100.2 million as a result of excellent investment returns and the receipt of several major endowment gifts. The growth in endowment funds has provided a significant increase in the funds available to support the University's mission.

Using the Financial Statements

The University's financial report includes three financial statements: the statement of net position; the statement of revenues, expenses and changes in net position and the statement of cash flows. These financial statements and accompanying footnotes are prepared in accordance with GASB principles, which establish standards for external financial reporting for public colleges and universities and require that financial statements be presented on a comprehensive, entity-wide basis to focus on the University as a whole.

The University is a component unit of the Commonwealth of Kentucky. The financial statements of the University include the University and its blended component unit, the Northern Kentucky University Research Foundation, Inc. (Research Foundation). Financial statements for the University's discretely presented component unit, Northern Kentucky University Foundation, Inc., have also been included in accordance with GASB pronouncements. Financial statements presented for the Foundation consist of the consolidated statement of financial position and the consolidated statement of activities. These statements are prepared in accordance with Financial Accounting Standards Board (FASB) pronouncements.

Statement of Net Position

The statement of net position reflects the financial position of the University as of June 30, 2017, with comparative information as of June 30, 2016, and includes all assets, deferred outflows and inflows of resources, liabilities and net position. It is prepared under the accrual basis of accounting, whereby revenues and assets are recognized when the service is provided and expenses and liabilities are recognized when others provide the service, regardless of when cash is exchanged. Net position, consisting of the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources, is one indicator of the current financial condition of the University. Assets, liabilities, deferred inflows and outflows of resources are generally measured using current values. A major exception is capital assets, which are stated at historical cost less accumulated depreciation.

A summary of the University's net financial position at June 30, 2017, 2016 and 2015 follows:

Condensed Statements of Net Position (in thousands)

| | 2017 | 2016 | 2015 |
|---------------------------------------|-------------------|------------------|------------------|
| ASSETS | | | |
| Current assets | \$ 109,159 | \$ 109,253 | \$ 111,884 |
| Capital assets, net | 369,470 | 346,038 | 335,618 |
| Noncurrent assets | 30,653 | 30,273 | 38,593 |
| Total assets | <u>509,282</u> | <u>485,564</u> | <u>486,095</u> |
| DEFERRED OUTFLOWS OF RESOURCES | <u>44,078</u> | <u>28,160</u> | <u>13,446</u> |
| LIABILITIES | | | |
| Current liabilities | 38,920 | 38,806 | 37,279 |
| Noncurrent liabilities | 402,881 | 379,968 | 363,964 |
| Total liabilities | <u>441,801</u> | <u>418,774</u> | <u>401,243</u> |
| DEFERRED INFLOWS OF RESOURCES | <u>6,045</u> | <u>4,636</u> | <u>5,515</u> |
| NET POSITION | | | |
| Net investment in capital assets | 253,064 | 222,068 | 211,004 |
| Restricted | | | |
| Nonexpendable | 7,616 | 7,616 | 7,616 |
| Expendable | 5,491 | 5,726 | 7,374 |
| Unrestricted | (160,657) | (145,096) | (133,211) |
| Total net position | <u>\$ 105,514</u> | <u>\$ 90,314</u> | <u>\$ 92,783</u> |

Assets

The University's assets increased by \$23.7 million, or 4.9 percent, for the year ended June 30, 2017 and now total \$509.3 million. Current assets declined by \$0.1 million for the year ended June 30, 2017 primarily due to a decrease in cash reserves that were committed to construction projects and the acquisition of property. Noncurrent assets increased by \$23.8 million for the year ended June 30, 2017 primarily due to a \$23.4 million increase in net capital assets. A \$1.2 million increase in investments resulting from excellent investment returns on the University's endowment funds also contributed to the increase in noncurrent assets for the year.

Net capital assets increased by \$23.4 million for the year ended June 30, 2017 and \$10.4 million the prior year, resulting in a combined increase of \$33.9 million, or 10.1 percent, since June 30, 2015. This increase is the net result of a \$75.0 million increase in capitalized construction project costs, land improvements, equipment and other capital assets, less \$41.1 million in depreciation. Net capital assets totaled \$369.5 million, or 72.5 percent of total assets as of June 30, 2017.

Deferred Outflows of Resources

Deferred outflows of resources totaled \$44.1 million and \$28.2 million as of June 30, 2017 and 2016, respectively. Deferred outflows of resources related to the University's defined benefit pension plan totaled \$40.4 million and \$25.4 million as of June 30, 2017 and 2016, respectively. The deferred outflows of resources that represent the unamortized difference between the reacquisition price and the net carrying amount of refunded debt totaled \$3.7 million and \$2.8 million at June 30, 2017 and 2016, respectively.

Liabilities

At June 30, 2017, the University's liabilities totaled \$441.8 million compared to the previous year's \$418.8 million. This increase in liabilities is attributable to a \$28.5 million increase in the University's net pension liability related to its participation in the Kentucky Employees Retirement System (KERS). The University's net pension liability grew from \$247.1 million as of June 30, 2016 to \$275.6 million as of June 30, 2017.

Noncurrent liabilities, excluding the pension liability, declined by \$5.6 million for the year as a result of a decrease in outstanding bonds, notes and capital leases. Bonds, notes and capital leases payable, net of discounts and premiums, totaled \$119.9 million and \$126.7 million at June 30, 2017 and 2016, respectively.

Deferred Inflows of Resources

The University's deferred inflows of resources totaled \$6.0 million and \$4.6 million as of June 30, 2017 and 2016, respectively. Deferred inflows of resources related to the University's defined benefit pension plan totaled \$4.5 million and \$2.6 million as of June 30, 2017 and 2016, respectively. Deferred inflows of resources related to service concession agreements between the University and a food service provider totaled \$1.5 million at June 30, 2017, a decline of \$0.5 million from the prior year.

Net Position

Net position represents the difference between the University's total of assets and deferred outflows of resources and the total of liabilities and deferred inflows of resources. The University's net position totaled \$105.5 million and \$90.3 million at June 30, 2017 and 2016, respectively. The cumulative effect of the adoption of GASB 68 and GASB 71 resulted in a decrease in the University's unrestricted net position at July 1, 2014 of \$210.4 million. The University also recognized noncash expenses totaling \$29.2 in fiscal years 2017, 2016 and 2015 in accordance with the pension reporting changes resulting in a cumulative reduction of \$239.6 million in the University's unrestricted net position as of June 30, 2017. Excluding the impact of the pension reporting changes, the University's unrestricted net position would have decreased by \$0.3 million for the year ended June 30, 2017.

Net invested in capital assets totaled \$253.1 million and \$222.1 million at June 30, 2017 and 2016, respectively. This \$31.0 million increase is primarily attributable to the \$36.9 million of state capital appropriations the University received in fiscal year 2017 for the construction of the Health Innovations Center.

Statement of Revenues, Expenses and Changes in Net Position

The statement of revenues, expenses and changes in net position presents the revenues earned and expenses incurred during the year. Activities are reported as either operating or nonoperating. GASB requires state appropriations and nonexchange grants and contracts to be classified as nonoperating revenues. Accordingly, the University will generate an operating loss prior to the addition of nonoperating revenues.

This statement is prepared on the accrual basis of accounting whereby revenues and assets are recognized when the service is provided and expenses and liabilities are recognized when others provide the service, regardless of when cash is exchanged.

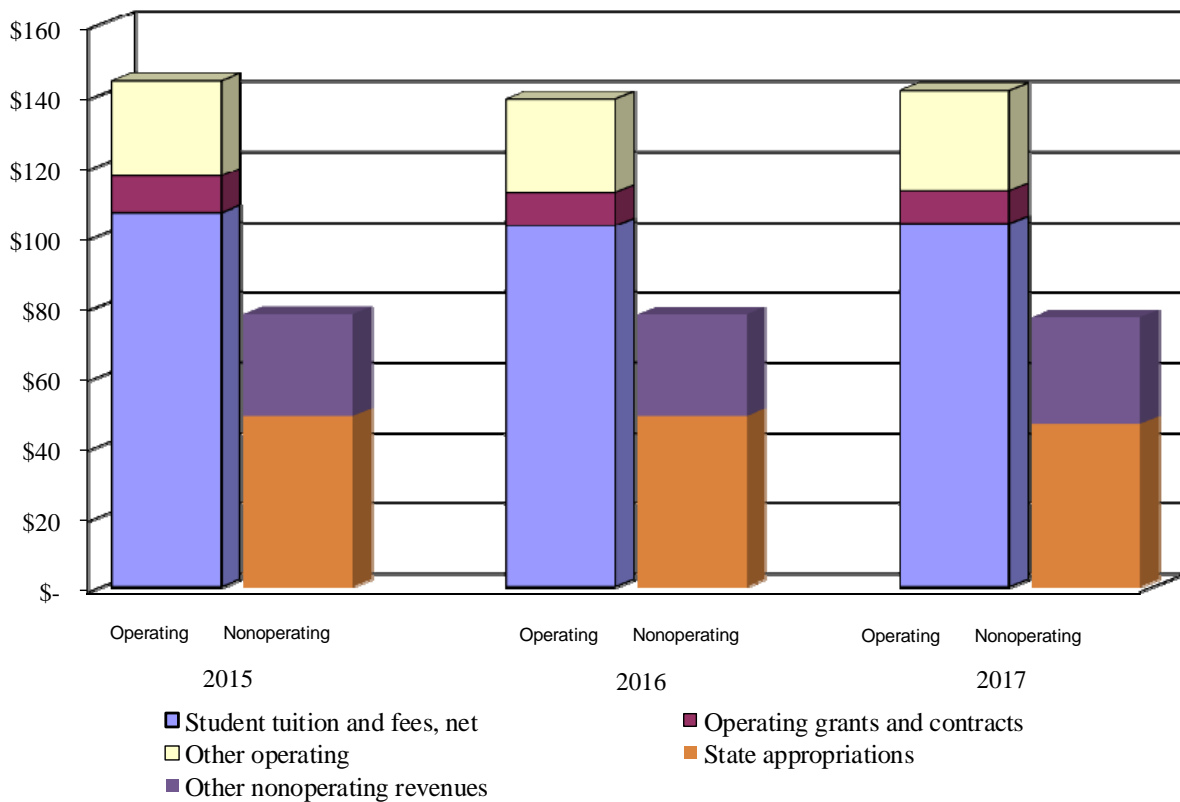
The utilization of long-lived assets, referred to as capital assets, is reflected in the financial statements as depreciation, which amortizes the cost of an asset over its expected useful life. A summarized comparison of the University's revenues, expenses and changes in net position for years ended June 30, 2017, June 30, 2016 and June 30, 2015 follows:

Condensed Statements of Revenues, Expenses and Changes in Net Position (in thousands)

| | <u>2017</u> | <u>2016</u> | <u>2015</u> |
|--|-------------------|------------------|------------------|
| OPERATING REVENUES | | | |
| Student tuition and fees, net | \$ 103,311 | \$ 102,670 | \$ 106,415 |
| Grants and contracts | 9,197 | 9,334 | 10,373 |
| Sales and services of educational departments | 4,969 | 4,380 | 4,529 |
| Auxiliary enterprises | 15,697 | 15,222 | 15,312 |
| Other operating revenues | 7,865 | 7,084 | 7,124 |
| Total operating revenues | <u>141,039</u> | <u>138,690</u> | <u>143,753</u> |
| OPERATING EXPENSES | | | |
| Educational and general | 206,146 | 203,103 | 198,968 |
| Depreciation | 16,892 | 17,387 | 16,375 |
| Auxiliary enterprises (including depreciation) | 12,188 | 11,011 | 10,994 |
| Other expenses | 62 | 41 | 33 |
| Total operating expenses | <u>235,288</u> | <u>231,542</u> | <u>226,370</u> |
| Net loss from operations | <u>(94,249)</u> | <u>(92,852)</u> | <u>(82,617)</u> |
| NONOPERATING REVENUES (EXPENSES) | | | |
| State appropriations | 46,353 | 48,538 | 48,538 |
| Gifts, grants and contracts | 28,159 | 29,085 | 28,488 |
| Investment income (loss) | 2,188 | (110) | 534 |
| Interest on capital asset-related debt | (4,345) | (4,179) | (3,800) |
| Other nonoperating revenues (expenses) | (498) | (453) | (97) |
| Net nonoperating revenues | <u>71,857</u> | <u>72,881</u> | <u>73,663</u> |
| Income (loss) before other revenues, expenses, gains or losses | <u>(22,392)</u> | <u>(19,971)</u> | <u>(8,954)</u> |
| Capital appropriations | 36,864 | 17,013 | 1,968 |
| Capital grants and gifts | 728 | 489 | 111 |
| Total other revenues | <u>37,592</u> | <u>17,502</u> | <u>2,079</u> |
| Increase (decrease) in net position | <u>15,200</u> | <u>(2,469)</u> | <u>(6,875)</u> |
| Net position-beginning of year, as previously reported | 90,314 | 92,783 | 310,094 |
| Cumulative effect of change in accounting principle | <u>-</u> | <u>-</u> | <u>(210,436)</u> |
| Net position-beginning of year, as restated | 90,314 | 92,783 | 99,658 |
| Net position-end of year | <u>\$ 105,514</u> | <u>\$ 90,314</u> | <u>\$ 92,783</u> |

Operating and Nonoperating Revenues

The following chart illustrates the University's revenues by source (both operating and nonoperating), which were used to fund its operating activities for fiscal years 2015, 2016 and 2017. Significant recurring sources of revenues, including state appropriations and nonexchange grants and contracts, are considered nonoperating revenues as defined by GASB. These revenues support operating expenses; therefore, they are included in the graph of revenues by source (presented in millions).



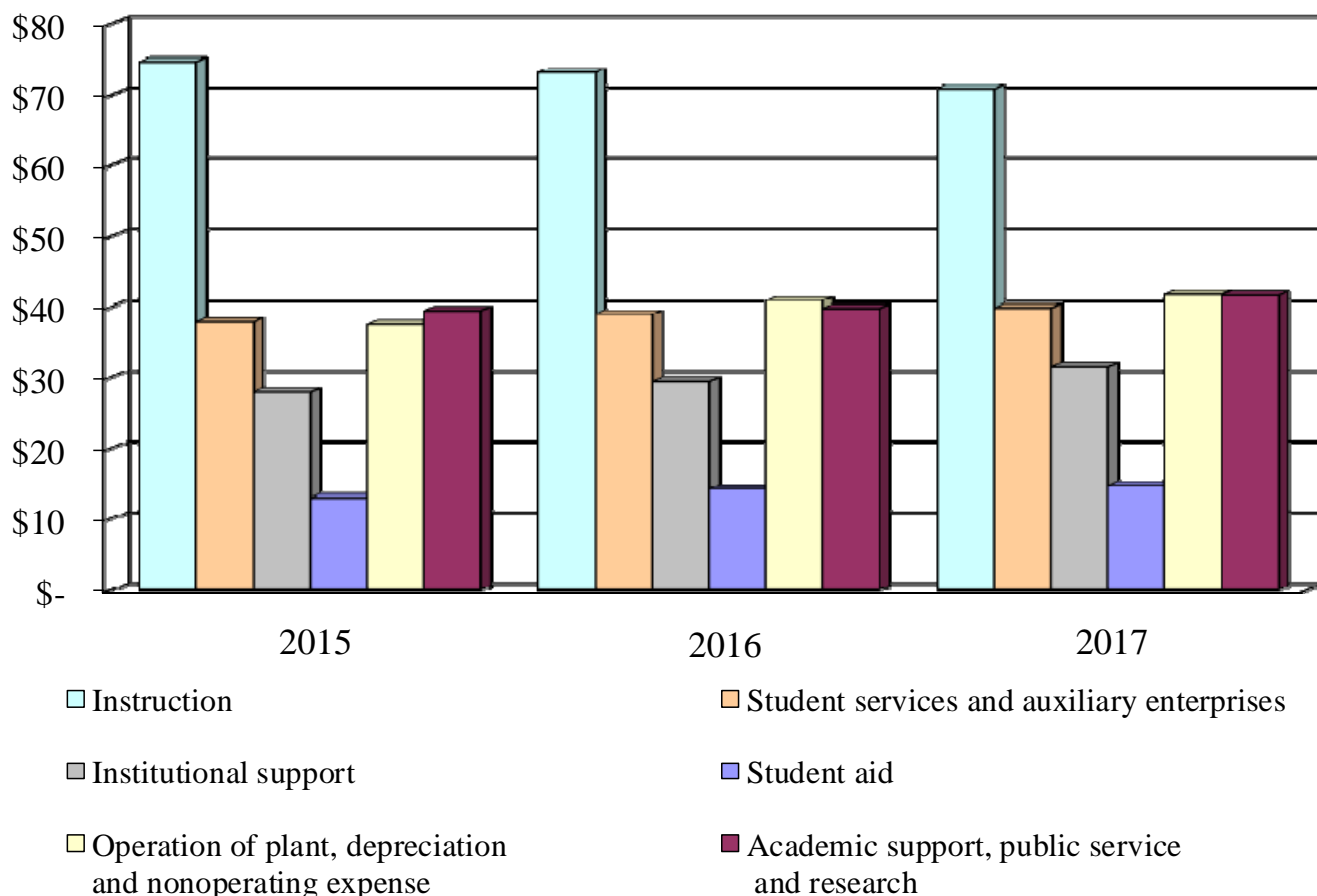
The University's operating and nonoperating revenues totaled \$217.7 million for the year ended June 30, 2017, an increase of \$1.5 million compared to 2016. Operating revenues totaled \$141.0 million, or 64.7 percent of revenues, while nonoperating revenues totaled \$76.7 million, or 35.3 percent of revenues, for the year. The most significant sources of revenue for the University are net student tuition and fees (47.4 percent) and state appropriations (21.3 percent).

Operating revenues grew by \$2.3 million for the year ended June 30, 2017, including a \$0.6 million increase in net tuition and fees. Operating grants and contracts declined slightly for the year. A \$0.9 million increase in contracts revenue earned by the Center for Environmental Restoration contributed to a \$0.6 million increase in sales and services of educational departments revenues for the year. Auxiliary enterprises revenues increased by \$0.5 million due to an increase in parking services revenues. Other operating revenues increased by \$0.8 million for the year. Operating revenues have decreased by \$2.7 million since 2015 primarily due to a \$3.1 million decline in net tuition which was driven by a \$4.9 million increase in scholarship allowances since 2015.

Nonoperating revenues declined by \$0.8 million for the year ended June 30, 2017. The University's state appropriations declined by \$2.2 million for the year ended June 30, 2017 due to a state budget reduction. State nonoperating grant revenues increased by \$0.2 million for the year due to an increase in state financial aid program revenues related to merit scholarships. Federal nonoperating grant revenues decreased by \$1.3 million for the year due to a \$1.2 million decrease in federal financial aid program revenues, including a \$1.1 million decline in federal Pell grant revenues. Excellent investment returns on the University's endowment funds and an increase in short term interest rates resulted in a \$2.3 million increase in investment income for the year.

Operating and Nonoperating Expenses

The following chart illustrates the University's expenses by function (both operating and nonoperating) for fiscal years 2015, 2016 and 2017 (presented in millions).



Operating and nonoperating expenses increased by \$4.0 million, or 1.7 percent, to a total of \$240.1 million for the year ended June 30, 2017. The adoption of GASB 68 and GASB 71 in fiscal year 2015 had a significant impact on the University's expenses reported for the years ended June 30, 2017, 2016 and 2015. For fiscal years 2017, 2016 and 2015 the University recognized pension expenses, as required under GASB 68 and 71, of \$30.3 million, \$21.5 million and \$17.0 million, respectively. The \$8.8 million increase in pension expenses in fiscal year 2017, resulted in a \$3.7 million increase in operating expenses for the year. The \$4.5 million increase in pension expense for the ended June 30, 2016, combined with a \$1.2 million increase in depreciation expense, contributed to a \$5.2 million increase in operating expenses for the year.

Instruction expenses decreased by \$2.3 million, or 3.2 percent, for the year ended June 30, 2017 primarily due to the closure of an educational services unit and a reduction in faculty salaries commensurate with the small decline in the University's fiscal year 2017 enrollment. Institutional support expenses increased by \$2.2 million due to a \$2.2 million increase in pension expenses. A \$1.6 million increase in pension expenses, contributed to a \$1.2 million increase in operation and maintenance of plant. Academic support expenses increased by \$1.6 million primarily due to a \$1.3 million increase in pension expenses. Student aid expenses increased by \$0.5 million for the year ended June 30, 2017. Institutionally funded scholarships increased by \$1.5 million for the year. A \$1.2 million decrease in federal financial aid program awards, including a \$1.1 million decline in federal Pell grant awards, was partially offset by a \$0.3 million increase in state financial aid.

Statement of Cash Flows

Another important factor to consider when evaluating financial viability is the University's ability to meet financial obligations as they become due. The statement of cash flows presents information related to cash inflows and outflows, summarized by operating, noncapital financing, capital and related financing, and investing activities. A comparative summary of the University's statements of cash flows for the years ended June 30, 2017, 2016 and 2015 follows:

Condensed Statements of Cash Flows (in thousands)

| | <u>2017</u> | <u>2016</u> | <u>2015</u> |
|--|-------------------|-------------------|-------------------|
| Net cash provided (used) by: | | | |
| Operating activities | \$ (58,977) | \$ (62,569) | \$ (57,177) |
| Noncapital financing activities | 75,943 | 76,673 | 77,107 |
| Capital and related financing activities | (22,835) | (28,418) | (50,345) |
| Investing activities | <u>1,015</u> | <u>2,786</u> | <u>(1,288)</u> |
| Net increase (decrease) in cash and cash equivalents | (4,854) | (11,528) | (31,703) |
| Cash and cash equivalents, beginning of year | <u>110,149</u> | <u>121,677</u> | <u>153,380</u> |
| Cash and cash equivalents, end of year | <u>\$ 105,295</u> | <u>\$ 110,149</u> | <u>\$ 121,677</u> |

The University's cash and cash equivalents decreased by \$4.9 million in 2017 and \$11.5 million in 2016. Major sources of funds generated by operating activities in 2017 included student tuition and fees (\$99.5 million), grants and contracts (\$8.7 million) and auxiliary enterprises (\$15.2 million). The largest cash payments for operating activities were made to employees (\$144.0 million) and to vendors and contractors (\$51.2 million). Net cash used by operating activities decreased by \$3.6 million for the year primarily due to increases in cash provided by auxiliary enterprises, sales and services of educational activities, and other receipts combined with a \$3.1 million decrease in payments to suppliers.

Net cash provided by noncapital financing activities decreased by \$0.7 million for the year ended June 30, 2017. Cash used by capital and related financing activities totaled \$22.8 million for 2017. Purchases of capital assets totaling \$44.1 million were funded by \$32.8 million in state capital appropriations received for the Health Innovations Center project, as well as capital gifts and institutional funds. The University's principal and interest payments totaled \$12.2 million for the year.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2017, capital assets, net of accumulated depreciation, totaled \$369.5 million, or 72.5 percent of total assets. Net capital assets increased by \$23.4 million and \$10.4 million for the years ended June 30, 2017 and 2016, respectively. Additions to capital assets, net of disposals, during the year ended June 30, 2017 totaled \$43.8 million, including the construction of the new Health Innovations Center. Depreciation expenses totaled \$20.4 million for the year ended June 30, 2017. Additions to capital assets, net of disposals, during the year ended June 30, 2016, totaled \$31.2 million, including the expansion and renovation of the University's campus recreation center. Depreciation expenses totaled \$20.8 million for the year ended June 30, 2016.

The Kentucky General Assembly approved a \$97.0 million capital appropriation to the University in its 2014-16 biennial budget to fund the construction of a state-of-the-art Health Innovations Center and to renovate Founders Hall. In addition to the capital appropriation, the University also received an \$8 million gift commitment from St. Elizabeth Healthcare to help pay for the design and construction of a virtual care facility within the Center that will help students simulate medical procedures and facilitate transdisciplinary research at the University. At June 30, 2017, the construction project was on schedule for a spring 2018 opening.

Debt

The following is a summary of the University's outstanding capital debt summarized by trust indenture and type as of June 30, 2017, 2016 and 2015 (in thousands):

| | <u>2017</u> | <u>2016</u> | <u>2015</u> |
|---|-------------------|-------------------|-------------------|
| General Receipts Bonds, net of discounts and premiums | \$ 119,107 | \$ 124,636 | \$ 128,795 |
| Housing and Dining System Revenue Bonds | 785 | 965 | 1,140 |
| Notes payable and municipal lease obligations | 23 | 1,134 | 2,283 |
| | <u>\$ 119,915</u> | <u>\$ 126,735</u> | <u>\$ 132,218</u> |

The University issued bonds in August 2017 to refund \$15.6 million of the outstanding General Receipts Bonds 2008 Series A. The refunding reduced the University's total debt service payments over the remaining term of the bonds by \$1.8 million, resulting in a present value savings of \$1.6 million. The University also made principal payments of \$7.7 million on bonds, notes and municipal lease obligations for the year. For the year ended June 30, 2016, the University issued bonds in May 2016 to refund \$26.7 million of the outstanding General Receipts Bonds 2007 Series A. The refunding reduced the University's total debt service payments over the remaining term of the bonds by \$2.8 million resulting in a present value savings of \$2.5 million. The University's outstanding debt declined by \$12.3 million from June 30, 2015 to June 30, 2017.

The University's current bond ratings assigned by Moody's Investors Service (A1-stable) to the University's General Receipts bonds reflect the University's solid financial position.

ECONOMIC FACTORS IMPACTING FUTURE PERIODS

The University's 2013-18 Strategic Plan, *Fuel the Flame*, established an objective to "develop an all-funds approach and ensure budget processes align resources with strategic goals." During fiscal year 2014-15, the University engaged in a process to develop a new budget model. The decision was made to transition to a decentralized, incentive-based approach to budgeting. The new budget approach provides incentives that empower colleges to engage in entrepreneurial activities and focus on enrollment growth and retention with the goal of increasing tuition and alternative revenue sources. The new model will be in full operation for fiscal year 2018.

In accordance with the enacted 2016-18 Budget of the Commonwealth (HB 303), a performance funding working group was established for the purpose of developing a funding model for the allocation of state General Fund appropriations for postsecondary operations that incorporated elements of campus performance, mission, and enrollment. A report containing the working group's findings and recommendations formed the basis for Senate Bill 153 (the Postsecondary Education Performance Funding Bill), which passed the House and Senate with no changes and was signed into law by the Governor on March 21, 2017. The performance funding model is focused on student success, course completion and operational support. The General Assembly set aside 5.0 percent of the total general fund appropriations for eight of the nine public postsecondary education institutions to distribute to the universities in 2018 based on their respective performance.

The 2016-18 biennial budget passed by the General Assembly reflected an across-the-board cut of 4.5 percent per year, or 9 percent total cut for the biennium, for all public universities. The General Assembly also appropriated an additional \$5.1 million to the University in fiscal year 2018 to help address the funding disparity between the University and the other comprehensive public universities. The combined impact of the across-the-board cut and the additional equity funding resulted in a net increase in the University's direct appropriation to \$48.9 million for fiscal year 2018. The University also received an additional \$2.7 million in appropriations in fiscal year 2018 that were distributed to the postsecondary institutions based on the performance goals and metrics incorporated into the new performance based funding model, resulting in a total appropriation of \$51.6 million for 2018.

The University's Board of Regents approved a 4.0 percent increase in undergraduate resident tuition rates for fiscal year 2018. This increase was within the tuition and fee ceiling approved for the University by the Council on Postsecondary Education.

The University's state-funded endowments totaled \$13.0 million as of June 30, 2017. These funds, along with the private endowed gifts donated to benefit the University, are managed by Northern Kentucky University Foundation, Inc. (Foundation). The endowment funds managed by the Foundation, including the University's endowment funds, totaled \$100.2 million at June 30, 2017. For the five-year period ended June 30, 2017, the endowment funds managed by the Foundation have grown from \$74.3 million to \$100.2 million as a result of excellent investment returns and the receipt of several major endowment gifts. The growth in endowment funds has provided a significant increase in the funds available to support the University's mission.

Construction on the University's new transformative Health Innovations Center is on schedule for a spring 2018 opening. Last year, the University received an \$8 million gift commitment from St. Elizabeth Healthcare to help pay for the design and construction of a virtual care facility within the Center that will help students simulate medical procedures and facilitate transdisciplinary research at the University. The Center will increase the University's capacity to meet the growing demand for graduates in the health professions and management expects enrollment and the associated tuition revenues related to these programs to be positively impacted.

For the year ended June 30, 2015, the University adopted Governmental Accounting Standards Board (GASB) Statement Nos. 68 and 71 which required governmental employers participating in a cost-sharing defined benefit pension plan to recognize their long-term obligation for pension benefits as a liability for the first time. As a participating employer in the Kentucky Employees Retirement System (KERS), the University reported a net pension liability of \$275.6 million as of June 30, 2017. The combined impact of pension reporting changes resulted in a cumulative reduction of \$239.6 million in the University's unrestricted net position as of June 30, 2017. The University's required contribution rate for fiscal year 2018 is 49.5 percent of covered payroll for all of its employees that participate in the nonhazardous KERS. The Commonwealth and the University continue to face budget challenges, including funding the state pension systems.

Management is also continuing its efforts to diversify revenue sources, contain costs and redirect resources to core mission priorities. The University is working with a partner to develop property at the University's main entrance. The mixed-use development is expected to include office and retail space, restaurants and a hotel and will generate revenue for the University through ground leases. The University recently discontinued several operations that were being subsidized by the University, including several radio stations, and redirected the resources to core mission priorities. In addition to the net proceeds realized from the sale of the radio stations, the University will realize recurring cash savings of approximately \$0.9 million per year from the closure of the radio stations. The University has entered into a partnership that will significantly increase the University's online program offerings. The new online programs are expected to launch in the Spring 2018 semester.

In summary, while the impact of the new pension reporting requirements on the University's unrestricted net position is significant, the University continues to show solid operating performance as measured by cash flows. The University is in the process of implementing new and enhanced strategies around enrollment, including enhanced online programs, and financial aid. These strategies are designed to increase enrollment, support students from diverse backgrounds, increase student retention rates, maintain academic quality, and increase net tuition revenue. The new budget model and associated budget approach will further enhance these efforts. The continued growth in funds provided through endowments, gifts, and other sources of revenues will be essential as the University strives to meet the needs of our students. The University expects to launch a new fund raising campaign in the near future.

Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Statements of Net Position
As of June 30, 2017 and 2016
(in thousands)

| | <u>2017</u> | <u>2016</u> |
|--|-------------------|------------------|
| ASSETS | | |
| Current Assets | | |
| Cash and cash equivalents | \$ 88,870 | \$ 93,190 |
| Notes, loans and accounts receivable, net | 17,838 | 13,389 |
| Other current assets | 2,451 | 2,674 |
| Total current assets | <u>109,159</u> | <u>109,253</u> |
| Noncurrent Assets | | |
| Cash and cash equivalents | 16,425 | 16,959 |
| Investments | 12,968 | 11,795 |
| Notes, loans and accounts receivable, net | 1,081 | 1,369 |
| Capital assets, net | 369,470 | 346,038 |
| Other noncurrent assets | 179 | 150 |
| Total noncurrent assets | <u>400,123</u> | <u>376,311</u> |
| Total assets | <u>509,282</u> | <u>485,564</u> |
| DEFERRED OUTFLOWS OF RESOURCES | <u>44,078</u> | <u>28,160</u> |
| LIABILITIES | | |
| Current Liabilities | | |
| Accounts payable, accrued liabilities and deposits | 25,697 | 23,995 |
| Unearned revenue | 5,649 | 6,537 |
| Long-term liabilities-current portion | 7,574 | 8,274 |
| Total current liabilities | <u>38,920</u> | <u>38,806</u> |
| Noncurrent Liabilities | | |
| Deposits | 12,434 | 11,763 |
| Unearned revenue | 63 | 144 |
| Long-term liabilities | 114,799 | 120,980 |
| Net pension liability | 275,585 | 247,081 |
| Total noncurrent liabilities | <u>402,881</u> | <u>379,968</u> |
| Total liabilities | <u>441,801</u> | <u>418,774</u> |
| DEFERRED INFLOWS OF RESOURCES | <u>6,045</u> | <u>4,636</u> |
| NET POSITION | | |
| Net investment in capital assets | 253,064 | 222,068 |
| Restricted | | |
| Nonexpendable | 7,616 | 7,616 |
| Expendable | 5,491 | 5,726 |
| Unrestricted | (160,657) | (145,096) |
| Total net position | <u>\$ 105,514</u> | <u>\$ 90,314</u> |

Northern Kentucky University Foundation, Inc.
Consolidated Statements of Financial Position
As of June 30, 2017 and 2016
(in thousands)

| | <u>2017</u> | <u>2016</u> |
|--|-------------------|-------------------|
| ASSETS | | |
| Cash and cash equivalents | \$ 11,790 | \$ 9,313 |
| Loans and accounts receivable, net | 103 | 90 |
| Contributions receivable, net | 6,203 | 8,391 |
| Prepaid expenses and deferred charges | 31 | 40 |
| Investments | 102,330 | 91,225 |
| Land and land improvements | 548 | 548 |
| Accumulated depreciation | (208) | (208) |
| Total assets | <u>\$ 120,797</u> | <u>\$ 109,399</u> |
| LIABILITIES AND NET ASSETS | | |
| Accounts payable | \$ 559 | \$ 188 |
| Annuities payable | 2 | 140 |
| Deferred income | 208 | 27 |
| Funds held in trust for Northern Kentucky University | 12,968 | 11,795 |
| Total liabilities | <u>13,737</u> | <u>12,150</u> |
| NET ASSETS | | |
| Unrestricted | | |
| For current operations | 1,023 | 953 |
| Amounts functioning as endowment funds | 2,449 | 2,158 |
| Invested in land and land improvements | 340 | 340 |
| Total unrestricted | <u>3,812</u> | <u>3,451</u> |
| Temporarily restricted | | |
| Unexpended funds received for restricted purposes | 12,027 | 9,535 |
| Contributions receivable | 5,229 | 7,355 |
| Loan funds | 216 | 216 |
| Endowment funds | 40,579 | 32,638 |
| Total temporarily restricted | <u>58,051</u> | <u>49,744</u> |
| Permanently restricted | | |
| Contributions receivable | 974 | 1,036 |
| Endowment funds | 44,223 | 43,018 |
| Total permanently restricted | <u>45,197</u> | <u>44,054</u> |
| Total net assets | <u>107,060</u> | <u>97,249</u> |
| Total liabilities and net assets | <u>\$ 120,797</u> | <u>\$ 109,399</u> |

See accompanying notes to the consolidated financial statements

Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Statements of Revenues, Expenses and Changes in Net Position
For the Years Ended June 30, 2017 and 2016
(in thousands)

| | 2017 | 2016 |
|--|-------------------|------------------|
| OPERATING REVENUES | | |
| Student tuition and fees (net of scholarship allowances of \$39,133, in 2017 and \$38,235 in 2016) | \$ 103,311 | \$ 102,670 |
| Federal grants and contracts | 3,302 | 3,394 |
| State and local grants and contracts | 3,128 | 3,199 |
| Nongovernmental grants and contracts | 2,767 | 2,741 |
| Sales and services of educational departments | 4,969 | 4,380 |
| Auxiliary enterprises | | |
| Housing and food service (net of scholarship allowances of \$1,647 in 2017 and \$1,669 in 2016) | 11,293 | 11,494 |
| Other auxiliaries | 4,404 | 3,728 |
| Other operating revenues | 7,865 | 7,084 |
| Total operating revenues | <u>141,039</u> | <u>138,690</u> |
| OPERATING EXPENSES | | |
| Educational and general | | |
| Instruction | 70,746 | 73,068 |
| Research | 1,393 | 1,574 |
| Public service | 14,210 | 13,809 |
| Libraries | 6,102 | 6,006 |
| Academic support | 19,907 | 18,339 |
| Student services | 27,560 | 27,893 |
| Institutional support | 31,540 | 29,372 |
| Operation and maintenance of plant | 19,994 | 18,821 |
| Depreciation | 16,892 | 17,387 |
| Student aid | 14,694 | 14,221 |
| Auxiliary enterprises | | |
| Housing and food service | 7,084 | 6,370 |
| Other auxiliaries | 1,631 | 1,251 |
| Auxiliary depreciation | 3,473 | 3,390 |
| Other expenses | 62 | 41 |
| Total operating expenses | <u>235,288</u> | <u>231,542</u> |
| Net income (loss) from operations | <u>(94,249)</u> | <u>(92,852)</u> |
| NONOPERATING REVENUES (EXPENSES) | | |
| State appropriations | 46,353 | 48,538 |
| Federal grants and contracts | 17,692 | 18,955 |
| State and local grants and contracts | 10,273 | 10,119 |
| Private gifts and grants | 194 | 11 |
| Investment income (loss) | 2,188 | (110) |
| Interest on capital asset-related debt | (4,345) | (4,179) |
| Other nonoperating revenues (expenses) | (498) | (453) |
| Net nonoperating revenues | <u>71,857</u> | <u>72,881</u> |
| Income (loss) before other revenues, expenses, gains or losses | <u>(22,392)</u> | <u>(19,971)</u> |
| Capital appropriations | 36,864 | 17,013 |
| Capital grants and gifts | 728 | 489 |
| Total other revenues | <u>37,592</u> | <u>17,502</u> |
| Increase (decrease) in net position | <u>15,200</u> | <u>(2,469)</u> |
| NET POSITION | | |
| Net position - beginning of year | 90,314 | 92,783 |
| Net position - end of year | <u>\$ 105,514</u> | <u>\$ 90,314</u> |

See accompanying notes to the financial statements

Northern Kentucky University Foundation, Inc.

Consolidated Statements of Activities

For the Year Ended June 30, 2017

(in thousands)

| | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total |
|---|----------------------------|---|---|------------|
| REVENUES, GAINS AND OTHER SUPPORT | | | | |
| Gifts and bequests | \$ 3 | \$ 4,075 | \$ 929 | \$ 5,007 |
| Rental income | 130 | - | - | 130 |
| Investment return | 382 | 10,879 | - | 11,261 |
| Other revenue | 112 | 288 | - | 400 |
| Total revenues and gains | 627 | 15,242 | 929 | 16,798 |
| Net assets released from restrictions | 6,277 | (6,277) | - | - |
| Reclassifications of net assets | - | (258) | 258 | - |
| Total revenues, gains and other support | 6,904 | 8,707 | 1,187 | 16,798 |
| EXPENSES AND LOSSES | | | | |
| Program expenses | | | | |
| Instruction | 725 | - | - | 725 |
| Research | 13 | - | - | 13 |
| Public service | 513 | - | - | 513 |
| Libraries | 36 | - | - | 36 |
| Academic support | 398 | - | - | 398 |
| Student services | 621 | - | - | 621 |
| Institutional support | 884 | - | - | 884 |
| University facilities and equipment acquisition | 752 | - | - | 752 |
| Student financial aid | 2,027 | - | - | 2,027 |
| Other program expenses and losses | - | 400 | 44 | 444 |
| Total program expenses | 5,969 | 400 | 44 | 6,413 |
| Support expenses | | | | |
| Management and general | 381 | - | - | 381 |
| Fund raising support | 190 | - | - | 190 |
| Rental property | 3 | - | - | 3 |
| Total support expenses | 574 | - | - | 574 |
| Total Expenses and losses | 6,543 | 400 | 44 | 6,987 |
| Increase (decrease) in net assets | 361 | 8,307 | 1,143 | 9,811 |
| Net assets - beginning of year | 3,451 | 49,744 | 44,054 | 97,249 |
| Net assets - end of year | \$ 3,812 | \$ 58,051 | \$ 45,197 | \$ 107,060 |

See accompanying notes to the consolidated financial statements

Northern Kentucky University Foundation, Inc.

Consolidated Statements of Activities

For the Year Ended June 30, 2016

(in thousands)

| | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets | Total |
|---|----------------------------|---|---|-----------|
| REVENUES, GAINS AND OTHER SUPPORT | | | | |
| Gifts and bequests | \$ 3 | \$ 10,298 | \$ 1,375 | \$ 11,676 |
| Rental income | 126 | - | - | 126 |
| Investment return | (42) | (2,393) | - | (2,435) |
| Other revenue | 106 | 281 | - | 387 |
| Total revenues and gains | 193 | 8,186 | 1,375 | 9,754 |
| Net assets released from restrictions | 6,135 | (6,135) | - | - |
| Total revenues, gains and other support | 6,328 | 2,051 | 1,375 | 9,754 |
| EXPENSES AND LOSSES | | | | |
| Program expenses | | | | |
| Instruction | 1,011 | - | - | 1,011 |
| Research | 24 | - | - | 24 |
| Public service | 475 | - | - | 475 |
| Libraries | 11 | - | - | 11 |
| Academic support | 598 | - | - | 598 |
| Student services | 514 | - | - | 514 |
| Institutional support | 821 | - | - | 821 |
| University facilities and equipment acquisition | 167 | - | - | 167 |
| Student financial aid | 2,011 | - | - | 2,011 |
| Other program expenses and losses | - | 149 | 20 | 169 |
| Total program expenses | 5,632 | 149 | 20 | 5,801 |
| Support expenses | | | | |
| Management and general | 591 | - | - | 591 |
| Fund raising support | 129 | - | - | 129 |
| Rental property | 1 | - | - | 1 |
| Total support expenses | 721 | - | - | 721 |
| Total expenses and losses | 6,353 | 149 | 20 | 6,522 |
| Increase (decrease) in net assets | (25) | 1,902 | 1,355 | 3,232 |
| Net assets - beginning of year | 3,476 | 47,842 | 42,699 | 94,017 |
| Net assets - end of year | \$ 3,451 | \$ 49,744 | \$ 44,054 | \$ 97,249 |

See accompanying notes to the consolidated financial statements

Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Statements of Cash Flows
For the Years Ended June 30, 2017 and 2016
(in thousands)

| | 2017 | 2016 |
|---|--------------------|--------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Tuition and fees | \$ 99,454 | \$ 101,480 |
| Grants and contracts | 8,655 | 9,259 |
| Payments to suppliers | (51,195) | (54,307) |
| Payments for salaries and benefits | (144,000) | (144,484) |
| Loans issued to students | (526) | (682) |
| Collection of loans to students | 349 | 383 |
| Auxiliary enterprise receipts: | | |
| Housing operations | 10,723 | 11,380 |
| Other auxiliaries | 4,451 | 3,279 |
| Sales and service of educational departments | 5,141 | 4,336 |
| Other receipts (payments) | 7,971 | 6,787 |
| Net cash used by operating activities | <u>(58,977)</u> | <u>(62,569)</u> |
| CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES | | |
| State appropriations | 47,324 | 47,567 |
| Gifts and grants for other than capital purposes | 28,140 | 29,125 |
| Agency and loan program receipts | 84,272 | 85,473 |
| Agency and loan program disbursements | (83,791) | (85,489) |
| Other nonoperating receipts (payments) | (2) | (3) |
| Net cash provided by noncapital financing activities | <u>75,943</u> | <u>76,673</u> |
| CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES | | |
| Proceeds from capital debt and leases | 16,826 | 28,507 |
| Capital appropriations | 32,784 | 14,450 |
| Capital grants, gifts, and advances received | 672 | 498 |
| Proceeds from sale of capital assets | - | 2,600 |
| Purchases of capital assets | (44,136) | (33,935) |
| Principal paid on capital debt and leases | (7,671) | (7,404) |
| Bond refund escrow payment | (16,663) | (28,189) |
| Interest paid on capital debt and leases | (4,490) | (4,633) |
| Bond issuance costs | (157) | (312) |
| Net cash used by capital and related financing activities | <u>(22,835)</u> | <u>(28,418)</u> |
| CASH FLOWS FROM INVESTING ACTIVITIES | | |
| Proceeds from sales and maturities of investments | 331 | 2,452 |
| Purchase of investments | - | (161) |
| Interest on investments | 684 | 495 |
| Net cash provided by investing activities | <u>1,015</u> | <u>2,786</u> |
| NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS | <u>(4,854)</u> | <u>(11,528)</u> |
| Cash and cash equivalents - beginning of year | 110,149 | 121,677 |
| Cash and cash equivalents - end of year | <u>\$ 105,295</u> | <u>\$ 110,149</u> |
| RECONCILIATION OF NET OPERATING LOSS TO | | |
| NET CASH USED BY OPERATING ACTIVITIES: | | |
| Net loss from operations | \$ (94,249) | \$ (92,852) |
| Adjustments to reconcile operating loss to net cash used by operating activities: | | |
| Depreciation expense | 20,365 | 20,777 |
| Deferred inflows of resources | 1,409 | (879) |
| Deferred outflows of resources | (14,993) | (12,984) |
| Changes in assets and liabilities: | | |
| Receivables, net | (968) | 144 |
| Other assets | 192 | (108) |
| Accounts payable, accrued liabilities and deposits | 1,792 | 755 |
| Unearned revenue | (969) | 400 |
| Pension | 28,504 | 22,703 |
| Long-term liabilities | (60) | (525) |
| Net cash used by operating activities | <u>\$ (58,977)</u> | <u>\$ (62,569)</u> |

See accompanying notes to the financial statements

Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Notes to the Financial Statements
For the Years Ended June 30, 2017 and 2016

Note 1 – Organization and Summary of Significant Accounting Policies

a. Reporting Entity

Northern Kentucky University (the University) is a component unit of the Commonwealth of Kentucky (Commonwealth) and is included in the general-purpose financial statements of the Commonwealth. The financial statements of the University include the operations of the Northern Kentucky University Research Foundation (Research Foundation) which is a legally separate, tax-exempt organization supporting the University. In accordance with Governmental Accounting Standards Board (GASB) Statement No. 61, the Research Foundation is reported as a blended component unit of the University and condensed financial information is provided in Note 12.

The Northern Kentucky University Foundation, Inc. (the Foundation) is a legally separate, tax-exempt organization supporting the University. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the University in support of its programs. The Foundation's Board of Directors is self-perpetuating and consists of graduates and friends of the University. Although the University does not control the timing or amount of receipts from the Foundation, the majority of resources the Foundation holds and invests are restricted to the activities of the University by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefit of, the University, the Foundation is considered a component unit of the University and is discretely presented in the University's financial statements.

The accompanying financial statements do not include the financial position or operating results of the Chase College Foundation, Inc. This foundation is a separately incorporated not-for-profit entity organized for the purpose of promoting the educational mission of the University's Salmon P. Chase College of Law. Although this entity benefits the University's Salmon P. Chase College of Law, it is governed by an independent Board of Directors and is not controlled by the University.

b. Basis of Presentation

The accompanying financial statements of the University have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the GASB. In accordance with GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities* (GASB 35) and subsequent standards issued by GASB, the University has elected to report as an entity engaged in business-type activities (BTA). BTAs are those activities that are financed in whole or part by fees charged to external parties for goods and services. GASB 35 establishes standards for external financial reporting for public colleges and universities and requires that resources be classified for accounting and reporting purposes into the following net position categories:

- **Net investment in capital assets:** Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.
- **Restricted:**
 - Nonexpendable* – Net position subject to externally imposed stipulations that they be maintained permanently by the University.
 - Expendable* – Net position whose use by the University is subject to externally imposed stipulations that can be fulfilled by actions of the University pursuant to those stipulations or that expire by the passage of time. Expendable net position consists primarily of amounts for specified capital construction projects.
- **Unrestricted:** Net position whose use by the University is not subject to externally imposed stipulations. Unrestricted net position may be designated for specific purposes by action of management or the Board of Regents or may otherwise be limited by contractual agreements with outside parties.

The financial statement presentation required by GASB is intended to provide a comprehensive, entity-wide perspective of the University's assets, deferred outflows of resources, liabilities, deferred inflows of resources, net position, revenues, expenses, changes in net position and cash flows.

c. Accrual Basis

The financial statements have been prepared on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recorded when an obligation has been incurred.

d. Cash and Cash Equivalents

Cash and cash equivalents include all readily available sources of cash such as petty cash, demand deposits, certificates of deposit and temporary investments in marketable debt securities with original maturities less than three months. Funds held by the Commonwealth of Kentucky are also considered cash equivalents.

e. Notes, Loans and Accounts Receivable

This classification consists of tuition and fee charges to students, charges for auxiliary enterprise services provided to students, faculty and staff, loans to students and amounts due from sponsors for reimbursement of expenses made pursuant to contracts and grants. Accounts receivable are recorded net of estimated uncollectible amounts based upon a review of outstanding receivables, historical collection information and existing economic conditions.

f. Capital Assets

Capital assets are stated at cost at date of acquisition or, in the case of gifts, at fair market value at date of gift. Equipment with a unit cost of \$5,000 or more and having an estimated useful life of greater than one year is capitalized. Renovations to buildings, infrastructure and land improvements that significantly increase the value or extend the useful life of the structure are capitalized. The University capitalizes interest costs as a component of construction in progress based on the interest cost of borrowing specifically for the project, net of interest earned on investments acquired with the proceeds of the borrowing. Routine repairs and maintenance are charged to operating expense in the year in which the expense is incurred.

Depreciation of capital assets is computed on a straight-line basis over the estimated useful lives of the respective assets, generally 40 years for land improvements, 10 – 40 years for buildings and fixed equipment, 10 years for library books and 3 – 10 years for equipment. The University capitalizes, but does not depreciate, works of art and historical treasures that are held for exhibition, education, research and public service or intangible assets with an indefinite life. Indefinite life intangible assets are reviewed annually for impairment. If the fair value of the asset is less than the carrying amount, an impairment loss is recognized for the difference.

g. Compensated absences

University policies permit employees to accumulate vacation and sick leave benefits that may be realized as paid time off or, in limited circumstances, as a cash payment. Expense and the related liability are recognized as vacation benefits are earned whether the employee is expected to realize the benefit as time off or in cash. Sick leave benefits are recognized as expense when the time off occurs and no liability is accrued for such benefits employees have earned but not yet realized. Compensated absence liabilities are computed using the regular pay rates in effect at the statement of net position date plus an additional amount for compensation-related payments such as social security and Medicare taxes computed using rates in effect at that date.

h. Investments

Investments in equity and debt securities are carried at fair value. Fair value is determined using quoted market prices. Investments in nonnegotiable certificates of deposit are carried at cost. Investment income consists of interest and dividend income, realized gains and losses and the net change for the year in the fair value of investments carried at fair value.

i. Unearned Revenue

Unearned revenue includes amounts received for tuition and fees prior to the end of the fiscal year but related to the subsequent accounting period. Unearned revenue also includes amounts received from grants and contracts sponsors that have not yet been earned.

j. Deposits

The University held noncurrent deposits of \$12,434,000 and \$11,763,000 as of June 30, 2017 and 2016, respectively, including deposits held in a wetland restoration fund pursuant to a memorandum of agreement with a federal agency. For the year ended June 30, 2017, additions to deposits were \$3,063,000 while reductions were \$2,392,000 resulting in an increase of \$671,000 over the previous year.

k. Cost-Sharing Defined Benefit Pension Plan

The University participates in a cost-sharing multiple-employer defined benefit pension plan Kentucky Retirement Systems, (KRS). For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Plan and additions to/deductions from the Plan's fiduciary net position have been determined on the same basis as they are reported by the Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

l. Deferred Outflows and Inflows of Resources

A deferred outflow of resources is a loss in net position by the University that is applicable to a future reporting period. Deferred outflows of resources are reported in the statement of net position, but are not recognized in the financial statements as expense until in the related period. Deferred outflows of resources include \$3,645,000 and \$2,720,000 of losses on bond refundings for the years ended June 30, 2017 and 2016, respectively. The remaining balance of deferred outflows for years ended June 30, 2017 and 2016 consist of the KERS pension related unamortized balances.

A deferred inflow of resources is a gain in net position by the University that is applicable to a future reporting period. Deferred inflows of resources are reported in the statement of net position but are not recognized in the financial statements as revenue until in the related period. The agreement between the University and the University's food service provider resulted in a deferred inflow of resources of \$1,562,000 and \$2,034,000 at June 30, 2017 and 2016, respectively. The deferred inflows of resources related to this agreement are recognized evenly over the life of the contract. The remaining deferred inflows of resources for the years ended June 30, 2017 and 2016 consist of the KERS pension related unamortized balances.

See Note 8 for details of pension related deferred outflows of resources and deferred inflows of resources.

m. Scholarship Allowances

Student tuition and fee revenues and other student related revenues are reported net of scholarship allowances in the statement of revenues, expenses and changes in net position. Scholarship allowances are the differences between the stated charge for services provided by the University, and the amounts that are paid by the students or third parties making payments on a student's behalf. To the extent that revenues from such programs are used to satisfy tuition and fees, and other student charges, the University has recorded a scholarship allowance.

n. Income Taxes

The University is an agency and instrumentality of the Commonwealth, pursuant to Kentucky Revised Statutes sections 164.290 through 164.475. Accordingly, the University is generally exempt from federal income taxes as an organization described in Section 115 of the Internal Revenue Code of 1986, as amended. The Research Foundation has received a determination from the Internal Revenue Service granting exemption from federal income taxation pursuant to the provisions of Internal Revenue Code section 501(c)(3).

o. Restricted Asset Spending Policy

The University's policy states that restrictions on assets cannot be fulfilled by the expenditure of unrestricted funds for similar purposes. The determination on whether restricted or unrestricted funds are expended for a particular purpose is made on a case-by-case basis. Restricted funds remain restricted until spent for the intended purpose.

p. Operating Activities

The University defines operating activities, as reported on the statement of revenues, expenses and changes in net position, as those that generally result from exchange transactions, such as payments received for providing goods and services and payments made for services and goods received. Nearly all of the University's expenses are from exchange transactions. Certain significant revenues relied upon for operations, such as state appropriations, gifts, and investment income, are recorded as nonoperating revenues, in accordance with GASB 35. In accordance with GASB Statement No. 24, *Accounting and Financial Reporting for Certain Grants and Other Financial Assistance* and related GASB implementation guidance, Pell Grants, College Access Program (CAP) Grants and Kentucky Educational Excellence Scholarship (KEES) are considered nonexchange transactions and are recorded as nonoperating revenues in the accompanying financial statements.

q. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities and deferred inflows and outflows of resources and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

r. Component Unit Disclosure

The accompanying financial statements of the Foundation have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features.

See Note 14 for further details of related party transactions between the University and Foundation. Complete financial statements for the Foundation can be obtained from the Northern Kentucky University Foundation, Inc. at Lucas Administrative Center Room 820, Nunn Drive, Highland Heights, KY 41099.

s. Reclassifications

Certain items have been reclassified for the year ended June 30, 2016, in order to conform to classifications used for the year ended June 30, 2017. These reclassifications had no effect on total net position and the change in net position.

t. Recent Accounting Pronouncements

In June 2015, the GASB approved Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits other than Pensions*. The objective of this Statement is to establish new accounting and financial reporting requirements for governments whose employees are provided with other postemployment benefits (OPEB), as well as for certain nonemployer governments that have a legal obligation to provide financial support for OPEB provided to the employees of other entities. The provisions of this statement are effective for financial statements for periods beginning after June 15, 2017. The University is currently evaluating the effects of this statement on its financial statements.

In June 2017, the GASB approved Statement No. 87, *Leases*. The objective of this Statement is to improve the accounting and financial reporting for leases by governments. This Statement requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The provisions of this statement are effective for reporting periods beginning after December 15, 2019. The University is currently evaluating the effects of this statement on its financial statements.

Note 2 – Cash, Cash Equivalents and Investments

At June 30, 2017, petty cash funds totaled \$25,000 and the carrying amount of the deposits was \$105,270,000 with a corresponding total bank balance of \$114,140,000. Of the bank balance, \$25,691,000 was covered by federal depository insurance, or collateralized with securities held by the pledging bank, or bank's agents, in the University's name and \$88,449,000 was held and invested by the Commonwealth. These deposits were covered by federal depository insurance or by collateral held by the Commonwealth in the Commonwealth's name.

Investments

The investments which the University may purchase are limited by the Commonwealth's law and the University's bond resolutions to the following (1) securities or obligations which are fully guaranteed by the U.S. Government or agencies of the U.S. Government as to principal and interest; (2) certificates of deposit or time deposits of banks, trust companies or national banking associations which are insured by the Federal Deposit Insurance Corporation; and (3) mutual funds investing solely in U.S. securities.

Custodial credit risk: Custodial credit risk for deposits is the risk that in the event of a bank failure, a government's deposits or collateral securities may not be returned to it. The University currently uses commercial banks and the Commonwealth as its depositories. Deposits with commercial banks are substantially covered by federal depository insurance or collateral held by the bank in the University's name. At the Commonwealth, the University's accounts are pooled with other agencies of the Commonwealth. These Commonwealth-pooled deposits are substantially covered by federal depository insurance or by collateral held by the Commonwealth in the Commonwealth's name. The custodial credit risk for investments is the risk that, in the event of the failure of the counterparty to a transaction, a government will not be able to recover the value of investment or collateral securities that are in the possession of an outside party.

The fair value of the University's investments at June 30, 2017 and 2016, was \$12,968,000 and \$11,795,000, respectively. These investments represent the University's Regional University Excellence Trust Fund endowments which are invested in an investment pool managed by the Foundation. See Note 14 (c) for the required GASB fair value disclosures for the University's investments that are included in the Foundation's investment pool. University assets in the Foundation investment pool at June 30, 2017 and 2016 are invested as follows:

| | 2017 | 2016 |
|-------------------------------|-------------|-------------|
| Type of Investment: | | |
| Fixed income funds | 14% | 14% |
| Equity funds and common stock | 59% | 59% |
| Alternative investments | 27% | 27% |
| Total Investments | 100% | 100% |

Interest Rate Risk: Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. As stated in the University's investment policy, the bond resolution governs the investment of bond reserves. The bond resolution limits the investment maturities by the lesser of the remaining life of the bond issue or ten years. Certificates of deposit can have a maturity of not more than two years from the date of issue.

Credit Risk: Credit risk is the risk that the issuer or other counterparty to an investment will not fulfill its obligations. The University's investment policy requires investments to be in compliance with state statute. University investments that are managed by the Foundation are governed by the Foundation's investment policy. This policy contains several provisions which are intended to limit credit risk, including a requirement that fixed income portfolios maintain a weighted average credit rating of at least AA (Standard and Poor's) and have no more than 10 percent of the portfolio in below investment grade bonds.

Concentration of Credit Risk: Concentration of credit risk is the risk of loss attributed to the magnitude of a government's investment in a single user. The University debt service reserves are invested by the bond trustees in accordance with the governing bond resolutions. There are no specific limits on the maximum amount of investment securities held in bond debt service reserve funds that may be invested in one issuer. However, such investments are limited to bonds or interest bearing notes of the U.S. government.

Foreign Currency Risk: This risk relates to adverse effects on the fair value of an investment from changes in exchange rates. The University had no investments denominated in foreign currency at June 30, 2017.

Note 3 – Notes, Loans and Accounts Receivable

Notes, loans and accounts receivable as of June 30, 2017 and 2016 are as follows (in thousands):

| 2017 | | | |
|---|-----------------------------|-------------------|---------------------------|
| | Gross Receivable | Allowance | Net Receivable |
| Student loans | \$ 1,905 | \$ (652) | \$ 1,253 |
| Student accounts receivable | 11,724 | (4,186) | 7,538 |
| Reimbursement receivable grants and contracts | 1,400 | - | 1,400 |
| State appropriations receivable | 6,941 | - | 6,941 |
| Other | 2,917 | (1,130) | 1,787 |
| Total | <u>\$ 24,887</u> | <u>\$ (5,968)</u> | <u>\$ 18,919</u> |
| Current portion | | | \$ 17,838 |
| Noncurrent portion | | | 1,081 |
| Total | | | <u>\$ 18,919</u> |
| 2016 | | | |
| | Gross Receivable | Allowance | Net Receivable |
| Student loans | \$ 2,269 | \$ (662) | \$ 1,607 |
| Student accounts receivable | 10,981 | (4,555) | 6,426 |
| Reimbursement receivable grants and contracts | 1,210 | - | 1,210 |
| State appropriations receivable | 3,832 | - | 3,832 |
| Other | 2,832 | (1,149) | 1,683 |
| Total | <u>\$ 21,124</u> | <u>\$ (6,366)</u> | <u>\$ 14,758</u> |
| Current portion | | | \$ 13,389 |
| Noncurrent portion | | | 1,369 |
| Total | | | <u>\$ 14,758</u> |

Note 4 – Capital Assets, net

Capital assets for the years ended June 30, 2017 and 2016 are summarized as follows (in thousands):

| | 7/1/2016 Beginning Balance | Additions | Reductions | 6/30/2017 Ending Balance |
|-----------------------------------|---|------------------|-------------------|---|
| Cost: | | | | |
| Indefinite life intangible assets | \$ 4,206 | \$ - | \$ - | \$ 4,206 |
| Land | 9,432 | 187 | 12 | 9,607 |
| Land improvements | 36,977 | 1,344 | 357 | 37,964 |
| Buildings | 448,050 | 5,555 | 1,439 | 452,166 |
| Equipment | 69,949 | 1,198 | 1,387 | 69,760 |
| Library books | 18,019 | 329 | 1,560 | 16,788 |
| Construction in process | 17,008 | 36,756 | - | 53,764 |
| | <u>603,641</u> | <u>45,369</u> | <u>4,755</u> | <u>644,255</u> |
| Accumulated Depreciation: | | | | |
| Land improvements | 8,337 | 1,001 | 146 | 9,192 |
| Buildings | 176,360 | 14,619 | 441 | 190,538 |
| Equipment | 57,742 | 4,103 | 1,036 | 60,809 |
| Library books | 15,164 | 642 | 1,560 | 14,246 |
| | <u>257,603</u> | <u>20,365</u> | <u>3,183</u> | <u>274,785</u> |
| Capital assets, net | <u>\$ 346,038</u> | <u>\$ 25,004</u> | <u>\$ 1,572</u> | <u>\$ 369,470</u> |

| | 7/1/2015 Beginning Balance | Additions | Reductions | 6/30/2016 Ending Balance |
|-----------------------------------|---|------------------|-------------------|---|
| Cost: | | | | |
| Indefinite life intangible assets | \$ 4,622 | \$ - | \$ 416 | \$ 4,206 |
| Land | 9,445 | 45 | 58 | 9,432 |
| Land improvements | 36,027 | 1,119 | 169 | 36,977 |
| Buildings | 405,492 | 51,519 | 8,961 | 448,050 |
| Equipment | 68,090 | 2,334 | 475 | 69,949 |
| Library books | 19,607 | 268 | 1,856 | 18,019 |
| Construction in process | 38,296 | - | 21,288 | 17,008 |
| | <u>581,579</u> | <u>55,285</u> | <u>33,223</u> | <u>603,641</u> |
| Accumulated Depreciation: | | | | |
| Land improvements | 7,472 | 982 | 117 | 8,337 |
| Buildings | 169,202 | 13,975 | 6,817 | 176,360 |
| Equipment | 52,966 | 5,121 | 345 | 57,742 |
| Library books | 16,321 | 699 | 1,856 | 15,164 |
| | <u>245,961</u> | <u>20,777</u> | <u>9,135</u> | <u>257,603</u> |
| Capital assets, net | <u>\$ 335,618</u> | <u>\$ 34,508</u> | <u>\$ 24,088</u> | <u>\$ 346,038</u> |

The estimated cost to complete construction under contract at June 30, 2017 was approximately \$34,464,000.

As of June 30, 2016, the net book value of land, buildings and equipment acquired through capital leases included in the above schedules totaled \$2,730,000, including buildings of \$2,722,000. As of June 30, 2017, there were no outstanding capital leases.

Note 5 – Accounts Payable, Accrued Liabilities and Deposits

Accounts payable, accrued liabilities and deposits as of June 30, 2017 and 2016 are as follows (in thousands):

| | 2017 | 2016 |
|---|------------------|------------------|
| Payable to vendors and contractors | \$ 14,424 | \$ 12,246 |
| Accrued expenses, primarily payroll and vacation leave | 6,274 | 6,538 |
| Employee withholdings and deposits payable to third parties | 3,219 | 3,241 |
| Self-insured health liability | 1,415 | 1,301 |
| Deposits | 365 | 669 |
| Total | <u>\$ 25,697</u> | <u>\$ 23,995</u> |

Note 6 – Unearned Revenue

Unearned revenue as of June 30, 2017 and 2016 are as follows (in thousands):

| | 2017 | 2016 |
|---------------------------------------|-----------------|-----------------|
| Unearned summer school revenue | \$ 4,441 | \$ 5,277 |
| Unearned grants and contracts revenue | 394 | 497 |
| Unearned auxiliary revenue | 489 | 518 |
| Other | 388 | 389 |
| Total | <u>\$ 5,712</u> | <u>\$ 6,681</u> |
| Current | \$ 5,649 | \$ 6,537 |
| Noncurrent | 63 | 144 |
| Total | <u>\$ 5,712</u> | <u>\$ 6,681</u> |

Note 7 – Long-term Liabilities

The changes in long-term liabilities for the years ended June 30, 2017 and 2016 are summarized as follows (in thousands):

| | Balance July 1, 2016 | Additions | Reductions | Balance June 30, 2017 | Current Portion | Noncurrent Portion |
|--|---------------------------------|------------------|-------------------|----------------------------------|----------------------------|-------------------------------|
| Housing and Dining Revenue Bonds | \$ 965 | \$ - | \$ 180 | \$ 785 | \$ 185 | \$ 600 |
| General Receipts Bonds (net of discounts and premiums) | 124,636 | 16,827 | 22,356 | 119,107 | 7,216 | 111,891 |
| Total bonds | 125,601 | 16,827 | 22,536 | 119,892 | 7,401 | 112,491 |
| Municipal lease obligations | 1,089 | - | 1,089 | - | - | - |
| Notes payable | 45 | - | 22 | 23 | 23 | - |
| Total notes and municipal leases | 1,134 | - | 1,111 | 23 | 23 | - |
| Deferred compensation | 313 | - | 87 | 226 | 83 | 143 |
| Federal portion of loan programs | 1,590 | - | 32 | 1,558 | - | 1,558 |
| KERS-sick leave | 616 | 182 | 124 | 674 | 67 | 607 |
| Total other liabilities | 2,519 | 182 | 243 | 2,458 | 150 | 2,308 |
| Total long-term liabilities | <u>\$ 129,254</u> | <u>\$ 17,009</u> | <u>\$ 23,890</u> | <u>\$ 122,373</u> | <u>\$ 7,574</u> | <u>\$ 114,799</u> |

| | Balance | | | Balance | Current | Noncurrent |
|--|---------------------|------------------|-------------------|----------------------|-----------------|-------------------|
| | July 1, 2015 | Additions | Reductions | June 30, 2016 | Portion | Portion |
| Housing and Dining Revenue Bonds | \$ 1,140 | \$ - | \$ 175 | \$ 965 | \$ 180 | \$ 785 |
| General Receipts Bonds (net of discounts and premiums) | 128,795 | 28,507 | 32,666 | 124,636 | 6,838 | 117,798 |
| Total bonds | 129,935 | 28,507 | 32,841 | 125,601 | 7,018 | 118,583 |
| Municipal lease obligations | 2,217 | - | 1,128 | 1,089 | 1,089 | - |
| Notes payable | 66 | - | 21 | 45 | 22 | 23 |
| Total notes and municipal leases | 2,283 | - | 1,149 | 1,134 | 1,111 | 23 |
| Deferred compensation | 382 | 15 | 84 | 313 | 83 | 230 |
| Federal portion of loan programs | 1,954 | - | 364 | 1,590 | - | 1,590 |
| KERS-sick leave | 709 | 253 | 346 | 616 | 62 | 554 |
| Total other liabilities | 3,045 | 268 | 794 | 2,519 | 145 | 2,374 |
| Total long-term liabilities | <u>\$ 135,263</u> | <u>\$ 28,775</u> | <u>\$ 34,784</u> | <u>\$ 129,254</u> | <u>\$ 8,274</u> | <u>\$ 120,980</u> |

a. Bonds

The gross revenues of the Housing and Dining system operations are pledged for the retirement of the Housing and Dining System Revenue Bonds. The \$210,000 reserve requirement for the Housing and Dining issue was fully funded as of June 30, 2017. The \$348,000 required housing repair and replacement fund was fully funded as of June 30, 2017.

The outstanding obligation as of June 30, 2017 and 2016 for the Northern Kentucky University General Receipts Bonds are reported net of discounts totaling \$65,000 and \$326,000 and premiums of \$8,187,000 and \$7,227,000, respectively. General Receipts Bonds are collateralized by the operating and nonoperating income of the University excluding income, which as a condition of the receipt, is not available for payment of debt service charges.

On May 17, 2016, Northern Kentucky University General Receipts Bonds were issued in the amount of \$25,765,000 at a net interest cost of 2.32 percent. The proceeds partially refunded the General Receipts Bonds, 2007 Series A maturing on or after September 1, 2019. The refunding reduced the University's total debt service payments over the term by \$2,847,000, representing an economic gain of \$2,516,000. Economic gain is determined by calculating the difference between the present value of the debt service payments on the old and new debt. As of June 30, 2017, a deposit of \$27,211,000 is being held in escrow by the trustee to fund the debt service on the refunded portion of the 2007 Series A until the bonds are called for redemption on September 1, 2017.

On August 25, 2016, Northern Kentucky University General Receipts Bonds were issued in the amount of \$15,225,000 at a net interest cost of 2.02 percent. The proceeds partially refunded the General Receipts Bonds, 2008 Series A maturing on or after September 1, 2019. The refunding reduced the University's total debt service payments over the term by \$1,818,000, representing an economic gain of \$1,600,000. Economic gain is determined by calculating the difference between the present value of the debt service payments on the old and new debt. As of June 30, 2017, a balance of \$16,256,000 is being held in escrow by the trustee to fund the debt service on the refunded portion of the 2008 Series A until the bonds are called for redemption on September 1, 2018.

The total bonds payable as of June 30 are as follows (in thousands):

| | <u>2017</u> | <u>2016</u> |
|---|-------------------|-------------------|
| Housing and Dining System Revenue bonds payable | | |
| Series B, dated November 1, 1980, with an interest rate of 3.00%. Final principal payment date November 1, 2020. | \$ 785 | \$ 965 |
| Total Housing and Dining System Revenue bonds payable | <u>785</u> | <u>965</u> |
| General Receipts bonds payable | | |
| Series A 2007, dated May 23, 2007, with an interest rate of 4.00%. Final principal payment date September 1, 2018. | 4,695 | 6,905 |
| Series A 2008, dated June 18, 2008, with interest rates from 3.00% to 4.38%. Final principal payment date September 1, 2018. | 1,480 | 17,545 |
| Series A 2010, dated June 29, 2010, with interest rates from 2.00% to 3.50%. Final principal payment date September 1, 2020. | 1,370 | 1,785 |
| Series B 2010, dated October 21, 2010, with interest rates from 2.00% to 3.75%. Final principal payment date September 1, 2027. | 9,045 | 9,720 |
| Series A 2011, dated August 4, 2011, with interest rates from 2.00% to 4.00%. Final principal payment date September 1, 2030. | 7,635 | 8,060 |
| Series A 2013, dated February 26, 2013, with an interest rate of 2.00%. Final principal payment date September 1, 2022. | 3,115 | 3,600 |
| Series A 2014, dated January 7, 2014, with interest rates from 2.00% to 5.00%. Final principal payment date September 1, 2033. | 42,780 | 44,355 |
| Series A 2016, dated May 17, 2016, with interest rates from 2.00% to 5.00%. Final principal payment date September 1, 2027. | 25,640 | 25,765 |
| Series B 2016, dated August 25, 2016, with interest rates from 2.00% to 4.00%. Final principal payment date September 1, 2028. | 15,225 | - |
| Total General Receipts bonds payable | <u>110,985</u> | <u>117,735</u> |
| Plus: Net discounts and premiums | 8,122 | 6,901 |
| Total bonds payable | <u>\$ 119,892</u> | <u>\$ 125,601</u> |

Principal maturities and interest on bonds and notes payable for the next five years and in subsequent five-year periods are as follows (in thousands):

| <u>Fiscal Year</u> | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|----------------------------------|-------------------|------------------|-------------------|
| 2018 | \$ 6,813 | \$ 4,383 | \$ 11,196 |
| 2019 | 7,530 | 4,123 | 11,653 |
| 2020 | 7,405 | 3,842 | 11,247 |
| 2021 | 7,690 | 3,555 | 11,245 |
| 2022 | 7,530 | 3,258 | 10,788 |
| 2023-2027 | 42,110 | 11,241 | 53,351 |
| 2028-2032 | 25,700 | 3,867 | 29,567 |
| 2033-2034 | 7,015 | 337 | 7,352 |
| Subtotal | 111,793 | 34,606 | 146,399 |
| Plus: Net discounts and premiums | 8,122 | - | 8,122 |
| Total | <u>\$ 119,915</u> | <u>\$ 34,606</u> | <u>\$ 154,521</u> |

b. Municipal Leases

Municipal lease obligations as of June 30 are as follows (in thousands):

| | <u>2017</u> | <u>2016</u> |
|---|-------------|-----------------|
| Municipal leases payable | | |
| Equipment lease, dated December 3, 2012, with an interest rate of 1.41%. Final payment date of December 3, 2016. | \$ - | \$ 57 |
| Facility improvement lease, dated June 26, 2012, with an interest rate of 1.58%. Final payment date of June 26, 2017. | - | 1,032 |
| Total municipal leases payable | <u>\$ -</u> | <u>\$ 1,089</u> |

As of June 30, 2017 the University has no outstanding municipal leases.

Note 8 – Pension Plans and Accrued Compensated Absences

Employees of the University are covered by one of the following plans:

a. Defined Contribution Plan

A Teachers Insurance and Annuity Association - College Retirement Equities Fund (TIAA CREF) sponsored plan, adopted by the Board of Regents in July 1970, is available upon completion of ninety days of service, to all regular full-time members of the faculty, administrative officers and others who have educational related duties. The TIAA CREF retirement plan is a defined contribution, money purchase retirement plan. The employees contribute 5 percent of their base salary to the plan, and the University contributes 10 percent. All payments are vested immediately and the contracts with the providers are owned by the individual employees. The employee is entitled to various payment options upon retirement. Benefit payments at retirement depend on the total contributions with interest deposited into the employee's account. Retirement benefits can begin upon retirement or termination of employment with the University. Covered payroll totaled \$45,527,000 and \$45,809,000 for the years ended June 30, 2017 and 2016, respectively. The University's contribution totaled \$4,553,000 and \$4,581,000 for the years ended June 30, 2017 and 2016, respectively.

b. Defined Benefit Plan

Plan Description - All regular employees not participating in the above plan are required to participate in either the Nonhazardous or Hazardous cost-sharing multiple employer defined benefit pension plan, both of which are under the Kentucky Employees Retirement System (KERS), that is administered by the Board of Trustees of the Kentucky Retirement Systems (KRS). The defined benefit plans provide for retirement, disability, death benefits and health insurance. Participants have a fully vested interest after the completion of 60 months of service, 12 of which are current service. KERS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to Kentucky Retirement Systems, Perimeter Park West, 1260 Louisville Road, Frankfort, Kentucky, 40601-6124 or by calling (502) 696-8800.

Benefits Provided –

| | Tier 1 Participation Prior to 9/1/2008 | Tier 2 Participation 9/1/2008 through 12/31/2013 | Tier 3 Participation on or after 1/1/2014 |
|--|---|--|--|
| Nonhazardous | | | |
| Benefit Formula: | Final Compensation X Benefit Factor X Years of Service | | Cash Balance Plan |
| Final Compensation: | Average of the highest 5 fiscal years (must contain at least 48 months). Includes lump-sum compensation payments (before and at retirement). | 5 complete fiscal years immediately preceding retirement; each year must contain 12 months. Lump-sum compensation payments (before and at retirement) are not to be included in creditable compensation. | No Final Compensation |
| Benefit Factor: | 1.97%, or 2.0% for those retiring with service for all months between 1/1998 and 1/1999. | 10 years or less = 1.10%. Greater than 10 years, but no more than 20 years = 1.30%. Greater than 20 years, but no more than 26 years = 1.50%. Greater than 26 years, but no more than 30 years = 1.75%. Additional years above 30 = 2.00% (2.00% benefit factor only applies to service earned in excess of 30 years). | No benefit factor. A life annuity can be calculated in accordance with actuarial assumptions and methods adopted by the board based on member's accumulated account balance. |
| Cost of Living Adjustment (COLA): | No COLA unless authorized by the Legislature with specific criteria. This impacts all retirees regardless of Tier. | | |
| Unreduced Retirement Benefit: | Any age with 27 years of service. Age 65 with 48 months of service. Money purchase for age 65 with less than 48 months based on contributions and interest. | Rule of 87: Member must be at least age 57 and age plus earned service must equal 87 years at retirement to retire under this provision. Age 65 with 5 years of earned service. No money purchase calculations. | |
| Reduced Retirement Benefit: | Reduced by 6.5% per year for the first 5 years and 4.5% per year for the next 5 years for each year the member is younger than age 65 or has less than 27 years of service, whichever is smaller. | Reduced by 6.5% per year for the first 5 years and 4.5% per year for the next 5 years for each year the member is younger than age 65 or does not meet the rule of 87 (age plus service) and is younger than 57, whichever is smaller. | No reduced retirement benefit |

| | Tier 1 Participation Prior to 9/1/2008 | Tier 2 Participation 9/1/2008 through 12/31/2013 | Tier 3 Participation on or after 1/1/2014 |
|--|---|--|--|
| Hazardous | | | |
| Benefit Formula: | Final Compensation X Benefit Factor X Years of Service | | Cash Balance Plan |
| Final Compensation: | Highest 3 fiscal years (must contain at least 24 months). Includes lump-sum compensation payments (before and at retirement). | 3 highest salaries; each year must contain 12 months. Lump-sum compensation payments (before and at retirement) are not to be included in creditable compensation. | No Final Compensation |
| Benefit Factor: | 2.49% | 10 years or less = 1.30%. Greater than 10 years, but no more than 20 years = 1.50%. Greater than 20 years, but no more than 25 years = 2.25%. Greater than 25 years = 2.50%. | No benefit factor. A life annuity can be calculated in accordance with actuarial assumptions and methods adopted by the board based on member's accumulated account balance. |
| Cost of Living Adjustment (COLA): | No COLA unless authorized by the Legislature with specific criteria. This impacts all retirees regardless of Tier. | | |
| Unreduced Retirement Benefit: | Any age with 20 years of service. Age 55 with 60 months of service. Money Purchase for age 55 with less than 60 months based on contributions and interest. | Any age with 25 years of service. Age 60 with 5 years of service. No Money Purchase calculations. | Any age with 25 years of service. Age 60 with 5 years of service. No Money Purchase calculations. |
| Reduced Retirement Benefit: | Reduced by 6.5% per year for the first 5 years and 4.5% per year for the next 5 years for each year the member is younger than age 55 or has less than 20 years of service, whichever is smaller. | Reduced by 6.5% per year for the first 5 years and 4.5% per year for the next 5 years for each year the member is younger than age 60 or has less than 25 years service, whichever is smaller. | No reduced retirement benefit |

Contributions - Benefit and contribution rates are established by state statute. Per Kentucky Revised Statute 61.565, contribution requirements of the active employees and the participating organizations are established and may be amended by the KRS Board. For the fiscal years ended June 30, 2017 and 2016, University employees were required to contribute 5 percent of their annual covered salary for retirement benefits. Employees with a participation date after 9/1/2008 were required to contribute an additional 1 percent of their covered salary for retiree healthcare benefits. The University's required contribution percentage rates per covered payroll for the years ended June 30, 2017 and 2016 are as follows:

| | <u>2017</u> | <u>2016</u> |
|----------------|-------------|-------------|
| Nonhazardous | | |
| Pension plan | 40.24% | 30.84% |
| Insurance plan | 8.35% | 7.93% |
| Hazardous | | |
| Pension plan | 21.08% | 16.37% |
| Insurance plan | 2.74% | 9.97% |

The required contribution is actuarially determined as an amount that, when combined with employee contributions, is expected to finance the cost of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The University's total required contributions to the KERS nonhazardous pension plan for the years ending June 30, 2017 and 2016, were \$14,738,000 and \$12,069,000, respectively. The required contributions to the KERS hazardous pension plan for the years ending June 30, 2017 and 2016, were \$170,000 and \$127,000, respectively.

Pension liabilities, pension expense, and deferred outflows of resources and deferred inflows of resources related to pensions - At June 30, 2017 and 2016, respectively, the University reported a liability of \$274,014,000 and \$245,556,000, for its proportionate share of the nonhazardous net pension liability reflecting a net increase of \$28,458,000 for the year ended June 30, 2017. The University's hazardous pension liability was \$1,571,000 and \$1,525,000 for the years ending June 30, 2017 and 2016, respectively, reflecting a net increase of \$46,000 for the year ended June 30, 2017. The net pension liability was measured as of June 30, 2016 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The University's proportion of the net pension liability was based on a projection of the University's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2017 and 2016, the University's proportion was 2.404 percent and 2.448 percent for nonhazardous and .401 percent and .445 percent for hazardous, respectively.

For the years ended June 30, 2017 and 2016, the University recognized nonhazardous pension expense of \$30,071,000 and \$21,294,000; and hazardous pension expense of \$230,000 and \$213,000, respectively.

At June 30, 2017 the University reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources (in thousands):

| | <u>Deferred Outflows of Resources</u> | <u>Deferred Inflows of Resources</u> |
|---|---|--|
| Nonhazardous | | |
| Differences between expected and actual experience | \$ 286 | \$ - |
| Change of assumptions | 20,756 | - |
| Net difference between projected and actual earnings on investments | 4,207 | - |
| Changes in proportion and differences between employer contributions and proportionate share of contributions | - | 4,401 |
| Contributions subsequent to the measurement date | 14,738 | - |
| Hazardous | | |
| Differences between expected and actual experience | 10 | - |
| Change of assumptions | 82 | - |
| Net difference between projected and actual earnings on investments | 150 | - |
| Changes in proportion and differences between employer contributions and proportionate share of contributions | 34 | 82 |
| Contributions subsequent to the measurement date | 170 | - |
| Total | <u>\$ 40,433</u> | <u>\$ 4,483</u> |

At June 30, 2016 the University reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources (in thousands):

| | Deferred Outflows of Resources | Deferred Inflows of Resources |
|--|---|--|
| Nonhazardous | | |
| Differences between expected and actual experience | \$ 525 | \$ - |
| Change of assumptions | 11,771 | - |
| Net difference between projected and actual earnings on investments | 699 | - |
| Changes in proportion and differences between employer contributions and proportionate share of contributions | - | 2,602 |
| Contributions subsequent to the measurement date | 12,069 | - |
| Hazardous | | |
| Differences between expected and actual experience | 19 | - |
| Change of assumptions | 161 | - |
| Net difference between projected and actual earnings on investments | 9 | - |
| Changes in proportion and differences between employer contributions and proportionate share of contributions | 60 | - |
| Contributions subsequent to the measurement date | 127 | - |
| Total | \$ 25,440 | \$ 2,602 |

At June 30, 2017 and 2016, the University reported \$14,908,000 and \$12,196,000, respectively, as deferred outflows of resources related to pensions resulting from University contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the years ended June 30, 2017 and 2016, respectively. Other amounts reported as deferred outflows of resources and deferred inflows of resources at June 30, 2017, related to pensions will be recognized in pension expense as follows (in thousands):

| Year Ending June 30 | |
|---------------------|------------------|
| 2018 | \$ 9,081 |
| 2019 | 5,789 |
| 2020 | 4,716 |
| 2021 | 728 |
| 2022 | 728 |
| | <u>\$ 21,042</u> |

Actuarial assumptions - The total pension liability was determined by an actuarial valuation as of June 30, 2016, using the following actuarial assumptions, applied to all periods included in the measurement for nonhazardous and hazardous pensions.

| | Nonhazardous | Hazardous |
|---------------------------|--|---|
| Inflation | 3.25% | 3.25% |
| Salary Increases | 4.0%, average, including inflation | 4.0%, average, including inflation |
| Investment Rate of Return | 6.75%, net of pension plan investment expense, including inflation | 7.5%, net of pension plan investment expense, including inflation |

The Mortality Table used for active members in RP-2000 Combined Mortality Table projected with Scale BB to 2013 (multiplied by 50% for males and 30% for females). For healthy retired members and beneficiaries, the mortality table used is the RP-2000 Combined Mortality Table projected with Scale BB to 2013 (setback one year for females). For disabled members, the RP-2000 Combined Disabled Mortality Table projected with Scale BB to 2013 (setback four years for males) is used for the period after disability retirement. There is some margin in the current mortality table for possible future improvement in mortality rates and that margin will be reviewed again when the next experience investigation is conducted.

The long-term expected return on plan assets is reviewed as part of the regular experience studies prepared every five years for the Systems. The most recent analysis is dated December 5, 2015. Several factors are considered in evaluating the long-term rate of return assumption including long-term historical data, estimates inherent in current market data, and a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed by the investment consultant for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation. The capital market assumptions developed by the investment consultant are intended for use over a 10-year horizon and may not be useful in setting the long-term rate of return for funding pension plans which covers a longer timeframe. The assumption is intended to be a long-term assumption and is not expected to change absent a significant change in asset allocation, a change in the inflation assumption, or a fundamental change in the market that alters expected returns in future years.

The target asset allocation and best estimates of arithmetic nominal rates of return for each major asset class are summarized in the following table:

| Nonhazardous | | |
|------------------------------------|--------------------------|---|
| Asset Class | Target Allocation | Long Term Expected Real Rate of Return |
| Combined Equity | 50% | 5.30% |
| Intermediate Duration Fixed Income | 11% | 1.00% |
| Custom KRS Fixed Income | 11% | 3.33% |
| Core Real Estate | 5% | 4.25% |
| Diversified Hedge Funds | 10% | 4.00% |
| Private Equity | 2% | 8.00% |
| Diversified Inflation Strategies | 8% | 3.15% |
| Cash Equivalent | 3% | -0.25% |
| Total | 100% | |

| Hazardous | | |
|--|--------------------------|---|
| Asset Class | Target Allocation | Long Term Expected Real Rate of Return |
| Combined Equity | 44% | 5.40% |
| Combined Fixed Income | 19% | 1.50% |
| Real Return (Diversified Inflation Strategies) | 10% | 3.50% |
| Real Estate | 5% | 4.50% |
| Absolute Return (Diversified Hedge Funds) | 10% | 4.25% |
| Private Equity | 10% | 8.50% |
| Cash Equivalent | 2% | -0.25% |
| Total | 100% | |

Discount rate – The discount rate used to measure the total pension liability was 6.75% for the Nonhazardous System, and 7.50% for the Hazardous System. The projection of cash flows used to determine the discount rate assumed that local employers would contribute the actuarially determined contribution rate of projected compensation over the remaining 27 year amortization period of the unfunded actuarial accrued liability. The actuarial determined contribution rate is adjusted to reflect the phase in of anticipated gains on actuarial value of assets over the first four years of the projection period. The discount rate determination does not use a municipal bond rate. Projected future benefit payments for all current plan members were projected through 2117.

Sensitivity of the University's proportionate share of the net pension liability to changes in the discount rate - The University's proportionate share of the net pension liability has been calculated using a discount rate of 6.75% for the nonhazardous and 7.5% for hazardous. The following presents the University's proportionate share of the net pension liability calculated using a discount rate 1% higher and 1% lower than the current rate (in thousands):

| | 1% Decrease (5.75%) | Current Discount Rate (6.75%) | 1% Increase (7.75%) |
|--|--------------------------------|--|--------------------------------|
| Nonhazardous | | | |
| Proportionate share of the Collective Net Pension Liability | \$ 308,696 | \$ 274,014 | \$ 244,867 |
| | 1% Decrease (6.5%) | Current Discount Rate (7.5%) | 1% Increase (8.5%) |
| Hazardous | | | |
| Proportionate share of the Collective Net Pension Liability | \$ 1,974 | \$ 1,571 | \$ 1,233 |

Payable to the pension plan - The University reported payables of \$2,224,000 and \$1,628,000 for the outstanding amount of employer contributions to the pension plan required for the years ended June 30, 2017 and 2016, respectively.

Effective July 1, 2010 KRS 61.546 states “the value of any accumulated sick leave that is added to the member’s service credit in the Kentucky Employees Retirement System on or after July 1, 2010, shall be paid to the retirement system by the last participating Kentucky Employees Retirement System employer based upon a formula adapted by the Board.” The KERS sick leave liability as of June 30, 2017 and 2016 was \$674,000 and \$616,000, respectively.

c. Compensated Absences

University employees begin to accumulate annual vacation allowance from the initial date of employment; however, no vacation is granted until three months of continuous employment have been completed. The maximum accumulation of vacation leave is limited to the number of days that can be accumulated in twelve months, based upon length of service and employment classification. Eligible employees are paid their accumulated vacation upon termination, subject to certain limitations. At June 30, 2017 and 2016, the University had recognized an accrued vacation liability of \$3,140,000 and \$2,871,000, respectively.

Note 9 – Operating Expenses By Natural Classification

The University’s operating expenses by natural classification are as follows for the year ended June 30, 2017 and 2016 (in thousands):

| | 2017 | 2016 |
|--|-------------------|-------------------|
| Salaries and wages | \$ 99,913 | \$ 103,961 |
| Employee benefits | 61,414 | 51,845 |
| Utilities | 5,347 | 5,507 |
| Supplies and other services | 32,973 | 34,632 |
| Depreciation | 20,365 | 20,777 |
| Student scholarships and financial aid | 15,276 | 14,820 |
| Total | <u>\$ 235,288</u> | <u>\$ 231,542</u> |

Note 10 – Risk Management

The University is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. These risks are covered by (1) the State Fire and Tornado Insurance Fund (the Fund), (2) Sovereign Immunity and the State Board of Claims, or (3) in the case of risks not covered by the Fund and Sovereign Immunity, commercial insurance, participation in insurance risk retention groups or self-insurance.

The Fund covers losses to property from fire, wind, earthquake, flood and most other causes of loss between \$5,000 and \$1 million per occurrence. Losses in excess of \$1 million are insured by commercial carriers up to \$1.5 billion per occurrence with buildings insured at replacement cost and contents on an actual cash value basis. As a state agency, the University is vested with Sovereign Immunity and is subject to the provisions of the Board of Claims Act, under which the University's liability for certain negligence claims is limited to \$250,000 for any one person or \$400,000 for all persons damaged by a single act of negligence. Claims against educators' errors and omissions and wrongful acts are insured through a reciprocal risk retention group. There have been no significant reductions in insurance coverage from 2016 to 2017. Settlements have not exceeded insurance coverage during the past three years.

The University began self-insuring employee health insurance as of January 1, 2014. Accrued expenses are based on the estimated costs of health care claims based on claims filed subsequent to year end and an additional amount for incurred but not yet reported claims based on prior experience. The University purchases both specific and aggregate stop loss coverage on medical and prescription drug claims. The stop loss insurance limits its exposure for claims to \$250,000 per individual and 125 percent of projected aggregate claims.

The health self-insurance liability as of June 30, 2017 and 2016 are detailed below (in thousands):

| | <u>2017</u> | <u>2016</u> |
|---------------------------------|-----------------|-----------------|
| Liability, beginning of year | \$ 1,301 | \$ 1,099 |
| Claims and changes in estimates | 13,950 | 12,886 |
| Claims paid | <u>(13,836)</u> | <u>(12,684)</u> |
| Liability, end of year | <u>\$ 1,415</u> | <u>\$ 1,301</u> |

The University also self-insures certain other employee benefits, including worker's compensation claims to the extent not covered by insurance. The University has recorded an estimate for asserted claims at June 30, 2017.

Note 11 – Contingencies

The University is a party to various litigation and other claims in the ordinary course of business. University officials are of the opinion, based upon the advice of legal counsel, that the ultimate resolution of these matters will not have a material effect on the financial position of the University.

Note 12 – Blended Entity Condensed Financial Information

Condensed financial information for Northern Kentucky University Research Foundation (NKURF) is provided below for the year ended June 30, 2017 and 2016 (in thousands):

Condensed Statements of Net Position

| | <u>2017</u> | <u>2016</u> |
|---------------------------------|---------------|-----------------|
| ASSETS | | |
| Current assets | \$ 1,536 | \$ 2,301 |
| Noncurrent assets | <u>12,392</u> | <u>11,721</u> |
| Total assets | <u>13,928</u> | <u>14,022</u> |
| LIABILITIES | | |
| Current liabilities | 323 | 629 |
| Due to the University - current | 363 | 653 |
| Noncurrent liabilities | <u>12,392</u> | <u>11,721</u> |
| Total liabilities | <u>13,078</u> | <u>13,003</u> |
| NET POSITION | | |
| Restricted expendable | 13 | 3 |
| Unrestricted | <u>837</u> | <u>1,016</u> |
| Total net position | <u>\$ 850</u> | <u>\$ 1,019</u> |

Condensed Statements of Revenues, Expenses, and Changes in Net Position

| | <u>2017</u> | <u>2016</u> |
|--|---------------|-----------------|
| OPERATING REVENUES | | |
| Grants and contracts | \$ 3,836 | \$ 4,368 |
| Recoveries of facilities and administrative costs | 467 | 451 |
| Other operating revenues | 1 | - |
| Total operating revenues | <u>4,304</u> | <u>4,819</u> |
| OPERATING EXPENSES | | |
| Operating expenses | <u>3,974</u> | <u>4,464</u> |
| Operating income | <u>330</u> | <u>355</u> |
| NONOPERATING REVENUES (EXPENSES) | | |
| Non-capital transfers (to)/from the University | (567) | (274) |
| Gifts and grants revenues (expenses) | 36 | 24 |
| Net nonoperating revenues (expenses) | <u>(531)</u> | <u>(250)</u> |
| Income (loss) before other revenues, expenses, gains or losses | <u>(201)</u> | <u>105</u> |
| Capital transfers (to)/from the University | 50 | (195) |
| Capital grants and gifts | <u>(18)</u> | <u>195</u> |
| Total other revenues (expenses) | <u>32</u> | <u>-</u> |
| Increase (decrease) in net position | <u>(169)</u> | <u>105</u> |
| NET POSITION | | |
| Net position - beginning of year | 1,019 | 914 |
| Net position - end of year | <u>\$ 850</u> | <u>\$ 1,019</u> |

Condensed Statements of Cash Flows

| | <u>2017</u> | <u>2016</u> |
|--|------------------|------------------|
| Net cash provided (used) by operating activities | \$ 601 | \$ 355 |
| Net cash provided (used) by noncapital financing activities | (365) | (197) |
| Net cash provided (used) by capital and related financing activities | 32 | - |
| Net cash provided (used) by investing activities | <u>-</u> | <u>2,000</u> |
| Net increase (decrease) in cash and cash equivalents | 268 | 2,158 |
| Cash and cash equivalents - beginning of year | 13,051 | 10,893 |
| Cash and cash equivalents - end of year | <u>\$ 13,319</u> | <u>\$ 13,051</u> |

Note 13 – Subsequent Events

In August and September of 2017, the University sold three radio stations, WNKU, WNKE and WNKN, receiving cash proceeds of \$6,697,500. The financial impact of the discontinued operations will be reflected in the June 30, 2018 financial statements.

Note 14 – Northern Kentucky University Foundation, Inc. Notes to Financial Statements

Selected disclosures from the Foundation are included as follows:

a. Summary of Significant Accounting Policies

1. Scope of Statements

The consolidated financial statements of the Northern Kentucky Foundation, Inc. include the operations of the Foundation and several single member limited liability companies. All material intercompany transactions and balances have been eliminated.

2. Basis of Presentation

The consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) which require management to make estimates and assumptions that affect the reported amounts and disclosures in the financial statements. Actual results could differ from those estimates. The following is a summary of the significant accounting policies consistently followed by the Foundation in preparation of its consolidated financial statements.

These statements are presented on the accrual basis of accounting, and have been prepared to focus on the Foundation as a whole and to present transactions according to the existence or absence of donor-imposed restrictions. This has been accomplished by classification of balances and transactions into three classes of net assets - permanently restricted, temporarily restricted and unrestricted net assets.

Net assets and changes therein are classified as follows:

- ***Permanently restricted net assets*** - Net assets subject to donor-imposed stipulations that they be maintained permanently by the Foundation. Generally, the donors of these assets permit the Foundation to use the returns on the related investments over time for general or specific purposes.
- ***Temporarily restricted net assets*** - Net assets subject to donor-imposed stipulations that may or will be met by actions of the Foundation and/or the passage of time. Temporarily restricted net assets are generally established in support of colleges or departments of the University, often for specific purposes such as faculty support, scholarships and fellowships, library acquisitions, equipment or building projects and other specific purposes.
- ***Unrestricted net assets*** - Net assets not subject to donor-imposed stipulations.

Revenues are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Restricted contributions and net investment returns earned are reported as temporarily restricted support and reclassified as unrestricted when any donor-imposed restrictions are satisfied. Expirations of temporary restrictions on net assets are met when a donor stipulated time restriction ends or purpose restriction is accomplished and reclassified to unrestricted net assets and reported in the consolidated statement of activities as net assets released from restriction.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value. Contributions receivable are discounted at an appropriate rate commensurate with the risks involved. Amortization of the discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions on the contributions. An allowance for uncollectible contributions receivable is provided based upon management's judgment of such factors as prior collection history, type of contribution and nature of the fund-raising activity.

Income and realized net gains on long-term investments are reported as follows:

- As increases in permanently restricted net assets – if the terms of the gift require that they be added to the principal of a permanent endowment fund.
- As increases in temporarily restricted net assets – if the terms of the gift impose restrictions on the use of the income.
- As increases in unrestricted net assets – in all other cases.

3. Cash and Cash Equivalents

Cash and cash equivalents includes all readily available sources of cash such as petty cash, demand deposits and temporary investments in marketable securities with maturities of less than three months. Cash and cash equivalents representing investments purchased with endowment net assets are reported as investments.

At various times throughout the year, the Foundation has cash in certain financial institutions in excess of insured limits. Additionally, at June 30, 2017 and 2016, \$1,416,000 and \$696,000, respectively, was collateralized with securities held by the financial institution's trust department or agent, but not in the Foundation's name. At June 30, 2017 and 2016, balances of \$9,372,000 and \$7,618,000, respectively, were neither insured nor collateralized.

4. Loans and Accounts Receivable

Loans receivable consists primarily of loans made to students under privately funded loan programs. The advances are evidenced by signed promissory notes, bearing interest at varying stated interest rates, with varying due dates. Loans, accounts and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for a probable uncollectible allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable. The allowance for doubtful accounts at June 30, 2017 and 2016 was approximately \$125,000 and \$127,000, respectively.

5. Investments

Investments in equity securities with readily determinable fair values and all debt securities are reported at their fair value. The estimated fair value of investments is based on quoted market prices, except for investments for which quoted market prices are not available. The alternative investments, which are not readily marketable, are carried at estimated fair values as provided by the investment managers. The estimated fair value of certain alternative investments, such as private equity interests, is based on valuations provided by the external investment managers adjusted for cash receipts, cash disbursements and distributions. The Foundation believes the carrying amount of these financial instruments is a reasonable estimate of fair value. Because alternative investments are not readily marketable, their estimated value is subject to uncertainty and therefore may differ from the value that would have been used had a ready market for such investments existed. Such difference could be material.

The Foundation invests its endowment investment portfolio and allocates the related earnings for expenditure in accordance with the total return concept. A distribution of endowment return that is independent of the cash yield and appreciation (depreciation) of investments earned during the year is provided for program support.

The Foundation has significant exposure to a number of risks including interest rate, market and credit risks for both marketable and non-marketable securities. Due to the level of risk exposure, it is possible that near-term valuation changes for investment securities may occur to an extent that could materially affect the amounts reported in the Foundation's consolidated financial statements.

All true endowment investments and long-term net assets functioning as endowments are managed in a pool, unless special considerations or donor stipulations require that they be held separately.

6. Land and Land Improvements

At June 30, 2017 and 2016, land and land improvements (in thousands) consisted of:

| | <u>2017</u> | <u>2016</u> |
|--|---------------|---------------|
| Type of Asset: | | |
| Land | \$ 178 | \$ 178 |
| Land held for future use by the University | 162 | 162 |
| Land improvements | 208 | 208 |
| Total land and land improvements | <u>\$ 548</u> | <u>\$ 548</u> |

Assets acquired for Foundation use with a useful life greater than one year and a value of \$5,000 or more are capitalized. Annual depreciation for land improvements is calculated on a straight-line basis, beginning in the month of acquisition based on a useful life of 30 years. At June 30, 2017 and 2016 all land improvements were fully depreciated.

Assets purchased or constructed through the Foundation for immediate use by Northern Kentucky University are recorded by the Foundation as a program expense.

7. Transfers Between Fair Value Hierarchy Levels

Transfers in and out of Level 1 (quoted market prices), Level 2 (other significant observable inputs) and Level 3 (significant unobservable inputs) are recognized on the actual transfer date.

b. Unconditional and Conditional Promises to Give

Unconditional promises to give that are expected to be collected in future years are recorded at the present value of estimated future cash flows. The discounts are computed using a risk free interest rate and amortization of the discount is included in gifts and bequests revenue.

At June 30, 2017 and 2016, the Foundation recognized contributions based on the following unconditional promises to give (in thousands):

| | <u>2017</u> | <u>2016</u> |
|--|------------------------|------------------------|
| Purpose: | | |
| Endowment giving | \$ 1,053 | \$ 1,094 |
| Capital purposes | 4,080 | 6,025 |
| Operating programs | <u>1,398</u> | <u>1,679</u> |
| Gross unconditional promises | 6,531 | 8,798 |
| Less: Discount and allowance for uncollectible accounts | <u>(328)</u> | <u>(407)</u> |
| Net unconditional promises to give | <u><u>\$ 6,203</u></u> | <u><u>\$ 8,391</u></u> |
| Amounts due in: | | |
| Less than one year | \$ 3,178 | \$ 3,097 |
| One to five years | 3,333 | 5,601 |
| More than five years | <u>20</u> | <u>100</u> |
| Total | <u><u>\$ 6,531</u></u> | <u><u>\$ 8,798</u></u> |

The discount rates used to calculate the present value of contributions receivable at June 30, 2017 and 2016 vary from 1.2 percent to 2.8 percent depending on when the promise was made.

Conditional promises to give are not included as support until such time as the conditions are substantially met. The Foundation had received conditional promises to give of approximately \$1 million at June 30, 2017 and \$1.1 million at June 30, 2016, consisting of the face value of life insurance policies, net of accumulated cash surrender value.

Approximately 61 percent of total pledges receivable were due from one donor at June 30, 2017. Approximately 69 percent of all contributions were received from one donor at June 30, 2016.

c. Fair Value Measurements

The three levels of the fair value hierarchy under generally accepted accounting principles are described as follows:

Level 1 – Quoted prices in active markets for identical assets or liabilities

Level 2 – Observable inputs other than Level 1 prices, such as:

- Quoted prices for similar assets or liabilities;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Other inputs that are observable for the asset or liability;
- Other inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 – Unobservable inputs that are supported by little or no market activity and that are significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value:

Where quoted market prices are available in an active market, securities are classified within Level 1 of the valuation hierarchy. Level 1 investments include short term money market funds, cash surrender value, fixed income funds and equity funds.

Level 2 investments are based on quoted prices of securities or other property with similar characteristics and include a remainder interest in real property subject to a life estate.

Level 3 investments include those in which there is no active market. The Foundation holds no Level 3 investments at June 30, 2017 or 2016.

The Foundation adopted Accounting Standards Update 2015-07 which eliminates the requirement that investments valued using the net asset value expedient be categorized as Level 2 or 3. These investment are now shown in a separate column on the table below. This treatment was applied retroactively.

The following assets were measured at fair value on a recurring basis as of June 30, 2017 (in thousands):

| | | Fair Value Measurements Using | | | |
|--|-------------------|---|---|--|-----------------------------------|
| | | Quoted Prices in Active Markets for Identical Assets (Level 1) | Significant Other Observable Inputs (Level 2) | Significant Unobservable Inputs (Level 3) | Investments Measured at NAV |
| | Total | | | | |
| June 30, 2017 | | | | | |
| Type of Investment: | | | | | |
| Short-term money market funds | \$ 8 | \$ 8 | \$ - | \$ - | \$ - |
| Cash surrender value | 406 | 406 | - | - | - |
| Fixed income funds: | | | | | |
| Core | 1,605 | 1,605 | - | - | - |
| Core plus | 4,382 | 4,382 | - | - | - |
| Global | 1,771 | 1,771 | - | - | - |
| Treasury inflation protected securities | 1,560 | 1,560 | - | - | - |
| Equity funds: | | | | | |
| Large/mid-cap - broad | 21,589 | 21,589 | - | - | - |
| Large/mid-cap - value | 6,541 | 6,541 | - | - | - |
| Small cap - growth | 1,267 | 1,267 | - | - | - |
| International - core | 7,066 | 7,066 | - | - | - |
| International - value | 5,326 | 5,326 | - | - | - |
| International small cap - value | 2,831 | 2,831 | - | - | - |
| Emerging markets - value | 4,533 | 4,533 | - | - | - |
| Emerging markets - small cap | 4,154 | 4,154 | - | - | - |
| Real estate investment trust | 16 | 16 | - | - | - |
| Exchange traded funds | 73 | 73 | - | - | - |
| Remainder interest in real property and other | 685 | - | 685 | - | - |
| Public natural resources-master limited partnerships | 3,117 | - | - | - | 3,117 |
| Fixed income high yield | 1,725 | - | - | - | 1,725 |
| Private equity | 6,738 | - | - | - | 6,738 |
| Private debt | 2,672 | - | - | - | 2,672 |
| Natural resources | 11,228 | - | - | - | 11,228 |
| Private real estate | 1,833 | - | - | - | 1,833 |
| Low-volatility | 11,080 | - | - | - | 11,080 |
| Total | <u>\$ 102,206</u> | <u>\$ 63,128</u> | <u>\$ 685</u> | <u>\$ -</u> | <u>\$ 38,393</u> |

The following assets were measured at fair value on a recurring basis as of June 30, 2016 (in thousands):

| | Fair Value Measurements Using | | | | Investments Measured at NAV |
|--|---|---|--|------|-----------------------------------|
| | Quoted Prices in Active Markets for Identical Assets (Level 1) | Significant Other Observable Inputs (Level 2) | Significant Unobservable Inputs (Level 3) | | |
| June 30, 2016 | Total | | | | |
| Type of Investment: | | | | | |
| Short-term money market funds | \$ 7 | \$ 7 | \$ - | \$ - | \$ - |
| Cash surrender value | 381 | 381 | - | - | - |
| Fixed income funds: | | | | | |
| Core | 1,554 | 1,554 | - | - | - |
| Core plus | 4,184 | 4,184 | - | - | - |
| Global | 1,852 | 1,852 | - | - | - |
| Treasury inflation protected securities | 1,572 | 1,572 | - | - | - |
| Equity funds: | | | | | |
| Large/mid-cap - broad | 19,697 | 19,697 | - | - | - |
| Large/mid-cap - value | 5,580 | 5,580 | - | - | - |
| Small cap - growth | 1,312 | 1,312 | - | - | - |
| Small cap - value | 1,556 | 1,556 | - | - | - |
| International - core | 6,251 | 6,251 | - | - | - |
| International - value | 2,964 | 2,964 | - | - | - |
| International small cap - value | 2,198 | 2,198 | - | - | - |
| Emerging markets - value | 3,553 | 3,553 | - | - | - |
| Emerging markets - small cap | 3,476 | 3,476 | - | - | - |
| Real estate investment trust | 15 | 15 | - | - | - |
| Exchange traded funds | 39 | 39 | - | - | - |
| Remainder interest in real property and other | 535 | - | 535 | - | - |
| Public natural resources-master limited partnerships | 3,059 | - | - | - | 3,059 |
| Fixed income high yield | 1,611 | - | - | - | 1,611 |
| Private equity | 6,765 | - | - | - | 6,765 |
| Private debt | 1,968 | - | - | - | 1,968 |
| Natural resources | 9,591 | - | - | - | 9,591 |
| Private real estate | 1,375 | - | - | - | 1,375 |
| Low-volatility | 10,037 | - | - | - | 10,037 |
| Total | \$ 91,132 | \$ 56,191 | \$ 535 | \$ - | \$ 34,406 |

d. Investments

The market value (in thousands) of the Foundation's investments as of June 30, 2017 and 2016 are categorized by type below:

| | <u>2017</u> | <u>2016</u> |
|--|-------------------|------------------|
| Type of Investment: | | |
| Short-term money market funds | \$ 8 | \$ 7 |
| Cash and cash surrender value | 530 | 474 |
| Fixed income funds: | | |
| Core | 1,605 | 1,554 |
| Core plus | 4,382 | 4,184 |
| Global | 1,771 | 1,852 |
| High yield | 1,725 | 1,611 |
| Treasury inflation protected securities | 1,560 | 1,572 |
| Equity funds: | | |
| Large/mid cap - broad | 21,589 | 19,697 |
| Large/mid cap - value | 6,541 | 5,580 |
| Small cap - growth | 1,267 | 1,312 |
| Small cap - value | - | 1,556 |
| International - core | 7,066 | 6,251 |
| International - value | 5,326 | 2,964 |
| International small cap - value | 2,831 | 2,198 |
| Emerging markets - value | 4,533 | 3,553 |
| Emerging markets - small cap | 4,154 | 3,476 |
| Real estate investment trust | 16 | 15 |
| Exchange traded funds | 73 | 39 |
| Public natural resources - master limited partnerships | 3,117 | 3,059 |
| Remainder interest in real property and other | 685 | 535 |
| Private equity: | | |
| Buyout | 1,425 | 1,699 |
| Diversified | 1,683 | 2,015 |
| Venture capital | 1,115 | 972 |
| Secondary | 2,515 | 2,079 |
| Private debt: | | |
| Distressed | 2,477 | 1,776 |
| Mezzanine | 195 | 192 |
| Natural resources: | | |
| Diversified | 4,137 | 3,965 |
| Energy | 5,135 | 3,836 |
| Commodities | 1,956 | 1,790 |
| Private real estate: | | |
| Opportunistic | 708 | - |
| Value added | 1,125 | 1,375 |
| Low-volatility: | | |
| Diversifying strategies | <u>11,080</u> | <u>10,037</u> |
| Total investments | <u>\$ 102,330</u> | <u>\$ 91,225</u> |

Investment return (in thousands) for the years ended June 30, 2017 and 2016 consist of:

| | <u>2017</u> | <u>2016</u> |
|--|------------------|-------------------|
| Interest and dividend income | | |
| (net of investment fees: 2017 - \$593, 2016 - \$470) | \$ 1,135 | \$ 1,427 |
| Net realized gains | 2,006 | 2,968 |
| Net unrealized gains (losses) | 8,120 | (6,830) |
| Total investment return | <u>\$ 11,261</u> | <u>\$ (2,435)</u> |

The Foundation records the cost of managing its endowment portfolio as a decrease in investment income within the appropriate net asset class in the consolidated statement of activities. Some of the Foundation's investment managers report investment transactions net of fees. The fees noted above are only those fees separately stated by the managers.

The investments of the Foundation are commingled with certain investments which the Foundation holds in trust for Northern Kentucky University. The market value of funds held in trust for the University at June 30, 2017 and 2016 was \$12,968,000 and \$11,795,000, respectively. See Note 14g. for further explanation of the trust funds.

At June 30, 2017 and 2016, the Foundation had committed \$39.1 and \$35.9 million, respectively, of its endowment investment resources to alternative investments, of which \$7.5 and \$8.2 million, respectively, had not yet been called by the investment managers. Alternative investments for which commitments have been made consist of private equity/debt, natural resources, private real estate and low-volatility.

Alternative investments of the Foundation have limited marketability and the related investment agreements generally contain restrictive redemption provisions to the extent that the underlying investments should be considered illiquid for the duration of the investment through normal maturity. Early redemption of such investments would likely result in recovery of significantly less than the original investment amount. Foundation management believes the investment portfolio contains sufficient liquidity among other asset classes to make early redemption of alternative investments unlikely for reasons of meeting current spending needs.

e. Endowments

The Foundation's endowment consists of 307 individual funds established for a variety of purposes. Its endowment includes both donor-restricted funds and funds designated by the Board of Directors to function as endowments (quasi-endowments). Net assets associated with endowment funds, including quasi-endowments, are classified and reported based on the existence or absence of donor-imposed restrictions. The board, at their discretion, can at any time permit spending from the principal of any quasi-endowed fund, provided the expenditure complies with any donor-imposed restrictions related to the fund.

Kentucky enacted the Kentucky Uniform Prudent Management of Institutional Funds Act (KUPMIFA), the provisions of which apply to endowment funds existing on or established after enactment, with an effective date of July 15, 2010.

An interpretation of KUPMIFA provisions by the Foundation Board of Directors requires that the historical dollar amount of a donor-restricted endowment fund be preserved. As a result of this requirement, the Foundation classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, and (b) the original value of subsequent gifts to the permanent endowment. In the absence of donor restrictions, the net appreciation on a donor-restricted endowment fund is spendable. The net appreciation of donor-restricted endowment funds is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the Foundation.

Under KUPMIFA, the Foundation endowment spending policy allows for prudent spending of future endowment earnings for accounts without accumulated earnings based upon consideration of the following factors, if applicable:

- Duration and preservation of the endowment fund
- Purpose of the institution and the endowment fund
- General economic conditions
- Possible effect of inflation or deflation
- Expected total return on investments
- Other resources of the institution
- Investment policy

The approved annual endowment spending rate is reduced by a proportion of 5 percent for each 1 percent the affected endowment is below the value of original and subsequent gifts to the permanent endowment (i.e. principal).

Return Objectives and Risk Parameters. The Foundation has adopted investment and spending policies, approved by the Board of Directors, for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of these endowment assets over the long-term. The Foundation's spending and investment policies work together to achieve this objective. The investment policy establishes an achievable return objective through diversification of asset classes. The current long-term return objective is to return a rate equal to the Consumer Price Index plus 5 percent, net of investment fees. Actual returns in any given year may vary from this amount.

Strategies Employed for Achieving Objectives. To satisfy its long-term rate-of-return objectives, the Foundation relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Foundation targets a diversified asset allocation that includes fixed income investments as well as publicly traded equity-based investments and various alternative investment strategies to achieve its long-term return objectives within prudent risk parameters.

Spending Policy and How the Objectives Relate to Spending Policy. The spending policy calculates the amount of money annually distributed from the Foundation's various endowed funds, for grant making and administration. The current spending policy is to distribute an amount at least equal to 3-5 percent of a moving sixteen quarter average of the fair value of the endowment funds. Accordingly, over the long term, the Foundation expects its current spending policy to allow the Foundation to meet its objective to maintain the historical dollar amount of endowment assets as well as to provide additional real growth through investment return.

Endowment net asset composition by type of endowment (in thousands) as of June 30, 2017 is as follows:

| | <u>Unrestricted</u> | <u>Temporarily Restricted</u> | <u>Permanently Restricted</u> | <u>Total Net Endowment Assets</u> |
|----------------------------------|---------------------|-------------------------------|-------------------------------|-----------------------------------|
| Donor restricted endowment funds | \$ - | \$ 34,531 | \$ 44,223 | \$ 78,754 |
| Quasi-endowment funds | 2,449 | 6,048 | - | 8,497 |
| Total endowment funds | <u>\$ 2,449</u> | <u>\$ 40,579</u> | <u>\$ 44,223</u> | <u>\$ 87,251</u> |

Changes in endowment net assets (in thousands) as of June 30, 2017 are as follows:

| | <u>Unrestricted</u> | <u>Temporarily Restricted</u> | <u>Permanently Restricted</u> | <u>Total Net Endowment Assets</u> |
|---|---------------------|-------------------------------|-------------------------------|-----------------------------------|
| Endowment net assets, beginning of year | \$ 2,158 | \$ 32,638 | \$ 43,018 | \$ 77,814 |
| Contributions collected | - | 13 | 947 | 960 |
| Investment income | 31 | 1,067 | - | 1,098 |
| Net investment gain (loss) | 280 | 9,699 | - | 9,979 |
| Amounts appropriated for expenditure | (20) | (2,838) | - | (2,858) |
| Reclassify to permanently restricted | - | - | 258 | 258 |
| Endowment net assets, end of year | <u>\$ 2,449</u> | <u>\$ 40,579</u> | <u>\$ 44,223</u> | <u>\$ 87,251</u> |

Endowment net asset composition by type of endowment (in thousands) as of June 30, 2016 is as follows:

| | <u>Unrestricted</u> | <u>Temporarily Restricted</u> | <u>Permanently Restricted</u> | <u>Total Net Endowment Assets</u> |
|----------------------------------|---------------------|-------------------------------|-------------------------------|-----------------------------------|
| Donor restricted endowment funds | \$ - | \$ 26,575 | \$ 43,018 | \$ 69,593 |
| Quasi-endowment funds | 2,158 | 6,063 | - | 8,221 |
| Total endowment funds | <u>\$ 2,158</u> | <u>\$ 32,638</u> | <u>\$ 43,018</u> | <u>\$ 77,814</u> |

Changes in endowment net assets (in thousands) as of June 30, 2016 are as follows:

| | <u>Unrestricted</u> | <u>Temporarily Restricted</u> | <u>Permanently Restricted</u> | <u>Total Net Endowment Assets</u> |
|---|---------------------|-----------------------------------|-----------------------------------|---|
| Endowment net assets, beginning of year | \$ 2,244 | \$ 37,760 | \$ 42,394 | \$ 82,398 |
| Contributions collected | - | 28 | 624 | 652 |
| Investment income | 38 | 1,345 | - | 1,383 |
| Net investment gain (loss) | (106) | (3,787) | - | (3,893) |
| Amounts appropriated for expenditure | <u>(18)</u> | <u>(2,708)</u> | <u>-</u> | <u>(2,726)</u> |
| Endowment net assets, end of year | <u>\$ 2,158</u> | <u>\$ 32,638</u> | <u>\$ 43,018</u> | <u>\$ 77,814</u> |

Funds with Deficiencies. From time to time, the fair value of assets associated with individual donor restricted endowment funds may fall below the level that the donor or KUPMIFA requires the Foundation to retain as a fund of perpetual duration. Deficiencies of this nature that are reported in unrestricted net assets were approximately \$33,000 at June 30, 2016. The deficiencies resulted from unfavorable market conditions that occurred after the investment of permanently restricted contributions and continued appropriation for certain programs that was deemed prudent by the Board of Directors. There were no such deficiencies at June 30, 2017.

f. Contingent Liabilities

Legal counsel for the Foundation have advised that they know of no pending or threatened litigation, claims or assessments involving the Foundation that could have a material adverse financial effect on the Foundation.

g. Regional University Excellence Trust Fund

The Foundation holds certain funds, consisting of endowment matching funds received by Northern Kentucky University from the Commonwealth of Kentucky's Regional University Excellence Trust Fund, which were subsequently transferred to the Foundation for management and investment. The Foundation reports these funds and accumulated earnings as assets held in trust for the University. Investment earnings, gains and losses and expenditures from these funds are reported as changes in the balance held in trust rather than as revenue and expenses of the Foundation.

h. Subsequent Events

Events occurring after June 30, 2017 have been evaluated for possible adjustment to the consolidated financial statements or disclosure through October 2, 2017, the date on which the consolidated financial statements were available to be issued.

i. Related Party Transactions

During the years ended June 30, 2017 and 2016, the Foundation made payments on behalf of the University of \$396,000 and \$434,000, respectively, for salaries, benefits, and other administrative costs for University staff that directly support the Foundation's operations. These payments are made by agreement between the Foundation and University. As of June 30, 2017, approximately \$40,000 was owed to the University for such costs. As of June 30, 2016, there were no amounts owed to the University for such costs.

In support of University programs for the year ended June 30, 2017 and 2016, the Foundation made payments on behalf of the University of \$3,710,000 and \$3,908,000, respectively. In addition, the Foundation transferred to the University \$2,703,000 in 2017 and \$1,893,000 in 2016 for restricted purposes.

Required Supplementary Information

Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Schedule of Proportionate Share of the Collective Net Pension Liability
Kentucky Employees' Retirement System
(in thousands)

| | <u>June 30, 2017</u> | <u>June 30, 2016</u> | <u>June 30, 2015</u> |
|---|----------------------|----------------------|----------------------|
| Nonhazardous | | | |
| University's proportionate share of the net pension liability | 2.403742% | 2.447755% | 2.489115% |
| University's proportionate share of the collective net pension liability | \$ 274,014 | \$ 245,556 | \$ 223,319 |
| University's covered-employee payroll | \$ 39,206 | \$ 37,799 | \$ 39,266 |
| University's proportionate share of the net pension liability as a percentage of its covered-employee payroll | 698.91% | 649.64% | 568.74% |
| Pension plan fiduciary net position as a % of the total pension liability | 14.80% | 18.83% | 22.32% |
| Hazardous | | | |
| University's proportionate share of the net pension liability | 0.401133% | 0.444514% | 0.414511% |
| University's proportionate share of the collective net pension liability | \$ 1,571 | \$ 1,524 | \$ 1,059 |
| University's covered-employee payroll | \$ 637 | \$ 563 | \$ 535 |
| University's proportionate share of the net pension liability as a percentage of its covered-employee payroll | 246.58% | 270.64% | 197.84% |
| Pension plan fiduciary net position as a % of the total pension liability | 57.41% | 61.70% | 68.74% |

*The amounts presented for the fiscal year were determined as of June 30 of the previous fiscal year (measurement date).

Northern Kentucky University
A Component Unit of the Commonwealth of Kentucky
Schedule of University Contributions
Kentucky Employees' Retirement System
(in thousands)

| | <u>June 30, 2017</u> | <u>June 30, 2016</u> | <u>June 30, 2015</u> |
|---|----------------------|----------------------|----------------------|
| Nonhazardous | | | |
| Contractually required contribution | \$ 14,738 | \$ 12,069 | \$ 12,320 |
| University's contributions in relation to the contractually required contribution | <u>14,738</u> | <u>12,069</u> | <u>12,320</u> |
| Contribution deficiency | <u><u>\$ -</u></u> | <u><u>\$ -</u></u> | <u><u>\$ -</u></u> |
| Covered-employee payroll | \$ 36,626 | \$ 39,131 | \$ 39,948 |
| Contributions as a percentage of covered-employee payroll | 40.24% | 30.84% | 30.84% |
| Hazardous | | | |
| Contractually required contribution | \$ 170 | \$ 127 | \$ 136 |
| University's contributions in relation to the contractually required contribution | <u>170</u> | <u>127</u> | <u>136</u> |
| Contribution deficiency | <u><u>\$ -</u></u> | <u><u>\$ -</u></u> | <u><u>\$ -</u></u> |
| Covered-employee payroll | \$ 806 | \$ 776 | \$ 831 |
| Contributions as a percentage of covered-employee payroll | 21.08% | 16.37% | 16.37% |

*The amounts presented for the fiscal year were determined as of June 30.

RECOMMENDATION:

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

FACULTY APPOINTMENTS:

Mr. Nicholas Brummer, from temporary lecturer in the Communication Program in the College of Informatics to renewable assistant professor of practice, effective August 14, 2017.

Mr. Kevin Corea, lecturer and retention specialist in the departments of Mathematics and Statistics and World Languages and Literature, effective January 8, 2018.

Dr. Abdou Ndoeye, Vice Provost for Assessment, to associate professor with tenure in the Department of Teacher Education effective, effective September 1, 2017.

Ms. Nicole Perrone, lecturer and retention specialist for theatre in the School of the Arts, effective August, 14, 2017.

Mr. William Charles Slaven, to renewable professor of practice in the Business Informatics Program in the College of Informatics, effective August 14, 2017.

Ms. Hallie Sylvestro, lecturer (non-tenure track temporary) in the Department of Counseling, Social Work, and Leadership, effective September 1, 2017.

Ms. Emily Taylor, from advisor in the College of Informatics Advising Center to renewable lecturer in the Computer Science Program in the College of Informatics, effective August 14, 2017.

Mini Vitas Follow

TRANSITIONS:

Dr. Carol Ryan, from Associate Dean of Academic Affairs in the College of Education and Human Services effective June 30, 2018. Upon completion of sabbatical (two semesters), Dr. Ryan will return to the Department of Kinesiology and Health as Associate Professor in Fall 2019.

Ms. Rebecca Volpe, from Director of the Small Business Development Center to Director of the Small Business Development Center and lecturer of accounting (non-tenure-track temporary) in the Department of Accounting and Business Law in the Haile/US Bank College of Business, effective October 1, 2017.

Mini Vitas follow

DEPARTURES:

Ms. Stacey Schaff, lecturer, (non-tenure track renewable) in the College of Education and Human Services Advising Center, effective September 27, 2017.

TEMPORARY FACULTY APPOINTMENTS:

Dr. Katherine Elrick, visiting assistant professor, (non-tenure track) in the Department of English in the College of Arts and Sciences, effective Fall 2017.

Ms. Darci Guriel, lecturer in the Department of Computer Science in the College of Informatics effective October 1, 2017.

Mr. Charles Heath, lecturer of marketing (non-tenure-track temporary) in the Department of Marketing, Sports Business, and Construction Management in the Haile/US Bank College of Business, effective August 14, 2017.

Mr. Kenneth Roth, lecturer in the Department of Computer Science in the College of Informatics effective August 14, 2017.

Ms. Davette Shorter, lecturer of marketing (non-tenure-track temporary) in the Department of Marketing, Sports Business, and Construction Management in the Haile/US Bank College of Business, effective August 14, 2017.

Mini Vita follows

MINI VITA

Name: Mr. Nicholas Brummer

Title: Assistant Professor of Practice

Education: M.F.A. in Media Design, 2014, Full Sail University
B.S. in Media Informatics, 2011, Northern Kentucky University
BA in Studio Arts, 2011, Northern Kentucky University

Experience: 2014 – 2016, Adjunct Instructor of Media Informatics, Northern Kentucky University
2007 – 2016, Multi-Media Designer, NB Design
2014 – 2014, Instructional Designer, Linkbelt Cranes
2011 – 2013, Graphic Designer in the Center for Applied Informatics, Northern Kentucky University

MINI VITA

Name: Kevin Corea

Title: Lecturer/Advisor

Education: M.Ed in Educational Administration, 2014, Ohio University
B.S. in Education, Spanish, 2013, Ohio University

Experience: 2015 – present, Academic Advisor for University Studies, Virginia Polytechnic Institute and State University
2015 – 2016, Academic Advisor for General Biosciences, Virginia Polytechnic Institute and State University (discontinuation of program)
2013 – 2014, Teaching Assistant, Ohio University
2012 – 2013, Outreach Coordinator for the Ohio Valley International Council, Ohio University Center for International Studies
2011 – 2012, Student Admissions Ambassador, Ohio University Southern

MINI VITA

Name: Dr. Kathy A. Elrick

Title: Visiting Assistant Professor

Education: Ph.D. in Rhetorics, Communication, & Information Design, 2016,
Clemson University

MA in English, 2011, Arcadia University

MS in Politics and Government, 2011, Illinois State University

BA in Politics and Government, 2005, Illinois State University

Experience: 2012-2015, Graduate Teacher of Record, English, Clemson University

2006-2007, Graduate Assistant, Political Science Department,
Illinois State University

MINI VITA

Name: Ms. Darci Guriel

Title: Lecturer

Education: M.S. in Computer Information Technology, Northern Kentucky University
B.A. in Art History, Hofstra University

Experience: 2014 – 2017, Adjunct Instructor of Computer Science, Northern Kentucky University
2016 – 2017, Security Engineer in the CBTS VDC, CBTS
2014 – 2016, Security Engineer in the GE Splunk Team, CBTS
2014, Project Coordinator in the Accenture Project Management Team, CBTS
2007 – 2014, Coordinator of Technology, Xavier University
2006 – 2007, Marketing Assistant, General Electric Federal Credit Union
2005 – 2006, IT Management and Membership Services, Headley Whitney Museum
2002 – 2004, Production Artist, Illumina Interactive

MINI VITA

Name: Mr. C. Edward Heath

Title: Lecturer (non-tenure-track temporary)

Education: M.B.A., 1994, Northern Illinois University
B.S. in Finance, 1992, University of Illinois

Experience: 2011 - present, Lecturer, Northern Kentucky University
1993 - present, Management Consultant, Heath Enterprises
2008 - 2011, Visiting Instructor, Eastern Kentucky University
2007 - 2008, Lecturer, Psychology, University of Kentucky
2004 - 2006, Lecturer, Marketing, University of Kentucky
2003 - 2004, Lecturer, Northern Kentucky University
2002 - 2003, Visiting Assistant Professor, Marketing, Xavier University
2000 - 2002, Assistant Professor, Marketing, Xavier University
1999 - 2000, Visiting Assistant Professor, Marketing, Northern Illinois University
1996 - 1999, Teaching Assistant, University of Kentucky

MINI VITA

Name: Abdou Ndoye

Title: Interim Vice provost for Undergraduate Academic Affairs

Assistant Vice Provost for Assessment

Education: Ph.D. (Adult and Vocational Learning Program), University of Connecticut, Storrs, CT, 2001. Dissertation: *Experiential Learning and Farmer's productivity in Senegal*

MA (Educational Studies), University of Connecticut, Storrs, CT 1998

BA (Education and Local Capacity Building), ENEA, Senegal, West Africa 1990

Experience: 2017 – present, Interim Vice provost for Undergraduate academic Affairs

2017 – present, Assistant Vice Provost for Assessment, Northern Kentucky University

2010 – 2016, Assessment Coordinator, College of Arts and Sciences, Qatar University.

2006 – 2010, Director Program Assessment, University of North Carolina Wilmington.

2003 – 2006, Assistant Research Professor, Director of Online Master of Professional Studies, University of Connecticut

2002 – 2003, Research Assistant Professor. Faculty Advisor and coordinator of Online Humanitarian Services Administration Program, University of Connecticut.

2001 – 2002, Research Assistant, College of continuing Education, University of Connecticut.

MINI VITA

Name: Ms. Nicole Perrone

Title: Lecturer/Advisor

Education: MFA in Acting, 2009, Kent State University
BA in Liberal Arts, 2005, The New School University
Certificate in Meisner Technique, 1999, The Neighborhood Playhouse

Experience: 2016 - 2017, Co-Founder & Director MU Center for Wellness in the Arts
2014 – present Certified Teacher of the Michael Chekhov Technique, GLMCC
2013 – present Certified Teacher of the Alexander Technique, ATI
2010-2017, Associate Professor of Acting & Movement, Marshall University
2009 - 2010, Adjunct Instructor, Kent State University
2005 – 2006, Adjunct Instructor, Cleveland State University
2005 – 2006, Education Associate, The Cleveland Playhouse
2004 - 2005, Teaching Artist, The Cincinnati Playhouse in the Park
1999 – present Member Actors' Equity Association
2009 – present Member Screen Actors Guild

MINI VITA

Name: Mr. Kenneth Roth

Title: Lecturer

Education: M.B.A. in the Executive Program, 2004, University of Chicago
MS in Electrical Engineering, 1996, Rose-Hulman Institute of Technology
B.S. in Electrical Engineering, 1988, Rose-Hulman Institute of Technology

Experience: 2014 – 2017, President, RPiWare, LLC
2015 – 2017, Part-Time Instructor of Computer Science, Northern Kentucky University
2016 – 2017, CIO and CHRO, Point Blank Range & Gun Shop
2013 – 2014, President, Clear Measures (LUCRUM and dba DIRECT)
2007 – 2013, Various Leadership Positions, dba DIRECT
1988 – 2006, Various Leadership and Individual Roles, Duke Energy and Predecessors

MINI VITA

Name: Dr. Carol Ryan

Title: Associate Dean

Education: Ph.D., 1988, Interdisciplinary PhD. Specializing in motor development, instructional techniques and statistical analysis, University of Cincinnati

MA, 1979, Health and Physical Education, University of North Carolina, Chapel Hill

BA, 1978, Health and Physical Education, University of North Carolina Chapel Hill

Experience: 2014 - Present, Associate Dean, College of Education and Human Services, Northern Kentucky University

2013 - 2014, Interim Dean, College of Education and Human Services, Northern Kentucky University

2006 - 2013, Associate Dean, College of Education and Human Services, Northern Kentucky University

2011 - 2013, Interim Chair, Department of Kinesiology and Health, Northern Kentucky University

2011 - 2012, Interim Chair, Department of Counseling, Social Work and Leadership, Northern Kentucky University

2004 - 2006, Chair, Department of Elementary, Middle and Secondary Programs, Northern Kentucky University

2001 - 2004, Interim Chair, Department of Elementary, Middle and Secondary Programs, Northern Kentucky University

2002 - Present, Associate Professor, Department of Kinesiology and Health, Northern Kentucky University

1996 - 2002, Assistant Professor, Department of Kinesiology and Health, Northern Kentucky University

1990 - 1996, Teacher, Breyer School

1988 - 1996, Visiting Professor and Adjunct Professor University of Cincinnati

1983 - 1988, Teacher, Clough Pike Elementary School

MINI VITA

Name: Ms. Davette Shorter

Title: Lecturer (non-tenure-track renewable)

Education: M.B.A. in Finance, 1998, New York University

Experience: 2016 - present, Chief Marketing Officer, B.True.2.U Hair Institute

2014, Adjunct Professor of Marketing, University of Cincinnati

2012 - 2016, Director of Marketing, Quest Diagnostics

2007 - 2012, Director of Marketing Natural Healthy Beverages and Corporate Relations, Sunny Delight Beverages

2004 - 2007, Director of North American Marketing, L'Oreal Softsheen Carson

2002 - 2004, Senior Manager of Innovations Marketing, Campbell's Soup Company

2001 - 2001, Vice President of Marketing, Glory Foods

1998 - 2001, Senior Product Manager, Bath and Body Works

1997 - 1998, Brand Manager, Nabisco Foods

1995 - 1997, Associate Brand Manager, Nabisco Foods

1992 - 1995, Sales Representative in Accelerated Management Program, Nabisco Foods

MINI VITA

Name: Mr. William Charles Slaven

Title: Professor of Practice

Education: M.B.A. in Accountancy, 1974, Miami University in Oxford
B.S. in Finance, 1972, Miami University in Oxford

Experience: 2016 – 2017, Adjunct Professor of Business Informatics, Northern Kentucky University

2016 – 2017, Director, Catapult Solutions Group

2014 – 2016, Director of Lean Deployment and Continuous Improvement, The Christ Hospital Health Network

2009 – 2014, Master Process Improvement Engineer / Lean Specialist / Project Manager for End 2 End and Key Retailing, The Kroger Company

2008 – 2012, Consultant, Change Guides, LLC

2007 – 2009, Vice President, Project and Process Management Practice, Owner, Max Technical Training, Inc.

2005 – 2007, Vice President and Managing Partner, Owner, Technology Management Partners, LLC

2003 – 2007, Instructor, Max Training

2003 – 2006, Instructor of Information Systems Project Management, Northern Kentucky University

2001 – 2005, CEO and Owner, Premier Internet, Inc.

2001 – 2004, Instructor of Business, University of Phoenix

1997 – 2006, Instructor, The Griffin Tate Group

1993 – 2005, Regional Account Executive of Global Business Development, Services and Operations Director of OverC International Division, Business and Quality Improvement General Manager, Cincom Systems, Inc.

1983 – 1993, Military Projects Support Manager, Electronic Commerce / Open Systems Telecommunications Manager, Software Quality Assurance Manager, Business Operations Support Manager, Accounting and Human

Resources Systems Manager, Information Services Manager, System Controls Senior Analyst, General Electric Aircraft Engines

1981 – 1983, Management Consulting Manager, Main Hurdman KPMG, CPA

1980 – 1981, Visiting Lecturer of Accounting & Quantitative Methods, Ohio University

1980 – 1981, Director of Planning, Pizza Hut of Ohio, Inc.

1974 – 1979, Auditor, Senior Auditor, Computer Audit Manager, and Consulting Manager, Arthur Young & Company, CPA

1972 – 1974, Financial Aid Advisor, Graduate Assistant, Staff, Miami University in Oxford

1969 – 1973, Sales Clerk and Assistant Department Manager, Shillito's Department Stores

MINI VITA

Name: Dr. Hallie Sylvestro

Title: Assistant Professor

Education: Ph.D., Counseling and Counselor Education, anticipated spring 2017,
University of North Carolina at Greensboro

M.Ed., 2013, Counseling and Human Development, Lindsey Wilson
College

BA, 2010, Fine Arts, Asbury University

Experience: 2016 - present, Assessment Counselor, Family Services of Piedmont

2014, Counseling Intern, Cone Cancer Center

2013, Counseling Intern, UNCG Vacc Counseling and Consulting Clinic

2013 - present, Adjunct faculty, University of North Carolina at
Greensboro

2012 - 2013, Counseling Intern, Grey Counseling Services

2012 - 2013, Counseling Intern, Lindsey Wilson College Clinic

MINI VITA

Name: Ms. Emily Taylor

Title: Lecturer

Education: MS in Computer Information Technology, 2013, Northern Kentucky University

B.S. in Computer Information Technology, 2011, Northern Kentucky University

Experience: 2016 – 2017, Academic Advisor in the College of Informatics, Northern Kentucky University

2016 – 2017, Part-Time Faculty in the Computer Science Department, Northern Kentucky University

2015 – 2016, Technology Architect in the Center for Applied Informatics, Northern Kentucky University

2011 – 2015, Project Coordinator in the Center for Applied Informatics, Northern Kentucky University

2008 – 2011, Student Software Engineer II in the Center for Applied Informatics, Northern Kentucky University

MINI VITA

Name: Ms. Rebecca Volpe

Title: Director of the Small Business Development Center and Lecturer of Accounting

Education: M.P.A., 2006, Northern Kentucky University

B.S. in Psychology, 1997, Northern Kentucky University

Certified Economic Development Finance Professional, National Development Council

Experience: 2012 - present, Director, Small Business Development Center, Northern Kentucky University

2014 - present, Part Time Faculty, Haile/US Bank College of Business, Northern Kentucky University

2008 - 2012, Business Retention & Recruitment Specialist, City of Covington

2007 - 2008, Main Street Program Manager, Cities of Erlanger and Elsmere

2006 - 2007, MPA Internship in Economic Development, City of Erlanger

2001 - 2007, Director of Family Resource and Youth Service Center, Kenton County Board of Education

1998 - 2001, Community Development and Youth Services, Brighton Center

RECOMMENDATION:

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

BACKGROUND:

The following categories of non-academic personnel actions which occurred between August 8, 2017 and October 9, 2017 require approval by the Board of Regents:

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

ACTIVATIONS/REHIRES
08/08/17 – 10/09/17

| NAME | DEPARTMENT | TITLE | EFF. DATE |
|--------------------|---|--|------------------|
| Ashcraft, Melody | PP – Custodial Services MC | Custodian | 09/26/2017 |
| Barge, Zachary | Athletic Academic Services | Advisor | 08/16/2017 |
| Beseler, Scott | University Marketing | University Photographer | 09/12/2017 |
| Blythe, Aaron | Roads & Grounds | Groundskeeper | 08/07/2017* |
| Brennan, Hannah | Nursing | Academic Coordinator | 08/07/2017* |
| Cabrera-Toro | Admissions | Counselor | 08/21/2017 |
| Calhoun, Erica | Student Financial Assistance | Specialist | 08/28/2017 |
| Campbell, Mistin | PP – Custodial Services MC | Custodian | 09/06/2017 |
| Cole, Heather | LEAP | Specialist | 08/21/2017 |
| Crosby, Sarah | Sports Medicine & Performance | Assistant Coach, Strength & Conditioning | 10/02/2017 |
| Davis, Jennifer | Admissions | Specialist | 08/28/2017 |
| Deaton, Benny | CRC Facility Management | Plumbing Mechanic | 09/05/2017 |
| Duncan, Brittany | Women's Softball | Assistant Coach | 08/16/2017 |
| Earley, Ashley | Women's Basketball | Assistant Coach | 10/02/2017 |
| Fearon, Jamie | Physics, Geology & Engineering Tech. | Academic Coordinator | 10/02/2017 |
| Gillum, Constance | Chase College of Law | Assistant to the Dean | 09/18/2017 |
| Higgins, Robin | Auxiliary Housing Facilities Management | Custodian | 08/21/2017 |
| Humphress, Matthew | PP – Operations & Maintenance | Specialist | 08/21/2017 |
| Jackson, Sandra | PP – Custodial Services MC | Custodian | 09/06/2017 |
| Jenkins, Joseph | Locksmith | Locksmith | 09/25/2017 |
| Justus, Lisa | Auxiliary Housing Facilities Management | Custodian | 08/21/2017 |
| Kaiser, Zachary | University Police – Field Operations | Public Safety Officer | 09/11/2017 |
| Kelley, Lyna | Research, Grants & Contracts | Grant Administrator | 09/25/2017 |
| Kerns, James | PP – Custodial Services MC | Custodian | 09/05/2017 |
| Lamont, Scott | Men's Soccer | Assistant Coach | 09/04/2017 |
| Moxley, Grant | University Marketing | University Photographer | 08/08/2017 |
| Rowland, William | University Police – Field Operations | Public Safety Officer | 09/04/2017 |
| Schlosser, Eden | World Languages & Literatures | Academic Coordinator | 08/14/2017 |
| Wilson, Rodney | University Communications | Manager, Communications | 08/07/2017* |

REASSIGNMENTS, RECLASSIFICATIONS, TITLE/STATUS CHANGES, PROMOTIONS
08/08/17 – 10/09/17

| NAME | DEPARTMENT | TITLE | STATUS | EFF. DATE |
|------------------------|--|--------------------------------------|------------------|-------------|
| Bridewell, David | Plumbing & Sheet Metal | Supervisor III | Promotion | 09/01/2017 |
| Bunning, Matthew | University Police – Field Operations | Administrative Sergeant | Reclassification | 08/29/2017 |
| Caldwell, Brian | Plumbing & Sheet Metal | Assistant Plumbing Supervisor II | Promotion | 09/25/2017 |
| Cox, Dewayne | University Police – Field Operations | Public Safety Officer | FT to PT Status | 08/14/2017 |
| Jett, Justin | Campus Recreation | Associate Director of Bus. Svcs. | Reclassification | 08/01/2017* |
| Justice, Phillip Heath | Research, Grants & Contracts | Sr. Administrator, Grants/Contracts | Promotion | 08/15/2017 |
| Miller, Anthony | Student Engagement | Coordinator | Promotion | 09/05/2017 |
| Mohr, Lauren | Admissions | Assistant Director, Comms. & Tech. | Promotion | 08/07/2017* |
| Moulton, William | Roads & Grounds | Assistant Director, Facilities Svcs. | Promotion | 08/01/2017* |
| Mueller, Brett | Office of the University Registrar | Assistant Registrar, Systems | Promotion | 08/01/2017* |
| Patrick, Victoria | Admissions | Coordinator | Promotion | 08/21/2017 |
| Perry, Ethan | IT – Infrastructure & Operations Group | System Analyst III | Promotion | 09/10/2017 |
| Poweleit, Deborah | Adult Learner Programs & Services | Director | Promotion | 08/01/2017* |
| Shuler, Katie | VP – Academic Affairs | Administrative Specialist | Reassignment | 08/07/2017* |
| Straus, Ryan | Procurement Services | Specialist | Reclassification | 08/13/2017 |
| Suttmiller, Victoria | University Housing | Interim Director | Reassignment | 08/01/2017* |
| Thompson, Kara | Informatics Advising Center | Assistant Director, Advising (COI) | Promotion | 08/21/2017 |
| Yoon, Gina | University Police | Coord., Office & Clery Compliance | Promotion | 09/25/2017 |

TRANSFERS
08/08/17 – 10/09/17

| NAME | PREVIOUS DEPARTMENT | NEW DEPARTMENT | TITLE | EFF. DATE |
|-------------------|---------------------------------|-----------------------|----------------------------|------------------|
| Buchanan, Allison | Kentucky Center for Mathematics | College of Business | Manager, Events & Projects | 10/09/2017 |
| Widener, Tara | University Development | College Development | Director of Development | 08/16/2017 |

CONTRACT/TEMPORARY TO REGULAR & REGULAR TO CONTRACT
08/08/17 – 10/09/17

| NAME | DEPARTMENT | TITLE | STATUS | EFF. DATE |
|-----------------|-----------------------------|----------------------|----------------------|------------------|
| Bauer, David | Plumbing & Sheet Metal | Plumber Assistant | Regular to Contract | 08/21/2017 |
| Freeman, Joseph | Allied Health | Academic Coordinator | Temporary to Regular | 08/01/2017* |
| Taylor, Emily | Informatics Advising Center | Faculty | Staff to Faculty | 08/12/2017 |

DEPARTURES
08/08/17 – 10/09/17

| NAME | DEPARTMENT | TITLE | EFF. DATE |
|--------------------------|---|--|------------------|
| Carrier, Joshua | Women's Basketball | Assistant Coach | 09/12/2017 |
| Chambers, Christina | Residence Halls | Residence Hall Director | 08/06/2017* |
| Chandler, Timothy | University Police – Field Operations | Public Safety Officer | 08/21/2017 |
| Courtney, Tonya | Auxiliary Housing Facilities Management | Custodian | 08/31/2017 |
| Eimer, Correy | Grant County Center | Director of Grant County Center | 09/09/2017 |
| Ferrarelli, Beth | PP – Custodial Services MC | Custodian | 10/03/2017 |
| Fetter, Lisa | Office of the University Registrar | Administrative Secretary | 09/01/2017 |
| Frost, Alexander | IT – Infrastructure & Operations Group | Technology Support System II | 09/15/2017 |
| Geyman, Amanda | Kentucky Center for Mathematics | Coordinator, Events & Programs | 09/16/2017 |
| Gray, Todd | Carpentry/Construction | Specialist | 09/16/2017 |
| Johnson, Sherelle | PP – Custodial Services MC | Custodian | 09/19/2017 |
| Koch, Nicholas | Horticulture | Horticulture Technician | 10/07/2017 |
| Kuntz, Jeffrey | PP – Custodial Services MC | Custodian | 09/21/2017 |
| Lamothe, Jennie | Student Orientation & Parent Programs | Director | 08/15/2017 |
| Lawrence, Christopher | Carpentry/Construction | Specialist/Carpentry Repairs | 09/06/2017 |
| Luszczynski-Tarka, Debra | Human Resources | Coordinator | 09/01/2017 |
| McMullen, Michelle | Alumni Relations | Director of Alumni Programs & Councils | 08/26/2017 |
| Moxley, Grant | University Marketing | University Photographer | 09/02/2017 |
| Nixson, Clarence | PP – Custodial Services MC | Custodian | 09/14/2017 |
| Pena, Leyla | Latino Programs & Services | Coordinator | 08/19/2017 |
| Roemer, Brooke | Marketing & Communications | Marketing Specialist | 09/15/2017 |
| Turner, Zachary | Sports Medicine & Performance | Assistant Coach, Strength & Conditioning | 09/01/2017 |
| Twehues, Monica | PP – Custodial Services MC | Custodian | 09/23/2017 |
| Webb, Kristy | University Police | Coordinator, Office Operations & Records | 08/19/2017 |

RETIREMENTS
08/08/17 – 10/09/17

| NAME | DEPARTMENT | TITLE | EFF. DATE |
|-------------------|------------------------------------|---------------------------------------|------------------|
| Adkins, Anita | Student Support Services | Coordinator | 08/01/2017* |
| McClain, Cheryl | Office of the University Registrar | Coordinator | 09/01/2017 |
| Nienaber, Ava | Transfer Services | Director of Transfer Student Services | 10/01/2017 |
| Parsons, Penny | Student Financial Assistance | Associate Director | 10/01/2017 |
| Poweleit, Deborah | Adult Learner Programs & Services | Director | 10/01/2017 |

***Not on previous report**

RECOMMENDATION:

The Board of Regents officially hereby accepts contributions totaling **\$351,000** received by the NKU Foundation Inc. for the benefit of Northern Kentucky University during the period August 2, 2017 through September 30, 2017 per the below list.

BACKGROUND:

At the March 12, 2014 Board Meeting, a major gift policy was approved by the Regents raising the level of major gifts submitted for review and acceptance by the Board to \$25,000.

Contributions of \$25,000 or more for the period 8/2/17 through 9/30/17 are itemized below.

| Contributions of \$25,000 or More (8/02/2017 - 9/30/2017) | | | | |
|--|------------------|---|---------------------|------------------|
| Donor Name | Gift Date | Gift Designation | Gift Amount | Gift Type |
| American Financial Group, Inc./Great American Insurance Group | 9/21/2017 | College of Informatics Initiatives – Cybersecurity Threat Intelligence Lab | \$25,000.00 | Cash |
| Anonymous | 9/14/2017 | College of Informatics Initiatives - Cybersecurity Threat Intelligence Lab | \$50,000.00 | Cash |
| The Butler Foundation | 9/6/2017 | Butler Scholars at Northern Kentucky University | \$25,000.00 | Cash |
| Chase College Foundation | 9/7/2017 | Chase Scholarship: part-time/night-time employed students | \$125,000.00 | Cash |
| Ellen Rieveschl | 8/11/2017 | COI Interactive Video Mural | \$100,000.00 | Pledge |
| Larry A. Giesmann Laura M. Trice | 9/28/2017 | Larry Giesmann and Laura Trice Endowed Scholarship; Laura Trice MD Pre-med Endowed Scholarship | \$26,000.00 | Cash |
| | | TOTAL | \$351,000.00 | |

RECOMMENDATION:

That the Board of Regents endorses the targets that Northern Kentucky University (NKU) has set for the accountability metrics required by the Council on Postsecondary Education (CPE).

The attachment to this recommendation details NKU's proposed targets as negotiated with the CPE staff.

BACKGROUND:

The accountability metrics and targets required by CPE are associated with the statewide strategic agenda, *Stronger by Degrees 2016-2021*, the statewide diversity plan, and the new outcomes-based funding model. In all, 26 metrics were consolidated into a single tracking matrix.

The target-setting process commenced when CPE asked that institutions verify baseline data on these metrics for academic year 2015-2016 and begin formulating 2020-21 targets for 20 of the 26 metrics. In spring 2017, the Provost and SVP for Administration and Finance commissioned an *ad hoc* NKU work group to guide this work. The work group was composed of members from Planning & Institutional Research, the Colleges, Enrollment & Degree Management, Inclusive Excellence, Graduate Programming, and Undergraduate Assessment.

This group reviewed historical trend data on these metrics, and selected appropriate methodologies to estimate realistic yet aspirational targets. The group took into account new and continuing initiatives that could have a positive impact on future performance. These individual metrics were not viewed in isolation, nor were they set without consideration for their interactions and impact on each other.

In late spring, the work group's proposed targets were vetted with stakeholders across campus and executive leadership. In June, NKU leaders met with CPE staff to review the targets and the rationale for them. Based on those conversations, selected targets were revised and ultimately approved by executive leadership.

At the July Board of Regents annual retreat, several of these metrics, along with trend and peer comparisons, were presented, along with highlights of strategies from the Enrollment and Student Success Implementation Plan that are expected to improve performance.

The metrics in the attached matrix that tie directly to the statewide diversity plan are also contained in NKU's Inclusive Excellence plan and will also be reported to CPE as part of the annual assessment.

| Performance Metrics | Baseline AY 15-16 Unless otherwise noted | Year 5 AY 20-21 Unless otherwise noted |
|--|--|---|
| 1.a. Fall Undergraduate Enrollment of African American Students as a Percent of Total Fall Undergraduate Enrollment <i>Diversity Plan</i> | 6.6% | 7.1% |
| 1.b. Fall Undergraduate Enrollment of Hispanic Students as a Percent of Total Fall Undergraduate Enrollment <i>Diversity Plan</i> | 2.9% | 3.9% |
| 1.c. Fall Undergraduate Enrollment of Underrepresented Minority Students as a Percent of Total Fall Undergraduate Enrollment <i>Diversity Plan</i> | 12.3% | 14.0% |
| 1.f. Fall Graduate and Professional Enrollment of Underrepresented Minority Students as a Percent of Total Fall Graduate and Professional Enrollment <i>Diversity Plan</i> | 10.0% | 15.0% |
| 2.b. Progress of Underprepared Students (English): Percent of first-time, full-time, degree-seeking undergraduates who are underprepared in English who complete a credit-bearing course in English by the end of the fall semester a year after entry. *Baseline is 2014-15 <i>Strategic Agenda</i> | 62.6% | 82.0% |
| 2.c. Progress of Underprepared Students (Mathematics): Percent of first-time, full-time, degree-seeking undergraduates who are underprepared in mathematics who complete a credit-bearing course in mathematics by the end of the fall semester a year after entry. *Baseline is 2014-15 <i>Strategic Agenda</i> | 30.0% | 60.0% |

| Performance Metrics | Baseline AY 15-16 Unless otherwise noted | Year 5 AY 20-21 Unless otherwise noted |
|--|--|---|
| 6.b. Six-year Graduation Rate of First-time, Full-time Baccalaureate Degree-seeking Undergraduate Students (Total): First-time, full-time bachelor's degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a bachelor's degree within six years from their institution of entry. Strategic Agenda | 37.6% | 45.0% |
| 6.b. Six-year Graduation Rate of First-time, Full-time Baccalaureate Degree-seeking Undergraduate Students (Low Income): First-time, full-time bachelor's degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a bachelor's degree within six years from their institution of entry. Strategic Agenda Diversity Plan | 30.3% | 39.0% |
| 6.b. Six-year Graduation Rate of First-time, Full-time Baccalaureate Degree-seeking Undergraduate Students (URM): First-time, full-time bachelor's degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a bachelor's degree within six years from their institution of entry. Strategic Agenda Diversity Plan | 23.0% | 39.0% |
| 6.c. First- to Second-Year Retention (Total): The percentage of first-time, degree-seeking low income students who return to the institution to continue their studies the following fall. Strategic Agenda | 71.9% | 77.0% |
| 6.c. First- to Second-Year Retention (Low Income): The percentage of first-time, degree-seeking low income students who return to the institution to continue their studies the following fall. Strategic Agenda Diversity Plan | 64.4% | 71.0% |

| Performance Metrics | Baseline AY 15-16 Unless otherwise noted | Year 5 AY 20-21 Unless otherwise noted |
|--|--|---|
| 6.c. First- to Second-Year Retention (URM): The percentage of first-time, degree-seeking URM students who return to the institution to continue their studies the following fall. <i>Strategic Agenda</i> <i>Diversity Plan</i> | 69.5% | 75.0% |
| 6.d. Average Number of Credit Hours Earned: Average credits hours earned by bachelor's degree graduates. <i>Strategic Agenda</i> | 137.8 | 135.7 |
| 6.e. Student Progression (30 Hours): The number of full- and part-time undergraduate students reaching or surpassing 30 cumulative earned credit hours in a given academic year as defined by student classification. <i>Strategic Agenda</i> <i>Outcome-Based Funding</i> | 1,569 | No Target Required |
| 6.e. Student Progression (60 Hours): The number of full- and part-time undergraduate students reaching or surpassing 60 cumulative earned credit hours in a given academic year as defined by student classification. <i>Strategic Agenda</i> <i>Outcome-Based Funding</i> | 1,658 | No Target Required |
| 6.e. Student Progression (90 Hours): The number of full- and part-time undergraduate students reaching or surpassing 90 cumulative earned credit hours in a given academic year as defined by student classification. <i>Strategic Agenda</i> <i>Outcome-Based Funding</i> | 2,010 | No Target Required |
| 8.a. Academic Quality: Undergraduate Research and Creative Works (the percent of students graduating within a given year that has participated in an institutional-level research or creative experience that has culminated in the completion of a specific project). <i>Strategic Agenda</i> | 30.5% | No Target Required |

| Performance Metrics | Baseline AY 15-16 Unless otherwise noted | Year 5 AY 20-21 Unless otherwise noted |
|---|--|---|
| 8.b. Academic Quality: Faculty Development/Training (the total number of hours of training the faculty has received each year related to pedagogical development and other related topics. Strategic Agenda) | To be provided by campus (still gathering) | No Target Required |
| 9.b. Bachelor's Degrees Awarded (Total) Number of bachelor's degrees awarded during an academic year (July 1 through June 30). Strategic Agenda Outcome-Based Funding | 2,196 | 2,400 |
| 9.b. Bachelor's Degrees Awarded (Low Income) Number of bachelor's degrees awarded to low income students during an academic year (July 1 through June 30). Strategic Agenda Outcome-Based Funding Diversity Plan | 1,037 | 1,050 |
| 9.b. Bachelor's Degrees Awarded (URM) Number of bachelor's degrees awarded to URM students during an academic year (July 1 through June 30). Strategic Agenda Outcome-Based Funding Diversity Plan | 209 | 230 |
| 9.b. STEM+H Bachelor's Degrees: Number of degrees and credentials conferred in science, technology, engineering, mathematics and health-related fields during the academic year. Strategic Agenda Outcome-Based Funding | 672 | 750 |
| 9.b. Graduate Degrees Awarded (Total) Number of graduate and professional degrees combined during an academic year (July 1 through June 30). Strategic Agenda | 599 | 660 |

Northern Kentucky University – Accountability Metrics and Targets Required by Council on Postsecondary Education

| Performance Metrics | Baseline AY 15-16 Unless otherwise noted | Year 5 AY 20-21 Unless otherwise noted |
|---|--|---|
| 9.e. Internships, Co-ops, or Clinical Learning Experiences: See Technical Guide for full definition. Strategic Agenda | 44.0% | No Target Required |
| Workforce Diversity: URM Tenured and Tenure Track Faculty as a Percentage of all Tenured and Tenure Track Faculty Diversity Plan | 9.7% | 12.0% |
| Workforce Diversity: URM Management Occupations as a Percentage of all Management Occupations Staff. Diversity Plan | 10.5% | 12.5% |

RECOMMENDATION:

That the Board of Regents adopt the 2018-2020 Capital Budget.

BACKGROUND:

The Board adopted the University's 2018-2024 Capital Plan at its April 26, 2017 meeting. The priorities outlined in the 2018-2020 biennium of the 2018-2024 Capital Plan are carried forward to create the 2018-2020 biennial Capital Budget Request which is to be submitted to CPE, the Governor and the General Assembly on November 15, 2017.

The 2018-2020 Capital Budget must include:

- Construction projects with a scope of \$1,000,000 or more.
- Information technology projects with a scope of \$1,000,000 or more.
- Equipment projects with a scope of \$200,000 or more.
- Leases with an anticipated annual cost above \$200,000.

Since the April board meeting, the "Construct/Acquire New Residence Hall Reauthorization" has been added to the 2018-2020 Capital Request. The "Construct Chiller Project" has been delayed and is now listed in the 2020-2022 biennium of the Capital Plan.

A list of Capital Budget projects and a document outlining brief information for each project are provided. Note that project titles, priorities, fund sources, and cost estimates may be adjusted prior to final submission of the Capital Budget.

Capital Approval Process:

CPE has changed the approach to capital funding for 2018-2020. Over the last three biennia, CPE has advocated for a blended approach in making capital recommendations to the Governor and Legislature, encompassing both capital renewal and new construction. The blended approach relied upon the recommendations of the 2007 Statewide Facilities Assessment & Space Adequacy Study conducted by VFA, Inc. and Paulien & Associates. The study assessed asset preservation and renovation and new and expanded space needs.

This biennium, CPE is primarily focused on addressing the significant asset preservation, or capital renewal, need which exists on all campuses. The estimated VFA total puts this number at about \$6B for the system and \$294M for NKU, although CPE may engage a consultant to update these figures in 2018-2019. NKU's need is only 0.05% of the system total due to NKU's comparatively smaller campus and newer buildings.

CPE envisions a long-term partnership to address 20% of the identified need each biennium over five biennia. This strategy represents a much more aggressive approach to funding asset preservation than in previous biennia. For 2018-2020, CPE is recommending an investment of \$1.2M, or 20% of the overall need. Of this amount, NKU's share is \$57,966,000. CPE's current proposal would require NKU to match 50% of this amount with an equal amount, or \$28,983,300. NKU would have the option to agency bond its match or raise private funds. Some of the community colleges have successfully used the latter strategy this biennium.

CPE will not make a request for General Fund supported bonds for new or expanded space in 2018-2020; however, CPE has advised that new construction priorities such as NKU's Expand Herrmann Science Center can be included in the Capital Budget. In some recent biennia, CPE has submitted a request for Information Technology and Equipment funding pools, but those pools will not be part of the 2018-2020 biennial request.

The Capital Budget, along with the 2018-2020 Operating Budget Request, will be submitted to the Governor's Office for Policy and Management on November 15. The Governor will develop the Biennial Budget recommendation for submission to the General Assembly in January.

| Priority | Project | 2018-2020 TOTAL Scope | Fund Source |
|----------|---|--------------------------|---------------------------|
| 1 | Renew/Renovate Fine Arts Center Phase II | \$ 45,000,000 | State Funds/NKU Match |
| | | 5,000,000 | Private Funds |
| 2 | Replace Underground Gas Mains | 2,500,000 | State Funds/NKU Match |
| 3 | Renew Nunn Hall | 12,000,000 | State Funds/NKU Match |
| 4 | Replace Underground Water Mains | 2,400,000 | State Funds/NKU Match |
| 5 | Repair Structural Heaving Landrum/Fine Arts | 7,000,000 | State Funds/NKU Match |
| 6 | Renovate Campbell Hall | 6,000,000 | State Funds/NKU Match |
| 7 | Renew E&G Buildings Systems Projects Pool | 20,000,000 | State Funds/NKU Match |
| 8 | Renovate Civic Center Building | 6,000,000 | State Funds/NKU Match |
| 9 | Renew/Renovate Steely Library | 37,000,000 | State Funds/NKU Match |
| 10 | Expand Herrmann Science Center | 92,000,000 | State Funds |
| 11 | Renovate Albright Health Center Phase II | 10,500,000 | State Funds/NKU Match |
| | | 6,000,000 | Other/LT Financing |
| 12 | Renew Kenton Garage | 2,400,000 | NKU Bonds |
| | | 2,400,000 | Other/Long-Term Financing |
| 13 | Renovate Residence Halls 2018-2020 | 18,000,000 | NKU Bonds |
| 14 | Construct/Acquire New Residence Hall Reauth. | 28,500,000 | NKU Bonds |
| 15 | Upgrade Instructional Technology Reauth. | 3,500,000 | NKU Funds/Cash |
| 16 | Campus Telecommunications Upgrade Reauth. | 1,500,000 | NKU Funds/Cash |
| 17 | Next Generation Digital Campus | 3,000,000 | NKU Funds/Cash |
| 18 | Enhance/Upgrade Cyber Security System Reauth. | 1,500,000 | NKU Funds/Cash |
| 19 | Upgrade Infrastructure-Admin Sys Add'l Reauth. | 2,000,000 | NKU Funds/Cash |
| 20 | Scientific/Technology Equipment Pool Reauth. | 5,000,000 | NKU Funds/Cash |
| 21 | Reconstruct West Side Parking | 7,000,000 | NKU Bonds |
| | | 7,000,000 | Other/Long-Term Financing |
| 22 | Acquire Land/Master Plan | 10,000,000 | NKU Bonds |
| | | 4,000,000 | NKU Funds/Cash |
| | | 5,000,000 | Other/Long-Term Financing |
| 23 | Replace Soccer Stadium Turf | 1,000,000 | Private Funds |
| 24 | Construct Basketball Practice Facility | 10,000,000 | Private Funds |
| | | 6,000,000 | Other/Long-Term Financing |
| 25 | Enhance Softball & Tennis Complex | 6,500,000 | Private Funds |
| 26 | Renovate/Expand Baseball Field | 6,000,000 | Private Funds |
| 27 | Renovate Brown Building | 3,000,000 | NKU Funds/Cash |
| | | 1,500,000 | Private Funds |
| 28 | Guaranteed Energy Savings Performance Contracts | n/a | Other/Long-Term Financing |

NKU GRAND TOTAL 2018-2020 \$ 386,200,000

**Northern Kentucky University
2018-2020 Capital Budget Request**

Summary

| |
|-----------------------------------|
| 2018-2020 Capital Projects |
|-----------------------------------|

Renew/Renovate Fine Arts Center Phase II**Priority #1**

Funding Source: **State Funds/NKU Match**
Private Funds

Cost Estimate: **\$45,000,000**
5,000,000

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

Replace Underground Gas Mains**Priority #2**

Funding Source: **State Funds/NKU Match**

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

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

Renew Nunn Hall**Priority #3**

Funding Source: **State Funds/NKU Match**

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

Nunn Hall was the first building on the new NKU campus in 1972, and is in need of critical capital renewal of building systems. Nunn Hall houses the Chase College of Law. This project also provides funding for the conversion of the 1st floor former Chase Library to a new space use.

Replace Underground Water Mains**Priority #4**

Funding Source: **State Funds/NKU Match**

Cost Estimate: **\$2,400,000**

About 3,000 lineal feet of underground water mains, which are undersized, require replacement. Upsizing will increase water pressure and eliminate life safety concerns.

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

Funding Source: **State Funds/NKU Match**

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

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

| |
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| 2018-2020 Capital Projects - CONTINUED |
|---|

Renovate Campbell Hall**Priority #6**

Funding Source: **State Funds/NKU Match**Cost Estimate: **\$6,000,000**

This project will provide for renovation and modernization of Campbell Hall, a 46,915 square foot building located at the northern edge of NKU's Highland Heights campus. The university purchased the building from Gateway Community College in 2016. Building systems need renewal and parts of the building are unusable until renovations are accomplished.

Renew E&G Buildings Systems Projects Pool**Priority #7**

Funding Source: **State Funds/NKU Match**Cost Estimate: **\$20,000,000**

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

Renovate Civic Center Building**Priority #8**

Funding Source: **State Funds/NKU Match**Cost Estimate: **\$6,000,000**

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

Renew/Renovate Steely Library**Priority #9**

Funding Source: **State Funds/NKU Match**Cost Estimate: **\$37,000,000**

This project will renew various systems and infrastructure in the 141,000 square foot Steely Library, including HVAC and electrical issues as well as funding to create a Learning Commons environment within the building. This project also includes funds to address the heaving of the slab-on-grade on the first floor.

Expand Herrmann Science Center**Priority #10**

Funding Source: **State Funds**Cost Estimate: **\$92,000,000**

The university has an urgent need for additional teaching and research labs for faculty and students in biology, chemistry, physics, geology and engineering technology. An 115,000 square foot addition to the 175,131 Herrmann Natural Science Center would be constructed. This building will also house NKU's Program of Distinction, CINSAM.

2018-2020 Capital Projects - CONTINUED

Renovate Albright Health Center Phase II

Priority #11

Funding Source: **State Funds/NKU Match**

Cost Estimate: **\$10,500,000**

Other/Long-Term Financing

\$6,000,000

This project envisions renewal and renovation of about 48,000 square feet in the Albright Health Center for the UK College of Medicine at NKU and several health-related NKU programs. This space will become available for renovation due to the completion of the Health Innovation Center project in early 2018. With the recently renovated and expanded Campus Recreation Center within this building, the Health Center will become a center for wellness. Project financing pursuant to KRS 45.763 is requested

Renew Kenton Garage

Priority #12

Funding Source: **NKU Bonds**

Cost Estimate: **\$2,400,000**

Other/Long-Term Financing

2,400,000

The Kenton Drive Garage, constructed in 2004, is in need of capital renewal, including deck repair and waterproofing and painting of steel railings and structural components. Project financing pursuant to KRS 45.763 is requested; NKU may opt to spend cash instead of financing.

Renovate Residence Halls 2018-2020

Priority #13

Funding Source: **NKU Bonds**

Cost Estimate: **\$18,000,000**

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

Construct/Acquire New Residence Hall Reauthorization

Priority #14

Funding Source: **NKU Bonds**

Cost Estimate: **\$28,500,000**

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

Upgrade Instructional Technology Reauthorization

Priority #15

Funding Source: **NKU Funds/Cash**

Cost Estimate: **\$3,500,000**

The project includes numerous hardware and software technology upgrades designed to help improve the delivery of instruction.

2018-2020 Capital Projects - CONTINUED

Campus Telecommunications Upgrade Reauthorization

Priority #16

Funding Source: **NKU Funds/Cash**

Cost Estimate: **\$1,500,000**

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

Next Generation Digital Campus

Priority #17

Funding Source: **NKU Funds/Cash**

Cost Estimate: **\$3,000,000**

This project upgrades campus infrastructure to provide a high bandwidth backbone between and within academic buildings, to facilitate classroom learning and research.

Enhance/Upgrade Cyber Security System Reauthorization

Priority #18

Funding Source: **NKU Funds/Cash**

Cost Estimate: **\$1,500,000**

Enhance the University's cyber security systems to help prevent, detect and quickly resolve cyber-attacks and IT threats.

Upgrade Infrastructure for Administrative Systems Add'l Reauthorization

Priority #19

Funding Source: **NKU Funds/Cash**

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

The University's administrative system must be upgraded to utilize the newest core hardware and database technology to improve overall performance, accessibility and ease of system use.

Scientific/Technology Equipment Pool Reauthorization

Priority #20

Funding Source: **NKU Funds/Cash**

Cost Estimate: **\$5,000,000**

This equipment pool includes scientific/technology equipment to support instruction and research in the basic sciences.

Reconstruct West Side Parking

Priority #21

Funding Source: **NKU Bonds**

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

Other/Long-Term Financing

7,000,000

This project allows for renovation/construction of parking areas on the west side of Kenton Drive, between Kenton and the new Connector Road. Upon completion of the new Connector in late 2017, this area becomes a new entry to campus and renovation/upgrades are necessary. It is envisioned that parking lot expansion may also occur in other areas of campus. Project financing pursuant to KRS 45.763 is requested; NKU may opt to spend cash instead of financing.

2018-2020 Capital Projects - CONTINUED

Acquire Land/Master Plan

Priority #22

| | |
|----------------------------------|------------------------------------|
| Funding Source: NKU Bonds | Cost Estimate: \$10,000,000 |
| NKU Funds/Cash | 4,000,000 |
| Other/Long Term Financing | 5,000,000 |

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

Replace Soccer Stadium Turf

Priority #23

| | |
|--------------------------------------|-----------------------------------|
| Funding Source: Private Funds | Cost Estimate: \$1,000,000 |
|--------------------------------------|-----------------------------------|

The Soccer Stadium was constructed in 2010. The artificial turf surface of the soccer field is in need of replacement.

Construct Basketball Practice Facility

Priority #24

| | |
|--------------------------------------|------------------------------------|
| Funding Source: Private Funds | Cost Estimate: \$10,000,000 |
| Other/Long-Term Financing | 6,000,000 |

The 34,660 square foot Basketball Practice facility is intended to provide a quality practice and training facility for the men's and women's basketball programs. It will be located on a site near the BB&T Arena. Project financing pursuant to KRS 45.763 is requested.

Enhance Softball & Tennis Complex

Priority #25

| | |
|--------------------------------------|-----------------------------------|
| Funding Source: Private Funds | Cost Estimate: \$6,500,000 |
|--------------------------------------|-----------------------------------|

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

Renovate/Expand Baseball Field

Priority #26

| | |
|--------------------------------------|-----------------------------------|
| Funding Source: Private Funds | Cost Estimate: \$6,000,000 |
|--------------------------------------|-----------------------------------|

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

| |
|---|
| 2018-2020 Capital Projects - CONTINUED |
|---|

Renovate Brown Building**Priority #27**Funding Source: **NKU Funds/Cash**
Private FundsCost Estimate: **\$3,000,000**
1,500,000

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

Guaranteed Energy Savings Performance Contracts**Priority #28**Funding Source: **Other/Long-Term Financing**Cost Estimate: **n/a**

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

RECOMMENDATION:

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

Ms. Nancy Firak, Professor of Law, Salmon P. Chase College of Law, effective

Mr. Mark Stavsky, professor of Law, Salmon P. Chase College of Law, effective

Mr. John Valuari, Professor of Law, Salmon P. Chase College of Law, effective

Mini Vitas Follow

BACKGROUND:

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

MINI-VITA

Name: Nancy Firak

Title: Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University

Education: LL.M. Harvard Law School
J.D. Cleveland State University, Cleveland-Marshall College of Law
B.S. Ohio University

Experience: Salmon P. Chase, College of Law, Northern Kentucky University
2004 - 2008: Associate Dean of Academics and Professor of Law
2003 - 2004: Interim Associate Dean of Academics and Professor of Law
1992 - 1993: Interim Associate Dean of Academics and Professor of Law
1990 - 2017: Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University
1987 - 1990: Associate Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University
1984-1987: Assistant Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University

MINI VITA

Name: Mark Stavsky

Title: Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University

Education: LL.M. New York University

J.D. DePaul University College of Law

B.A. Northwestern University

Experience: 1985 - 2017: Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University

1983 - 1985: Associate Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University

1980 - 1983: Assistant Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University

MINI VITA

Name: John Valauri

Title: Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University

Education: J.D. Harvard Law School
A.B. Harvard College

Experience: 1987 - 2017: Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University
1985 - 1987: Associate Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University
1982 - 1985: Assistant Professor of Law, Salmon P. Chase College of Law, Northern Kentucky University

RECOMMENDATION:

That the Institute for Student Research and Creative Activity receive Board of Regents approval.

BACKGROUND:

In September 2016, the Provost formed a faculty planning group charged with developing a proposal for an Institute for Student Research. The planning group presented the proposal to the Provost on September 19, 2017. The goal of the institute is to broaden support for student research, scholarship, and creative activity at NKU, thus the Institute is aligned with the student engagement goals of our strategic plan. It also provides enhanced visibility for student research, assists in connecting students with faculty mentors, coordinates funding opportunities for students, and publicizes the excellent work conducted by our student/faculty teams.

RECOMMENDATION:

That the following name change of the Department of Chemistry receive Board of Regents approval.

BACKGROUND:

The faculty of the Department of Chemistry request to change their name to the **Department of Chemistry and Biochemistry**. This department name is relatively common in benchmark institutions and helps perspective students considering professional schools find more identity in the department. More than half of the current chemistry majors are in the biochemistry track, and much of the current research in the department has biochemistry influences. This name change is one strategy the department is undertaking to more clearly communicate to students the focus of the department and to increase the number of students wishing to major in biochemistry to choose to attend NKU.

This request has received the approval of the Dean and Provost.

RECOMMENDATION:

That a Bachelor's Degree in Health Communication, as outlined in the accompanying proposal, be approved for immediate implementation.

BACKGROUND:

What is Health Communication?

Patient engagement is “the blockbuster drug of the century” and can substantially improve health outcomes. Communicating an easily understood message about health-related topics can be quite challenging in the 21st century's complex information environment. Effective communication is critical in engaging patients, whether it occurs through successful public health campaigns, supportive social media conversations, improved patient-provider interactions, or excellent news reporting.

Why a B.A. in Health Communication?

In recent years, demand has increased for health care communication-related professionals in areas such as patient advocacy, health education, community health work, care coordination between multiple providers, media campaigns, branding, and web and mobile messaging. Health communication is a major focus of the Healthy People 2020 initiative led by the U.S. Office of Disease Prevention and Health Promotion. The objectives of this focus include supporting shared decision-making between patients and providers, building social support networks, increasing literacy skills, providing opportunities to connect with culturally diverse and hard-to-reach populations, and delivering accurate, accessible and actionable health information. The need for skilled, effective, and literate health communicators is greater than ever before.

What are the program objectives?

Graduates of this program will be able to:

1. Demonstrate health literacy by evaluating and translating complex health information into understandable written and spoken messages across many contexts utilizing a variety of media platforms.
2. Plan successful health communication campaigns by designing and creating their components and measuring their effectiveness.
3. Create successful communication strategies that indicate understanding of the socio/cultural aspects of health, reduce health disparities, increase access, and advocate for underserved populations.
4. Facilitate engagement about health issues with the public through various communication activities.

What is the anticipated enrollment?

Twenty-five majors for year 1 growing to more than 75 majors by year three.

Health Communication

z-2017-2018 New Academic Program

General Catalog Information

Type of Program ☒ Program
☐ Shared Core

Identify Purpose of Proposal* ☐ Pre-Proposal
☒ Full Proposal

Academic Unit* **Department of Communication**

Program Level* ☒ Undergraduate ☐ Graduate

Does this proposal require TEC approval?* ☐ Yes ☒ No

Degree Level* ☒ Bachelor's
☐ Master's
☐ Doctoral
☐ Certificate
☐ Joint Program
☐ Associate

If Certificate, select appropriate option ☐ Undergraduate Certificate < 1 Year
☐ Undergraduate Certificate 1-2 Years
☐ Undergraduate Certificate 2-4 Years
☐ Institutionally-Defined Undergraduate Certificate
☐ Post-Baccalaureate Certificate (over 18 credit hours with Master Level Courses being taught)
☐ Post-Masters Certificate (over 18 credit hours with Doctorate Level Courses being taught)
☐ Institutionally-Defined Graduate Certificate
☐ Post-Doctoral Degree Professional Practice Certificate

Program Type* **Major**

| | |
|---|---|
| Degree Type* | Bachelor of Arts |
| Status* | <input checked="" type="radio"/> Active-Visible |
| Title of Proposed Degree Program* | Health Communication |
| EEO Status | |
| Name of Program Director* | Andrea Lambert South |
| Intended Date of Implementation* | Fall, 2017 |
| Anticipated Date for Granting First Degrees* | Spring, 2021 |
| Date of Governing Board Approval | |
| Date of CPE Approval | |
| List the objectives of the proposed program* | <p>To produce graduates who are:</p> <ul style="list-style-type: none"> Skilled, effective and literate health communicators. Facilitators of the sensemaking and decision making processes related to health information, ultimately improving health outcomes. Well equipped to communicate across many contexts and rapidly changing media platforms. Prepared for a wide array of emerging health communication careers in industry and government or further graduate education. |
| Explain how the proposed program relates to the institutional mission and academic plan* | <p>The Health Communication program aligns well with the College of Informatics mission to enable students and the region to thrive in an age of innovation and digital transformation. It will particularly focus on developing the skills necessary to effectively communicate health information across the rapidly changing communication platforms in the 21st century.</p> <p>The Health Communication program will contribute to at least two of the goals of NKU's Fuel the Flame 2014-18 Strategic Plan. We expect this program will match up well with Goal 2 (increase educational attainment levels of the region by serving more students, producing superior graduates, and promoting lifelong learning) by tapping into a student population we have not previously served, developing superior health</p> |

communication skills, and giving our students an understanding that effective health communication requires lifelong learning. The program will also work to achieve *Goal 3 (advance academic programs that are innovative, distinctive, experiential, and transdisciplinary)*. For example, the Health Campaigns course will require the students to plan communication campaigns for real world clients in an innovative partnership with the Northern Kentucky Health Department. In addition, the curriculum will incorporate courses from across the university with the understanding the concept of health communication transcends disciplinary boundaries with the goal of improving health outcomes.

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

The Health Communication program fully supports the Kentucky Council on Postsecondary Education *2016-21 Stronger by Degrees Strategic Agenda* mission statement (**Kentucky's postsecondary system prepares graduates to create and apply new knowledge and excel in a global economy and culture, and enhances the health and well-being of our citizens**) by working to develop skilled and literate health communicators who can help Kentucky citizens make better sense of health information, ultimately improving their health outcomes.

In addition, it supports *Objective 1 (Improve the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives)* and specifically *Strategy 1.1 (Increase cultural competence among students, staff and other postsecondary professionals so that everyone is welcomed, valued, supported, and accommodated)* through its learning objective 1c in section B below (Graduates of this program will be able to create successful communication strategies that indicate understanding of the socio/cultural aspects of health, reduce health disparities, increase access, and advocate for underserved populations).

It also supports *Objective 11 (Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities)* and specifically *Strategy 11.1 (Support postsecondary education to enhance the health of Kentucky citizens through regional outreach activities, extension services, and academic and professional healthcare programs)* through all its learning objectives, but especially objective 1d in section B below (Graduates of this program will be able to facilitate engagement about health issues with the public through various communication activities).

Explain how the proposed program furthers the statewide implementation plan *

Patient engagement is "the blockbuster drug of the century," and can substantially improve health outcomes, particularly for individuals with chronic health concerns. Information technology has given consumers greater access to more health related information than ever before through

the Internet, social media, and many other platforms.[1] Often, this information is conflicting and not easily understood. Studies have found that nine of ten adults lack sufficient health literacy to manage their health and prevent disease, particularly among older adults, minority populations, those with low socioeconomic status, and medically underserved people.[2] Communicating an easily understood message can be quite challenging in the 21st century's complex and overwhelming information environment.[3] Consequently, effective communication is critical in engaging patients whether it occurs through successful public health campaigns, supportive social media conversations, improved patient-provider interactions, or through excellent news reporting. Ultimately, these activities will lead to decisions and behaviors that result in lower costs and healthier outcomes.[4] In the past 20 years and especially since the Affordable Care Act (ACA) was passed in 2010, health communication has emerged as an important career field that is continuing to develop and evolve.[5] With Northern Kentucky University's unique focus on health innovations and informatics, we are well positioned to prepare students for a wide range of career requiring skilled and literate health communicators.

In recent years, the health care industry has seen an increase in demand for communication related positions involving such areas as patient advocacy, health education, community health work, care coordination between multiple providers, media campaigns, branding, and web and mobile messaging.[6] Whether it is a small pediatric practice developing communication tools through the latest social media platform that encourage parents to get their kids' flu shots or a nursing home needing assistance in facilitating conversations about end of life decisions or journalists honing their understanding of a new virus, health literate communication professionals can make a positive difference in the health and wellbeing of all individuals in our society.

This program will help fulfill the state's goal of improving the health and well being of Kentucky residents by preparing graduates who are able to work in a variety of health communication oriented career that will enhance the health sensemaking process for all.

[1] Kish, L.K. (2012). The blockbuster drug of the century: An engaged patient. Health standards: Expanding the conversation on healthcare technology (a blog). Retrieved from <http://healthstandards.com/blog/2012/08/28/drug-of-the-century/>

[2] Health literacy (n.d.). *Health and Resources and Services Administration*. U.S. Department of Health and Human Services. Retrieved from <http://www.hrsa.gov/publichealth/healthliteracy/>

[3] Health communication and health information technology (n.d.). *Healthy People 2020*. Retrieved May 5, 2016 from

<https://www.healthypeople.gov/2020/topics-objectives/topic/health-communication-and-health-information-technology>

[4] Health literacy: Social and cultural factors in health (n.d.). *National Institutes of Health*. Retrieved May 5, 2016 from https://obssr-archive.od.nih.gov/scientific_areas/social_culture_factors_in_health/health_literacy/index.aspx

[5] Health care communications careers. *Public Relations Society of America*. Retrieved from https://www.prsa.org/Jobcenter/career_resources/resource_type/specialization_areas/healthcare_communications/index.html

[6] Occupational outlook handbook (2015). *Bureau of Labor Statistics*. Retrieved from <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

**Student learning
outcomes of the
program**

Graduates of this program will be able to demonstrate health literacy by evaluating and translating complex health information into understandable written and spoken messages across many contexts utilizing a variety of media platforms.

Graduates of this program will be able to plan successful health communication campaigns by designing and creating their components and measuring their effectiveness.

Graduates of this program will be able to create successful communication strategies that indicate understanding of the socio/cultural aspects of health, reduce health disparities, increase access, and advocate for underserved populations.

Graduate of this program will be able to demonstrate the ability to work with transdisciplinary healthcare teams within patient-centric delivery models.

Graduates of this program will be able to facilitate engagement about health issues with the public through various communication activities.

Explain how the curriculum achieves the program-level student learning outcomes*

In recent years, the health care industry has seen an increase in demand for communication related positions involving such areas as patient advocacy, health education, community health work, care coordination between multiple providers, media campaigns, branding, and web and mobile messaging. Whether it is a small pediatric practice developing communication tools through the latest social media platform that encourage parents to get their kids' flu shots or a nursing home needing assistance in facilitating conversations about end of life decisions or journalists honing their understanding of a new virus, health literate communication professionals can make a positive difference in the health and wellbeing of all individuals in our society.

The program level student learning outcomes seeks to address this demand. The courses in the program will achieve the outcomes by providing students with foundational knowledge and skills that will allow them to become health literate communication professionals. For example, students will be introduced to features of the healthcare industry in HIN 200 Introduction to Healthcare Operations and learn to implement a health campaign in HCOM 450 Health Campaigns.

Highlight any distinctive qualities of this proposed program*

1. *Health Innovations.* NKU has embraced and is leading a population health innovation initiative that brings together its accumulated strengths in transdisciplinary innovation and experiential learning. This includes a \$97 million Health Innovation Center that will act as a focal point to tie together the interrelated domains of health innovation required to support the triple aim of healthcare reform and link internal and external assets to drive breakthroughs.

2. *The Informatics Context.* The NKU College of Informatics, with its unique focus on the informational sciences and applied technologies is the natural home for this program.

3. *Griffin Hall.* The state has a considerable investment in this \$52M state-of-the-art building that opened in summer 2011. The program will take advantage of an existing Health Informatics laboratory, other advanced laboratories and learning spaces, existing faculty and expertise in the well-established graduate program in Health Informatics, research and development within the Center for Applied Informatics, and synergies and economies with existing academic programs.

4. *NKU Department of Communication.* The department currently contains programs covering the breadth of the communication discipline including Communication Studies, Electronic Media and Broadcasting, Journalism, Media Informatics and Public Relations. Our faculty have expertise in teaching and researching in Health Communication whether it is investigating and teaching about the mediating effect of social support on health outcomes in the Latino community, the sensemaking process of parents who have children with special needs, or end of life conversations

among family members. We are well prepared to launch a Health Communication program.

Will this program
replace or
enhance any
existing
program(s) or
track(s) within
an existing
program? *

☐ Yes ☒ No

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

Is there a
specialized
accrediting
agency related to
this program? *

☐ Yes ☒ No

If yes, identify
the agency

Do you plan to
seek
accreditation? *

☐ Yes ☒ No

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

Currently, no organization exists that accredits health communication programs specifically.

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

The NKU Steely Library provides adequate resources in the form of online journals, reference texts, and textbooks to support this program.

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

Griffin Hall has dedicated laboratory facilities for media creation. Technology and software is already in place supporting our media programs that will be available for this program. In addition, Griffin Hall has dedicated resources for our graduate and proposed undergraduate programs in Health Informatics that are available to support this program. Some courses will utilize space resources in the NKU Health Innovations Center which will open in Fall, 2018.

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

Admission: High school or equivalent completion credentials verification & Satisfactory standardized test performance. Retention: College centralized student academic advising & Student course success markers. Completion standards: Required applied capstone course (internship) & Program and Course level student learning outcomes with annual evaluation and assessment.

Clearly state the

degree completion requirements for the program*

The degree requires 120 semester credit hours. The major itself is 51 credit hours. 37 hours are required for General Education hours, of which 9 hours have special requirements for this major (CMST 101 or CMST 110, JOU 110 or INF 128, SWK 105). The remaining 32 hours must include a secondary area (minor or area of focus) and open electives.

Total number of hours required for degree (including General Education credits)*

120

Number of hours in degree program core*

27

Number of hours in concentration*

0

Number of hours in guided electives*

24

Number of hours in free electives*

32

Delivery Method*



100% f2F in classroom



100% Distance Learning



F2F/Distance Learning Hybrid

Describe how the proposed program will articulate with related programs in the state*

The proposed program can articulate with two year schools which provide an associate degree in social science and/or communication. Discussions are planned. Coordination would involve required courses, syllabi and learning outcomes. The plan is to develop formal "2+2" degree programs.

Provide Catalog Program Description:*

The explosion of social media and other interactive communication technologies is dramatically changing the ways in which consumers obtain

and make sense of health related information. For example, peer to peer communication (e.g., within Facebook support group) about a medical condition is as important to understanding and coping as communication with providers. Providers and other health care professionals must be fully aware of and appreciate all the different sources of information that are key to sensemaking and understanding. Creating messages that are clear, easy to understand, and address the emotional and logical processing of health information is crucial and lead to positive health outcomes. The messages also must address cultural differences and health disparities in terms of behavior and care that are present in a diverse society.

The health communication program will produce graduates who are skilled, effective and literate communicators. They will be able to facilitate the sensemaking and decision making processes related to health information and be well equipped to communicate across many contexts and rapidly changing media platforms. Students completing this program will be prepared for a wide array of emerging health communication careers in industry, the non-profit sector and government.

Depending on students' areas of interest, they are encouraged to select a minor that will complement this major and strengthen their skill set. For example, if a student has an interest in video production related to health communication, a minor in Electronic Media and Broadcasting would be appropriate.

Students majoring in health communication must complete 51 credit hours of study as outlined below, earn a C- or better in each course for the major and satisfy the University's graduation requirements, and take "CMST 101 Public Speaking- OC (3 credits)" or "CMST 110 Introduction to Communication Studies- OC (3 credits)" for the general education oral communication requirement, "JOU 110 Introduction to Mass Communication- SB (3 credits)" or "INF 128 Principles of Informatics- SB (credits)" to fulfill the general education individual and society requirement, and "SWK 105 Social Work and the Community- SB (3 credits)" to fulfill the general education cultural pluralism requirement. It is recommended students take "PSY 100 Introduction to Psychology- SB (3 credits)" to fulfill the general education individual and society requirement and "STA 205 Introduction to Statistical Methods- QR (3 credits)" to fulfill the mathematics general education requirement.

Prospective Curriculum*

General Education Requirements (9 hours)

CMST 101 Public Speaking
OR

CMST 110 Introduction to Communication Studies
INF 128 Principles of Informatics
OR
JOU 110 Introduction to Mass Communication
SWK 105 Social Work and the Community

Required Courses (27 hours)

CMST 300 Research Methods in Communication Studies
CMST 403 Health Communication
HCOM 305 Patient-Provider Communication
HCOM 450 Health Campaigns
HCOM 480 Communication Technology and Health
HCOM 496 Health Communication Internship
HIN 200 Introduction to Healthcare Operations
HIN 355 Foundations of Health Informatics
JOU 305 Science in the Media

Professional Skills Courses (6 hours)

Choose two courses from the list below.

ENG 349 Web Writing for the Professions
HSC 413 Aging in Today's Society
JOU 220 News Writing
MGT 205 Business Management Principles
MKT 205 Principles of Marketing

Health Issues/Domains (6 hours)

Choose two courses from the list below.

HEA 320 Drug and Alcohol Education
HSR 300 Ethics and Issues in Mental Health Profession
HSR 305 Assessment and Appraisal: Mental Health and Substance Abuse
HSR 314 Death, Dying, and Grief
PSY 315 Psychology of Human Sexuality
PSY 333 Abnormal Psychology
PSY 340 Social Psychology
PSY 360 Psychopharmacology
PSY 505 Drug Policy
HSR 312 Crisis Intervention

Diversity and Health Courses (6 hours)

Choose two courses from list below.

HCOM 315 Sociocultural Aspects of Health
HSC 413 Aging in Today's Society
HSR 303 Multicultural Issues in Human Services
SOC 480 Global Aging Issues and Policies
SWK 455 Multicultural Family Experiences

Communication Electives (6 hours)

Choose two courses from the list below.

CMST 220 Interpersonal Communication
CMST 230 Small Group Communication
CMST 303 Organizational Communication
CMST 333 Lifespan Communication
CMST 340 Strategies of Persuasion
CMST 355 Culture and Communication
CMST 440 Communication Training and Development
HCOM 485 Communicating Health Policy
JOU 321 Digital Publishing
JOU 340 Feature Writing
JOU 450 Media Skills
PRE 375 Principles of Public Relations
PRE 377 Public Relations Case Studies and Campaigns
PRE 410 Electronic Public Relations

JOU 220 News Writing

Describe planned alternative methods of program delivery*

Courses will be offered face-to-face primarily, but also online and onlin/hybrid

Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field

Explain the impact of the proposed program on undergraduate education at the institution

List and discuss the nature and appropriateness of available clinical sites

Clearly describe all evidence of student demand*

The Department of Communication has offered a new Health Communication undergraduate class during the Summers of 2015 and 2016, enrolling 34 students in both sections. In Fall 2017 we are offering two sections of this class, and both filled quickly during priority registration.

Reaction to the course has been favorable and the course has been taken by students both inside and outside of the department, indicating broad interest in this area. The students have included Communication Studies, Journalism, Health Sciences, Integrative Studies, Organizational Leadership, Psychological Sciences, and Public Relations majors. Comments from the course evaluations have indicated great interest. One student wrote, "Learned a lot about the relationship between patient and doctor communication, health communication in our modern day world. I learned a lot about our health care, and health care issues occurring in present day. I would say the most interesting thing I have learned thus far in this class is how socioeconomic has such a huge effect on health." Another student wrote, "This course has changed my outlook in health and health insurance."

Given the transformation of healthcare unanticipated and new roles and positions will be developing, such as in the area related to consumers and digital technologies. Thus, programs will need to engage new opportunities and the demands of the marketplace. The projections for students in the program are based upon extrapolation from graduate programs and NKU's experience with new programs both in healthcare and within the College of Informatics.

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

Nationally, a few undergraduate programs have been created in recent years. For example, programs exist at comparable universities such as Grand Valley State University in Michigan, Missouri State University, and the University of Evansville. Grand Valley State University has experienced great success in particular and currently has 119 majors enrolled during the winter 2017 semester.

Identify the applicant pool and how they will be reached*

The applicant pool consist of three elements:

Undergraduate students enrolling at NKU will be recruited through established relationships with high schools and marketing infrastructure, strategies and tools. This includes engagement with extracurricular activities/student organizations.

Students with an Associate Degree in Communication or Social Sciences will be recruited through articulation agreements, marketing by NKU, visits and presentations by faculty to the Community Colleges. "2+2" programs will be formalized.

New undergraduate students will also be recruited through stakeholders such as hospitals and other healthcare

providers.

Describe the student recruitment and selection process*

The applicant pool consist of three elements and will be recruited in the following manner:

Undergraduate students enrolling at NKU will be recruited through established relationships with high schools and marketing infrastructure, strategies and tools. This includes engagement with extracurricular activities/student organizations.

Students with an Associate Degree in Communication or Social Sciences will be recruited through articulation agreements, marketing by NKU, visits and presentations by faculty to the Community Colleges. "2+2" programs will be formalized. New undergraduate students will also be recruited through stakeholders such as hospitals and other healthcare providers.

Identify the primary feeders for the program*

The primary feeders will be (1) high schools (2) 2-year schools with articulation agreements (3) hospitals and other health care providers.

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

Based upon enrollment projections specified below and market research described above, it is estimated the program will enroll 25 new enrollments each year, and have 125 majors at the end of year 5. It is expected some of those students will come from existing programs (particularly Communication Studies), but this program targets a new segment of Communication students we have not previously reached before. It is estimated 2/3 of the students, or 85 students, will be completely new enrollments to NKU by the end of year 5. This is based upon the demand for workers in this field and the attraction to this major which is not

replicated at other colleges or universities. These numbers are also based on a similar growth rate that occurred after we launched our newest existing program in Media Informatics, which now has over 160 majors.

**Clearly describe
evidence of
employer
demand***

Market research suggests substantial demand for this potential program. According to the U.S. Department of Labor, jobs related to healthcare are expected to grow by 19.3 percent between 2014 and 2024, while jobs related to healthcare and social assistance are expected to grow to 13.6 percent of the economy in 2024 from 12 percent in 2014.^[1] This growth will be linked to both increases in population and demographic changes as well as a fundamental reorganization of healthcare delivery in the U.S.

Several factors drive this reorganization including the high and exponential growth of the cost of care, the uninsured population, medical errors including the overuse and underuse of medications and procedures, and population health (e.g., prevalence and growth of chronic diseases).^[2] Based upon reform initially introduced in the ACA, healthcare is moving to a quality-based strategy for delivery and payment. This means that the financing of health care is changing from a fee-for-service or volume-based models to value-based models. Value-based models are based on payments for services to a defined population with incentives tied to the quality of care. This requires fundamental change which focuses on patient-centered team-based care. Health communication is a core requirement for these changes, whether in the form of consumer-engagement and self-management or communication supporting care coordination among stakeholders.

The methodologies used to identify demand for this program consisted of semi-structured interviews of professionals working as a manager or practitioner within healthcare with roles involving communication, and a review of comparable undergraduate and graduate programs across the country. Healthcare delivery is characterized by an industry with many silos, whether through care specialization or the separation of the finance and service functions.^[3] In the interviews, respondents identified roles within traditional departments, but also universally recognized the need for new roles supporting and facilitating the communication across organizations and with consumers. Communication was identified as one of the key barriers to care coordination and patient engagement, both cornerstones of reform.

Healthcare is a unique environment and workplace. This curriculum focuses on the specialized skills and knowledge required from workers within healthcare organizations (broadly-defined) and include clinical and technical knowledge, compliance, legal and ethical considerations, financial resources and payment models, organizational communication, health system design, and a knowledge of the language and culture of healthcare.

Content and skills area identified in the research are:

- Policy/Advocacy/Access
- Public Relations for Healthcare Organizations (broadly-defined)
- Health Communication in Care Delivery
- Health Communication/Literacy in Consumer Engagement
- Healthcare Service and Product Marketing
- Digital Content Creation (e.g., mobile devices)
- Technical Writing and Communication

^[1] **Employment projections: 2014 to 2024 (2015). U.S Department of Labor Statistics.** Retrieved from <http://www.bls.gov/news.release/ecopro.nr0.htm>

^[2] **Emanuel, E.J. (2014). *Reinventing American Health Care: How the Affordable Care Act Will Improve our Terribly Complex, Blatantly Unjust, Outrageously Expensive, Grossly Inefficient, Error Prone System*. New York: Public Affairs.**

^[3] **Breaking down clinical silos: Enhancing care coordination (2013). American College of Healthcare Executives, 29, 4.** Retrieved from www.ache.org/chapters/downloads/chapter_education/materials_template79A.pdf.

Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs

In a search of both the Kentucky Center for Education and Workforce Statistics and the Bureau of Labor Statistics databases, the following data was found for three examples of Health Communication related careers:

Community Health Worker

Northern Kentucky Region- 7 new jobs projected in next 5 years with average salary of \$37,029

at the regional,
state, and
national levels*

State of Kentucky- 107 new jobs projected in next 5 years with average salaries ranging from \$28,900-\$42,918

Nationally- 8,100 new jobs projected by 2024 (14.9% growth) with average salary of \$41,170

Health Educator

Northern Kentucky Region- 7 new jobs projected in next 5 years with average salary of \$61,507

State of Kentucky- 99 new jobs projected in next 5 years with average salaries ranging from \$40,890-\$61,507

Nationally- 7,500 new jobs projected by 2024 (12.2% growth) with average salary of \$57,900

Public Relations Specialist (assuming 20% work in health communication specific jobs)

Northern Kentucky Region- 17 new jobs (4 in health communication) projected in next five years with average salary of \$52,740

State of Kentucky- 171 new jobs (34 in health communication) projected in next five years with average salary ranging from \$36,182-\$60,400

Nationally- 14,900 new jobs (2,980 in health communication; 6.2% growth) projected by 2024 with average salary of \$56,770

This data just barely taps into potential health communication oriented careers. Students from our program will be better equipped to work in health communication oriented careers due to their specific education and training in applying communication principles and techniques to the health context. For example, a health communication major seeking a public relations position at a healthcare organization is going to be far more knowledgeable about the industry and will know specifically how to run a communication campaign focused on health issues.

Potential New Positions

As the U.S. moves from a fee-for-service based healthcare reimbursement system to one of fee-for-value the delivery of care is going to be patient-centered and delivered by care teams. This will occur outside of the “4-walls” of a traditional clinic and may occur at community-based settings, through tele-health, or be mediated through new technologies such as mobile devices. In addition, precision medicine and integrated behavioral and physical healthcare will change the characteristics of care. This will create a need for individuals to create messages, support information-seeking, and generally increase the scope, quality, and quantity of health communication. At this point it is difficult to quantify demand and precisely describe these new positions, but it is clear that there will be a need for these roles in a reformed healthcare system during the coming years.

Clearly describe

all evidence justifying a new program based on changes in the academic discipline or other academic reasons*

Health Communication is an established and growing subdiscipline in the Communication field as evidenced by its active record of scholarship and teaching at many universities. Many graduate programs have been recently developed in this area. The University of Kentucky has a nationally renowned graduate certificate in Health Communication, which is a unique field with specialized curriculum, research journals and conferences. The university also sponsors the Kentucky Conference on Health Communication every two years, which draws national interest in research and teaching being done in this state.

Given the transformation of healthcare, unanticipated and new roles and positions will be developing, such as in the area related to consumers and digital technologies. Thus, programs will need to engage new opportunities and the demands of the marketplace. The projections for students in the program are based upon extrapolation from graduate programs and NKU's experience with new programs both in healthcare and within the College of Informatics.

If the proposed program is an advanced practice doctorate explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program

Does the proposed program differ from existing programs?* ☒ Yes ☐ No

If yes, please explain

The University of Kentucky has certificate programs in Health Communication, but there are no existing major degree programs in the region.

Does the proposed program serve a different student population from existing programs?*

☒ Yes ☐ No

If yes, please explain

It is a new program targeting students with an interest that current programs do not serve.

Is access to existing programs limited?*

☐ Yes ☒ No

If yes, please explain

Is there excess demand for existing similar programs?*

☐ Yes ☒ No

If yes, please explain

Will there be collaboration between the proposed program and existing programs? ☒ Yes ☐ No *

If yes, please explain the collaborative arrangements with existing programs

Discussions about possible collaborations have not occurred formally as of yet, but we would expect our program could provide students for their graduate program. As we gain additional faculty with expertise in this area, they likely will participate in the University of Kentucky Health Communication conference. Some of our faculty have interacted with University of Kentucky faculty at national, regional and state conferences. We plan to have further discussions with University of Kentucky faculty as the program develops to see what other areas of collaboration are possible.

If no, please explain why there is no proposed collaboration with existing programs

Will this program require additional resources? ☒ Yes ☐ No *

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

To launch the program and ensure its success, two new tenure-track lines are proposed once sufficient revenue has been generated by new enrollments. The Department of Communication is already understaffed in terms of its TT faculty for its existing five undergraduate programs and one graduate program (47.6 majors per TT faculty versus 39.6 majors per TT faculty for NKU as a whole). The department relies very heavily on part time faculty already (approximately 45 adjuncts teach nearly 50% of students). It would be quite challenging to find adjuncts with the qualifications to teach Health Communication specific courses. During its first year, one existing CMST faculty will be reassigned to the new program. As new revenue is generated from the program, funds will become available to support new faculty lines.

In addition, Health Communication is a research intensive area within the Communication discipline with many state and national funding opportunities, and the support of a graduate assistant is proposed to support that research. We will seek outside funding and partnerships to support the GA.

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

☒ Yes ☐ No

If yes, please describe the impact

We anticipate the new program will draw some students who are currently Communication Studies students and are better suited to this major. We saw this phenomenon occur when we first launched our Public Relations program, but after a little bit of time, the program attracted completely new students. We expect a similar impact as we transition to launching a fully developed Health Communication program.

The curriculum includes courses from multiple departments and colleges (e.g., Business Informatics, Health Sciences, Psychology, Social Work) across the campus and will add to existing enrollment in those courses.

Describe program evaluation procedures for the proposed program*

The Health Communication Program faculty will be responsible for assessing the program on the same schedule as other four-year degree programs at NKU are assessed, and for evaluating student learning outcomes.

The plan for assessing each program learning outcome is described below.

Student Learning Outcome 1: Graduates of this program will be able to demonstrate health literacy by evaluating and translating complex health information into understandable written and spoken messages across many contexts utilizing a variety of media platforms.

This outcome will be assessed in CMST 403 Health Communication through a class project in which students will create written health messages across various media platforms and make a presentation about the project. The goal would be for 70% of the students to score at least 3/5 on a scoring rubric.

Student Learning Objective 2: Graduates of this program will be able to plan successful health communication campaigns by designing and creating

their components and measuring their effectiveness.

This outcome will be assessed in HCOM 450 Health Campaigns through a class project in which students will create, implement and measure the effectiveness of a health communication campaign focused on an important health issue. The goal would be for 70% of the students to score at least 3/5 on a scoring rubric.

Student Learning Objective 3: Graduates of this program will be able to create successful communication strategies that indicate understanding of the socio/cultural aspects of health, reduce health disparities, increase access, and advocate for underserved populations.

This outcome will be assessed in HCOM 450 Health Campaigns through a class project in which students will create, implement and measure the effectiveness of a health communication campaign focused on an important health issue. The understanding of socio/cultural aspects of health, reduction of health disparities, increase in access, and advocacy for underserved populations will be assessed through a scoring rubric in which the goal would be for 70% of the students to score at least 3/5.

Student Learning Outcome 4: Graduates of this program will be able to facilitate engagement about health issues with the public through various communication activities.

This outcome will be assessed in HCOM 396 Health Communication Internship through a scoring rubric in which internship site supervisors will assess facilitation of engagement about health issues through the communication tools the students produce in their internships. The goal would be for 70% of the students to score at least 3/5 on the rubric.

Which components will be evaluated? *

Class project from CMST 403 for assessment of SLO 1
Class project from HCOM 450 for assessment of SLO 2 & 3
Internship site supervisor evaluation for assessment of SLO 4

When will the components be evaluated? *

Three-year cycle with SLO 1 evaluated in the 1st year, SLO 2 & 3 in the 2nd year, SLO 4 in the 3rd year

When will the data be collected?*

At the end of each course term

How will the data be collected?*

All students will be told that these components will be used for this purpose. The program director will randomly select HCOM students from each of the relevant classes and inform the instructors of whom has been selected. The instructors will submit the work being assessed to a common repository.

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

In the first cycle, the goal would be for 70% of the students to score at least 3/5 on a scoring rubric. Re-evaluation of the appropriateness of these benchmarks and/or targets will be made after completion of the first cycle.

What individuals Each faculty member teaching in the HCOM program

or groups will be responsible for data collection?*

How will the data and findings be shared with faculty?* Annual reporting back to the faculty teaching in the program

How will the data be used for making programmatic improvements?* Faculty teaching in the program will consider pedagogical and curricular changes in response to the findings.

What are the measures of teaching effectiveness?* End of semester student evaluations and planned faculty peer reviews.
Documentation of achievement of student learning outcomes as part of annual performance review.

What efforts to improve teaching effectiveness will be pursued based on these measures?* Faculty performance reviews, peer coaching and best practices development.

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

Employer surveys.

- Graduate surveys
- A review/feedback process utilizing internal and external partners (e.g., Northern Kentucky Health Department)

Attached ☒ I have attached a SACS Faculty Roster Form.

Attached* ☒ I have attached course lists by curricular headings.

Attached ☒ I have attached a Projected Student Demand Estimate.

Attached ☒ I have attached a Funding Sources Table.

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

CIP Code

CIP Code 09.0905

RECOMMENDATION:

That a Post Baccalaureate Certificate in Addictions Research and Practice, as outlined in the accompanying proposal, be approved for immediate implementation.

BACKGROUND:

Addictions issues have been an area of growing interest for the university community. NKU currently offers an undergraduate program in Human Services and Addictions, which provides graduates with all the coursework to obtain bachelor's level certification as a substance abuse counselor in the tri-state region. The Social Work and Counseling programs offer graduate level coursework in substance abuse to allow master's level clinicians to be competent professionals working with clients, but not necessarily specialize in addictions work. The psychology faculty have additional expertise in addictions research. Further, the SBIRT Grant, along with the OUD/NAS Research project, provide a timeliness for this initiative. Therefore, the new Post Graduate Certificate would draw from addiction studies and courses in Human Services, Counseling, Social Work, and Psychology to bring a treatment and research perspective to a transdisciplinary collaboration for training professionals in Addictions Research and Practice.

Addictions Research and Practice

z-2017-2018 New Academic Program

General Catalog Information

Type of Program ☒ Program
☐ Shared Core

Identify Purpose of Proposal* ☐ Pre-Proposal
☒ Full Proposal

Academic Unit* **Department of Counseling, Social Work, and Leadership**

Program Level* ☐ Undergraduate ☒ Graduate

Does this proposal require TEC approval?* ☐ Yes ☒ No

Degree Level* ☐ Bachelor's
☐ Master's
☐ Doctoral
☒ Certificate
☐ Joint Program
☐ Associate

If Certificate, select appropriate option ☐ Undergraduate Certificate < 1 Year
☐ Undergraduate Certificate 1-2 Years
☐ Undergraduate Certificate 2-4 Years
☐ Institutionally-Defined Undergraduate Certificate
☒ Post-Baccalaureate Certificate (over 18 credit hours with Master Level Courses being taught)
☐ Post-Masters Certificate (over 18 credit hours with Doctorate Level Courses being taught)
☐ Institutionally-Defined Graduate Certificate
☐ Post-Doctoral Degree Professional Practice Certificate

Program Type* **Certificate**

| | |
|---|---|
| Degree Type* | Post baccalaureate Certificate |
| Status* | <input checked="" type="radio"/> Active-Visible |
| Title of Proposed Degree Program* | Addictions Research and Practice |
| EEO Status | |
| Name of Program Director* | Verl T. Pope & Perilou Goddard |
| Intended Date of Implementation* | Fall 2017 |
| Anticipated Date for Granting First Degrees* | Spring 2019 |
| Date of Governing Board Approval | |
| Date of CPE Approval | |
| List the objectives of the proposed program* | <ol style="list-style-type: none">1. Obtain foundational knowledge of:<ol style="list-style-type: none">a. Drug policy.b. Psychopharmacology.c. Substance abuse and process addictions.d. Addictions assessment, diagnosis, and treatment2. Develop working knowledge of:<ol style="list-style-type: none">a. Statisticsb. Researching substance use treatment <p>OR</p> <ol style="list-style-type: none">1. Obtain foundational knowledge of:<ol style="list-style-type: none">a. Drug policy.b. Psychopharmacology.c. Substance abuse and process addictions. |

d. Addictions assessment, diagnosis, and treatment

2. Develop working knowledge of:

a. Statistics

b. Researching substance use treatment

OR

a. Counseling techniques

b. Group counseling techniques

3. Obtain supervised experience in:

a. Applied addictions research.

OR

a. Addictions treatment.

a. Counseling techniques

b. Group counseling techniques

3. Obtain supervised experience in:

a. Applied addictions research.

OR

a. Addictions treatment.

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

Addictions issues have been an area of significant interest and concern for the university community. NKU currently offers an undergraduate program in Human Services and Addictions, which provides graduates with all the coursework to obtain bachelors-level certification as a substance abuse counselor in the three-state region. The Social Work and Counseling programs offer graduate-level coursework in substance abuse aimed at preparing master's-level clinicians to be competent professionals, but not necessarily specialize in Addictions work. The psychology faculty have additional expertise in addictions public policy, neuroscience and addictions research. Further, NKU's sponsorship and support of the Ohio Valley Addiction Research Consortium, the SBIRT Grant, and OUD/NAS Research projects lend a timeliness to this initiative.

The new Post-Graduate Certificate would draw from Addiction studies and courses in Human Services, Counseling, Social Work, and Psychology to bring both a treatment and research perspective to a transdisciplinary collaboration for training professionals in Addictions Research and Practice.

A Post-Graduate Certificate in Addiction Research and Practice will do the following:

Draw from several disciplines.(The current proposal would draw from Counseling, Human Services, Nursing, Psychology, and Social Work.)

Provide an avenue for both research and practice.(After a foundational core, students would focus either on the research side or the practice/treatment side of addictions.)

Draw from existing coursework that can still be taken by current upper-level undergraduate human services, nursing, psychology, and social work students.(The certificate would serve in conjunction and enhance the exposure of the study of substance use and addictive disorders. Therefore, current majors should also be able to enroll.)

Draw from existing graduate coursework in Addictions.(The certificate would to be attractive to graduate students in counseling, nursing, and social work that want to focus on addiction research or treatment.)

Be additive to the current Addictions program and courses.(The program would be to include additional coursework to provide for further training or specialization for counseling, human services, nursing, psychology, and social work graduates.)

To accomplish this, depending upon the student's level (undergraduate or graduate) and/or discipline, certain courses would be used to satisfy degree as well as certificate requirements.

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

Addictions issues have been an area of significant interest and concern for the university community as it responds to this important area of behavioral health in the region, state, and nation. NKU currently offers an undergraduate program in Human Services and Addictions, which provides graduates with all the coursework to obtain bachelors-level certification as a substance abuse counselor in the three-state region. The Social Work and Counseling programs offer graduate-level coursework in substance abuse aimed at preparing master's-level clinicians to be competent professionals, but not necessarily specialize in Addictions work. The psychology faculty have additional expertise in addictions public policy, neuroscience and addictions research. Further, NKU's sponsorship and support of the Ohio Valley Addiction Research Consortium, the SBIRT Grant, and OUD/NAS Research projects lend a timeliness to this initiative.

The new Post-Graduate Certificate would draw from multiple disciplines bringing both a treatment and research perspective to a transdisciplinary collaboration for training professionals in Addictions Research and Practice.

Explain how the proposed program furthers the statewide implementation plan*

Addictions issues have been an area of significant interest and concern for the university community as it responds to this important area of behavioral health in the region, state, and nation. NKU currently offers an undergraduate program in Human Services and Addictions, which provides graduates with all the coursework to obtain bachelors-level certification as a substance abuse counselor in the three-state region. The Social Work and Counseling programs offer graduate-level coursework in substance abuse aimed at preparing master's-level clinicians to be competent professionals, but not necessarily specialize in Addictions work. The psychology faculty have additional expertise in addictions public policy, neuroscience and addictions research. Further, NKU's sponsorship and support of the Ohio Valley Addiction Research Consortium, the SBIRT Grant, and OUD/NAS Research projects lend a timeliness to this initiative.

The new Post-Graduate Certificate would draw from multiple disciplines bringing both a treatment and research perspective to a transdisciplinary collaboration for training professionals in Addictions Research and Practice.

**Student learning
outcomes of the
program**

Obtain foundational knowledge of (as measured by instructor developed assessment):

- a. Drug policy.**
- b. Psychopharmacology.**
- c. Substance abuse and process addictions.**
- d. Addictions assessment, diagnosis, and treatment**

Develop working knowledge of (as measured by instructor developed assessment):

- a. Statistics**
 - b. Researching substance use treatment**
- OR**
- a. Counseling techniques**
 - b. Group counseling techniques**

a. Addictions research (quality work evaluated by faculty committee).

OR

b. Addictions treatment (quality work evaluated by university and site supervisors).

**Explain how the
curriculum
achieves the
program-level
student learning
outcomes***

The intent of the Post-Graduate Certificate in Addictions Research and Practice would be to supplement training in one of the helping professions by expanding expertise in research or practice in the area of addictions. As noted above, each student would obtain foundational knowledge, working knowledge and supervised experience in addictions research or practice. While each course will have specific learning objectives and outcomes, the overall program objectives will be met by the successful completion of the supervised Addictions Research Project or the supervised Addictions Internship.

Highlight any distinctive qualities of this proposed program*

The current programs of Human Services, Counseling, Social Work, and Psychology have been offering training in addictions research and practice for years, but in separate disciplines with little interaction. This certificate draws from the expertise and history of these programs to provide the foundation for a transdisciplinary reconceptualization and consolidation of existing and new Addictions courses to focus helping professionals on Addictions work.

Will this program replace or enhance any existing program(s) or track(s) within an existing program?*

☒ Yes ☐ No

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

This will be an additional recruiting tool for NKU, for the graduate programs, and for the Counseling Master's degrees, MSW, Psychology, and others as determined appropriate by program.

Is there a specialized accrediting agency related to this program?*

☐ Yes ☒ No

If yes, identify the agency

Do you plan to seek accreditation?*

☐ Yes ☒ No

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

At this time, transdisciplinary is still a "new" approach and the accrediting bodies have not adopted the philosophy. For instance this could not be a CACREP or CSWE accredited program because of the number of hours taken from each discipline.

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

Because this program will be drawing from current counseling, human services, social work, and psychology faculty it will also draw upon the same literature in addictions, counseling, human services, psychology, and social work .

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

Because this program will be drawing from current counseling, human services, social work, and psychology faculty it will also draw upon the same physical and instructional resources and equipment.

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

Standard admission procedure for the Masters' in Counseling and Social Work will be used, however the GRE will not be required.

Clearly state the

**degree
completion
requirements for
the program***

Completion of all coursework in chosen track with a minimum 3.0 or better.

**Total number of
hours required
for degree
(including
General
Education
credits)***

21

**Number of hours
in degree
program core***

12

**Number of hours
in concentration***

9

**Number of hours
in guided
electives***

0

**Number of hours
in free electives***

0

Delivery Method*



100% f2f in classroom



100% Distance Learning



F2F/Distance Learning Hybrid

**Describe how the
proposed
program will
articulate with
related programs
in the state***

There are no current articulation agreements with post-baccalaureate or graduate programs.

**Provide Catalog
Program
Description:***

The Post-Graduate Certificate Program in Addictions Research and Practice provides students the opportunity to obtain greater unified training

beyond their current degrees in one of the helping professions (e.g. Counseling, Human Services, Psychology, Social Work, etc.), offering a more robust foundation in the research and practice of the field of Addictions. Students will gain supervised experience in addictions research anticipatory of additional academic endeavors or supervised experience in addictions practice in preparation of being a certified or licensed addictions counselor.

Prospective Curriculum*

Core

Core Courses (12 hours)

HSR 530 Substance Abuse and Process Addictions
HSR 550 Substance Abuse Asses, Diag, Treatment
PSY/ARP 505 Drug Policy
PSY/ARP 510 Psychopharmacology
OR
NRP 660 Psychopharmacology Across the Lifespan

Emphasis in Practice or Research

Practice Emphasis

Nine (9) hours

COU 596 Internship in Addictions
And
COU 640 Counseling Techniques
OR
SWK 610 Social Work Practice I
And
COU 650 Theories and Practice of Group Counseling
OR
SWK 614 Social Work Practice with Groups

Research Emphasis

Nine (9) hours

PSY/ARP 520 Researching Substance Use Treatment
PSY/ARP 592 Research project in Addictions
STA 614 Statistics for Health Care Research

Directed Electives

Does not replace any required courses or emphasis course unless approved and noted by program directors.

PSY/ARP 511 Neurobehavioral Mechanisms of Addictions
PSY/ARP 594 Special Topics in Addictions Research
SWK 594 Heroin Addiction

Describe planned alternative methods of program delivery*

Courses will be taught using previously approved syllabi which may include alternative methods of instruction including online and hybrid.

Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field

Explain the impact of the proposed program on undergraduate education at the institution

List and discuss the nature and

**appropriateness
of available
clinical sites**

**Clearly describe
all evidence of
student demand***

The Occupational Outlook Handbook states, "Employment of substance abuse and behavioral disorder counselors is projected to grow 22 percent from 2014 to 2024, much faster than the average for all occupations." That is one of the greatest growth rates listed by the US Department of Labor. The reason for the growth includes increases in financial support by third-party funders, changes in the way the justice systems deal with drug offenders, and federal and veterans administration support for substance abuse treatment.

While all addictive disorders have a profound impact on the individual and society, one example of the impact on our own region is that the Centers for Disease Control have identified Kentucky and Ohio as being among the top six states for opioid overdose death. Just this week, our region's main hospital system (St. Elizabeth's Healthcare) reported a 36% increase since 2015 in overdoses treated in their emergency department. Across the U.S., there has been a fourfold increase of overdose deaths from opioids since 1999. Thus, our nation's current opioid epidemic clearly illustrates the dearth of appropriately trained policy experts and researchers necessary to ensure that our response to the epidemic is firmly grounded in scientific evidence. Advocates for improved care need to know how to access, understand, and translate the latest research evidence. The research arm of the proposed certificate program will prepare professionals for these tasks. Further the treatment side of the program will ensure that addictions counselors draw from the research to effectively treat addictive issues.

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

The Occupational Outlook Handbook states, "Employment of substance abuse and behavioral disorder counselors is projected to grow 22 percent from 2014 to 2024, much faster than the average for all occupations." That is one of the greatest growth rates listed by the US Department of Labor. The reason for the growth includes increases in financial support by third-party funders, changes in the way the justice systems deal with drug offenders, and federal and veterans administration support for substance abuse treatment.

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Identify the applicant pool and how they will be reached*

The applicant pool will be those students in our current helping professions programs that wish to specialize in addictions as well as post-degree seeking students looking for further addictions studies.

Certificate will be promoted in current programs and information will be disbursed following the Office of Graduate Education policies. Information will be listed on the websites for Counseling, for Social Work, and for Psychology.

Describe the student recruitment and selection process*

Certificate will be promoted in current programs and information will be disbursed following the Office of Graduate Education policies. Information will be listed on the websites for Counseling, for Social Work, and for Psychology. Selection is based on admission requirements and completion of application.

Identify the primary feeders for the program*

Bachelor's degrees in helping professions (B.S., BSW, etc.)

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

Potentially the increase will be modest however the credit hour production of students remaining to create the specialization will very likely increase.

Clearly describe evidence of employer demand*

The expectation is that 10 students per year from human services, counseling, psychology, and social work will choose to add the certificate to their current degree program. And because this is drawing from coursework that can be used by other degree seeking students it is expected the courses will fill and additional expertise for certificate and degree seeking students will be achieved.

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

The Occupational Outlook Handbook states, "Employment of substance abuse and behavioral disorder counselors is projected to grow 22 percent from 2014 to 2024, much faster than the average for all occupations." That is one of the greatest growth rates listed by the US Department of Labor. The reason for the growth includes increases in financial support by third-party funders, changes in the way the justice systems deal with drug offenders, and federal and veterans administration support for substance abuse treatment.

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Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons*

The certificate program is not a new program per se but is an intersect of the knowledge and skills from the existing helping professions and it uses those skills to focus on addictions work. For those in the helping professions it encourages them to specialize in addictions and for those in addictions it encourages them to gain additional expertise through one of the helping profession degrees.

If the proposed program is an advanced practice doctorate explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program

Does the proposed program differ from existing programs?* ☒ Yes ☐ No

If yes, please explain

The most truthful answer is that it both differs in that it is a refocus of current knowledge and skills incorporated into current programs. It is not different in some ways due to the nature of obtaining certification or licensure (based on state agency) and what they would require of coursework for addictions. Addictions work is within the scope of practice of each of the helping

professions, This certificate moves that work to the forefront of practice and research.

Does the proposed program serve a different student population from existing programs?*

☐ Yes ☒ No

If yes, please explain

Is access to existing programs limited?*

☒ Yes ☐ No

If yes, please explain

Most of the 4-year institutions offer similar coursework however none in Kentucky offer the certificate specializing in addictions research and practice. (UC offers a certificate in chemical dependency.)

Is there excess demand for existing similar programs?*

☐ Yes ☒ No

If yes, please
explain

Will there be
collaboration
between the
proposed
program and
existing
programs?*

☒ Yes ☐ No

If yes, please
explain the
collaborative
arrangements
with existing
programs

This is a collaboration between counseling, human services, psychology and social work. It was designed to be transdisciplinary drawing upon the expertise of each of the disciplines.

If no, please
explain why
there is no
proposed
collaboration
with existing
programs

Will this program
require
additional
resources?*

☐ Yes ☒ No

If yes, provide a
brief summary of
additional

resources that will be needed to implement this program over the next five years

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

☒ Yes ☐ No

If yes, please describe the impact

There will be additional advising, admissions, and students matriculating through the program.

Describe program evaluation procedures for the proposed program*

Student learning outcome are connected directly with the program objectives which are further connected to specific courses. These are:

1. Obtain foundational knowledge of:
 - a. Drug policy. (PSY 505/ARP 505 Drug Policy)
 - b. Psychopharmacology. (PSY 510/ARP 510 Psychopharmacology OR NRP 660 Psychopharmacology Across the Lifespan (4))
 - c. Substance abuse and process addictions. (HSR 530 Substance Abuse and Process Addictions)
 - d. Addictions assessment, diagnosis, and treatment. (HSR 550 Substance Abuse Assessment, Diagnosis and Treatment)
2. Develop working knowledge of:
 - a. Statistics (STA 614 Statistics for Health Care Research or other

appropriate research methodology course approved by the program director)

b. Researching substance use treatment (PSY 520/ARP 520 Researching Substance Use Treatment)

OR

a. Counseling techniques (COU 640 Counseling Techniques Or SWK 610 Social Work Practice)

b. Group counseling techniques (COU 650 Theories and Practice of Group Counseling Or SWK 614 Social Work Practice with Groups)

3. Obtain supervised experience in:

a. Addictions research. (PSY 592/ARP 592 Research Project in Addictions)

OR

b. Addictions treatment. (COU 590 Internship in Addictions)

Overall program quality will be determined by the aggregate data from the two capstone experiences. For those students focusing on addictions research, this will be a faculty evaluated original research project. For students focused on addictions treatment, the evaluations from the university addictions internship supervisor along with the community based site supervisor will assess the quality of the acquisition of knowledge and skills to provide addictions treatment.

Which components will be evaluated?*

Aspects of both knowledge, as addressed in the didactic courses, and skill as addressed in the experiential courses will be assessed at the conclusion of each course offering.

When will the components be evaluated?*

Data is collected at the end of each course and will be evaluated annually.

When will the data be collected?*

Data is collected at the end of each course.

How will the data be collected?*

Through faculty determined measures for each approved course.

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

Demonstrated knowledge and skills of each student in the didactic and experiential courses.

What individuals The program faculty are responsible for data collection.

or groups will be responsible for data collection? *

How will the data and findings be shared with faculty? * The faculty will collectively review the data and make recommendations for program enhancement.

How will the data be used for making programmatic improvements? * The faculty will collectively review the data and make recommendations for program enhancement.

What are the measures of teaching effectiveness? * Students will be allowed to evaluate faculty at the end of each course. A post-certificate completion survey will also be conducted.

What efforts to improve teaching effectiveness will be pursued based on these measures? * Within the context of faculty academic freedom and retention, promotion, and tenure procedures faculty will be encouraged to use peer review, student evaluations, and alumni surveys to improve teaching and the program.

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

A post-certificate completion survey will also be conducted.

Attached ☐ I have attached a SACS Faculty Roster Form.

Attached* ☒ I have attached course lists by curricular headings.

Attached ☐ I have attached a Projected Student Demand Estimate.

Attached ☐ I have attached a Funding Sources Table.

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

CIP Code

CIP Code 51.1501

RECOMMENDATION:

That the Board of Regents approve the Non-Employee Participation on Sponsored Projects Policy. This is a new policy.

BACKGROUND:

The Non-Employee Participation on Sponsored Projects Policy states that only NKU employees may serve as principal investigators, project directors, or personnel for sponsored projects at NKU. All sponsored projects are subject to approval by the appropriate chair, dean, and Vice Provost for Graduate Education, Research, and Outreach. Credentialing by the Office of the Provost is required for anyone who supervises students.

Attachments:

Non-Employee Participation on Sponsored Projects Policy

NON-EMPLOYEE PARTICIPATION ON SPONSORED PROJECTS

POLICY NUMBER: RESERVED FOR FUTURE USE

POLICY TYPE: HYBRID

RESPONSIBLE OFFICIAL TITLE: PROVOST

RESPONSIBLE OFFICE: PROVOST

EFFECTIVE DATE: 5/4/2017

NEXT REVIEW DATE: 5/4/2021

SUPERSEDES POLICY DATED: N/A

REQUIRES LEGAL/COMPLIANCE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

REQUIRES I.T. POLICY COUNCIL REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES PROFESSIONAL CONCERNS COMMITTEE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

REQUIRES FACULTY SENATE APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES HUMAN RESOURCES REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

REQUIRES BOARD OF REGENTS APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

I. POLICY STATEMENT

Only NKU employees may serve as principal investigators, project directors or personnel for sponsored projects at NKU. All sponsored projects are subject to approval by the appropriate chair, dean, and Vice Provost for Graduate Education, Research, and Outreach. Credentialing by the Office of the Provost is required for anyone who supervises students.

Compensation for effort from the sponsored project must be consistent with the guidelines of the funding agency and federal, state and NKU policies. Returning employee appointments will be determined on a case-by-case basis by Human Resources. In the case of a retired employee, rate of pay will be set at the rate of compensation at the time of retirement, consistent with the Uniform Guidance in Title 2 in the Code of Federal Regulations (2 CFR), subtitle A, chapter II, part 200.430 (see below). In no case may total compensation exceed the available funding from the sponsored project.

II. ENTITIES AFFECTED

Faculty, Deans, Provost, Office of Research, Grants & Contracts, Vice Provost for Graduate Education, Research and Outreach, Department Charis, Human Resources and Office of the Comptroller

III. AUTHORITY

Uniform Guidance Title 2 in the Code of Federal Regulations (2 CFR), subtitle A, chapter II, part 200.430 states that institutions must follow their own policies and salaries are to be consistent with those paid by the institution.

https://www.ecfr.gov/cgi-bin/text-idx?node=2:1.1.2.2.1&rgn=div5#se2.1.200_1430

IV. RESPONSIBILITIES

Department Chairs, Deans, and Vice Provost for Graduate Education, Research and Outreach must approve requests. Credentialing requires approve by Provost if student supervision involved.

V. EXCEPTIONS

Exceptions to this policy may be requested in writing to the Vice Provost for Graduate Education, Research and Outreach.

VI. REFERENCES AND RELATED MATERIALS

REFERENCES & FORMS

Link any forms or instructions needed to comply or implement this policy. If links are unavailable, attach forms to this policy as examples.

RELATED POLICIES

Link any currently existing policies related to this policy. If unable to obtain a link, simply list the names of the related policies.

REVISION HISTORY

| REVISION TYPE | MONTH/YEAR APPROVED |
|-----------------|---------------------|
| New Policy | 05/2017 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |

RECOMMENDATION:

That the Board of Regents approve the Financial Conflict of Interest Disclosure for Research Policy. This is a new policy.

BACKGROUND:

The Financial Conflict of Interest Disclosure for Research Policy defines conflicts of interest and/or conflicting financial interests related to research. The policy identifies those individuals who must report such conflicts, clarifies the potential for such conflicts, and delineates the proper procedures for reviewing and addressing all conflicts of interest. As of August 24, 2012, all institutions accepting federal funding from a grant, cooperative agreement or contract from a Public Health Service (PHS) agency are required to implement and adhere to an Institutional Research Financial Conflict of Interest policy.

Attachments:

Financial Conflict of Interest Disclosure for Research Policy

FINANCIAL CONFLICT OF INTEREST DISCLOSURE FOR RESEARCH

POLICY NUMBER: RESERVED FOR FUTURE USE

POLICY TYPE: HYBRID - ACADEMIC/ADMIN

RESPONSIBLE OFFICIAL TITLE: DIRECTOR, OFFICE OF RESEARCH, GRANTS, AND CONTRACTS

RESPONSIBLE OFFICE: OFFICE OF RESEARCH, GRANTS, AND CONTRACTS

EFFECTIVE DATE: 5/4/2017

NEXT REVIEW DATE: 5/4/2021

SUPERSEDES POLICY DATED: N/A

REQUIRES LEGAL/COMPLIANCE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☒ NO

REQUIRES I.T. POLICY COUNCIL REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES PROFESSIONAL CONCERNS COMMITTEE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

REQUIRES FACULTY SENATE APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES HUMAN RESOURCES REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☒ NO

REQUIRES BOARD OF REGENTS APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

I. POLICY STATEMENT

Northern Kentucky University has a responsibility to identify, manage, reduce, and/or eliminate research conflicts of interest and/or conflicting financial interests related to research. It is the purpose of this policy to define such conflicts, identify those individuals who must report such conflicts, clarify the potential for such conflicts, and delineate the proper procedures for reviewing and addressing all conflicts of interest. As of August 24, 2012, all institutions accepting federal funding from a grant, cooperative agreement or contract from a Public Health Service (PHS) agency are required to implement and adhere to an Institutional Research Financial Conflict of Interest policy.

II. ENTITIES AFFECTED

This NKU Institutional policy applies to all researchers/Investigators funded by Public Health Services (PHS) and National Science Foundation (NSF) at NKU.

III. AUTHORITY

This policy implements federal requirements pertaining to "Objectivity in Research for which Public Health Service (PHS) Funding is Sought" promulgated by the U.S. Public Health Service, which includes the National Institutes of Health (NIH), and which are published in 42 CFR Part 50 and 45 CFR Part 94. This policy also implements federal requirements contained in the National Science Foundation's (NSF) "Investigator Financial Disclosure Policy".

[Public Health Service 42 CFR Part 50 Subpart F and 45 CFR Part 94](#)

[National Science Foundation's \(NSF\) "Investigator Financial Disclosure" Policy](#)

IV. DEFINITIONS

Among the definitions listed at 42 CFR 50.603 are eight key definitions that you must know in order to understand the Financial Conflict of Interest (FCOI) regulation. They are Institution, Investigator, Institutional Responsibilities, Financial Interest, Financial Conflict of Interest, Manage, and Significant Financial Interest.

Institution refers to any domestic or foreign, public or private, entity or organization (excluding a Federal agency) that is applying for or that receives PHS/NSF and other federal agency research funding.

Institutional Responsibilities means an Investigator's professional responsibilities on behalf of the Institution, and as defined by the Institution, including, but not limited to, activities such as research, research consultation, teaching, professional practice, institutional committee memberships, and service on panels such as Institutional Review Boards or Data and Safety Monitoring Boards.

Investigator as defined by NKU, means the Principal Investigator, Project Director, and any other person, regardless of title or position, who is responsible for or involved in the design, conduct, or reporting of research who are funded by PHS or NSF. This may include collaborators or consultants

Financial Interest means anything of monetary value, whether or not the value is readily ascertainable.

Financial Conflict of Interest (FCOI) means a significant financial interest that could directly and significantly affect the design, conduct, or reporting of research.

Manage means taking action to address a financial conflict of interest, which can include reducing or eliminating the financial conflict of interest, to ensure, to the extent possible, that the design, conduct, and reporting of research will be free from bias.

Significant Financial Interest (SFI) is defined by the regulation as:

A. A financial interest consisting of one or more of the following interests of the Investigator (and those of the Investigator's spouse and dependent children) that reasonably appears to be related to the Investigator's institutional responsibilities:

1. With regard to any publicly traded entity, a significant financial interest exists if the value of any remuneration received from the entity in the twelve months preceding the disclosure and the value of any equity interest in the entity as of the date of disclosure, when aggregated, exceeds \$5,000. For purposes of this definition, remuneration includes salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship); equity interest includes any stock, stock option, or other ownership interest, as determined through reference to public prices or other reasonable measures of fair market value;
2. With regard to any non-publicly traded entity, a significant financial interest exists if the value of any remuneration received from the entity in the twelve months preceding the disclosure, when aggregated, exceeds \$5,000, or when the Investigator (or the Investigator's spouse or dependent children) holds any equity interest (e.g., stock, stock option, or other ownership interest); or
3. Intellectual property rights and interests (e.g., patents, copyrights), upon receipt of income related to such rights and interests.

B. Investigators also must disclose the occurrence of any reimbursed or sponsored travel (i.e., that which is paid on behalf of the Investigator and not reimbursed to the Investigator so that the exact monetary value

may not be readily available), related to their institutional responsibilities; provided, however, that this disclosure requirement does not apply to travel that is reimbursed or sponsored by a federal, state, or local government agency, an Institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an Institution of higher education. The Institution's FCOI policy will specify the details of this disclosure, which will include, at a minimum, the purpose of the trip, the identity of the sponsor/organizer, the destination, and the duration. In accordance with the Institution's FCOI policy, the institutional official(s) will determine if further information is needed, including a determination or disclosure of monetary value, in order to determine whether the travel constitutes an FCOI with the PHS-funded research.

A Significant Financial Interest (SFI) of the Investigator's spouse, dependent children, or persons who share financial interests of which could reasonably influence professional responsibilities is required to be included in the initial disclosure prior to submission for funding.

Note: The term significant financial interest does not include the following types of financial interests: salary, royalties, or other remuneration paid by the Institution to the Investigator if the Investigator is currently employed or otherwise appointed by the Institution, including intellectual property rights assigned to the Institution and agreements to share in royalties related to such rights; any ownership interest in the Institution held by the Investigator, if the Institution is a commercial or for-profit organization; income from investment vehicles, such as mutual funds and retirement accounts, as long as the Investigator does not directly control the investment decisions made in these vehicles; income from seminars, lectures, or teaching engagements sponsored by a federal, state, or local government agency, an Institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an Institution of higher education; or income from service on advisory committees or review panels for a federal, state, or local government agency, an Institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an Institution of higher education.

V. RESPONSIBILITIES

Provost and Executive Vice President for Academic Affairs: Institutional Official Responsible for maintaining University compliance.

Director of the Office of Research, Grants and Contracts (RGC), Research Compliance Manager in RGC: Responsible for enforcing NKU research policy procedures to maintain Investigator compliance.

VI. PROCEDURES

Per Federal regulations; all universities accepting federally sponsored research funds must, at a minimum, enforce a University FCOI policy that requires all Investigators, which include *faculty, staff, and students* conducting research to:

- Complete a Financial Conflict of Interest Disclosure form (FCID) at the time of proposal submission, annually, and as Investigator financial situations change.
- Complete required FCOI training in the CITI training database prior to the expenditure of funds and every four years thereafter.
- When necessary: Adhere to reporting requirements should there be a significant financial conflict of interest, with an approved Management Plan.

See the [Northern Kentucky University Office of Research, Grants, and Contracts](#) website for procedures and forms related to this policy.

VII. REPORTING REQUIREMENTS

When a Research Financial Conflict of Interest is deemed “significant”, the Institutional Official shall be responsible for reporting requirements in accordance with each funding agency. Reporting requirements vary with agencies. Typically, reporting requirements include reporting at initial disclosure, and then annually until completion of the project. Additionally, Institutions are required to maintain all Research Financial Conflict of Interest program enforcement data to be available upon request for audit from funding agencies.

VIII. TRAINING

Pursuant to Federal regulations, the Institutional Official or designee, shall inform each Investigator about this regulation and of his/her responsibilities to comply. Prior to engaging in research at NKU, each Investigator shall complete training regarding the disclosure of significant financial interests and the management, reduction or elimination of financial conflicts of interest related to research. Training shall be repeated at least every four years or when (a) this regulation is substantially revised; (b) an Investigator is new to the University; or (c) if an Investigator is determined to not be in compliance with this regulation.

See the [Northern Kentucky University Office of Research, Grants, and Contracts](#) website for specific procedures related to training for this policy.

IX. COMMUNICATIONS

This policy should be communicated to the Provost, all Vice Provosts, all Deans, all Chairs, all faculty, staff, and students who supervise or are directly involved in research or programmatic projects sponsored by outside funders.

X. REFERENCES AND RELATED MATERIALS

REFERENCES & FORMS

See the [Northern Kentucky University Office of Research, Grants, and Contracts](#) website for procedures and forms related to this policy.

RELATED POLICIES

[Department of Health and Human Services “Objectivity in Research for which Public Health Service \(PHS\) Funding is Sought” promulgated by the U.S. Public Health Service 42 CFR Part 50 and 45 CFR Part 94](#)

[National Institutes of Health Financial Conflict of Interest Policy](#)

[National Science Foundation’s \(NSF\) “Investigator Financial Disclosure” Policy](#)

REVISION HISTORY

| REVISION TYPE | MONTH/YEAR APPROVED |
|-------------------|---------------------|
| New Policy | 5/2017 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |

| | |
|-----------------|--|
| Choose an item. | |
|-----------------|--|

RECOMMENDATION:

That the Board of Regents approve the Establishing, Reviewing, and Discontinuing Centers and Institutes Policy. This is a new policy.

BACKGROUND:

The Establishing, Reviewing, and Discontinuing Centers and Institutes Policy sets forth guidelines regarding the criteria for establishing centers and institutes, an understanding of the expectations regarding outcomes, the need for annual reports and periodic reviews, and mechanisms for discontinuing academic centers and institutes.

Centers and Institutes share the same purpose: to foster collaboration within a field or across existing organizational boundaries around a problem or service that requires and benefits from multiple perspectives. Centers are hosted entirely within a single administrative unit. It is expected that most institutes would involve faculty and staff from multiple units, departments, and/or schools/colleges. Centers and Institutes endeavor to cross disciplinary and departmental lines in order to advance knowledge in new directions or provide services to new constituencies. Although centers and institutes do not have primary jurisdiction over academic curricula, they may offer courses in cooperation with academic units.

Attachments:

Establishing, Reviewing, and Discontinuing Centers and Institutes Policy

ESTABLISHING, REVIEWING, AND DISCONTINUING CENTERS & INSTITUTES

POLICY NUMBER: RESERVED FOR FUTURE USE

POLICY TYPE: HYBRID - ACADEMIC/ADMIN

RESPONSIBLE OFFICIAL TITLE: VICE PROVOST FOR GRADUATE EDUCATION, RESEARCH, AND OUTREACH

RESPONSIBLE OFFICE: OFFICE OF THE VICE PROVOST FOR GRADUATE EDUCATION, RESEARCH, AND OUTREACH

EFFECTIVE DATE: UPON PRESIDENTIAL APPROVAL

NEXT REVIEW DATE: PRESIDENTIAL APPROVAL DATE PLUS FOUR YEARS

SUPERSEDES POLICY DATED: N/A

REQUIRES LEGAL/COMPLIANCE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

REQUIRES I.T. POLICY COUNCIL REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES PROFESSIONAL CONCERNS COMMITTEE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES HUMAN RESOURCES REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

REQUIRES BOARD OF REGENTS APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

I. POLICY STATEMENT

Centers and institutes at Northern Kentucky University (NKU) are administrative units that are established to strengthen and enrich the University's core mission of teaching, research, and public service. Centers and institutes foster the interdisciplinary collaboration that provides enhanced opportunities for faculty, staff, and students and heighten the University's impact regionally and statewide. Centers and institutes are partnerships that maximize the capacities of NKU as a whole and reduce duplication within it. The University recognizes that centers and institutes require a commitment of resources (including faculty, staff and space). Therefore guidelines need to be explicit regarding the criteria for establishing centers and institutes, an understanding of the expectations regarding outcomes, the need for annual reports and periodic reviews, and mechanisms for discontinuing academic centers and institutes.

II. ENTITIES AFFECTED

Faculty, staff and administration

III. DEFINITIONS

Centers and Institutes share the same purposes: to foster collaboration within a field or across existing organizational boundaries around a problem or service that requires and benefits from multiple perspectives. Centers are hosted entirely within a single administrative unit. For the purposes of classification within NKU, the term 'Institute' refers to a unit with a broader scope of activity than a center and may indicate a unit that contains smaller centers as separate units within its administrative structure. It is expected that most institutes would involve faculty and staff from multiple units, departments, and/or schools/colleges. Centers and institutes endeavor to cross disciplinary and departmental lines in order to advance knowledge in new directions or

provide services to new constituencies. Although centers and institutes do not have primary jurisdiction over academic curricula, they may offer courses in cooperation with academic units.

IV. PROCEDURES

1. Center Oversight

At Northern Kentucky University, centers and institutes are situated either as an academic center/institute reporting to either the Provost or as a nonacademic center/institute reporting to one of the other university vice presidents or his/her designee. College level centers will report to the dean of the college. In some instances, transdisciplinary centers/institutes may report to more than one dean or provost designee by virtue of a Stakeholders Committee. In these instances, a 'lead dean' may be appointed by the Provost to convene the Stakeholders Committee. The committee will provide oversight for the transdisciplinary center/institute and will advise the director on all matters concerning the operation of the center.

A center/institute will have a director and an advisory board. Center and institute directors are responsible for the day-to-day programmatic, fiscal, and personnel decisions associated with the center/institute mission and core personnel. The center/institute director will coordinate programmatic activities, seek external funding where appropriate, convene periodic advisory board meetings, respond to assessment and administrative program review processes, and ensure the viability of the center or institute in meeting its objectives. The advisory board has advisory responsibilities to the center/institute and makes recommendations to the director on programmatic direction. The advisory board does not have the authority to make hiring offers to directors or other staff or to access, use, or otherwise control funds associated with the center/institute. Centers and institutes will address aspects of their management, such as the appointing and staggering terms of board members, through bylaws, Memoranda of Understanding (MOUs), or other governing documents.

Not later than the fourth year following the initial appointment, and not less frequently than every five years thereafter, each center or institute will undergo a program review, which will include elements of director performance. The Vice Provost for Graduate Education, Research and Outreach will maintain the schedule of center & institute reviews, will work with the appropriate vice president to initiate the program review, and will meet with the director and his/her supervisor(s) to discuss the outcome of the review. The director is then responsible for implementing the agreed-upon recommendations.

Final authority for the establishment of a center or institute rests with the NKU Board of Regents, upon recommendation of the President.

2. Establishment of a New Center or Institute

The establishment of a new center or institute requires careful deliberation that includes a justification of need and the potential for making meaningful contribution. The center or institute should not duplicate activities already being performed elsewhere at NKU and should have a focus that is broader than the work of any one individual. Establishing a new center or institute is a two-phase process consisting of a pre-proposal and a full proposal.

To request authorization to establish a new center or institute, a pre-proposal must be submitted to the appropriate vice president. The pre-proposal should include the following information:

- Proposed name and type of center or institute (research, instructional, outreach)
- Relevance of the proposed center or institute to the mission of NKU, specifically how it will further the university's strategic plan
- Mission and goals of the proposed unit and an explanation of how the new unit will be uniquely positioned to meet these objectives
- Description of how the proposed unit might interact with and complement other centers, institutes, and units at NKU and within the commonwealth, and proposed relationships with other relevant units and potential partners
- List of the people and units involved (including the name of the proposed director, if known)
- Organizational structure, including the proposed composition of the advisory board
- Estimated funding needed to initiate and sustain the proposed center or institute for five years and potential sources of funding during that period
- Estimated space, facilities, and equipment needs and plans for meeting these needs
- Proposed timeline for establishing the center or institute

The pre-proposal must include a letter of endorsement from the responsible leader(s) of the proposed administrative location of the center or institute (e.g., dean for a college-level center, department chair and dean for a department-level center, vice provost or vice president for a university-level center).

The vice president, in consultation with the President, will review the pre-proposal and communicate a decision regarding permission to submit a formal proposal to the faculty/staff wishing to plan and the leadership of the unit(s) where the new center or institute would be established. An expected timeline for completion of the full proposal will be determined at this time. The planning period will have a maximum duration of two years. If a full proposal is not presented within two years, a new pre-proposal must be submitted. Should the pre-proposal be denied, the vice president will provide a written response detailing reasons for the lack of support.

When planning is complete, the faculty/staff proposing the new center or institute will submit a formal proposal to the Vice Provost for Graduate Education, Research and Outreach (in the case of academic centers/institutes) or to the appropriate vice president. The minimum required documentation for the proposal to establish includes:

- A name for the proposed center or institute that appropriately reflects the unit's mission and scope, and is not similar to the name of an existing unit.
- The name and contact information for the individual who will provide leadership to the center/institute, and a brief description of qualifications.
- A list of all participating or affiliated faculty and staff who have confirmed their interest and commitment to actively participate in the establishment of the new center or institute. Rank, department affiliation, expected contribution, and contact information for each participating faculty and/or staff member must be included in the full proposal.
- Description of the organizational structure, including reporting lines; staffing; description of the membership and function of advisory boards; and an organizational chart showing both the unit's relationship to existing campus units and the internal organization of the unit. Confirmation that all impacted units are familiar with the plan and supportive of the proposal, in the form of letters of support, must be included.

- A mission statement that clearly describes the purpose for establishing the center or institute. An explanation as to how the mission is unique and distinct from other units already established on campus should be included.
- Goals for the new center or institute. What does the center/institute expect to accomplish? The outcomes should be clear and their impact should be measurable. Clearly justify how the center/institute will enhance NKU's reputation.
- The anticipated benefit of the unit's work to the research, instructional, or outreach programs at NKU, and, if inter-institutional arrangements are involved, the anticipated benefit to the participating institutions.
- Description of space, facilities, and equipment needs for the next five years and how those needs will be met.
- A description of how the center will involve and support undergraduate and/or graduate students.
- A five-year budget detailing personnel and non-personnel costs and sources of revenue. Are the necessary funds available? If funds are not already available, explain and justify the source of additional funds that will be required to operate the proposed center or institute. Clearly delineate the resources that will be necessary for the sustainability of the center/institute and plans for obtaining them.
- A description of how the achievement of the unit's mission, goals, and objectives will be measured, documented, and assessed.

The appropriate vice president will assess the request, focusing on the degree to which the proposed center will contribute to the University's mission, objectives and strategic plan; the proposed budget; and the degree to which sufficient funding can be secured to support the proposed center. The vice president will determine whether to (1) approve the request to establish and forward it to the President for approval or (2) deny the request and communicate that decision to those submitting the proposal. If the vice president recommends that the center or institute be established and the President approves the recommendation, the President will forward the recommendation to the Board of Regents for final approval.

3. Center or Institute Governance

Once final approval has been granted for the establishment of a new center or institute, a charter must be created and approved by the appropriate vice president. The official charter will be kept on file in the Office of the Vice Provost for Graduate Education, Research and Outreach (VPGERO), which will also maintain the schedule for periodic reviews.

4. Termination or Realignment of Centers or Institutes

A center or institute may be discontinued for a variety of reasons, including: financial viability; lack of fit with institutional mission or objectives; insufficient contributions in terms of mission-driven activity; lack of faculty/staff support.

The administrative officer to whom the center or institute reports, in collaboration with the center director, will develop a plan for phasing out the unit to allow for orderly termination or transfer of contractual obligations and an effort to find alternative employment for full-time staff. The phase-out

period may not be for more than one year after the end of the academic year in which final approval is given to discontinue the center or institute.

The director will provide written notice of intent to terminate or realign the center or institute, with copies to appropriate unit leaders, and to the VPGERO.

V. REPORTING REQUIREMENTS

Each center or institute must submit an annual report (based on a template provided) that documents accomplishments and productivity, including funding obtained during the year and a current budget. As well, an updated list of the participating faculty, staff, and advisory board members must be provided, along with an annually updated charter. The report should be submitted to the appropriate vice president with a copy to the VPGERO no later than June 1 each year.

Active centers and institutes will undergo periodic reviews to ensure ongoing alignment with administrative unit and/or institutional missions and resources, success in accomplishing stated objectives, and sound fiscal status and practices. A center or institute must undergo a major review at least once every five (5) years. A major review may occur sooner at the discretion of the university. Additional or more frequent major evaluations may be necessary if mandated by the center's charter, bylaws, or funding agency.

The purpose of the self-evaluation is to collect data related to the center's goals and objectives, with specific attention to purpose for establishing the center and the accountability plan. Continuation of the center must be justified in order for the center to continue to operate. The self-study should be organized as follows:

- Mission, goals, and objectives, and their relationship to those of the university.
- Degree to which the center's mission, goals, and activities are unique or duplicated elsewhere on campus.
- Key accomplishments (related to goals and objectives) in the past five years in research, instruction, and/or public service and engagement (publications, external funding, outreach services, university/community partnerships, etc.).
 1. External funding data should include – proposals and awards including sponsor, amount requested, and amount funded, PIs and co-PIs and time period
 2. Include full citations of scholarly work, if appropriate
- How and to what extent the center promotes transdisciplinary work
- The ways in which the center/institute has enhanced the scholarly reputation of NKU, if appropriate. This should include a listing of conferences/workshops hosted, keynote addresses and invited presentations, public service, etc.
- Client feedback as appropriate to the mission of the center or institute
- Organizational structure; number and types of personnel; list of affiliated faculty, their position and roles
- Undergraduate and graduate student involved in center/institute projects including their source of support
- Summary budget data for past five years, including amount and sources of funding, changes in funding over the years, number and types of grants and contracts, and administrative costs (see attached sample template)
- Responsible fiscal oversight as determined by the financial audit and professional evaluation that demonstrate that the center or institute is being managed properly

- Vision for the future of the center or institute for the next five years, including program improvement plans. Include a bulleted list of any issues/challenges affecting the center/institutes ability to achieve its objectives in the coming years.
- List of potential external reviewers

The external reviewers report will include an overview of the strengths and weaknesses of the center/institute and will address the following:

- Degree to which the mission of the program is realistic, feasible, and capable of meeting the needs of the university and wider community
- Extent to which the center's mission, goals, and activities are unique or duplicated elsewhere on campus or within NKU
- Degree of success in achieving mission and reaching desired outcomes; adequacy of programs and initiatives in fulfilling research, instruction, and/or public service missions and meeting the needs of constituents and stakeholders
- Quality of the student experience and success in career placement (if applicable).
- Effectiveness of leadership, organizational structure, and administrative resources.
- Quality of institutional relationships
- Adequacy of funding and facilities
- Feasibility of the program's plans for the future
- Recommendations for improving academic and administrative effectiveness

The steps in the review process are provided below:

- The VPGERO provides the vice presidents with a list of centers and institutes that are scheduled for review in the upcoming year. The VPGERO also provides general guidelines for the review process and the required format for the report.
- The VPGERO discusses goals and expected outcomes of the review process with each vice president or dean.
- Each center/institute is notified of the upcoming review, reporting requirements, and a deadline for report submission.
- The center/institute submits a draft of the report by the specified deadline to the vice president or dean and the VPGERO for comment before generating a final report. (Note: requests for more information or revision to the report may occur at any step of the review process.)
- The center/institute submits the final report by the specified deadline to the vice president or dean and the VPGERO.
- The VPGERO will select at least three persons (internal or external) with expertise in the field presented by the center under review to review the report and deliver recommendations to the VPGERO.
- The VPGERO will discuss the report with the appropriate administrator and the director of the reviewed center or institute and consider what steps should follow the review. These alternatives can include:
 - Continuance without Conditions. A recommendation to continue the center/institute without conditions. The next review would be scheduled in five years.
 - Continuance with Recommended Changes or Actions. A recommendation to continue the center/institute with specific provisions (e.g., specified follow-up actions, abbreviated review period, reorganization, consultant visit, etc.).
 - Discontinuance. A recommendation to discontinue the center/institute.

- The recommendation is then forwarded to the President for consideration and final action.

VI. EXCEPTIONS

This policy excludes those Centers or Institutes that are physically located at NKU, but not funded by NKU.

VII. REFERENCES AND RELATED MATERIALS

REVISION HISTORY

| REVISION TYPE | MONTH/YEAR APPROVED |
|-------------------|---------------------|
| New Policy | 3/2017 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |

RECOMMENDATION:

That the Board of Regents approve the Responsible Conduct of Research, Scholarship, and Creative Activity Training Policy. This is a new policy.

BACKGROUND:

The Responsible Conduct of Research, Scholarship, and Creative Activity Training Policy states that the university has a responsibility to ensure that faculty, students, and others conducting research, scholarship or creative activity are adequately trained in research ethics. The training is separated into three types: Responsible Conduct of Research, Research with Human Subjects, and Research with Vertebrate Animals. Information is available through the NKU Research, Grants, and Contracts Office.

Attachments:

Responsible Conduct of Research, Scholarship, and Creative Activity Training Policy

RESPONSIBLE CONDUCT OF RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY TRAINING

POLICY NUMBER: RESERVED FOR FUTURE USE

POLICY TYPE: HYBRID

RESPONSIBLE OFFICIAL TITLE: DIRECTOR, OFFICE OF RESEARCH, GRANTS AND CONTRACTS

RESPONSIBLE OFFICE: OFFICE OF RESEARCH, GRANTS, AND CONTRACTS

EFFECTIVE DATE: 8/21/2017

NEXT REVIEW DATE: 8/23/2021

SUPERSEDES POLICY DATED: N/A

REQUIRES LEGAL/COMPLIANCE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

REQUIRES I.T. POLICY COUNCIL REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES PROFESSIONAL CONCERNS COMMITTEE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES FACULTY SENATE APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES HUMAN RESOURCES REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES BOARD OF REGENTS APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

I. POLICY STATEMENT

Northern Kentucky University has the responsibility to ensure that faculty, students and others conducting research, scholarship or creative activity are adequately trained in research ethics.

II. ENTITIES AFFECTED

Type 1 – Student/trainees, paid on all NSF sponsored projects and those paid on select NIH sponsored projects approved after January 4th, 2010.

Type 2 – All researchers, including students, conducting research with human subjects.

Type 3 – All researchers, including students, conducting research with vertebrate animals.

Type 4 – All other types of faculty, students and others conducting research, scholarship or creative activity.

Please note, depending on the study, a researcher may be required to complete training in more than one research Type listed above.

III. AUTHORITY

Type 1 (Responsible Conduct of Research (RCR) – This training type implements federal requirements pertaining to [NSF - Section 7009 of America COMPETES Act](#) and the [NIH - Update on the Requirement for Instruction in the Responsible Conduct of Research NOT-OD-10-019](#) relating to guidance from [Office of Research Integrity \(ORI\)](#).

Type 2 (Research with human subjects) – This training type pertains to 45 CFR 46 and enforces requirements in NKU's Federal Wide Assurance filed with the Office of Human Subjects Protections (OHRP) and [Bloodborne Pathogens 1910.1030 Occupational Safety and Health Administration \(OSHA\)](#).

Type 3 (Research with vertebrate animals) – This training type pertains to requirements and guidance from [U.S. Government Principles](#), [Health Research Extension Act of 1985](#), and [Bloodborne Pathogens 1910.1030 Occupational Safety and Health Administration \(OSHA\)](#), and enforces requirements in NKU's Animal Welfare Assurance filed with the Office of Lab Animal Welfare (OLAW).

IV. DEFINITIONS

Principal Investigator – for the purpose of this policy, Principal Investigator is the Principal Investigator of the project for which the student/trainee is paid.

Researcher – any individual, regardless of title, conducting research (recruiting, consenting, performing protocol procedures, etc.).

Student/Trainee – for the purpose of this policy, student/trainee is defined as all undergraduate, graduate, fellows, scholars receiving salary and/or stipends from any NSF project or select NIH funding for the programs listed below:

D43, D71, F05, F30, F31, F32, F33, F34, F37, F38, K01, K02, K05, K07, K08, K12, K18, K22, K23, K24, K25, K26, K30, K99/R00, KL1, KL2, R25, R36, T15, T32, T34, T35, T36, T37, T90/R90, TL1, TU2, and U2R

V. RESPONSIBILITIES

Provost and Executive Vice President for Academic Affairs: Institutional Official Responsible for maintaining University compliance.

Director of the Office of Research, Grants, and Contracts (RGC), Research Compliance Manager in RGC: Responsible for enforcing NKU research policy procedures to maintain research compliance.

VI. PROCEDURES AND TRAINING

Type 1 – Per NSF and NIH policies, student/trainees must complete training in the Responsible Conduct of Research. There are two phases of RCR required training.

Phase 1 - Online RCR training identified and tracked by NKU Office of Research, Grants and Contracts. Student/trainees must complete Phase 1 of training within 90 days of joining a research project. Training shall be repeated at least every four years for the student/trainee's tenure on the project, or when (a) the regulation is substantially revised; (b) a student/trainee is new to the University; or (c) if a student/trainee is determined to not be in compliance with this regulation.

The Manager of Research Compliance or designee will be responsible for tracking this training requirement.

Phase 2 – Ongoing training including, but not limited to, face-to-face instruction, reading assignments, etc. identified and tracked by each Principal Investigator or designee.

Each Principal Investigator or designee will be responsible for recording this ongoing training requirement.

Type 2 – All researchers conducting research with human subjects must complete training in basic human subjects research prior to submitting an application to the Institutional Review Board (IRB) and every three years thereafter for the life of the project or tenure on the project ends. Additional training in Blood borne Pathogens may be required annually depending on study type.

The Manager of Research Compliance or designee will be responsible for tracking this training requirement.

Type 3 – All researchers conducting research with vertebrate animals must complete training in animal research prior to submitting an application to the Institutional Animal Care and Use Committee (IACUC) and every three years thereafter for the life of the project or tenure on the project ends. Additional training in Blood borne Pathogens may be required annually depending on study type.

The Manager of Research Compliance or designee will be responsible for tracking this training requirement for faculty and staff. Principal Investigator's will be responsible for tracking training completion for students.

Type 4 – It is recommended that all Type 4 faculty, students and others conducting research, scholarship, or creative activity complete RCR training suggested by NKU Office of Research, Grants, & Contracts or by their department.

See the [Northern Kentucky University Office of Research, Grants, and Contracts](#) website for specific procedures related to training for this policy.

VII. REPORTING REQUIREMENTS

Reporting remains internal to NKU until which time the Office of Research Integrity, OHRP, or OLAW requests detailed records.

VIII. COMMUNICATIONS

Type 1 (Phase 1 and 2) – Type 1 (Phase 1 and 2) – When a student/trainee is employed on any sponsored project mandated to meet these requirements, RGC communicates directly with the PI and student to inform them of the RCR requirements and ensures the completion of Phase 1 of training per this policy.

Types 2, 3 & 4– Information is available on the NKU RGC website and will be communicated as needed to researchers by RGC.

This policy and detailed procedures are be available on the [Northern Kentucky University Office of Research, Grants, and Contracts](#) website.

IX. REFERENCES AND RELATED MATERIALS

REFERENCES & FORMS

Type 1 - [NSF - Section 7009 of America COMPETES Act](#)
[NIH - Update on the Requirement for Instruction in the Responsible Conduct of Research NOT-OD-10-019](#)
[Office of Research Integrity](#)

Type 2 – [Office of Human Research Protections](#)

Type 3 – [Office of Lab Animal Welfare](#)
[U.S. Government Principles, Health Research Extension Act of 1985](#)
[Bloodborne Pathogens 1910.1030 Occupational Safety and Health Administration \(OSHA\)](#)

REVISION HISTORY

Indicate any revisions to this policy using the table below. Include the type of revision and the month & year the revision was approved

| REVISION TYPE | MONTH/YEAR APPROVED |
|-----------------|---------------------|
| New Policy | 08/2017 |
| Choose an item. | |
| Choose an item. | |

| | |
|-----------------|--|
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |

RECOMMENDATION:

That the Board of Regents approve the Credit for Prior Learning Policy, which replaces the Prior Learning Assessments and Advanced Standing Policies.

BACKGROUND:

The Credit for Prior Learning Policy establishes Northern Kentucky University's institutional criteria for granting credit based upon prior learning assessment equivalencies. Credit for Prior Learning can be awarded through various sources, including Advanced Placement (AP) exams, work experience, professional training, military training, or open source learning from the web.

Attachments:

Credit for Prior Learning Policy



**ADMISSIONS AND ACADEMIC POLICIES COMMITTEE
APPROVAL OF NEW POLICY**

| | |
|---------------------------------------|---|
| Policy (Attached): | Credit for Prior Learning |
| Responsible Official(s): | Vice Provost for Undergraduate Academic Affairs Director of Testing Services |
| Effective date: | Spring 2016 Semester |
| Supersedes policy(ies): | Prior Learning Assessments Advanced Standing |
| Approved by AAPC: | December 10, 2015 |
| Implementation Responsibility: | Testing Services Registrar |
| Distribution: | Academic Advising Council Academic Affairs Council Council of Chairs Enrollment and Degree Management Faculty Senate Student Affairs Undergraduate Academic Affairs Policy Website Posting |

Signatures:

Idna M. Corbett, AAPC Co-Chair
Vice Provost for Undergraduate Academic Affairs

12/11/15
Date

Kimberly Scranage, AAPC Co-Chair
Vice President for Enrollment and Degree Management

12.11.15
Date

Sue Ott Rowlands
Provost and Executive Vice President for Academic Affairs

12/11/15
Date

Geoffrey S. Mearns
President

12/14/15
Date

| | |
|--------------------------------|---|
| Policy: | Credit for Prior Learning |
| Policy Link: | |
| Responsible Official: | Vice Provost for Undergraduate Academic Affairs Director of Testing Services |
| Effective date: | Spring 2016 Semester |
| Next review date: | Click here to enter a date. |
| Supersedes policy(ies): | Prior Learning Assessments Advanced Standing |
| Approved by AAPC: | December 10, 2015 |
| Approved by: | Choose an item. |

I. Policy Statement

Northern Kentucky University will grant credit to enrolled students based upon established prior learning assessment equivalencies. The University expects prior learning recommendations to meet the institution's quality criteria, as outlined in assessment procedures herein outlined.

a. Prior Learning Assessments shall include:

- 1) Advanced Placement (AP) Exams
- 2) American Council on Education (ACE) Credit
- 3) College Level Examination Program (CLEP) Exams
- 4) Credit for Prior Learning Examination (CPLE), previously known as Advanced Standing
- 5) DSST Credit by Exam Program
- 6) Industry Credentials or licensure or certification that relate to the student's specialty area, such as the Financial Industry Regulatory Authority Examination (FINRA)
- 7) International Baccalaureate (IB)
- 8) Portfolio-Based Assessments, through the submission of a portfolio of work and formal instructional experiences, including life learning essays and documentation from the employer, which is evaluated by the appropriate department and has been assessed as equivalent to the learning outcomes for specific courses.
- 9) World Language Incentive Program

- b. Credit for prior learning may apply toward any part of a student's degree. The number of credit hours that a student can apply toward graduation through prior learning assessment is governed by the graduation

requirements of the major. Appeals can be made to the dean (or designee) of the college where the student's major is housed regarding Prior Learning Assessment credit and residency requirements. Students cannot use Prior Learning Assessment credit to replace an unsatisfactory grade. However, students who attempt and pass a form of Prior Learning Assessment credit may still use this satisfactory credit to meet program, degree, and graduation requirements. Finally, NKU Prior Learning Assessment credit will only be granted for students who have enrolled at NKU.

- c. University officials and departments will approve the award of credit appropriate to the overall context of the student's degree, and determine the nature of the credit (e.g., introductory-level courses, general education equivalencies, major courses, elective courses), consistent with Northern Kentucky University curriculum policies.
- d. Credit for prior learning not entered as transfer credit shall be entered on the student's record by the Registrar's Office at the end of the term in which the assessment took place or the request for prior learning assessment credit was approved.
- e. Student fees will only be collected for prior learning not entered as transfer credit.
- f. To equate a form of prior learning to a NKU course, the initiating department must complete the Credit for Prior Learning Course Equivalency Request Form. The form must be signed by the department chair and the Dean of the initiating college. This form indicates that the prior learning assessment will assess all learning outcomes of the course. It will detail the process that was executed to ensure that the prior learning assessment effectively measures the learning outcomes for the course that it is being equated. The requested prior learning assessment equivalencies will require approval through the regular University curriculum approval process.

This policy supersedes previous "Prior Learning Assessments" and "Advanced Standing" Policies, as well as item 1.d. of the "Repeating a Course" policy.

II. Entities Affected

NKU enrolled students, faculty, department chairs, college deans, and the Prior Learning Assessment coordinator. The University shall provide systematic, periodic training to prior-learning evaluators, as well as staff and faculty responsible for quality review

III. Definitions

Prior Learning Assessment is the process of earning college credit for college-level learning acquired from other sources, such as work experience, professional training, military training, or open source learning from the web. Council for Adult & Experiential Learning at: <http://www.cael.org/what-we-do/prior-learning-assessment#sthash.0OTHNQpY.dpuf>

IV. Exceptions

None.

References and Related Materials

References:

Prior learning assessments at Northern Kentucky University are based on the Council of Adult and Experiential Learning (CAEL) standards*. They are:

1. Credit should be awarded only for learning and not for experience.
2. College credit should be awarded only for college-level learning.
3. Credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
4. Competence levels and credit awards must be made by subject matter/academic experts.
5. Credit should be appropriate to the academic context in which it is accepted.
6. Credit awards and transcript entries should be monitored to avoid duplicate credit.
7. Policies and procedures (including appeals) should be fully disclosed and prominently available
8. Fees charged for assessment should be based on services, not amount of credit.
9. Personnel involved in assessment should receive adequate training.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised.

*Council for Adult and Experiential Learning (2012), *Earn College Credit for What You Know*. 5th Ed. Dubuque, IO: Kendall/Hunt Publishing Co.

Related Policies: Prior Learning Assessments (p. 46 in 2015-2016 catalog)

Related Forms: Credit for Prior Learning Course Equivalency Review/Request Form

Revision History:

RECOMMENDATION:

That a policy be established for the granting of honorary degrees by Northern Kentucky University.

BACKGROUND:

An honorary degree is one of higher education's most significant accolades. Northern Kentucky University awards honorary degrees on a selective basis to distinguished individuals who merit special recognition for outstanding achievement or leadership in a field or activity consistent with the ideals and mission of the University. This policy sets forth the procedures for granting honorary degrees, including guidelines for selecting recipients, the kinds of degrees that may be awarded, and limitations to the awarding of honorary degrees.

The policy has been approved by the Academic Affairs Council, the Provost and Executive Vice President for Academic Affairs, and the President.

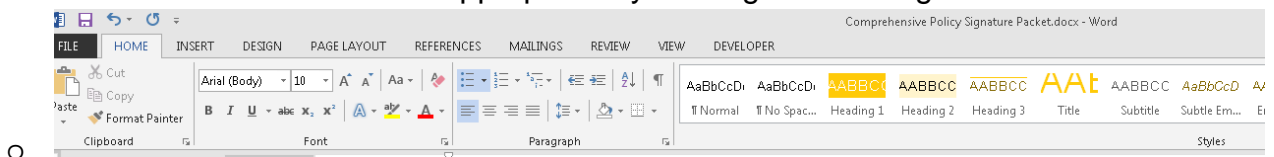


POLICY INSTRUCTIONS/TEMPLATE/SIGNATURE PACKET

Northern Kentucky University

POLICY TEMPLATE INSTRUCTIONS

- **STOP: BEFORE COMPLETING THIS PACKET, YOU SHOULD HAVE AN APPROVED POLICY REQUEST FORM.**
- The university utilizes a standard policy template to facilitate consistency and clarity of university policies. The policy template is required for all university policies.
- Depending on the subject matter or nature of the policy, the policy may include any or all of the sections in the template.
- Additional sections not included in the template may also be added to the policy as Heading 2 subsections. Be sure to format as appropriate by clicking on Heading 2 in the Home tab.



- **At a minimum, the Policy Name, Type, Responsible Official, Responsible Office, Policy Statement, Entities Affected, and Revisions (if appropriate) sections must be completed.**
- The effective date, next review date, and superseding policy sections will be completed upon approval of the policy.

GRANTING HONORARY DEGREES

POLICY NUMBER: RESERVED FOR FUTURE USE

POLICY TYPE: ACADEMIC & ADMISSIONS POLICY COMMITTEE

RESPONSIBLE OFFICIAL TITLE: PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

RESPONSIBLE OFFICE: PROVOST'S OFFICE

EFFECTIVE DATE: 3/15/2017

NEXT REVIEW DATE:

SUPERSEDES POLICY DATED:

REQUIRES LEGAL/COMPLIANCE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

REQUIRES I.T. POLICY COUNCIL REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES PROFESSIONAL CONCERNS COMMITTEE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES HUMAN RESOURCES REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES BOARD OF REGENTS APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

I. POLICY STATEMENT

Describe the policy's substance, core provisions, or requirements. A policy should be clear, concise, and written in plain language.

An honorary degree is one of higher education's most significant accolades. Northern Kentucky University ("the University") awards honorary degrees on a selective basis to distinguished individuals who merit special recognition for outstanding achievement or leadership in a field or activity consistent with the ideals and mission of the University. Final decision on the granting honorary degrees rests with the Board of Regents.

This policy sets forth the following standards and procedures for granting honorary degrees.

1. Approved honorary degrees for Northern Kentucky University are Doctor of Fine Arts, Doctor of Humane Letters, Doctor of Humanities, Doctor of Laws, Doctor of Business, Doctor of Letters, Doctor of Music, Doctor of Education, and Doctor of Science.
2. The selection of Candidates will seek to reflect the breadth of interests and activities of the University.
3. An honorary degree may be awarded to a person who satisfies the following criteria:
 - a. Eminence, in the course of a career, in some field of scholarship, in public service, or in an artistic, literary, governmental, religious, business, or other endeavor; and/or
 - b. Significant accomplishments, which have a direct bearing on the advancement of Northern Kentucky University.
4. While the number of nominations is not limited, except under unusual circumstances when the Board of Regents determines otherwise, the University shall not award more than two honorary degrees per academic year.
5. In recognition of the University's commitment to gender equality and social, economic, national, racial, and cultural diversity, the University is committed to the award of honorary degrees to recipients who reflect the diversity of interests, backgrounds, and concerns reflected in the University community and the society and communities served by the University.
6. Honorary degrees will not be awarded to current Northern Kentucky University employees, but may, in exceptional cases, be awarded to former University employees.

7. An honorary degree recipient shall not receive a speaker's fee or honorarium for accepting an honorary degree or delivering a commencement address or the equivalent.
8. Except under unusual circumstances, Northern Kentucky University shall not grant honorary degrees in absentia.

II. ENTITIES AFFECTED

Describe the positions, units, departments, groups of people, or other constituencies to which the policy applies or has a material effect.

This policy applies to all members of the University Community involved in the nomination or selection of candidates for honorary degrees.

III. AUTHORITY

If applicable, please provide citations to any sources of authority for the policy. Examples include state or federal laws, Governing regulations, Board of Regents minutes, or an external accreditation agency.

N/A

IV. DEFINITIONS

Define any terms within the policy that would help in the understanding or interpretation of the policy.

N/A

V. RESPONSIBILITIES

Provide the position titles, departments, or divisions that are responsible for implementing the policy. Next to each entity, enumerate the responsibilities necessary to implement and enforce the policy.

The Provost and Executive Vice President for Academic Affairs, as chair of the Honorary Recognition Committee, is responsible for implementing the policy.

VI. COMMITTEE

If the policy creates an official university committee, describe the Committee's role, responsibilities, and composition (titles of positions).

Honorary Recognition Committee. See details in Procedures below.

VII. PROCEDURES

*Describe the **MINIMUM ACTIONS** required to fulfill the policy's requirements. This section should **NOT INCLUDE** internal protocols, guidelines, optional or purely desirable actions.*

Procedures

1. A candidate for an honorary degree may be suggested by anyone, but must be formally nominated by an organized faculty body within the University, usually an academic department or faculty of a college. All nominations are confidential and potential nominees should not be contacted directly. Review is ongoing and candidates may ultimately be selected several years after their initial nomination.
2. The Honorary Recognition Committee (HRC) serves as advisory to the President in the recommendation of honorary degrees to be granted by the University's Board of Regents.
3. The Provost and Executive Vice President for Academic Affairs shall serve as chair of the HRC.
4. The HRC membership shall be composed of the presidents of the governance organizations and the Alumni Council.

5. The deadline for submission of nominations is determined by the HRC. The nominating form may be found on the Provost's website.
6. The HRC shall review nominations and submit their recommendation(s) to the President. Only nominations approved by a majority vote of the HRC will be forwarded to the President.
7. The President shall review the nominations and forward a final slate of candidates to the Board of Regents for their final approval.

VIII. REPORTING REQUIREMENTS

Describe any required reports related to the policy. Include the position title of the official or name of the department responsible for furnishing the report, and the internal and external bodies to which the report must be provided.

N/A

IX. EXCEPTIONS

Describe when exceptions are allowed, the process by which exceptions are granted, and the title of the university official authorized to grant the exception.

N/A

X. TRAINING

List the positions, departments, offices, or divisions responsible for implementing training. Include the entities that should receive training (e.g. Staff, Faculty, Administrators, etc.) and the frequency at which training should be delivered (at-hire, annually, bi-annually, etc.)

N/A

XI. COMMUNICATIONS

List any university committees, groups, boards, councils, or other groups to which this policy or revisions to this policy should be communicated.

University community.

XII. REFERENCES AND RELATED MATERIALS

REFERENCES & FORMS

Link any forms or instructions needed to comply or implement this policy. If links are unavailable, attach forms to this policy as examples.

RELATED POLICIES

Link any currently existing policies related to this policy. If unable to obtain a link, simply list the names of the related policies.

REVISION HISTORY

Indicate any revisions to this policy using the table below. Include the type of revision and the month & year the revision was approved

| REVISION TYPE | MONTH/YEAR APPROVED |
|---------------|---------------------|
| | |
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| | |
| | |
| | |

GRANTING HONORARY DEGREES

SIGNATURES

IT POLICY COUNCIL REVIEW

CHIEF INFORMATION OFFICER

Signature

Date

Printed Name

HUMAN RESOURCES REVIEW

SENIOR DIRECTOR, HUMAN RESOURCES

Signature

Date

Printed Name

LEGAL & COMPLIANCE REVIEW

VICE PRESIDENT FOR LEGAL AFFAIRS/GENERAL COUNSEL OR ASSISTANT GENERAL COUNSEL

Signature

Date

Printed Name

COMPLIANCE OFFICER

Signature

Date

Printed Name

ACADEMIC AFFAIRS COUNCIL (AAC) REVIEW**PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Signature

Date

Sue Ott Rowlands

ACADEMIC & ADMISSIONS POLICY COMMITTEE (AAPC) 1ST READING**VICE PROVOST FOR UNDERGRADUATE ACADEMIC AFFAIRS
CO-CHAIR, AAPC**

Signature

Date

Printed Name

**VICE PRESIDENT FOR ENROLLMENT AND DEGREE MANAGEMENT
CO-CHAIR, AAPC**

Signature

Date

Printed Name

PRE-COMMENT PERIOD EXECUTIVE TEAM REVIEW**SENIOR VICE PRESIDENT, ADMINISTRATION & FINANCE**

Signature

Date

Printed Name

COMMENT PERIOD**POLICY COORDINATOR**

Signature

Date

Printed Name

PROFESSIONAL CONCERNS COMMITTEE REVIEW/APPROVAL**PROVOST/EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Signature

Date

Printed Name

FACULTY SENATE REVIEW**PROVOST/EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Signature

Date

Printed Name

GRADUATE COUNCIL APPROVAL**VICE PROVOST FOR GRADUATE EDUCATION, RESEARCH, & OUTREACH**

Signature

Date

Printed Name

FINAL EXECUTIVE TEAM REVIEW**1. ACADEMIC & HYBRID POLICIES****PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Signature

Date

Sue Ott Rowlands

2. ALL POLICIES**SENIOR VICE PRESIDENT, ADMINISTRATION & FINANCE**

Signature

Date

Sue Hodges Moore

PRESIDENTIAL APPROVAL**PRESIDENT**

Signature

Date

Geoffrey S. Mearns

BOARD OF REGENTS APPROVAL

BOARD OF REGENTS (IF FORWARDED BY PRESIDENT)

- ☐ This policy WAS NOT forwarded to the Board of Regents.
- ☐ This policy WAS forwarded to the Board of Regents.
- ☐ The Board of Regents approved this policy on ____/____/____.
- (Attach a copy of Board of Regents meeting minutes showing approval of policy.)
- ☐ The Board of Regents rejected this policy on ____/____/____.
- (Attach a copy of Board of Regents meeting minutes showing rejection of policy.)

POLICY COORDINATOR

Signature

Date

Printed Name

RECOMMENDATION:

That the Board of Regents approve the Graduate Admission Categories Policy. This is a new policy.

BACKGROUND:

The Graduate Admission Categories Policy updates the language regarding graduate admission categories to be in line with federal financial aid eligibility guidelines. Through these updates, the new language will allow for the elimination of the conditional admission category while expanding the definition of provisional admission, thus opening up more graduate students for federal loan eligibility.

Attachments:

Graduate Admission Categories Policy

GRADUATE ADMISSION CATEGORIES

POLICY NUMBER: RESERVED FOR FUTURE USE

POLICY TYPE: GRADUATE COUNCIL

RESPONSIBLE OFFICIAL TITLE: VICE PROVOST FOR GRADUATE EDUCATION, RESEARCH, & OUTREACH

RESPONSIBLE OFFICE: OFFICE OF GRADUATE EDUCATION

EFFECTIVE DATE: FALL 2017

NEXT REVIEW DATE: FALL 2021

SUPERSEDES POLICY DATED: [CLICK HERE TO ENTER A DATE.](#)

REQUIRES LEGAL/COMPLIANCE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES I.T. POLICY COUNCIL REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES PROFESSIONAL CONCERNS COMMITTEE REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES FACULTY SENATE APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☒ YES ☐ NO

REQUIRES HUMAN RESOURCES REVIEW:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

REQUIRES BOARD OF REGENTS APPROVAL:

(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM) ☐ YES ☒ NO

I. POLICY STATEMENT

Describe the policy's substance, core provisions, or requirements. A policy should be clear, concise, and written in plain language.

Updating language regarding graduate admission categories to be in line with federal financial aid eligibility guidelines. Through these updates, the new language will allow for the elimination of the conditional admission category while expanding the definition of provisional admission, thus opening up more graduate students for federal loan eligibility.

New Policy Text:

Admission Categories

Full or Regular Admission

Applicants are eligible for this category if they meet all admission requirements and have submitted all required documents prior to beginning graduate study.

Provisional Admission

Students who fail to meet one or more admission requirements may be granted provisional admission for one semester to demonstrate an ability to succeed in the program by receiving acceptable grades in program coursework, meet required pre-requisites and/or submit required admission documents. Admission documents are program specific; applicants should check their individual program's specifications. The missing documents may include, but are not limited to, official transcripts, official standardized test results, or letters of recommendation.

Provisional admission is valid for one semester only during which time the necessary conditions must be met or missing documents must be submitted. Students can be dismissed from the program if the conditions are not met or newly submitted documents do not meet the appropriate admission requirements. Provisional admission may not be available in all graduate programs. Applicants should consult the graduate program director for more information.

Students who are awarded provisional admission may receive a federal loan only during the first semester. The student must be fully admitted by October 1 for fall admission, March 1 for spring admission, or July 1 for summer admission. Students who become fully admitted by the deadline dates remain eligible for financial aid for future semesters. In some cases students admitted provisionally will not be eligible for federal aid for even one term. Check with the Office of Financial Assistance to determine specific eligibility.

II. ENTITIES AFFECTED

Describe the positions, units, departments, groups of people, or other constituencies to which the policy applies or has a material effect.

Faculty, staff, graduate students, Office of Graduate Education, individual graduate programs, Office of Financial Assistance.

III. AUTHORITY

If applicable, please provide citations to any sources of authority for the policy. Examples include state or federal laws, Governing regulations, Board of Regents minutes, or an external accreditation agency.

Federal Student Aid Handbook, Jun 2016; student eligibility: 34 CFR 668.32

IV. DEFINITIONS

Define any terms within the policy that would help in the understanding or interpretation of the policy.

Student – refers only to graduate students.

This policy defines graduate admission statuses.

V. RESPONSIBILITIES

Provide the position titles, departments, or divisions that are responsible for implementing the policy. Next to each entity, enumerate the responsibilities necessary to implement and enforce the policy.

Office of Graduate Education – policy adherence upon admission to NKU for students

Office of Financial Assistance – determine aid eligibility based on admission status

VI. TRAINING

List the positions, departments, offices, or divisions responsible for implementing training. Include the entities that should receive training (e.g. Staff, Faculty, Administrators, etc.) and the frequency at which training should be delivered (at-hire, annually, bi-annually, etc.)

Training on change to graduate admission status with staff in Office of Financial Assistance, Graduate Education, Undergraduate Admission Processing Staff, ISSS, graduate program directors and coordinators.

VII. REFERENCES AND RELATED MATERIALS

REFERENCES & FORMS

Link any forms or instructions needed to comply or implement this policy. If links are unavailable, attach forms to this policy as examples.

Click here to enter text.

RELATED POLICIES

Link any currently existing policies related to this policy. If unable to obtain a link, simply list the names of the related policies.

Click here to enter text.

REVISION HISTORY

Indicate any revisions to this policy using the table below. Include the type of revision and the month & year the revision was approved

| REVISION TYPE | MONTH/YEAR APPROVED |
|-----------------|---------------------|
| Revision | Est. 07/2017 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |

POLICY NAME

SIGNATURES

IT POLICY COUNCIL REVIEW

CHIEF INFORMATION OFFICER

Signature

Date

Printed Name

HUMAN RESOURCES REVIEW

SENIOR DIRECTOR, HUMAN RESOURCES

Signature

Date

Printed Name

LEGAL & COMPLIANCE REVIEW

VICE PRESIDENT FOR LEGAL AFFAIRS/GENERAL COUNSEL OR ASSISTANT GENERAL COUNSEL

Signature

Date

Printed Name

COMPLIANCE OFFICER

Signature

Date

Printed Name

ACADEMIC AFFAIRS COUNCIL (AAC) REVIEW**PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Signature

Date

Sue Ott Rowlands

ACADEMIC & ADMISSIONS POLICY COMMITTEE (AAPC) 1ST READING**VICE PROVOST FOR UNDERGRADUATE ACADEMIC AFFAIRS
CO-CHAIR, AAPC**

Signature

Date

Printed Name

**VICE PRESIDENT FOR ENROLLMENT AND DEGREE MANAGEMENT
CO-CHAIR, AAPC**

Signature

Date

Printed Name

PRE-COMMENT PERIOD EXECUTIVE TEAM REVIEW**SENIOR VICE PRESIDENT, ADMINISTRATION & FINANCE**

Signature

Date

Printed Name

COMMENT PERIOD**POLICY COORDINATOR**

Signature

Date

Printed Name

PROFESSIONAL CONCERNS COMMITTEE REVIEW/APPROVAL**PROVOST/EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Signature

Date

Printed Name

FACULTY SENATE REVIEW

PROVOST/EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Signature

Date

Printed Name

GRADUATE COUNCIL APPROVAL

VICE PROVOST FOR GRADUATE EDUCATION, RESEARCH, & OUTREACH

Signature

Date

Printed Name

FINAL EXECUTIVE TEAM REVIEW

1. ACADEMIC & HYBRID POLICIES

PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Signature

Date

Sue Ott Rowlands

2. ALL POLICIES

SENIOR VICE PRESIDENT, ADMINISTRATION & FINANCE

Signature

Date

Sue Hodges Moore

PRESIDENTIAL APPROVAL

PRESIDENT

Signature

Date

Geoffrey S. Mearns

BOARD OF REGENTS APPROVAL

BOARD OF REGENTS (IF FORWARDED BY PRESIDENT)

- ☐ This policy WAS NOT forwarded to the Board of Regents.
- ☐ This policy WAS forwarded to the Board of Regents.
- ☐ The Board of Regents approved this policy on ____/____/____.
- (Attach a copy of Board of Regents meeting minutes showing approval of policy.)
- ☐ The Board of Regents rejected this policy on ____/____/____.
- (Attach a copy of Board of Regents meeting minutes showing rejection of policy.)

POLICY COORDINATOR

Signature

Date

Printed Name

RECOMMENDATION:

That the Board of Regents approve the attached Northern Kentucky University 2022 Inclusive Excellence Plan.

BACKGROUND:

Per KRS 164.020(19), the Kentucky Council on Postsecondary Education (CPE) adopted the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institutional Diversity Plan Development in September 2010. This Diversity Policy required each public postsecondary education institution to develop a diversity plan that addressed four areas: student body diversity, achievement gaps, workforce diversity, and campus climate. Campus-based diversity plans also must comply with Kentucky Administrative Regulation 13 KAR 2:060 Degree program approval; equal opportunity goals.

In September 2016, in the new iteration of the Policy, CPE adopted the Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion, which expanded and required institutions to address three goals: opportunity, success, and impact. Each institution was charged with creating a campus-based plan for diversity, equity, and inclusion, which addresses the goals and strategies in the three focus areas and outlines an appropriate plan for assessment. The plan also must align with the 2016-21 Strategic Agenda for Postsecondary and Adult Education.

Northern Kentucky University formed five subcommittees consisting of administration, faculty, staff, and students to develop the 2022 Inclusive Excellence Plan. The subcommittees developed a draft institutional plan that aligns with CPE's new Diversity Policy and with NKU's Fuel the Flame Strategic Plan. The draft institutional plan was submitted to the Committee on Equal Opportunity (CEO) in July for review and comments. CEO approved the draft plan. The final plan (attached) is required to be approved by an institution's Board of Regents. The final plan then shall be submitted to CPE for final approval at its November 2017 meeting.

INCLUSIVE EXCELLENCE:

Catalyzing
Institutional
and Educational
Excellence

2017-2022

University Contact:

Kathleen Roberts, Ph.D., J.D.
Senior Advisor to the President
for Inclusive Excellence
Robertsk10@nku.edu
859-572-6630

Northern Kentucky University

**Inclusive Excellence
Catalyzing Institutional and Educational Excellence**

2017-2022

University Contact:

Kathleen Roberts, Ph.D., J.D.
Senior Advisor to the President for
Inclusive Excellence
Robertsk10@nku.edu
859-572-6630

| | |
|---|-----------|
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STATEMENT ON INCLUSIVE EXCELLENCE

Northern Kentucky University is committed to and accountable for advancing principles and practices of diversity, equity and inclusion into the core aspects of the university. We create a culture of inclusion by embracing individual uniqueness and ensuring equitable policies and procedures, whereby all members of our community experience a sense of belonging through respectful interactions and opportunities to fully participate in the life of the university. Inclusive excellence is NKU's north star, providing us with a vision and a practice for collaboratively achieving broad and specific diversity initiatives; leveraging the educational and institutional benefits of diversity; and creating conditions for the flourishing of all students, faculty and staff.

EXECUTIVE SUMMARY

The University's Inclusive Excellence Plan is situated within the framework that emerged from CPE's (Council for Post-Secondary Education) efforts to develop a new state-wide policy on Diversity, Equity, and Inclusion. This new policy is "grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, Kentucky higher education institutions shall develop a plan to embrace diversity and equity...commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce."¹

The new Diversity Policy is integrated into CPE's Strategic Agenda for higher education. The following Guiding Principles provide the foundation of CPE's Strategic Agenda and shape the priorities that guide decisions about the state of Kentucky's promotion of diversity, equity, and inclusion

- A recognition of diversity as a vital component of the state's educational and economic development.

¹ Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. adopted by CPE: September 23, 2016
(<http://inclusive.nku.edu/content/dam/Inclusive/docs/KY%20CPE%20Policy%20for%20Diversity.%20Equity.%20and%20Inclusion%20Final%209.23.16.pdf>)

- An affirmation of the long-standing commitment to the enrollment and success of Kentucky's African-American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence and graduation than the total student population.
- The nurturing, training and production of students with the ability to interact effectively with people of different cultures (i.e. cultural competence).
- The preparation of a workforce that is diverse, culturally competent, and highly educated for a global economy.

NKU's approach to developing its diversity plan is informed by the vision and practice of inclusive excellence, defined as an active, collaborative, and comprehensive change process that catalyzes institutional excellence in learning, teaching, student development, and engagement by increasing the diversity of students, faculty, and staff and embedding principles and practices of equity and inclusion into the core aspects of the university.² The Inclusive Excellence Plan aligns with CPE's vision to "address the needs of and support the success of all students, particularly those most affected by institutional and systemic equity and exclusion" (CPE Diversity Policy, p. 2) and reflects NKU's aspiration to be "a community that embraces inclusiveness, diversity, and global awareness in all dimensions of our work" (2013-2018 Strategic Plan, p. 4). The Plan, structured around CPE's three focus areas, *Opportunity, Success, and Impact*, identifies a holistic approach for achieving institutional and educational excellence through quality learning and student success. The next section outlines the strategies for each focus area. Specific actions for each strategy will be detailed within the body of the Plan.

² See APPENDIX "A" for additional definitions.

OPPORTUNITY: Recruitment and enrollment of diverse³ students

O1: Engage in targeted outreach efforts to URM⁴ students

O2: Strengthen recruitment of traditionally underserved students

O3: Strengthen recruitment of underrepresented minority (URM) graduate students

SUCCESS: Student persistence and completion

S1: Create strategic support systems for URM, low-income, and traditionally underserved students

S2: Enhance a culture of student success through engagement and participation in student organizations and student life

S3: Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices

S4: Minimize financial barriers for URM and low-income students

S5: Increase success and completion of graduate students

IMPACT: Workforce diversity, campus climate, inclusiveness & cultural competence

I1: Increase the diversity of faculty, management, and staff by ensuring search processes are equitable and consistently applied

I2: Implement initiatives, such as mentoring, that retain and promote diverse faculty, management, and staff and assess the impact of initiatives

I3: Ensure that NKU policies and practices are equitable and inclusive

I4: Affirm full participation and a sense of belonging through developing the cultural competence of students, faculty, and staff

³ Diverse is defined as underrepresented minority (URM), low-income, and traditionally underserved students

⁴ Underrepresented minority (URM) refers to African American/Black, Hispanic/Latino, American Indian, Alaskan Native, Native Hawaiian and South Pacific Islander and individuals who are two or more races.

I5: Embed inclusive excellence into all university planning, governing, marketing, and communications

INTRODUCTION

As a public comprehensive university located in a major metropolitan area, Northern Kentucky University (NKU) delivers innovative, student-centered education and engages in impactful scholarly and creative endeavors, all of which empower our graduates to have fulfilling careers and meaningful lives, while contributing to the economic, civic, and social vitality of the region. NKU's student population is approximately 13,000 undergraduate students and 1,900 graduate students served by nearly 2,000 faculty and staff on a thriving suburban campus near Cincinnati.

NKU's 8-county service region includes Boone, Campbell, Grant, Kenton, Gallatin, Pendleton, Carroll, and Owen. The population of NKU's 8-county service region is 452,826 with 66.2% between the ages of 15 and 64. Within this population, 7.7% are underrepresented minorities (URM): 2.9% Hispanic, 3.6% African American, 0.1% Native Hawaiian/Pacific Islander, 0.1% American Indian/Alaskan Native, and 1.3% two or more races.

Table I: KY-8 County Demographic Estimates for Ages 15-64 Compared to Enrollments⁵

| | 8-County Service Area | NKU Enrollment 8-County Service Area | Total NKU URM Enrollment |
|--|------------------------------|---|---------------------------------|
| | Estimated Year 2016 | 2015-2016 | 2015-2016 |
| URM | 7.7% | 8.1% | 12.3% |
| African American | 3.6% | 2.4% | 6.6% |
| American Indian/Alaskan Native | 0.1% | 0.3% | 0.3% |
| Hispanic or Latino | 2.9% | 2.9% | 2.9% |
| Native Hawaiian/Other Pacific Islander | 0.1% | 0.1% | 0.1% |
| Two or More Races | 1.3% | 2.3% | 2.4% |
| White | 92.1% | 91.9% | 83.1% |

⁵ Eight County Service Area Population
Ages between 15-64
URM between 15-64

452,826
(299,993) 66.2%
(18,746) 7.71%

NKU recognizes that the excellence of its programs, students, and faculty depends on successfully integrating inclusive excellence into the core elements of the institution, including academic priorities, campus leadership, day-to-day operations, decision making, and organizational culture. The university also acknowledges that this level of commitment requires institutional self-assessment, a high level of accountability, and collective responsibility. NKU's 2022 Inclusive Excellence Plan provides a road map for how to translate this commitment into university programs and practices that ensure that underrepresented minority students, low-income students, and traditionally underserved students are fully prepared for life, work, and citizenship.

PLANNING

In Spring 2015, the Inclusive Excellence Council was created. The Council is comprised of key stakeholders across the university – students, faculty and staff. The Council was charged with infusing principles and practices of diversity, equity, and inclusion into core aspects of the University and developing a planning process for the development of the Inclusive Excellence Plan. Members of the Council also serve as bridges to their respective units by regularly reporting the Council's initiatives and priorities to the appropriate vice-presidents and deans.

In May 2016, the Inclusive Excellence Council implemented the planning process for the inclusive excellence plan. As a result of significant outreach, 65 students, faculty, and staff volunteered to serve on one of five sub-committees. Guided by CPE's framework and principles, the sub-committees began their work in August 2016. Final reports were submitted in February 2017 and reviewed for duplication and alignment with NKU's Strategic Plan and NKU's Enrollment for Student Success Plan (ESS). The draft Plan was presented to the Executive Team on Feb. 28, 2017 Academic Council on March 2nd and Staff Congress on March 9th. Additionally, two NKU community forums were held to receive feedback and answer questions.

In addition to being guided by CPE's Diversity policy and NKU's Strategic plan, NKU's Plan is also shaped by its belief in the power of collective responsibility, ownership, and accountability. Accordingly, each division and college will develop inclusive action plans

that will align with and complement the institutional plan, while also reflecting each unit's unique mission and perspective. The following sections provide details on the university's plan.

OPPORTUNITY: Recruitment and enrollment of diverse students

Charts 1-5 in APPENDIX B provides 2016 baseline data and 2021 target goals for undergraduate enrollment of URM, African American and Hispanic undergraduate students and URM graduate students.

- Increase enrollment for URM from 12.3% to 14%
- Increase enrollment for African-American from 6.6% to 7.1%
- Increase enrollment for Hispanic/Latino from 2.9% to 3.9%
- Increase graduate enrollment for URM from 10% to 15%

According to 2016 US Census, the population of Northern Kentucky University's 8-county service region is 452,826, with 66.2% between the ages of 15 and 64. Within this population, 7.7% are underrepresented minorities. For the past five years, the percentage of NKU's URM students has exceeded the percentage of the URM population in our 8-county-region. As the charts indicate, in Fall 2016 the percentage URM students was 12.3%. Recently, we have begun to conduct an analysis regarding the percentage of URM populations in our regional high schools and develop targeted efforts toward schools with relatively high URM populations, with a specific focus on high schools with higher percentages of African American students and Hispanic students. The following strategies and actions detail NKU's Plan for addressing the focus area of Opportunity. Several of the Opportunity strategies are identified in NKU's Enrollment for Student Success Plan (ESS).⁶ A detailed assessment plan for these strategies and actions is located in APPENDIX D.

⁶Enrollment for Student Success Plan

<http://civicengagement.nku.edu/content/dam/StrategicPlanning/docs/ESS/ESSImplementationPlan2017-2019revised2.pdf>

STRATEGY 01: Engage in targeted outreach efforts to URM students

- **Action 01.1:** Craft and implement a multi-dimensional marketing campaign (i.e. bilingual website, cultural-specific social media, digital marketing, publications) that targets URM
- **Action 01.2:** Create a URM student recruitment council to provide ideas and guidance on recruitment programming
- **Action 01.3:** Partner with Parent Programs in outreach to Latino and African American parents on navigating the college process
- **Action 01.4:** Target high schools within KY-8 with high percentage of URM students; specifically, high percentage of African American and Hispanic/Latino students
- **Action 01.5:** Develop recruitment webinars (bilingual) and live chats with students and parents within targeted markets, particularly, high schools with high percentage of URM and low-income students
- **Action 01.6:** Develop ambassador program for undergraduate students to mentor and offer pre-college tutoring in targeted schools; offer stipend for students who wish to actively recruit
- **Action 01.7:** Establish clear admissions guidelines for undocumented and DACA students; develop faculty mentoring program for Latino students
- **Action 01.8:** Expand capacity of LAMP program and NKU ROCKS programs
- **Action 01.9:** Expand number of summer camps offered to middle and high school students by building upon existing models, such as CINSAM, Journalism, and Nursing; consider how to include staff in camps
- **Action 01.10:** Expand college preparation seminars at targeted schools on financial aid, college admissions process, access to scholarship databases etc.

STRATEGY 02: Strengthen recruitment of traditionally underserved students

- **Action 02.1:** Expand on-line college fair for LGBTQ students; host a face-to-face LGBTQ College Fair, in partnership with Admissions
- **Action 02.2:** Create social media marketing campaigns that highlight support initiatives for LGBTQ students, veterans, and students with differing abilities

STRATEGY 03: Strengthen recruitment of URM graduate students

- **Action 03.1:** Create pipelines to graduate opportunities for current URM undergraduate students
- **Action 03.2:** Enhance outreach efforts with Academic Partnership – our online marketing partner

SUCCESS: Student persistence and completion

Charts 6-11 in APPENDIX B identify the persistence and graduation rate for URM and low-income students. Illustrated are the annual persistence percentages from the 2016 baseline year to the 2021 target goals:

- Increase persistence for URM from 69.5% to 75%
- Increase persistence for low-income from 64.4% to 71%
- Increase graduation rate for URM students from 22.9% to 39%
- Increase graduation rate for low-income students from 30.3% to 39%
- Increase Bachelor's Degrees conferred to URM student from 209 to 230
- Increase Bachelor's Degrees conferred to low-income students from 1,037 to 1,050

Guided by historical and emerging institutional data, the university is developing a holistic first-year experience that will enhance students' classroom experience, co-curricular engagement, and campus affinity, while simultaneously building the foundation for a seamless transition and timely progression towards a degree. This holistic approach recognizes that simply providing opportunities for students to engage in high-impact practices does not necessarily deliver progress across key performance indicators (such as an increase in retention, timely progression towards a degree, or grade point average).

To this end, NKU has undertaken a proactive approach to embedding high-impact practices within a student's transition into and through to graduation. This new approach focuses on students' assets, institutional responsibility, and personal accountability rather than students' deficits and limitations (McNair, 2014).⁷ Below are the innovative strategies and

⁷ It is important to note that much of these analyses are disaggregated across a number of student groups, thus facilitating our understanding and ability to identify the impact of programs, services, and initiatives specifically for historically underrepresented students, low-income students, and first-generation students.

actions that will strengthen NKU's emerging holistic student support network and increase the persistence and degrees attained by underrepresented minority students and low-income students.

STRATEGY S1: Create strategic support systems for underrepresented (URM) students, low-income students, and traditionally underserved students

- **Action S1.1:** Create a scholars' support program for recipients of diversity scholarships
- **Action S1.2:** Implement EAB Student Success Collaborative platform, a centralized case management system, which will assist advisors and frontline staff to better support students
- **Action S1.3:** Implement a mentoring program that matches FG faculty/staff with FG, low-income and URM students; enhance peer mentoring
- **Action S1.4:** Expand Summer Spark, NKU's summer bridge program for first-generation (FG) students
- **Action S1.5:** Increase diversity of academic advisors
- **Action S1.6:** Develop programs for 2nd year URM/low-income students
- **Action S1.7:** Publicize the Fuel NKU (food pantry) and implement periodic food drives to replenish supplies
- **Action S1.8:** Strengthen mentoring programs for LGBTQ students; develop a plan to increase Pride Index from 4.5 to 5
- **Action S1.9:** Introduce new programming and services within the Veteran Resource Station

STRATEGY S2: Enhance a culture of student success through engagement and participation in student organizations and student life

- **Action S2.1:** Increase awareness of available resources, opportunities for engagement, and NKU's commitment to diversity, equity, and inclusion to incoming students
- **Action S2.2:** Expand multicultural and multiethnic fraternities and sororities
- **Action S2.3:** Integrate "inclusive leadership" into student organizations and programming

- **Action S2.4:** Create student advisory committee within Inclusive Excellence
- **Action S2.5:** Educate students in the value of building social capital networks, inclusive of peers, faculty, and staff
- **Action S2.6:** Encourage participation in internships, co-ops, civic engagement, spring break initiatives and on-campus programming
- **Action S2.7:** Co-develop with students opportunities for engagement in cross-cultural dialogues

STRATEGY S3: Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices

- **Action S3.1:** Redesign the career service model to expand opportunities to engage in career management and experiential learning programs, such as internships, co-ops, and undergraduate research projects and creative activities
- **Action S3.2:** Create a Living and Learning Community for first generation (FG) students and develop an "I'm First!" campaign to promote interactions among first generation students
- **Action S3.3:** Increase alignment between co-curricular and curricula through intentional partnerships between Student Inclusiveness and academic departments

STRATEGY S4: Minimize financial barriers for URM and low-income students

- **Action S4.1:** Strategically reallocate institutional aid to support URM and low-income students
- **Action S4.2:** Integrate financial literacy into programming, course content of the First Year Experience (FYE), and into Parent Program communications for the entering cohort
- **Action S4.3:** Create podcasts, wikis, or screen capture files to educate students (and their parents) on the use of credit, work-study balance, borrowing options, and developing personal budget plans
- **Action S4.4:** Create scholarships for students with a combination of risk factors (post-traditional, first generation, returning, parents, etc.)

STRATEGY S5: Increase success and completion of graduate students

- **Action S4.1:** Assess integration, academic success and overall satisfaction for URM graduate students

IMPACT: Workforce diversity, campus climate, inclusiveness & cultural competence

Charts 12 and 13 in APPENDIX C address NKU's workforce diversity for URM tenured and tenure-track faculty and URM management. Illustrated are the annual percentages from the 2016 baseline year to the 2021 target goals:

- Increase URM tenure and tenure-track faculty from 9.7 to 12.0%
- Increase URM management from 10.5% to 12.5%

A challenge to increasing the racial diversity of faculty and management is the availability of funding needed to expand the university's workforce. Opportunities for hiring diverse candidates are currently impacted by budget constraints and new hires may be limited to position replacements due to resignations and retirements. It is also important to note that NKU has lost 11% of its workforce within the past two years.

An added challenge to attracting URM faculty is that the disparities in the percentage of URM faculty versus white are similar to disparities among postsecondary students.

According to the U.S. Department of Education (2016), in 2013-2014, 74 percent of the faculty members in all categories (full-time instructors, tenure-track, and tenured) were white, but only 4% and 5 % were Hispanic and black, respectively. Trends were similar across other faculty status categories. For instance, among tenure-track professors 65% were white, 5% were Hispanic, 6% were black, 11 percent were Asian, and 13 percent fell in another category and faculty members who had attained tenured were predominately white at 77%.

Despite these discouraging national numbers, NKU is committed to increasing the diversity of its workforce because we understand how vital a diverse workforce is to student success. Diversity of faculty is particularly critical to the success of our underrepresented minority students (URM) and low-income and first-generation students who seek role models who understand their lived experience and offer inspiration.

STRATEGY I1: Increase diversity of faculty, management, and staff by ensuring processes are equitable and consistently applied

- **Action I1.1:** Formalize and annually communicate required search committee processes⁸; including clear approval process by which selection of candidates is reviewed for each step of the process; identify/train Equity Advocates to serve as ad hoc members on search committees
- **Action I1.2:** Implement faculty Pipeline Programs: Diversity Postdoctoral and/or Diversity Teaching Fellowships; develop “grow our own” faculty program through mentoring NKU graduate students; engage in cluster hiring
- **Action I1.3:** Create Opportunity Hire Policy that outlines approval process for a search waiver when hiring faculty of exceptional merit has been identified
- **Action I1.4:** Include work experience equivalences in position descriptions for staff

STRATEGY I2: Implement processes and initiatives that retain and promote diverse faculty, management, and staff

- **Action I2.1** Create networking opportunities for social support, mentorships, and professional development of diverse faculty, management and staff
- **Action I2.2** Strengthen existing mentoring programs
- **Action I2.3** Provide funding for URM faculty and staff to attend professional development for purposes of advancement and promotion; include opportunities focused on emerging diverse leaders

STRATEGY I3: Promote equity and inclusion through equitable policies and practices and on-going monitoring and assessment

⁸ Required search processes include: review of People Admin procedures, equitable hiring practices, and under-utilization data generated by NKU’s Affirmative Action Plan; diversity-related language in position descriptions that emphasizes experience working with diverse communities and/or experience in conducting research on inclusive related topics, such as social justice, cultural competence, identity, global awareness and other related topics clear approval process by which selection of candidates is reviewed for each step of the process.

- **Action I3.1:** Create a campus environment team responsible for conducting campus climate
- **Action I3.2:** Provide professional development opportunities on creating an equitable and respectful working and learning environment
- **Action I3.3:** Develop bias response protocol that provides reporting mechanism, resources, and education for incidents of bias-related conduct
- **Action I3.4:** Develop an integrated dispute resolution system for faculty and staff

STRATEGY I4: Affirm full participation and a sense of belonging through developing cultural competence of members of the NKU community

- **Action I4.1:** Integrate cultural competence-related concepts into existing professional development opportunities and well-being initiatives
- **Action I4.2:** Conduct a cultural audit of curriculum and co-curriculum that integrates global awareness and topics related to diversity, equity, and inclusion
- **Action I4.3:** Research best practices for assessing cultural competence of students, faculty and staff
- **Action I4.4:** Create a faculty/staff learning community on cultural competence and culturally inclusive teaching practices; develop cultural competence certificate program
- **Action I4.5:** Integrate inclusive excellence education into new staff and faculty orientation; increase faculty/staff participation in culturally diverse campus programs
- **Action I4.6:** Integrate module on cultural competence in Master Advisor training
- **Action I4.7:** Encourage student participation in culturally diverse activities, such as study abroad, internships, civic engagement, service learning, spring break initiatives; and participation in culturally diverse on-campus programming
- **Action I4.8:** Develop student cultural competence through curriculum and research that increase students' understanding of domestic and international issues

STRATEGY I5: Embed inclusive excellence into university planning & governing structures, marketing, & communications

- **Action I5.1:** Ensure collective responsibility through development of individual

multi-year inclusive excellence action plans at the divisional and college level

- **Action I5.2:** Integrate the message of inclusive excellence in major communications
- **Action I5.3:** Include value statements related to inclusive excellence in all admissions and marketing materials and websites
- **Action I5.4:** Increase the diversity of governing bodies
- **Action I5.5:** Report progress on the Inclusive Excellence Plan to the Board of Regents

ASSESSMENT

Annual assessment of the Inclusive Excellence Plan will be integrated into the university's comprehensive annual review of individual units' strategic plans. Central to this review is utilizing WEAVE, a web-based assessment tool that promotes continuous improvement and institutional effectiveness by providing a process that promotes analysis and reflection of strategies and corresponding action steps. Assessment will also take place at the unit level.

CONCLUSION

NKU's 2022 Inclusive Excellence Plan provides a roadmap for achieving institutional excellence by implementing equity-centered approaches to student success that include innovative educational practices, the recruitment and retention of diverse students, faculty, and staff, and an inclusive and culturally competent campus community. The Plan identifies strategies and actions responsive to three questions: are we making our university more diverse, equitable, and inclusive; do the strategies and actions impact the goals set by CPE; and what indicators do we have in place for measuring and assessing our progress and achieving our goals. As an institution, we are committed to advancing inclusive excellence. As a community, we possess the creativity, courage, and fortitude to bring the meaningful change required to realize this commitment.

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APPENDIX A

DEFINITIONS

| | |
|---------------------|--|
| Culture | A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions. |
| Cultural Competence | An ability to interact effectively with people of different cultures. A culturally competent individual: has an awareness of one's own cultural worldview; possesses knowledge of different cultural practices and worldviews; and possesses cross-cultural skills to better interact with those from other cultures. |
| Diversity | Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, socioeconomic, class, gender, sexual orientation, gender identity, country of origin, differing abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning. (AAC&U, 2005). |
| Equity | <p>Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority, differing abilities – cognitive physical opportunities and low-income students, in three main areas: representational equity, resources equity, and equity mindedness add footnote at bottom of the following definitions)</p> <ul style="list-style-type: none">• <i>Representational equity</i>: the proportional participation at all levels of an institution; and the distribution of educational resources in order to close equity gaps;• <i>Resources equity</i>: the distribution of educational resources in order to close equity gaps;• <i>Equity-mindedness</i>: "Being conscious of the ways that higher education-through its practices, policies, expectations, and unspoken rules-places responsibility for student success on the very groups that have experienced marginalization, rather than on individuals and institutions whose responsibility it is to remedy that marginalization."⁹ |
| Fidelity | Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following: dedicated staff (i.e. number of staff, their level of expertise, amount of PD, mentoring and coaching, etc.); specific |

⁹ Bensimon, E.M. (2007). The Underestimated Significance of Practitioner Knowledge in the Scholarship of Student Success. *Review of Higher Education* 30(4), 441-469.

| | |
|----------------------------------|--|
| | examples of student or staff participation; data collected on strategy inputs and outputs; participation rate of students; dedicated funding; developing of implementation timetables and milestones achieved; and narrative descriptions of the implementation process. |
| Inclusion | The active, intentional, and ongoing engagement with diversity – in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect – in ways that increase awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact within systems and institutions. (AAC&U, 2005). |
| Inclusive Excellence | A collaborative and comprehensive change process that catalyzes institutional excellence in learning, teaching, scholarship, student development, engagement and operations by increasing the diversity of students, faculty, and staff embedding principles and practices of equity and inclusion into the core aspects of the university. |
| Low-Income | Pell recipients at entry or during specific semesters (varies depending on the specific metric). |
| Underrepresented Minority (URM): | Students who self-report as Hispanic/Latino, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or Two or More Races. |
| Gender | A cultural notion of what it is to be a woman or a man. A construct based on the social shaping of femininity and masculinity. It usually includes identification with males as a class or with females as a class. Gender includes subjective concepts about character traits and expected behaviors that vary from place to place and person to person. |
| Gender Expression | Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, hairstyle, voice and emphasizing, de-emphasizing or changing their body's characteristics. Gender expression is not necessarily an indication of sexual orientation. |
| Gender Identity | One's core conceptualization of oneself as male or female or something other. Gender identity is often explained in terms of anatomical sex--if one is born with clearly identifiable male or female genitalia, one is usually labeled accordingly. However, one's gender identity--who you feel you are--may or may not match one's anatomically assigned sex. |
| LGBTQ | An acronym referring collectively to Lesbian, Gay, Bisexual, Transgender/Transsexual and queer/questioning people. |

| | |
|--------------------|---|
| Sexual orientation | A person's emotional, physical and sexual attraction and the expression of that attraction with other individuals. Some of the better-known labels or categories include "bisexual" (or "multisexual", "pansexual", "omnisexual"), "lesbian", "gay" ("homosexual" is more clinical), or "heterosexual". |
| Transgender | Transgender refers to people whose gender expression is not dictated by their biological sex. Transgender is an umbrella term including but not limited to someone who identifies as a cross-dresser, drag queen, drag king, transsexual, or anyone who challenges gender boundaries. |

APPENDIX B

DATA

Chart 1: Undergraduate Enrollment URM (%) Cohort

| Undergraduate Enrollment URM (%) Cohort | | Fall 2013 to Fall 2014 | Fall 2014 to Fall 2015 | Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 | Fall 2017 to Fall 2018 Target | Fall 2018 to Fall 2019 Target | Fall 2019 to Fall 2020 Target | Fall 2020 to Fall 2021 Target |
|---|---|------------------------|------------------------|------------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| URM UG Fall Enrollment (%) Actual | % | 11.0% | 11.6% | 12.3% | 12.6% | 13.0 | 13.3 | 13.7 | 14.0 |
| | N | 1,443 | 1,517 | 1,580 | 1,593 | | | | |

Notes: URM equals African American, Hispanic or Latino, Native American, Native Hawaiian or Other Pacific Islander, or someone who list 2 or more races.

Chart 2: Undergraduate Enrollment of African American/Black (%)

| Cohort | | Fall 2013 to Fall 2014 | Fall 2014 to Fall 2015 | Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 | Fall 2017 to Fall 2018 Target | Fall 2018 to Fall 2019 Target | Fall 2019 to Fall 2020 Target | Fall 2020 to Fall 2021 Target |
|----------------------------------|---|------------------------|------------------------|------------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| AA UG Fall Enrollment (%) Actual | % | 6.5% | 6.7% | 6.6% | 6.7% | 6.8 | 6.9 | 7.0 | 7.1% |
| | N | 856 | 879 | 848 | 850 | | | | |

Chart 3: Undergraduate Enrollment of Hispanic/Latino (%)

| Cohort | | Fall 2013 to Fall 2014 | Fall 2014 to Fall 2015 | Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 | Fall 2017 to Fall 2018 Target | Fall 2018 to Fall 2019 Target | Fall 2019 to Fall 2020 Target | Fall 2020 to Fall 2021 Target |
|--|---|------------------------|------------------------|------------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Hispanic UG Fall Enrollment (%) Actual | % | 2.4% | 2.6% | 2.9% | 3.1% | 3.3% | 3.5% | 3.7% | 3.9% |
| | N | 310 | 338 | 376 | 393 | | | | |

Chart 4: Undergraduate Enrollment of Low-Income (%)

| Cohort | | Fall 2013 to Fall 2014 | Fall 2014 to Fall 2015 | Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 | Fall 2017 to Fall 2018 Target | Fall 2018 to Fall 2019 Target | Fall 2019 to Fall 2020 Target | Fall 2020 to Fall 2021 Target |
|-------------------------------|---|------------------------|------------------------|------------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| UG Fall Enrollment (%) Actual | % | 39.7% | 39.1% | 37.5% | | | | | |
| | N | 4,344 | 4,255 | 4,017 | | | | | |

Chart 5: Graduate Enrollment URM (%)

| Cohort | | Fall 2013 to Fall 2014 | Fall 2014 to Fall 2015 | Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 | Fall 2017 to Fall 2018 Target | Fall 2018 to Fall 2019 Target | Fall 2019 to Fall 2020 Target | Fall 2020 to Fall 2021 Target |
|-------------------------------------|---|------------------------|------------------------|------------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| URM Grad Fall Enrollment (%) Actual | % | 8.0% | 9.2% | 10.0% | 11% | 12% | 13% | 14% | 15% |
| | N | 173 | 185 | 191 | 235 | | | | |

Chart 6: 1st to 2nd Year Retention for URM Students

| Cohort | | Fall 2013 to Fall 2014 | Fall 2014 to Fall 2015 | Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 Target | Fall 2017 to Fall 2018 Target | Fall 2018 to Fall 2019 Target | Fall 2019 to Fall 2020 Target | Fall 2020 to Fall 2021 Target |
|-------------------------------|---|------------------------|------------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1st to 2nd Year Retention URM | % | 66.8% | 63.7% | 69.5% | 70.6% | 71.7% | 72.8% | 73.9% | 75.0% |
| | N | 280/187 | 267/170 | 298/207 | | | | | |

Notes: Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

Chart 7: 1st to 2nd Year Retention for Low-Income Students

| Cohort | | Fall 2013 to Fall 2014 | Fall 2014 to Fall 2015 | Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 Target | Fall 2017 to Fall 2018 Target | Fall 2018 to Fall 2019 Target | Fall 2019 to Fall 2020 Target | Fall 2020 to Fall 2021 Target |
|--|---|------------------------|------------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| First to 2nd Year Retention (%) Actual | % | 63.6% | 62.7% | 64.4% | 65.7% | 67.1 % | 68.4 % | 69.8 % | 71.0% |
| | N | 723/460 | 718/450 | 708/456 | | | | | |

Notes: Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

Chart 8: Six-year Graduation Rate for URM Students

| Academic Year Ending | | 2013 | 2014 | 2015 | 2016 | 2017 Target | 2018 Target | 2019 Target | 2020 Target | 2021 Target |
|-------------------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Entering Cohort | | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
| Graduated on or before | | August 2013 | August 2014 | August 2015 | August 2016 | August 2017 | August 2018 | August 2019 | August 2020 | August 2021 |
| 6-year Actual Graduation Rate | % | 29.4% | 22.6% | 28.4% | 22.9% | 26.1% | 29.3% | 32.6% | 35.8% | 39.0% |
| | N | 153/ 45 | 199/ 45 | 214/ 61 | 304/ 70 | | | | | |

Notes: The Graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, bachelor degree-seeking undergraduate students that enter in the fall semester.

Chart 9: Six-year Graduation Rate for Low-Income Students

| Academic Year Ending | | 2013 | 2014 | 2015 | 2016 | 2017 Target | 2018 Target | 2019 Target | 2020 Target | 2021 Target |
|-------------------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Entering Cohort | | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
| Graduated on or before | | August 2013 | August 2014 | August 2015 | August 2016 | August 2017 | August 2018 | August 2019 | August 2020 | August 2021 |
| 6-year Actual Graduation Rate | % | 28.3% | 25.8% | 29.0% | 30.3% | 32.0% | 33.8% | 35.5% | 37.3% | 39.0% |
| | N | 244/ 69 | 496/ 128 | 734/ 213 | 945/ 286 | | | | | |

Notes: The Graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

Chart 10: Bachelor's Degrees Conferred to URM Students

| Year | 2013-14 | 2014-15 | 2015-16 | 2016-17 Target | 2017-18 Target | 2018-19 Target | 2019-20 Target | 2020-21 Target |
|-------------------------------------|---------|---------|---------|----------------|----------------|----------------|----------------|----------------|
| Bachelor's Degrees Conferred Actual | 183 | 185 | 209 | 213 | 217 | 222 | 226 | 230 |

Notes: This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.

Chart 11: Bachelor's Degrees Conferred to Low-Income Students

| Year | 2013-14 | 2014-15 | 2015-16 | 2016-17 Target | 2017-18 Target | 2018-19 Target | 2019-20 Target | 2020-21 Target |
|-------------------------------------|---------|---------|---------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Bachelor's Degrees Conferred Actual | 962 | 1071 | 1,037 | 1,040 | 1,043 | 1,046 | 1,048 | 1,050 |

Notes: This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.

Chart 12: URM tenured and tenure-track faculty (%)

| Cohort | | Fall 2014 to Fall 2015 | Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 | Fall 2017 to Fall 2018 Target | Fall 2018 to Fall 2019 Target | Fall 2019 to Fall 2020 Target | Fall 2020 to Fall 2021 Target |
|-----------------------------|---|---------------------------|---------------------------|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Workforce Diversity URM (%) | % | 9.0% | 9.7% | 9.1% | 10.0% | 10.5% | 11.2% | 12.0% |
| | N | 400/36 | 397/38 | 374/34 | | | | |

Chart 13: URM Management (%)

| Cohort | | Fall 2014 to Fall 2015 | Fall 2015 to Fall 2016 | Fall 2016 to Fall 2017 | Fall 2017 to Fall 2018 Target | Fall 2018 to Fall 2019 Target | Fall 2019 to Fall 2020 Target | Fall 2020 to Fall 2021 Target |
|------------------------------------|---|---------------------------|---------------------------|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Workforce Diversity Management (%) | % | 8.9% | 10.5% | 10.0% | 11.3% | 11.3% | 12.5% | 12.5% |
| | N | 90/8 | 81/7 | 76/8 | 80/8 | | | |

Notes: Management as reported to IPEDS via SOC codes

APPENDIX C

SUBCOMMITTEE MEMBERSHIP

| Assessment and Accountability | | Student Success | |
|-------------------------------|---|--------------------------------------|---|
| Jack Harrison | Chase Law, Co-Chair | Francoise Knox-Kazimierczuk | Allied Health, Co-Chair |
| Brandelyn Tosolt | Teacher Education, Co-Chair | | |
| Kerri Beach | Planning & Performance | Dannie Moore | Vice President for Student Affairs, Co-Chair |
| Quentin Daniels | University Registrar | Debra Bryant | Nursing |
| Gayle Hilleke | Kentucky Campus Compact | Jaesook Gilbert | Teacher Education |
| Caroline Macke | Counseling, Social Work & Leadership | Matt Hackett | Campus Recreation |
| Josh Neumeyer | Haile/US Bank College of Business | Jane Hammons | Steely Library |
| Dionna Sholler | HR | Deborah Henry | College of Education & Human Services |
| Carolyn Willhoit | Chase Law Library | Brian Hogg | Music |
| Angela Zippin | Disability Programs & Serv. | Tonya Krouse | English |
| Workforce Diversity | | Debra Meyers | History & Geography |
| Shamima Ahmed | Political Science, Criminal Justice & Organizational Leadership, Co-Chair | Ryan Padgett | Enrollment & Student Success |
| Alar Lipping | Kinesiology & Health, Co-Chair | Jeanne Pettit | First Year Programs |
| Erika Jay | HR | Jered Wasburn-Moses | Tutoring Programs |
| Megan Lindsey | Counseling, Social Work & Leadership | Belle Zembrodt | Honors Program |
| Maureen Doyle | Computer Science | Ihab Saad | Construction Management |
| Lauren Franzen | Management Services, HR | Campus Climate & Cultural Competence | |
| Tracey Bonner | Theatre & Dance | Rachel Green | Human Resources, Co-Chair |
| Amy Danzo | Testing Services | Tracey Sigler | Haile Business/Management, Co-Chair |
| Blaine Gilmore | Procurement | Lori Wright | Student Support Services, Co-Chair |
| Student Body Diversity | | Tom Barnett | Comptroller |
| Leah Stewart | Enrollment Management, Co-Chair | Dawn Bell-Gardiner | Compliance & Institutional Ethics |
| Judy Voelker | Anthropology, Co-Chair | Angela Calhoun | University Registrar |
| Brooklyn Butler | Political Science major | Wanda Crawford | Developmental Literacy & Writing |
| Missy Jones | Teacher Education | Aimee Krug | Mathematics & Statistics |
| Cindy Knox | Disability Programs & Serv. | Dejah Rawlings | Political Science major |
| Rae Loftis | LGBTQ Programs & Services | Yasue Kuwahara | Electronic Media & Broadcasting |
| Dale Mahaney | Institutional Research | Bonnie Meyer | LGBTQ Programs & Services |
| Anthony Mize | African American Programs & Services | Holly Riffe | Counseling, Social Work & Leadership |
| Carol Ryan | College of Education & Human Services | Stacey Schaff | College of Education & Human Services Advising Ctr |
| Kimberly Vance | Fraternity & Sorority Life | Annette Shumard | Provost and Executive Vice President for Academic Affairs |
| Heidi Waters | Counseling, Social Work & Leadership | Jennifer Sharp | Counseling, Social Work & Leadership |
| Lynne Zajac | Nursing | Ward Wenstrup | All Card Office |
| | | Donelle Dreese | English |
| | | Fatimata Ndiaye | International Student & Scholars |
| | | Megan Peek | Vice Provost for Under-graduate Academic Affairs |

APPENDIX D
Planning Timeline

| | |
|-------------------|---|
| May 2016 | Campus-Wide Invitation to Participate |
| August 2016 | Committee Assignments |
| December 2016 | First Draft Due |
| February 2017 | Review Draft |
| Spring 2017 | NKU and community-wide vetting |
| July 2017 | Draft presentation to the Committee for Equal Opportunity for feedback and/or approval |
| Fall 2017 | Vetting sessions with Faculty Senate, Staff Congress and Student Government Association |
| November 8, 2017 | Board of Regents Presentation |
| November 15, 2017 | Submission to Council for Post-Secondary Education for Approval |