



Board of Regents

COMMITTEE MEETINGS

December 12, 2014 ~ 1:30 p.m. (CT)

**Downing Student Union
*3rd Floor Conference Room***



WESTERN KENTUCKY UNIVERSITY
Board of Regents ~ Committee Meetings
December 12, 2014 – 1:30 p.m. (CT)
Downing Student Union ~ President's Conference Room / 3rd Floor

AGENDA

FINANCE AND BUDGET COMMITTEE (*Mr. John W. Ridley*)

Action Items:

- FB-1 Acceptance of Auditor's Report and Financial Statements for the fiscal year ended June 30, 2014
[p 1 and attached reports]
- FB-2 Approval of 2014-15 Operating Budget Revisions [p 2-4]
- FB-3 Approval of Personnel Actions [p 5 and attached reports]
 - Staff [pp S1-S14]
 - Faculty [pp F1-F17]
- FB-4 Acceptance for filing the 2014-15 First Quarter Statement of Revenues & Expenditures [pp 6-7]

Information Item:

- Internal Audit Report (*Ms. Jennifer Miller*) [p 8]
-

ACADEMIC AFFAIRS COMMITTEE (*Dr. Phillip W. Bale*)

Action Items:

- AA-1 Approval of a Master of Fine Arts (MFA) degree type and a MFA in Creative Writing program [pp 1-61]
- AA-2 Approval of a Master of Arts in Education Gifted Education and Talent Development [pp 62-73]
- AA-3 Approval of a Bachelor of Science in Special Education Learning and Behavioral Disorders and Elementary Education [pp 74-85]
- AA-4 Approval of Minor in Psychological Science [pp 86-93]
- AA-5 Approval of Sabbatical Leaves [p 94]
- AA-6 Approval of Emeriti Appointments [p 95]

Information Items:

- SACSCOC Off-Site Report
 - Grand Rouge and Captain Marvel: Viticulture/Caseiculture at the WKU Farm [p 96]
-

EXECUTIVE COMMITTEE (*Mr. J. David Porter*)

Action Item:

- EX-1 Approval of the Honorary Naming of the WKU Child Care Center (WKUCCC) as the *Colleen B. Mendel Child Care Center* [p 1]

Information Item:

- Development and Alumni Relations Highlights (*Ms. Kathryn Costello*) [pp 2-6]
- Thompson Complex North Wing (TCNW) Demotion Update (*Mr. Bryan Russell*)



WKU[®]

Board of Regents

FINANCE AND BUDGET COMMITTEE

December 12, 2014

*Downing Student Union
3rd Floor Conference Room*

AUDITOR'S REPORT AND FINANCIAL STATEMENTS FOR THE FISCAL YEAR ENDED JUNE 30, 2014

REQUEST:

Acceptance of the Auditor's Report and Financial Statements for the fiscal year ended June 30, 2014.

FACTS:

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

Crowe Horwath, LLP has completed the audit for the fiscal year June 30, 2014 and has issued its report thereon dated September 30, 2014. The audit was performed in accordance with generally accepted auditing standards (GAAS). These standards are designed to obtain reasonable, rather than absolute, assurance about the financial statements. In performing GAAS procedures, Crowe Horwath, LLP established scopes of audit tests in relation to the financial statements taken as a whole. The audit does not include a detailed audit of every transaction. The Accountants' Report and Financial Statements include separate financial statements for the Western Kentucky University Foundation, WKU Student Life Foundation, and College Heights Foundation. These foundations are recognized as "discretely presented component units." Comparative information is included for each component unit.

In conjunction with this audit, Crowe Horwath, LLP prepared the Independent Accountant's Report in Compliance with Specified Requirements of Commonwealth of Kentucky House Bill 622. This State requirement is for an external auditor to express an opinion on the University's compliance with State requirements pertaining to accounting, auditing and payroll procedures; investments and interest income procedures; and purchasing procedures. The Report states that the University is in compliance with the criteria set forth by the Minimum Audit Scope for Compliance with House Bill 622.

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

As required by OMB Circular A-133 for federal awards, a schedule of findings and questioned costs is included with the Annual Financial Report. No findings or questioned costs were identified during the audit. Crowe Horwath, LLP noted no material weaknesses in internal control over financial reporting nor any instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

RECOMMENDATION:

President Gary A. Ransdell recommends that the Board of Regents accept the Auditor's Report and Financial Statements for the fiscal year ending June 30, 2014.

MOTION:

Accept the Auditor's Report and Financial Statements for the fiscal year ending June 30, 2014.

- \$35,000 from the Academic Health Plan administration fees to be used for program administration personnel expenses.
- \$290,300 in revenue dependent programs to be used for operating needs.
- \$344,000 in miscellaneous revenue to be returned to the respective departments.

<u>Sources</u>	<u>Proposed Revision</u>
Educational and General	
Net Assets	12,055,334
Brazilian Tuition	1,309,000
Continuing Education Program	30,000
Study Abroad Programs	237,000
Insurance Reimbursements	85,000
IT Cabling Services	100,000
Academic Health Plan Administration Fee	35,000
Thin Film Research Contract	250,000
Health Services Equipment and Supplies Sale	40,300
Other Sources	<u>344,000</u>

Total **\$14,485,634**

<u>Use</u>	
Net Assets	
DELO	8,507,093
Other Revenue Dependent Programs	2,094,671
Workshops	577,068
Study Abroad	170,391
Faculty Undergraduate Student Engagement (FUSE) Grants	311,291
Repair/IT Fund	<u>394,820</u>
Subtotal	12,055,334
Student Recruitment and Instruction	1,309,000
Continuing Education Program	30,000
Study Abroad Programs	237,000
Campus Repairs	85,000
Cabling Projects	100,000
Personnel	35,000
Thin Film Research Program	250,000
Health Services Privatization	40,300
Psychology Conference	4,000
Postal Passport Services	10,000
Miscellaneous Reimbursements Campus Wide	<u>330,000</u>

Total **\$14,485,634**

PERSONNEL ACTIONS

REQUEST:

Approval of faculty and staff personnel actions which have been approved through administrative channels and executed through the human resources information system during the period 08/26/2014 – 11/12/2014. One-time compensation payments executed through the payroll system cover the period 09/01/2014 – 10/31/2014.

FACTS:

This request includes a variety of customary actions pertaining to people and positions, except for those actions specifically delegated to the President. Each action is identified by “type” and “funding source”. One-time compensation payments associated with extra duties/special assignments are included in a separate report.

BUDGETARY IMPLICATIONS:

Funding is provided as indicated for each transaction.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of all faculty and staff personnel actions as referenced above.

MOTION:

Approve faculty and staff personnel actions.

Meeting Date: January 23, 2015

Completed Staff Personnel Actions Subject to Board Approval
Entered August 26, 2014 through November 12, 2014

Department	Employee	Title	Effective Date	Current Rate/Salary	Proposed Rate/Salary	Type Action	Funding Source	Salary Increase Reason
Small Business Development Center	Miller Bruce Slaughter	Director	10/01/2014	75,756.00	75,756.00	Reappointment	Grant	
Small Business Development Center	Matthew S. Whitaker	Consultant, Small Business	10/01/2014	36,720.00	36,720.00	Reappointment	Grant	
Talent Search	John David Carner	Academic Coordinator	09/01/2014	35,412.00	35,412.00	Reappointment	Grant	
Veterans Upward Bound	Mary B. England	Academic Coordinator	09/01/2014	35,412.00	35,412.00	Reappointment	Grant	
Veterans Upward Bound	Bertha Jean Hunter	Office Associate	10/01/2014	26,112.00	26,112.00	Reappointment	Grant	
Veterans Upward Bound	Howard D. Stone	Director	10/01/2014	42,012.00	42,012.00	Reappointment	Grant	
Veterans Upward Bound	Rickey Melvin Wright	Coord, Vet Upward Bound	10/01/2014	35,388.00	35,388.00	Reappointment	Grant	
Alumni Relations	Zachary Adam Kaffenberger	Interactive Marketing Speclst	08/25/2014		25,872.00	Rehire	E&G	
Campus Services	Jeremy Thomas Bowling	Landscaper/Groundskeeper I	10/06/2014		17,940.00	Rehire	E&G	
Campus Services	Andrew J. Meffert	Athletic Turf Specialist	09/15/2014		23,400.00	Rehire	E&G	
Cent. for Career and Prof. Develop.	Randall Laurence Carter	Career Counselor	10/03/2014		32,448.00	Rehire	E&G	
The WKU Store	Scott B. Broadbent	Manager, Course Materials	08/30/2014		51,000.00	Rehire	Aux	
Center for R&D	Kristi M. Simmons	Data Management Specialist	07/01/2014	35,004.00	40,008.00	Reclassification	Split	
Tech Support Serv-Desktop Support	Christopher Michael Harmon	Sr. Desktop Support Consultant	11/01/2014	57,144.00	53,700.00	Reclassification	E&G	
The WKU Store	Linda Marie Harm	Gift and Supplies Buyer	10/01/2014	\$13.50/hr	\$17.95/hr	Reclassification	Aux	
The WKU Store	Sara Kay Moore	Accounts Payable Associate	10/01/2014	\$11.84/hr	\$17.84/hr	Reclassification	Aux	
Admissions Office	Aarika Allen Gunn	Admissions Counselor	09/01/2014	\$15.00/hr	29,868.00	Status Change (PT to FT)	E&G	
Building Services	John Stephen Armstrong	Building Services Attendant I	10/06/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Marcia Joy Brown	Building Services Attendant I	10/06/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Lucy M Campbell	Building Services Attendant I	11/03/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Christopher G Cherry	Building Services Attendant I	10/06/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Troy A. Cole	Building Services Attendant I	09/29/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Claudette S Craven	Building Services Attendant I	11/03/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Debra Jean Johnson	Building Services Attendant I	08/25/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	John Edward Justice	Building Services Attendant I	09/29/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Thomas A. Lindsey	Building Services Attendant I	08/25/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Amanda Diane Minor	Building Services Attendant I	09/29/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Chad Vincent Pheips	Building Services Attendant I	10/06/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Matthew Branten Rasner	Building Services Attendant I	11/03/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	James Allen Sanders	Building Services Attendant I	11/03/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Building Services	Larry James Shephard	Building Services Attendant I	09/29/2014	\$8.26/hr	16,107.00	Status Change (PT to FT)	E&G	
Communication Sciences & Disorders	Mary Elena Taylor	Office Associate	08/25/2014	\$12.75/hr	25,500.00	Status Change (PT to FT)	E&G	
Communication Technologies	Tammy Rene Younglove	AV Support Specialist	09/29/2014	\$15.66/hr	32,208.00	Status Change (PT to FT)	E&G	
Geography & Geology	Kegan Nathaniel McClanahan	Environmental Research Spec	10/06/2014	\$15.00/hr	34,884.00	Status Change (PT to FT)	Split	
Housing & Residence Life	Timothy E. Benton	Building Services Attendant I	10/06/2014	\$8.25/hr	18,622.50	Status Change (PT to FT)	Aux	
Housing & Residence Life	Brenda Lynn Black	Building Services Attendant I	10/06/2014	\$8.25/hr	18,622.50	Status Change (PT to FT)	Aux	

Meeting Date: January 23, 2015

Completed Staff Personnel Actions Subject to Board Approval

Entered August 26, 2014 through November 12, 2014

Department	Employee	Title	Effective Date	Current Rate/Salary	Proposed Rate/Salary	Type Action	Funding Source	Salary Increase Reason
The WKU Store	Gloria Marie Wilson	Course Materials Coord.	08/29/2014	25,506.00	34,000.00	Transfer	Aux	
Veterans Upward Bound	Mary B. England	Adult Education Specialist	09/15/2014	35,412.00	35,412.00	Transfer	Grant	
WKU - Glasgow	Janey Cay Cline	Administrative Assistant	09/25/2014	27,792.00	32,004.00	Transfer	E&G	
Graduate School	Julie Marie Harris	Admissions Coordinator	11/16/2014	27,780.00	33,240.00	Temporary Rate Increase	E&G	Begin
Graduate School	Julie Marie Harris	Admissions Coordinator	07/01/2015	33,240.00	27,780.00	Temporary Rate Increase	E&G	End
Housing & Residence Life	Kimberly Marguerite Rickman	Housing Assistant	10/01/2014	29,868.00	35,868.00	Temporary Rate Increase	Aux	Begin
Housing & Residence Life	Kimberly Marguerite Rickman	Housing Assistant	03/16/2015	35,868.00	29,868.00	Temporary Rate Increase	Aux	End
ID Center	Betsy E. Trogden	Assistant Manager, Operations	07/01/2014	34,680.00	40,680.00	Temporary Rate Increase	Aux	Begin
ID Center	Betsy E. Trogden	Assistant Manager, Operations	07/01/2015	40,680.00	34,680.00	Temporary Rate Increase	Aux	End
Police	Mellindy Lichelle Gregory	Records Assistant	09/15/2014	23,004.00	25,404.00	Temporary Rate Increase	E&G	Begin
Police	Mellindy Lichelle Gregory	Records Assistant	07/01/2015	25,404.00	23,004.00	Temporary Rate Increase	E&G	End
Postal Services	Melissa Shea Hayden	Postal Services Associate	09/22/2014	25,560.00	27,612.00	Temporary Rate Increase	E&G	Begin
Postal Services	Melissa Shea Hayden	Postal Services Associate	01/01/2015	27,612.00	25,560.00	Temporary Rate Increase	E&G	End
School of Nursing	Mary Evelyn Clemmons	Coordinator, Clinical Ed.	07/01/2014	37,200.00	39,600.00	Temporary Rate Increase	E&G	Begin
School of Nursing	Mary Evelyn Clemmons	Coordinator, Clinical Ed.	01/01/2015	39,600.00	37,200.00	Temporary Rate Increase	E&G	End
School of Nursing	Michelle Renee Tedder	Office Associate	07/01/2014	31,416.00	33,816.00	Temporary Rate Increase	E&G	Begin
School of Nursing	Michelle Renee Tedder	Office Associate	01/01/2015	33,816.00	31,416.00	Temporary Rate Increase	E&G	End
WKU - Glasgow	Larry Howell	Zone Maintenance Tech I	09/12/2014	27,475.50	29,250.00	Temporary Rate Increase	E&G	Begin
WKU - Glasgow	Larry Howell	Zone Maintenance Tech I	12/31/2014	29,250.00	27,475.50	Temporary Rate Increase	E&G	End
Athletics	Duane B. Hall	Head Strength/Cond. Coach	10/01/2014	72,864.00	76,860.00	Salary Increase	E&G	ADDED
Men's Track & Field	Jarrett Hall Murphy	Assistant Coach	10/01/2014	33,960.00	35,472.00	Salary Increase	E&G	ADDED
Women's Track & Field	Willie Damone Johnson	Assistant Coach	10/01/2014	38,004.00	41,004.00	Salary Increase	E&G	ADDED
International Enrollment Mgmt	Amy M. Cardwell	Intern'l Admissions Officer	01/01/2015	30,372.00	31,872.00	Salary Increase	E&G	MKITEQ
International Enrollment Mgmt	Sarah Elizabeth Madden	Coord, Intl Recruitment	01/01/2015	34,512.00	37,284.00	Salary Increase	E&G	MKITEQ
Athletics	Jonathan Berhane	Head Coach	11/07/2014	33,000.00	35,532.00	Salary Increase	E&G	OTHSI
Child Care	Linda Dianne Reynolds	Teacher	09/01/2014	22,380.00	25,920.00	Salary Increase	RD	OTHSI
World Council for Gifted & Talented	Tracy Cummings Harkins	Executive Administrator	07/01/2014	48,960.00	50,424.00	Salary Increase	FDN	OTHSI
Academic Transitions Program	Geneva Mae Taylor	Coordinator, Orientation	01/01/2015	30,372.00	33,408.00	Salary Increase	E&G	REORG
Admissions Office	John-Mark T. Francis	Asst Dir, Admsns Recruitment	01/01/2015	30,372.00	36,000.00	Salary Increase	E&G	REORG
Admissions Office	Labritsha Dawn McKinney	Associate Dir, Applicant Svcs	01/01/2015	52,416.00	57,660.00	Salary Increase	E&G	REORG
Chief Info Tech Officer	Ashlee E. Tilford	Manager, IT Strategic Sourcing	08/01/2014	43,224.00	51,648.00	Salary Increase	E&G	REORG
The WKU Store	Joe W. Meng	Apparel Buyer	10/01/2014	32,424.00	35,004.00	Salary Increase	Aux	REORG
The WKU Store	Donnie G. Raines	Supv, Shipping & Receiving	10/01/2014	33,559.50	36,504.00	Salary Increase	Aux	REORG

Explanation for Salary Increases Greater Than \$5,000

John-Mark T. Francis
This salary increase is the result of a market adjustment due to the employee moving from a counselor status to an Assistant Director.

LaBrisha Dawn McKinney
This rate increase will bring LaBrisha in line with the compensation of the other Associate Director of Admissions at WKU. More importantly, it also reflects additional responsibilities assigned to LaBrisha resulting from a reorganization of the Office of Admissions in August, 2014 under the new Director's leadership. Beginning in January 2015, LaBrisha will also be directly responsible for overseeing WKU's new Customer Relationship Management (CRM) program, and the new CRM Coordinator position. This system will be used university-wide, and will drastically impact recruitment, communication, and outreach initiatives for the entire university.

Ashlee E. Tifford
As part of the IT reorganization, position number 999959, currently occupied by Ashlee Tifford, is being moved to the Chief Information Technology Officer index. Position 999959 is a dedicated IT Buyer but will have dual reporting to Purchasing and CITO; however, the position will be paid 100% from IT. Budget for FY16 will come from 999039 \$35,640 and 997095 \$16,008.

Meeting Date: January 23, 2015

Staff One Time Payments
For the Period September 1, 2014 through October 31, 2014

Department	Employee	Title	Effective Date	Payment Amount	Payment Type	Funding Source
Communication Disorders - NY	Lisa Michelle Elkins	Part-Time Faculty	9/30/2014	178.00	Faculty Part Time	RD
Communication Disorders - NY	Lisa Michelle Elkins	Part-Time Faculty	10/31/2014	178.00	Faculty Part Time	RD
Communication Disorders - NY	Caroline Alexander Hudson	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	RD
Communication Disorders - NY	Caroline Alexander Hudson	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	RD
Communication Disorders - NY	Janice S. Sandidge	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	RD
Communication Disorders - NY	Janice S. Sandidge	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	RD
Communication Sciences & Disorders	Lisa Michelle Elkins	Part-Time Faculty	9/30/2014	356.00	Faculty Part Time	E&G
Communication Sciences & Disorders	Lisa Michelle Elkins	Part-Time Faculty	10/31/2014	356.00	Faculty Part Time	E&G
Communication Sciences & Disorders	Lisa Michelle Elkins	Part-Time Faculty	9/30/2014	356.00	Faculty Part Time	E&G
Communication Sciences & Disorders	Lisa Michelle Elkins	Part-Time Faculty	10/31/2014	356.00	Faculty Part Time	E&G
Counseling and Student Affairs	Joelle Davis Carter	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Counseling and Student Affairs	Joelle Davis Carter	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Dean CHHS	Lynn Michelle Hazlett Sherry	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Dean CHHS	Lynn Michelle Hazlett Sherry	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Dean CHHS	Marsha D. Hopper	Part-Time Faculty	9/15/2014	267.00	Faculty Part Time	E&G
Dean CHHS	Marsha D. Hopper	Part-Time Faculty	9/30/2014	267.00	Faculty Part Time	E&G
Dean CHHS	Marsha D. Hopper	Part-Time Faculty	10/15/2014	267.00	Faculty Part Time	E&G
Dean CHHS	Marsha D. Hopper	Part-Time Faculty	10/31/2014	267.00	Faculty Part Time	E&G
Dean CHHS	Kristeen Ann Owens	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Kristeen Ann Owens	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Sara Elliott Pitts	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Dean CHHS	Sara Elliott Pitts	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
Dean CHHS	Sean Stewart Sherwood	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Dean CHHS	Sean Stewart Sherwood	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
Dean CHHS	Candice Breann Tope-Phillips	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Dean CHHS	Candice Breann Tope-Phillips	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Adrienne Eyriss Browning	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Adrienne Eyriss Browning	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Benjamin W. Harmon	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Benjamin W. Harmon	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Gladys Patricia Jordan	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Gladys Patricia Jordan	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Katherine Ann Mead	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Katherine Ann Mead	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	April O'Neil Schlegel	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	April O'Neil Schlegel	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Judith Lynn Scott	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Judith Lynn Scott	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Bethany Nanette Smith	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Dean Gordon Ford College Business	Bethany Nanette Smith	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Dean Potter College	Jennifer C. Markin	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean Potter College	Jennifer C. Markin	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Department of Marketing	Cody James Turner	Part-Time Faculty	9/30/2014	675.00	Faculty Part Time	E&G
Department of Marketing	Cody James Turner	Part-Time Faculty	10/31/2014	1,352.00	Faculty Part Time	E&G
Department of Marketing	Cody James Turner	Part-Time Faculty	10/31/2014	1,352.00	Faculty Part Time	E&G

Meeting Date: January 23, 2015

Staff One Time Payments
For the Period September 1, 2014 through October 31, 2014

Department	Employee	Title	Effective Date	Payment Amount	Payment Type	Funding Source
Psychology	Christopher Neil Bowen	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Psychology	Brian Nathan Lee	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Psychology	Brian Nathan Lee	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Public Health	Anita Ann Britt	Part-Time Faculty	9/15/2014	285.00	Faculty Part Time	E&G
Public Health	Anita Ann Britt	Part-Time Faculty	9/30/2014	285.00	Faculty Part Time	E&G
Public Health	Anita Ann Britt	Part-Time Faculty	10/15/2014	285.00	Faculty Part Time	E&G
Public Health	Anita Ann Britt	Part-Time Faculty	10/31/2014	285.00	Faculty Part Time	E&G
Public Health	Angelyn Brewer Drexler	Part-Time Faculty	9/15/2014	307.00	Faculty Part Time	E&G
Public Health	Angelyn Brewer Drexler	Part-Time Faculty	9/30/2014	307.00	Faculty Part Time	E&G
Public Health	Angelyn Brewer Drexler	Part-Time Faculty	10/15/2014	307.00	Faculty Part Time	E&G
Public Health	Angelyn Brewer Drexler	Part-Time Faculty	10/31/2014	307.00	Faculty Part Time	E&G
Public Health	Angelyn Brewer Drexler	Part-Time Faculty	9/30/2014	307.00	Faculty Part Time	E&G
Public Health	Dean Todd Misener	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Public Health	Dean Todd Misener	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Public Health	Renee Fuqua Kilgore	Part-Time Faculty	9/30/2014	1,500.00	Faculty Part Time	E&G
Public Health	Renee Fuqua Kilgore	Part-Time Faculty	10/31/2014	1,500.00	Faculty Part Time	E&G
School of Nursing	Mary Ann Brockman Bobkon	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Mary Ann Brockman Bobkon	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Heather Renee Cowhard	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Heather Renee Cowhard	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Cindy Lou Ehtresman	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
School of Professional Studies	Cindy Lou Ehtresman	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
School of Professional Studies	Brent Allen Fisk	Part-Time Faculty	9/15/2014	230.00	Faculty Part Time	E&G
School of Professional Studies	Brent Allen Fisk	Part-Time Faculty	9/30/2014	230.00	Faculty Part Time	E&G
School of Professional Studies	Brent Allen Fisk	Part-Time Faculty	10/15/2014	230.00	Faculty Part Time	E&G
School of Professional Studies	Brent Allen Fisk	Part-Time Faculty	10/31/2014	230.00	Faculty Part Time	E&G
School of Professional Studies	Terrance Christopher George	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Terrance Christopher George	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Lindsey Anne Gilmore	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Lindsey Anne Gilmore	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Nicolas Daniel Haught	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Nicolas Daniel Haught	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Inari Rashad Hazelwood	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Inari Rashad Hazelwood	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Tori Michelle Henninger	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
School of Professional Studies	Tori Michelle Henninger	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
School of Professional Studies	Nicole K. May	Part-Time Faculty	9/15/2014	211.50	Faculty Part Time	E&G
School of Professional Studies	Nicole K. May	Part-Time Faculty	9/30/2014	211.50	Faculty Part Time	E&G
School of Professional Studies	Nicole K. May	Part-Time Faculty	10/15/2014	211.50	Faculty Part Time	E&G
School of Professional Studies	Nicole K. May	Part-Time Faculty	10/31/2014	211.50	Faculty Part Time	E&G
School of Professional Studies	Rita Rose Meredith	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Rita Rose Meredith	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Jarrett Hall Murphy	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
School of Professional Studies	Jarrett Hall Murphy	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
School of Professional Studies	Roberta S. Parrigin	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G

Meeting Date: January 23, 2015

Staff One Time Payments
For the Period September 1, 2014 through October 31, 2014

Department	Employee	Title	Effective Date	Payment Amount	Payment Type	Funding Source
Arena Management	Jason A. Dailey	Coord, Facilities & Event Mgmt	9/30/2014	250.00	Supplemental Pay	RD
Arena Management	Andrew P. Jacobs	Asst Coord Athletic Facilities	9/30/2014	200.00	Supplemental Pay	RD
Arena Management	Andrew P. Jacobs	Asst Coord Athletic Facilities	10/15/2014	105.00	Supplemental Pay	RD
Campus and Community Events	Bryant Keen Blodgett	Coordinator, Events	10/31/2014	50.00	Supplemental Pay	RD
Campus and Community Events	Andrew P. Jacobs	Asst Coord Athletic Facilities	9/15/2014	90.00	Supplemental Pay	RD
Campus and Community Events	Andrew P. Jacobs	Asst Coord Athletic Facilities	9/30/2014	30.00	Supplemental Pay	RD
Chief Info Tech Officer	Andrew P. Jacobs	Asst Coord Athletic Facilities	10/15/2014	30.00	Supplemental Pay	RD
College Heights Herald	Gordon L. Johnson	Chief Info Technology Officer	10/31/2014	60.00	Supplemental Pay	E&G
College Heights Herald	Tracy D. Newton	Office Associate	10/31/2014	133.60	Supplemental Pay	RD
College Heights Herald	Jason P. Thompson	Manager, Advertising and Sales	9/30/2014	2,676.31	Supplemental Pay	RD
College Heights Herald	Jason P. Thompson	Manager, Advertising and Sales	10/31/2014	2,326.99	Supplemental Pay	RD
College Heights Herald	Charlotte Hill Turtle	Talisman Advisor	10/31/2014	1,068.80	Supplemental Pay	RD
College Heights Herald	Sherry Lynn West	Operations Coordinator	10/31/2014	133.60	Supplemental Pay	RD
Communication Disorders - NY	Jamice S. Sandidge	Distance Learning Academic Adv	9/30/2014	1,575.00	Supplemental Pay	RD
Communication Disorders - NY	Jamice S. Sandidge	Distance Learning Academic Adv	10/31/2014	1,800.00	Supplemental Pay	RD
Communication Technologies	Jephtha L. Sumpter	Dir/Communication Tech	10/31/2014	66.00	Supplemental Pay	E&G
Continuing & Prof Development Admin	Peggy Ann Crowe	Assoc Director, Residence Life	9/30/2014	206.25	Supplemental Pay	RD
Dean CHHS	Judy L. English	Academic Services Coordinator	9/15/2014	200.00	Supplemental Pay	E&G
Dean CHHS	Judy L. English	Academic Services Coordinator	9/30/2014	200.00	Supplemental Pay	E&G
Dean CHHS	Deirdre Mairi Greene	Budget Coordinator	9/15/2014	100.00	Supplemental Pay	E&G
Dean CHHS	Deirdre Mairi Greene	Budget Coordinator	9/30/2014	100.00	Supplemental Pay	E&G
Dean CHHS	Vashon Sanchez Wells	Office Coordinator	9/15/2014	250.00	Supplemental Pay	E&G
Dean CHHS	Vashon Sanchez Wells	Office Coordinator	9/30/2014	250.00	Supplemental Pay	E&G
Educational Enhancement Programs	James Daniels	Electronics Technician I	10/3/2014	30.00	Supplemental Pay	Grant
Educational Television Services	Laura S Holderfield	Coordinator, Corporate Support	10/31/2014	150.00	Supplemental Pay	FDN
ETV Proposed Programming	Laura S Holderfield	Coordinator, Corporate Support	9/30/2014	454.05	Supplemental Pay	RD
FM Radio Network	Laura S Holderfield	Coordinator, Corporate Support	9/30/2014	1,101.30	Supplemental Pay	RD
Gatton Academy of Math and Science	Britnah Mamoud Vonjo	Residential Counselor	9/15/2014	300.00	Supplemental Pay	E&G
Housing & Residence Life	Sonya E. Grooms Gray	Housing Assistant	9/30/2014	735.54	Supplemental Pay	Aux
Housing & Residence Life	Sonya E. Grooms Gray	Housing Assistant	9/30/2014	245.12	Supplemental Pay	Aux
Intramural - Recreational Sports	Kimberly Marguerite Rickman	Asst Director/Health Education	9/30/2014	500.00	Supplemental Pay	E&G
Intramural - Recreational Sports	Kathryn Doyle Steward	Asst Director/Health Education	10/31/2014	500.00	Supplemental Pay	E&G
Intramural - Recreational Sports	Kathryn Doyle Steward	Asst Director/Health Education	10/31/2014	500.00	Supplemental Pay	E&G
Library Public Services	Krista Shantzer Steenbergen	Senior Director of Development	10/31/2014	198.00	Supplemental Pay	E&G
Lifelong Learning	Charissa Anne Priddy	Coordinator, Cohort Programs	9/30/2014	350.17	Supplemental Pay	RD
Office of the CFO	Sherril Taylor	Office Associate	9/15/2014	500.00	Supplemental Pay	E&G
Police	Edwin Quentin Hughes	Manager, Access Control	10/31/2014	195.08	Supplemental Pay	E&G
Public Radio Services	Laura S Holderfield	Coordinator, Corporate Support	9/30/2014	1,057.24	Supplemental Pay	FDN
Public Radio Services	Laura S Holderfield	Coordinator, Corporate Support	10/31/2014	2,320.81	Supplemental Pay	FDN
School of Professional Studies	Adrianne Evtis Browning	Assistant Director	9/30/2014	600.00	Supplemental Pay	E&G
School of Professional Studies	Lana J. Kunkel	Assistant Director	9/30/2014	400.00	Supplemental Pay	E&G
School of Professional Studies	Tess Delores Dennis McKinley	Assistant Director	9/30/2014	800.00	Supplemental Pay	E&G
Strength & Conditioning	Marc Nicole Hoppa	Strength & Conditioning Coach	10/31/2014	950.00	Supplemental Pay	E&G
Strength & Conditioning	Domenic P Reno	Asst. Strength & Cond. Coach	10/31/2014	825.00	Supplemental Pay	E&G
Student Radio	Erik Costa	TV Assistant Chief Engineer	10/31/2014	1,705.00	Supplemental Pay	E&G

Funding Source Codes:

E&G - Education and General

Grant - Grant Funded

Aux - Auxiliary

RD - Revenue Dependent

Split - Split between sources

FDN - Foundation

Funding Source Codes:

- E&G - Education and General Grant - Grant Funded
- Aux - Auxiliary
- RD - Revenue Dependent Split - Split between sources
- FDN - Foundation

Salary Increase Codes:

- ADDED - Added Duties
- DEGRE - Degree
- DFMCP - Dept of Facilities Mgmt Career Path Program
- MKTEQ - Market Equity
- MSGIN - Minimum Salary Grade Increase
- REORG - Departmental Reorganization
- OTHSI - Other Salary Increase

Action Definitions:

- INITIAL APPOINTMENT** - Used when an employee is added to payroll for the first time.
- REAPPOINTMENT** - Used when an employee comes to the end date of an appointment and is continued in the same position. Used only when there is no break in employment.
- REHIRE** - Used when an employee is rehired following a separation from WKU.
- REHIRE OF A RETIREE** - Used when a WKU retired employee is rehired.
- ADDED DUTIES** - Used when an employee receives a salary increase due to added responsibilities in their job but when their job is not reclassified.
- DEGREE** - Used when an employee receives a degree resulting in an increase to their base salary or payment of a lump sum.
- DFMCP** - Used when an employee receives a salary increase due to participation in the Dept of Facilities Mgmt Career Path Program.
- MARKET/EQUITY INCREASE** - Used when an employee receives a salary increase as the result of market or equity factors.
- MSGIN** - Used when an employee receives a salary increase in order to reach the range of the assigned salary grade.
- OTHER SALARY INCREASE** - Used when an employee receives a salary increase due to reasons not covered by other salary increase reason codes.
- FISCAL YEAR RATE INCREASE** - Used when a rate increase is effective July 1.
- RECLASSIFICATION** - Used when an employee's job title, salary grade and/or salary are changed as the result of a material increase in duties/responsibilities.
- REORGANIZATION** - Used when an employee receives a salary increase as the result of a departmental reorganization.
- FISCAL YEAR SALARY INCREASE** - Used when a salary increase is effective on July 1.
- TRANSFER** - Used when an employee moves from one position to another position as the result of a search process regardless of department and/or salary change.

Meeting Date: January 23, 2015

Completed Part Time Faculty Personnel Actions Subject to Board Approval

Entered August 26, 2014 through November 12, 2014

Department	Employee	Begin Date	End Date	Proposed Salary	Type Action	Funding Source
Communication	Judy C Shepherd	08/25/2014	12/31/2014	3,384.00	Reappointment	E&G
Communication	Dale R. Wicklander	08/25/2014	12/31/2014	4,500.00	Reappointment	E&G
Communication	Lauren Michelle Wilian	08/25/2014	12/31/2014	5,076.00	Reappointment	E&G
Communication	Larry James Winn	09/05/2014	12/31/2014	4,500.00	Reappointment	E&G
Communication Sciences & Disorders	John Phillip Boyd	08/25/2014	12/31/2014	3,384.00	Reappointment	E&G
Communication Sciences & Disorders	Sylvia Rae Boyd	08/25/2014	12/31/2014	3,384.00	Reappointment	E&G
Communication Sciences & Disorders	Rebecca Tessam Broyles	08/25/2014	12/31/2014	2,848.00	Reappointment	E&G
Communication Sciences & Disorders	Elizabeth A. Gilbert	08/25/2014	12/31/2014	2,848.00	Reappointment	E&G
Communication Sciences & Disorders	Courtney Allison Hatcher	08/25/2014	12/31/2014	4,984.00	Reappointment	E&G
Communication Sciences & Disorders	Courtney Allison Hatcher	08/25/2014	12/31/2014	1,424.00	Initial Appointment	E&G
Communication Sciences & Disorders	Nicole D. Laffin	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Communication Sciences & Disorders	Shery Adcock West	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Communication Sciences & Disorders	Tracy Pendley Wilson	08/25/2014	12/31/2014	2,848.00	Reappointment	E&G
Computer Information Systems	Steven B. Parris	08/25/2014	12/31/2014	5,200.00	Reappointment	E&G
Counseling and Student Affairs	Gerald F Napolos	08/25/2014	12/31/2014	2,280.00	Initial Appointment	E&G
Department of Marketing	Cheryl Ann Payne	08/25/2014	12/31/2014	2,700.00	Reappointment	E&G
Dept. of Kinesiology, Recr. & Sport	Carrie Lynn Barnette	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Dept. of Kinesiology, Recr. & Sport	Carrie Lynn Barnette	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Dept. of Kinesiology, Recr. & Sport	Ania Ruth Block	08/25/2014	12/31/2014	1,840.00	Reappointment	RD
Dept. of Kinesiology, Recr. & Sport	Thaddeus R. Crews	08/25/2014	12/31/2014	4,500.00	Reappointment	RD
Dept. of Kinesiology, Recr. & Sport	Christopher L. Gaddis	08/25/2014	12/31/2014	2,576.00	Reappointment	RD
Dept. of Kinesiology, Recr. & Sport	William Joseph Meadors	08/25/2014	12/31/2014	4,500.00	Reappointment	E&G
Dept. of Kinesiology, Recr. & Sport	Craig Alan Morehead	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Dept. of Kinesiology, Recr. & Sport	Leah E Spurlin	08/25/2014	12/31/2014	5,520.00	Initial Appointment	E&G
Diversity & Community Studies	Susan Charlotte Farmer	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
Diversity & Community Studies	Shaylin Nichole Gimborys	08/25/2014	12/31/2014	3,384.00	Initial Appointment	E&G
Diversity & Community Studies	Leslie Erin Nichols	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Diversity & Community Studies	Anne Marie Radsprinter	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
Diversity & Community Studies	Terryn Mollie Honeycutt Varney	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Dual Credit	David Robert Brooks	08/25/2014	12/31/2014	4,272.00	Reappointment	RD
Dual Credit	Barbara H Chappell	08/27/2014	12/31/2014	4,560.00	Initial Appointment	RD
Dual Credit	Teresa Thompson Colon	08/25/2014	12/31/2014	1,840.00	Reappointment	RD
Dual Credit	Paul Louis Davis	08/25/2014	12/31/2014	3,384.00	Reappointment	RD
Dual Credit	Sarah Elisa Freeman	08/25/2014	12/31/2014	6,408.00	Reappointment	RD
Dual Credit	Martina Suzanne Hopkins	08/25/2014	12/31/2014	2,136.00	Reappointment	RD
Dual Credit	Martina Suzanne Hopkins	10/01/2014	12/31/2014	366.00	Reappointment	RD
Dual Credit	Scott Lester Hurff	08/25/2014	12/31/2014	1,692.00	Initial Appointment	RD
Dual Credit	Elise Stuart Hamuzzi	08/25/2014	12/31/2014	3,173.00	Initial Appointment	RD
Dual Credit	Deborah W Isehower	08/26/2013	12/31/2014	2,136.00	Reappointment	RD
Dual Credit	Deborah W Isehower	08/25/2014	12/31/2014	2,136.00	Reappointment	RD
Dual Credit	Deborah W Isehower	10/01/2014	12/31/2014	326.00	Reappointment	RD
Dual Credit	Jogeanne Kay Jones	08/25/2014	12/31/2014	1,840.00	Secondary Appt.	RD
Dual Credit	Jogeanne Kay Jones	08/25/2014	12/31/2014	1,840.00	Reappointment	RD
Dual Credit	Aaron Lane Morris	08/25/2014	12/31/2014	2,400.00	Reappointment	RD
Dual Credit	Aaron Lane Morris	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G

Department	Employee	Begin Date	End Date	Proposed Salary	Type Action	Funding Source
Extended Learning & Outreach (DELO)	SueAnn Strom	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Extended Learning & Outreach (DELO)	Darlah Renee Zweifel	08/25/2014	12/31/2014	1,692.00	Reappointment	RD
Family and Consumer Sciences	Wendy Marie Kublin	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
Finance	Edward Ray Wolfe	08/25/2014	12/31/2014	4,500.00	Initial Appointment	E&G
Folk Studies & Anthropology	Joyce Bennett	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Folk Studies & Anthropology	Susan S. Eagle	08/25/2014	1/31/2015	4,560.00	Reappointment	E&G
Folk Studies & Anthropology	Susan S. Eagle	12/12/2014	12/31/2014	2,136.00	Reappointment	E&G
Folk Studies & Anthropology	Susan S. Eagle	01/05/2015	1/31/2015	2,136.00	Reappointment	RD
Folk Studies & Anthropology	Theresa May Osborne	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Geography & Geology	William C Brewer	08/26/2013	12/31/2014	1,840.00	Reappointment	RD
Geography & Geology	William C Brewer	08/25/2014	12/31/2014	1,840.00	Reappointment	RD
Geography & Geology	Nicholas C. Crawford	08/25/2014	12/31/2014	6,750.00	Reappointment	E&G
Geography & Geology	Ruth Lancaster	08/25/2014	12/31/2014	3,680.00	Reappointment	RD
Geography & Geology	Abolfazl Shafiqe	08/25/2014	12/31/2014	2,136.00	Reappointment	RD
Gordon Ford College of Business	Tao Chen	08/25/2014	12/31/2014	2,700.00	Reappointment	E&G
History	James Thomas Baker	08/25/2014	12/31/2014	9,000.00	Reappointment	E&G
History	Gary L. Ferguson	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
History	Samuel Earl Ford	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
History	Stephen M. Kershner	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Honors College	Nicolete Isabel Bruner Olson	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
Institutional Research	Mathew Thomas Bogard	08/25/2014	12/31/2014	2,700.00	Reappointment	E&G
Interdisciplinary Studies	Julie Lens-Sutton	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Interdisciplinary Studies	Ronald T. Spears	08/26/2013	12/31/2014	2,136.00	Reappointment	E&G
Interdisciplinary Studies	Ronald T. Spears	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Interdisciplinary Studies	Ronald T. Spears	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Interdisciplinary Studies	Martha Ann Topmiller	08/25/2014	12/31/2014	3,384.00	Reappointment	E&G
Interdisciplinary Studies	Jaqueline C. Cavnar	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
Journalism & Broadcasting	Tavis Parman	08/25/2014	12/31/2014	1,840.00	Initial Appointment	E&G
Journalism & Broadcasting	Bradley Lucas Pennington	08/25/2014	1/31/2015	4,272.00	Initial Appointment	E&G
Journalism & Broadcasting	Bradley Lucas Pennington	01/05/2015	1/31/2015	1,840.00	Reappointment	RD
Journalism & Broadcasting	Christopher Robert Terry	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Journalism & Broadcasting	Melissa Leigh Warp	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
Journalism & Broadcasting	Angela Williams Spiller	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Leadership Studies	Raymond L. Cravens	08/25/2014	12/31/2014	9,000.00	Reappointment	E&G
Liberal Arts & Science	Beverly Kay Fulkerson	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Liberal Arts & Science	Christabell Dwan Graham	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Liberal Arts & Science	Christabell Dwan Graham	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Liberal Arts & Science	Jill Darlene Harmon	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
Liberal Arts & Science	Crystal Hodges Rowland	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
Liberal Arts & Science	Thomas R. Wells	08/25/2014	12/31/2014	1,692.00	Secondary Appt.	E&G
Liberal Arts & Science	Jonathan David Word	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Liberal Arts & Science	Edwin Buchanan	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Management	Scott D. Laufenberg	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Management	David Thomas Sparks	08/25/2014	12/31/2014	4,880.00	Reappointment	E&G
Management	David Thomas Sparks	08/25/2014	12/31/2014	1,840.00	Secondary Appt.	E&G

Entered August 26, 2014 through November 12, 2014

Department	Employee	Begin Date	End Date	Proposed Salary	Type Action	Funding Source
Public Health	Rawnak Haisa	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Public Health	Kelsey Jo Haislip	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
Public Health	Craig Douglas Heckman	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Public Health	Craig Douglas Heckman	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Public Health	Ben A. Howard	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Public Health	Catherine Faith Morgan	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Public Health	David Stumbo	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
Public Health	Stacie Marie Sutter	01/27/2014	12/31/2014	1,692.00	Initial Appointment	E&G
Public Health	Stacie Marie Sutter	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Public Health	Jany Smith Atkinson	08/25/2014	10/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Mathew Tyler Atkinson	08/25/2014	12/31/2014	7,000.00	Reappointment	E&G
School of Nursing	Matthew Tyler Atkinson	08/25/2014	10/31/2014	5,000.00	Reappointment	E&G
School of Nursing	Amy Nicole Ausbrooks	08/25/2014	12/31/2014	6,000.00	Reappointment	E&G
School of Nursing	Sheila Annette Barrett	08/25/2014	12/31/2014	14,000.00	Reappointment	E&G
School of Nursing	Laurie Ann Brown	01/27/2014	12/31/2014	6,000.00	Reappointment	E&G
School of Nursing	Laurie Ann Brown	08/25/2014	12/31/2014	6,000.00	Reappointment	E&G
School of Nursing	Shella Ann Catlett	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Linda N. Cokley	08/25/2014	12/31/2014	4,000.00	Reappointment	E&G
School of Nursing	Laura Blackburn Deaton	08/25/2014	12/31/2014	7,000.00	Reappointment	E&G
School of Nursing	Debra Ann DeWitt	08/25/2014	12/31/2014	6,000.00	Reappointment	E&G
School of Nursing	Sandra Wright Dismon	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Sandra Wright Dismon	11/01/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Mark Wallace Flener	08/25/2014	12/31/2014	7,000.00	Initial Appointment	E&G
School of Nursing	Lena Marie Gokley	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Sherrri Colleen Goldsmith	08/25/2014	12/31/2014	7,000.00	Reappointment	E&G
School of Nursing	Sarah Herrington Harrison	08/25/2014	12/31/2014	7,000.00	Reappointment	E&G
School of Nursing	Tracy L. Jenkins	08/25/2014	12/31/2014	6,000.00	Initial Appointment	E&G
School of Nursing	Melinda C. Joyce	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Melinda C. Joyce	08/25/2014	12/31/2014	4,000.00	Reappointment	E&G
School of Nursing	Joyce Sue Dearing Keel	08/25/2014	12/31/2014	7,500.00	Reappointment	E&G
School of Nursing	Kelly S. Kim	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Nursing	Victoria Lynn Kingrey	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Leigh Keeton Lindsey	08/25/2014	12/31/2014	4,000.00	Reappointment	E&G
School of Nursing	Carolyn Florine McFarland	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Freda Y Meador	08/25/2014	12/31/2014	9,000.00	Reappointment	E&G
School of Nursing	Kelly Ann Polak	08/25/2014	12/31/2014	7,000.00	Reappointment	E&G
School of Nursing	Talitha Winquist Richards	08/25/2014	12/31/2014	9,000.00	Reappointment	E&G
School of Nursing	Kathleen Lynne Riley	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Jason C Sanders	08/25/2014	12/31/2014	3,000.00	Initial Appointment	E&G
School of Nursing	Tracey Wheeler Toms	08/25/2014	12/31/2014	7,000.00	Reappointment	E&G
School of Nursing	Jennifer Brady Tyler	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Michael A Armstead	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Professional Studies	Robert Rodas Fitch	08/25/2014	12/31/2014	2,280.00	Reappointment	Grant
School of Professional Studies	Aurora Arnold Freeman Flener	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
School of Professional Studies	Susan Mary Flechner	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G

Entered August 26, 2014 through November 12, 2014

Department	Employee	Begin Date	End Date	Proposed Salary	Type Action	Funding Source
School of University Studies	Tracy Leann Reels	08/25/2014	12/31/2014	2,256.00	Reappointment	E&G
School of University Studies	Eric V Steinfields	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of University Studies	Constance J Waggoner	10/16/2014	12/31/2014	1,840.00	Reappointment	E&G
School of University Studies	Janis Ann Watt	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of University Studies	Cathy Sue Vaughn	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
School of University Studies	Richelle Miefko Woodome	08/25/2014	12/31/2014	2,256.00	Initial Appointment	E&G
Social Work	Patricia A Brown	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
Social Work	LeAnn Elizabeth Bruce	08/25/2014	1/31/2015	2,280.00	Reappointment	RD
Social Work	LeAnn Elizabeth Bruce	01/01/2015	1/31/2015	2,280.00	Reappointment	RD
Social Work	Heather Hazelwood Dausman	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Social Work	Christina Robin Donahue	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
Social Work	Christina Robin Donahue	08/25/2014	12/31/2014	2,136.00	Initial Appointment	RD
Social Work	Rudolph Garcia	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
Social Work	Kevin Nathaniel Garvin	10/16/2014	12/31/2014	2,280.00	Reappointment	RD
Social Work	Sherry Lynn Litchfield	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Social Work	Julie Beth McCoy	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Social Work	Laura D. McMillian	08/25/2014	12/31/2014	2,280.00	Reappointment	Grant
Social Work	Merry Elizabeth Miller	10/16/2014	12/31/2014	3,750.00	Reappointment	RD
Social Work	Gwendolyn Armstrong Shelton	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
Social Work	Sherry Tyger	08/25/2014	12/31/2014	2,136.00	Reappointment	RD
Social Work	Sherry Tyger	08/25/2014	12/31/2014	2,136.00	Secondary Appt.	E&G
Social Work	Kelley Clay Varner	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Social Work	Suzanne Walters	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Social Work	Ronald L. Hopper	08/25/2014	12/31/2014	2,608.00	Reappointment	E&G
Sociology	Tambra Dawn Steelman	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Sociology	Craig H. Taylor	08/25/2014	1/31/2015	13,500.00	Reappointment	E&G
Sociology	Craig H. Taylor	01/05/2015	1/31/2015	4,500.00	Reappointment	RD
Sociology	Wesley Alan Bartlett	08/25/2014	12/31/2014	6,840.00	Reappointment	E&G
Theatre & Dance	Jeffrey Arthur Beard	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Theatre & Dance	Angelica Burgos	08/25/2014	12/31/2014	3,040.00	Reappointment	E&G
Theatre & Dance	Justin D. Dobring	08/25/2014	12/31/2014	6,840.00	Reappointment	E&G
Theatre & Dance	Madonna M. Freebun	08/25/2014	12/31/2014	6,840.00	Reappointment	E&G
Theatre & Dance	Loren Kurtis Ruff	08/25/2014	12/31/2014	4,500.00	Reappointment	E&G
Theatre & Dance	Loren Kurtis Ruff	08/25/2014	12/31/2014	4,500.00	Reappointment	E&G
Theatre & Dance	Rebekah Jane Phillips	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
University College	William L. Becker	08/25/2014	12/31/2014	2,487.00	Reappointment	E&G
University College	William L. Becker	11/01/2014	12/31/2014	2,487.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Adrian Dale Buckles	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Adrian Dale Buckles	01/05/2015	1/31/2015	2,280.00	Reappointment	RD
WKU - E-town/Radcliff/Fort Knox	Stacey Carnes-Reyes	08/25/2014	12/31/2014	3,680.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Melissa Nicole Curtisinger	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Deborah Ann Edds	08/25/2014	12/31/2014	2,556.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Deborah Ann Edds	10/16/2014	12/31/2014	2,556.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Linda G. Howard	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Mary Dale Norcaust	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G

Meeting Date: January 23, 2015

Completed Part Time Faculty Personnel Actions Subject to Board Approval

Entered August 26, 2014 through November 12, 2014

Department	Employee	Begin Date	End Date	Proposed Salary	Type Action	Funding Source
WKU - Owensboro	Linda B. Domeresse	08/25/2014	12/31/2014	5,768.00	Reappointment	E&G
WKU - Owensboro	Linda B. Domeresse	08/25/2014	12/31/2014	5,768.00	Reappointment	E&G
WKU - Owensboro	Linda B. Domeresse	08/25/2014	12/31/2014	3,488.00	Reappointment	E&G
WKU - Owensboro	Rebecca Rae Eggers	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - Owensboro	Michael Vincent Farina	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
WKU - Owensboro	Roger W. Gardner	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Owensboro	Robert James Glenn	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Owensboro	Judy L. Graves	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
WKU - Owensboro	Harry R. Lewis	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - Owensboro	John Damian Millay	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
WKU - Owensboro	John Damian Millay	08/25/2014	12/31/2014	2,400.00	Reappointment	E&G
WKU - Owensboro	John Damian Millay	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - Owensboro	Leesa K. Moman	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Owensboro	Lionel R. Phelps	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - Owensboro	Robert M. Purdy	08/25/2014	12/31/2014	2,436.00	Reappointment	E&G
WKU - Owensboro	Enid E. Roach	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - Owensboro	William Raymond Roth	08/25/2014	12/31/2014	2,654.00	Reappointment	E&G
WKU - Owensboro	Allen Monroe Toy	08/25/2014	12/31/2014	2,654.00	Reappointment	E&G
WKU - Owensboro	Joseph Yazvac	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G

Meeting Date: January 23, 2015

Faculty One Time Payments
For the Period September 1, 2014 through October 31, 2014

Department	Employee	Title	Effective Date	Payment Amount	Payment Type	Funding Source
21st Century Media - POD	Travis Alan Newton	Assistant Professor	10/31/2014	1,000.00	Supplemental Pay	E&G
21st Century Media - POD	Bradley J. Pfanger	Assistant Professor	10/31/2014	1,000.00	Supplemental Pay	E&G
AA - CEBS - R&R (04)	David L. Bell	Professional-in-Residence	10/31/2014	249.99	Supplemental Pay	E&G
AA - CEBS - R&R (04)	Rachel E. Leer	Instructor	10/31/2014	200.00	Supplemental Pay	E&G
AA - CEBS - R&R (04)	Fred Wayne Gibson	Associate Professor	9/30/2014	1,000.00	Supplemental Pay	RD
Athletic Administration (Academic)	Fred Wayne Gibson	Associate Professor	10/31/2014	1,000.00	Supplemental Pay	RD
Athletic Administration (Academic)	William T. Hey	Professor	9/30/2014	1,000.00	Supplemental Pay	RD
Athletic Administration (Academic)	William T. Hey	Professor	10/31/2014	1,000.00	Supplemental Pay	RD
Athletic Administration (Academic)	Evelyn Monteal Oregon	Assistant Professor	9/30/2014	500.00	Supplemental Pay	RD
Athletic Administration (Academic)	Evelyn Monteal Oregon	Assistant Professor	10/31/2014	500.00	Supplemental Pay	RD
Athletic Administration (Academic)	Thomas Bradley Shinnett	Assistant Professor	9/30/2014	1,000.00	Supplemental Pay	RD
Athletic Administration (Academic)	Thomas Bradley Shinnett	Assistant Professor	10/31/2014	1,000.00	Supplemental Pay	RD
Athletic Administration (Academic)	Paula Ann Upright	Assistant Professor	9/30/2014	500.00	Supplemental Pay	RD
Athletic Administration (Academic)	Paula Ann Upright	Assistant Professor	10/31/2014	500.00	Supplemental Pay	RD
Athletic Administration (Academic)	Mustafa Afici	Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Stuart Campbell Burris	Associate Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Mark Edward Cambton	Associate Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Rajalingam Dakshinamurthy	Associate Professor	10/31/2014	200.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Fred John DeGraves	Assistant Professor	10/31/2014	200.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Richard F. Gelderman	Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Becky A. Gilfillen	Professor	10/31/2014	200.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Linda Brown Gonzales	Professor	10/31/2014	300.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Gregory B. Goodrich	Associate Professor	10/31/2014	600.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Henry Joel Lenoir	Professor	10/31/2014	200.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Qi Li	Associate Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Jeremy B. Maddox	Assistant Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Michael T. May	Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Andrew S. Mienalowski	Associate Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Mathew J. Nee	Associate Professor	10/31/2014	300.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Shane M. Palmquist	Assistant Professor	10/31/2014	200.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Amber Nicole Schroeder	Assistant Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Mathew Clinton Shake	Assistant Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Martin James Stone	Associate Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Wieb Vandermeer	Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Bangbo Yan	Associate Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Jun Yan	Associate Professor	9/30/2014	600.00	Supplemental Pay	RD
Career & Workforce Development	John Kirk Atkinson	Associate Professor	10/31/2014	300.00	Supplemental Pay	RD
Career & Workforce Development	John Kirk Atkinson	Associate Professor	10/31/2014	300.00	Supplemental Pay	RD
Career & Workforce Development	Dana Mischelle Cosby	Executive-in-Residence	10/31/2014	300.00	Supplemental Pay	RD
Career & Workforce Development	Aaron Wilson Hughey	Professor	9/30/2014	595.00	Supplemental Pay	RD
Career & Workforce Development	Aaron Wilson Hughey	Professor	10/31/2014	1,500.00	Supplemental Pay	RD
Career & Workforce Development	Ronald L. Mitchell	Associate Professor	9/30/2014	1,200.00	Supplemental Pay	RD
CFL - Social Work	Patricia L. Destosiars	Assistant Professor	10/31/2014	750.00	Supplemental Pay	RD
CFL - Social Work	Allison Gibson	Instructor	10/31/2014	750.00	Supplemental Pay	RD

Meeting Date: January 23, 2015

Faculty One Time Payments
For the Period September 1, 2014 through October 31, 2014

Department	Employee	Title	Effective Date	Payment Amount	Payment Type	Funding Source
Dual Credit	Charles Terry Borders	Associate Professor	9/30/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Charles Terry Borders	Associate Professor	10/31/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Clint Haynes	Assistant Professor	9/30/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Clint Haynes	Assistant Professor	10/31/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Anne Lawson Heinzman	Instructor	9/30/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Anne Lawson Heinzman	Instructor	10/31/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Michelle Sharmaine Hollis	Assistant Dean	9/30/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Michelle Sharmaine Hollis	Assistant Dean	10/31/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Jessica Marie McClanahan	Instructor	9/30/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Jessica Marie McClanahan	Instructor	10/31/2014	1,000.00	Supplemental Pay	RD
Dual Credit	Laura Ellen Rogers	Instructor	9/30/2014	2,500.00	Supplemental Pay	RD
Dual Credit	Roger L. Dennis	Instructor	9/30/2014	4,968.00	Supplemental Pay	RD
Florist Shop	Sarah Grace Berry	Professional-In-Residence	10/31/2014	200.00	Supplemental Pay	E&G
Graduate School	Ching-Yi Lin	Assistant Professor	10/31/2014	200.00	Supplemental Pay	E&G
Graduate School	Kenyetha Valeda Martin	Post-Doctoral Fellow	9/30/2014	1,250.00	Supplemental Pay	E&G
Health & Fitness Lab	Lacretta Tomicce Dye	Assistant Professor	10/31/2014	64.00	Supplemental Pay	E&G
Health & Fitness Lab	Elizabeth D. Hall	Associate Professor	9/30/2014	16.00	Supplemental Pay	E&G
Health & Fitness Lab	Elizabeth D. Hall	Associate Professor	10/31/2014	64.00	Supplemental Pay	E&G
Health & Fitness Lab	Quentin Maurice Hollis	Associate Professor	10/31/2014	64.00	Supplemental Pay	E&G
Health & Fitness Lab	Jill M Maples	Assistant Professor	9/30/2014	64.00	Supplemental Pay	E&G
Health & Fitness Lab	Jill M Maples	Assistant Professor	10/31/2014	112.00	Supplemental Pay	E&G
Health & Fitness Lab	Carol B. Bradford	Instructor	9/30/2014	1,725.00	Supplemental Pay	RD
Health & Fitness Lab	Christopher Lloyd Brown	Chair	10/31/2014	3,000.00	Supplemental Pay	RD
MBA	Feng Helen Liang	Assistant Professor	10/31/2014	3,000.00	Supplemental Pay	E&G
MBA	Craig A. Martin	Professor	9/30/2014	3,000.00	Supplemental Pay	E&G
MBA	Brian Kent Shrow	Associate Professor	10/31/2014	3,000.00	Supplemental Pay	E&G
MBA	Gregory Earle Ellis-Griffith	Assistant Professor	10/31/2014	3,200.00	Supplemental Pay	E&G
Public Health	Emmanuel Iyegbunwe	Associate Professor	10/31/2014	350.00	Supplemental Pay	E&G
Public Health	Grace K. Larey	Associate Professor	10/31/2014	1,600.00	Supplemental Pay	E&G
Public Health	Darlene Louise Shearer	Associate Professor	10/31/2014	1,200.00	Supplemental Pay	E&G
Public Health	Ritchie Don Taylor	Associate Professor	10/31/2014	1,200.00	Supplemental Pay	E&G
School of Professional Studies	Holli R. Drummond	Associate Professor	9/30/2014	100.00	Supplemental Pay	E&G
School of Professional Studies	James B. Fulkerson	Instructor	9/30/2014	200.00	Supplemental Pay	E&G
School of Professional Studies	Patricia L. Desrosiers	Assistant Professor	9/30/2014	2,000.00	Supplemental Pay	E&G
School of Professional Studies	Guangming Xing	Professor	10/31/2014	3,608.29	Supplemental Pay	RD
Software Solutions	Fred Wayne Gibson	Associate Professor	9/30/2014	4,500.00	Supplemental Pay	RD
Study Away Program	Kimberly Jones Green	Instructor	10/31/2014	2,700.00	Supplemental Pay	RD
Study Away Program	Elizabeth H. Fortrester Kelly	Assistant Professor	9/30/2014	450.00	Supplemental Pay	RD
Study Away Program	Jerry Walker Rutledge	Assistant Professor	9/30/2014	9,000.00	Supplemental Pay	RD
Study Away Program	Thomas Bradley Stimmett	Assistant Professor	9/30/2014	4,500.00	Supplemental Pay	RD

**2014-15 FIRST QUARTER STATEMENT OF
REVENUES & EXPENDITURES**

REQUEST:

Accept for filing the 2014-15 First Quarter Statement of Revenues & Expenditures.

FACTS:

Total realized Educational and General (E&G) revenue, as a percentage of the budget, was comparable to the first quarter revenue of 2013-14. State appropriations are distributed on a quarterly basis, but the distribution for each quarter does not represent 25 percent of the total due to the state's variable allocation schedule. Other revenue includes revenue generated by individual programs such as Athletics, University Farm, and various revenue dependent programs. The amount of revenue and the timing of receipt vary, but program administrators know they must manage expenditures so as to not exceed receipts. It is noted that several programs have significant activity in spring and summer.

Restricted revenues and expenditures for grants and contracts, as a percentage of the budget, were comparable to first quarter revenues and expenditures of 2013-14. Revenues and expenditures for Auxiliary Enterprises are very similar to first quarter revenues and expenditures of 2013-14. At this point in the fiscal year, all revenues and expenses are at expected levels.

RECOMMENDATION:

President Gary A. Ransdell recommends that the Board of Regents accept for filing the 2014-15 First Quarter Statement of Revenues and Expenditures.

MOTION:

Accept for filing the 2014-15 First Quarter Statement of Revenues and Expenditures.

QUARTERLY INTERNAL AUDIT REPORT

The Western Kentucky University Office of Internal Audit is responsible for periodically reporting to the Finance & Budget Committee on the internal audit's performance relative to its audit plan. During the first fiscal quarter of 2015, the WKU Senior Internal Auditor, Jennifer Miller, completed the following audits and projects:

- **2014 President's Travel & Entertainment Audit:** Internal audit performed an audit of the travel and entertainment expenses incurred by the President by testing fiscal year 2014 transactions related to the President's individual procurement card and the President's Office department procurement card. Two minor issues were noted. The related observations and recommendations were included in the report and both were closed prior to issuance.
- **Planning, Design and Construction Audit:** Mr. Erik Lioy, a partner with Grant Thornton LLP, and Mrs. Miller performed the audit during October 2014. Individual interviews were conducted with staff members of Planning, Design and Construction and related personnel in the Accounting Department. Substantive testing of contract bid documents, payment applications, and change orders were performed. Two observations and recommendations were noted in the report and both were closed prior to issuance.
- **NCAA Agreed upon Procedures:** Internal Audit performed an audit of the WKU Athletic events ticket revenue in accordance with NCAA guidance. The audit is used as supplemental information related to the NCAA Agreed upon Procedures performed by the University's external auditors, Crowe Horwath.
- **Special License Plate Program Reconciliation:** Internal Audit performed a review of the Special License Plate Program reconciliation that is performed by the Chief Financial Officer. The purpose of the review is to determine if WKU is in compliance with KRS 186.164(14) regarding the receipt and disbursement of these special license plate funds. Based upon the review, it appears that WKU is in compliance with the requirements found in KRS 186.164(14) for the fiscal year ended June 30, 2014.

Ethics & Compliance Hotline Update: Following the implementation of the hotline, a total of five cases have been reported. Each case was categorized by the individual reporting the incident and may or may not accurately represent the alleged offense. The categories reported include the following: academic misconduct, theft/embezzlement, misuse of resources, time abuse, and conflict of interest. To-date, three have been closed and two are being reviewed. No item is a significant concern.



WKU[®]

Board of Regents

ACADEMIC AFFAIRS COMMITTEE

December 12, 2014

*Downing Student Union
3rd Floor Conference Room*

**MASTER OF FINE ARTS
CREATIVE WRITING**

REQUEST:

Approval of a Master of Fine Arts (MFA) degree type and a MFA in Creative Writing program through the English Department in the Potter College of Arts and Letters.

FACTS:

The proposed Master of Fine Arts (MFA) in Creative Writing program builds on established strengths in the Department of English to create a full-residency MFA program. Nationally, the demand for the program is very high, with acceptance rates of the top twenty-six programs in the country ranging from less than 1% to just over 5%.

The purpose of the proposed MFA program is to provide students pursuing vocations in creative writing the opportunity to acquire the background and knowledge required to be leading citizens of what Vachel Lindsay calls the "Republic of Letters." The program primarily prepares students for lives as writers of novels, short fiction, creative nonfiction, scripts, and poetry and related pursuits such as teaching, literary editing and publishing. Our students will also complete a secondary concentration in literature, composition/rhetoric, or teaching English as a second language in order to give them additional options for employment after graduation. The two-year residential program of study consists of 48 credit hours of graduate course work, culminating in rigorous comprehensive exams and the completion of a publishable creative thesis in fiction, poetry, scriptwriting, or creative nonfiction.

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:

Implementation date will be Fall 2015. As part of phase II of WKU's budget process the English Department will receive a position in creative writing to support this program.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of the Master of Fine Arts (MFA) degree type and MFA in Creative Writing program.

MOTION:

Approval to establish a Master of Fine Arts (MFA) degree type and a MFA in Creative Writing program.

work in a high-demand field in this country or abroad. Students will also enroll in two free elective courses in the English Department that will allow them to explore additional interests and customize their programs to suit their individual needs. Finally, students will complete two internships related to creative writing and/or their career interest to give them real-world experience outside of the classroom so that they may better position themselves for professional work and create opportunities for community engagement.

This table illustrates the program of study, which takes place over two full years—four full semesters, and two summer semesters:

Course	Hours
ENG507, Intro to Creative Writing Studies*	3
ENG 510, Rhetoric & Writing	3
ENG 512, Reading as a Writer*	3
ENG 501 Graduate Writing Workshop, 3 Workshops	9
ENG515 2 Internship (2hr and 1hr)*	3
4 Secondary	12
2 Electives	6
ENG599 Thesis	6
TOTAL	45

*indicates a new course

3. Term for implementation: Fall 2015

4. Dates of prior committee approvals:

English Department

9/19/2014

Potter College Curriculum Committee

9/29/2014

Consultation with CPE through Provost's Office

Graduate Council

10-9-14

University Senate

Board of Regents

Evaluation Criteria

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

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

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

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

1. *To provide the environment for students to develop the habits of mind necessary for sustained practice of the production of literary texts of publishable value.*
2. *To produce MFA graduates who are distinct from many graduates of other MFA programs in that each of our MFA graduates will have earned a secondary emphasis in either Composition/Rhetoric, Literature, or Teaching English as a Second Language (TESL). This coursework will help prepare WKU's creative writing graduate students for further graduate work and/or for an increasingly competitive job market.*
3. *To build a community of writers who support and challenge one another.*
4. *To provide students with guidance as they develop their abilities to write creatively and generate creative texts of professional quality.*
5. *To encourage students to cultivate habits of self-education that will foster life-long growth.*
6. *To help students develop an appreciation for (and critical opinions of) literary work currently being published, winning awards, and being reviewed.*
7. *To help students network with each other and with visiting writers, visiting editors, regular MFA faculty, and distinguished visiting faculty members.*
8. *To prepare students to spread their love of literary writing in their communities via both traditional media and new media in the form of writing groups, book circles, public readings, blogs, and publishing projects.*

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

The MFA in Creative Writing aligns closely with the WKU Mission Statement: "Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach." Creative writers produce works that reflect and reimagine the local community, region, nation, and world. We will attract students from our region and from across the nation. Studying literature allows readers to transcend their own situations and imaginatively experience lives of people from diverse backgrounds. The internship component of our program will encourage students to bring the creative arts into local communities by teaching creative writing classes or organizing readings at schools, community centers, retirement homes, or international centers to enhance the quality of life of their constituents. The secondary concentration portion of our program in literature, composition/rhetoric, or teaching English as a second language will position graduates to have fiscally productive and stable professional lives as they develop their craft.

1. List all student learning outcomes of the program.

1. *Students will demonstrate the ability to read as writers, with a detective's eye for detail, always seeking to learn more about the craft of writing.*
2. *Students will demonstrate the skill to produce publishable, award-winning works.*
3. *Students will demonstrate that they have the knowledge for rewarding careers in creative writing, composition, literature, and/or literary editing.*
4. *Students will demonstrate knowledge of skills and perspectives on life-long learning as it relates to personal and professional development.*
5. *Students will demonstrate that they have adequate professional knowledge in one of three secondary career concentrations in Teaching English as a Second Language, Composition/Rhetoric, or Literature.*
6. *Students will demonstrate that they have the skills to build literary communities via writing groups, book circles, public readings, blogs, and publishing projects such as small literary presses and both print and online journals.*
7. *Students will demonstrate that they have the skills to be comfortable and competent public readers of their work.*

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

- *By including literature courses, a literary editing internship, and the Reading as a Writer course, and through comprehensive exams, we will inculcate a deep sense of the reciprocal relationship between reading and writing.*
- *A rigorous battery of workshops and a protracted sequence of thesis hours will help students develop into authors.*
- *By offering fully-funded graduate teaching assistantships, teacher training, teaching internships, editing internships, and a course unit in creative writing pedagogy, we will prepare students for an assortment of professional opportunities as teachers, and by offering graduate editing assistantships, editing internships, and elective courses in our department's Professional Writing concentration, we will help prepare students for careers in literary publishing.*
- *By requiring our students to augment their creative writing studies with a twelve-hour secondary emphasis in one of our English department's other tracks: Teaching English as a Second Language (TESL), Composition/Rhetoric, or Literature, we will empower our students professionally and improve their chances of attending further graduate studies if they so choose.*
- *Our internships, along with a Literary Citizenship unit within our Introduction to Creative Writing Studies course, will prepare students to be leaders within their local literary communities.*
- *Our students will give public readings and they will have good models, through our visiting writers series and the annual Jim Wayne Miller festival. They will also receive training on oral delivery as part of their coursework in Introduction to Creative Writing Studies.*

3. Highlight any distinctive qualities of this proposed program.

Our program has a number of distinctive features. Most importantly, the program itself has a distinctive, comprehensive design and clear trajectory that nurtures students to the completion of their degree with an eye toward employment after graduation. Students begin the program of study with an Introduction to Creative Writing Studies course, which introduces them to the history and trends of creative writing as an academic discipline, creative writing pedagogy, the business and culture of creative writing, and literary citizenship. Along with standard creative writing workshops typical in MFA programs where they will hone their craft, they will also take a class on reading as a writer where they will discuss the techniques and history of the craft of creative writing and learn to

of the faculty teaching in the program will continue to teach in the existing B.A. programs (English and English for Secondary Teachers) and M.A. program. After the first year, we anticipate twelve students will be enrolled in our program and an full-time equivalent (FTE) of approximately 1, so that the faculty student ratio will be 1:12.

5. Is there a specialized accrediting agency related to this program? **NO**
 - a. If yes, identify the agency.
 - b. Do you plan to seek accreditation?
 - c. If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.
6. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

See Appendix A

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

Current library resources are sufficient to support this program. The B.A. and M.A. in English programs have allocations of \$37000 for serials and books which will sufficiently support the MFA program. In addition, the university's budget for databases is \$745,000 and will serve our students' research needs extremely well.

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

No additional facilities are required. We have sufficient classroom space in Cherry Hall and no instructional equipment is required for this program.

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

Admission: A variety of factors will determine admission to the MFA program. Applicants should have completed a minimum of four undergraduate English courses beyond general education requirements with a GPA of at least 3.0. At least two of the courses should be upper-level English courses. Undergraduate creative writing courses are highly recommended.

Applicants should have a minimum undergraduate GPA of 3.0, a score of 4.0 on the GRE Analytical Writing section, and a minimum score of 153 on the Verbal section of the GRE. Additionally, students must have a GAP score of at least 453 [GAP = (Verbal) + (Undergraduate GPA X 100)].

Prefix & Number	Course Title	Course Description	Credit Hours	New
ENG507	<i>Intro. to Creative Writing</i>	<i>An introduction to the field of creative writing studies: its history within academia; its pedagogies; and its distinctive culture, including but not limited to common practices in networking, lifelong learning and professional development, and best practices for writers seeking to publish their poetry, fiction, creative nonfiction, and scriptwriting.</i>	3	Y/N
ENG510	<i>Rhetoric & Writing</i>	<i>Rhetorical theories and the practical considerations of college writing instruction. Open to all students but required of teaching assistants prior to their first teaching assignment.</i>	3	Y/N
ENG512	<i>Reading as a Writer</i>	<i>A reading course for creative writers. Students will closely read and discuss literary works and craft essays. They will analyze and emulate the forms and techniques of leading practitioners of poetry, literary fiction, creative nonfiction, and scriptwriting.</i>	3	Y/N
ENG501	<i>Graduate Writing Workshop</i>	<i>Provides a Master's level workshop for students with varied writing interests.</i>	9	Y/N
ENG515	<i>Internship</i>	<i>Professional work experience combined with faculty direction. May be repeated for up to six hours.</i>	3	Y/N
ENG599	<i>Thesis</i>		6	Y/N

Students will complete nine hours from one secondary concentration. Courses listed below are options.

Courses in Comp/Rhetoric Concentration				
Prefix & Number	Course Title	Course Description	Credit Hours	New
ENG 401G	<i>Advanced Composition</i>	<i>Theory and practice in reading and writing various genres of non-fiction, including researched essays, cultural critique, exposition, narrative, and argument. Special attention to style, voice, arrangement and advanced writing techniques.</i>	3	Y/N
ENG 402G	<i>Editing and Publishing</i>	<i>Editing collections of student works in several types, including experience in computer text editing, lectures by visiting publishers and editors of books, journals, and newspapers.</i>	3	Y/N
ENG 403G	<i>Writing Memoir and Autobiography</i>	<i>A course in the techniques of writing autobiography; readings will be chosen primarily from contemporary American examples of the genre.</i>	3	Y/N
ENG 404G	<i>History of the English Language</i>	<i>Origin and development of the language from Indo-European to Modern English with emphasis on developments in the sound system, vocabulary, and grammar; historical and cultural effects.</i>	3	Y/N
ENG 407G	<i>Linguistic Analysis</i>	<i>Current linguistic theory which includes</i>	3	Y/N

ENG 524	<i>Studies in World Literature</i>	<i>A study of world literature, ranging widely over historical periods (classical to modern) and geographical areas (Eastern and Western), including both canonical works and non-traditional literature; topics will vary every semester. May be repeated once, for total of six credit hours.</i>	3	Y/N
ENG 534	<i>Studies in Genre</i>	<i>Study of a particular genre, such as the novel, short stories, life writing, poetry, or drama. Topics will vary. May be repeated once, for total of six credit hours.</i>	3	Y/N
ENG 586	<i>Seminar in British Writers</i>	<i>Content varies. Selected works or writers. May be repeated once with a different topic.</i>	3	Y/N
ENG 596	<i>Seminar in American Writers</i>	<i>Topics will vary. Selected works or writers. May be repeated once with a different topic.</i>	3	Y/N
ENG 597	<i>Special Topics in English</i>	<i>Seminar on topics in literature, language, or composition. Course may be repeated with different content.</i>	3	Y/N
ENG 598	<i>Advanced Directed Study</i>	<i>Supervised student research on literary or linguistic topics.</i>	3	Y/N

Courses in TESL Concentration				
Prefix & Number	Course Title	Course Description	Credit Hours	New
ENG 407G	<i>Linguistic Analysis</i>	<i>Current linguistic theory which includes the important levels of language as a means of communication; various theories and applications of linguistic theory to other fields of study.</i>	3	Y/N
ENG 408G	<i>Psycholinguistics and Sociolinguistics</i>	<i>The study of developmental psycholinguistics (language acquisition), experimental psycholinguistics (speech production/comprehension), and sociolinguistics (how language varieties are used by families, school systems and multicultural nations).</i>	3	Y/N
ENG 471G	<i>TESL Practicum</i>	<i>Prerequisites: ENG 407G, ENG 408G, ENG 565, ENG 566 and permission of instructor. Supervised observation and instruction in public school or other appropriate settings, culminating in the production of a portfolio. Students are responsible for arranging their own transportation to designated or assigned sites.</i>	4	Y/N
ENG 565	<i>Integrated Teaching English as a Second Language</i>	<i>Solid foundation in the theories of child-adult classroom-based language learning and methods for English language instruction. Field experiences in public schools or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.</i>	3	Y/N
ENG 566	<i>Teaching and Testing English as a Second Language Grammar</i>	<i>Investigation of ESL learners' grammatical difficulties, approaches to solving them, and ways to test their grammatical development. Field experiences in public schools or other appropriate</i>	3	Y/N

deserving students and start them down the path to employment either inside or outside of academia.

We surveyed WKU students in our undergraduate creative writing program about their interest in seeking admission to an MFA in Creative Writing program at WKU, and of the 44 respondents, 41% (18) said they would seek admission, 41% (18) said they might seek admission, and 18% (8) said they would not seek admission. We surveyed the same group of students asking whether they thought an MFA in Creative Writing program would be good for our region and 93% (41) said yes, 5% (2), said maybe, and 2% (1) said no.

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

We will be recruiting nationally, advertising in trade journals such as Poets & Writers and The Writer's Chronicle, as well as in on-line forums such as Poetry Daily. Additionally, we will send posters to various undergraduate institutions with instructions to post them on bulletin boards, and we will contact friends and acquaintances who teach undergraduates, urging them to refer potential applicants. We anticipate that some students will select our program based on the available concentrations, based on our faculty, and based on our competitive funding packages.

- c. Describe the student recruitment and selection process.

As described above in C1b, students will be recruited by way of advertising and faculty networking. As described in B7, students will be selected based on undergraduate GPA, GRE verbal and writing scores, undergraduate GPA overall and GPA in four English courses, and most importantly a writing sample.

- d. Identify the primary feeders for the program.

While we intend to recruit students from all over the country, we expect many of our students to come from places where we have working relationships with faculty. We also expect that a number of universities in our region will find our program attractive.

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

Our plan is to fund six new MFA students per year. By the second year of the program's existence, that would mean a net increase of at least twelve students. We expect 1-2 students may seek our degree without funding.

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

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester
2015-16	0	6
2016-17	6	12
2018-19	6	13
2019-20	7	13
2020-21	7	13

	<i>WKU Bench- Mark</i>	<i>MFA</i>	<i>Comments</i>
<i>Ball State University</i>	<i>X</i>		<i>Founded in 2001, their creative writing program offers a two-year course of study toward the MA in English (creative writing), as well as the option of a 15-hour creative writing cognate for those seeking a PhD within the Department of English. They offer some innovative special topics courses such as Literary Citizenship and Imitations/Adaptations.</i>
<i>Central Missouri University</i>	<i>X</i>		<i>They offer an MA in English. Although they have an undergraduate creative writing minor and maintain an affiliation with Pleiades, an outstanding literary journal, they seem to have dropped the Creative Writing concentration from their MA program.</i>
<i>Eastern Michigan University</i>	<i>X</i>		<i>They offer an interdisciplinary MA program in creative writing, focusing on digital technologies, new media, community-based and collaborative projects, innovative curating and alternative publishing.</i>
<i>Eastern Illinois University</i>	<i>X</i>		<i>They offer an MA with a Creative Writing concentration.</i>
<i>Indiana State University</i>	<i>X</i>		<i>They have an MA in English with "specialization in writing" (lumping Creative Writing together with Composition/Rhetoric and Professional Writing).</i>
<i>University of Northern Iowa</i>	<i>X</i>		<i>Home of the oldest literary journal in the nation, the North American Review, University of Northern Iowa offers an MA in English with Creative Writing emphasis.</i>
<i>California State University (Chico)</i>	<i>X</i>		<i>They suspended their stand-alone residential MFA program in 2003, but are now back with an MFA in Creative Writing offered by a consortium of California State University campuses, including Chico, Hayward, Los Angeles, Northridge, and San Luis Obispo.</i>
<i>California State University (Fresno)</i>	<i>X</i>	<i>X</i>	<i>Once the home of an MA program directed by Pulitzer Prize-winning Philip Levine, Cal State-Fresno transitioned to a terminal MFA program in 1996. They have six full-time faculty members, including new hire Tim Skeen (a poet who lived and taught in Kentucky for decades).</i>
<i>Western Illinois University</i>	<i>X</i>		<i>Although Western Illinois University has no graduate coursework in Creative Writing, their MA students do have the option of writing and defending a creative thesis.</i>
<i>Florida Atlantic University</i>	<i>X</i>	<i>X</i>	<i>Florida Atlantic University does offer an MFA program. In addition to creative writing workshops, they offer special topics courses such as Writing The Short Story Sequence, Teaching Creative Writing, and Writing Across Genres.</i>
<i>Middle Tennessee State University</i>	<i>X</i>		<i>MTSU seems to offer no graduate coursework in creative writing except for a masters level directed writing tutorial. Like our proposed MFA, their MA does offer students the opportunity to take a twelve-</i>

Like our proposed program, the University of Kentucky's program is residential; however, our program is significantly different. While only "limited funding opportunities are available" at UK according to the program's website, we will offer significant funding and plentiful opportunities for students to gain professional teaching and editing experience. Our program will be more comprehensive than their program in that ours is a forty-five hour program with a professional emphasis, and theirs is a twenty-four program with a combined "studio/research" emphasis.

Our program will also be set apart from EKU, Murray State, Spalding, and UK by the required secondary concentration (or minor). As described above, each of our MFA students will take a career-focused secondary emphasis in one of our English department's other concentrations such as Professional Writing, Rhetoric/Composition, and Teaching English as a Second Language (TESL). We believe that this will better prepare them for life after graduate school than the "put all of your eggs in one basket approach" found in programs that send their graduates out into the world as "starving artists." Furthermore, our internship program will give students hands-on professional training in editing and teaching that will open avenues for later employment.

Our courses on scriptwriting will also set us apart from programs in the Commonwealth of Kentucky and help us serve a different group of students. Graduates from our growing film major at WKU would likely be attracted to our program.

Finally, we are in the early stages of developing a relationship with The University of East Anglia, home of one of the United Kingdom's first and most prestigious creative writing programs, and we hope to develop a faculty and student exchange program with them. This would significantly expand the international reach of our program.

- ii. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.

Low- and brief-residency programs do not typically serve the same population that we hope to reach. The average age of students entering low-residency programs is around forty, and most of the students who study in those programs are already established in careers, so they don't typically receive the kinds of professional training that we hope to provide for our students. We expect this program to attract younger, more traditional students, some who will pursue further graduate study and/or careers in academia.

While the University of Kentucky's program is similar to our proposed program in that they also offer a two-year residential program, we are not concerned that the programs will siphon potential students from one another; MFA programs traditionally draw students from all over the country, and often students attend programs because they wish to study with specific faculty members. We believe our program will attract students more interested in becoming professional writers.

- iii. Is access to existing programs limited? If yes, please explain.

As noted above in C1, "The twenty-six top MFA programs in the country have average acceptance rates between .86% and 6.5% per year. These twenty-six programs average close to 14,000 applications per year, which means only 312 students are admitted to these programs on an annual basis. In The Huffington Post in September of 2010, Seth Abramson pointed out that 61% of MFA programs are more difficult to gain admittance to than the Harvard Law School.

year, they earn \$13,000 annually. During the first year, we need \$60,000 (6 GAs @ \$10,000) to cover stipends; the second year and thereafter, we need \$138,000 to cover stipends (6 GAs @ \$10,000 + 6 GAs @ \$13,000).

2. Will this program impact existing programs and/or organizational units within your institution?
 - a. If yes, please describe the impact.

The MFA will supplement the current Creative Writing graduate degree, the M.A. in English with Creative Thesis. It will enhance our current M.A. by offering new courses for those students. The program will also bring a strong cadre of MFA students to our under-enrolled M.A. courses, which will raise the level of discourse for all students. It will also enhance our undergraduate creative writing concentration by providing a venue to pursue additional study in creative writing beyond the B.A. The MFA program will bring a strong new pool of graduate assistant instructors who will be trained to teach in our undergraduate general education.

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

Income and expenditures in our program balance out. This is an efficient program that leverages existing programs to create more value for the state, the university, and our students.

Cost/Funding Explanation

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

No table is provided, as information was provided at the pre-proposal stage.

E. Program Review and Assessment

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

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:
 - a. Which components will be evaluated?

As described above in section B1, our program has seven learning outcomes.

1. *Students will demonstrate the ability to read as writers, with a detective's eye for detail, always seeking to learn more about the craft of writing.*
2. *Students will demonstrate the skill to produce publishable, award-winning works.*
3. *Students will demonstrate that they have the knowledge for rewarding careers in creative writing, composition, literature, and/or literary editing.*
4. *Students will demonstrate knowledge of skills and perspectives on life-long learning as it relates to personal and professional development.*

The table below explains how data will be collected and benchmarked for each learning outcome

Outcomes	Collection	Benchmark
1. Reading as Writer	During the comprehensive exam, students will be asked a question about reading as a writer and will be scored on a rubric as Excellent, Good, Adequate, or Poor.	Average answer of good or higher; none below adequate.
2. Publishable Works	During the thesis defense, committee members will rate how publishable they think the work is with a rubric as Excellent, Good, Adequate, or Poor.	Average answer of good or higher; none below adequate.
3. Career Prep	During their internships, students will write an essay explaining how the curriculum and the internship have prepared them for a future career. The internship supervisor will rate the response with a rubric as Excellent, Good, Adequate, or Poor.	Average answer of good or higher; none below adequate.
4. Life-long learning	During the thesis defense, the committee will ask students a question about how they have become and will continue to be life-long learners. Faculty will use a rubric to rate their knowledge and perspective as Excellent, Good, Adequate, or Poor.	Average answer of good or higher; none below adequate.
5. Professional Knowledge	During the comprehensive exams students will be asked a question related to career preparation in their secondary concentration and will have to demonstrate competence in that area. Faculty will use a rubric to rate their skill level as Excellent, Good, Adequate, or Poor.	Average answer of good or higher; none below adequate.
6. Literary Communities	During their internship experiences, students will write an essay about how the internship has enabled them to foster literary communities. The knowledge will be assessed with a rubric by the internship coordinator. During the thesis defense, students will also be asked about their ability to foster literary communities. Faculty will use a rubric to rate their skill level as Excellent, Good, Adequate, or Poor.	Average answer of good or higher; none below adequate.
7. Public Readers	During the third English 501 (Workshop) course they take, students will be required to present their work at a public reading. Creative Writing faculty will rate their performance with a rubric as Excellent, Good, Adequate, or Poor	Average answer of good or higher; none below adequate.

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

See table in section d above.

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

The Creative Writing Program currently has an assessment coordinator who will work with the chair of the Creative Writing program and the English Department head to gather data. All members of the Creative Writing Faculty will participate in the assessment process for the MFA program, just as they do for assessment of our B.A. and M.A. programs.

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

Data will be shared at the English Department's annual retreat in August. Written reports will be distributed in advance, and the assessment coordinator will lead a conversation about the results.

ALL FACULTY LISTED BELOW HAVE GRADUATE FACULTY STATUS

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: **Bell, David (F)**
 Name of Primary Department: **English**
 Academic Term(s) Included: **Fall 2013 – Spring 2014**
 Date Form Completed: **10/10/2014**

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 100: HON: Intro to College Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 303: Intermediate Fiction Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 413: Creative Writing Capstone (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 599: Thesis Research/Writing (3).	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	Graduate Faculty
Spring 2014	ENG 200: Introduction Literature (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 399: Topics in English (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 411: Directed Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	Graduate Faculty
Spring 2014	ENG 475: Advanced Fiction Writing (3), UT/G	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	Graduate Faculty
Spring 2014	ENG 599: Thesis Research/Writing (3)	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	Graduate Faculty

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)

Faculty either: Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

NOTE: Blue text in the table indicates a hyperlink will be active.

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: Endres, Niko (F)

Name of Primary Department: English

Academic Term(s) Included: Fall 2013 – Spring 2014

Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 300: HON: Writing in the Discipline (3), UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	
Fall 2013	ENG 382: Survey English Lit II (3), UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	
Fall 2013	ENG 524: Studies in World Lit (3)	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	Graduate Faculty
Spring 2014	ENG 300: HON: Writing in the Discipline (3), UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	
Spring 2014	ENG 360: Gay and Lesbian Literature (3), UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	
Spring 2014	ENG 382: Survey English Lit II (3), UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: Ervin, Chris (F)

Name of Primary Department: English

Academic Term(s) Included: Fall 2013 – Spring 2014

Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 300: Writing in the Disciplines (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	
Fall 2013	ENG 301: Argument and Analysis (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	
Fall 2013	ENG 511: Writing Instruction Practicum (0)	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	Graduate Faculty
Fall 2013	ENG 599: Thesis Research/Writing (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	Graduate Faculty
Spring 2014	ENG 300: Writing in the Discipline (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	
Spring 2014	ENG 301: Argument and Analysis (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	
Spring 2014	ENG 511: Writing Instruction Practicum (0)	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	Graduate Faculty
Spring 2014	ENG 599: Thesis Research/Writing (3)	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	Graduate Faculty

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: Fife, Jane (F)

Name of Primary Department: English

Academic Term(s) Included: Fall 2013 – Spring 2014

Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 100: Intro to College Writing (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	
Fall 2013	ENG 301: Argument and Analysis (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	
Fall 2013	ENG 409: Practicum Writing Instruction (0), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	
Fall 2013	ENG 509: Practicum Writing Instruction (0)	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	Graduate Faculty
Spring 2014	ENG 300: Writing in the Disciplines (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	
Spring 2014	ENG 301: Argument and Analysis (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)
NOTE: Blue text in the table indicates a hyperlink will be active.

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: Hollyfield, Jerod (F)
Name of Primary Department: English
Academic Term(s) Included: Fall 2013 – Spring 2014
Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 100: Intro to College Writing (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Fall 2013	ENG 299: Intro to English Studies (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Fall 2013	FILM 369: World Cinema (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Spring 2014	ENG 299: Intro to English Studies (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Spring 2014	ENG 465: Film Genres (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Spring 2014	FILM 486: Film Studies Capstone (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)
NOTE: Blue text in the table indicates a hyperlink will be active.

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: Hughes, Sandra (F)

Name of Primary Department: English

Academic Term(s) Included: Fall 2013 – Spring 2014

Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 100: Intro to College Writing (3), UT	Ph.D. (English) of Georgia, 2003	
Fall 2013	ENG 391: Survey American Lit I (3), UT	Ph.D. (English) of Georgia, 2003	
Fall 2013	ENG 430 19 th Century American Lit (3), UT/G	Ph.D. (English) of Georgia, 2003	Graduate Faculty
Spring 2014	ENG 100: Intro to College Writing (3), UT	Ph.D. (English) of Georgia, 2003	
Spring 2014	ENG 391: Survey American Lit I, UT	Ph.D. (English) of Georgia, 2003	
Spring 2014	ENG 399: Topics in English (3), UT	Ph.D. (English) of Georgia, 2003	

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)
NOTE: Blue text in the table indicates a hyperlink will be active.

NOTE: Blue text in the table indicates a hyperlink will be active.

NOTE: Blue text in the table indicates a hyperlink will be active.

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: LeNoir, David (F)

Name of Primary Department: English

Academic Term(s) Included: Fall 2013 – Spring 2014

Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 203: Creative Writing (3), UT	Ph.D., Auburn University, 1992	Completed a <u>Doctor of Philosophy in English Education.</u>
Fall 2013	ENG 476: Approaches to Lit Sec Curr (3), UT	Ph.D., Auburn University, 1992	Completed a <u>Doctor of Philosophy in English Education.</u>
Fall 2103	ENG 510: Rhetoric & Writing (3), UT	Ph.D., Auburn University, 1992	Completed a <u>Doctor of Philosophy in English Education.</u> Graduate Faculty
Spring 2014	ENG 340: Speculative Fiction (3), UT	Ph.D., Auburn University, 1992	Completed a <u>Doctor of Philosophy in English Education.</u>
Spring 2014	ENG 410: Comp Theory/Practice Wrt Instr, UT/G	Ph.D., Auburn University, 1992	Completed a <u>Doctor of Philosophy in English Education.</u> Graduate Faculty
Spring 2014	ENG 476: Approaches to Lit Sec Curr (3), UT	Ph.D., Auburn University, 1992	Completed a <u>Doctor of Philosophy in English Education.</u>

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: Lewis, Chris (F)
 Name of Primary Department: English
 Academic Term(s) Included: Fall 2013 – Spring 2014
 Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
		Ph.D. (English), Ohio State University, 2012	Graduate Faculty

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)
 NOTE: Blue text in the table indicates a hyperlink will be active.

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**WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **McCaffrey, Molly (F)**
 Name of Primary Department: **English**
 Academic Term(s) Included: **Fall 2013 – Spring 2014** Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 200: Introduction Literature(3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 203: Creative Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 303: Intermediate Fiction (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 200: Introduction Literature (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 203: Creative Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 303: Intermediate Fiction (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 399: Topics in English (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	

Faculty either: Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: Miller, Mary Ellen (F)

Name of Primary Department: English

Academic Term(s) Included: Fall 2013 -- Spring 2014

Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 200: HON: Introduction Literature (3), UT	MA. (English), U of Kentucky, 1960	
Fall 2013	ENG 203: Creative Writing (3), UT	MA. (English), U of Kentucky, 1960	
Fall 2013	ENG 392: Survey American Lit II (3), UT	MA. (English), U of Kentucky, 1960	
Spring 2014	ENG 200: HON: Introduction Literature (3), UT	MA. (English), U of Kentucky, 1960	
Spring 2014	ENG 203: Creative Writing (3) UT	MA. (English), U of Kentucky, 1960	
Spring 2014	ENG 391: Survey American Lit I (3), UT	MA. (English), U of Kentucky, 1960	

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)
NOTE: Blue text in the table indicates a hyperlink will be active.

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: **Poole, Alexander (F)**
 Name of Primary Department: **English**
 Academic Term(s) Included: **Fall 2013 – Spring 2014** Date Form Completed: **10/10/2014**

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 304: English Language (3), UT	Ph.D. (English), Oklahoma State U Main Campus, 2003	
Fall 2013	ENG 565: Integrated TESL (3),	Ph.D. (English), Oklahoma State U Main Campus, 2003	Graduate Faculty
Spring 2014	ENG 304: English Language (3), UT	Ph.D. (English), Oklahoma State U Main Campus, 2003	
Spring 2014	ENG 470: Meth/Mat Eng 2 nd Lang (3) UT	Ph.D. (English), Oklahoma State U Main Campus, 2003	
Spring 2014	ENG 499: Dir Study/English – Ind (3), UT	Ph.D. (English), Oklahoma State U Main Campus, 2003	
Spring 2014	ENG 566: Teaching & Testing ESL Grammar (3),	Ph.D. (English), Oklahoma State U Main Campus, 2003	Graduate Faculty

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)
 NOTE: Blue text in the table indicates a hyperlink will be active.

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WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: Rice, Jeffrey (F)
 Name of Primary Department: English
 Academic Term(s) Included: Fall 2013 – Spring 2014
 Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 300: Writing in the Discipline (3), UT	Ph.D. (English), U of Florida, 2010	
Fall 2013	ENG 306: Business Writing (3), UT	Ph.D. (English), U of Florida, 2010	
Fall 2013	ENG 415: Technology and Writing (3), UT/G	Ph.D. (English), U of Florida, 2010	Graduate Faculty
Spring 2014	ENG 300: Writing in the Disciplines (3), UT	Ph.D. (English), U of Florida, 2010	
Spring 2014	ENG 306: Business Writing (3), UT	Ph.D. (English), U of Florida, 2010	
Spring 2014	ENG 599: Thesis Research/Writing (6), UT	Ph.D. (English), U of Florida, 2010	Graduate Faculty

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)
 NOTE: Blue text in the table indicates a hyperlink will be active.

Appendix A

WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Faculty Name: Szerdahelyi, Judith (F)

Name of Primary Department: English

Academic Term(s) Included: Fall 2013 – Spring 2014

Date Form Completed: 10/10/2014

1 Term (Semester and Year)	2 COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	3 ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	4 OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
Fall 2013	ENG 300: Writing in the Discipline (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	
Fall 2013	ENG 306: Business Writing (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	
Fall 2013	ENG 401: Advanced Composition (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	
Spring 2014	ENG 307: Technical Writing (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	
Spring 2014	ENG 401/G: Advanced Composition (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	Graduate Faculty

Faculty either: Full-time (F) or Part-time (P); Course Designation: Developmental (D), Undergraduate Transferable (UT), Graduate (G)

NOTE: Blue text in the table indicates a hyperlink will be active.

Appendix A

**WKU Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: Youngblood, Alison (F)
 Name of Primary Department: English
 Academic Term(s) Included: Fall 2013 – Spring 2014
 Date Form Completed: 10/10/2014

1	2	3	4
Term (Semester and Year)	COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	ACADEMIC DEGREES & COURSEWORK relevant to course assignment, including; degree, major, conferring institution, and year of award. 18 hours of graduate coursework web form, if needed	OTHER QUALIFICATIONS & COMMENTS related to courses assignment, including links to documentation, if appropriate: Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation
		Ph.D. (Teaching English to Speakers of Other Languages) University of Central Florida, 2014	

Faculty either: Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)
NOTE: Blue text in the table indicates a hyperlink will be active.

**College of Education and Behavioral Sciences
School of Teacher Education Proposal to
Create a New Major Program
(Action Item)**

Contact Person: Julia Link Roberts, Ed.D., julia.roberts@wku.edu, 5.6323

1. Identification of program:

- 1.1 Program title: Gifted Education and Talent Development
- 1.2 Degree Type: Master of Arts in Education (MAE)
- 1.3 Classification of Instructional Program Code (CIP): 13.1044
- 1.4 Required hours in proposed major program: 30-37
- 1.5 Special information: The MAE in Gifted Education and Talent Development comprises two concentrations. One concentration, Advanced Certification for Teacher Leaders, is designed for educators who seek gifted endorsement as they obtain teacher certification beyond the initial level. Those who complete this concentration will be eligible for a recommendation for Rank II and both the Gifted and Talented Education (KE37) and Teacher Leader (KTLE) endorsements. The second concentration, Advanced Research Focus, is designed for candidates with and without a teaching certificate who are pursuing graduate work in gifted education and talent development. This concentration will not lead to a Rank II in Kentucky.
The program prepares candidates for teaching in elementary, middle, or high school settings, for teaching in postsecondary settings, for continuing graduate work toward a doctorate in gifted education and talent development, and for other careers that involve a strong background in gifted education and talent development.
- 1.6 Program admission requirements: Criteria vary, depending on the student's undergraduate institution and GPA as well as the concentration the student is pursuing.

The following criteria apply for students seeking admission to the Advanced Certification for Teacher Leaders concentration:

A copy of the applicant's teaching certificate or statement of eligibility must be submitted with the application for admission to the Advanced Certification for Teacher Leaders concentration.

WKU Graduate Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of a Kentucky Higher Education Institute other than WKU

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before which they must apply to the Kentucky Education Professional Standards Board for a re-issued certificate. After completion of six hours, a student admitted with an expired certificate must submit a copy of the reissued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

- be able to collaborate with families, other educators, and related service providers to ensure learning and well-being of children and young people with gifts and talents.

Program admission requirements: Criteria vary, depending on the student's undergraduate institution and GPA as well as the concentration the candidate is pursuing.

The following criteria apply for students seeking admission to the Advanced Certification for Teacher Leaders concentration:

A copy of the applicant's teaching certificate or statement of eligibility must be submitted with the application for admission to the Advanced Certification for Teacher Leaders concentration.

WKU Graduate Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12. Graduate of a Kentucky Higher Education Institute other than WKU

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before which they must apply to the Kentucky Education Professional Standards Board for a re-issued certificate. After completion of six hours, a student admitted with an expired certificate must submit a copy of the reissued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

The following criteria apply for candidates seeking admission to the Advanced Research Focus concentration:

Applicants must meet the following:

- Submit a qualifying GAP score of 550 or higher [$GAP = (GRE-V \text{ score} + GRE-Q) \text{ added to } + (\text{Undergraduate GPA} \times 100)$] and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher. Admission to the program requires a minimum score of 139 on the Verbal and Quantitative sections of the GRE.

Students who took the GRE between 2002 and August 2011 must submit a qualifying GAP score of 2200 or higher [$GAP = (GRE-V + GRE-Q) \times \text{Undergraduate GPA}$] and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher.

Students who took the GRE prior to 2002 must submit a qualifying GAP score of 3500 or higher [$GAP = (GRE-V + GRE-Q + GRE-A) \times \text{Undergraduate GPA}$], and document an undergraduate GPA of 3.0 or higher.

Program description:

Curriculum for Advanced Certification for Teacher Leaders Concentration:

While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some of the TCHL courses, plus courses in gifted and talented

Curriculum for Advanced Research Focus Concentration

The program for the Advanced Research Focus concentration requires the Core Gifted Education courses (15 hours) and the specialization (15 hours) in Advanced Gifted Education, Research Methods, and Thesis. Students may complete additional elective hours in a discipline in which student is certified or related courses relevant to the student's professional needs and goals.

Core Gifted Education Component -- 15 hours

GTE 536 Nature and Needs of Gifted, Creative, and Talented Students (3 hours)
 GTE 537 Curriculum, Strategies, and Materials for Gifted Students (3 hours)
 GTE 539 Assessment and Identification of Gifted and Talented Children (3 hours)***
 GTE 540 Developing Creativity and Leadership in Gifted Youth (3 hours)***
 PSY 432G Psychology of the Gifted and Creative (3 hours)

Advanced Gifted Education, Research Methods, and Thesis – 15 hours

EDFN 500 Research Methods or equivalent, approved by advisory committee (3 hours)
 GTE 636 Issues in Gifted and Talented Education (3 hours)***
 GTE 637 Seminar in Gifted and Talented Education (3 hours)***
 EDU 599 Thesis Research and Writing (6 hours)

Elective – 0-3

Up to three hours may be selected with advisor approval. Advisor-approved courses are selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.

Total Program Hours: 30-33

***New courses proposed.

Program Completion Requirements:

Candidates must successfully defend a thesis and have at least a 3.0 GPA overall and in program coursework.

2.

Rationale:

2.1 Reason for developing the proposed major program: There are needs among educators to develop expertise in gifted education and talent development and for improved services for children with gifts and talents. Gifted children have constituted a category of exceptional children in Kentucky since 1990 and the passage of the Kentucky Education Reform Act (KRS 157.200). National reports call for the development of gifts and talents among children and youth in the U.S. *Mind the (Other) Gap* (2010) described the excellence gap in the U.S. It cited the low percentages among children reaching advanced levels of achievement and highlighted that not enough children in any of the gap groups (using NAEP data) reach the advanced level to make a percentage of the school-age population. A report by the Jack Kent Cooke Foundation entitled *achievementtrap* (2007) described students from low-income families who enter school in the upper quartile, but high numbers of them drop from that quartile each year they are in school. The National Science Board released *Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital* (2010). "Efforts to raise the educational achievement for all students must not only be continued in earnest, but accelerated. However, to reach true equality of opportunity, and to ensure that potential does not go unrealized, we must not overlook the educational needs of our Nation's most talented and motivated students. Too often, U.S. students with tremendous potential to become our future innovators go unrecognized and undeveloped. The dual goals of raising the floor of base-level performance and elevating the ceiling for achievement are not mutually exclusive (p. 10)." The National Science Board issued the report *Rising Above the Gathering Storm* (2007). One of the recommendations is to "Make the United States the most attractive setting in which to study and perform research so that we can develop, recruit, and retain the best and brightest students, scientists, and engineers from within the United States and throughout the world."

University has offered the sequence of 12 graduate hours annually, the only Kentucky institution of higher education to do so. The proposed master's program will include the courses offered for the gifted endorsement program and build on that foundation by extending graduate course work in gifted education and talent development and offering two concentrations leading to the MAE in Gifted Education and Talent Development. The concentration for Advanced Certification for Teacher Leaders will share professional education core courses with other WKU Teacher Leader programs. The MAE in Gifted Education and Talent Development for Teacher Leaders will include offerings in the current Teacher Leader master's degree programs and extend the area of specialization to gifted education in the Advanced Certification for Teacher Leaders. Courses in the core for Teacher Leadership include TCHL 500, Foundations of Teacher Leadership, TCHL 540, Classroom Instruction: Instructional Strategies (1 hour), TCHL 544, Classroom Instruction: Equitable School and Community Partnerships (1 hour), TCHL 548, Classroom Instruction: Managing the Learning Environment (1 hour), TCHL 550, Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554, Student Assessment II: Standardized Testing (1 hour); TCHL 558, Student Assessment III: Classroom Tests and Instruments (2 hours), and TCHL 560, Action Research Capstone for Teacher Leaders (3 hours). The second concentration, Advanced Research Focus, will provide courses in gifted education to extend the student's knowledge and experience in gifted education and talent development with a focus on research.

- 2.4 Relationship of the proposed major program to other university programs: The Professional Education Core of 6-13 hours in the Advanced Certification for Teacher Leaders concentration is aligned with the framework of the Professional Education Core in the Teacher Leader programs outside of the School of Teacher Education which require 9-16 hours. That is, all graduate programs that lead to the Teacher Leader endorsement have a common core of professional education course work with the exception of GTE 537 which meets the framework's learning outcomes for TCHL 530. Examples of other programs that share Teacher Leader professional education courses are the MAEs in Art Education for Teacher Leaders and Biology Education for Teacher Leaders.
- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states: Other public universities in Kentucky offer the gifted education endorsement within their teacher leadership programs; these include Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University (which also has a special topics class of 3-6 hours in the catalog that could focus on gifted education), and the University of Louisville. No other Kentucky university currently offers more than the 12 hours of coursework required for the gifted endorsement program in a master's degree program. Ball State University, a benchmark university in Indiana, offers a certificate program (endorsement), a master's degree, and a Ph.D. in gifted education. Other universities offering advanced degrees in gifted education include the University of Georgia, the University of Missouri, Purdue University, the College of William & Mary, Texas A & M University, and the University of Connecticut. The proposed MAE in Gifted Education and Talent Development will have similar course work to that offered in the master's degree programs in gifted education offered at the out-of-state universities listed here.
- 2.6 Relationship of the proposed major program to the university mission and objectives: Western Kentucky University provides research, service, and lifelong learning opportunities for its constituents. This program will prepare educators to provide services for children and young people who are gifted and talented. The MAE in Gifted Education and Talent Development has two concentrations and will prepare professional educators and others to work with high-ability children to develop skills, enhance knowledge, and encourage an innovative spirit needed for success in postsecondary opportunities and the development of lifelong learners.

3. **Objectives of the proposed major program:**

- At the conclusion of the program, students will:
- demonstrate understanding of the foundations of the field of gifted education, including theories, models, research, laws and policies, and diverse points of view on issues.
 - demonstrate respect for children as unique individuals, including the characteristics of children with gifts and talents and concomitant needs.

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
 TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Practicum – 3 hours

GTE 538 Practicum for Teachers of Gifted Students (3 hours)

Elective Courses – 0-6 hours

Up to 6 hours may be selected with advisor approval.

Advisor-approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.

Total Program Hours: 30-37

Mid-Point Assessment Requirements:

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed by candidates for the Advanced Certification for Teacher Leaders concentration, *even if a candidate's program of studies does not include the courses*. All candidates will upload all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional coursework may be required based on the assessment results.

Program Completion Requirements:

Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor. Candidates must have at least a 3.0 GPA overall and in program coursework.

Curriculum for the Advanced Research Focus Concentration:

The program for the Advanced Research Focus concentration requires the Core Gifted Education courses (15 hours) and the specialization (15 hours) in Advanced Gifted Education, Research Methods, and Thesis. Students may complete additional elective hours in a discipline in which student is certified or related courses relevant to the student's professional needs and goals.

Curriculum for Advanced Research Focus Concentration

Core Gifted Education Component -- 15 hours

GTE 536 Nature and Needs of Gifted, Creative, and Talented Students (3 hours) GTE

537 Curriculum, Strategies, and Materials for Gifted Students (3 hours)

GTE 539 Assessment and Identification of Gifted and Talented Children (3 hours)***

GTE 540 Developing Creativity and Leadership in Gifted Youth (3 hours)*** PSY

432G Psychology of the Gifted and Creative (3 hours)

Advanced Gifted Education, Research Methods, and Thesis – 15 hours

EDFN 500 Research Methods or equivalent, approved by advisory committee (3 hours) GTE

636 Issues in Gifted and Talented Education (3 hours)***

GTE 637 Seminar in Gifted and Talented Education (3 hours)*** EDU

599 Thesis Research and Writing (6 hours)

Elective – 0-3

Up to six hours may be selected with advisor approval. Advisor-approved courses are selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.

Total Program Hours: 30-33

***New courses proposed.

5.2 Technological and electronic informational resources (e.g., databases, e-journals): The University has access to the databases that offer access to the major journals in the field of gifted education. Present resources are adequate to support the proposed program.

5.3 Facilities and equipment: The Center for Gifted Studies, the international headquarters of the World Council for Gifted and Talented Children, the Carol Martin Gatton Academy of Mathematics and Science in Kentucky, and the headquarters of the Kentucky Association for Gifted Education are located on the main campus of Western Kentucky University. Present facilities are adequate to support the proposed program.

6. **Proposed term for implementation:** The timeline is to implement the program during the Fall semester of 2013, or as soon as all necessary approvals are secured.

7. **Date of committee Approvals**

Committee	Date
School of Teacher Education:	<u>04/06/2012</u>
CEB Curriculum Committee	<u>10/30/2012</u>
Contact with Office of Academic Affairs re: CPE Posting	<u>10/31/2012</u>
Professional Education Council	<u>11/14/2012</u>
Graduate Council	<u>12/13/2012</u>
University Senate	<u>1/24/2013</u>

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Major Program
(Action Item)

Contact Person: Janet Applin, janet.applin@wku.edu, 745-6105 and J. Dusteen Knotts, jdustecn.knotts@wku.edu, 745-3747

1. Identification of program:

- 1.1 Program title: Special Education: Learning and Behavior Disorders and Elementary Education
- 1.2 Degree Type: Bachelor of Science
- 1.3 Classification of Instructional Program Code (CTP): 131001
- 1.4 Required hours in proposed major program: 61
- 1.5 Special information: This program will replace the current undergraduate program Exceptional Education: Learning and Behavior Disorders and Moderate and Severe Disabilities (553) but is sufficiently redesigned to warrant this application for a new program through CPE. New courses have been approved.
- 1.6 Program admission requirements: Students must meet the general academic proficiency requirement of Teacher Admissions no later than the beginning of Spring semester of enrollment in Block 1 and courses SPED 424 & LTCY 42.1. Teacher Admissions consists of multiple items as determined by the university and Kentucky Education Professional Standards Board (EPBS). These items may be routinely updated but consist of such items as: declared state-approved education major, application for admission, recommendation letters, proficiency in both coursework and state mandated proficiency tests, ethics statement, background check, physical and TB clearance. Although students may declare the major SPED: LBD/ELED upon admission to the university, they are not admitted into the program until the Fall semester of their Junior year during "Pre- block". Pre-block is a prescribed list of classes that share a common 70-hour practicum block allowing for practical application of skills in a K-6 public school setting. Block 1 and Block 2 follow in the spring semester of the junior year and fall of senior year with prescribed classes that share a second common 70-hour practicum block for practical application of effective teaching skills in a supervised K-6 public school setting. All block locations offer practicums in diverse settings with inclusion and resource room interactions providing a vital component to the proposed program.
- 1.7 Catalog description:
Major in Special Education: Learning and Behavior Disorders and Elementary Education, The Special Education: Learning and Behavior Disorders and Elementary Education dual certification program (reference number TBA) leads to the Bachelor of Science degree and the Kentucky Teaching Certificates for Learning and Behavior Disorders (P-12) and Elementary Education (P-5). The program requires completion of a general education component, related studies component, and professional education component. While students follow university guidelines in completing the general education component, a public speaking course and biological science course with laboratory are specifically included with this component. The related studies component

program is meeting its revised vision and mission. Adding course work required for Elementary Education certification allows students to obtain both the general education expertise as well as that required for special education services.

- CPE's key questions
 - Are more Kentuckians ready for postsecondary education?
 - Are more students enrolling?
 - Are more students advancing through the system?
 - Are we preparing Kentuckians for life and work?
 - Are Kentucky's communities and economy benefiting?

Special education training is not a "new" program but is a program that is in need of significant restructuring to meet the needs of students desiring an education degree that adequately prepares them to meet the needs of the educational system currently seen in Kentucky. The proposed restructure will meet the Kentucky communities and more proficient outcomes for students will bring an economic benefit.

- 2.2 Projected enrollment in the proposed major program: Enrollment in the current undergraduate special education program has increased. In 2012, six students earned their degree in the major. It is predicted that 23 will earn their degree in 2013. According to the Infoview database, there are 116 students enrolled in the current Exceptional Education LBD/MSD major. Due to interest expressed in this proposed program at recruitment events and informal surveys of current students, it is anticipated that making the change to a dual certification program in Special Education LBD and Elementary Education will increase our enrollment by at least 25%. This would result in full courses rather than small class offerings and make better fiscal use of current faculty lines.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: The current special education major leads to the Bachelor of Science degree in Exceptional Education, Learning and Behavior Disorders (LBD) and Moderate and Severe Disabilities (MSD) in grades P-12. The program is also delivered in a "cohort" model making transfer into and from other majors, or institutions, prohibitive. The department has many educational majors but none leads to a teaching certificate in special education combined with a general education certification. Research in the education field marks this as a weakness for stand-alone special education programs (siting weaknesses in general education content areas) and stand-alone elementary education programs (siting weaknesses working effectively with diverse populations). The proposed program will replace the current exceptional education program and add the additional certification of Elementary Education to the certification in Exceptional Education: Learning and Behavior Disorders. The proposed program has been developed in collaboration with the faculty in Elementary Education, and other colleges across the university. The current Elementary Education program will remain unchanged when the proposed program is implemented; however, the two programs' curricula will run parallel.
- 2.4 Relationship of the proposed major program to other university programs: The proposed program does not duplicate other WKU programs. The School of Teacher Education but will continue to enjoy a close relationship to several disciplines. Psychology addresses student behaviors that are often found in school-age students with disabilities. The Communication Disorders department

	WKU SPED LBD/ELED	EKU SPED/ELED	MSU- SPED/ELED	Morehead- SPED/ELED	NKU- SPED/ELED
Gen Ed Hours	39-44	33-45	41-46	42	37
Related Studies Component 30 hours	MATH 205 El/midMath 1 MATH 206 El/midMath 2 MATH 308 Math 3 LME 318 El/Mid Lit. ENG 300 SPED 330 Intro to SPED MUS 314 Comp. Arts PE 354 PE/Elem GEOG 451 or HIST 456 CIS 141 or LME 448	MAT 201 MAT 202 XXX XXX XXX SED 104 ELE 361 XXX ELE 322 ELE 362 XXX XXX	MAT 115 MAT 215 XXX ELE 305 XXX SED 300 Art 343 XXX XXX XXX XXX XXX CSC 199	MATH 231 MATH 232 XXX EDEE 327 EDEE 323 EDSP 230 XXX XXX XXX XXX XXX XXX	MAT 140 MAT 141 XXX XXX ENG 386 EDS 360 ART 280 MUS 260 PHE 250 HEA 250 XXX EDU 313
Professional Education Component 61 hours	EDY 250 Intro to Edu PSY 310 ED PSY LTCY 320 RDG EL SPED 335 FOUNDATIONS SPED 345 Second. Meth. SPED 340 Elem Meth LBD ELED 365 Elem Strat ELED 407 SS methods SPED 424 Col, Inc & Div SPED 350 Asses. LBD LTCY 420 Rdg Primary SPED 480 SN Proj. LBD ELED 405 Math EL ELED 406 Sci EL SPED 425 LANG. LBD SPED 400 BEH MANGA. <u>Student Teaching</u> EDU 489 ST SEMINAR EDU 490 ST (5) SPED 490 ST (5)	EDF 103 EPY 319 XX SED 545 XXX XXX XXX SED 356 MSD Meth SED 518 499 Class Man. SED 343 Precript. Tch. <u>*24 field hours</u> <u>*(Field hours for</u> <u>meth.)</u> SED 401 XXX SED 351 LIB 301 SED 375 <u>*(field hours)</u> EDF 203 Sch & Society XXX SED 260 XXX SED 341 XXX SED 499	EDU 103 EDU 260 REA 306 SED 350 & SED 400 XXX SED 455 & MID 270 SED 433 EDU 303 XXX XXX ELE 401 ELE 304 XXX SED 537 ELE 307 XXX XXX ELE 402 Sci EDU 404 Env Ed CDI 205 & SED 425 SED 408 ELE 390 Kinder EDU 422 ELE 421	EDF 207 EDF 211 EDEM 330 EDSP 355 EDSP 350 Char. EDSP 36 Char LD EDSP 372 Tran /WK XXX XXXX EDEE 305 LM Theor. XXX XXX EDEE 322 EDSP 365 Inclusion & EDEE 302 EDSP 367 Assess EDEE 331 EDSP 359 EDSP 357 Math LBD SCI 490 XXX EDSP 353 LNG LBD XXX EDSP 356 ABA XXX EDEM 499 EDEE 423 EDSP 435	EDU 305 EDU 300 EDU 302 EDS 322 (2) EDS 364 Char. LD EDS 561 MR & ORTH EDS 473 (2) EDS 570 Wk/ Family EDS 572 EDU 307 EDS 472 Meth/mat EDU 390 (2) & 392 (2) EDU 312 SS to E. Gr. XXX XXX EDU 315 Ed. Asses EDS 464 EDS 473 (2) EDU 306 EL. Math EDU 308 SCI. XXX EDS 362 ABA & XXX EDU 314 Clas Man. EDS 562 Early CH. EDU 492
Total Hours	130-135	129-136	126-131	124	115

- with a variety of strategies and methodology including the use of technology;
- demonstrate expertise in diagnostic/prescriptive instruction including but not limited to the ability to select, administer, and interpret assessment instruments for individuals with disabilities, use the results of assessment to develop behavioral objectives, and design and implement individual education plans in a variety of settings;
 - demonstrate the ability to manage student behavior by conducting documented observations and task analyses, and devising and implementing appropriate non-aversive/aversive systems of behavior management;
 - demonstrate the ability to manage time and resources using a variety of instructional strategies, modifications, and techniques,
 - students will complete all necessary activities to be successfully admitted to the Professional Teaching Unit in a timely manner,
 - Students will be proficient in all Kentucky Teacher Standards as evidenced by their scores on Critical Performance Indicators for each course.

Measurable outcomes will be:

- Students will successfully complete the PRAXIS II exams for Elementary Education and Special Education LBD prior to beginning student teaching,
- Students will demonstrate proficiency in planning and implementing instruction and providing evidence of student learning through the completion of the Teacher Work Sample during student teaching.

4. Program description:

4.1 Curriculum Description:

General Education Component:

Students follow university guidelines in completing the general education component with the speech course and biological science course with laboratory are specifically included with this requirement.

Related Studies Component (30 hours)

- MATH 205 Number Systems/Theory for Teachers (3)
- MATH 206 Fundamental Geometry for Teachers (3)
- MATH 308 Rational Numbers/Data Analysis for Teachers (3)
- LME 318 Children's Literature (3)
- ENG 300 Writing in the Disciplines (3)
- SPED 330 Introduction to Exceptional Education: Diversity in Learning (3)
(Grade of B or higher)
- MUS 314 Comprehensive Arts Education for the Elementary Teacher (3)
- PE 354 Physical Education in Elementary Schools (3)
- HIST 456 Kentucky History
or GEOG 451 Geography of Kentucky (3)

National Association for Council for Exceptional Children Initial Professional Content Standards and Knowledge and Skill Sets. Candidates must earn a qualifying score on the Praxis II as determined by Kentucky for both LBD and Elementary K-6.

- 4.3 Program delivery: The majority of courses will have a standard face-to-face class mode of delivery due to the large number of field hours demanding direct supervision. Faculty will incorporate technology to enhance delivery and communication.

5. Resources:

- 5.1 Existing full time faculty along with part time instructors will teach courses in this new program. Courses in the new program will be phased in as the old program is phased out. Upon full implementation of the new program, faculty resources will be more efficiently utilized as faculty will teach only one block (15 credit hours) of classes each semester as opposed to the current program which requires two blocks of courses each semester. Courses in the current program will be deleted upon the new program's full implementation. Full time faculty for the special education department are: Janet Applin, Ph.D.; Nedra Atwell Ph.D.; Marty Boman, EdD; Wanda Chandler, Ph.D; Gail Kirby EdD.; and J Dusteen Knotts, Ph.D. with two active searches at this time.

Janet L. Applin, Ph.D., Associate Professor of Special Education, earned her Ph.D. in Special Education from Vanderbilt University in 2005. She has been a member of the School of Teacher Education's faculty since 2004 and, in 2012 was named Associate Dean for Academic Programs in the College of Education and Behavioral Sciences at Western Kentucky University. Dr. Applin's research interests include teacher education and teacher leadership in special education and curriculum development in higher education. She has served on a number of doctoral committees and as the teacher leader strand advisor in the Educational Leadership Doctoral Studies program and teaches graduate and undergraduate courses in special education.

Nedra Skaggs Atwell is a Professor of Special Education in the Western Kentucky University School of Teacher Education. She is actively involved in the Appalachian Studies Association, past director of the Higher Education Consortium and past president of Kentucky TED, the Teacher Education Division of the Council for Exceptional children. Nedra served as editor of the Virginia Teacher Educator, Southeast Regional Teacher Education Journal and the founding editor of The Kentucky Teacher Educator. She has published several books and monographs and numerous articles and has directed over \$5 million in grants. She consults with school districts in Kentucky, Tennessee, West Virginia and Virginia and is a speaker at state, national, and international conferences. Dr. Atwell earned her doctorate at Vanderbilt University.

Marty Boman is Director of the Kelly Autism Program (KAP) and an Associate Professor in the Special Education department. She earned her Ed.D. in Curriculum and Instruction with an emphasis in special education from the University of St. Thomas. She wrote the WKU autism certificate, the first in the state of Kentucky for post-masters professionals, and speaks at state, national, and international research conferences. At KAP she works with the undergraduate students as they complete their professional development hours, learning about formal observations, Functional Behavioral Assessments and Behavior Intervention Plans.

Wanda Chandler, Ph.D. is an Assistant Professor. She earned her

International Journal of Early Childhood Special Education (Int-Jecse) 2009- European
 Journal of Special Needs Education 1998-2010
 California Special Education Alert 1995-
 British Journal of Special Education 1998-2010
 Exceptionality Education Canada 2008
 Exceptionality Education International 2009

E- Journals & Data bases

EBSCO
 LEXIS- NEXIS (Academic)
 ProQuest
 Education- Wilson
 Special Education (Int-Jecse) DOAJ- Directory of Open Access Journals
 Journal of Special Education Technology
 Remedial and Special Education Rural
 Special Education Quarterly Career and
 Technical Education

5.2 Facilities and equipment: The School of Teacher Education is housed in Gary Ransdell Hall, a state of the art facility for teacher preparation programs that is sufficient for all program needs. Extended campus facilities also meet all instructional needs for delivery of this program.

6. **Proposed term for implementation:** Fall 2013, or as soon as all necessary approvals are secured.

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

School of Teacher Education:	October 19, 2012
CEBS Curriculum Committee	October 30, 2012
Professional Education Council	November 14, 2012
Undergraduate Curriculum Committee	01/31/2013
University Senate	02/21/2013

**Ogden College of Science and Engineering
 Department of Psychological Sciences
 Proposal to Create a New Minor Program
 (Action Item)**

Contact Person: Andrew Mienaltowski, andrew.mienaltowski@wku.edu, (270) 745-2353

1. Identification of program:

- 1.1 Program title: Psychological Science
- 1.2 Required hours in minor program: 19
- 1.4 Catalog description:

A minor in Psychological Science provides graduates with a broad overview of the discipline as well as exposure to the foundations of the discipline. The Psychological Science minor focuses students on becoming more engaged and critical consumers of the science underlying psychology through courses informed by current research and practice in the scientific study of individual and collective behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavioral problems. The minor requires a minimum of 19 credit hours: 7 from research design and a discipline overview, 6 reflecting foundational studies in the discipline, and 6 hours of electives. This minor might appeal to students who are in a pre-professional track (e.g., pre-med) or to students majoring in disciplines where psychological science can inform research and practice (e.g., biology, computer science, philosophy, religious studies, nursing, communication disorders, management, etc.).

- 1.5 Classification of Instructional Program Code (CIP): 42.0101

2. Rationale:

- 2.1 Reason for developing the proposed minor program:
 In November 2013, the Department of Psychological Sciences was created in the Ogden College of Science and Engineering. At the March 2014 University Senate meeting, the Bachelor of Science in Psychological Science program was approved. Students who are interested in minoring in Psychological Science, however, do not yet have an option available to them. The proposed program will enable students who are majoring in other disciplines to enrich their knowledge of the science of psychology and their critical analysis and reasoning skills by minoring in Psychological Science. This program will be particularly valuable to students who are in Pre-Med or Pre-Health programs that require completion of the Medical College Admission Test (MCAT). Recently, the MCAT was substantially revised with a social science focus in mind. This proposal includes curriculum from the Department of Psychological Sciences that reflects the psychology-specific content that is relevant to the revised MCAT.

Psychological Science focuses on mental processes and behaviors that are relevant across many domains, including business and organizations, health, engineering and industrial

student’s minor experience using psychological foundations courses. The proposed minor falls in the latter category and resembles the minor offered by other institutions.

Institution	Minor Program	Required Minimum Hours	Organization of Program
<i>Appalachian State University</i>	Psychology	18	Intro and 15 elective hours
<i>Ball State University</i>	Psychological Science	18	Intro and 15 elective hours
<i>Bowling Green State University</i>	Psychology	20	None
<i>Central Michigan University</i>	Psychology	21	Intro and 18 elective hours
<i>East Carolina University</i>	Psychology	24	Intro, Cognition or Learning, a Biological Basis of Behavior course, two psychological foundations courses (e.g., Developmental, Social, Personality, Abnormal, or Testing), and 9 elective hours
<i>East Tennessee State University</i>	Psychology	18	Intro, two psychological foundations courses (e.g., developmental or social psych), and 9 upper-level elective hours
<i>Florida Atlantic University</i>	Psychology	15	Intro, Developmental, Cognition, Biological Bases of Behavior, and Social Psych
<i>Illinois State University</i>	Psychology	21	Intro, Methods, Statistics, Personality, and 9 elective hours (6 of which must be upper-level hours)
<i>Indiana State University</i>	Psychology	18	Intro, Methods, and 12 elective hours (as closely related to student's major as possible)
<i>Middle Tennessee State University</i>	Psychology	15	Intro and 12 elective hours
<i>Northern Illinois University</i>	Psychology	21	Intro and 18 elective hours (12 of which must be upper-level hours)

<i>University of Louisville</i>	Psychology	21	Intro, Methods, Stats, select from psychological foundations courses (e.g., Learning, Cognition, Physiological Psych, Development, Social, and Abnormal Psych), and 1 elective
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2.6 Relationship of the proposed minor program to the university mission and objectives: WKU’s Mission Statement states that “Western Kentucky University prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.” The proposed minor program contributes to WKU’s mission by offering students an opportunity to complete coursework that focuses on the scientific study of the mind, the brain, and behavior. Having a deeper understanding of the nature of cognitive and perceptual processes, of the impact that social contexts have on thought and behavior, of the trajectory of human development in psychological processes, and of the implications that psychopathology and psychopharmacology have for our everyday existence will better enable those students who minor in Psychological Science to be productive, engaged, and socially responsible citizen-leaders.

In the WKU Challenging the Spirit Action Plan (2012-2018), the first strategic goal that is listed is to foster academic excellence by (a) extending the engaged learning and global dimensions of the WKU academic experience, and (b) reinforcing WKU as a destination of choice for stakeholder in higher education (i.e., students, faculty, and staff). The proposed program will increase the number of opportunities that WKU students and faculty have to interact to discuss human thought and behavior and to become engaged in high quality, engaging, and international scholarship in psychological science. The faculty members in the Department of Psychological Sciences are actively engaged in peer-reviewed scholarship, publish in national and international journals, pursue research funding opportunities, and actively engage students in every step of the scientific method as it applies to the discipline. The proposed minor will expand WKU’s offerings within STEM disciplines and should appeal to students who are interested in the intersection between the traditional physical and natural sciences and human thought and behavior. Additionally, the program may appeal to students outside of STEM disciplines who are interested in learning more about the scientific techniques used to capture individual differences in human thought and behavior, as these differences are vital to the human experience and inform disciplines like marketing, management, communications, and literature.

3. Learning outcomes of the proposed minor:

Consistent with the goals specified by the American Psychological Association for undergraduate programs, while completing the minor requirements, students will:

continue to teach the courses that they are already teaching to meet the minor’s requirements, as these requirements overlap completely with the Psychological Science BS program. We are interested in growing enrollment in our student programs and we have the faculty to do this. The Department of Psychological Sciences was created in the Ogden College of Science and Engineering by the unanimous vote of the WKU Board of Regents (October 23, 2013, Action Item 1.3) to allow for growth in undergraduate and graduate academic programs at WKU. The proposed minor allows the faculty in the new department to offer a new program to students that aligns with the mission of the Ogden College of Science and Engineering within the field of psychology using courses that already exist and are taught by Psychological Sciences faculty in the Ogden College of Science and Engineering.

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Department of Psychological Sciences	<u>9/5/2014</u>
Ogden College Curriculum Committee	<u>9/30/2014</u>
Undergraduate Curriculum Committee	<u>10/23/2014</u>
University Senate	<u>11/20/2014</u>
Board of Regents	_____

**FACULTY EMERITI
APPOINTMENTS**

REQUEST:

Approval of faculty emeritus/a status for recommended individuals.

FACTS:

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

College of Education and Behavioral Sciences**Department of Counseling and Student Affairs**

Dr. Donald Nims, Professor of Counseling and Student Affairs, Emeritus

School of Teacher Education

Dr. Janice Ferguson, Professor of Teacher Education, Emerita

Potter College of Arts and Letters**School of Journalism & Broadcasting**

Mr. James LeTourneau, Assistant Professor of Journalism and Broadcasting, Emeritus

Gordon Ford College of Business**Department of Finance**

Dr. Edward Wolfe, Professor of Finance, Emeritus

BUDGETARY IMPLICATIONS:

No funds requested.

RECOMMENDATION:

President Gary A. Ransdell recommends awarding the above individuals faculty emeritus/a status.

MOTION:

Approval of faculty emeritus/a status awarded for the recommended individuals.



WKU[®]

Board of Regents

EXECUTIVE COMMITTEE

December 12, 2014

*Downing Student Union
3rd Floor Conference Room*

**APPROVAL OF THE HONORARY NAMING OF THE
WKU CHILD CARE CENTER AS THE
COLLEEN B. MENDEL CHILD CARE CENTER**

REQUEST:

Approval of the naming of the WKU Child Care Center as the *Colleen B. Mendel Child Care Center* as a result of her outstanding service and secured grant funding for the Training and Technical Assistance Department.

FACTS:

Colleen B. Mendel, Training and Technical Assistance Department (T/TAS) founder and first Executive Director, passed away on January 20, 2014, after 40 years of visionary and inspirational leadership within the Head Start and Early Head Start community.

Western Kentucky University Child Care Centers (WKUCCC) operates a combination Early Head Start, Head Start and Non-Profit Child Care Program for children six weeks through five years of age. WKUCCC is a unit of Training & Technical Assistance Services (T/TAS), a department in the College of Education & Behavioral Sciences.

Under Colleen's leadership, T/TAS expanded from a four-person department providing training and technical assistance services to Head Start grantees in Kentucky and Tennessee to a federal contractor offering support to more than 300 Head Start and Early Head Start grantees and delegate agencies in the eight southeastern states. During the past 10 years, T/TAS has become an entrepreneurial organization offering services to early childhood organizations across the United States, as well as providing Head Start, Early Head Start and child care services at the WKU Child Care Center and serving as the resource and referral center for a nine-county service area in south central Kentucky. During her tenure at WKU, Colleen and T/TAS staff members secured more external funding than any other department. Total funding for T/TAS was more than \$109 million.

Colleen's wisdom was widely recognized throughout the national Head Start community. She was instrumental in the creation of the National Head Start Association's Program of Excellence Initiative, and she provided training and technical assistance to generations of Head Start leaders in the areas of risk management, governance, strategic planning, human resources and program operations.

RECOMMENDATION:

President Gary A. Ransdell recommends that the Board of Regents accept the naming of the WKU Child Care Center as the Colleen B. Mendel Child Care Center.

MOTION:

To approve the naming of the WKU Child Care Center as the *Colleen B. Mendel Child Care Center*.



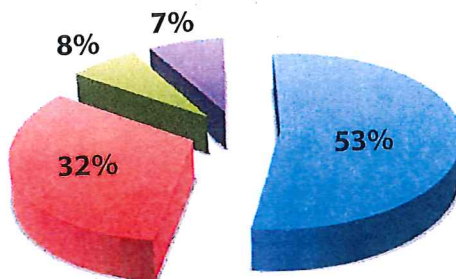
JULY - OCT 2014

2015 HIGHLIGHTS

WKU DIVISION OF DEVELOPMENT AND ALUMNI RELATIONS

TOTAL GIVING HIGHLIGHTS

WKU's combined endowment reached an all-time high of **\$138.9 million** (as of Sept. 30, 2014)



WKU Endowment

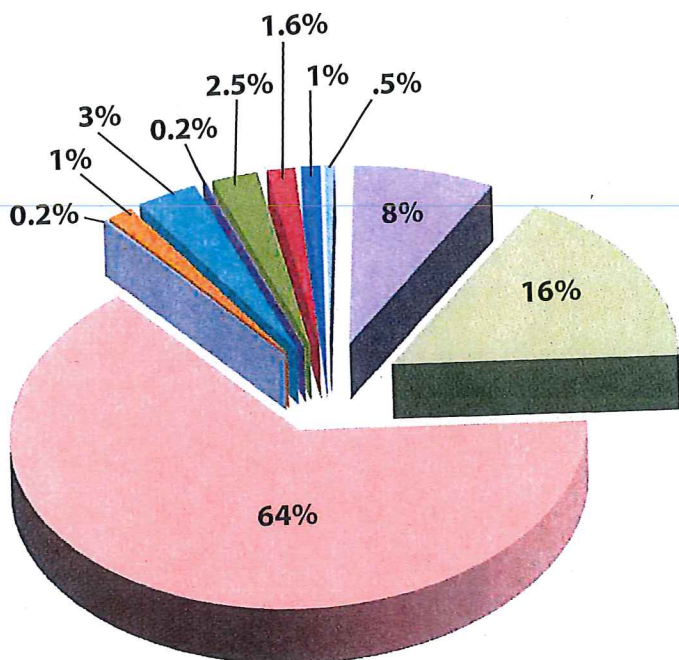
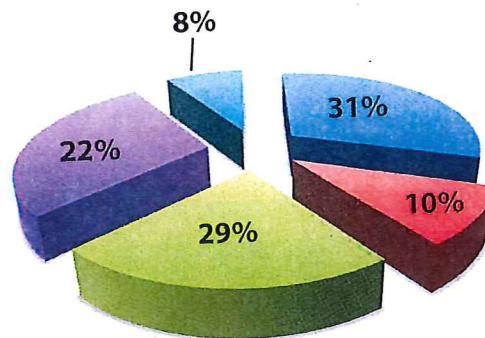
WKU Foundation	\$73.7 million
College Heights Foundation	\$45.2 million
Third-Party Trusts	\$10.5 million
Trust and Annuities	\$9.5 million
Combined total	\$138.9 million

WKU's cash receipts totaled **\$6.2 million** (up 15% from last FY to date)

WKU Giving by Source

Alumni	\$1,916,534
Friends	\$622,312
Foundations	\$1,770,865
Corporations	\$1,393,414
Groups and Societies	\$514,397

Combined total \$6.2 million



WKU Giving by College/Division

Other Academic Areas*	\$3,995,767
Athletics	\$1,028,742
Other Non-Academic Areas**	\$501,373
Ogden College of Science & Engineering	\$214,441
Gordon Ford College of Business	\$162,881
College of Health & Human Services	\$99,429
Potter College of Arts & Letters	\$87,934
College of Education & Behavioral Sciences	\$66,284
Unrestricted	\$36,244
Honors College	\$12,361
University College	\$12,066

*Include regional scholarships, scholarships with criteria that cross colleges, 3rd party custodial scholarships, Gatton Academy, Library, Museum, research, SKyTeach, Student Publications, etc.

**Include dollars donated to non-academic areas, including the Augenstein Alumni Center, the Chandler Memorial Chapel, Student Affairs, etc.



General Administrative Updates

Hub of the Hill, LLC:

An LLC has been established that will manage property conveyed through the deed from the SPE2, which consists of the **Alumni Square retail wrap**, courtyard, and 25-space parking lot. Members of the Board for the LLC are Craig Browning, Kathryn Costello, Jim Martens, Randy Schumaker, Jack Sheidler, and David Wiseman.



Kentucky Museum:

The American Association of Museums (AAM) has approved the Kentucky Museum's core accreditation application documents, which include the mission statement, by-laws, strategic plan, and other documents. The Museum is now eligible to begin the process of full accreditation, a process that will take some time to complete.

Society of Lifelong Learning at Western Kentucky University:

The Society for Lifelong Learning is a new member-driven organization that will offer a variety of high-quality, intellectually stimulating, non-credit educational opportunities for those age 50 and older.



Annual, Major, and Planned Giving Highlights:

OVERALL:

Total Cash Received in the first 4 months of Fiscal Year 2014-2015 is \$6.2 million, up 15% from this time last year.

Major Gift Highlights: Key Gifts and Pledges

- \$150,000 in collective pledges have been received in recent months in support of the Gatton Academy of Mathematics and Science in Kentucky. This includes a recent pledge of \$75,000 from **Brown and Sue Badgett**.
- **Bill Ragland** made a gift of \$100,000 to create an endowment for business ethics.
- A \$60,000 pledge, funded from proceeds of the family farm in Logan County, has been received from **George and Ruth Duncan** to create a scholarship fund to support Logan County students who are majoring in Agriculture.
- **Don O. Pickerill** made a \$28,000 gift to be split between the Meany and Holland endowed professorship funds.
- **John Schroeder** made a \$27,500 gift toward an eventual major endowment in support of the Honors College.
- **Pat Richardson** pledged \$20,000 through her IRA designation and plans to make an outright gift later this year if IRA legislation allows.

Annual Giving (gifts <\$10,000) Highlights:

- The Annual Giving Department made a number of strategic modifications to the donor acquisition and retention plan for fiscal year 2015. The phoning program, "**Topper Talk**," is focusing on donor acquisition during the first half of the fiscal year, specifically calling non-donors and former donors to WKU. This has led to an **11% increase in the number of donors** from this same time last year.
- The **direct mail program** is focused on retaining and upgrading existing donors from the previous fiscal year through a targeted, consistent message and new, innovative design. These channels, as well as continued face-to-face personal solicitations for President's Circle membership, have led to an **overall increase in annual giving dollars** of 3% from this time last year.
- Future initiatives include WKU's participation in the national **Giving Tuesday** program, targeting a specific segment of alumni through direct mail and the entire WKU alumni base through email and social media. Additionally, various college and departmental solicitations are being developed for programmatic support.

LEGACY of SPIRIT SOCIETY OF 1906

Deferred Giving:

A new **segment strategy** was initiated to identify planned gift prospects, resulting in a higher response rate that has garnered hundreds of new Legacy prospects.



Hashtag Giving Campaigns

GIVING TUESDAY

#WKUGivingTuesday

ANNUAL FUND DIRECT MAIL

#WKUpride

Alumni Programming Highlights:

The WKU Alumni Association Board of Directors wrote and approved a new Strategic Plan, which focuses on four primary goals:

- Cultivate the WKU Spirit
- Build lifelong relationships
- Engage the WKU Family in the life of the institution
- Enhance the financial capacity of the Alumni Association

July/August/September 2014

- 23 alumni events were planned and executed from July 1–September 25, 2014.
- Program and event highlights include:
 - * Events were held in Los Angeles, CA; Champagne, IL; Murfreesboro, TN; Nashville, TN; Louisville, KY; Owensboro, KY; Florence, KY; Washington, D.C.
 - * In July, the Alumni Association welcomed more than 200 guests to the **Alumni Board Emeritus Dinner**. The event was held in conjunction with the Alumni Board of Directors Planning Weekend.
 - * The Student Alumni Association hosted **R.O.A.R. (Roast of all Rivals)** with more than 600 new WKU students in attendance.
 - * The **College High Grand Gathering**, a reunion for all graduates of College High School, was held September 12-13 with 180 classmates, plus guests attending.
 - * The Nashville Alumni Chapter held the **John Oldham Music City Golf Scramble** on September 12, raising more than \$4000 for the chapter's scholarship fund.
 - * In conjunction with football season, the Alumni Association hosted **Opening Act at AAC** on August 29 for the BGSU game. Tailgate events were also held at the Illinois, Middle Tennessee State, and Navy games.

October 2014

- In October, four alumni chapter events were held, including Nashville's Top-toberfest, an event for young alumni.
- An additional three events were planned including AAC's **Opening Act** prior to home football game.
- A main focus for October was the **Homecoming** planning process.

Homecoming Week

- The Alumni Association planned **20 events** from November 1 to November 8. From Thursday – Saturday of Homecoming Week, 16 events were executed, all with the theme of “New Tops on the Block.”
- The Student Alumni Association sponsored a new event one week before Homecoming. The “**Tower Climb**” was a race up PFT's 27 floors. Proceeds benefited the Young Alumni Council Scholarship Fund.
- Event highlights for the week include **Summit Awards, Hall of Distinguished Alumni, Chili and Cheese Luncheons**, and the **Homecoming Parade and Concert in the Park**, as well as game day events at the Augenstein Alumni Center, **Opening Act** and the **Homecoming Fifth Quarter**.
- Additionally, Alumni Programming serves as the **campus and community contact for all Homecoming-related activities**. Homecoming marketing and publicity for the campus-wide reunion was coordinated through our office.



Marketing and Communications Highlights:

Mission: To create, maintain, attract and inspire a sense of attachment among WKU Alumni and Friends.

- Re-launched **WKU Alumni website** - created a multichannel campaign encompassing every available marketing channel
- Worked on **multiple marketing efforts** with colleges that include: Ogden College, Honors College, and Potter College
- Created more than **150 individual jobs**

Marketing and Communications in support of fundraising:

- Launched **Legacy of Spirit** rebranding strategy for Office of Planned Giving
- Researched, wrote, and coordinated design of new fundraising publication for the **College of Education and Behavioral Sciences**
- Began rebranding and fundraising strategy planning for the **Downing Student Union** and the **Honors College/International Center**
- Created custom publications (photo books) for donors and prospects

Magazine – WKU SPIRIT

- Produced 2 issues of **WKU SPIRIT** (Summer and Fall) reaching more than **116,000** alumni and friends
- **WKU SPIRIT mobile app** has more than 15,000 downloads for the Apple iPad

Affinity/Partnerships/Membership Programs:

Partnerships and new **affinity relationships** include the Bowling Green Area Chamber of Commerce, Fruit of the Loom, Blue Cotton, US Bank, and Service One Credit Union

Direct Mail:

- Created multiple **fundraising pieces** that highlighted annual giving, stewardship, and alumni membership. These pieces were customized and provided new engagement opportunities for donors. #WKUpride
- Created and implemented a **Giving Tuesday** (Dec. 2nd) campaign. Giving Tuesday is the day after Cyber Monday and is the second largest single day of giving after Dec. 31st. Our campaign encompasses multiple touchpoints including postcards, social media, and emails with custom online donations pages that track marketing efforts.

Video Production:

Created a **promotional video** highlighting the 2014 Homecoming theme. The video was cross channel marketed through a variety of sources including email, newsletter, and all social channels.

Social Media:

- **Twitter:** 4,942 followers/5,000+ tweets
- **Facebook:** 5,623 friends /500+ posts
- **LinkedIn:** 5,420 members
- **Instagram:** 175 Followers
- Began initial content creation for (2) new social channels. **Pinterest** and **Vine**.

Email Marketing:

- Emails reached more than **1 million email addresses** with an open rate of more than 17%
- Monthly **News from the Hill** eNewsletter reached 50,000+ alumni and friends each month

Website:

New website was launched in October and all pages have been redesigned under the new mobile-ready content template.

