



Board of Regents

FIRST QUARTERLY MEETING

January 23, 2015 ~ 9:00 am (CST)

*Mass Media & Technology Hall
Cornelius A. Martin Regents Room*



Board of Regents ~ First Quarterly Meeting
January 23, 2015 ~ 9:00 a.m. (CT)
Cornelius A. Martin Regents Room ~ Mass Media and Technology Hall

AGENDA

- Call to Order (*Mr. J. David Porter, Chair*)
 - Roll Call (*Dr. Melissa B. Dennison, Secretary*)
 - Approval of Minutes
 - Fourth Quarterly Meeting – October 31, 2014
-

1. 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 Name Change to Department of Information Systems [p 94]
- AA-6 Approval of Sabbatical Leaves [p 95]
- AA-7 Approval of Emeriti Appointments [p 96]

*AA-5 = Agenda item was not presented at the December 12 Committee meeting and is exempt from Consent Agenda.

2. 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 reports previously distributed]
- 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:

- 2015 Employee Health Plan [pp 8-9] (*Ms. Ann Mead*)
-

3. PRESIDENT'S REPORT (*Dr. Gary A. Ransdell*)

Information Items:

- Athletics Mid-Year Report (*Mr. Todd Stewart*)
 - Construction Progress Report [pp 1-3] (*Mr. Bryan Russell*)
 - Development Calendar Year-End Report (*Ms. Kathryn Costello*)
 - 2015 General Assembly Preview (*Ms. Robbin Taylor*)
-

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

Action Items:

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

EX-2 Approval of the Confucius Institute Design/Build Project [p 2]

*EX-2 = Agenda item was not presented at the December 12 Committee meeting and is exempt from Consent Agenda.

EXECUTIVE / CLOSED SESSION – Pursuant to KRS 61.810(1)

For the discussion of proposed or pending litigation against or on behalf of the University

5. ANNOUNCEMENTS / UPCOMING DATES

- March 27 ~ 9:00 am – Committee Meetings (*MMTH – Regents Room*)
 - April 24 ~ 9:00 am – Second Quarterly Board Meeting (*MMTH – Regents Room*)
 - May 15 ~ 5:00 pm – Graduate Commencement (*Diddle Arena*)
 - May 16 ~ 9:30 am / 2:00 pm / 6:00 pm – Undergraduate Commencement (*Diddle Arena*)
 - May 29 – Finance and Budget Committee Meeting (*MMTH – Regents Room*)
-

6. ADJOURNMENT



WKU[®]

Board of Regents

ACADEMIC AFFAIRS
Agenda Items

January 23, 2015

Mass Media and Technology Hall
Cornelius A. Martin Regents 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.



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

To: WKU Constituencies evaluating MFA in Creative Writing Proposal
From: WKU English Department
Date: September 15, 2014

The Graduate Council's Proposal for a New Master's Degree form is based on the Committee on Postsecondary Education's full proposal form. The full proposal form does not include a program description because that form assumes that the pre-proposal form, which does include a program description, has been reviewed. To facilitate understanding of our proposal, we have included a program description below.

The Department of English at Western Kentucky University (WKU) proposes to offer a program of study leading to the Master of Fine Arts (MFA) degree. The purpose of the 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 45 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.

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 three standard creative writing workshops typical in MFA programs where students will hone their craft, they will also take a class on reading as a writer in which they will discuss the techniques and history of the craft of creative writing and learn to apply various literary techniques to their own poetry, literary fiction, creative nonfiction, and scriptwriting. In addition, students will complete one thesis hour in the summer before they graduate to begin thinking about their final creative project and allow for more careful planning to produce a higher quality manuscript. In terms of career preparation, we recognize that many students may not be able to become full-time writers on graduation, so we have developed pieces that will prepare them for supplementary employment. All students will tutor in our writing center, take a course in the pedagogy of composition and rhetoric, and normally teach four undergraduate classes before graduation to prepare them for possible teaching jobs and/or make them more attractive candidates for PhD programs. Students will complete course work in one of three secondary concentrations that are more career related: the literature concentration will prepare them for teaching jobs; the composition/rhetoric track will also prepare them for work as composition teachers, editors, and professional writers; the teaching English as a second language track will prepare them for

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

Graduate Academic Degree Type – Create New (Action)

Date: September 19, 2014

College: Potter College of Arts & Letters

Department: English

Contact Person: Rob Hale, rob.hale@wku.edu, 745-5776

1. Identification of Academic Degree Type:

- 1.1 Academic degree type name: Master of Fine Arts
- 1.2 Standard degree type abbreviation (eg. MA, MS, DNP): MFA

2. Rationale:

- 2.1 Reason for developing the proposed academic degree type: Many universities have MFA programs to provide creative training in the arts. This degree type is the standard for a terminal degree in the field and will provide fine arts students with comprehensive opportunities to refine their craft. The English Department is proposing an MFA in Creative Writing to provide a further venue for students in our region and in the nation to develop their talents. Other departments with fine arts programs at WKU also have talented faculty that could mentor students in artistic fields if they decide to develop an MFA.
- 2.2 Document need for academic degree type (eg. for professional certification, program accreditation, licensure, career advancement, higher education in academic field, etc): WKU has recently inaugurated new degree types in science and business fields (i.e., the Associate of Science in Nursing (ASN) and the Master of Accountancy, and the MFA will allow the university to provide a broader range of degree types for students interested in the arts. While WKU currently offers an M.A. in English with a concentration in creative writing, the MFA is a terminal degree in the field and will give students a more comprehensive experience in our discipline that will lead to more professional opportunities. Furthermore, other arts-oriented programs could possibly offer MFAs in their disciplines.
- 2.3 List other universities in Kentucky and other states (including programs at benchmark institutions) offering this academic degree type: University of Kentucky, University of Louisville, Murray State University, Spalding University, Eastern Kentucky University, Florida Atlantic University, Northern Arizona University, Wichita State University.
- 2.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor(s), and/or the Department of Education: The Association of Writers and Writing Programs explains the hallmarks of a successful MFA in Creating writing (https://www.awpwriter.org/programs_conferences/directors_handbook_hallmarks_of_a_successful_mfa_program_in_creative_writing).
- 2.5 Relationship of the proposed degree type to other academic degree types now offered by the university: The English Department currently offers an M.A. with an emphasis in creative writing and a B.A. in English with an emphasis in Creative Writing. This program will be a natural extension of those programs in our department because creative writing students will be able to additional courses in the field. In addition, MFA students will take courses in a secondary area (composition/writing).
- 2.6 Current WKU programs that may potentially offer this degree type: None known.
- 2.7 Projected number of annual graduates in the proposed degree type: The English Department anticipates six graduates annually—we will have funding for six students each year for the program.

3. **Term for implementation:** Fall 2015

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

English Department	<u>9/19/2014</u>
Potter College Curriculum Committee	<u>9/29/2014</u>
Consultation with CPE through Provost's Office	_____
Graduate Council	<u>10-9-14</u>
University Senate	_____
Board of Regents	_____

PROPOSAL FOR NEW MASTER'S PROGRAM

_____ WESTERN KENTUCKY UNIVERSITY _____
Institution Submitting Proposal

_____ MASTER OF FINE ARTS _____
Degree Designation as on Diploma

_____ MASTER OF FINE ARTS IN CREATIVE WRITING _____
Title of Proposed Degree Program

EEO Status _____
CIP Code _____ 23.1302 _____
Academic Unit (e.g. Department, Division, School) _____ DEPARTMENT _____
Name of Academic Unit _____ ENGLISH _____
Name of Program Director _____ DAVID BELL _____

Intended Date of Implementation _____ FALL 2015 _____
Anticipated Date for Granting First Degrees _____ SUMMER 2017 _____
Date of Governing Board Approval _____

Name, Title and Information of Contact Person _____ ROB HALE, HEAD OF ENGLISH _____
_____ WESTERN KENTUCKY UNIVERSITY _____
_____ 1906 COLLEGE HEIGHTS AVE. 11086 _____
_____ BOWLING GREEN, KY 42101 _____
_____ rob.hale@wku.edu; 270-745-5776 _____

Date of CPE Approval _____

Evaluation Criteria

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

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.

Specifically the proposed program meets WKU's Challenging the Spirit Action Plan, 2012-2013 to 2017-2018, Strategic Goal 1. Foster Academic Excellence: Extend the Engaged Learning and Global Dimensions of the WKU Academic Experience; Reinforce WKU as a Destination of Choice for Students, Staff and Faculty. In particular it will meet "OBJECTIVE 1.4 PROMOTE RESEARCH, CREATIVE AND SCHOLARLY ACTIVITY BY FACULTY AND STUDENTS" because the MFA program is designed to help students craft their own creative works by writing a thesis that will eventually be published as works such as novels, collections of poems, memoirs, or scripts. As such, the program contributes to the Practica/Theses/Dissertations metric, as well as the REACH Week metric. In addition, since the MFA is a professional, terminal degree, the program also contributes to the strategy to "develop new professional programs." The program also meets "OBJECTIVE 3.2 ENRICH THE CULTURAL MILIEU AND QUALITY OF LIFE IN THE REGION." Our program will sponsor additional public readings and will also generate new audience members for the readings (Metric 2).

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

The proposed program also aligns with the Kentucky Council on Postsecondary Education's 2011-2015 Strategic Agenda, Stronger By Degrees, especially under policy objective "Research, Economic and Community Development." As this strategic agenda states, "Kentucky's postsecondary institutions will continue to advance social, artistic, cultural, and environmental progress through regional stewardship and embrace the value of the liberal arts. Postsecondary faculty and staff will educate future professionals, entrepreneurs, and citizens and upgrade the skills of current employees. An educated workforce and high quality of life will attract more educated people to the state, which in turn will lure prospective employers." The MFA ties directly to Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach. As described above, the internship piece of our MFA program encourages community outreach and public service. The literary works that our students produce will enrich the lives of their readers as well.

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

The MFA in Creative Writing program embodies the values of "implementing the strategic agenda" as described in the CPE's "Stronger by Degrees" document. In particular, we are pleased to have "adequate funding," which WKU is willing to provide in the form of one faculty position, tuition waivers, and graduate assistant stipends. In addition, "accountability" is reflected as we assess student learning, faculty teaching, and program effectiveness annually (as described in section E later in this document). "Reporting and benchmarking" are also important features as we will use WKU's Digital Measures web-based accountability platform to track student learning, faculty teaching, and program effectiveness. As described in section C2 of this document, eventual employment is an "incentive" hallmark of our new program—we prepare students for lives as writers but also with secondary concentrations that will enhance their marketability in the workforce. Our program definitely "balances quality and quantity" in the efficiency of design. We are only adding three new courses to our current curriculum and are strategically packaging a degree program that leverages existing courses that are currently moderately enrolled. Because of the high demand for MFA programs (see section C of this document), we are confident that we will attract talented and ambitious students to our program.

Program Quality and Student Success

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

1. List all student learning outcomes of the program.

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

apply various literary techniques to their own poetry, literary fiction, creative nonfiction, and scriptwriting. While most programs tend to lump thesis hours at the end of a program, our students will complete one thesis hour at the end of their first year to begin thinking about their final creative project and allow for more careful planning to produce a higher quality manuscript. In terms of career preparation, we recognize that many students may not be able to become full-time writers on graduation, so we have developed pieces that will prepare them for supplementary employment. All students will tutor in our writing center, take a course in the pedagogy of composition and rhetoric, and normally teach four undergraduate classes before graduation to prepare them for possible teaching jobs and/or make them attractive candidates for PhD programs. Students will complete course work in one of three secondary concentrations that are more career related: the literature concentration will prepare them for teaching jobs; the composition/rhetoric track will also prepare them for work as composition teachers, editors, and professional writers; the teaching English as a second language track will prepare them for work in a high demand field in this country or abroad. 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.

We will also offer courses in scriptwriting, which many MFA programs do not have. We have a very strong and growing film program at WKU, and even though we do not offer graduate degrees in film, we offer some graduate film courses in the English Department that students could take. With Nashville only one hour away from our campus, we see opportunities for internships in the growing film and television industry there.

David Bell, an author of highly successful thriller novels, is on our faculty, and we will be one of the few MFA programs nationwide that encourages students to pursue careers as authors of genre fiction.

As we have an author and editor of several books of creative writing pedagogy on our faculty, Tom Hunley, we will be well-positioned to train our students in the practice and theory of creative writing pedagogy.

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.

4. Will this program replace or enhance any existing program(s) or concentration(s) within an existing program? **YES**
- a. If yes, please specify.

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. in English by offering new courses for those students. The program will also bring a strong cadre of MFA students to our 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.

- b. Include the projected faculty/student in major ratio.

This is an extremely difficult number to project because we are building the bulk of the program with existing faculty, leveraging seats in current, moderately enrolled courses in our M.A. program. Also, all

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**
- If yes, identify the agency.
 - Do you plan to seek accreditation?
 - 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.
- 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.

- 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)].

Example:

- Undergraduate GPA of 3.5
 - GRE score Verbal = 150, Quantitative = 150 for a total GRE score of 300
- $300 + (3.5 \times 100) = 650 \text{ GAP}$

Finally, a great deal of importance will be placed on the creative writing sample the applicants submit with their application. This writing sample will be evaluated by the MFA faculty.

Retention: Students will be required to maintain the minimum GPA of 3.0 to remain in good standing in the program. Students will also meet regularly with an advisor in order to be certain they are on track to graduate. An advisor can assist the student with choosing the correct courses, selecting a topic as well as a committee for the thesis, and preparing for the thesis defense.

Completion: Students will complete forty-five hours in order to receive an MFA. In addition to the required coursework, students will have to write a thesis—a significant, professional-level work of prose, poetry, or scriptwriting—and defend the thesis as well as a reading list in a two-hour oral exam.

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

The MFA in Creative writing is a 45 credit-hour program usually completed over two calendar years of course work. Students will complete 27 hours of core course work including English 507-Introduction to Creative Writing, English 510—Rhetoric and Writing, English 512—Reading as a Writer, 9 hours of English 501—Graduate Writing Workshop, 3 hours of English 515—Internship, and 6 hours of English 599-Thesis. In addition, students will complete 12 hours for a secondary concentration in literature, composition/rhetoric, or teaching English as a second language. Students will also complete 2 free graduate electives in English.

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

- | | |
|---|----|
| a. Total number of hours required for degree: | 45 |
| b. Number of hours in degree program core: | 27 |
| c. Number of hours in concentration: | 12 |
| d. Number of hours in guided electives: | |
| e. Number of hours in free electives: | 6 |

Students in the Teaching English to Speakers of other Languages concentration will need to devote one of their free electives to fulfill certificate requirements.

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

Graduate programs do not generally have articulation agreements, but we are willing to consider a transfer of up to twelve graduate hours from accredited institutions.

12. List courses under the appropriate curricular headings.

Core Courses				

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

		<i>the important levels of language as a means of communication; various theories and applications of linguistic theory to other fields of study.</i>		
ENG 408G	Psycholinguistics & Sociolinguistics	<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 501	Graduate Writing Workshop	<i>Provides a Master's level workshop for students with varied writing interests.</i>	3	Y/N
ENG 502	Graduate Directed Writing	<i>Provides a graduate-level directed writing course for students with varied writing interests</i>	3	Y/N
ENG 598	Advanced Directed Study	<i>Supervised student research on literary or linguistic topics.</i>	3	Y/N

Courses in Literature Concentration				
<i>Prefix & Number</i>	<i>Course Title</i>	<i>Course Description</i>	<i>Credit Hours</i>	<i>New</i>
ENG 489G	English Novel	<i>Technique and history of the novel. Several representative novels studied.</i>	3	Y/N
ENG 490G	American Novel	<i>A chronological examination of the American novel and its development from the 18th century to the present. Major literary techniques and movements will be analyzed in the context of several representative American novels.</i>	3	Y/N
ENG 493G	American Poetry	<i>The course examines, in addition to major writers, selected major movements and schools in American poetry, paying special attention to influences, techniques and styles.</i>	3	Y/N
ENG 495G	Southern Literature	<i>Intensive study of distinctively Southern characteristics as reflected in the works of major writers with strong cultural and psychological ties to the American South. The development of these characteristics will be examined in historical and social contexts.</i>	3	Y/N
ENG 497G	Women's Literature	<i>An examination of the themes, aesthetic importance, and historical context of literature by women, with emphasis on American and British writers. Topic will vary by semester.</i>	3	Y/N
ENG 499G	Directed Study/English-Ind	<i>A study of a specific literary or linguistic topic directed by a faculty member.</i>	3	Y/N
ENG 504	Studies in American Literature	<i>Focuses on an area of study in American literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes. May be repeated once, for a total of 6 credit hours.</i>	3	Y/N
ENG 514	Studies in British Literature	<i>Focuses on an area of study in British literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes. May be repeated once, for a total of six credit hours.</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

		<i>settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.</i>		
ENG 598	Advanced Directed Study	Supervised student research on literary or linguistic topics.	3	Y/N

Please note: In order to earn TESL Certification as a secondary concentration, students will need to use one of their free electives towards a TESL course.

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

Students may take free elective courses from any of the graduate courses listed above as long as they have not counted them as part of the core or secondary concentration.

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

The majority of the courses will be taught in the traditional face-to-face format. Some of the courses will use Blackboard to enhance instruction and assist non-traditional students. Others will take place in our enhanced IVS classrooms, which will also assist some distance learners. Additionally, some of the courses may be a hybrid of online and face-to-face learning. Finally, graduates will earn three of their credits outside of the graduate classroom, pursuing internships in literary editing, service learning, and teaching, which could immerse them more fully into their local communities.

Program Demand/Unnecessary Duplication

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

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

MFA programs are more popular than ever. 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. The University of Iowa, a very prestigious program, reports accepting 50 out of 1,800 applicants in 2010. In October of 2013, the blog Affording the MFA reported that 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. These figures mean a great number of talented and eager students are being turned away from MFA programs. There is room for our program to admit some of these

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

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

Several sources of reliable data for the types of jobs as well as salaries for MFA graduates can be found. The Association of Writers and Writing Programs (AWP) regularly compiles reports on the number of academic and non-academic jobs available every year. According to the data available from AWP's latest survey conducted in 2012-2013, the number of academic jobs seeking individuals with the MFA degree has remained stable despite the lingering effects of the recession. There were 107 job listings seeking applicants with the MFA, which made up thirty-two percent of the academic jobs in English posted during the 2012-2013 academic year.

AWP's survey also noted an "unprecedented" number—849 to be exact—of non-academic jobs seeking applicants with an MFA degree. AWP noted that this was the first year in which the total number of non-academic jobs outpaced the total number of academic jobs.

Payscale.com, a jobs and employment website that tracks jobs as well as salaries, lists a number of jobs that are being filled by individuals with an MFA degree. While some of these positions are the traditional academic positions with starting salaries ranging from 50-60k/per year, the site also reports individuals with MFAs working as editors (salary range: 42-61K/per year) and copywriters (32-78K/per year). Many of these writing and editing jobs are found in larger cities, but the ubiquity of the internet and the changing nature of work should make these opportunities available to more and more people.

The Commonwealth of Kentucky maintains a website called Kentucky Labor Market Information. According to the most recent information on that site, In September 2014 there were 131 jobs advertised in Kentucky alone in the field of creative writing.

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

As noted above in section C1a, MFA degrees continue to be in very high demand nationwide. In addition, we believe our degree serves a particular need in the Commonwealth of Kentucky. While the other 3 public programs are more studio-centered programs, our program has a more professional design, with significantly increased chances of full employment as described below in 4b.

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

	WKU Bench- Mark	MFA	Comments
<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>	X		<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>

			<i>hour minor in concentration other than their major area of study.</i>
<i>Montclair State University</i>	<i>x</i>		<i>Montclair State University offers an MA in English with an emphasis in Writing Studies. Faculty in this program include both Compositionists and Creative Writers, and the curriculum seems to be a mixture of Composition/Rhetoric and Creative Writing.</i>
<i>Northern Arizona University</i>	<i>x</i>	<i>X</i>	<i>Students in their MFA program participate in writing workshops in fiction and poetry, undertake coursework in literary periods and types, and study critical theory.</i>
<i>Oakland University</i>	<i>x</i>		<i>Oakland University offers an MA in English, but there doesn't seem to be a creative writing track.</i>
<i>Missouri State University</i>	<i>x</i>		<i>They offer an MA in English with a Creative Writing track.</i>
<i>Stephen F. Austin State University</i>	<i>x</i>		<i>They offer an English/Creative minor for people who are pursuing graduate degrees outside of their English department.</i>
<i>Towson University</i>	<i>x</i>		<i>Towson University does not offer any graduate degrees in English or Creative Writing.</i>
<i>Wichita State University</i>	<i>x</i>	<i>X</i>	<i>Wichita State University boasts the twelfth oldest MFA program in the U.S., a three-year studio-academic program offering concentrations in fiction or poetry.</i>
Regional Programs			Comments
<i>University of Kentucky</i>			<i>Their inaugural MFA class entered in 2014.</i>
<i>University of Louisville</i>			<i>They offer a small MA program but no terminal MFA.</i>
<i>Murray State University</i>		<i>X</i>	<i>This is a low-residency program</i>
<i>Spalding University</i>		<i>X</i>	<i>This is a brief-residency program</i>
<i>Eastern Kentucky University</i>		<i>X</i>	<i>a low-residency program; one great feature is that they offer international summer residencies.</i>

- b. If similar programs exist in Kentucky,
i. Does the proposed program differ from existing programs? If yes, please explain.

There are currently three public creative writing MFA programs offered in the Commonwealth of Kentucky (others are at Murray State, Eastern Kentucky University, and University of Kentucky) and one private, brief-residency program (Spalding University). Our program will stand out for a number of reasons. Firstly, it will be a residential MFA program. Two of the existing public programs (EKU and Murray State) follow the low-residency (or brief-residency) model in which students gather for ten-day intensive residencies twice per year and pursue the rest of their graduate education through correspondence. Since students in those programs conduct most of their coursework via correspondence, they are not called upon to teach undergraduates, and as a result they do not get the tuition waivers and stipends that come with graduate assistantships. Except in rare circumstances, low-residency (or brief-residency) programs do not offer teaching assistantships, as their graduate students spend most of the year away from campus and thus are not available to teach undergraduate composition and creative writing. Since they do not offer teaching or publishing graduate assistantships, very few of their students are receiving tuition waivers and a living wage. We intend to provide students with hands-on artistic and professional training without saddling them with crushing debt.

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 EKV, 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.

These figures mean a great number of talented and eager students are being turned away from MFA programs."

- iv. Is there excess demand for existing similar programs? If yes, please explain.

MFA programs are more popular than ever. For example, one of our benchmark schools, Wichita State University, reports a spike in the number of applications, from forty-four applicants in 2009 to 102 applicants in 2013.

We expect that many of our applicants would be Kentucky natives whose best option, at present, is to leave the Commonwealth and study elsewhere. In the past, many of the finest graduates of WKU's own undergraduate English/Creative Writing program have gone on to pursue MFAs at other universities such as the University of Mississippi, Rutgers University, University of Iowa, Emerson College, and elsewhere. Our hope is that in the future this program could attract some of our finest graduates, as well as the graduates from other undergraduate programs in Kentucky.

- v. Will there be collaboration between the proposed program and existing programs?
i. If yes, please explain the collaborative arrangements with existing programs.

We do not currently have any collaborative arrangements in place. Every summer we have brought in a Distinguished Visiting Professor of Creative Writing. Some of the writers who have held this position, such as Lee Martin (full professor at Ohio State University) and Denise Duhamel (full professor at Florida International University), already teach in MFA programs during the regular academic year. While we have advertised the program with schools in our region, none of their students have attended. As we move forward, we would like to seek a more formal arrangement with the other MFA programs and reserve slots for their students. Similarly, we would like to arrange for our students to participate in the special workshops they offer. We can also imagine a scenario where we could bring a visiting writer to the region, have the writer visit selected campuses, and share costs. Other universities have cooperative arrangements like this to share costs.

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

D. Cost and Funding of the Proposed Program

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

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

Since the program is mostly built on leveraging current resources more effectively, there are only two significant financial resources needed. First, we need \$75,000 to pay salary and fringe for a new faculty member. Second, we need graduate assistant instructor (GAI) stipends for six graduate students annually; the first year GAs earn \$10,000 annually and the second

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 BI, 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.*

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.

These learning outcomes will be assessed through data drawn from evaluation of student work in the core courses, secondary concentrations, internships (supervisor evaluation and student self-assessment), comprehensive exams, and thesis defenses. The table below indicates the stages at which each learning outcome will be introduced, developed, and mastered. At each of the levels where mastery is to be achieved, data will be collected and evaluated.

Outcomes	Core Courses	Sec. Concentration	Internship	Exams	Thesis
1. Reading as Writer	Eng507: Introduced Eng512: Developing ENG501: Developing			Mastery	
2. Publishable Works	ENG507: Introduced ENG501: Developing and Mastery				Mastery
3. Career Prep	Eng507: Introduced ENG510 ENG501	Composition/rhetoric, literature, teaching English as 2 nd language coursework: Developing	Developing and Mastery		
4. Life-long learning	Eng507: Introduced Eng512 ENG501	Composition/rhetoric, literature, teaching English as 2 nd language coursework: Developing	Developing		Mastery
5. Professional Knowledge	Eng507: Introduced ENG510 ENG501	Composition/rhetoric, literature, teaching English as 2 nd language coursework: Developing		Mastery	
6. Literary Communities	Eng507: Introduced		Developing and Mastery		Mastery
7. Public Readers	Eng507: Introduced Eng512: Developing ENG501: Developing and Mastery in 3 rd Workshop				

- b. When will the components be evaluated?

The components will be evaluated annually as part of the department's current annual assessment regimen.

- c. When will the data be collected?

As described above, data on program effectiveness will be collected each semester as part of ongoing assessment of student performance in their courses and following comprehensive exams and thesis defenses.

- d. How will the data be collected?

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.

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

As part of the department's annual retreat, we generate "closing the loop" strategies to improve the program based on our assessments. We use WKU's Digital Measures system to track short- and long-term progress towards program objectives.

2. What are the measures of teaching effectiveness?

Our department has recently instituted a program in which faculty members are regularly observed by the department head and by their peers. This program emphasizes three broad areas of consideration for effective teaching—"content (command of the material, scope of lesson, development/illustration of points, high expectations, etc.); interaction (encouragement of participation, clear and provocative questions, effective response to student comments/questions, room for opposing views, inclusive environment); and presentation (effective delivery/communication, clarity of explanations, effective use of relevant audio-visual aids)." In addition, course and faculty assessments will be performed at the end of each semester throughout the entire year with electronic evaluation surveys already in place. Students will provide feedback regarding program and curricular assessment upon completion of their comprehensive exams.

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

Faculty members will be expected to be near or above the department mean in all areas on student evaluations. If they fall short, they will receive suggestions and feedback from the department head in the annual evaluations. All faculty members will also regularly receive oral feedback from peers after in-class observations to improve teaching effectiveness. The feedback from student evaluations and faculty evaluations will be analyzed by the faculty in committee meetings to determine if the goals set forth in the mission statement, educational philosophy, and terminal objectives are being achieved in the classroom. Teaching effectiveness will also be evaluated by the department head as part of the annual review process that is already in place.

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

Graduate performance, curricular assessment, and overall program performance will be assessed by way of an electronic survey instrument completed by graduates at six months and one year following program completion. Alumni will be surveyed to address their overall assessment of how well our curricular content has prepared them for vocations in Vachel Lindsay's "Republic of Letters." The department has developed a new alumni survey instrument so we can track and celebrate their professional successes over an extended period of time as well.

Appendix A

ALL FACULTY LISTED BELOW HAVE GRADUATE FACULTY STATUS

Appendix A

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

Faculty Name: **Alsop, Elizabeth (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: Introduction Literature (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Fall 2013	ENG 365: Film Adaptation (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Fall 2013	ENG 385: World Lit (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Spring 2014	BCOM 481: Prob Mass Comm: Italian Cinema (3)	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Spring 2014	ENG 100: Intro to College Writing (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Spring 2014	ENG 382: Survey English Lit II (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	

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: **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	
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)

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

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

Faculty Name: **Berry, Wes (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	Ph.D. (English), U of Mississippi, 2000	
Fall 2013	ENG 394: Kentucky Literature (3), UT	Ph.D. (English), U of Mississippi, 2000	
Fall 2013	ENG 520: Intro to Grad Studies (3)	Ph.D. (English), U of Mississippi, 2000	Graduate Faculty
Fall 2013	ENG 600 Maintain Matriculation (1-5)	Ph.D. (English), U of Mississippi, 2000	Graduate Faculty
Spring 2014	ENG 200: Introduction Literature (3), UT	Ph.D. (English), U of Mississippi, 2000	
Spring 2014	ENG 392: Survey American Lit (3), UT	Ph.D. (English), U of Mississippi, 2000	
Spring 2014	ENG 600: Maintain Matriculation (1-5)	Ph.D. (English), U of Mississippi, 2000	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: **Davies, Lloyd (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
Spring 2014	ENG 300: Writing in Disciplines (3), UT	Ph.D. (Literature), Duke University, 1993	
Spring 2014	ENG 381: Survey English Lit I (3), UT	Ph.D. (Literature), Duke University, 1993	
Spring 2014	ENG 385: World Lit (3), UT	Ph.D. (Literature), Duke University, 1993	

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: **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)

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: 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)

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: **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.

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

Faculty Name: Hale, Robert (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, 1996	
Spring 2014	ENG 200: HON: Introduction Literature (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 1996	

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: **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.

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

Faculty Name: **Hovet, Ted (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 299: Intro to English Studies (3), UT	Ph.D. (English), Duke University, 1995	
Fall 2013	ENG 466: Film Theory (3), UT	Ph.D. (English), Duke University, 1995	
Fall 2013	ENG 492: Senior Seminar (1), UT	Ph.D. (English), Duke University, 1995	
Fall 2013	ENG 499: Dir Study/English -Ind (3), UT	Ph.D. (English), Duke University, 1995	
Fall 2013	FILM 201: Introduction to Cinema (3), UT	Ph.D. (English), Duke University, 1995	
Spring 2014	ENG 100: Intro to College Writing (3), UT	Ph.D. (English), Duke University, 1995	
Spring 2014	ENG 366: History Narr Film (3), UT	Ph.D. (English), Duke University, 1995	
Spring 2014	ENG 492: Senior Seminar (1), UT	Ph.D. (English), Duke University, 1995	

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: 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.

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

Faculty Name: **Hunley, Thomas (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 305: Intermediate Poetry Writing (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Fall 2013	ENG 399: Topics in Eng (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Fall 2013	ENG 411: Directed Writing (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Fall 2013	ENG 474 Advanced Poetry Writing (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Spring 2014	ENG 305: Intermediate Poetry Writing (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Spring 2014	ENG 411: Directed Writing (3)	Ph.D. (Creative Writing), Florida State University, 2003	
Spring 2014	ENG 413: Creative Writing Capstone (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Spring 2014	ENG 501: Writing Workshop (3)	Ph.D. (Creative Writing), Florida State University, 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: Jones, Angela (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 307: Technical Writing (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Fall 2013	ENG 369: Coop Education English (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Fall 2013	ENG 414: Prof Writing Capstone (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Spring 2014	ENG 307: Technical Writing (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Spring 2014	ENG 369: Coop Education English (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Spring 2014	ENG 402: Editing/Publishing (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	

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: Langdon, Alison (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 Oregon, 2004	
Fall 2013	ENG 381: Survey English Lit I (3), UT	Ph.D. (English), U of Oregon, 2004	
Fall 2013	ENG 487: Dante-The Divine Comedy (3), UT /G	Ph.D. (English), U of Oregon, 2004	Graduate Faculty
Spring 2014	ENG 381: Survey English Lit I (3), UT	Ph.D. (English), U of Oregon, 2004	
Spring 2014	ENG 514: Studies in Brit Lit (3)	Ph.D. (English), U of Oregon, 2004	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: 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 Doctor of Philosophy in English Education.
Fall 2013	ENG 476: Approaches to Lit Sec Curr (3), UT	Ph.D., Auburn University, 1992	Completed a Doctor of Philosophy in English Education.
Fall 2103	ENG 510: Rhetoric & Writing (3), UT	Ph.D., Auburn University, 1992	Completed a Doctor of Philosophy in English Education. Graduate Faculty
Spring 2014	ENG 340: Speculative Fiction (3), UT	Ph.D., Auburn University, 1992	Completed a Doctor of Philosophy in English Education.
Spring 2014	ENG 410: Comp Theory/Practice Wrt Instr, UT/G	Ph.D., Auburn University, 1992	Completed a Doctor of Philosophy in English Education. Graduate Faculty
Spring 2014	ENG 476: Approaches to Lit Sec Curr (3), UT	Ph.D., Auburn University, 1992	Completed a Doctor of Philosophy in English Education.

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: 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: Logan, Deb (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
Spring 2014	ENG 385: World Lit (3), UT	Ph.D. (English), U of NC Chapel Hill, 1997	
Spring 2014	ENG 488: Victorian Literature (3), UT/G	Ph.D. (English), U of NC Chapel Hill, 1997	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: **McCaffrey, Molly (F)** Date Form Completed: **10/10/2014**
 Name of Primary Department: **English**
 Academic Term(s) Included: **Fall 2013 – Spring 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: 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)

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: **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: Otto, Peggy (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
Spring 2014	ENG 200: Introduction Literature (3), UT	Ph.D. (English Rhetoric & Composition), U of Louisville, 2009	

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: **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: **Reames, Kelly (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. (English), U of NC Chapel Hill, 2002	
Fall 2013	ENG 385: World Lit (3), UT	Ph.D. (English), U of NC Chapel Hill, 2002	
Fall 2013	ENG 392: Survey American Lit III (3), UT	Ph.D. (English), U of NC Chapel Hill, 2002	
Spring 2014	ENG 300: HON: Writing in the Discipline (3), UT	Ph.D. (English), U of NC Chapel Hill, 2002	
Spring 2014	ENG 497: Women's Literature (3), UT/G	Ph.D. (English), U of NC Chapel Hill, 2002	Graduate Faculty
Spring 2014	ENG 596: Seminar American Writers (3), UT	Ph.D. (English), U of NC Chapel Hill, 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.

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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	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 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.

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

Faculty Name: Rigby, Dale (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 311: Creative Nonfiction Writing (3), UT	Ph.D. (English), U of Missouri-Columbia, 2000	
Fall 2013	ENG 412: Theory/Practice of Rhetoric (3), UT/G	Ph.D. (English), U of Missouri-Columbia, 2000	Graduate Faculty
Fall 2013	ENG 598: Advanced Directed Study (3), UT	Ph.D. (English), U of Missouri-Columbia, 2000	Graduate Faculty
Fall 2013	ENG 599: Thesis Research/Writing (6)	Ph.D. (English), U of Missouri-Columbia, 2000	Graduate Faculty
Spring 2014	ENG 100: Intro to College Writing (3), UT	Ph.D. (English), U of Missouri-Columbia, 2000	
Spring 2014	ENG 403: Writing Mem & Autobiogra (3), UT/G	Ph.D. (English), U of Missouri-Columbia, 2000	Graduate Faculty
Spring 2014	ENG 599: Thesis Research/Writing (6)	Ph.D. (English), U of Missouri-Columbia, 2000	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: Szerdahelyi, Judith (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 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.

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

Faculty Name: **Winkler, Elizabeth (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 104: Introduction Linguistics (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Fall 2013	ENG 407: Linguistic Analysis (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Fall 2013	ENG 469: 2 nd Lang Acquisition Theory (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Fall 2013	ENG 469: SLA Theory, (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Fall 2013	ENG 599: Thesis Research/Writing (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	Graduate Faculty
Spring 2014	ENG 302: Language/Communication (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Spring 2014	ENG 304: English Language (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Spring 2014	ENG 408: Psycho/Sociolinguistics UT/G (3)	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	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: 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.

MASTER OF ARTS IN EDUCATION GIFTED EDUCATION AND TALENT DEVELOPMENT

REQUEST:

Approval of a new Master of Arts in Education in Gifted Education and Talent Development through the School of Teacher Education in the College of Education and Behavioral Sciences.

FACTS:

Gifted children have constituted a category of exceptional students 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 United States. *Mind the (Other) Gap* (2010) and *Talent on the Sidelines: Excellence Gaps and America's Persistent Talent Underclass* (2013) described the excellence gap in the U.S. while citing the low percentages among children reaching advanced levels of achievement and highlighting 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. The National Science Foundation released *Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital* (2010) which states, "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."

There is a need for educators to acquire expertise in the areas of gifted education and talent development as well as a need for improved services specific to gifted and talented children. The 2011 TELL Survey gathered data from 53,000 Kentucky teachers, wherein 53 percent reported that they need professional development to teach gifted and talented children and youth more effectively.

The twelve-hour graduate program that leads to the gifted education endorsement has been offered annually at WKU for teachers since 1984. The gifted education endorsement is frequently incorporated into a master's degree program. The MAE in Gifted Education and Talent Development will enhance advanced learning opportunities by offering additional graduate work in this area of specialization.

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:

Implementation date will be Fall 2015. Two years ago a faculty position was rededicated from language arts to gifted education with the goal of developing a master's degree program. Therefore, current faculty (to include the recent hire) are adequate to support the proposed master's program.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of the Master of Arts in Education in Gifted Education and Talent Development.

MOTION:

Approval to establish a Master of Arts in Education in Gifted Education and Talent Development.

**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.

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 score + GRE-Q) added to + (Undergraduate GPA x 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) x 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) x Undergraduate GPA], and document an undergraduate GPA of 3.0 or higher.

- 1.7 Catalog description: Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: <http://edtech.wku.edu/gifted/programs/index.html>.

The MAE in Gifted Education and Talent Development prepares professionals with expertise about children and youth with gifts and talents. One concentration for the MAE in Gifted Education and Talent Development is designed to provide Advanced Certification for Teacher Leaders who can positively impact student learning in their classrooms, schools, and districts. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. 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 planned for educators and non-educators seeking advanced coursework in gifted education and talent development. This concentration will not lead to a Rank II in Kentucky. The MAE in Gifted Education and Talent Development 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.

Program graduates will possess the following competencies. They 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.
- demonstrate understanding of the effects that gifts and talents can have on learning in school as well as throughout a lifetime.
- demonstrate a repertoire of evidence-based curriculum and instructional strategies to differentiate instruction for children and young people with gifts and talents.
- be able to actively create learning environments that foster cultural understanding, active engagement in learning, and positive social interactions for individuals with gifts and talents.
- demonstrate understanding of the role of language and communication in talent development and conditions that facilitate and hinder such development.
- be able to plan and implement curriculum and instruction that addresses the needs (often created by the strengths) of learners with gifts and talents.
- be able to plan and use assessment to identify and place children with gifts and talents, tailor instruction to address their needs, and assess learning progress.
- demonstrate professional and ethical standards as they guide growth in individuals with gifts and talents and encourage lifelong learning.

- 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

education. All students must either complete TCHL 540, 544, 548, 550, 554, and 558, or pass proficiency evaluations for these courses. TCHL 500 and 560 and the program core courses are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

The program for the MAE in Gifted Education and Talent Development, Advanced Certification for Teacher Leaders concentration has four instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental and content areas. The second component, Specialization, directs the candidates into gifted education as the selected area of specialization. The third component is the practicum, and electives make up the fourth component. Students may be required to complete additional elective hours to achieve the program minimum of 30 hours.

Advanced Certification for Teacher Leaders

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)

Professional Education Component – 6-13 hours (depending on proficiency exam performance)

TCHL 500 Foundations of Teacher Leadership (3 hours)
 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)
 TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Practicum – 3 hours

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

Electives – 0-6 hours

Up to six 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 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."

The 2011 TELL Survey gathered data from 53,000 Kentucky teachers, and 53 percent of them reported that they need professional development to teach gifted and talented children and youth more effectively.

Standards are in place to guide the development of the master's degree program at WKU. The National Association for Gifted Children (NAGC) Pre-K – Grade 12 Gifted Programming Standards (2010) established standards for children and youth with gifts and talents. These standards focus on student outcomes, what students will be doing when the standards are met. In addition, the standards detail the research base and best practices for teachers to achieve the student outcomes. The NAGC/CEC (Council of Exceptional Children) (2007) enumerated standards to be used in the development of programs to prepare educators in the field of gifted education. In order to adequately prepare educators with the NAGC/CEC NCATE Standards, it is important to extend the current course offerings beyond the 12 graduate hours required in Kentucky for the endorsement in gifted education for educational leaders who want to become leaders in the field of gifted education and talent development.

Furthermore, Western Kentucky University is the ideal place to offer the MAE in Gifted Education and Talent Development. The twelve-graduate-hour sequence leading to Gifted Endorsement has been offered at WKU each year since 1984 when the endorsement was first required of educators working with gifted students in Kentucky. The Center for Gifted Studies celebrated its 30th year in 2011, and it offers programming for children and youth with gifts and talents, their educators, and parents. It is one of the major centers in gifted education in the United States. The Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) was the Duke Talent Identification Program's first cooperative program, and it brings approximately 240 7th-10th graders to campus for three weeks each summer. These students come from across the country as well as internationally. The Summer Camp for Academically Talented Middle School Students (SCATS) will be offered for the 30th year in 2012, and approximately 220 6th – 8th graders will come to campus for two weeks of learning. The Center offers one of the largest Advanced Placement institutes in the country, and 2012 will mark the 29th summer for the WKU Advanced Placement Summer Institute. The Center for Gifted Studies was instrumental in creating the Carol Martin Gatton Academy of Mathematics and Science in Kentucky and in having the Gatton Academy located on the WKU campus. In 2012, *Newsweek* named the Gatton Academy the number one public high school in the country. Schneider Hall is the home to The Center for Gifted Studies and the Gatton Academy. The Kentucky Association for Gifted Education has been housed in The Center for Gifted Studies for 20 years. In January 2011, the international headquarters of the World Council for Gifted and Talented Education relocated to WKU.

References

- National Science Board. (2010). *Preparing the next generation of STEM innovators: Identifying and developing our nation's human capital*. Arlington, VA: National Science Foundation.
- Plucker, J.A., Burroughs, N., & Song, R. (2010). *Mind the (other) gap! The growing excellence gap in K-12 education*. Retrieved from <http://ceep.indiana.edu/minthegap>
- Wyner, J. S., Bridgeland, J. M., & DiIulio, J. J. (2007). *achievementtrap: How America is failing millions of high-achieving students from lower-income families*. Lansdowne, VA: Jack Kent Cooke Foundation.

- 2.2 Projected enrollment in the proposed major program: It is estimated that 20-25 new students will be admitted each year. This estimate is based on the number of graduate students who currently enroll in the gifted endorsement program annually. Forty-one teachers were recommended for the gifted endorsement at WKU from 2010 to 2011. The TELL Survey (2011) reported that 53% of Kentucky teachers self-report that they need to know more about how to effectively teach children with gifts and talents. In addition, informal contacts suggest that some prospective students for the Advanced Research Focus concentration will come from outside of professional education. Among these will be individuals who plan to pursue doctoral studies in educational psychology and other fields in which expertise related to gifted and talented youths is relevant and necessary.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: Since the gifted education endorsement program was established in Kentucky in 1984, Western Kentucky

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.

- demonstrate understanding of the effects that gifts and talents can have on learning in school as well as throughout a lifetime.
- demonstrate a repertoire of evidence-based curriculum and instructional strategies to differentiate instruction for children and young people with gifts and talents.
- be able to actively create learning environments that foster cultural understanding, active engagement in learning, and positive social interactions for individuals with gifts and talents.
- demonstrate understanding of the role of language and communication in talent development and conditions that facilitate and hinder such development.
- be able to plan and implement curriculum and instruction that addresses the needs (often created by the strengths) of learners with gifts and talents.
- be able to plan and use assessment to identify and place children with gifts and talents, tailor instruction to address their needs, and assess learning progress.
- demonstrate professional and ethical standards as they guide growth in individuals with gifts and talents and encourage lifelong learning.
- 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.

4. **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 30-37 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 education. All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500 and 560 and the program core courses are required for all students and there are no proficiency evaluations that may be submitted for these courses.

The program for the MAE in Gifted Education and Talent Development, Advanced Certification for Teacher Leaders concentration has four instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental and content areas. The second component, Specialization, directs the candidates into gifted education as the selected area of specialization. The third component is the practicum, and electives make up the fourth component. Students may be required to complete additional elective hours to achieve the program minimum of 30 hours.

Advanced Certification for Teacher Leaders 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)

Professional Education Component – 6-13 hours (depending on proficiency exam performance)

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- 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)
 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.

Program Completion Requirements:

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

- 4.2 Accreditation, certification, approval, and/or licensure: Western Kentucky University's initial and advanced preparation programs in professional education are approved by the National Council for Accreditation of Teacher Education and by Kentucky's Education Professional Standards Board. In addition, the proposed program is designed to meet the National Association for Gifted Children/Council for Exceptional Children Teacher Knowledge and Skill Standards for Gifted and Talented Education. Candidates must earn a qualifying score on the Praxis II in Gifted Education to qualify for the endorsement in gifted education, a requirement of the Education Professional Standards Board.
- 4.3 Program delivery: In general, coursework in the program will be delivered online, with some courses also offered on the main campus. Completion of GTE 538 *Practicum for Teachers of Gifted Students* may require students to enroll on the main campus in a summer session.

5. Resources:

- 5.1 Faculty: Julia Link Roberts, Ed.D.; Janet Tassell, Ph.D.; Nielsen Pereira, Ph.D.; Judy Davison, Ph.D.
- Julia Link Roberts**, Mahurin Professor of Gifted Studies, is Executive Director of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science in Kentucky. She is actively involved in the leadership of the National Association for Gifted Children, the Council for Exceptional Children/The Association for the Gifted, the World Council for Gifted and Talented Children, and the Kentucky Association for Gifted Education. She has published five books and numerous articles and columns and has directed \$6 million in grants. She is a speaker at state, national, and international conferences. Dr. Roberts earned the Ed.D. at Oklahoma State University.
- Janet Lynne Tassell** earned the PhD from Indiana University in Curriculum and Instruction with a major in mathematics education and a minor in gifted education. She has provided professional development courses in gifted education, consulted for school districts regarding identification and programming, and speaks at state and national conferences to educators and parent groups regarding STEM discipline issues in gifted education. Currently, she serves as the professional development director for WKU and Warren County Public Schools collaborative initiative -- Project GEMS (Gifted Education in Math and Science).
- Nielsen Pereira** received the Ph.D. in Educational Psychology from Purdue University with a specialization in gifted and talented education and applied measurement and research methods as a secondary area of specialization. He is an Assistant Professor at Western Kentucky University where he teaches courses related to gifted education, research methods, and multicultural education. He was coordinator of student programs for the Gifted Education Resource Institute at Purdue University. He has presented in national and international conferences and has published in peer-reviewed journals in the United States and in Brazil.
- Judy Davison** has a MAE degree in gifted education and an Ed.D. in curriculum and instruction from the University of Northern Iowa. She is an Associate Professor in the School of Teacher Education at Western Kentucky University. Prior to coming to WKU, she was Assistant Professor and Director of the MAE in gifted education programs at Emporia State University and University of Alabama. She has presented and published nationally and internationally on issues related to gifted education.

Present faculty resources are adequate to support the proposed master's program. Two years ago a faculty position was rededicated from language arts to gifted education with the goal of developing a master's degree program. The position was advertised and filled by Dr. Nielsen Pereira. Dr. Janet Tassell has worked on a grant in gifted education for a quarter of her time for four years and that grant will end this year, so she will be available for one of the courses. The gifted endorsement program will continue to be offered annually, while the four new courses will be offered every other year or annually if the need warrants. In addition, there are part-time faculty with terminal degrees and expertise in gifted education who could teach gifted education courses. One other consideration is that the old master's degree program is concluding at the end of the 2012 fall semester which will change the courses offered in elementary, middle, and secondary education.

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>

**BACHELOR OF SCIENCE IN SPECIAL EDUCATION
LEARNING AND BEHAVIORAL DISORDERS
AND ELEMENTARY EDUCATION**

REQUEST:

Approval of a new Bachelor of Science in Special Education: Learning and Behavioral Disorders and Elementary Education through the School of Teacher Education in the College of Education and Behavioral Sciences.

FACTS:

Special education teachers remain on the national and state shortage lists consistently (U. S. Department of Education, Office of Postsecondary Education, 2013). The Specific Learning Disabilities category accounts for almost half of the 6.5 million special education students in the United States. This disability category falls under the LBD certification in Kentucky and remains an area of shortage in the state, especially in schools that serve low-income students. The U.S. Department of Labor, Occupational Outlook Handbook (2013) expects the need for special education teachers to grow by 17 percent from 2010 to 2020, or faster than the average for all occupations. Federal laws such as Individuals with Disabilities Education and Improvement Act [IDEIA] (2004) and No Child Left Behind [NCLB] (2002) have driven the need for this proposed program. Special education teachers must be highly qualified in a content area such as elementary education. Elementary education teachers must be skilled in co-teaching and addressing the needs of students that fall into the graduation gap, including students with disabilities.

This proposed program will replace the current undergraduate program Exceptional Education: Learning and Behavior Disorders and Moderate and Severe Disabilities, by eliminating the Moderate and Severe Disabilities component and adding an Elementary Education component. Successful completion of this program leads to a Bachelor of Science degree and allows graduates to pursue Kentucky teaching certificates for both Exceptional Education Learning and Behavior Disorders (P-12) and Elementary Education (P-5). The redesigned program is more efficient and reduces the number of total credit hours for candidates desiring certification in both elementary and special education. The program consists of a related studies component (30 hours) and a professional education component (61 hours) for a total of 91 program hours.

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:

Implementation date will be Summer 2015. Courses in the new program will be phased in as the old program is phased out. Upon full implementation, faculty resources will be more efficiently utilized and thus no additional full-time faculty are needed.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of the Bachelor of Science in Special Education: Learning and Behavioral Disorders and Elementary Education.

MOTION:

Approval to establish a Bachelor of Science in Special Education: Learning and Behavioral Disorders and Elementary Education.

**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

consists of 30 semester hours and includes the following courses: Math 205, Math 206, Math 308, LME 318, ENG 300, SPED 330, MUS 314, PE 354, GEOG 451 or HIST 456, and a computer literacy course selected from CIS 141 or LME 448. The professional education component is 61 hours and is sequenced as follows: EDU 250, PSY 310, LTCY 320, SPED 335, SPED 345, SPED 340, BLED 365, BLED 407, SPED 424, SPED 350, LTCY 420, SPED 480, ELED 405, ELED 406, SPED 425, SPED 400, EDU 489, SPED 490 and ELED 490. Within the professional education sequence, students are required to meet state requirements for fieldwork experience in addition to course work. This laboratory work will be in field experiences away from the main university campus.

Special Education: Learning and Behavior Disorders and Elementary Education candidates may receive academic advising in the School of Teacher Education, GRH 1092, (270) 745-5414. Refer to the School of Teacher Education website (<http://www.wku.edu/ste>) for additional information.

2. Rationale:

2.1 Reason for developing the proposed major program:

The School of Teacher Education has a long history of offering a quality Exceptional Education (Special Education) teacher preparation program. The Special Education program faculty members recognize and embrace that the roles and required qualifications of special education teachers have changed in the past decade. Based upon an internal audit of the current undergraduate Special Education initial teacher preparation program, the current research base in special education teacher preparation, and the continued shortage of special education teachers, the need for a major program revision is evident to prepare teacher candidates for the second decade of the 21st century and beyond.

- Positions in special education are in the top five areas of greatest need in education with demand for special education teachers to continue for at least the next decade. Recent employment figures for graduates from the WKU special education program are 100% for the last three graduation classes.
- Current laws (NCLB & IDEIA) require special education teachers to be highly qualified in a content area when they are the teacher of record. The proposed dual certification program will meet the "highly qualified" requirement by adding the elementary education certification and dropping the MSD certification, therefore preparing our graduates to be better prepared and more employable.
- Offering dual special education certification in Moderate and Severe Disabilities and Learning and Behavioral Disorders is not preparing students to be highly qualified teachers in content areas. While students can successfully complete MSD course work at the undergraduate level, interviews with program graduates indicate that fairly extensive MSD-related training must be provided to them by the school systems in the first years of employment. The Moderate and Severe certification is better suited for advanced preparation at the graduate level due to the specialized nature of implementing instruction for students with moderate and severe disabilities. WKU's graduate programs currently offer advanced preparation in MSD to meet the need for this certification.
- Faculty have written new course proposals and have new course work approved for the proposed program. New courses are aligned with 21st century special education standards. New courses have been developed with program assessment in mind to ensure that the

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

has courses developed to address the many communication needs of students with disabilities. While many areas are related, no program on the campus addresses the training of special education teachers leading to certification.

- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The proposed program is similar to other Kentucky universities also offering dual certification programs combining general education and special education certification. A careful review of program and course descriptions find major similarities but not to the point of program duplication. WKU elementary education faculty and special education faculty have worked closely to create a collaborative approach to the new program with intentional co-teaching modeled across course content, as well as designing both special education and elementary courses into "instructional blocks." A review of Kentucky regional universities shows that Eastern Kentucky University, Murray State University, Morehead University and Northern Kentucky University have responded to the research, law and professional need. Each has developed dual certification programs in special education and elementary education. Most have extended their programs for other dual certifications such as special education and middle grades or special education and high school. Courses were compared across programs and faculty developed new courses based on Kentucky Teacher Education Standards in addition to Council of Exceptional Children Teacher Standards. The proposed program is rigorous to meet both the demand of the profession and WKU standards.

	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

While some benchmark universities continue to offer a single certification special education program, the academic trend to meet the legislation and professional needs uncovers a good number of benchmark universities (Ball State, Northern Arizona University, and Indiana State University to name a few) that offer dual certification between high incidence special education certification and general education.

2.6 Relationship of the proposed major program to the university mission and objectives:

The mission of the proposed Special Education: Learning and Behavior Disorders and Elementary Education dual certification program aligns well with WKU's mission. WKU's mission statement states, "Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach." The mission of the proposed Special Education Program at Western Kentucky University is to prepare professional educators who make meaningful contributions to the field as well as to their students, schools, and communities. The program will fulfill this mission through its commitment to excellence in teaching, its contributions to the profession, and its outreach services to schools and the community.

The purpose is to develop knowledgeable, thoughtful, caring, and skillful educators of students in non-categorical and/or inclusive educational environments. The dual certification program (Learning and Behavior Disorders P-12 and Elementary Education P-5) will emphasize knowledge of content, diversification of instruction for individual learners, theoretical foundations as well as practical applications of best practices in field-based settings. Graduates of the proposed program will be uniquely qualified to provide specially designed instruction and learning experiences that address academic, behavioral, and social needs to students with varied grade/age and ability levels. Our graduates will also have the skills to consult and collaborate effectively with families, teachers, and related service providers.

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

The Special Education: Learning and Behavior Disorders (LBD) and Elementary Education undergraduate program will provide education and field-based applications of knowledge that allow students to:

- demonstrate specialized knowledge of disabilities, etiologies, characteristics, and interventions including, but not limited to, educational needs, behavioral limitations, career opportunities/training needs, parental needs/obligations, language communication needs, and major trends and issues impacting individuals with disabilities;
- demonstrate the ability to make professional judgments pertaining to: legislation, accessing the services of community agencies, accommodating the needs of diverse populations, and collaborating with parents, colleagues, and students;
- demonstrate skills in curriculum design modification and implementation accommodating diverse learning styles and intelligences

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)

LME 448 Technology Applications in Education (3)
Or CIS 141 Basic Computer Literacy (3)

Professional Education Component (61 hours)

**New courses*

EDU 250 Introduction to Education (3) (*grade of B or higher*)
 PSY 310 Educational Psychology: Development and Learning (3)
 LTCY 320 The Teaching of Reading (3)
 *SPED 335 Foundations of Special Education (3)
 *SPED 345 LBD Secondary Methods (3)
 *SPED 340 LBD Elementary Instructional Methods (3)
 BLED 365 Strategies for Elementary Teachers (3)
 ELED 407 Materials/Methods in Social Studies (3)
 *SPED424 Inclusion, Collaboration and Diversity in the Classroom (3)
 *SPED 350 Assessment in Special Education (3)
 LTCY 420 Reading in the Primary Grades (3)
 *SPED 480 Senior Project for LBD (3)
 BLED 405 Teaching Mathematics in the Elementary School (3)
 BLED 406 Teaching Science in the Elementary School (3)
 *SPED 425 LBD Language Intervention: Strategies and Materials (3)
 *SPED 400 Behavior Management Strategies in Special Education (3)
 EDU 489 Student Teaching Seminars (3)
 ELED 490 Student Teaching (5)
 SPED 490 Student Teaching LBD (5)

NOTES:

- Students must be admitted to the Professional Education Unit (Teacher Education) in order to register for ELED 365; SPED 424; and ELED 407 Block I courses. Students should begin the teacher admission process while enrolled in EDU 250.
- The standardized test requirement for admission to teacher education must be complete and students must obtain a 2.75 GPA before registering for SPED 424.
- Except for SPED 330 and EDU 250, which require a grade of B or higher, a grade of C or higher is required for all courses in the major.

Prior to enrolling in SPED 490 and ELED 490 (Student Teaching), students must meet all student teaching admission requirements including a C or higher in all professional education courses and a B or higher in SPED 330 and EDU 250. In addition, they must have met or exceeded the standards for both the portfolio and critical performance indicators, and completed all SPED/ELED course work, prerequisite courses EDU 250 (B or higher), PSY 310 and specialty coursework- Math 205, Math 206, Math 308, LME 448 or CIS 141 or CS 145, LME 318, and LTCY 320 (with no grade lower than a "C") prior to enrollment in Student Teaching.

- 4.2 Accreditation, certification, approval, and/or licensure: Western Kentucky University's initial and advanced preparation programs in professional education are approved by the National Council for Accreditation of Teacher Education and by Kentucky's Education Professional Standards Board. In addition, the proposed program is designed to meet the

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

Ed. D. in Special Education Personnel Preparation from the University of Kentucky. Core areas of study included Learning and Behavioral Disorders, Educational Technology, Special Education Administration, Delivery of Distance Education, and Instructional Systems Design in Technology. She possesses Graduate Certificates in Distance Learning, Director of Special Education, and Moderate and Severe Disabilities. She has an Ed. S. in Instructional Technology, and an M.S. Ed. in Learning and Behavior Disorders. She is editor of the Kentucky Teacher Education Journal (KTEJ). Her research interests include video self-modeling (VSM), and the application of cognitive learning strategies and instructional technology for students with low and high incidence disabilities in collaborative settings.

Gail Kirby Ed.D. is an Assistant Professor of Special Education. She earned her Ed.D. from the University of San Francisco in 2008. While at USF, she was awarded a Fellowship and taught for the Special Education department in the graduate school. Her dissertation won the Outstanding Doctoral Student Award, presented by the faculty to graduating doctoral students who have demonstrated an ability to bring theory and knowledge to bear on the solution of a significant educational problem. Dr. Kirby's research interests include English Learner's with disabilities, the overrepresentation of Long Term English Learners in special education, Universal Design for Learning, and Distance Education. She taught for St. Mary's College of California before returning to her home at WKU. She served on several state committees in CA and continues to be active in issues facing special education. Dr. Kirby currently represents the special education department across the university, and teaches both undergraduate and graduate courses.

J Dusteen Knotts, Ph.D. is an assistant professor of special education and earned her Ph.D. at Southern Illinois University in 1997 after fourteen years in special education classrooms. Her research in training teacher to implement higher order question won the Southern Illinois University Dissertation Research Award. She continues to serve classroom teachers through in-service programs, regional and national conference presentations and serving on the Kentucky TED executive committee. Her current research interests include co-teaching, effective use of para-professionals, twice-exceptional students and professional development of teacher dispositions.

5.2 Technological and electronic informational resources (e.g., databases, e-journals).

Special Educational WKU is not a new content area and the available resources are sufficient for this program. Resources for all new SPED courses were reviewed and found to be sufficient. Examples are listed but are not meant to be comprehensive.

Journal subscriptions: (most of these are available electronically as well.)

Teacher Education and Special Education 1998- Special
Education Law Monthly 1998-2009

Rural Special Education Quarterly 1999-

Remedial and Special Education 1993-2008

Massachusetts Special Education Reporter 1993-

Journal of the International Association of Special Education 2006- Journal of
Special Education Technology 1996-2009

Journal of Special Education and Rehabilitation 1997-

The Journal of Special Education 1966- International Journal
of Special Education 2001-

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

**PSYCHOLOGICAL SCIENCE
UNDERGRADUATE MINOR**

REQUEST:

Approval of a new undergraduate minor in Psychological Science offered through the Psychological Sciences Department in the Ogden College of Science and Engineering.

FACTS:

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. Psychological Science focuses on mental processes and behaviors that are relevant across many domains, including business and organizations, health, engineering and industrial design, ecology, human development, and neuroscience. WKU does not currently have a minor program that integrates the knowledge relative to the curriculum being offered by the Department of Psychological Sciences.

This program will be particularly valuable to students who are in Pre-Med or Pre-Health programs that require completion of the Medical College Admissions Test (MCAT). Recently, the MCAT was substantially revised to incorporate a social science focus. This proposal includes curriculum from the Department of Psychological Sciences that reflects the psychology-specific content that is relevant to the revised MCAT.

The knowledge and skills gained from the proposed minor will assist students in both applying psychological principles to their major academic program of interest, and in becoming a more critical consumer of psychological research.

The minor in Psychological Science requires a minimum of 19 credit hours.

Required Courses	Cr.	Category Electives	Cr.	Free Electives	Cr.
PSYS 100 Introduction to Psychology	3	Individual Differences and Developmental Processes	3	Upper division PSYS courses	6
PSYS 210/211 Research Methods and Lab	4	Learning Cognition and Biopsychology	3		

BUDGETARY IMPLICATIONS & IMPLEMENTATION DATE:

Implementation date will be Spring 2015. Required courses are currently being taught on a regular basis by existing faculty.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of the undergraduate minor in Psychological Science.

MOTION:

Approval to establish an undergraduate minor in Psychological Science.

**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

design, ecology, human development, and neuroscience. WKU does not currently have a minor program that integrates the knowledge relative to the curriculum being offered by the Department of Psychological Sciences. The knowledge and skills gained from the proposed minor will assist students in applying psychological principles to their major academic program of interest and in becoming a more critical consumer of psychological research.

- 2.2 Projected enrollment in the proposed minor program:
We anticipate that enrollment in this program will grow to approximately 25-30 students per academic cohort (e.g., freshmen, sophomore, etc.) and may appeal most to pre-professional students.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department:
No other minor is currently offered by the department.
- 2.4 Relationship of the proposed minor program to other university programs:
The Department of Psychology in the College of Education and Behavioral Sciences offers a minor in Psychology. However the proposed program differs from that minor in several substantial ways:
- Many courses that are most central to the discipline (e.g., Developmental Psychology, Cognitive Psychology, Sensation and Perception, Behavioral Neuroscience) are PSYS courses (taught by faculty in the Department of Psychological Sciences) and therefore are not included in the Psychology minor. Many students in other departments want a minor that will allow them to study these topics (e.g., aging, sexuality, psychopharmacology, judgment and decision making)
 - The proposed Psychological Science minor differs from the Psychology minor by implementing course sequencing that will scaffold the student experience in the minor to cover the basics of psychological concepts and research design before completing upper-level courses that require these foundational experiences (see more below).
 - The proposed minor will create a program with curriculum that is administratively housed in the Department of Psychological Sciences and will offer courses to students that reflect the research-oriented focus of this new department without adding additional workload for faculty.
 - The proposed minor is likely to appeal to students who must take the MCAT for post-baccalaureate professional programs because the psychological content included on this test is covered in depth by Psychological Sciences' courses (e.g., PSYS 360 Behavioral Neuroscience, PSYS 363 Sensation and Perception, PSYS 321 Child Developmental Psychology, and PSYS 423 The Psychology of Adult Life and Aging).
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
The proposed minor is organized in a manner that is similar to those offered by benchmark institutions or other institutions in Kentucky. In general, there are two formats for the minor, one that offers fewer restrictions and one that structures a

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>Ohio University</i>	Psychology	21	Intro, Statistics, three courses in psychological foundations (e.g., physio, cognitive, developmental, social, and abnormal psych), and 6 upper-level elective hours
<i>Towson University</i>	Psychology	26	Intro, Developmental, Methods, Statistics, and 12 hours covering 4 major topic areas
<i>University of North Carolina - Charlotte</i>	Psychology	18	Intro, three courses in psychological foundations (e.g., learning and cognition, biological psych, and developmental psych), and two electives
<i>University of North Carolina - Greensboro</i>	Psychology	18	Intro and 15 elective hours (at least 2 courses at 200-level, one at 400 level, and any two additional electives)
<i>University of South Alabama</i>	Psychology	21	Intro, Methods, and 15 elective hours (12 of which must be upper-level hours)
<i>University of Southern Mississippi</i>	Psychology	21	Intro and 18 elective hours (but not field work, special problems, advanced methods, or thesis hours)
<i>Eastern Kentucky University</i>	Psychology	18	Intro and 18 elective hours
<i>Kentucky State University</i>	Psychology	18	Intro, Methods, Stats, Developmental, Abnormal, Personality Psych and 6 upper-level elective hours
<i>Morehead State University</i>	Psychology	24	Intro and 21 elective hours
<i>Murray State University</i>	Psychology	21	Intro and 18 elective hours
<i>Northern Kentucky University</i>	Psychological Science	24	Intro and 21 elective hours
<i>University of Kentucky</i>	Psychology	19	Intro, Methods, and select from psychological foundations courses (Learning and Cognition, Development, Brain and Behavior, Personality, and Social Psych)

<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:

- Develop and apply a knowledge base in psychology that includes research design and content in the foundational areas of the discipline (i.e., learning and cognition, human development, physiological psychology, and sociocultural influences)
- Engage in critical scientific inquiry by using scientific reasoning to interpret data and conclusions drawn from data, by recognizing limitations in research design and implementation, and by discussing the implications that individual differences in sociocultural factors have in measuring psychological constructs
- Examine the ethical standards and social consequences of psychological research on the everyday lives of individuals from diverse backgrounds and at different stages of the life span
- Communicate the science of the discipline through written and oral forms of expression
- Reflect on the roles that the knowledge base and scientific reasoning skills developed in the program play in their professional development as responsible citizens and scholars

4. Curriculum:

The minor in Psychological Science requires a minimum of 19 credit hours. Only six of these hours can be duplicated (e.g., PSYS 100 Colonnade Program or PSYS 423 in Gerontology minor).

The following courses (7 credits) are required for the minor:

- PSYS 100 Introduction to Psychology (3 credits)
- PSYS 210 Research Methods (3 credits)
- PSYS 211 Research Methods Lab (1 credit)

Category A (Individual Differences and Developmental Processes): Select at least one of the following courses (3 credits):

- PSYS 321 Child Developmental Psychology (3 credits)
- PSYS 350 Social Psychology (3 credits)
- PSYS 423 Psychology of Adult Life and Aging (3 credits)
- PSYS 440 Abnormal Psychology (3 credits)

Category B (Learning, Cognition, and Biopsychology): Select at least one of the following courses (3 credits):

- PSYS 331 Psychology of Learning (3 credits)
- PSYS 333 Cognitive Psychology (3 credits)
- PSYS 360 Behavioral Neuroscience (3 credits)
- PSYS 363 Sensory and Perceptual Systems (3 credits)

Six additional upper-level credit hours of PSYS courses are required. These hours can include the above restricted elective courses that were not taken to meet the Category A and Category B requirements, and can include no more than 3 credit hours of PSYS 490.

5. **Budget implications:** The newly created Department of Psychological Sciences has 17 full-time faculty and three faculty who are assigned to the department on a part-time basis for teaching. There should be no budgetary implications as the faculty teaching for Psychological Sciences 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	_____

NAME CHANGE TO DEPARTMENT OF INFORMATION SYSTEMS

REQUEST:

Approval to change the name of the Department of Computer Information Systems within the Gordon Ford College of Business to the Department of Information Systems.

FACTS:

Nationally, a very significant plurality of accredited schools currently use the name “Information Systems” to identify this area of study as it more accurately reflects the versatility and scope of the information systems industry. Additionally, several faculty within the department are members of the Association of Information Systems, and our external accrediting body is the Association of Advance Collegiate School of Business. The proposed name (Department of Information Systems) aligns with the scope and breath of these two important organizations and nationally accepted terminology.

The department faculty members believe the proposed name change demonstrates greater discipline inclusion and more effectively reflects the mission of the department as follows:

“Information systems drive modern business organizations and trained professionals are needed to develop and manage these critical operations. Systems Analysts, Database Administrators, Web Developers, and Network Managers are consistently ranked among the fastest growing occupations by the US Bureau of Labor Statistics. The CIS Department at WKU offers several professionally-focused programs that prepare students for these and many other, dynamic opportunities: i) Business Informatics (BI); and ii) Systems Management (SM).”

Computer information systems is not the only discipline taught and covered by the department, others include Systems Management and Business Informatics. Thus, the proposed name change will do a much better job of conveying the diversity of classes, tracks, sequences and course options available to our students.

BUDGETARY IMPLICATIONS:

This requested name change will not have a significant budgetary impact. Signage and brochures will need to be updated.

RECOMMENDATION:

President Gary A. Ransdell recommends the name be changed from the Department of Computer Information Systems to the Department of Information Systems within the Gordon Ford College of Business, effective July 1, 2015.

MOTION:

Approval to change the Department of Computer Information Systems to the Department of Information Systems within the Gordon Ford College of Business, effective July 1, 2015.

SABBATICAL LEAVES

REQUEST:

Approval of sabbatical leaves for faculty listed below.

FACTS:

Listed below are faculty members who have been recommended for sabbatical leave by the department head, College Sabbatical Advisory Committee, college dean, the Provost and President. They have served the university for at least six continuous full academic years, hold the rank of assistant professor or above, and have submitted a compelling sabbatical application for the purpose of professional academic enrichment.

Gordon Ford College of Business

<u>Name</u>	<u>Department</u>	<u>Period of Leave</u>
Dr. LeAnne Coder	Management	Fall 2015
Dr. Dennis Wilson	Management	Spring 2016

Ogden College of Science and Engineering

<u>Name</u>	<u>Department</u>	<u>Period of Leave</u>
Dr. Dominic Lanphier	Mathematics	Spring 2016
Dr. Qi Li	Computer Science	Spring 2016
Dr. Richard Schugart	Mathematics	AY 2015-2016
Dr. Uta Ziegler	Computer Science	AY 2015-2016

Potter College of Arts and Letters

<u>Name</u>	<u>Department</u>	<u>Period of Leave</u>
Dr. David Bell	English	Spring 2016
Dr. Dorothea Browder	History	AY 2015-2016
Dr. Ingrid Cartwright	Art	Fall 2015
Dr. Marc Eagle	History	Spring 2016
Dr. Nikolai Endres	English	AY 2015-2016
Dr. Alison Langdon	English	Spring 2016
Ms. Yvonne Petkus	Art	Spring 2016
Dr. Michael Ann Williams	Folk Studies & Anthropology	Fall 2015

BUDGETARY IMPLICATIONS:

No additional resources are necessary to accommodate the sabbatical leaves. Courses usually taught by these faculty have been reassigned to other faculty members by each respective department head.

RECOMMENDATION:

President Gary A. Ransdell recommends awarding the above individuals sabbatical leave for the terms indicated.

MOTION:

Approval of faculty sabbatical leaves for the above recommended individuals.

**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 SciencesDepartment 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 LettersSchool of Journalism & Broadcasting

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

Gordon Ford College of BusinessDepartment 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

FINANCE AND BUDGET
Agenda Items

January 23, 2015

Mass Media and Technology Hall
Cornelius A. Martin Regents 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.

2014-15 OPERATING BUDGET REVISIONS

REQUEST:

Approve the revisions to the 2014-15 Operating Budget.

FACTS:

The proposed revisions to the *Western Kentucky University 2014-15 Operating Budget* total \$14,485,634. Included in the budget revisions are \$12,055,334 in net assets from FY 2014 (carry forward funds) and \$2,430,300 in additional revenue projected to be generated in excess of the FY 2015 approved budget. Net Assets are generated by exceeding budgeted income estimates and under spending budgets primarily for funding commitments in the next fiscal year.

\$11,178,832 in unbudgeted carry forward funds was generated by workshops and revenue dependent programs including the Division of Extended Learning and Outreach (DELO). These funds will be returned to the respective programs generating the balances. DELO carry forward funds will support DELO operations and provide a DELO Reserve Fund. In addition, approximately \$3,000,000 will be distributed to various units. A significant portion of DELO carry forward will be dedicated to support increasing and improving the University's distance learning offerings and operations. DELO funds will also be used to provide support for the Academic Transitions Program, the Center for Faculty Development, the Online Learning Research Office and technological upgrades in the Garrett Conference Center.

Additional requested revisions to the *Western Kentucky University 2014-15 Operating Budget* total \$2,430,300 and include the following:

- \$1,309,000 in fall and spring tuition revenue from Brazilian-sponsored students to be used for student support and recruitment expenses and faculty salary instructional expenses in Ogden College of Science and Engineering and the College of Health and Human Services.
- \$30,000 in revenue from continuing education courses to be used for cost of instruction.
- \$237,000 in revenue from Study Abroad programs to be used for student tuition and travel expenses.
- \$85,000 in revenue from insurance reimbursements to be used for campus repairs.
- \$100,000 in revenue from IT cabling services provided for the Kentucky Street Apartments to be used for parts and supplies for cabling projects.

- \$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	
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

RECOMMENDATION:

President Gary A. Ransdell recommends that the Board of Regents approve the revisions to the 2014-15 Operating Budget.

MOTION:

Approve the revisions to the 2014-15 Operating Budget.

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
Admissions Office	Emily Pascal Costanzo	Admissions Counselor	09/04/2014		29,868.00	Initial Appointment	E&G	
Adult Learner Services	Bradley W Kissell	Adult Learner Svcs Director	09/22/2014		37,908.00	Initial Appointment	E&G	
Allied Health	Lorie Ann Ryan	Office Associate	10/15/2014		25,152.00	Initial Appointment	E&G	
Annual Fund	Heather Leigh McWhorter	Asst Dir/Donor Acq & Retention	09/02/2014		42,000.00	Initial Appointment	E&G	
Bursar	Laura Katherine Towe	Billings/Rec Accts Specialist	10/15/2014		25,536.00	Initial Appointment	E&G	
Campus Services	Robert C Plested	Landscaper/Groundskeeper I	09/11/2014		17,940.00	Initial Appointment	E&G	
Child Care	Erica Mae Adams	Nutrition Associate	08/27/2014		19,200.00	Initial Appointment	RD	
College of Health & Human Services	Stacey A. Forsythe	Assistant to the Dean	10/01/2014		39,000.00	Initial Appointment	E&G	
College of Health & Human Services	Keisi C Webb	Office Associate	10/27/2014		25,008.00	Initial Appointment	E&G	
Communication Technologies	Clint E. Hooper	Communications Technician	11/07/2014		30,024.00	Initial Appointment	E&G	
Communication Technologies	Shawn Ray Sweeney	Cabling Technician	09/02/2014		36,012.00	Initial Appointment	E&G	
Distance Learning	Hannah Lee Page	Instructional Design Spec.	11/10/2014		31,248.00	Initial Appointment	RD	
Distance Learning	Derrick A Veasey	Academic Counselor	11/17/2014		30,372.00	Initial Appointment	Grant	
Educational Enhancement Programs	Bionca Sharde Washington	Office Associate	10/01/2014		24,504.00	Initial Appointment	Grant	
Educational Enhancement Programs	Benjamin Ballard Popham	Residential Counselor	11/03/2014		23,088.00	Initial Appointment	E&G	
Gatton Academy of Math and Science	Robert C Pugh	Residential Counselor	10/23/2014		23,088.00	Initial Appointment	E&G	
Office of Internationalization	Anna May Yacovone	Coord, International Programs	09/02/2014		38,004.00	Initial Appointment	E&G	
Office of the CFO	Lee Ann Sowell	Travel Coordinator	09/02/2014		33,084.00	Initial Appointment	E&G	
Planning, Design & Construction	Leslie Ann Powers	Construction Purchasing Assc.	11/03/2014		30,000.00	Initial Appointment	E&G	
Police	Michael Robert Cox	Police Officer	09/01/2014		28,392.00	Initial Appointment	E&G	
Police	Chad Franklin Keen	Police Officer	09/01/2014		31,488.00	Initial Appointment	E&G	
Public Affairs	Kayla Leanne Dowdy	Coord, Digital Media Marketing	09/02/2014		34,884.00	Initial Appointment	E&G	
South Central AHEC	Catherine Marie Willenborg M	Health Programs Specialist	10/20/2014		35,004.00	Initial Appointment	Grant	
The WKU Store	William Frederick Robertson	Ed Materials Inv Cntl Coord	09/10/2014		39,000.00	Initial Appointment	Aux	
The WKU Store	Maria Sue Sweatman	Sales Associate	09/15/2014		19,500.00	Initial Appointment	Aux	
Applied Physics Inst - Prot Svc POD	Adam C. Emberton	Engineer, Electrical	11/01/2014		40,512.00	Reappointment	Grant	
Educational Enhancement Programs	Shanica L. Gant	Office Associate	09/01/2014		24,504.00	Reappointment	Grant	
Educational Television Services	Darius N. Barati	Asst Producer/Videographer	10/01/2014		32,808.00	Reappointment	Grant	
Educational Television Services	Cheryl Shrader Beckley	Producer/Director	10/01/2014		52,296.00	Reappointment	Grant	
Educational Television Services	John W. Campbell	Manager, Radio Operations	10/01/2014		40,548.00	Reappointment	Grant	
Educational Television Services	Justin R. Davis	Coordinator, Operations	10/01/2014		33,492.00	Reappointment	Grant	
Educational Television Services	Barbara Deeb	News Producer/Reporter	10/01/2014		49,740.00	Reappointment	Grant	
Educational Television Services	Dana L. Divine	Program Operations Manager	10/01/2014		47,928.00	Reappointment	Grant	
Educational Television Services	Kathryn Berdell Grover-Jimms	Traffic Supervisor	10/16/2014		35,148.00	Reappointment	Grant	
Educational Television Services	Joshua Michael Niedzwick	Associate Producer/Director	10/01/2014		40,224.00	Reappointment	Grant	
Kentucky Climate Center - POD	Eric Rappin	Research Scientist	12/01/2014		39,408.00	Reappointment	Grant	

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 Staughter	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	Landscape/Groundskeeper I	10/06/2014		17,940.00	Rehire	E&G	
Campus Services	Andrew J. Mefert	Athletic Turf Specialist	09/15/2014		23,400.00	Rehire	E&G	
Cntr. 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 Hamm	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 Phelps	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 Shepherd	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
Housing & Residence Life	Billy Ray Converse	Building Services Attendant I	10/06/2014	\$8.25/hr	18,622.50	Status Change (PT to FT)	Aux	
Housing & Residence Life	Ashlea Alexandra Inmiss	Building Services Attendant I	10/06/2014	\$8.25/hr	18,622.50	Status Change (PT to FT)	Aux	
Student Disability Services	Hilary Lee Kingrey	Captionist	09/10/2014	\$14.00/hr	27,804.00	Status Change (PT to FT)	Grant	
The WKU Store	Heather L. Taylor	Supervisor, Owensboro Store	11/01/2014	\$10.00/hr	28,002.00	Status Change (PT to FT)	Aux	
Transit Services	Samuel Ward	Transit Driver I	09/22/2014	\$11.35/hr	23,107.50	Status Change (PT to FT)	E&G	
Chief Info Tech Officer	Ashlee E. Tifford	Manager, IT Strategic Sourcing	09/01/2014	51,648.00	52,356.00	Degree	E&G	
Gatton Academy of Math and Science	Brimah Mamoud Vonjo	Residential Counselor	09/01/2014	23,016.00	23,724.00	Degree	E&G	
Office of Research	Paula Farmer Mattison	Director, Business Operations	09/01/2014	69,912.00	70,620.00	Degree	Spit	
Office of Research	Lynn Mckvor Minton	Business Outreach Consultant	07/01/2014	61,224.00	61,932.00	Degree	E&G	
Study Away Program	Rebecca Anne Schwartz	Coordinator, Study Away Program	09/01/2014	38,004.00	38,004.00	Degree (Lump Sum)	RD	
The WKU Store	Marcia M. Dodson	Mgr., General Merchandise	10/01/2014	47,628.00	47,628.00	Title Change	Aux	
The WKU Store	Lurnen Ray Kennon	Electronics/Tech Buyer	10/01/2014	35,508.00	35,508.00	Title Change	Aux	
The WKU Store	Laura Mae Ramsey	Supervisor, Customer Service	11/03/2014	30,010.50	30,010.50	Title Change	Aux	
The WKU Store	William Frederick Robertson	Asst Manager, Course Materials	10/01/2014	39,000.00	39,000.00	Title Change	Aux	
WKU ALIVE Center for Community Part	Alice Lee Williams	Asst Financial Manager	10/01/2014	48,456.00	48,456.00	Title Change	Aux	
Academic Affairs & Provost's Office	Lauren Denise Cunningham	Coord, Community Development	01/01/2015	34,380.00	34,380.00	Title Change	E&G	
Bursar	Alpha Amber Scott	Assistant to the Provost	10/01/2014	39,504.00	52,008.00	Transfer	E&G	
College of Ed & Behavioral Science	Rachel Troth Norton	Bursar Specialist	10/01/2014	26,736.00	32,088.00	Transfer	E&G	
Distance Learning	Devin Thomas Bell	Web Developer	11/01/2014	36,204.00	36,204.00	Transfer	E&G	
Diversity & Community Studies	Stefanie Woodrum Keown	Instructional Support Spec.	11/01/2014	31,752.00	32,016.00	Transfer	RD	
Facilities Management	Lindsey Lee Devore	Admin & Program Specialist	10/13/2014	43,512.00	27,300.00	Transfer	E&G	
Housing & Residence Life	Brittany Layne Gonzales	Team Leader, Building Services	07/21/2014	17,608.50	20,319.00	Transfer	Aux	
Housing & Residence Life	Sandra Kay Cheatham	Building Services Attendant I	10/06/2014	18,466.50	18,622.50	Transfer	Aux	
IT Video Surveillance	Ronald Dale Waterbury	Building Services Attendant	10/06/2014	16,614.00	18,622.50	Transfer	Aux	
Plant Operations	Nicholas Scott Schoenbaechle	Network Specialist (Video Sur)	10/20/2014	41,520.00	47,028.00	Transfer	E&G	
Police	Wayne R. Gillon	Painter I	09/22/2014	17,608.50	26,325.00	Transfer	E&G	
Police	Timothy Dewayne Gray	Corporal	10/01/2014	33,084.00	34,596.00	Transfer	E&G	
Police	Scott M. Harmon	Corporal	11/16/2014	31,488.00	34,596.00	Transfer	E&G	
Police	Anthony Roger Honeycutt	Police Officer	09/18/2014	37,020.00	37,020.00	Transfer	E&G	
Police	Daniel Allen Minton	Corporal	10/01/2014	34,944.00	34,944.00	Transfer	E&G	
Registrar's Office	Sam Clayton Scarborough	Police Officer	11/10/2014	37,020.00	37,020.00	Transfer	E&G	
Technical Support Serv-ResNet	Nicolas Daniel Haught	Academic Advsr, International	10/01/2014	34,980.00	34,980.00	Transfer	E&G	
The WKU Store	Rebekah Elaine Russell	Office Associate	11/01/2014	31,104.00	31,536.00	Transfer	E&G	
The WKU Store	Trevor Crawford Nunn	Operations Manager	10/01/2014	34,000.00	48,504.00	Transfer	Aux	
The WKU Store	Laura Mae Ramsey	Supv, Customer Svc/E-Commerce	10/01/2014	\$13.35/hr	30,010.50	Transfer	Aux	
The WKU Store	Sarah Kathryn Sears	Marketing Coordinator	10/01/2014	34,885.50	34,885.50	Transfer	Aux	

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	Jarney 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	
Men's Track & Field	Jarrett Hall Murphy	Assistant Coach	10/01/2014	33,960.00	35,472.00	Salary Increase	E&G	
Women's Track & Field	Willie Damone Johnson	Assistant Coach	10/01/2014	38,004.00	41,004.00	Salary Increase	E&G	
International Enrollment Mgmt	Amy M. Cardwell	Internl Admissions Officer	01/01/2015	30,372.00	31,872.00	Salary Increase	E&G	
International Enrollment Mgmt	Sarah Elizabeth Madden	Coord. Intl Recruitment	01/01/2015	34,512.00	37,284.00	Salary Increase	E&G	
Athletics	Jonathan Berhane	Head Coach	11/07/2014	33,000.00	35,532.00	Salary Increase	E&G	
Child Care	Linda Dianne Reynolds	Teacher	09/01/2014	22,380.00	25,920.00	Salary Increase	RD	
World Council for Gifted & Talented	Tracy Cummings Harkins	Executive Administrator	07/01/2014	48,960.00	50,424.00	Salary Increase	FDN	
Academic Transitions Program	Geneva Mae Taylor	Coordinator, Orientation	01/01/2015	30,372.00	33,408.00	Salary Increase	E&G	
Admissions Office	John-Mark T. Francis	Asst Dir, Admsns Recruitment	01/01/2015	30,372.00	36,000.00	Salary Increase	E&G	
Admissions Office	Labrisha Dawn McKinney	Associate Dir, Applicant Svcs	01/01/2015	52,416.00	57,660.00	Salary Increase	E&G	
Chief Info Tech Officer	Ashlee E. Tifford	Manager, IT Strategic Sourcing	08/01/2014	43,224.00	51,648.00	Salary Increase	E&G	
The WKU Store	Joe W. Meng	Apparel Buyer	10/01/2014	32,424.00	35,004.00	Salary Increase	Aux	
The WKU Store	Donnie G. Raines	Supv, Shipping & Receiving	10/01/2014	33,559.50	36,504.00	Salary Increase	Aux	

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.
- SECONDARY APPOINTMENT - Used when a PT employee who already has a primary assignment accepts an additional PT assignment.
- 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 RETREEE - 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 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.
- STATUS CHANGE - used when a staff member goes from part time to full time. (This code is not used for faculty.)
- 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.

John-Mark T. Francis

Explanation for Salary Increases Greater Than \$5,000

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
WKU Foundation	Wendy Melanie DeCroix	Office Coordinator	10/15/2014	1,000.00	Awards	E&G
WKU Foundation	Barbara Gayle Holder	Building Services Attendant I	10/17/2014	1,000.00	Awards	E&G
WKU Foundation	Robert A. Skipper	Director of Media Relations	10/31/2014	1,000.00	Awards	E&G
WKU Foundation	Jeremy C. Waddell	Manager, Dairy Herd	10/15/2014	1,000.00	Awards	E&G
Training/Technical Assistance Svcs	Thelma Mae Jackson	Director	10/31/2014	960.00	Consulting	RD
21st Century Media - POD	Ami L. Carter	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
21st Century Media - POD	Ami L. Carter	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
21st Century Media - POD	Charles Edward Clark	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
21st Century Media - POD	Charles Edward Clark	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
21st Century Media - POD	Josina Michael Niedwick	Part-Time Faculty	9/30/2014	920.00	Faculty Part Time	E&G
21st Century Media - POD	Josina Michael Niedwick	Part-Time Faculty	10/31/2014	920.00	Faculty Part Time	E&G
21st Century Media - POD	Carrie Frances Pratt	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Admissions Office	Carrie Frances Pratt	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
Admissions Office	Amy Lynn Fitzpatrick	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Admissions Office	Amy Lynn Fitzpatrick	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
Agriculture	Amy Lynn Fitzpatrick	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Agriculture	Anneshy Neftishinghe	Part-Time Faculty	10/31/2014	846.00	Faculty Part Time	E&G
Agriculture	Anneshy Neftishinghe	Part-Time Faculty	9/30/2014	846.00	Faculty Part Time	E&G
Agriculture	Naomi Smith Rowland	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Agriculture	Naomi Smith Rowland	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	John Lewis Pace	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	John M. Andersland	Part-Time Faculty	9/30/2014	855.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	John M. Andersland	Part-Time Faculty	10/31/2014	855.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	John Mark Clanson	Part-Time Faculty	9/30/2014	801.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	John Mark Clanson	Part-Time Faculty	10/31/2014	801.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	John Mark Clanson	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Jessica Martin Carver	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Jessica Martin Carver	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Colette Anderson Chief	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Colette Anderson Chief	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Denise C. Garner	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Denise C. Garner	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Denise Murrell Hardesty	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Denise Murrell Hardesty	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Tori Michelle Henninger	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Tori Michelle Henninger	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Tori Michelle Henninger	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Tori Michelle Henninger	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Dawn M. Lowry	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Dawn M. Lowry	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Rita Rose Meredith	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Rita Rose Meredith	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Lynn McIvor Minton	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Lynn McIvor Minton	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Lynn McIvor Minton	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Lynn McIvor Minton	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Kristen Ann Owens	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Kristen Ann Owens	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Kayla M. Riley	Part-Time Faculty	10/31/2014	846.00	Faculty Part Time	E&G
Architect & Manufacturing Sciences	Kayla M. Riley	Part-Time Faculty	9/30/2014	846.00	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
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
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	10/15/2014	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	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 Eliotte Pitts	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Dean CHHS	Sara Eliotte 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 Bream Tope-Phillips	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Dean CHHS	Candice Bream Tope-Phillips	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
Dean CHHS	Adrienne Everts Browning	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Adrienne Everts Browning	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Benjamin W. Harmon	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Benjamin W. Harmon	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Gladys Patricia Jordan	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Dean CHHS	Gladys Patricia Jordan	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Dean CHHS	Katherine Ann Mead	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Dean CHHS	Katherine Ann Mead	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Dean CHHS	April O'Neill Schlegel	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean CHHS	April O'Neill Schlegel	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Judith Lynn Scott	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Dean CHHS	Judith Lynn Scott	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Dean CHHS	Bethany Nanette Smith	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Bethany Nanette Smith	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Jennifer C. Markin	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Jennifer C. Markin	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Dean CHHS	Cody James Turner	Part-Time Faculty	9/30/2014	675.00	Faculty Part Time	E&G
Dean CHHS	Cody James Turner	Part-Time Faculty	10/31/2014	675.00	Faculty Part Time	E&G
Dean CHHS	Cody James Turner	Part-Time Faculty	9/30/2014	1,352.00	Faculty Part Time	E&G
Dean CHHS	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
Dept. of Kinesiology, Recr. & Sport	Lucas O'Rourke Bartlett	Part-Time Faculty	9/30/2014	1,068.00	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	Lucas O'Rourke Bartlett	Part-Time Faculty	10/31/2014	1,068.00	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	LaTishah Nicole Britt	Part-Time Faculty	9/15/2014	211.50	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	LaTishah Nicole Britt	Part-Time Faculty	9/30/2014	211.50	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	LaTishah Nicole Britt	Part-Time Faculty	10/5/2014	211.50	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	LaTishah Nicole Britt	Part-Time Faculty	10/31/2014	211.50	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	Lacee Chavonne Carmon-Johnson	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	Lacee Chavonne Carmon-Johnson	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	Billy Tyler Edwards	Part-Time Faculty	10/31/2014	750.00	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	Lindsay Blaire Thomayer	Part-Time Faculty	9/30/2014	356.00	Faculty Part Time	E&G
Dept. of Kinesiology, Recr. & Sport	Lindsay Blaire Thomayer	Part-Time Faculty	10/31/2014	356.00	Faculty Part Time	E&G
Distance Learning	Sarah Margaret Ward	Part-Time Faculty	10/31/2014	712.00	Faculty Part Time	RD
Diversity & Community Studies	V. Lynne Holland	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Diversity & Community Studies	V. Lynne Holland	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Diversity & Community Studies	Marybeth Gail Hunt	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Diversity & Community Studies	Marybeth Gail Hunt	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
Diversity & Community Studies	Cierra Janet Waller	Part-Time Faculty	9/30/2014	282.00	Faculty Part Time	E&G
Diversity & Community Studies	Cierra Janet Waller	Part-Time Faculty	10/31/2014	282.00	Faculty Part Time	E&G
Diversity & Community Studies	CressSena S. Marnning	Part-Time Faculty	10/31/2014	299.75	Faculty Part Time	RD
Economics	Gary A. Meszaros	Part-Time Faculty	9/30/2014	600.00	Faculty Part Time	E&G
Economics	Gary A. Meszaros	Part-Time Faculty	10/31/2014	600.00	Faculty Part Time	E&G
Ed Leadership Doctoral Program	Matthew James Foraker	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Ed Leadership Doctoral Program	Matthew James Foraker	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Engineering	Kyle Thomas Moss	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
Engineering	Kyle Thomas Moss	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
English	Wren Allen Mills	Part-Time Faculty	9/30/2014	1,140.00	Faculty Part Time	E&G
English	Wren Allen Mills	Part-Time Faculty	9/30/2014	1,140.00	Faculty Part Time	E&G
English	Wren Allen Mills	Part-Time Faculty	10/31/2014	1,140.00	Faculty Part Time	E&G
English	Wren Allen Mills	Part-Time Faculty	10/31/2014	1,140.00	Faculty Part Time	E&G
Family and Consumer Sciences	Amy Hood Hooten	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
Family and Consumer Sciences	Amy Hood Hooten	Part-Time Faculty	10/31/2014	570.00	Faculty Part Time	E&G
Family and Consumer Sciences	Amy Hood Hooten	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Family and Consumer Sciences	Amy Hood Hooten	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Family and Consumer Sciences	Sherri Renee Meyer	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Family and Consumer Sciences	Sherri Renee Meyer	Part-Time Faculty	9/30/2014	207.50	Faculty Part Time	E&G
Family and Consumer Sciences	Derek Bryan Olive	Part-Time Faculty	9/30/2014	207.50	Faculty Part Time	E&G
Family and Consumer Sciences	Derek Bryan Olive	Part-Time Faculty	10/31/2014	1,068.00	Faculty Part Time	E&G
Geography & Geology	Erin Joy Gremcke	Part-Time Faculty	9/30/2014	1,068.00	Faculty Part Time	E&G
Geography & Geology	Erin Joy Gremcke	Part-Time Faculty	10/31/2014	1,068.00	Faculty Part Time	E&G
Physics & Astronomy	Melinda Whitfield Thomas	Part-Time Faculty	9/30/2014	1,140.00	Faculty Part Time	E&G
Physics & Astronomy	Melinda Whitfield Thomas	Part-Time Faculty	10/31/2014	1,140.00	Faculty Part Time	E&G
Political Science	Alpha Amber Scott	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
Political Science	Alpha Amber Scott	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
Psychological Sciences	Brian Nathan Lee	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Psychological Sciences	Brian Nathan Lee	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Psychology	Christopher Neil Bowen	Part-Time Faculty	9/30/2014	570.00	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
Public Health	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	Angelyn Brewer Drexler	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	Dean Todd Misenner	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
Public Health	Dean Todd Misenner	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
Public Health	Dean Todd Misenner	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of Nursing	Renee Fuqua Kilgore	Part-Time Faculty	9/30/2014	1,500.00	Faculty Part Time	E&G
School of Nursing	Renee Fuqua Kilgore	Part-Time Faculty	10/31/2014	1,500.00	Faculty Part Time	E&G
School of Professional Studies	Mary Ann Brockman Bokkon	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Mary Ann Brockman Bokkon	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Heather Renee Cowherd	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Heather Renee Cowherd	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Cindy Lou Ehresman	Part-Time Faculty	9/30/2014	570.00	Faculty Part Time	E&G
School of Professional Studies	Cindy Lou Ehresman	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	Imari Rashad Hazelwood	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Imari 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
School of Professional Studies	Roberta S. Parrigin	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Aurelia Renae Spaulding	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Aurelia Renae Spaulding	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
School of Professional Studies	Rebecca L. Tinker	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
School of Professional Studies	Rebecca L. Tinker	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
School of Professional Studies	Brittany E Wagner	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of Professional Studies	Brittany E Wagner	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of Teacher Education	Ellen Durbin Micheletti	Part-Time Faculty	9/30/2014	230.00	Faculty Part Time	E&G
School of Teacher Education	Ellen Durbin Micheletti	Part-Time Faculty	10/15/2014	230.00	Faculty Part Time	E&G
School of Teacher Education	Ellen Durbin Micheletti	Part-Time Faculty	10/31/2014	230.00	Faculty Part Time	E&G
School of Teacher Education	Ellen Durbin Micheletti	Part-Time Faculty	10/31/2014	230.00	Faculty Part Time	E&G
School of University Studies	Trenae Charleigh Coleman	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of University Studies	Trenae Charleigh Coleman	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
School of University Studies	Minnette Caroline Ellis	Part-Time Faculty	9/30/2014	760.00	Faculty Part Time	E&G
School of University Studies	Minnette Caroline Ellis	Part-Time Faculty	10/31/2014	760.00	Faculty Part Time	E&G
School of University Studies	Mathew James Foraker	Part-Time Faculty	9/30/2014	211.50	Faculty Part Time	E&G
School of University Studies	Mathew James Foraker	Part-Time Faculty	10/31/2014	211.50	Faculty Part Time	E&G
School of University Studies	Lynnina Rose Glass	Part-Time Faculty	9/30/2014	211.50	Faculty Part Time	E&G
School of University Studies	Lynnina Rose Glass	Part-Time Faculty	10/15/2014	211.50	Faculty Part Time	E&G
School of University Studies	Lynnina Rose Glass	Part-Time Faculty	10/31/2014	211.50	Faculty Part Time	E&G
School of University Studies	Lynnina Rose Glass	Part-Time Faculty	10/31/2014	211.50	Faculty Part Time	E&G
School of University Studies	Mindy Renee Johnson	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of University Studies	Mindy Renee Johnson	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of University Studies	Cressena S. Manning	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of University Studies	Cressena S. Manning	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
School of University Studies	Fredric C. Miller	Part-Time Faculty	9/30/2014	712.00	Faculty Part Time	E&G
School of University Studies	Fredric C. Miller	Part-Time Faculty	10/31/2014	712.00	Faculty Part Time	E&G
School of University Studies	Leslie Ford Plumlee	Part-Time Faculty	9/30/2014	423.00	Faculty Part Time	E&G
School of University Studies	Leslie Ford Plumlee	Part-Time Faculty	10/31/2014	423.00	Faculty Part Time	E&G
School of University Studies	Daniel Rosner	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of University Studies	Daniel Rosner	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of University Studies	Kelyle Marie McIntyre	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of University Studies	Kelyle Marie McIntyre	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of University Studies	Lorraine Gail Ledford	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of University Studies	Lorraine Gail Ledford	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of University Studies	Matthew Brendan Davis	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of University Studies	Matthew Brendan Davis	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of University Studies	Richard C. Fitzpatrick	Part-Time Faculty	9/30/2014	460.00	Faculty Part Time	E&G
School of University Studies	Richard C. Fitzpatrick	Part-Time Faculty	10/31/2014	460.00	Faculty Part Time	E&G
School of University Studies	Alpha Amber Scott	Part-Time Faculty	9/30/2014	652.00	Faculty Part Time	E&G
School of University Studies	Alpha Amber Scott	Part-Time Faculty	10/31/2014	652.00	Faculty Part Time	E&G
School of University Studies	Austin Garrett Griffiths	Part-Time Faculty	9/30/2014	534.00	Faculty Part Time	E&G
School of University Studies	Austin Garrett Griffiths	Part-Time Faculty	10/31/2014	534.00	Faculty Part Time	E&G
School of University Studies	Jo Ellen Struggs	Office Coordinator	9/15/2014	2,500.00	Supplemental Pay	E&G

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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
Arma Management	Jason A. Dailey	Coord. Facilities & Event Mgmt	9/30/2014	250.00	Supplemental Pay	RD
Arma Management	Andrew P. Jacobs	Asst Coord Athletic Facilities	9/30/2014	200.00	Supplemental Pay	RD
Arma 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
Campus and Community Events	Andrew P. Jacobs	Asst Coord Athletic Facilities	10/15/2014	30.00	Supplemental Pay	RD
Chief Info Tech Officer	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	Janice S. Sandidge	Distance Learning Academic Adv	9/30/2014	1,575.00	Supplemental Pay	RD
Communication Disorders - NY	Janice S. Sandidge	Distance Learning Academic Adv	10/31/2014	1,800.00	Supplemental Pay	RD
Communication Technologies	Jeptha L. Sumpter	Dir/Communication Tech	10/31/2014	66.00	Supplemental Pay	E&G
Continuing & Prof Development Admin	Peggy Ann Crowe	Asso 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 Maini Greene	Budget Coordinator	9/15/2014	100.00	Supplemental Pay	E&G
Dean CHHS	Deirdre Maini Greene	Budget Coordinator	9/30/2014	100.00	Supplemental Pay	E&G
Dean CHHS	Yashon Sanchez Wells	Office Coordinator	9/15/2014	250.00	Supplemental Pay	E&G
Dean CHHS	Yashon Sanchez Wells	Office Coordinator	9/30/2014	250.00	Supplemental Pay	E&G
Educational Enhancement Programs	James Daniels	Electronics Technician I	10/31/2014	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	Sonya E. Grooms Gray	Residential Counselor	9/15/2014	300.00	Supplemental Pay	E&G
Housing & Residence Life	Sonya E. Grooms Gray	Office Assistant	9/30/2014	735.54	Supplemental Pay	Aux
Housing & Residence Life	Kimberly Marguerite Rickman	Housing Assistant	9/30/2014	245.12	Supplemental Pay	Aux
Intramural - Recreational Sports	Kathryn Doyle Steward	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
Library Public Services	Krista Sharzer Steenbergen	Senior Director of Development	10/31/2014	198.00	Supplemental Pay	E&G
Lifelong Learning	Charissa Arne 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 Evisit 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 Deiores Dennis McKinley	Assistant Director	9/30/2014	800.00	Supplemental Pay	E&G
Strength & Conditioning	Marci Nicole Hopps	Strength & Conditioning Coach	10/31/2014	950.00	Supplemental Pay	E&G
Strength & Conditioning	Domenic P Rano	Asst. Strength & Cond Coach	10/31/2014	825.00	Supplemental Pay	E&G
Student Radio	Enk Costa	TV Assistant Chief Engineer	10/31/2014	1,705.00	Supplemental Pay	E&G

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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
Talisman	Kurt Douglas Fattie	St. Info Tech Consultant	9/30/2014	333.50	Supplemental Pay	E&G
The WKU Store	Trevor Crawford Nunn	Ed Materials Inv Orl Coord	9/19/2014	4,086.88	Supplemental Pay	Aux.
University Centers	William A. Elliott	Testing Specialist	9/15/2014	330.00	Supplemental Pay	Aux
University Centers	William A. Elliott	Testing Specialist	10/31/2014	165.00	Supplemental Pay	Aux
University Centers	Thomas L. Harts	Marketing Specialist	10/31/2014	100.00	Supplemental Pay	Aux

* Funding Source Codes:

E&G - Education and General

Grant - Grant Funded

Aux - Auxiliary

RD - Revenue Dependent

Split - Funding is 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

Meeting Date: January 23, 2015

Completed Faculty 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
Architect & Manufacturing Sciences	Jonathan R Maynard	Instructor	01/05/2015		20,004.00	Initial Appointment	E&G	
Chemistry	Edwin David Stevens	Scholar-In-Residence	08/15/2014		54,600.00	Initial Appointment	E&G	
Mathematics	Julie Flanigan Payne	Instructor	08/27/2014		40,008.00	Initial Appointment	E&G	
Modern Languages	Huiqiang Zheng	Assistant Professor (Clinical)	09/24/2014		37,503.00	Initial Appointment	E&G	
Mathematics	Amanda Sue Nutt	Instructor	07/01/2014		40,008.00	Reappointment	E&G	
School of Nursing	Carol B. Bradford	Instructor	08/15/2014		48,000.00	Rehire	E&G	
Honors College	Nathan Allen Prelips	Assistant Professor	09/01/2014		50,280.00	Degree	E&G	
School of Teacher Education	Kandy C. Smith	Assistant Professor	07/01/2014		52,524.00	Degree	E&G	
Doctor of Physical Therapy	Kurt Richard Neelly	Director of Clinical Education	08/01/2014		90,900.00	Title Change	E&G	
Public Health	Honghong Zhu	Assistant Professor	07/01/2014		58,596.00	Status Change - Declined	E&G	
School of Teacher Education	John A. Moore	Associate Professor	07/01/2014		63,000.00	Status Change - Declined	E&G	
Agriculture	Lindsey Berry Reynolds	Instructor	07/01/2014		44,004.00	Transfer	E&G	
Family and Consumer Sciences	Doris A. Sikora	Associate Professor	10/01/2014		91,212.00	Transfer	E&G	
Honors College	Audra Renee Jennings	Assistant Professor	09/15/2014		61,608.00	Transfer	E&G	
Management	Paula Wurth Potter	Chair	01/01/2015		126,360.00	Transfer	E&G	

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
 DEGREE - 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.

Department	Employee	Begin Date	End Date	Proposed Salary	Type Action	Funding Source
21st Century Media - POD	Brian David Elliott	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
21st Century Media - POD	Christopher A. Houshens	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
Academic Support	Jean Carol Bobbett	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Academic Support	Melissa L. Joiner	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Academic Support	Ruth M. Stewart	08/25/2014	12/31/2014	5,696.00	Reappointment	E&G
Allied Health	Kenneth J Dennisson	08/25/2014	12/31/2014	5,640.00	Initial Appointment	RD
Architect & Manufacturing Sciences	Shawn Michael Brown	08/25/2014	12/31/2014	5,200.00	Reappointment	E&G
Architect & Manufacturing Sciences	Steven P. Luse	08/25/2014	12/31/2014	2,600.00	Reappointment	E&G
Architect & Manufacturing Sciences	Terry Lynn Pasley	08/25/2014	12/31/2014	2,600.00	Reappointment	E&G
Architect & Manufacturing Sciences	Terry Lynn Pasley	10/16/2014	12/31/2014	5,200.00	Reappointment	E&G
Architect & Manufacturing Sciences	Eugenios Andreas Patsalides	08/25/2014	12/31/2014	5,200.00	Reappointment	E&G
Architect & Manufacturing Sciences	Eugenios Andreas Patsalides	10/01/2014	12/31/2014	5,200.00	Reappointment	E&G
Architect & Manufacturing Sciences	Jacqueline Anne Lubbers	08/25/2014	1/31/2015	7,140.00	Reappointment	E&G
Art	Jacqueline Anne Lubbers	01/05/2015	1/31/2015	2,280.00	Reappointment	RD
Art	Nell Theva Ouzounova	08/25/2014	12/31/2014	7,440.00	Reappointment	E&G
Art	Beth Reinteyer	08/25/2014	12/31/2014	5,676.00	Reappointment	E&G
Art	Hannah C Skooberg	08/25/2014	12/31/2014	5,976.00	Initial Appointment	E&G
Art	Arden von Haeger	08/25/2014	12/31/2014	7,420.00	Reappointment	E&G
Art	Mary Susan Webb	08/26/2013	12/31/2014	4,872.00	Reappointment	E&G
Art	Mary Susan Webb	08/25/2014	12/31/2014	2,436.00	Reappointment	E&G
Art	Linda Skaggs Oldham	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
Athletics	Patrice Blanchard	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Center for Gerontology	Candace Brown	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
Center for Gerontology	Kelly Glenn Fitzgerald	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Center for Gerontology	Marybeth Gail Hunt	01/27/2014	12/31/2014	3,384.00	Initial Appointment	E&G
Center for Gerontology	Marybeth Gail Hunt	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Center for Gerontology	Louise Marie Murray	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Commonwealth School	Tina Louise Barni	08/25/2014	12/31/2014	5,076.00	Reappointment	E&G
Commonwealth School	William Thomas Carroll	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Commonwealth School	Andrew R. Hensley	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Commonwealth School	Andrew R. Hensley	11/01/2014	12/31/2014	2,280.00	Reappointment	E&G
Commonwealth School	Travis D. Meserve	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Commonwealth School	James Jeremy Miller	08/25/2014	12/31/2014	3,384.00	Reappointment	E&G
Commonwealth School	James Jeremy Miller	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Commonwealth School	Timothy Bowman Ritter	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Commonwealth School	Timothy Bowman Ritter	11/01/2014	12/31/2014	4,272.00	Reappointment	E&G
Commonwealth School	Mana Stewart	08/25/2014	12/31/2014	4,560.00	Reappointment	Grant
Communication	Ian A. Brandon	08/26/2013	12/31/2014	1,692.00	Initial Appointment	E&G
Communication	Ian A. Brandon	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Communication	Sabine Chai	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
Communication	Ryan Dearbone	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
Communication	Julie Anna Denton-Price	08/25/2014	12/31/2014	3,384.00	Reappointment	E&G
Communication	Cayla Shae Duncan	08/25/2014	12/31/2014	3,384.00	Reappointment	E&G
Communication	Gerald Dean Gifford	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
Communication	Heather C. Lashley	08/25/2014	12/31/2014	3,384.00	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
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 Writlan	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	Nicole D. Latfin	08/25/2014	12/31/2014	1,424.00	Initial Appointment	E&G
Communication Sciences & Disorders	Sherry Adcock West	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Communication Sciences & Disorders	Tracy Pendley Wilson	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Computer Information Systems	Steven B. Parris	08/25/2014	12/31/2014	2,848.00	Reappointment	E&G
Counseling and Student Affairs	Gerald F Napoles	08/25/2014	12/31/2014	5,200.00	Reappointment	E&G
Department of Marketing	Cheryl Ann Payne	08/25/2014	12/31/2014	2,280.00	Initial Appointment	E&G
Dept. of Kinesiology, Recr. & Sport	Carrie Lynn Barnette	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	Anita Ruth Block	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
Dept. of Kinesiology, Recr. & Sport	Thaddus 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	RD
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 Gimbovys	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	4,272.00	Reappointment	E&G
Diversity & Community Studies	David Robert Brooks	08/25/2014	12/31/2014	4,560.00	Initial Appointment	RD
Diversity & Community Studies	Barbara H Chappell	08/27/2014	12/31/2014	1,840.00	Reappointment	RD
Diversity & Community Studies	Teresa Thompson Colon	08/25/2014	12/31/2014	3,384.00	Reappointment	RD
Diversity & Community Studies	Paul Louis Davis	08/25/2014	12/31/2014	6,408.00	Reappointment	RD
Diversity & Community Studies	Sarah Elisa Freeman	08/25/2014	12/31/2014	2,136.00	Reappointment	RD
Diversity & Community Studies	Marisa Suzanne Hopkins	08/25/2014	12/31/2014	2,136.00	Reappointment	RD
Diversity & Community Studies	Martsa Suzanne Hopkens	10/01/2014	12/31/2014	366.00	Reappointment	RD
Diversity & Community Studies	Scott Lester Huff	08/25/2014	12/31/2014	1,692.00	Initial Appointment	RD
Diversity & Community Studies	Elise Stuart Iannuzzi	08/25/2014	12/31/2014	3,173.00	Initial Appointment	RD
Diversity & Community Studies	Deborah W Isehower	08/26/2013	12/31/2014	2,136.00	Reappointment	RD
Diversity & Community Studies	Deborah W Isehower	08/25/2014	12/31/2014	2,136.00	Reappointment	RD
Diversity & Community Studies	Deborah W Isehower	10/01/2014	12/31/2014	326.00	Reappointment	RD
Diversity & Community Studies	Joganaa Kay Jones	08/25/2014	12/31/2014	1,840.00	Secondary Appt.	RD
Diversity & Community Studies	Joganaa Kay Jones	08/25/2014	12/31/2014	1,840.00	Reappointment	RD
Diversity & Community Studies	Aaron Lane Morris	08/25/2014	12/31/2014	2,400.00	Reappointment	RD
Diversity & Community Studies	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
Dual Credit	Jennifer Lynn Smith	08/25/2014	12/31/2014	1,692.00	Initial Appointment	RD
Dual Credit	Sarah Marie Smith	08/25/2014	12/31/2014	1,692.00	Initial Appointment	RD
Dual Credit	James M Sutherland	08/25/2014	12/31/2014	1,840.00	Initial Appointment	RD
Economics	William W. Davis	08/25/2014	12/31/2014	4,500.00	Initial Appointment	E&G
Economics	Michael Lynn Roberson	08/25/2014	12/31/2014	3,396.00	Reappointment	E&G
Economics	Michael Lynn Roberson	08/25/2014	12/31/2014	2,700.00	Reappointment	E&G
Ed. Admin., Leadership & Research	Stacy Rhoe Edds-Ellis	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Ed. Admin., Leadership & Research	Stacy Rhoe Edds-Ellis	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Ed. Admin., Leadership & Research	Thomas W Heaney	08/25/2014	12/31/2014	2,280.00	Initial Appointment	E&G
Ed. Admin., Leadership & Research	Miliska M. Krauft	08/25/2014	12/31/2014	2,280.00	Reappointment	Grant
Ed. Admin., Leadership & Research	Miliska M. Krauft	08/25/2014	12/31/2014	2,280.00	Initial Appointment	Grant
Ed. Admin., Leadership & Research	Amy Melton Shurt	08/25/2014	12/31/2014	2,350.00	Initial Appointment	E&G
Ed. Admin., Leadership & Research	Amy Melton Shurt	08/25/2014	12/31/2014	2,280.00	Initial Appointment	E&G
Ed. Admin., Leadership & Research	Brent M. Vannmeter	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Ed. Admin., Leadership & Research	Brent M. Vannmeter	08/25/2014	12/31/2014	2,000.00	Reappointment	E&G
Ed. Admin., Leadership & Research	Jeff Thomas Lashlee	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Engineering	Elizabeth A. Amnes	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
English	Joseph William Austin	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
English	Deborah Proctor Banks	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
English	Gary W. Beagle	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
English	Jimmy D. Browning	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
English	Roy L. Burkhead	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
English	Roy L. Burkhead	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
English	Anna May Combs	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
English	Rachel Cox	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
English	Marie Guthrie	08/25/2014	12/31/2014	6,840.00	Reappointment	E&G
English	Terry Ryan Hall	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
English	Rebecca Lauren Hallman	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
English	Logan Matthew Hudspeth	08/25/2014	12/31/2014	5,076.00	Initial Appointment	E&G
English	Gretchen Carol Johnson	08/27/2014	12/31/2014	6,408.00	Reappointment	E&G
English	Marshall Hadden Kemp	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
English	Jeong-Oh Kim	08/25/2014	12/31/2014	6,840.00	Reappointment	E&G
English	Valarie Lynn Phelps	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
English	Amy E. Pope	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
English	John H. Reiss	08/25/2014	12/31/2014	4,500.00	Reappointment	E&G
English	Velda Ruth Rogers	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
English	James D. Skaggs	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
English	Mari Beth Stanley	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
English	Felicia Ann Stinson	08/25/2014	12/31/2014	3,384.00	Initial Appointment	E&G
English	Catherine P. Ware	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
English	Elizabeth M. Weixel	08/25/2014	12/31/2014	6,840.00	Reappointment	E&G
English	Eva Lynn Whittle	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
English	Kayla M. Wright	08/25/2014	12/31/2014	5,076.00	Reappointment	E&G
English	Andrew Eli M. Yeater	08/25/2014	12/31/2014	3,384.00	Initial Appointment	E&G
English	Sherry Wilson Youngquist	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
ESLI	Dawn Marie Winters	08/25/2014	12/31/2014	4,272.00	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	12/31/2015	4,560.00	Reappointment	E&G
Folk Studies & Anthropology	Susan S. Eagle	12/1/2014	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 Shafae	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	RD
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	Sammuel Earl Ford	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
History	Stephen M. Kerstner	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Honors College	Nicolette Isabel Bruner Olson	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
Institutional Research	Matthew Thomas Bogard	08/25/2014	12/31/2014	2,700.00	Reappointment	E&G
Interdisciplinary Studies	Julie Lantz-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
Journalism & Broadcasting	Jacqueline C. Cavnar	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
Journalism & Broadcasting	Travis 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
Leadership Studies	Angela Williams Spiller	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Liberal Arts & Science	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	Till 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	Crystal Hodges Rowland	08/25/2014	12/31/2014	1,692.00	Secondary Appt.	E&G
Liberal Arts & Science	Thomas R. Wells	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Liberal Arts & Science	Jonathan David Word	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Management	Edwin Buchanan	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Management	Scott D. Lautenberg	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

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
Management	David Thomas Sparks	08/25/2014	12/31/2014	2,600.00	Reappointment	E&G
Modern Languages	Khalidoun A. Almousily	08/25/2014	12/31/2014	5,520.00	Reappointment	E&G
Modern Languages	Joseph Michael Erdi	08/25/2014	1/31/2015	6,408.00	Reappointment	E&G
Modern Languages	Joseph Michael Erdi	01/05/2015	1/31/2015	2,136.00	Reappointment	RD
Music	Debra Jane Belcher	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Music	Joshua Taylor Bloecher	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
Music	Jennifer J. Brennan-Hondorp	08/25/2014	12/31/2014	3,794.00	Reappointment	E&G
Music	Nancy Hill Cron	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Music	Matthew J. Herman	08/25/2014	12/31/2014	6,080.00	Reappointment	E&G
Music	Jeremy A. Kelly	08/25/2014	12/31/2014	3,560.00	Reappointment	E&G
Music	Marilyn Emma Nije	08/25/2014	12/31/2014	3,869.00	Initial Appointment	E&G
Music	Justin David Osborne	08/25/2014	12/31/2014	5,076.00	Reappointment	E&G
Music	Beh Kennedy Pope	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
Music	Keith W Sorrels	08/25/2014	12/31/2014	2,029.00	Reappointment	E&G
Music	Alesia L. Speer	08/25/2014	12/31/2014	4,984.00	Reappointment	E&G
Music	C. Kenneth Stein	08/25/2014	12/31/2014	1,728.00	Reappointment	E&G
Music	Andrew L Witherington	08/25/2014	12/31/2014	1,827.00	Initial Appointment	E&G
Music	Marcus Evans	08/25/2014	12/31/2014	3,680.00	Initial Appointment	E&G
Philosophy & Religion	Ryan Korstange	08/25/2014	12/31/2014	3,680.00	Reappointment	E&G
Philosophy & Religion	Martius Antonius Von Steinfort	08/25/2014	12/31/2014	3,680.00	Reappointment	E&G
Philosophy & Religion	Kevin Damien DeFebbo	08/25/2014	10/31/2014	1,140.00	Reappointment	E&G
Political Science	Kevin Damien DeFebbo	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
Political Science	Timothy Wayne Gilliam	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
Political Science	Denise Michele Tolbert	11/01/2014	12/31/2014	920.00	Reappointment	E&G
Political Science	Daniel Colin Tucker Curry	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Professional Studies	Steven Alan Throneberry	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Psychology	Anna Marie Clayton	08/25/2014	12/31/2014	4,272.00	Initial Appointment	E&G
Psychology	Sarah Elizabeth Humphreys	08/25/2014	12/31/2014	2,904.00	Initial Appointment	E&G
Psychology	Jodi Lynn McKnight	08/25/2014	1/31/2015	4,560.00	Reappointment	E&G
Psychology	Jodi Lynn McKnight	01/05/2015	1/31/2015	2,280.00	Reappointment	RD
Psychology	Dennis L. Painter	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Psychology	Bonnie Hannibal Reed	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Psychology	Bonnie Hannibal Reed	08/25/2014	12/31/2014	4,272.00	Reappointment	RD
Psychology	Scott B. Shadrick	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
Psychology	Margaret Annette White	08/25/2014	1/31/2015	2,136.00	Reappointment	E&G
Psychology	Margaret Annette White	08/25/2014	12/31/2014	4,272.00	Reappointment	RD
Psychology	Margaret Annette White	01/05/2015	1/31/2015	2,136.00	Reappointment	RD
Psychology	Rebecca Lynn Bruce	08/25/2014	12/31/2014	6,840.00	Reappointment	E&G
Public Health	Charles McClane Cann	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
Public Health	Charles McClane Cann	08/25/2014	12/31/2014	1,057.00	Reappointment	E&G
Public Health	Charles McClane Cann	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
Public Health	Dennis R. Chaney	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
Public Health	Andrew Tyler Clark	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
Public Health	David C. Duncan	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
Public Health	Thomas Jason Howard Gunn	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G

Department	Employee	Begin Date	End Date	Proposed Salary	Type Action	Funding Source
Public Health	Rawnak Hafsa	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 Suter	01/27/2014	12/31/2014	1,692.00	Initial Appointment	E&G
Public Health	Stacie Marie Suter	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Janey Smith Atkinson	08/25/2014	10/31/2014	7,000.00	Reappointment	E&G
School of Nursing	Matthew Tyler Atkinson	08/25/2014	12/31/2014	5,000.00	Reappointment	E&G
School of Nursing	Matthew Tyler Atkinson	08/25/2014	10/31/2014	6,000.00	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	3,000.00	Reappointment	E&G
School of Nursing	Sheila Ann Carlett	08/25/2014	12/31/2014	4,000.00	Reappointment	E&G
School of Nursing	Linda N. Coakley	08/25/2014	12/31/2014	7,000.00	Reappointment	E&G
School of Nursing	Laura Blackburn Deaton	08/25/2014	12/31/2014	6,000.00	Reappointment	E&G
School of Nursing	Debra Ann DeWitt	08/25/2014	12/31/2014	3,000.00	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 Flerer	08/25/2014	12/31/2014	7,000.00	Initial Appointment	E&G
School of Nursing	Lena Marie Gokey	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
School of Nursing	Sherril Colleen Goldsmith	08/25/2014	12/31/2014	7,000.00	Reappointment	E&G
School of Nursing	Sarah Harrington 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 Deaning 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	Tracy C Sanders	08/25/2014	12/31/2014	3,000.00	Initial Appointment	E&G
School of Nursing	Jason 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 Professional Studies	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 Flerer	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
School of Professional Studies	Susan Mary Fleschner	08/25/2014	12/31/2014	2,280.00	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
School of Professional Studies	James T Kane	08/25/2014	12/31/2014	2,280.00	Initial Appointment	E&G
School of Professional Studies	David M Kerr	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
School of Professional Studies	Jason D. Marshall	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
School of Professional Studies	Dorell Marie Quinn Neal	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
School of Professional Studies	Kevin Thomas Neal	08/25/2014	12/31/2014	1,840.00	Initial Appointment	E&G
School of Professional Studies	Patricia M. Steelman	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
School of Professional Studies	Wouter Van Alebeek	08/25/2014	9/30/2014		Reappointment	E&G
School of Professional Studies	Thomas W. Weakley	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
School of Professional Studies	Brandi Michelle Wyatt-Hughes	08/25/2014	12/31/2014	4,272.00	Reappointment	RD
School of Teacher Education	Matthew Darin Constant	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
School of Teacher Education	Matthew Darin Constant	08/25/2014	12/31/2014	2,280.00	Secondary Appt.	E&G
School of Teacher Education	Kelly E. Copas	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
School of Teacher Education	Kelly E. Copas	08/25/2014	12/31/2014	3,216.00	Reappointment	E&G
School of Teacher Education	Laura S. Crafton	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Laura S. Crafton	08/27/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Erica Celeste Curtight	08/26/2013	12/31/2014	4,272.00	Reappointment	E&G
School of Teacher Education	Erica Celeste Curtight	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Erica Celeste Curtight	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Julie Renee Diamond Hale	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Julie Renee Diamond Hale	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Tanya Marie Lancaster	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Tanya Marie Lancaster	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Laura J. Pillow	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Keely Blair P'Pool	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Rhonda Kelly Simpson	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
School of Teacher Education	James Anthony Thins	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of Teacher Education	Wesley Amos Waddle	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
School of Teacher Education	Terri Ann Webb	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of University Studies	Janet Karen Alford	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
School of University Studies	Vivian Pearl Baker	08/25/2014	12/31/2014	5,520.00	Reappointment	E&G
School of University Studies	Lisa M. Carnes	08/25/2014	12/31/2014	5,520.00	Reappointment	E&G
School of University Studies	Thomas Hamilton Cherry	08/25/2014	12/31/2014	5,076.00	Reappointment	E&G
School of University Studies	Laurel Coffey	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
School of University Studies	Kathy Sue Douglas	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
School of University Studies	Dero D. Downing	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of University Studies	Jessica Marie Lueders Emerson	08/25/2014	12/31/2014	1,840.00	Initial Appointment	E&G
School of University Studies	Jaqueline Renee Gibbons	08/25/2014	12/31/2014	4,908.00	Initial Appointment	E&G
School of University Studies	Karen Renae Hall	06/01/2014	12/31/2014	4,500.00	Reappointment	E&G
School of University Studies	Karen Renae Hall	08/25/2014	12/31/2014	5,696.00	Reappointment	E&G
School of University Studies	Elizabeth Hicks	08/25/2014	12/31/2014	3,680.00	Reappointment	E&G
School of University Studies	Sara Lauren Jones	08/25/2014	12/31/2014	1,692.00	Initial Appointment	E&G
School of University Studies	Lauren R Martinez	08/25/2014	12/31/2014	4,908.00	Reappointment	E&G
School of University Studies	Diana Lynne McQuady	08/25/2014	12/31/2014	4,908.00	Reappointment	E&G
School of University Studies	Jason Anthony Musser	08/26/2013	12/31/2014	4,294.00	Rehire	E&G
School of University Studies	Jason Anthony Musser	08/25/2014	12/31/2014	4,908.00	Reappointment	E&G

Department	Employee	Begin Date	End Date	Proposed Salary	Type Action	Funding Source
School of University Studies	Tracy Leeann Reels	08/25/2014	12/31/2014	2,256.00	Reappointment	E&G
School of University Studies	Eric V Stenfelds	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 Wart	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
School of University Studies	Cathy Sue Waugh	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
School of University Studies	Richelle Mielko Woodrome	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 Litehfield	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. McMillan	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	Tandra 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
Theatre & Dance	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. Dohring	08/25/2014	12/31/2014	6,840.00	Reappointment	E&G
Theatre & Dance	Madonna M. Freeburn	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	Rebekah Jane Phillips	08/25/2014	12/31/2014	4,500.00	Reappointment	E&G
University College	William L. Becker	08/25/2014	12/31/2014	1,692.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	William L. Becker	08/25/2014	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 Cursinger	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

Department	Employee	Begin Date	End Date	Proposed Salary	Type Action	Funding Source
WKU - E-town/Radcliff/Fort Knox	Mary Dale Norcaust	08/25/2014	12/31/2014	2,136.00	Initial Appointment	E&G
WKU - E-town/Radcliff/Fort Knox	Karl William Olive	08/25/2014	12/31/2014	2,436.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Wanda Diane Owsley	08/25/2014	10/31/2014	2,280.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Michael Christopher Reed	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - E-town/Radcliff/Fort Knox	Angela J. Steele	11/01/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Glasgow	Johnny Derek Belcher	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
WKU - Glasgow	Donna L. Beunet	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Glasgow	Mark Vaughn Biggers	08/25/2014	12/31/2014	6,408.00	Reappointment	E&G
WKU - Glasgow	Georgena Ann Brackett	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Glasgow	Robert F. Brock	08/25/2014	12/31/2014	3,000.00	Reappointment	E&G
WKU - Glasgow	Robert F. Brock	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
WKU - Glasgow	Robert F. Brock	08/25/2014	12/31/2014	2,280.00	Reappointment	RD
WKU - Glasgow	Starla M. Buckley	08/26/2014	12/31/2014	4,272.00	Reappointment	E&G
WKU - Glasgow	Susan S. Chambers	08/25/2014	12/31/2014	2,496.00	Reappointment	E&G
WKU - Glasgow	Sharon Ann Eagles	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Glasgow	Sharon Ann Eagles	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Glasgow	Ben L. Francis	08/25/2014	12/31/2014	3,396.00	Reappointment	E&G
WKU - Glasgow	Douglas Cleveland Jenkins	08/25/2014	12/31/2014	5,040.00	Reappointment	E&G
WKU - Glasgow	Sherry Rosalie Keown	08/25/2014	12/31/2014	1,840.00	Reappointment	E&G
WKU - Glasgow	Lindsay Erin Levisay	08/25/2014	12/31/2014	2,412.00	Initial Appointment	E&G
WKU - Glasgow	Leslie L. Lloyd	08/25/2014	12/31/2014	3,424.00	Reappointment	E&G
WKU - Glasgow	Gerald John Lundin	08/25/2014	12/31/2014	2,856.00	Reappointment	E&G
WKU - Glasgow	David Herbert Pelham	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
WKU - Glasgow	Freeman Clay Powell	08/25/2014	12/31/2014	2,676.00	Reappointment	E&G
WKU - Glasgow	Freeman Clay Powell	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - Glasgow	Joanne L. Powell	08/25/2014	12/31/2014	2,856.00	Reappointment	E&G
WKU - Glasgow	Van E. Roberts	08/25/2014	12/31/2014	3,876.00	Reappointment	E&G
WKU - Glasgow	David P. Rogers	08/25/2014	12/31/2014	4,560.00	Reappointment	E&G
WKU - Glasgow	John Caldwell Rogers	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Glasgow	Jennifer Bruton Sims	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Glasgow	Jennifer Bruton Sims	08/25/2014	12/31/2014	2,496.00	Reappointment	E&G
WKU - Glasgow	Clay M. Smith	08/25/2014	12/31/2014	2,436.00	Reappointment	E&G
WKU - Glasgow	Ronnie Lynn Stinson	08/26/2013	10/31/2014	4,944.00	Reappointment	E&G
WKU - Glasgow	Ronnie Lynn Stinson	01/27/2014	10/31/2014	1,065.00	Reappointment	E&G
WKU - Glasgow	Ronnie Lynn Stinson	08/25/2014	10/31/2014	1,057.00	Reappointment	E&G
WKU - Glasgow	Daniel L. Stone	08/25/2014	10/31/2014	1,072.00	Reappointment	E&G
WKU - Glasgow	Cynthia Lavern Westmoreland	08/25/2014	12/31/2014	2,820.00	Reappointment	E&G
WKU - Glasgow	Markeeta Vincent Wood	08/25/2014	12/31/2014	4,992.00	Reappointment	E&G
WKU - Glasgow	Todd Woodward	08/25/2014	12/31/2014	2,640.00	Reappointment	E&G
WKU - Glasgow	Mary Alice Yokley	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
WKU - Owensboro	Amanda Sue Blohm-Thompson	08/25/2014	12/31/2014	4,272.00	Reappointment	E&G
WKU - Owensboro	Michael S. Boyd	08/25/2014	12/31/2014	2,676.00	Reappointment	E&G
WKU - Owensboro	Michael J. Curry	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Owensboro	Darryl D. Dockery	08/25/2014	12/31/2014	2,798.00	Reappointment	E&G
WKU - Owensboro	Darryl D. Dockery	08/25/2014	12/31/2014	6,342.00	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. Domerese	08/25/2014	12/31/2014	5,768.00	Reappointment	E&G
WKU - Owensboro	Linda B. Domerese	08/25/2014	12/31/2014	5,768.00	Reappointment	E&G
WKU - Owensboro	Linda B. Domerese	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 Fartna	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	Leesa K. Moman	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - Owensboro	Lionel R. Phelps	08/25/2014	12/31/2014	2,280.00	Reappointment	E&G
WKU - Owensboro	Robert M. Purdy	08/25/2014	12/31/2014	2,136.00	Reappointment	E&G
WKU - Owensboro	Ernd E. Roach	08/25/2014	12/31/2014	2,436.00	Reappointment	E&G
WKU - Owensboro	William Raymond Roth	08/25/2014	12/31/2014	2,136.00	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	Gordon Donald McKerral	Associate Professor	9/30/2014	1,000.00	Overload	E&G
21st Century Media - POD	Gordon Donald McKerral	Associate Professor	10/31/2014	1,000.00	Overload	E&G
21st Century Media - POD	Cliff P. Shaluta	Professor	10/31/2014	1,000.00	Overload	E&G
Architect & Manufacturing Sciences	Mark D. Ciampa	Associate Professor	9/30/2014	1,000.00	Overload	E&G
Architect & Manufacturing Sciences	Mark D. Ciampa	Associate Professor	10/31/2014	1,000.00	Overload	E&G
Architect & Manufacturing Sciences	Anthony Mark Doggett	Associate Professor	10/31/2014	1,000.00	Overload	E&G
Communication	Gayle N. Allison	Instructor	9/30/2014	1,000.00	Overload	E&G
Communication	Gayle N. Allison	Instructor	10/31/2014	1,000.00	Overload	E&G
Communication	Gary Kent Hughes	Instructor	9/30/2014	1,000.00	Overload	E&G
Communication	Gary Kent Hughes	Instructor	10/31/2014	1,000.00	Overload	E&G
Computer Science	Jeffrey Michael Galloway	Instructor	9/30/2014	1,000.00	Overload	E&G
Computer Science	Jeffrey Michael Galloway	Instructor	10/31/2014	1,000.00	Overload	E&G
Diversity & Community Studies	Eric Walter Bain-Selbo	Department Head	10/31/2014	1,000.00	Overload	E&G
Economics	David Michael Zimmer	Associate Professor	9/30/2014	1,000.00	Overload	E&G
Economics	David Michael Zimmer	Associate Professor	10/31/2014	1,000.00	Overload	E&G
Economics	David Michael Zimmer	Associate Professor	10/31/2014	1,000.00	Overload	E&G
English	Alexander B. Poole	Associate Professor	9/30/2014	1,000.00	Overload	E&G
English	Alexander B. Poole	Associate Professor	10/31/2014	1,000.00	Overload	E&G
Folk Studies & Anthropology	Kathryn Ann Huddephol	Associate Professor	9/30/2014	1,000.00	Overload	E&G
Folk Studies & Anthropology	Kathryn Ann Huddephol	Associate Professor	10/31/2014	1,000.00	Overload	E&G
History	Alexander I Olsson	Assistant Professor	9/30/2014	1,000.00	Overload	E&G
History	Alexander I Olsson	Assistant Professor	10/31/2014	1,000.00	Overload	E&G
History	Dana Mischelle Cosby	Executive-in-Residence	9/30/2014	1,000.00	Overload	E&G
Management	Stacey Durbin Gish	Instructor	9/30/2014	1,000.00	Overload	E&G
Management	Stacey Durbin Gish	Instructor	10/31/2014	1,000.00	Overload	E&G
Mathematics	Robin Latrice Ayers	Instructor	9/30/2014	1,000.00	Overload	E&G
Mathematics	Robin Latrice Ayers	Instructor	10/31/2014	1,000.00	Overload	E&G
Modern Languages	Laura Green McGee	Department Head	10/31/2014	1,000.00	Overload	E&G
Modern Languages	Laura Green McGee	Department Head	10/31/2014	1,500.00	Overload	E&G
Modern Languages	Ke Peng	Assistant Professor	9/30/2014	1,000.00	Overload	E&G
Psychology	Jenni Lynne Redifer	Assistant Professor	10/31/2014	1,000.00	Overload	E&G
Psychology	Jenni Lynne Redifer	Assistant Professor	9/30/2014	750.00	Overload	E&G
School of Teacher Education	Nancy Franklin Hulan	Assistant Professor	10/31/2014	750.00	Overload	E&G
School of Teacher Education	Nancy Franklin Hulan	Assistant Professor	10/31/2014	750.00	Overload	E&G
School of Teacher Education	Elizabeth Gail Kirby	Assistant Professor	10/31/2014	1,000.00	Overload	E&G
School of Teacher Education	Rachel E. Leer	Instructor	9/30/2014	750.00	Overload	E&G
School of Teacher Education	Rachel E. Leer	Instructor	10/31/2014	750.00	Overload	E&G
School of Teacher Education	Christina Roanree Noel	Instructor	9/30/2014	1,000.00	Overload	E&G
School of Teacher Education	Christina Roanree Noel	Instructor	10/31/2014	1,000.00	Overload	E&G
School of Teacher Education	Pamela Jean Petty	Professor	9/30/2014	750.00	Overload	E&G
School of Teacher Education	Pamela Jean Petty	Professor	10/31/2014	750.00	Overload	E&G
School of Teacher Education	Kandy C. Smith	Assistant Professor	9/30/2014	750.00	Overload	E&G
School of Teacher Education	Kandy C. Smith	Assistant Professor	10/31/2014	750.00	Overload	E&G
School of University Studies	Anne Lawson Heintzman	Instructor	10/31/2014	1,000.00	Overload	E&G
21st Century Media - POD	Victoria Leigh Laboe	Assistant Professor	9/30/2014	1,000.00	Supplemental Pay	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
Athletic Administration (Academic)	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 Montcal Oregon	Assistant Professor	9/30/2014	500.00	Supplemental Pay	RD
Athletic Administration (Academic)	Evelyn Montcal 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 Ahtel	Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Smart Campbell Burris	Associate Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Mark Edward Cambron	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. Gillfillan	Professor	10/31/2014	200.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Linda Brown Gonzales	Associate Professor	10/31/2014	300.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Gregory B. Goodrich	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	200.00	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	300.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Matthew J. Nee	Assistant Professor	10/31/2014	300.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Shane M. Palmquist	Associate 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	Matthew Clinton Shake	Assistant Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Marlin James Stone	Associate Professor	10/31/2014	100.00	Supplemental Pay	E&G
Award - OCSE, Dean's Office	Wahb Vandameer	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	10/31/2014	100.00	Supplemental Pay	E&G
Career & Workforce Development	John Kirk Atkinson	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	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
Career & Workforce Development	Patricia L. Desrosiers	Assistant Professor	10/31/2014	750.00	Supplemental Pay	RD
CFL - Social Work	Patricia L. Desrosiers	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
CFL - Social Work	Hester Vivian Hurt	Instructor	10/31/2014	4,500.00	Supplemental Pay	RD
CFL - Social Work	Dana June Sullivan	Associate Professor	10/31/2014	750.00	Supplemental Pay	RD
Cohort Programs	Daniel P. Boden	Assistant Professor	9/30/2014	1,000.00	Supplemental Pay	RD
Cohort Programs	Daniel P. Boden	Assistant Professor	10/31/2014	1,000.00	Supplemental Pay	RD
Cohort Programs	Dawn Langkamp Bolton	Associate Professor	9/30/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	Dawn Langkamp Bolton	Associate Professor	10/31/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	Ismail Civelek	Assistant Professor	9/30/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	Ismail Civelek	Assistant Professor	10/31/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	LeAnne Coder	Associate Professor	9/30/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	LeAnne Coder	Associate Professor	10/31/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	William Spencer Cole	Instructor	9/30/2014	1,250.00	Supplemental Pay	RD
Cohort Programs	William Spencer Cole	Instructor	10/31/2014	1,250.00	Supplemental Pay	RD
Cohort Programs	Dana Mischelle Cosby	Executive-in-Residence	9/30/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	Dana Mischelle Cosby	Executive-in-Residence	10/31/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	Mary Kimberly Green	Associate Professor	9/30/2014	1,750.00	Supplemental Pay	RD
Cohort Programs	Mary Kimberly Green	Associate Professor	10/31/2014	1,750.00	Supplemental Pay	RD
Cohort Programs	Kimberly W. Harris	Associate Professor	9/30/2014	900.00	Supplemental Pay	RD
Cohort Programs	Kimberly W. Harris	Associate Professor	10/31/2014	900.00	Supplemental Pay	RD
Cohort Programs	Gary Wayne Houckens	Associate Professor	9/30/2014	500.00	Supplemental Pay	RD
Cohort Programs	Gary Wayne Houckens	Associate Professor	10/31/2014	500.00	Supplemental Pay	RD
Cohort Programs	Robin Renee Maddison	Instructor	9/30/2014	900.00	Supplemental Pay	RD
Cohort Programs	Robin Renee Maddison	Instructor	10/31/2014	900.00	Supplemental Pay	RD
Cohort Programs	Leanna Miller	Instructor	9/30/2014	900.00	Supplemental Pay	RD
Cohort Programs	Leanna Miller	Instructor	10/31/2014	900.00	Supplemental Pay	RD
Cohort Programs	Robert Allen Reber	Professor	9/30/2014	3,500.00	Supplemental Pay	RD
Cohort Programs	Robert Allen Reber	Professor	10/31/2014	3,500.00	Supplemental Pay	RD
Cohort Programs	James Richard Shannon	Chair	9/30/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	James Richard Shannon	Chair	10/31/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	Michael Shane Spiller	Associate Professor	9/30/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	Michael Shane Spiller	Associate Professor	10/31/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	Lisa Eileen Stewart	Instructor	9/30/2014	750.00	Supplemental Pay	RD
Cohort Programs	Lisa Eileen Stewart	Instructor	10/31/2014	750.00	Supplemental Pay	RD
Cohort Programs	Samantha B. Thapa	Professor	9/30/2014	2,500.00	Supplemental Pay	RD
Cohort Programs	Samantha B. Thapa	Professor	10/31/2014	2,500.00	Supplemental Pay	RD
Cent. & Prof.Dev. Registrations	Ching-Yi Lin	Assistant Professor	10/31/2014	1,705.00	Supplemental Pay	RD
CPD Consortium Training	Dana Mischelle Cosby	Executive-in-Residence	9/30/2014	900.00	Supplemental Pay	RD
CPD Consortium Training	Aaron Wilson Hughey	Professor	9/30/2014	900.00	Supplemental Pay	RD
CPD Consortium Training	Aaron Wilson Hughey	Professor	10/31/2014	900.00	Supplemental Pay	RD
DELO - MBA	Indudeep S. Chhabhi	Professor	9/30/2014	2,000.00	Supplemental Pay	RD
DELO - MBA	Indudeep S. Chhabhi	Professor	10/31/2014	2,000.00	Supplemental Pay	RD
DELO - MBA	Harold Thompson Little	Associate Professor	9/30/2014	2,000.00	Supplemental Pay	RD
DELO - MBA	Harold Thompson Little	Associate Professor	10/31/2014	2,000.00	Supplemental Pay	RD
DELO - MBA	Patricia R. Todd	Associate Professor	9/30/2014	2,000.00	Supplemental Pay	RD
DELO - MBA	Patricia R. Todd	Associate Professor	10/31/2014	2,000.00	Supplemental Pay	RD
DELO - MBA	Donna Key Schiess	Instructor	10/31/2014	2,500.00	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	4,868.00	Supplemental Pay	RD
Florist Shop	Sarah Grace Berry	Professional-In-Residence	10/31/2014	200.00	Supplemental Pay	RD
Graduate School	Ching-Yi Lin	Assistant Professor	10/31/2014	200.00	Supplemental Pay	E&G
Graduate School	Kenyeta Valeta Martin	Post-Doctoral Fellow	9/30/2014	1,250.00	Supplemental Pay	E&G
Health & Fitness Lab	Lacretia Toniece 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
LifeLong Learning	Christopher Lloyd Brown	Chair	10/31/2014	3,000.00	Supplemental Pay	E&G
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 Strow	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 Iyegunniwe	Associate Professor	10/31/2014	350.00	Supplemental Pay	E&G
Public Health	Grace K. Larley	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	Richie Don Taylor	Associate Professor	9/30/2014	100.00	Supplemental Pay	E&G
School of Professional Studies	Holli R. Drummond	Instructor	9/30/2014	200.00	Supplemental Pay	E&G
School of Professional Studies	James B. Fulkerson	Instructor	9/30/2014	2,000.00	Supplemental Pay	E&G
School of Professional Studies	Patricia L. Desrosiers	Assistant Professor	9/30/2014	3,608.29	Supplemental Pay	E&G
School of Professional Studies	Guangming Xing	Professor	10/31/2014	4,500.00	Supplemental Pay	RD
Software Solutions	Fred Wayne Gibson	Associate Professor	9/30/2014	2,700.00	Supplemental Pay	RD
Study Away Program	Kimberly Jones Green	Instructor	10/31/2014	450.00	Supplemental Pay	RD
Study Away Program	Elizabeth H. Forrester Kelly	Assistant Professor	9/30/2014	9,000.00	Supplemental Pay	RD
Study Away Program	Jerry Walker Rutledge	Assistant Professor	9/30/2014	4,500.00	Supplemental Pay	RD
Study Away Program	Thomas Bradley Shinnett	Assistant Professor	9/30/2014	4,500.00	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
* Funding Source Codes:						
E&G - Education and General						
Grant - Grant Funded						
Aux - Auxiliary						
RD - Revenue Dependent						
Split - Funding is split between sources						
FDN - Foundation						

**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.

Western Kentucky University
First Quarter 2015 - Statement of Revenues and Expenditures
For the period from July 1, 2014 through September 30, 2014

	<u>Revised Budget</u> <u>1st Quarter</u>	<u>Actual</u> <u>1st Quarter</u> <u>Year-to-date</u>	<u>Percent of</u> <u>2014-15</u> <u>Actual/Revised</u>
Revenue			
Educational and General			
Unrestricted			
Student Tuition and Fees	\$ 191,246,000	\$ 91,737,423	48.0%
State Appropriations	\$ 72,649,400	\$ 21,794,800	30.0%
Other	\$ 26,627,600	\$ 8,035,486	30.2%
Net Assets Allocation *	\$ 19,665,576		
Total Unrestricted	\$ 310,188,576	\$ 121,567,709	
Restricted			
Grants and Contracts	\$ 61,382,000	\$ 25,782,245	42.0%
Net Assets Allocation	\$ 921,723		
Total Restricted	\$ 62,303,723	\$ 25,782,245	
Auxiliary Enterprises			
Revenue Sources	\$ 23,789,000	\$ 9,590,330	40.3%
Net Assets Allocation	\$ 124,180		
Total Auxiliary Enterprise	\$ 23,913,180	\$ 9,590,330	
Total Revenue	<u>\$ 396,405,479</u>	<u>\$ 156,940,284</u>	<u>39.6%</u>
Total Revenue Excluding Net Assets Allocation	<u>\$ 375,694,000</u>	<u>\$ 156,940,284</u>	<u>41.8%</u>
Expenditures			
Educational and General **			
Unrestricted			
Unrestricted E&G	\$ 310,810,176	\$ 79,388,348	25.5%
Total Unrestricted	\$ 310,810,176	\$ 79,388,348	
Restricted			
Grants and Contracts	\$ 61,682,123	\$ 25,782,245	41.8%
Total Restricted	\$ 61,682,123	\$ 25,782,245	
Auxiliary Enterprises			
Auxiliary Enterprises	\$ 23,913,180	\$ 5,394,241	22.6%
Total Auxiliary Enterprises	23,913,180	\$ 5,394,241	
Total Expenditures	<u>\$ 396,405,479</u>	<u>\$ 110,564,834</u>	<u>27.9%</u>

* Unrestricted net assets allocation total includes \$16,603,000 Budgeted Net Asset Allocation (Carry Forward), \$1,762,576 encumbrance commitments from prior year, and \$1,300,000 BOR approval for Science Campus Phase IV.

** Unrestricted budget includes \$621,600 of restricted funds allocated to departmental operating budgets for work study wages.

2015 EMPLOYEE HEALTH PLAN

Background:

WKU has maintained a self-funded employee health plan since January 1999. The self-funding strategy has promoted significant flexibility and cost controls over time, benefitting both the institution and employee participants. Health plan design has historically followed the traditional PPO (Preferred Provider Organization) model with established co-payments, deductibles and out-of-pocket maximums and having in-network and out-of-network benefits. Effective January 1, 2015, WKU implemented an employee health plan that is modeled based on consumer-driven principles and employee engagement, enhanced wellness integration, cost containment for the University and employees and market competitiveness. The new plan contains a high-deductible option paired with a Health Savings Account (HSA) along with two PPO alternatives which are paired with a Health Reimbursement Arrangement (HRA). The prescription drug program is carved out from the health plan and is offered through a Kentucky-based higher-education coalition (Know Your Rx) using Express Scripts as the Pharmacy Benefit Manager.

Design and Implementation Partners:

Under leadership of the Department of Human Resources, the major redesign of the employee health plan was accomplished with the involvement of several key partners:

- The Employee Benefits Advisory Committee—a 15 member committee comprised of faculty and staff (as recommended by the University Senate and Staff Council) and key leaders within the Division of Finance and Administration. The Committee's role is to provide general oversight and to represent the mutual interests of faculty and staff and the University in general. The Committee reports its decisions and recommendations directly to the University President.
- Sibson Consulting, a Division of the Segal Group—providing professional, actuarial and compliance guidance.
- Houchens Insurance Group—providing integrated solutions and applications in support of health plan administration and enhanced employee services.

Guiding Principles:

Three primary guiding principles served as the basis for WKU's health plan redesign:

1. **Creation of a sustainable health plan**—align benefits to comparative market, sound financial performance and cost controls; compliance with the Affordable Care Act, avoidance of future excise tax.
2. **Engaging employees for better health care decisions**—tools and resources that identify lower cost and high quality; promoting the patient-physician relationship and use of preventive care.
3. **Encouraging and rewarding healthy lifestyles**—integrating wellness concepts with plan design; incorporating covered spouses/partners into the wellness program.

Plan Monitoring:

The 2015 employee health plan represents a major departure from the past and as such warrants careful monitoring for acceptable financial performance, administration, customer service and other desired outcomes. The Employee Benefits Advisory Committee will have a key role in this assessment and any recommended changes appropriate for the 2016 plan year.



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Board of Regents

PRESIDENT'S REPORT

January 23, 2015

*Mass Media and Technology Hall
Cornelius A. Martin Regents Room*



Project Name/PM	Scope	Budget	Source of Funds	Schedule	Status
Ogden College Construction and Renovation (DC/BJ)	This project will include: Ph I: demolition of Thompson Complex North Wing; Ph II: construction of a new science building to take the place of TCNW; and, Ph III: a renovation of Thompson Complex Center Wing. The new facility is scheduled for completion by 6/30/17 and the renovation will be complete by 1/30/18.	\$48,000,000	State Bond	Start: 10/1/14 Complete: 1/30/18	Phase I: Demo scheduled to be complete by 1/23/15 Phase II: Programming Phase III: Programming
Construct Honors College Facility (KO)	Construct 75,000 gsf Honors College Building to support Honors College, Office of Scholar Development, Navitas, Chinese Flagship and International Programs.	\$22,000,000	Agency Bonds	Start: 2/1/13 Complete: 7/30/15	Construction 30%
Gatton Academy Expansion (KO)	The expansion of Florence Schneider Hall will expand the current Gatton Academy bed count from 120 to 200. In addition a new multipurpose meeting/conference room and additional administrative offices for The Gifted Studies program and Gatton Academy are planned. This project will add approximately 17,000 square feet and renovate 9,000 square feet of the existing building.	\$10,000,000	Private Funds	Start: 4/1/14 Complete: 7/31/16	Out to Bid 1/15/15
Construct Confucius International Facility (KO)	This project will construct a 7,000 square foot facility on Normal Drive adjacent to the new Honors College and International Center. It will support the Confucius Institute with additional gallery, classroom, office and multiuse space. Programming will start in early 2015.	\$2,300,000	Private Funds	Start: TBD Complete: TBD	Planning



Project Name/PM	Scope	Budget	Source of Funds	Schedule	Status
High Voltage Phase VIII (BJ)	The High Voltage Phase VIII project includes changing the Kentucky Building, Rodes Harlin Hall, Parking Structure #1, and Grise Hall to the new 12,470 volt primary electrical distribution system. The Kentucky Building and Rodes Harlin Hall will be in the base bid. PS1 and Grise Hall will be bid as alternate	\$1,200,000	E&G	Start: 11/1/14 Complete: 8/17/15	Planning
WKU-Community Bikeway (BJ)	Develop a network of bicycle and pedestrian facilities that connects area schools, parks and shopping areas to low- and medium-density residential neighborhoods and residence halls. This project is funded by an equally shared Federal Grant with the City of Bowling Green. WKU is Section I and BGKY is Section II. This project is being coordinated with the Downing University Center renovation.	\$1,111,500	Federal Grant	Start: 12/01/11 Complete: 8/15/14	WKU Section I: Complete BG City Section II: Phase B
Renovate Academic Complex PH II (JP)	This phase of the renovation of Academic Complex will renovate Allied Health office suites and the Dental Hygiene lab and clinic.	\$1,200,000	E&G	Start: 12/02/14 Complete: TBD	Design Phase C



Project Name/PM	Scope	Budget	Source of Funds	Schedule	Status
Renovate Garrett Conference Center (JP)	Garrett Conference Center second floor at 17,000 square feet, will be renovated for Academic Affairs-Division of Extended Learning and Outreach (DELO) to support collaboration, testing, faculty development, distance learning instruction and administration. This will allow DELO to improve support to faculty members and students while providing the infrastructure and technology to advance distance education at WKU.	\$3,200,000	E&G	Start: TBD Complete: TBD	Planning
Renovation Projects (ALL)	Renovation projects in process, currently totaling 172. 69 are funded @ \$1,820,234 and active, 58 are estimated @ \$989,235 and awaiting customer approval to proceed, and 45 are being evaluated.	\$3,203,154	E & G	Various	Various
		\$9,914,654			

PROJECT MANAGER LEGEND:

- (BR) - Bryan Russell
- (BJ) - Ben Johnson
- (KO) - Kerra Ogden
- (DFM) - Facilities Management
- (AC) - Alfonso Casana
- (JP) - Jed Peterson
- (DC) - Dan Chaney
- (DP) - Debbie Pace
- (TH) - Tiffany Hayes
- (SLF) - Student Life Foundation - Brian Kuster



WKU[®]

Board of Regents

**EXECUTIVE
Agenda Items**

January 23, 2015

**Mass Media and Technology Hall
*Cornelius A. Martin Regents 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*.

APPROVAL OF THE CONFUCIUS INSTITUTE PROJECT

REQUEST:

The President requests Board of Regents approval for the Confucius Institute Design/Build Construction Project.

FACTS:

This project will design and construct an approximately 7,000 square foot facility to be located on Normal Drive adjacent to the new Honors College and International Center. It will support the Confucius Institute with additional gallery, classroom, office and multiuse space. Programing for the facility would start in early 2015.

The funding source for the design and construction of the new Confucius Institute Building is Private funds in the amount of \$2.3 million.

BUDGETARY IMPLICATIONS:

No funds requested.

RECOMMENDATION:

President Gary A. Ransdell recommends the Board approve the Confucius Institute Design/Build Construction Project.

MOTION:

To approve the Confucius Institute Design/Build Construction Project to be located on Normal Street.

**MINUTES
OF THE BOARD OF REGENTS
WESTERN KENTUCKY UNIVERSITY**

January 23, 2015

• **CALL TO ORDER**

Required statutory notice having been given, the first quarterly meeting of the Board of Regents of Western Kentucky University was held in the *Cornelius A. Martin Regents Room* in the Mass Media and Technology Hall on the Western Kentucky University campus. The meeting was called to order by Chair David Porter at approximately 9:00 a.m., (CST).

• **ROLL CALL**

The following Regents were present, representing a quorum of the Board:

Mr. J. David Porter, Chair	Mr. Gillard B. Johnson III
Dr. Phillip W. Bale	Mr. James Kennedy, Staff Regent
Dr. Barbara G. Burch, Faculty Regent	Mr. John W. Ridley
Dr. Melissa B. Dennison, Secretary	Ms. Nicki Taylor, Student Regent
Ms. Cynthia Harris	

Absent from the meeting:

Mr. Frederick A. Higdon
Mr. Laurence J. Zielke

Others in attendance included the following:

Dr. Gary A. Ransdell, President
Mr. Howard Bailey, Vice President for Student Affairs
Dr. Randy Capps, Parliamentarian
Ms. Kathryn Costello, Vice President for Development & Alumni Relations
Dr. A. Gordon Emslie, Provost and Vice President for Academic Affairs
Mr. Gordon Johnson, Chief Information Technology Officer
Ms. Julia McDonald, Assistant to the President for Board & Executive Relations
Ms. Ann Mead, Senior Vice President for Finance & Administration
Dr. Brian Meredith, Chief Enrollment & Graduation Officer
Dr. Richard C. Miller, Vice Provost & Chief Diversity Officer
Mr. Bryan Russell, Chief Facilities Officer

Mr. Todd Stewart, Director of Athletics
Ms. Robbin Taylor, Vice President for Public Affairs
Ms. Deborah T. Wilkins, General Counsel

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

• **APPROVAL OF MINUTES**

The minutes of the following meetings were presented for adoption

- Fourth Quarterly Meeting – October 31, 2014

MOTION

Motion to approve the minutes of the Fourth Quarterly Meeting held on October 31, 2014, was made by Regent Gil Johnson and seconded by Regent James Kennedy.

VOTE / ACTION TAKEN

Approved Not Approved Other _____

Page numbers reflect where the items are located in the meeting agenda book.

CONSENT AGENDA STATEMENT:

Chair Porter announced that the Committees of the Board met on December 12, 2014, and discussed each item on their respective agendas with the exception of items AA-5 and EX-2. These items are exempt from the consent agenda and shall be discussed and voted on separately.

ACADEMIC AFFAIRS COMMITTEE – ACTION ITEMS

AA-1 Approval of a Master of Fine Arts (MFA) degree type and a MFA in Creative Writing program [pp 1-61]

MOTION

Motion to approve item AA-1 was made by Regent Barbara Burch and seconded by Regent John Ridley.

VOTE / ACTION TAKEN

Approved Not Approved Other _____

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]

MOTION

Motion to approve items AA-2, AA-3, and AA-4 was made by Regent Gil Johnson and seconded by Regent James Kennedy.

VOTE / ACTION TAKEN

Approved Not Approved Other _____

AA-5 Approval of Name Change to Department of Information Systems [p 94]

MOTION

Motion to approve item AA-5 was made by Regent James Kennedy and seconded by Regent Gil Johnson.

VOTE / ACTION TAKEN

Approved Not Approved Other _____

AA-6 Approval of Sabbatical Leaves [p 95]

MOTION

Motion to approve item AA-6 was made by Regent James Kennedy and seconded by Regent Gil Johnson.

VOTE / ACTION TAKEN

Approved Not Approved Other _____

AA-7 Approval of Emeriti Appointments [p 96]

MOTION

Motion to approve item AA-7 was made by Regent Barbara Burch and seconded by Regent John Ridley.

VOTE / ACTION TAKEN

Approved Not Approved Other _____

FINANCE AND BUDGET COMMITTEE – ACTION ITEMS

FB-1 Acceptance of Auditor’s Report and Financial Statements for the fiscal year ended June 30, 2014

[p 1 reports previously distributed]

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]

MOTION

Motion to approve items FB-1, FB-2, FB-3, and FB-4 was made by Regent Gil Johnson and seconded by Regent James Kennedy.

VOTE / ACTION TAKEN

Approved Not Approved Other _____

FINANCE AND BUDGET COMMITTEE – INFORMATION ITEM

- An update on the 2015 Employee Health Plan was provided by Ms. Kari Aikins.
-

PRESIDENT’S REPORT – INFORMATION ITEMS

- An Athletics Mid-Year Report was provided by Mr. Todd Stewart.
 - A Construction Progress Report was provided by Mr. Bryan Russell.
 - A Development Calendar Year-End Report was provided by Ms. Kathryn Costello.
 - A 2015 General Assembly Preview was provided by Ms. Robbin Taylor.
-

EXECUTIVE COMMITTEE – ACTION ITEMS

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

MOTION

Motion to approve EX-1 was made by Regent Phillip Bale and seconded by Regent Barbara Burch.

VOTE / ACTION TAKEN

Approved Not Approved Other _____

EX-2 Approval of the Confucius Institute Design/Build Project [p 2]

MOTION

Motion to approve EX-2 was made by Regent Cynthia Harris and seconded by Regent Phillip Bale.

DISCUSSION

President Ransdell: To give you a little background, we were successful in receiving \$1.5 million from Han Ban, which is the Chinese Education Ministry. For the last few years, we have been building our Confucius Institute and which, as you know, opened 2010. You have a document that describes this building and what will be done in it, along with other pertinent variables related to our Confucius Institute (CI) at your place.

There are about 400 Cis across the globe and 100 in the US, with two in Kentucky. We were the first and the University of Kentucky received a CI shortly after we were approved for one in 2010. At the annual CI conference in 2012, they let it be known that they were going to create and devote funding to, what they call, a model CI, which would include a building of some yet to be determined sort. And, so, we have been competing since that time with all the other CIs across the globe. Over the course of the past year, it was announced that they were going to approve ten of these and two were going to be in the United States. So, we were in a pretty heated competition with the other 99 CIs across America to get one of these buildings. Our

pursuit started out with requesting \$6 million dollars, then went down to \$4 million, and then went down to \$2 million, and we ended up getting \$1.5 million dollars approved and to our knowledge, that may be the highest appropriation that they are approving. San Diego State was the other university in America that is receiving one of these first ten buildings. My hunch is that there will be more next year, and more the following year. The Chinese Education Ministry devotes about \$3 billion dollars a year to funding their CIs across the globe. It is a major outreach initiative for Chinese culture and cross-cultural relations with all the nations across the globe on each continent.

So, we fought hard for this and we are very pleased. At least my last three trips to China have included meetings with Madame Xu Lin, who is the Director General of Han Ban and who calls the shots. We hosted the North American CI Conference for the first time, as you recall, back in September of 2013. All of that was kind of a precursor to build the relationships and the confidence. Long story short, we were able to close that gift this past December. That check was received by December 31 and is in the bank in the WKU Foundation.

Now, specifically, you saw Bryan Russell indicate the site and the site is included on your material here, along with a projected floor plan. Over the course of the last year we had our architectural design students engaged in a design competition for this building and now all those designs were based on a much more expensive building than the money we ended up getting. But there is some really creative stuff in there that our students had a lot of fun proposing. As it turns out, we are projecting a building that will be very modest brick and stone, much like the Adams-Whitaker Student Publications building just down the street on Normal. 7,100 feet is the projected square footage so it will be a pretty small building. The projected floor plan is in your information. So, it required matching of funds from the university and the way we arrived at the matching was the projected value of the land. There is a fund that I will meet with the WKU Foundation Board about to redirect to this purpose and that is a reserve fund for the Institute of Combustion Science and Environmental Technology (ICSET). ICSET has had a dramatic change in its focus and we're in the process of leasing that space to the private sector. That reserve fund is now a discretionary fund and the Foundation Board will be asked to redirect it to this purpose. Dr. Wei-Ping Pan is ironically the Director of our Confucius Institute and was the Director of ICSET before he retired about a year and a half ago. So, that's the way the matching is being achieved. Total project budget would then be \$3 million, total expenditures at \$2.3 million, actual construction \$1.5 million. So their funding will pay for the construction of the building and Han Ban is ready to move forward. We are ready to invite Madame Xu Lin, who is a high ranking official in the Chinese government, back to campus in August of 2016 to participate in the opening of this building. The primary use will be to work with the teachers. If you look at the back section in the annual report, you'll see photos of the 40 or so Chinese teachers that are teaching Chinese language in public schools, elementary and middle grades. This will be a bit of a home for these Chinese teachers and will be a Chinese training center. Dr. Sam Evans is here and Sam has been heavily involved in helping us get a couple of Master's degree programs that are joint degrees. This will be a bit of an extension to the College of Education that Sam and his faculty have been involved in with considerable detail. At any rate, I apologize for putting this on the agenda without coming through committee but we closed the gift in December, they sent us the money, and we promised them we would get right on it. That's why we haven't had a committee discussion about it before, but I believe most of you have followed my trips to China and have been aware that we were in pursuit of this building. If you haven't had the detail that I'm describing now, I apologize for that but at any rate, we are where we are, and I would like to go on and get board approval so we can go to CPE and get the necessary approval. We seek CPE approval for any building on campus even if it is private funds, and this is all private funds. Then we can get the process underway this spring and have it open by the summer of 2016. This is a quick overview, but our Confucius Institute has become a significant programing element on our campus. We try to keep some distance with our Confucius Institute and direct engagement of our curriculum because we do not want to do anything that would involve our Chinese friends in anything related to academic freedom or anything of that nature. Our Confucius Institute is a programing element but we do teach Chinese language in about 40 different schools and 25 different school districts. That has become a very important part of the youth of our regional communities in learning the Chinese language. I will be glad to answer specific

questions that you might have. It is a modest project, but one that I think is important symbolically and pragmatically in continuing to build our Chinese relations. We believe the Chinese market place for prospective students is opening up for us. This is an important dimension to continue to build that relationship and try to make WKU a destination point for Chinese students who would enroll here. I'll defer to you Mr. Chairman and would be happy to respond to any specific questions, thoughts, conversations that you might have.

Regent Bale: I read recently where nationwide there is like 800,000 foreign students and 29% of them are Chinese.

President Ransdell: I don't know if I saw that exact study but my instincts are that that would be accurate.

Regent Bale: How many Chinese students do we have here?

President Ransdell: About 150 Chinese students; that may not be exactly right, but about 150ish.

Regent Bale: Most of them are paying full tuition?

President Ransdell: Oh yes. They are our third largest population. They were first a couple of years ago. The Saudi Arabian population is now first and the Brazilian is second. Those are two phenomenons that have grown in just the last few years. But we think we can get to several hundred Chinese students in the next few years.

Regent Bale: One might anticipate this would help in this effort.

President Ransdell: That is why we have persuaded it so aggressively.

Regent Burch: We have actually grown what 47 Chinese students in the last four years.

President Ransdell: Right.

Regent Burch: Grown to 175.

President Ransdell: Ok. Thank you.

Regent Johnson: Can I ask a question about the budget? Gary I was trying to write down numbers and you went too fast for me. We've got \$1.5 million that is in the bank that they have given us and we have to match that \$1.5 million. I understand that we don't have to write a check. We must have put a value to the land, a value to the A&E, and the balance is the Foundation check.

President Ransdell: Correct.

Regent Johnson: Do you have the numbers on the land and the A&E?

President Ransdell: Wei-Ping Pan would have that and he is not here today but I cannot recall specifically and that was more of a conversation than. Actually, we did not give them a document. You are dealing with a foreign government and mostly a conversation in the negotiation rather than precise. Ok that works, so but approximately the land would be about \$400,000 a couple of hundred thousand in architectural fees when you consider the time for our faculty and students. I don't know maybe \$100,000 for Kerra Ogden's time as the project manager. So that is how we kind of arrived at \$700,000 in in-kind services in good will and land. Those are the numbers we shared with her but they did not ask for a precise number document.

Regent Johnson: And the balance is coming from the Foundation?

President Ransdell: That fund has now grown over the years to about \$800,000 and would be redirected to this purpose and Kathryn will have me on the Foundation agenda at its next meeting to have that decision with the Foundation Board.

Regent Johnson: So that makes up our part; do we have to enter into any sort of contract or arrangement with them?

President Ransdell: I signed an agreement which I got from Dr. Pan yesterday that I can get to you but it is basically a typical gift agreement that you would expect when a government enters into a relationship with another country.

Regent Burch: Would there be any restrictions in that agreement? First of all, let me make a statement. I feel I'm brand new on this Board, so I don't want to enter things into the discuss that are unfair to air because this is something I understand that Gary has been working on for some time and most of you have some knowledge of and I really appreciate the fact that he probably spent more time with me in the last week than he planned—he probably said a prayer that I never came back. In all fairness, I don't know of anything else I can ask him. Now I might improve his answers. I want to say about the Confucius Institute, I think this really is quite a remarkable thing that our campus has. It is. As Phillip commented, the number that are internationally present is impressive, and I do understand to get one of these grants is highly competitive. It is the kind of thing that is complicated. It is not the kind of thing that you can lay out there and say to the world, "this is what I am doing" - I do understand that. I think it is quite a compliment to Gary to have been able to get it and I would not for one minute want to suggest what we are doing in CI isn't good. It is great. I mean Sam and others will tell you how in the world we have so many teachers out in our schools and so many kids and others to experience language where the districts couldn't pay for it, the culture. I can't say enough good things about it. Having said that, there are a couple of things that I wish we could figure out how to address on this. I'm really pleased that Dr. Ransdell got this in a way that you have gift money and is able to come up with private funds so this is not taking away from any other priority. We have so many but it is not taking away from any other priority and I think that is a real positive. The one question I had, and a couple of questions came to me, I think it is an important part of our international efforts and I think that it is really important that it be put in place in a way that it is sustainable over time. My biggest question was to understand the use and need. I shared with the President my first thought was we are building another building right next door to this international building and I was struggling to figure out need. He convinced me a little bit but then I thought about use. This program is being designated as the Chinese teacher training institute. That suggest I mean we are seeing it and I think somewhere in the descriptors it talks about this literally being a core part of WKU. And it is. I know it is about culture and Chinese language but as with any initiative like this on a campus and with our constituents ultimately you have got to really figure out how you get your faculty, your department's direction and your community engaged. And I understand that sometimes you do that too soon and you mess up what Confucius could do. I understand that Gary. There are a lot of things the institute does or at least so far, but this is a Chinese Teacher Training Institute and for one thing that makes it something I'm assuming institutes have to be academically approved. Provost Emslie as an institute. I mean I don't know it is not Confucius Institute it's the Confucius Teacher Training Institute. And when you talk about teacher training in addition to the College of Ed we've got a number of campuses on a number of departments on campus that are engaged in teacher training. You certainly have the language department that's heavily involved. And what I wish is we have the money it's in the bank it is an honor to be selected for it and I don't want to do anything that suggest not valuing this program, but I am wishing we could find a way that before we go off and determine how it is going to be used that we could reach out beyond just the Confucius Institute staff and engage the faculty the programs that are going to be a part of this. I know it is about those 40 teachers but the fact is those 40 teachers unless they are in elementary are all

having to work toward certifications. So they are either enrolled or getting certified most of them live in the communities that they are teaching in so it isn't like they come to campus very often but I do understand symbolically it says something to them to have a place. So Gary I am not for one minute saying there cannot we value and I know that you've got an August 16 target date. I don't know when this has to go to the board over to the council.

President Ransdell: It will be our next meeting.

Regent Burch: Which is?

President Ransdell: I don't know if it will be at our next meeting, but our next meeting is next week. It will probably be the meeting after that I guess. The Council on Postsecondary Education.

Provost Emslie: The next meeting is February 13.

Regent Burch: It wouldn't make that.

Provost Emslie: April.

Regent Burch: The April meeting. I'm interested in the sustainability of this and I'm interested in how it becomes really a part of Western. And how it engages the faculty and the departments that you are going to need to make it come alive. You already have the money,

President Ransdell: Sam, can you help us with this. It is your faculty that will be most directly engaged and you have obviously been closely involved with the joint Masters Degrees that we now have with Chinese Institutions. Do you have some thoughts on that?

Dr. Evans: Just a couple of thoughts in regards to what has been shared. We right now have six individuals from China in our MAP Program to become *certified in Mandarin*. They will be here next year as well and we are in the process of recruiting a new class. As of this day, there are eight potential new students to come next year. In addition to that group, and I don't have the numbers because Han Ban does the initial screening, we have worked with individuals in China. We are looking to go over there at the end of May to help those individuals become professionally certified in the Commonwealth of Kentucky. It is what we do to help them to make sure that the government feels good about the quality of the teachers in the classroom. Those individuals do come to WKU prior to school starting and they do have things that they take them through to kind of acclimate to the culture, to Kentucky, to Bowling Green, and the surrounding areas-- literally across the state. We do that work once they get here. We do work through webinars. We go to China and work with them. That's a different group of individuals. They work in the schools and I don't want to say it is a free labor, there is a small cost there to Han Ban, but it is a huge asset to the school districts and they love it. As Barbara indicated, those folks do live in the communities in which they are teaching. So yes, we can pull folks together. What can we do to enhance the nature, the intent of the facility, to make sure that the faculty is utilized as described?

One beauty of what we are doing with the MAP individuals: they go to class with folks who are not becoming teachers of Mandarin Chinese. They have to take at least 9 hours a semester; they are on campus. We want them to get the big picture of the schools they are working in, not just the Mandarin Chinese classrooms.

Regent Ridley: So, there is a larger group that they are a part of also?

Dr. Evans: In response to your question, the short answer is yes.

President Ransdell: Help us understand what Barbara is seeking, and you and your faculty would be most engaged, so help us arrive at that. Thank you.

Regent Ridley: I have a question. Just hypothetically. Middle East is in a mess right now and there is lots of stuff going on. What if politically- geopolitically- something took place with the Chinese government and the relationships with the United States? Are we contractually, by accepting a gift, again we go back to the gift part and forget everything but the gift part- are we contractually entering into an agreement that that facility and that program has to be sustainable regardless of something we would have no control over?

President Ransdell: No. If they withdraw, than the building is ours and it becomes something else. If we withdraw, then yes. There is an expectation that we are in this for the long term and there would be a pro-rated at \$1.5 million. If we chose to withdraw and terminate our Confucius relationship, then we would pro-rate refund the money. That is not unlike any corporate or political dynamic. The agreement allows for both parties to get out of it. If we choose to do so, you pro-rate how much length of time you have been in it and then arrive at a calculation to send them back some of the money. But we don't anticipate doing that. CIs are only ten years old; this was the 10th anniversary this past December. This is a growing phenomenon. But you are absolutely right; things change. In 20, 30, 40, 50 years, I hope our Chinese relationships are strong and trade is strong because that is what we are training our students to embrace and be part of. But the world can change. You are right.

Regent Johnson: I think we can all take Barbara's comments and concerns to heart. I think that they are well placed and hopefully, as this matures over the next few months with whatever things that can be done to make the faculty as a whole feel part of it.

President Ransdell: There is one caution. I want to be careful to keep this a program and not part of our actual curriculum because I don't think we want to be involved with the Chinese government in matters that relate to our curriculum per say. Institutions have gotten crossways with their faculty in that regard and I don't ever want our Chinese relations to be an issue with anything that we relate to academic freedom or anything of that nature. I tell our students, and our faculty, every chance I get- you don't have to condone a country's politics to understand its culture and embrace its people and understand the value of trade. Those three things that our CI is mostly about- understanding culture, language, and trade. Let other people deal with the politics and governmental policies.

Regent Johnson: Can I go back to one question? I want to digress a second. I wrote it down in my notes. What happens, this is a small facility-7100 square feet, so you don't have that much problem with overruns- what is our obligation in the event that there is a construction over-run? Or is it design-build?

President Ransdell: It is going to be design-build and our students are doing it. Bryan Russell and Kerra Ogden will reduce the square footage if we sense at any point that it will be over the projected \$1.5 million budget because there is no source to go to request additional funding.

Regent Johnson: And contractually, we can do that?

President Ransdell: Yes. The 7100 is our number. Not their number.

Regent Burch: I think it is a given that the money has been accepted and our commitments with Confucius say that we are going to build this building. Is there any reason we could not approve the acceptance of the gift and the fact that we are going to build it but buy time to identify how it is going to be used and even to talk about the naming of it? I really struggle with the Chinese Teacher Training Institute that is not connected to our academics. They are not in the teacher training business. It doesn't prevent you from starting planning, but at least it addresses the question of being used.

President Ransdell: We can't go forward without Board approval. We need Board approval to do any of that. Don't get hung up on that name 'institute.' I asked Wei-Ping to put some talking points together when we got back from China, and that's what he did, so we aren't that far along in what lettering is going to go on the building or anything. Again, the money was just deposited over the holidays. There will be plenty of time to arrive at what it's called and exactly the programming in it. Like a lot of gifts you close, you pursue a dream and you close a gift, but I can't do anything without Board approval to move forward.

Regent Burch: But you could approve it with some friendly agreements as to how we are going to determine the naming and the use in relation to other availability.

President Ransdell: Sure.

Regent Burch: I am assuming the library, for example, will get some of their space back and none of this has been discussed.

President Ransdell: The Chinese Learning Center will stay in the library. You all know the Chinese Learning Center when you come into the Helm Library? That will stay because that is a large space and that is more of a museum than anything and our students get a kick out of that walking through that to get into the library. But the offices for the Confucius Institute are there. They will now free up for the library. There will be some multi-purpose space that the library can reclaim in that regard as well. Connie and I were just talking about that.

Regent Burch: So, help me understand. If we design it, I thought that use dictated design. How do we make sure that that does happen?

President Ransdell: You see the general design here, the floor plan. Now, I don't see that changing much. You have two classrooms, two kind of flex spaces, four offices, a copy center, five offices, excuse me, one on the first floor and four on the second floor, and a modest little kitchen, where I assume our Chinese teachers will most likely cook stuff. I mean, it is a pretty modest project. I don't see the design changing much. What we call it and is it possible that other things than the Chinese teachers use it? Of course, there will be other things that will take place in here. I don't know what the CI programming will entail that will involve this, but it could be lots of things, but the primary focus will be a home for these Chinese teachers. But yeah, we can get into whatever details you would like as it begins to take shape.

Regent Burch: Again, I just think that it is so important to convey to the campus that there is a communicable need and use for this and a home for Chinese teachers is a little hard to understand when most of them are living out in the communities. It is a symbolic building, and I understand that, but I wish it could be more than that.

President Ransdell: Those teachers are here a good bit. They're back and forth on a pretty regular basis because there are a lot of things that they need to do as a group. But I can't give you their precise schedule.

Regent Johnson: Barbara, is your concern what the name of the facility is and that it denotes that it is tied to the university?

Regent Burch: I am concerned with the fact that we are going to approve design of it based on use that has been determined, I guess, principally, with the work Dr. Pan has done. I am saying that if this is truly something of importance to WKU's international program, and I think it is, that I would love to see it somehow be understood as to why we need it. I think there is a perception on campus sometimes, that we have been blessed with being able to build a lot of buildings, and even though this is going to be private money, it will be seen as another building. I just think it is very important that you understand why we need

it and how it is going to be used. I think that is kind of evasive. If we just needed space for teachers and space for the program, in declining enrollment, we have a lot space. I would agree with Gary. Symbolically, having specific space dedicated can be hugely valuable. But, I am just struggling with what it is that is uniquely needed that makes it valuable.

President Ransdell: A lot of gifts we pursue, donor interests, don't always match up with our priorities. Is this our highest campus priority? Of course not. If I had \$1.5 million dollars unrestricted, would I use it for this? Of course not. But that's not how fundraising works. 99% of the gifts you receive are restricted by the donor to do a specific thing. That's just the way philanthropy works. You pursue a gift, you close the gift, and you do it. Our Guthrie Bell Tower was completely a private gift. Hardly a university priority, but it has certainly been a nice campus landmark that we would never do this with our own money. I would put this in the same category. We would never do this with our own money. But the Chinese government is willing to invest in us, and we are better for it.

Regent Burch: And I understand that, but I sort of thought that our application was so that we could be a part of creating a model CI. And so to do that, you have to define what that is. But anyway.

President Ransdell: That's Han Ban's language.

Regent Johnson: It seems like a communication issue.

President Ransdell: It is. I am not asking you to approve the design; we will let our architectural students run with that. But I can't move forward with anything would Board approval to proceed.

Regent Johnson: Well, often a lot of programs are set up, but they are kind of a dynamic. Ever evolving addition, just like every building's use, every program migrates from what it is today sometimes grows. In a way, it is like dedicating an academic building for a particular program that might develop, to continue, to migrate in another way.

President Ransdell: I will communicate to the campus next week after this action with specificity as to what the project is which I planned to do anyway, but again, I can't get out on front on that without this action.

Chair Porter: We got a motion and a second on the floor. Any other questions or discussion?

Regent Taylor: I do have a question from the student perspective because I do know you spoke a lot about wanting to keep the academics and what we are doing here in Chinese studies separate, and I do understand that to an extent, but just the physical space of the building itself whenever it is not, as Dr. Burch made a point, a lot of times teachers are in and out, especially, some of this flex space, may go unoccupied. Is it not in the intent of the building for our Chinese major, Chinese minor, Chinese flagship to use that? I am kind of getting the sense that we might be building this building that would have the perfect opportunity for these students to interact with people from China, so is that not going to be a priority of the building to hold those classes?

President Ransdell: We have a Chinese New Year celebration for our Chinese faculty, staff, and students coming up in February. This would be the place that we will do it in 2017.

Regent Taylor: But what about just general classes whenever it is free?

President Ransdell: Yes, yes, yes. The flex space, the classrooms will be wide-open for campus use, absolutely.

Regent Taylor: I think that would be an obvious sort of use with tying it in to the general campus.

President Ransdell: And I would want students coming in. I would want our domestic students, not just our Chinese students coming in out of a facility called a Confucius Institute as well. As they do with the Chinese Learning Center now. I absolutely agree.

Chair Porter: Any other discussion? I'll call a question.

Regent Burch: I am not opposed to the concept of doing it; I am opposed to not having some contingency on further clarification on use. So, I have to vote no.

Regent Ridley: And I abstain.

Man: We have one abstention, one no, do we have the majority vote for approval?

Ms. McDonald: Yes, we have a majority vote for approval. Motion passed.

Chair Porter: So, I think this has been good discussion. I guess there will be reports on everything that will be developing in the next several weeks and couple of years.

President Ransdell: We will. Thanks.

VOTE / ACTION TAKEN

Approved with majority of votes

Regent John Ridley – abstained

Regent Barbara Burch - NO

Not Approved **Other** _____

EXECUTIVE / CLOSED SESSION – Pursuant to KRS 61.810(1)

Chair Porter called for an Executive / Closed Session at approximately 12:00 p.m. (CST) for the purpose of discussion of proposed or pending litigation against or on behalf of the University.

Chair Porter called the meeting back to open session at approximately 12:30 p.m. (CST).

ANNOUNCEMENTS / UPCOMING DATES


- March 27 ~ 9:00 am – Committee Meetings (*MMTH – Regents Room*)
- April 24 ~ 9:00 am – Second Quarterly Board Meeting (*MMTH – Regents Room*)
- May 15 ~ 5:00 pm – Graduate Commencement (*Diddle Arena*)
- May 16 ~ 9:30 am / 2:00 pm / 6:00 pm – Undergraduate Commencement (*Diddle Arena*)
- May 29 – Finance and Budget Committee Meeting (*MMTH – Regents Room*)

ADJOURNMENT


With no further business, Chair Porter adjourned the meeting at approximately 12:45 p.m. (CST).

CERTIFICATION OF SECRETARY

I hereby certify that the minutes herein above set forth an accurate record of votes and actions taken by the Board of Regents of Western Kentucky University in the first quarterly meeting held January 23, 2015, in the *Cornelius A. Martin Regents Room* in the Mass Media and Technology Hall on the Western campus, and further certify that the meeting was held in compliance with KRS 61.810, 61.815, 61.820, and 61.825 (enacted as Sections 2, 3, 4 and 5 of House Bill 100, 1974 Regular Session, General Assembly).



Mr. J. David Porter, Chair
WKU Board of Regents
Approved on 4-24-15



Dr. Melissa B. Dennison, Secretary
WKU Board of Regents
Approved on 4-24-15